



**National Survey
of Student Engagement**

Xavier University of Louisiana

**BCSSE 2007-NSSE 2008 Combined Report
Cross-Sectional and Longitudinal Results
August 2008**



The cross-sectional results are based on *all* first-year student respondents from your institution's BCSSE 2007 and NSSE 2008 administrations (in contrast to the longitudinal results which contain only *matched* data). These data provide the best estimates of your first-year students' pre-college characteristics and of your students' engagement during their first year. By presenting your BCSSE-NSSE cross-sectional results side-by-side, you can identify areas of correspondence as well as gaps in engagement to develop a better understanding of the first-year student experience.

Variables


The items from the BCSSE and NSSE surveys appear in the left column of the report with same or similar wording as they appear on the instruments.

Response Options

Response options presented on the survey were collapsed into fewer categories for reporting purposes.

Data Source

These columns present the unweighted BCSSE 2007 frequencies and the weighted NSSE 2008 frequencies. BCSSE includes questions about the students high school academic engagement and their expected first year engagement.



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How many hours in a typical 7-day week doing each of the following?

Preparing for class (studying, doing homework, rehearsing, etc.)

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Cross-Sectional Results
NSSEville State University**

	BCSSE ¹		NSSE ²			
	High School		Expected FY		First Year	
	Count	%	Count	%	Count	%
None	28	2	0	0	1	0
1-10	904	63	154	11	258	55
11-20	386	27	636	45	183	33
21 or more	119	8	636	45	69	12
Total	1437	100	1426	100	511	100

Count

The actual number of students who answered within each response category.

Column Percentage (%)

The percentage of students responding to the particular option in each question.



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Xavier University of Louisiana**

<i>How many hours in a typical 7-day week doing each of the following?</i>		BCSSE ¹				NSSE ²	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Preparing for class (studying, doing homework, rehearsing, etc.)	None	4	1	0	0	1	0
	1-10	361	62	106	18	92	32
	11-20	151	26	269	47	116	42
	More than 20	62	11	202	35	73	25
	Total	578	100	577	100	282	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	71	12	43	7	117	41
	1-10	268	46	320	55	135	46
	11-20	142	24	167	29	30	12
	More than 20	99	17	49	8	1	0
	Total	580	100	579	100	283	100
Working for pay	No	211	37	172	30	112	40
	Yes	367	63	406	70	169	60
	Total	578	100	578	100	281	100
Relaxing and socializing (watching TV, partying, etc.)	None	8	1	18	3	6	2
	1-10	302	52	379	65	176	61
	11-20	186	32	151	26	80	30
	More than 20	84	14	31	5	18	7
	Total	580	100	579	100	280	100
<i>How often did you do or expect to do each of the following?</i>							
Asked questions in class or contributed to class discussions	Never/Sometimes	113	19	75	13	106	35
	Often/Very often	468	81	506	87	202	65
	Total	581	100	581	100	308	100
Made a class presentation	Never/Sometimes	225	39	148	26	151	49
	Often/Very often	354	61	431	74	154	51
	Total	579	100	579	100	305	100
Came to class without completing readings or assignments	Never/Sometimes	554	95			253	82
	Often/Very often	27	5			54	18
	Total	581	100			307	100
Discussed grades or assignments with a teacher/instructor	Never/Sometimes	191	33	112	19	92	31
	Often/Very often	389	67	467	81	205	69
	Total	580	100	579	100	297	100
Worked with other students on projects during class	Never/Sometimes	172	30	155	27	155	50
	Often/Very often	406	70	421	73	152	50
	Total	578	100	576	100	307	100

¹ Blank cells indicate BCSSE items with no similar item on NSSE.

² Weighted NSSE frequencies. See Frequency Distributions in the NSSE section of this report.



National Survey of Student Engagement

BCSSE 2007-NSSE 2008 Combined Report Cross-Sectional Results Xavier University of Louisiana

<i>How often did you do or expect to do each of the following?</i>		BCSSE				NSSE ¹	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Worked with classmates outside of class to prepare class assignments	Never/Sometimes	309	53	127	22	144	46
	Often/Very often	270	47	451	78	165	54
	Total	579	100	578	100	309	100
Prepared two or more drafts of a paper or assignment before turning it in	Never/Sometimes	212	37			122	40
	Often/Very often	366	63			186	60
	Total	578	100			308	100
Had serious conversations with students of a different race or ethnicity than your own.	Never/Sometimes	198	34	177	31	127	42
	Often/Very often	382	66	403	69	169	58
	Total	580	100	580	100	296	100
Discussed ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	355	62	225	39	194	64
	Often/Very often	222	38	355	61	104	36
	Total	577	100	580	100	298	100
Discussed ideas from your readings or classes with others outside of class (students, etc.)	Never/Sometimes	268	46	173	30	104	35
	Often/Very often	310	54	407	70	190	65
	Total	578	100	580	100	294	100
Talked with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes	155	27			158	53
	Often/Very often	426	73			139	47
	Total	581	100			297	100
Had serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	255	44	156	27	112	38
	Often/Very often	322	56	422	73	184	62
	Total	577	100	578	100	296	100
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes			58	10	55	17
	Often/Very often			522	90	252	83
	Total			580	100	307	100
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes			118	20	120	39
	Often/Very often			463	80	177	61
	Total			581	100	297	100
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes			142	25	101	34
	Often/Very often			437	75	194	66
	Total			579	100	295	100
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc)	Never/Sometimes			240	41	217	73
	Often/Very often			340	59	79	27
	Total			580	100	296	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes			108	19	85	28
	Often/Very often			472	81	205	72
	Total			580	100	290	100
Learn something that changes the way you understand an issue or idea	Never/Sometimes			76	13	78	27
	Often/Very often			502	87	210	73
	Total			578	100	288	100
Grades	A or A-	227	40	315	56	66	23
	B or B+	238	42	213	38	86	32
	B- or lower	106	19	38	7	121	45
	Total	571	100	566	100	273	100

¹ Blank cells indicate BCSSE items with no similar item on NSSE.

² Weighted NSSE frequencies. See Frequency Distributions in the NSSE section of this report.



The longitudinal results contain matched data from your first-year students who completed *both* the BCSSE 2007 and NSSE 2008 surveys. The purpose of this report is to analyze the relationships between incoming student characteristics and their reported engagement near the end of their first year. With longitudinal data, you can more effectively identify how students with varying levels of pre-college characteristics were actually engaged during their first year of college.

Six BCSSE scales and four NSSE benchmarks in the longitudinal data are categorized into quartile ranges based on the lower 25 percent (Low25), the middle 50 percent (Mid50), and the upper 25 percent (Top25) of respondents.

BCSSE Scales

The following BCSSE scales were constructed by converting the responses for each item to a 0-10 range. A mean scale score was then calculated for each student. Below is a brief description of each scale with the component BCSSE items in parentheses.

<i>High School Academic Engagement</i>	Student engagement in educationally relevant activities during the last year of high school. (hreadasg, hwrite5, hwrite5m, hacadpr, hclquest, hclprese, hfacgrad, hclassgr, hoccgrp, hrewropa, hfacidea, hooceida)
<i>Expected First-Year Academic Engagement</i>	Expected engagement in educationally relevant behaviors during the first year of college. (cacadpr, cclquest, cclprese, cfacgrad, cclassgr, coccgrp, cfacidea, coocidea)
<i>Academic Perseverance¹</i>	Student certainty that they will persist in the face of academic adversity. (cotherint, cfindinfo, ccourdis, caskinst, cfinish, cstaypos)
<i>Expected First-Year Academic Difficulty</i>	Expected academic difficulty during the first year of college. (clearmma, cmantime, cgethelp, cintfac)
<i>Perceived Academic Preparation</i>	Student perception of their academic preparation. (cgnwrite, cgnspeak, cgnanaly, cgnquant, cgncompt, cgnother, cgningq)
<i>Importance of Campus Environment</i>	Student-rated importance that the institution provides a challenging and supportive environment. (cenvscho, cenvsupr, cenvdivr, cenvnaca, cenvsoca, cenveven)

NSSE Benchmarks

Also included in this report are four of the five NSSE Benchmarks of Effective Educational Practice.²

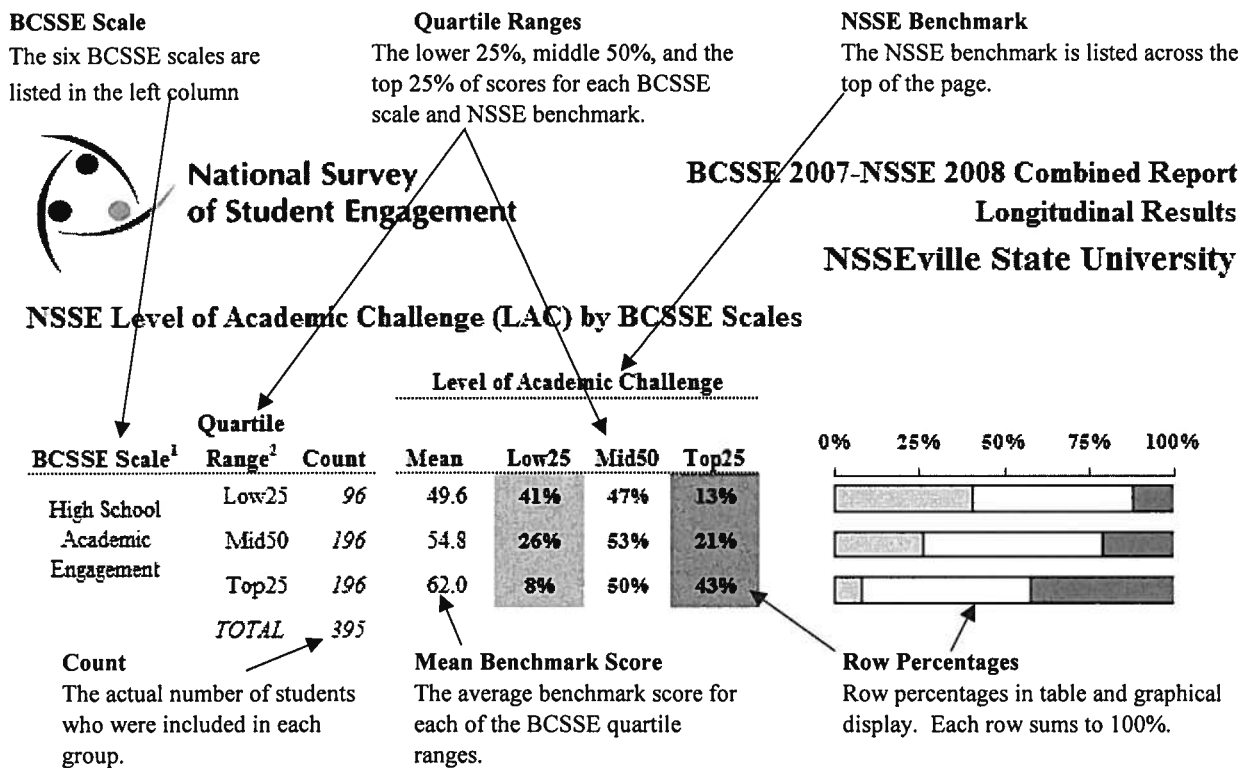
<i>Level of Academic Challenge (adjusted)</i>	Engagement in intellectually challenging and creative work. (readasgn, writemor, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol)
<i>Active & Collaborative Learning:</i>	Engagement in collaborative learning and learning in different settings. (clquest, clpresen, classgrp, occgrp, tutor, commproj, oocideas)
<i>Student-Faculty Interaction</i>	Student engagement with faculty as role models and mentors. (facgrade, facideas, facplans, facfeed, facother, resrch04)
<i>Supportive Campus Environment</i>	Quality of campus environment to support student success. (envsocial, envsuprt, envnacad, envstu, envfac, envadm)

¹ Academic Perseverance was named Academic Persistence in the BCSSE 2007 Report.

² The benchmark "Enriching Educational Experiences" is not included in this section of the report given that it measures the participation in many activities not typically completed by first-year students (internships, capstone courses, study abroad, etc).



In the example below (NSSEville State), students who scored in the lower 25% ("Low25") for High School Academic Engagement were engaged in their first year of college with an average Level of Academic Challenge benchmark score of 49.6. Of these students, 41% ended the year in the lower 25% on Level of Academic Challenge, while only 13% of these students were in the top 25%. By comparison, 8% of the students in the top 25% on High School Academic Engagement were in the lower 25% and 43% were the top 25% for Level of Academic Challenge.



How might NSSEville State use the BCSSE-NSSE Longitudinal Results?

There are many meaningful ways to use these data and results. One way NSSEville State could raise student participation in academically challenging activities is to work with their first-year students who are in the bottom 25% for high school engagement, stressing to them the importance, value, and benefits of engaging in academically challenging activities. NSSEville State may be concerned that 8% of their incoming first-year students who reported high levels of high school academic engagement are actually engaged in the bottom 25% of their class in academic challenge. Using the BCSSE-NSSE raw matched data as well as other available institutional data, NSSEville may want to learn more about these students and devise ways to facilitate engagement of similar first-year students in the future. Other information collected from students during the admission and advising processes, as well as in the first few weeks of classes, can also inform program and institution-level assessment.



NSSE Level of Academic Challenge (LAC) by BCSSE Scales

BCSSE Scale ¹	Quartile Range ²	Count	Level of Academic Challenge				0% 25% 50% 75% 100%
			Mean	Low25	Mid50	Top25	
High School Academic Engagement	Low25	49	51.2	45%	47%	8%	
	Mid50	105	58.7	24%	54%	22%	
	Top25	55	66.3	7%	45%	47%	
	TOTAL	209					
Expected Academic Engagement	Low25	47	55.3	32%	53%	15%	
	Mid50	108	57.8	26%	50%	24%	
	Top25	54	64.3	15%	48%	37%	
	TOTAL	209					
Academic Perseverance ³	Low25	53	53.0	38%	49%	13%	
	Mid50	99	59.6	21%	59%	20%	
	Top25	57	63.2	18%	37%	46%	
	TOTAL	209					
Expected Academic Difficulty	Low25	50	64.0	14%	46%	40%	
	Mid50	102	58.2	26%	53%	21%	
	Top25	55	56.2	29%	49%	22%	
	TOTAL	207					
Academic Preparation	Low25	50	54.2	28%	60%	12%	
	Mid50	104	57.8	28%	52%	20%	
	Top25	54	65.5	15%	37%	48%	
	TOTAL	208					
Importance of Campus Environment	Low25	52	55.3	31%	50%	19%	
	Mid50	98	58.6	24%	55%	20%	
	Top25	59	62.7	19%	42%	39%	
	TOTAL	209					

¹ Rows sum to 100%

² Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

³ Academic Perseverance was named Academic Persistence in the BCSSE 2007 Report.



NSSE Active and Collaborative Learning (ACL) by BCSSE Scales

		Active and Collaborative Learning					0% 25% 50% 75% 100%				
BCSSE Scale ¹	Quartile Range ²	Count	Mean	Low25	Mid50	Top25					
High School Academic Engagement	Low25	56	43.0	48%	46%	5%					
	Mid50	113	54.2	20%	63%	17%					
	Top25	57	66.6	4%	49%	47%					
	TOTAL	226									
Expected Academic Engagement	Low25	55	47.3	38%	55%	7%					
	Mid50	115	53.2	22%	60%	18%					
	Top25	56	64.4	11%	46%	43%					
	TOTAL	226									
Academic Perseverance ³	Low25	58	48.7	33%	59%	9%					
	Mid50	107	54.6	22%	56%	21%					
	Top25	61	60.2	15%	51%	34%					
	TOTAL	226									
Expected Academic Difficulty	Low25	53	64.1	11%	51%	38%					
	Mid50	111	51.9	26%	56%	18%					
	Top25	60	51.7	27%	58%	15%					
	TOTAL	224									
Academic Preparation	Low25	53	52.0	32%	51%	17%					
	Mid50	114	52.6	25%	59%	17%					
	Top25	58	61.2	10%	53%	36%					
	TOTAL	225									
Importance of Campus Environment	Low25	55	50.9	35%	49%	16%					
	Mid50	108	53.5	22%	57%	20%					
	Top25	63	59.6	14%	57%	29%					
	TOTAL	226									

¹ Rows sum to 100%

² Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

³ Academic Perseverance was named Academic Persistence in the BCSSE 2007 Report.



NSSE Student-Faculty Interaction (SFI) by BCSSE Scales

BCSSE Scale ¹	Quartile Range ²	Count	Student-Faculty Interaction			0%	25%	50%	75%	100%
			Mean	Low25	Mid50					
High School Academic Engagement	Low25	52	30.5	56%	40%	4%				
	Mid50	107	45.1	19%	55%	26%				
	Top25	56	54.8	13%	38%	50%				
	<i>TOTAL</i>	215								
Expected Academic Engagement	Low25	51	37.2	35%	55%	10%				
	Mid50	110	42.3	25%	51%	25%				
	Top25	54	54.2	20%	31%	48%				
	<i>TOTAL</i>	215								
Academic Perseverance ³	Low25	54	39.9	39%	39%	22%				
	Mid50	103	42.5	24%	54%	21%				
	Top25	58	50.7	17%	41%	41%				
	<i>TOTAL</i>	215								
Expected Academic Difficulty	Low25	50	53.5	14%	38%	48%				
	Mid50	106	43.0	25%	51%	24%				
	Top25	57	38.8	35%	49%	16%				
	<i>TOTAL</i>	213								
Academic Preparation	Low25	52	41.6	31%	48%	21%				
	Mid50	108	43.0	26%	47%	27%				
	Top25	54	49.4	20%	46%	33%				
	<i>TOTAL</i>	214								
Importance of Campus Environment	Low25	54	39.5	44%	33%	22%				
	Mid50	102	44.3	23%	50%	27%				
	Top25	59	47.8	15%	54%	31%				
	<i>TOTAL</i>	215								

¹ Rows sum to 100%

² Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

³ Academic Perseverance was named Academic Persistence in the BCSSE 2007 Report.



NSSE Supportive Campus Environment (SCE) by BCSSE Scales

BCSSE Scale ¹	Quartile Range ²	Count	Supportive Campus Environment				0%	25%	50%	75%	100%
			Mean	Low25	Mid50	Top25					
High School Academic Engagement	Low25	47	59.5	40%	53%	6%					
	Mid50	98	69.3	23%	55%	21%					
	Top25	51	78.6	14%	35%	51%					
	TOTAL	196									
Expected Academic Engagement	Low25	43	63.9	37%	49%	14%					
	Mid50	102	67.1	27%	52%	21%					
	Top25	51	78.6	10%	45%	45%					
	TOTAL	196									
Academic Perseverance ³	Low25	49	60.7	41%	47%	12%					
	Mid50	93	70.1	24%	53%	24%					
	Top25	54	76.1	13%	46%	41%					
	TOTAL	196									
Expected Academic Difficulty	Low25	45	75.5	16%	42%	42%					
	Mid50	97	68.4	24%	58%	19%					
	Top25	52	66.5	35%	40%	25%					
	TOTAL	194									
Academic Preparation	Low25	48	65.9	31%	54%	15%					
	Mid50	93	67.5	26%	53%	22%					
	Top25	54	76.1	17%	41%	43%					
	TOTAL	195									
Importance of Campus Environment	Low25	47	64.3	34%	51%	15%					
	Mid50	94	68.0	22%	57%	20%					
	Top25	55	76.2	22%	35%	44%					
	TOTAL	196									

¹ Rows sum to 100%

² Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

³ Academic Perseverance was named Academic Persistence in the BCSSE 2007 Report.