



BCSSE/NSSE Combined Report 2009



Texas A&M University-Corpus Christi

**Prepared by The Office of Planning and Institutional
Effectiveness**



What is BCSSE?

The Beginning College Survey of Student Engagement (BCSSE) collects data about first year college student's high school academic and co-curricular experiences, in addition to their expectations for engagement during the first year of college.

The BCSSE has been used in addition to the National Survey of Student Engagement since 2007 at 4 year colleges and institutions around the country. 2008 was the first year of administration for the BCSSE at TAMU-CC. The BCSSE is designed to be paired with the NSSE administration at the end of the student's first year, so that comparisons can be made between expectations and actual experiences.



What is NSSE?

The National Survey of Student Engagement (NSSE), which is a surveying project that began from a generous grant provided by Pew Charitable Trusts, and is sustained by institutional participation fees, has been collecting data from students at 4 year colleges and institutions around the country since 2000, with 643 institutions participating in the spring 2009 survey.

The design of the survey is aimed at collecting data relevant to the undergraduate student experience and participation in academics and extra-curricular activities.



Survey Administrations

The BCSSE survey instrument was administered at TAMU-CC in first year seminar courses (UCCP) during the first week and a half of the Fall 2008 semester (August 28th – September 5th, 2008). UCCP courses were randomly selected, and the surveys were distributed and picked up during the class periods. 1,200 surveys were distributed, and **93%** of the surveys were completed (**n=1,119**).

NSSE sampling procedures required sending the survey to freshman and senior students via email. The online survey was available for students from the initial invitation on February 9th through June 1st, 2009. As per NSSE random sampling procedures, TAMU-CC invited 1,246 freshman and 1,574 seniors to participate in the survey. **22%** of contacted students (**n=625**) completed the survey.



TAMU-CC BCSSE/NSSE Combined Reporting

There were 23 items that were similar or identical in the Fall 2008 BCSSE and Spring 2009 NSSE survey instruments. These questions were designed to provide cross sectional data between expectations of first year students and/or their high school engagement, and their actual end of year engagement. At TAMU-CC, there were **n=153** first year students who completed both the BCSSE and NSSE surveys.



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Key Findings



BCSSE/NSSE Findings

First year TAMU-CC students found that they engaged in the following behaviors **LESS** frequently than **BOTH** high school **and** their initial expectations about college:

Asking questions in class/contributing to class discussions

Discussing grades or assignments with an instructor

Discussing ideas from class or coursework with instructor outside of class

Working for pay

First year TAMU-CC students found that they engaged in the following behaviors **MORE** frequently than they did in high school **but LESS** than their initial expectations about college:

Making class presentations

Working with classmates on projects outside of class

Discussing ideas from coursework/classes with others outside of class

Having serious discussions with students with different political, religious, or personal values

Having serious discussions with students of a different race or ethnicity



BCSSE/NSSE Findings

First year TAMU-CC students found that they engaged in the following behaviors **MORE** frequently in college than they did in high school:

Prepared multiple drafts of a paper/assignment before submittal

Came to class without completing readings or assignments

First year TAMU-CC students found that they engaged in the following behaviors **LESS** frequently than their initial expectations about college:

Putting together ideas or concepts from various courses when completing assignments or during class discussions

Received prompt feedback from faculty on academic performance

Worked with faculty on activities other than coursework (orientations, etc.)

Better tried to understand someone else's views by imagining how an issue looks from their perspective

Learned something that changed the way they understood an issue or concept



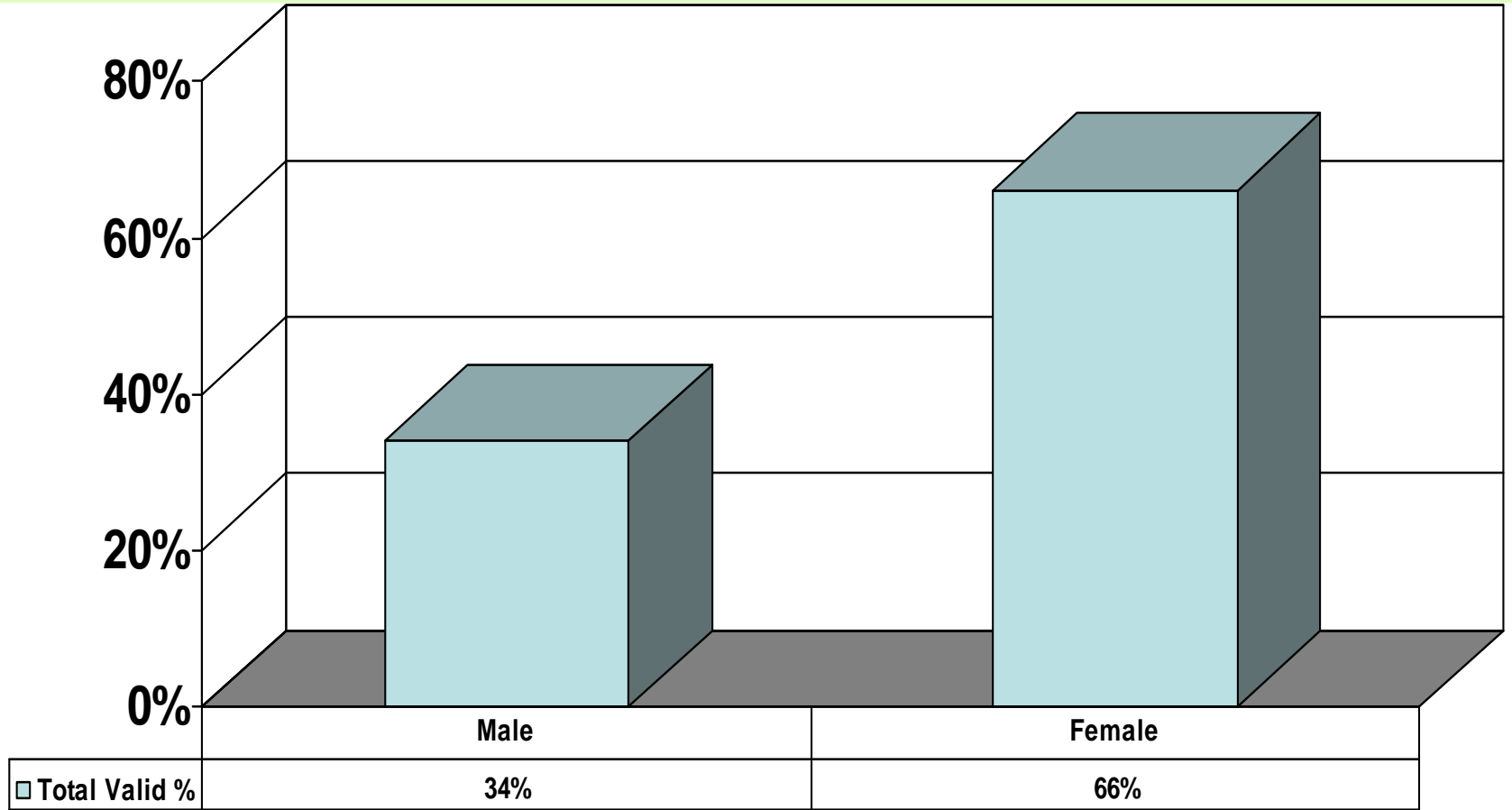
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Demographics



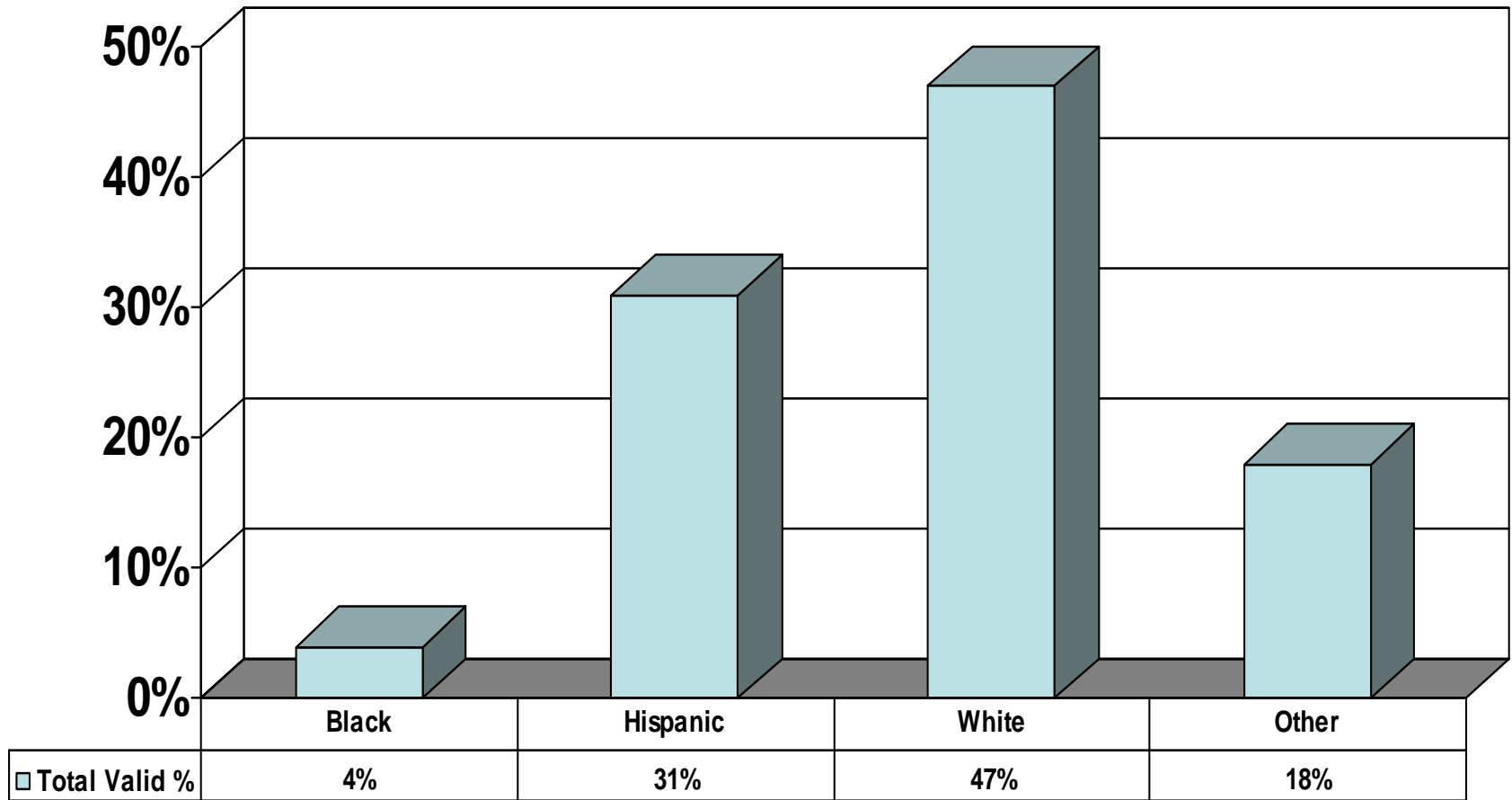
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Demographics – Gender



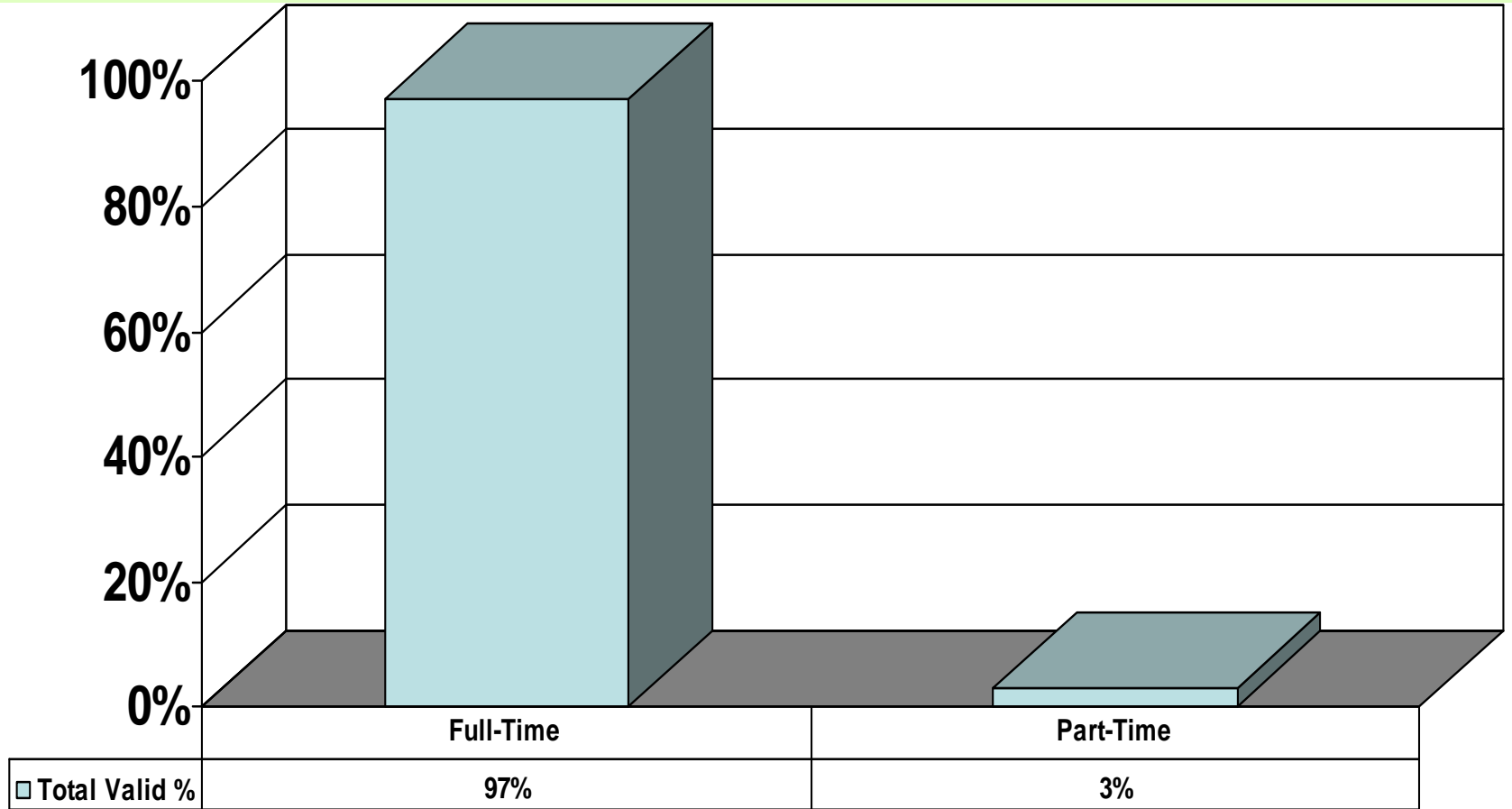
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Demographics – Student Ethnicity



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Demographics – Class Enrollment Status



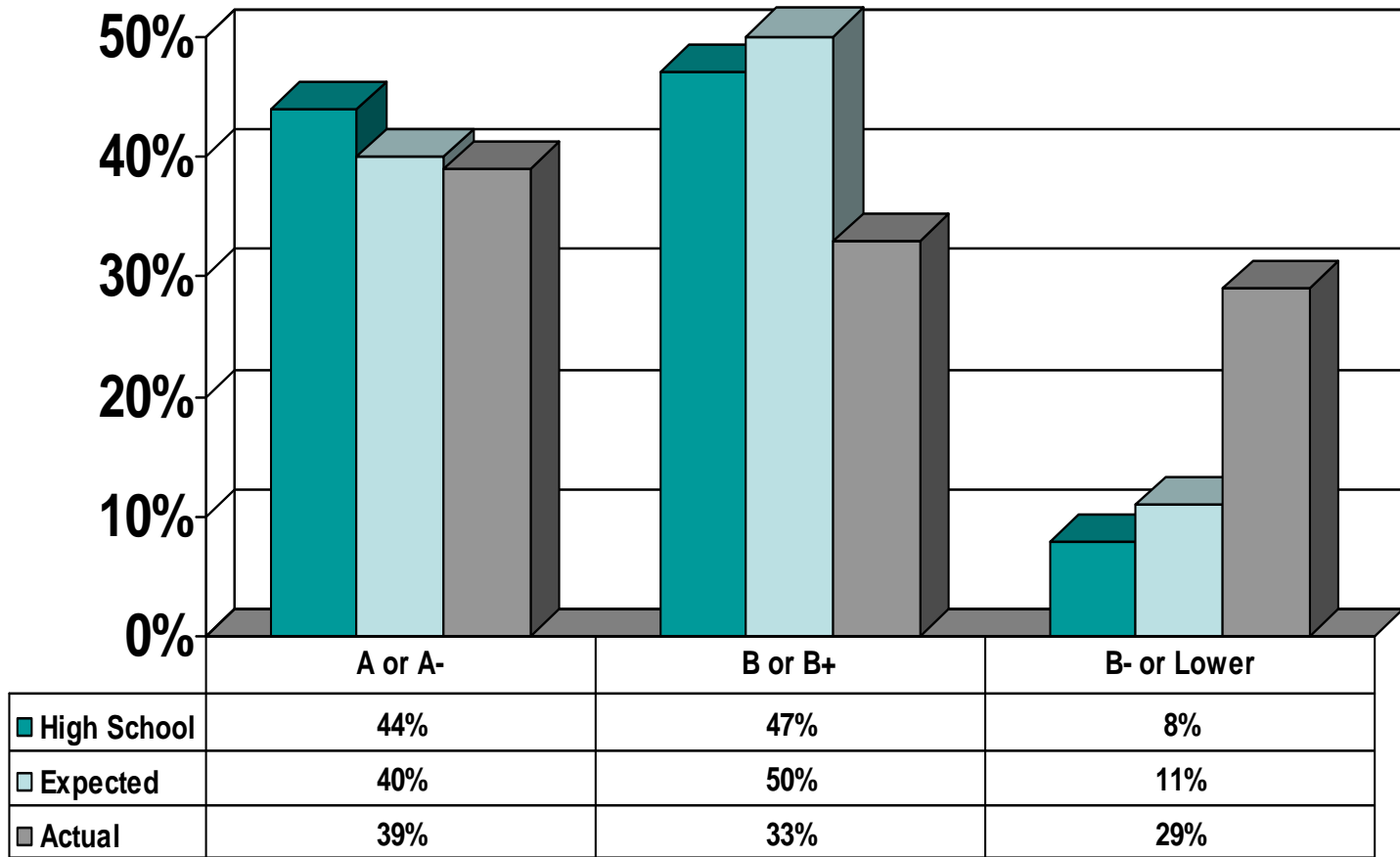
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Frequency Report



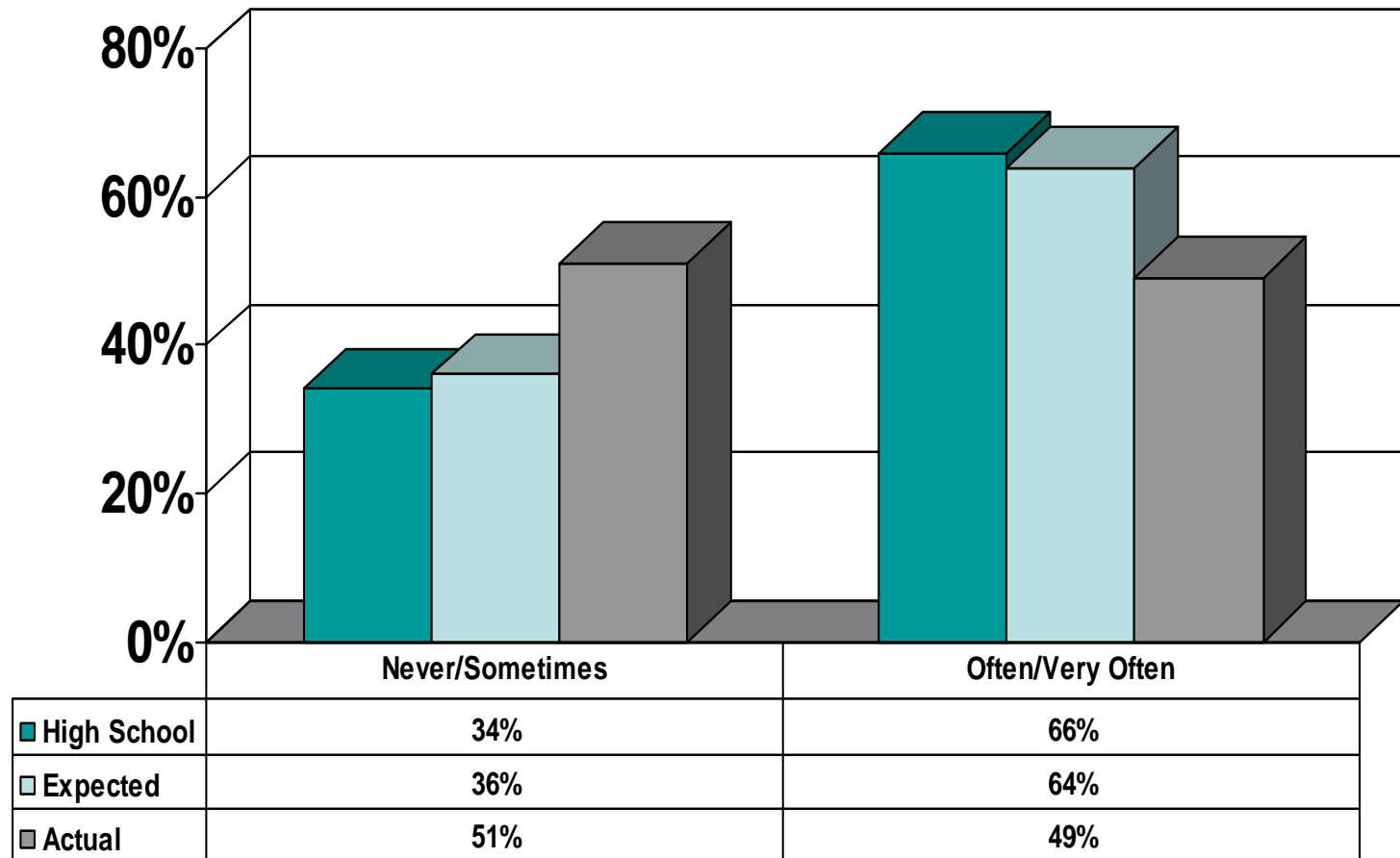
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Student Grades



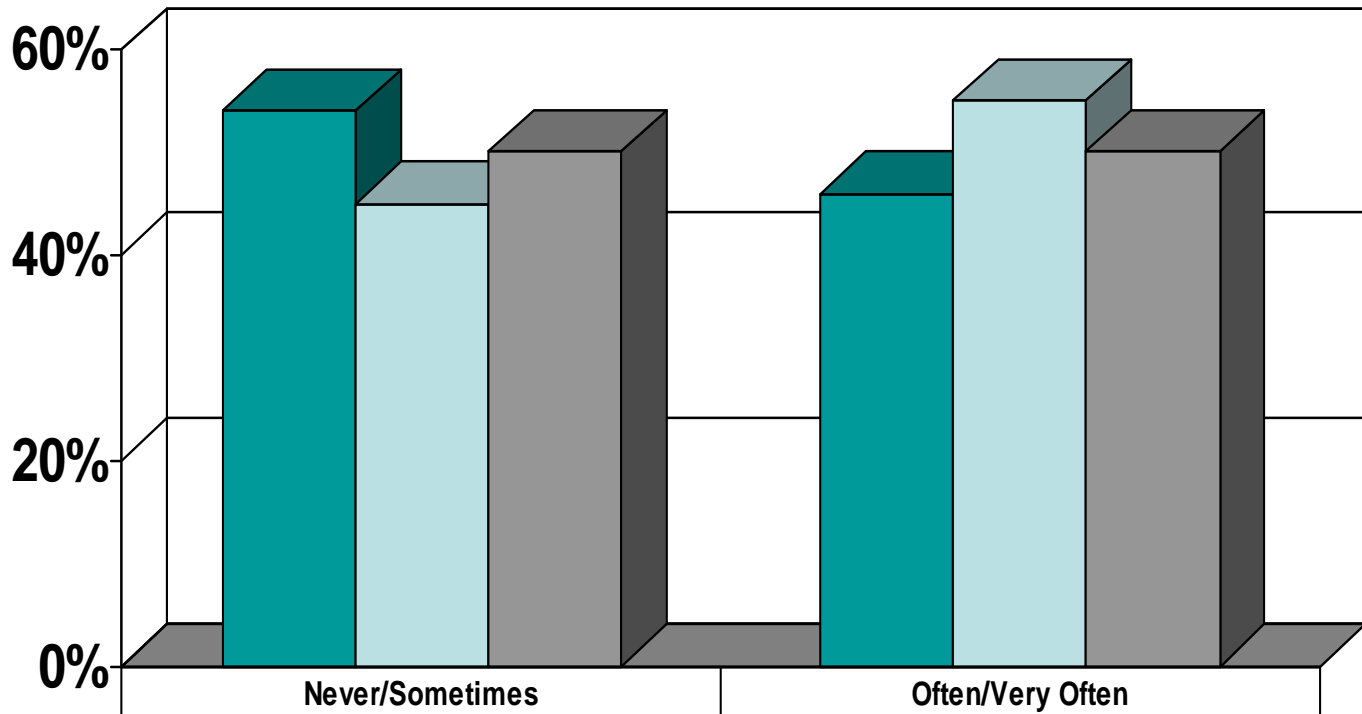
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Students asked questions in class or contributed to class discussions



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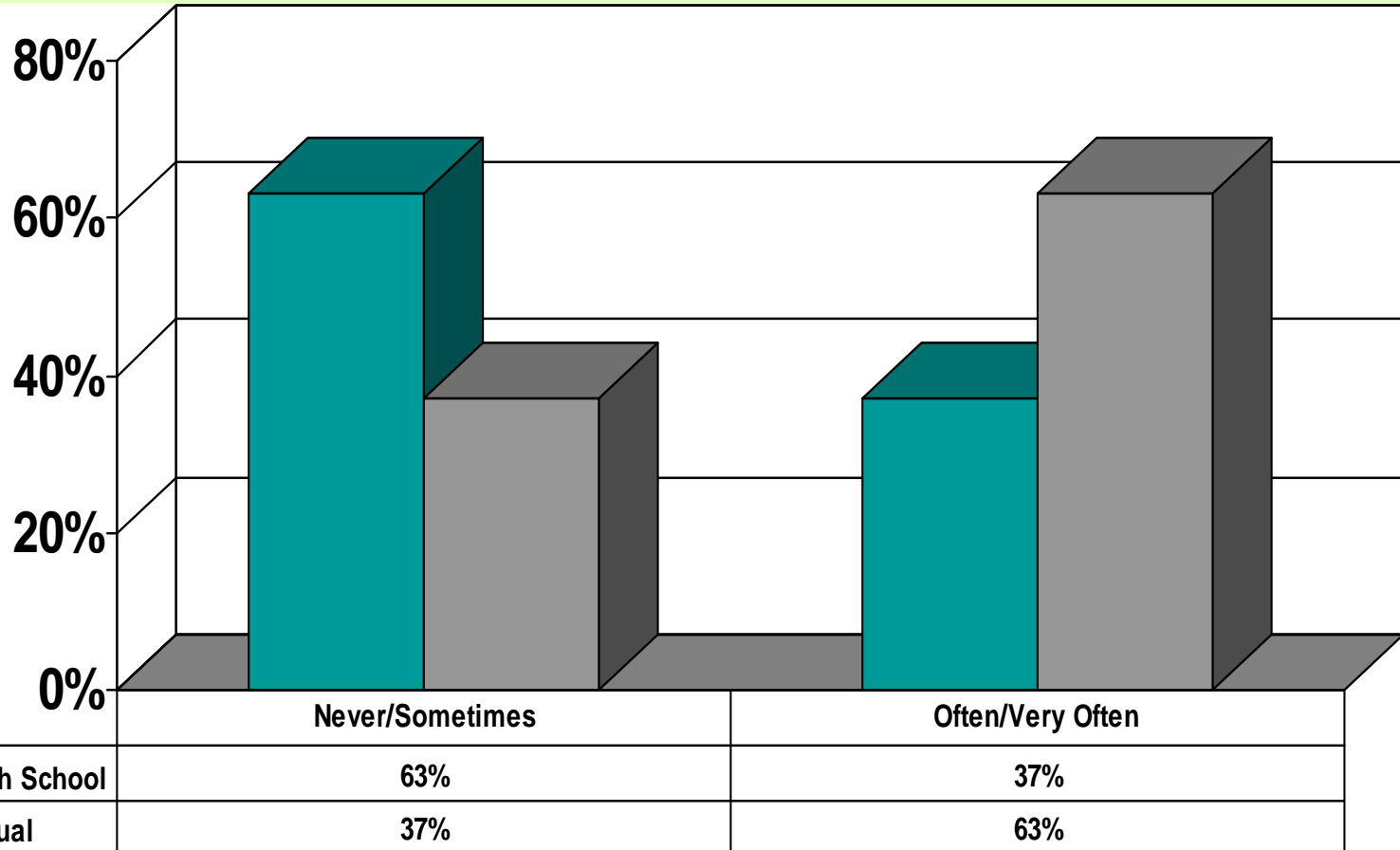


■ High School	54%	46%
■ Expected	45%	55%
■ Actual	50%	50%

Student made a class presentation



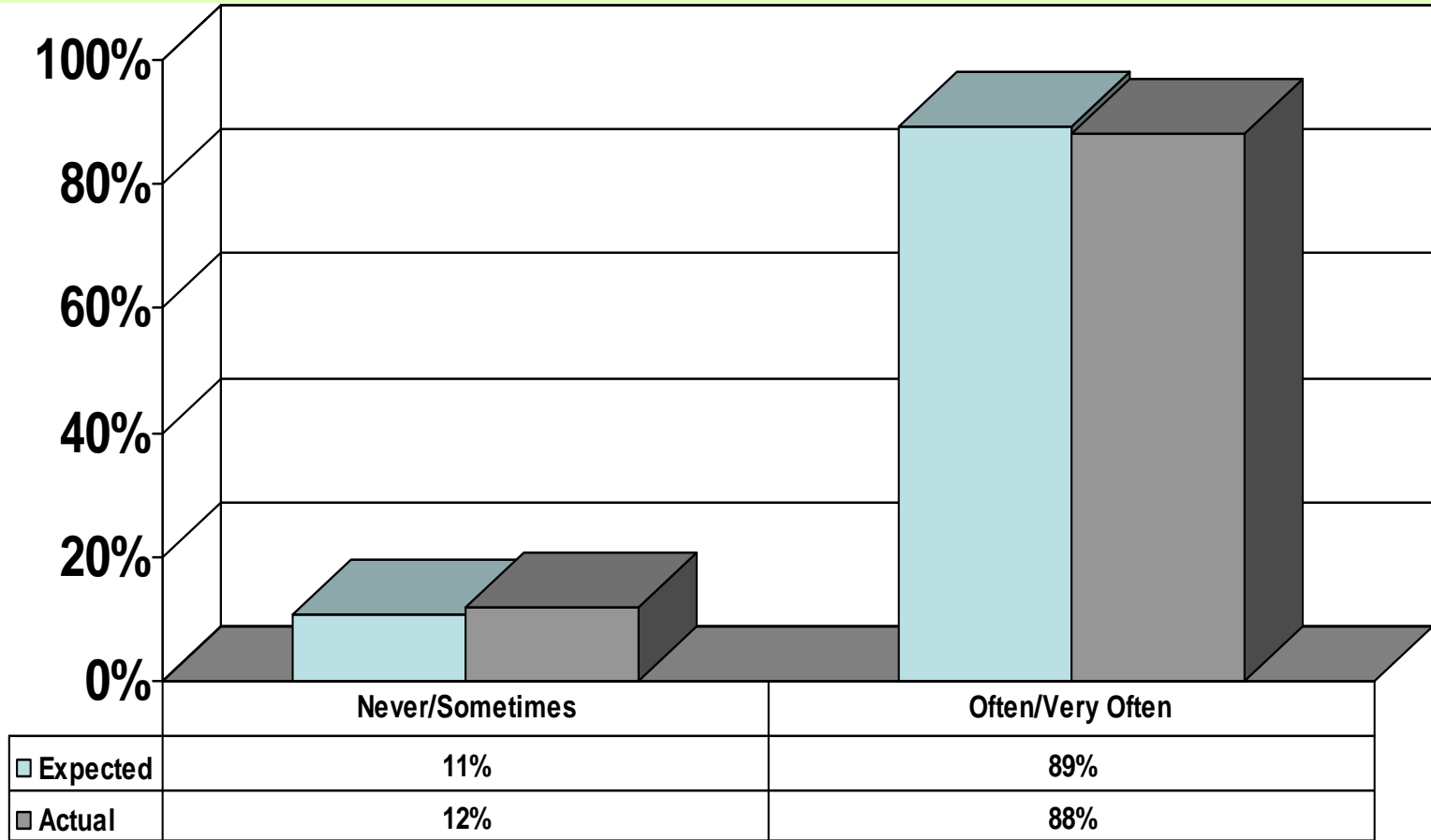
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Student prepared two or more drafts of a paper or assignment before submittal



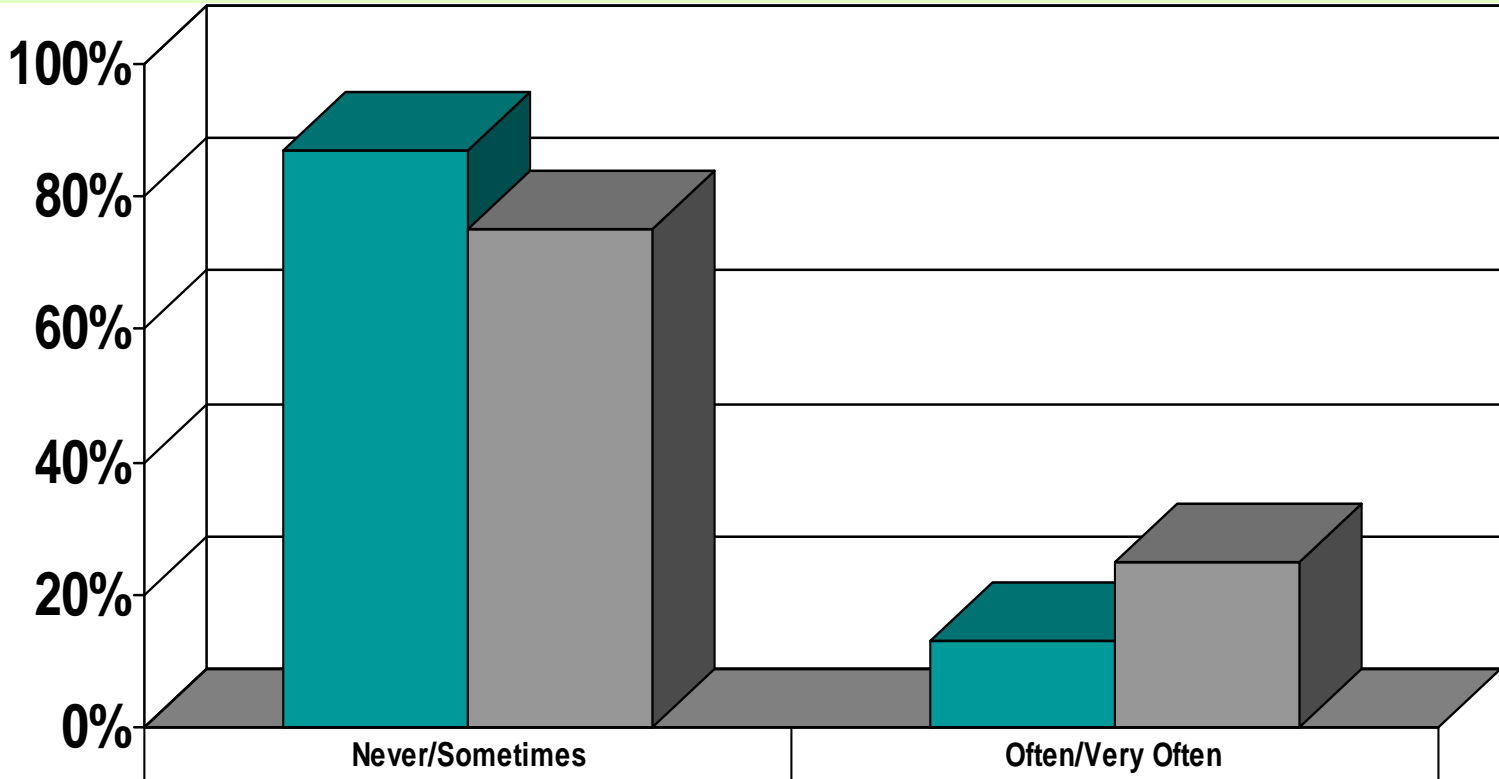
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Student worked on assignments requiring integration of ideas or information from various sources



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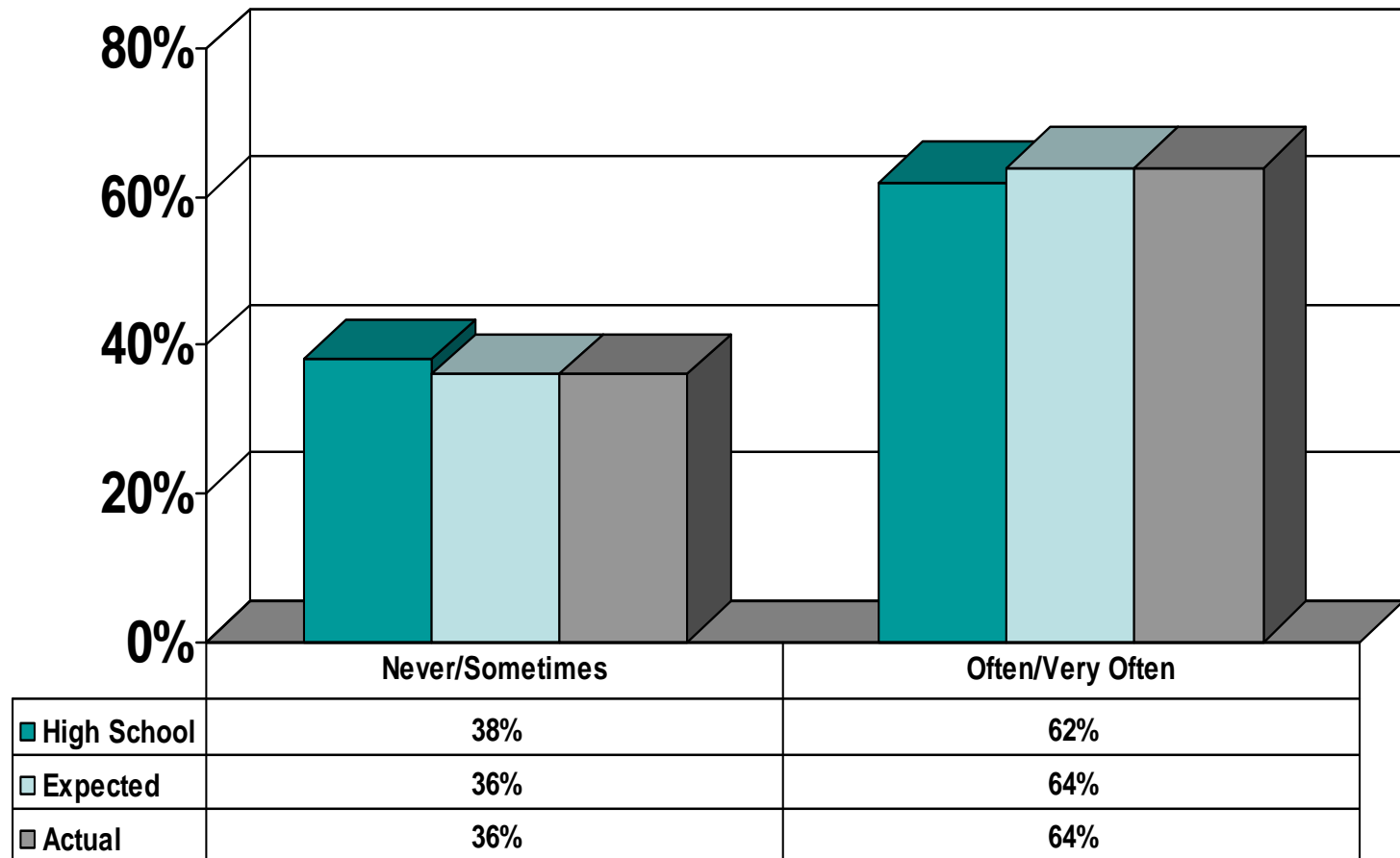


■ High School	87%	13%
■ Actual	75%	25%

Student came to class without completing readings or assignments



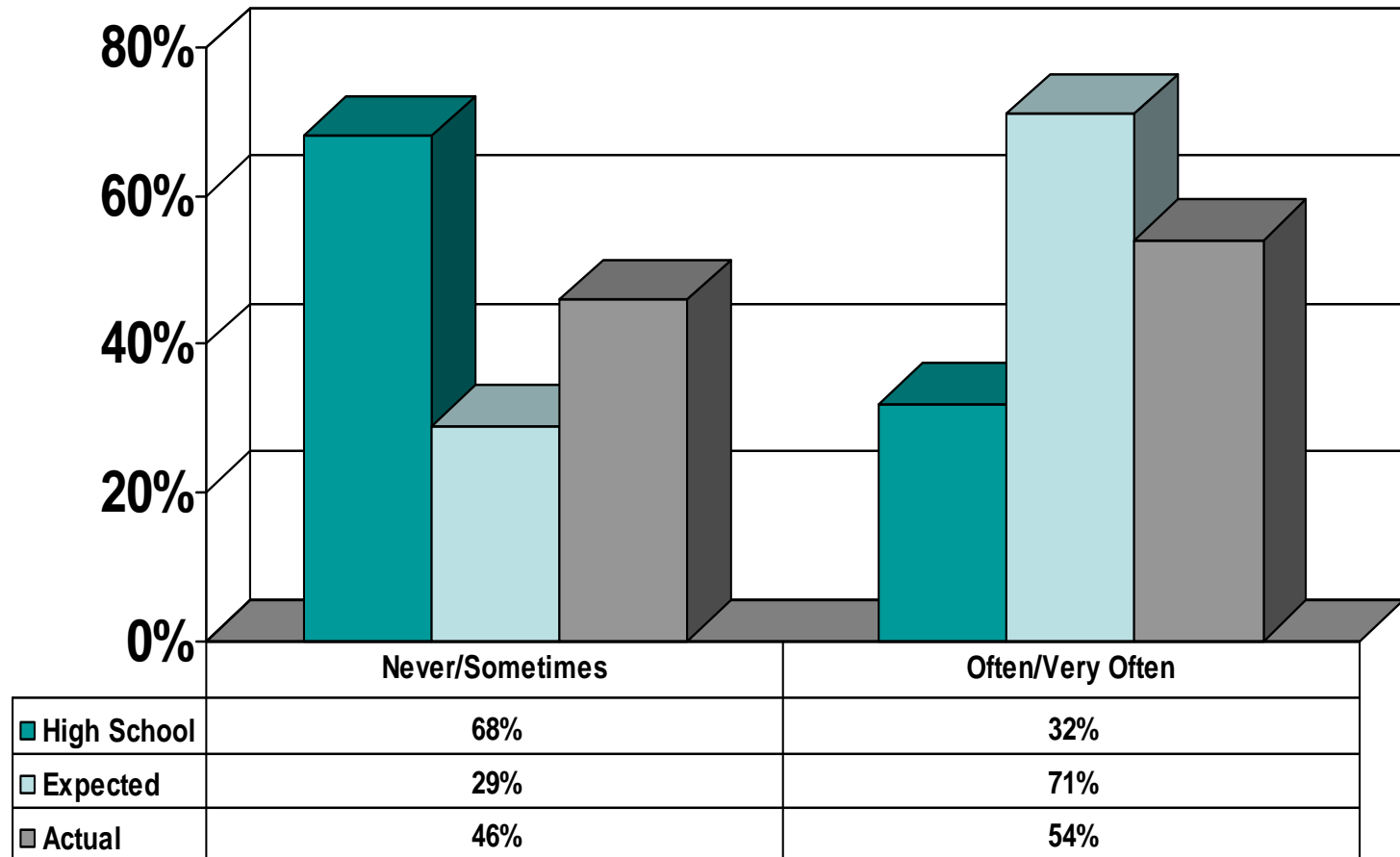
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Student worked with other students on projects during class time



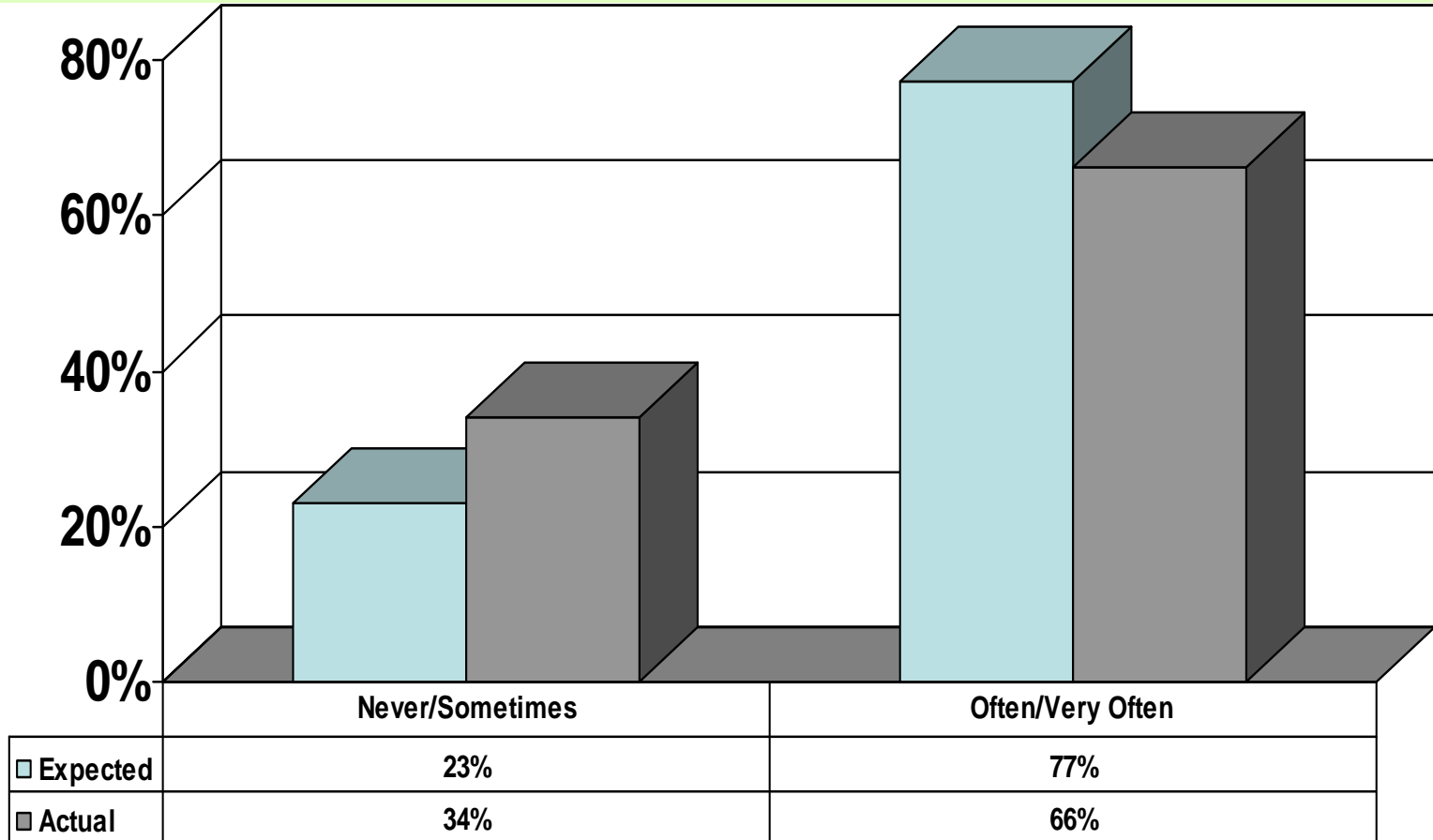
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Student worked with classmates on projects outside of class



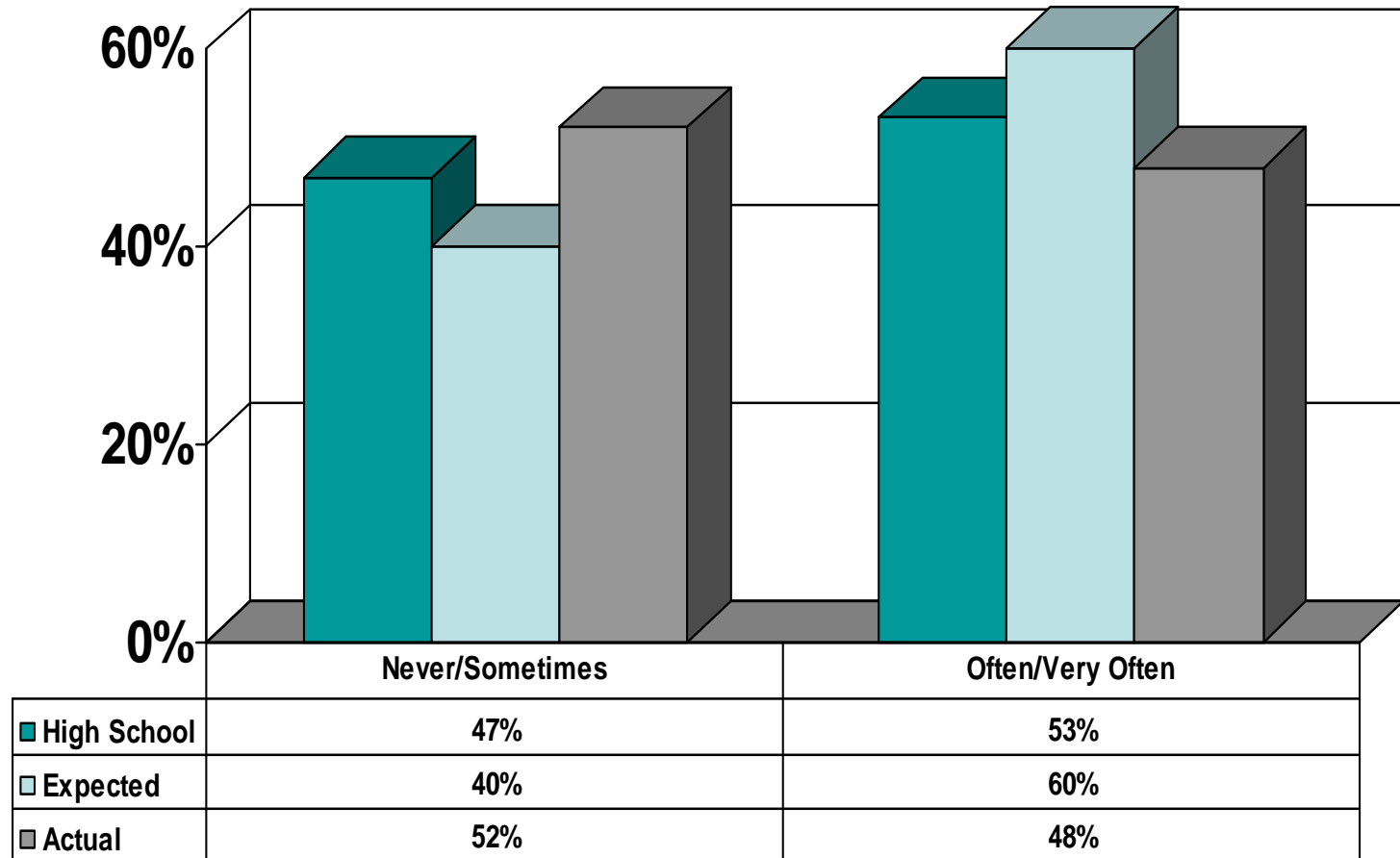
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Student put together ideas or concepts from various courses when completing assignments or during class discussions



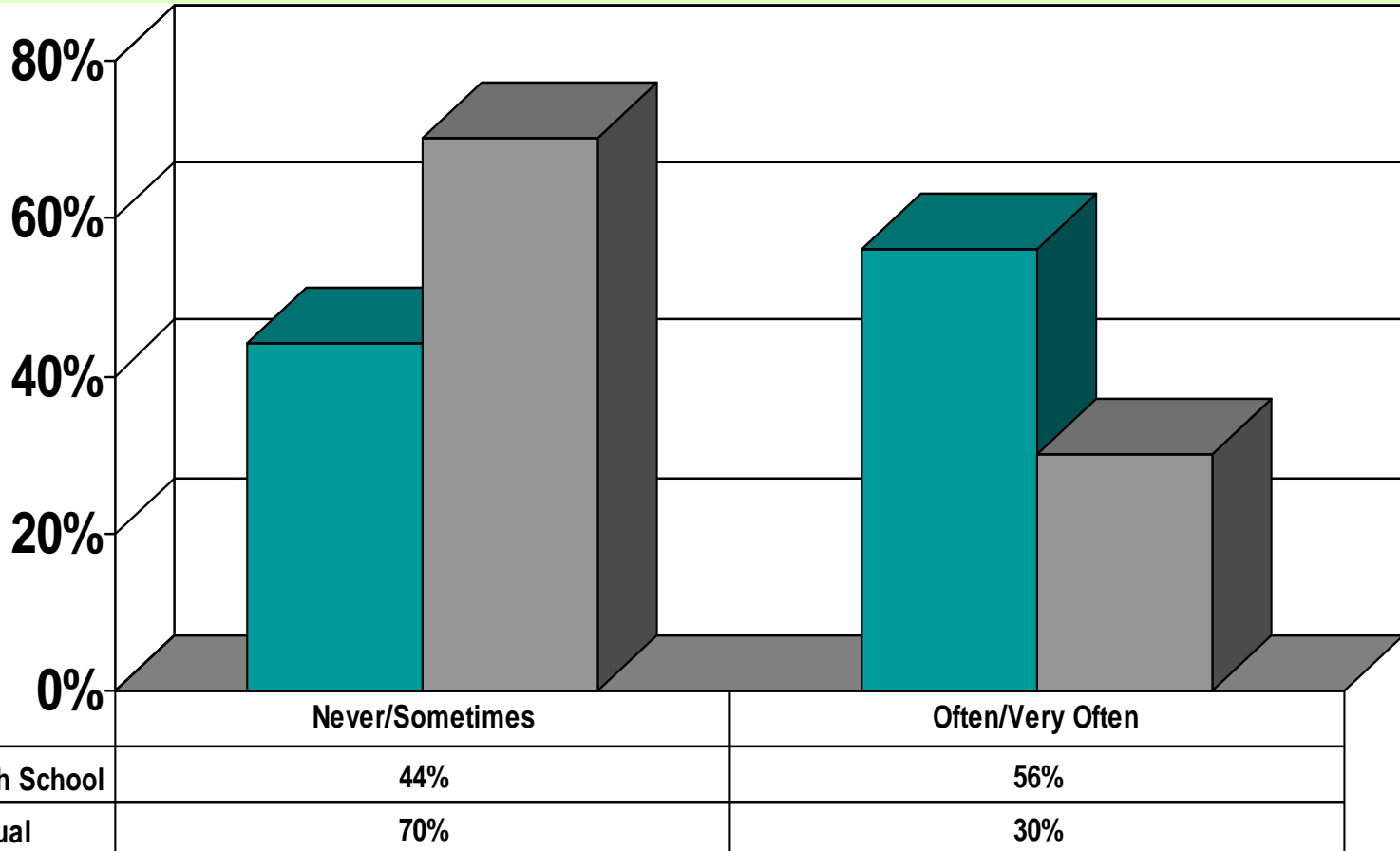
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Student discussed grades or assignments with an instructor



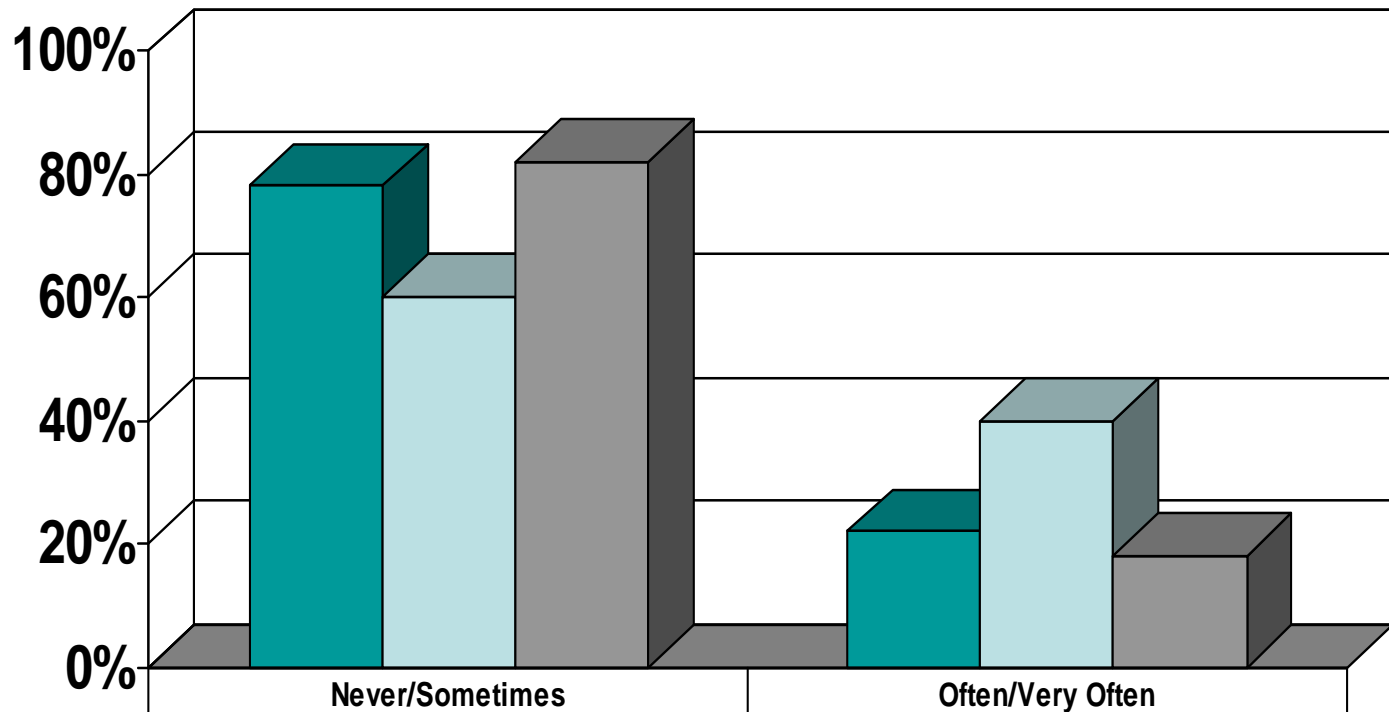
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Student talked about college or career plans with a counselor, teacher, or other staff member



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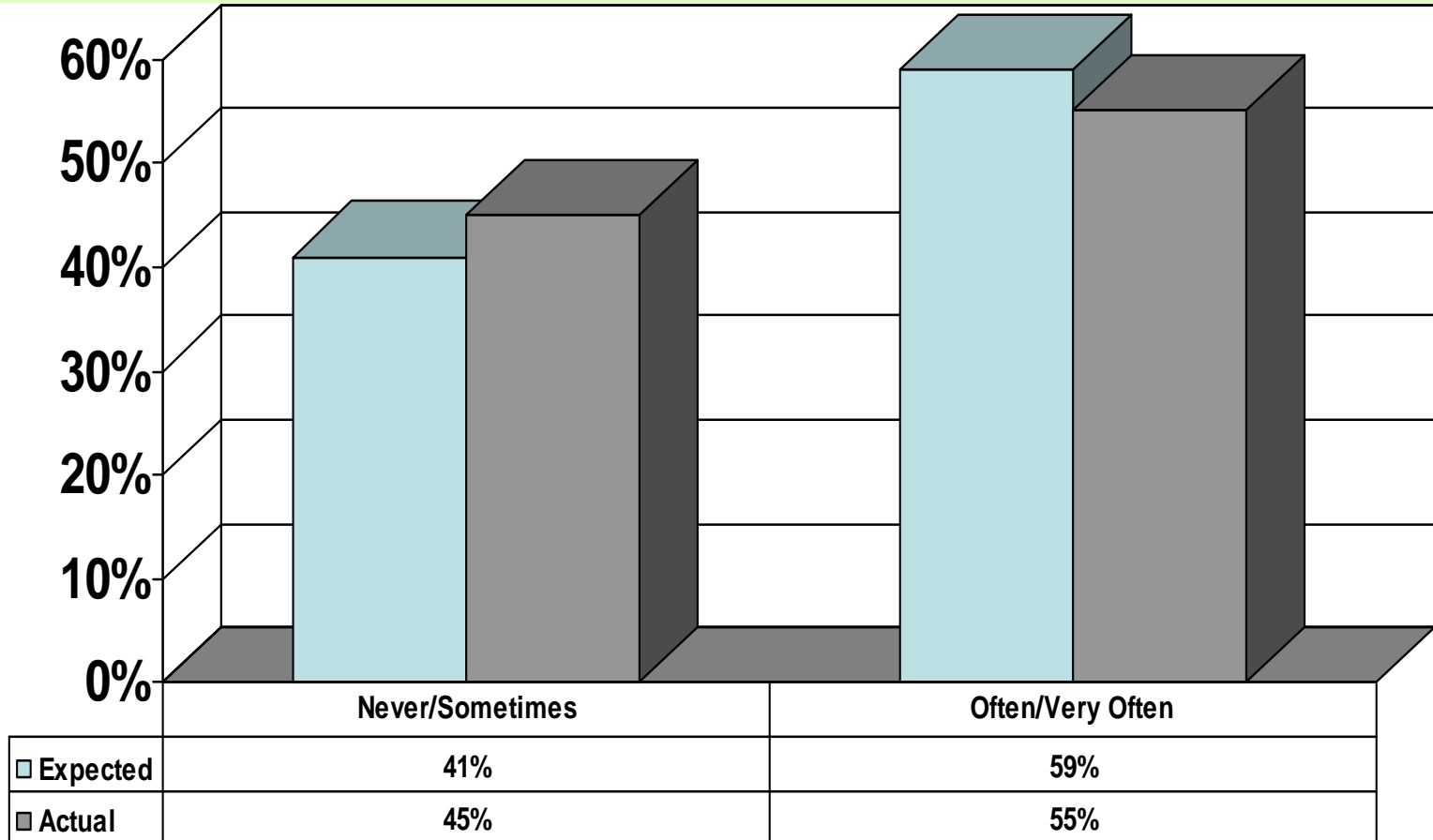


	Never/Sometimes	Often/Very Often
■ High School	78%	22%
■ Expected	60%	40%
■ Actual	82%	18%

Student discussed ideas from class or coursework with teacher/faculty members outside of class



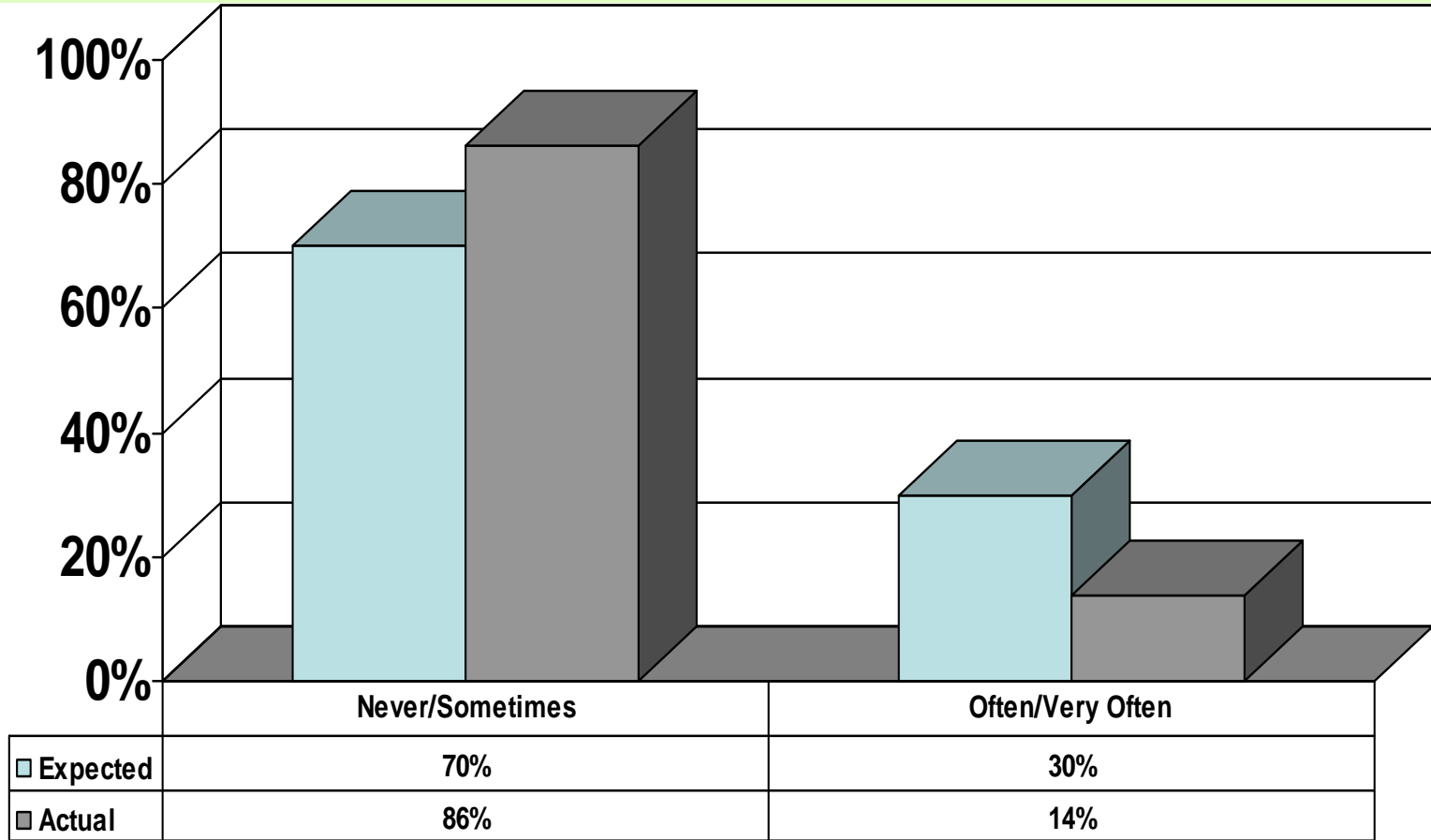
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Student received prompt feedback from faculty on academic performance (written or oral)



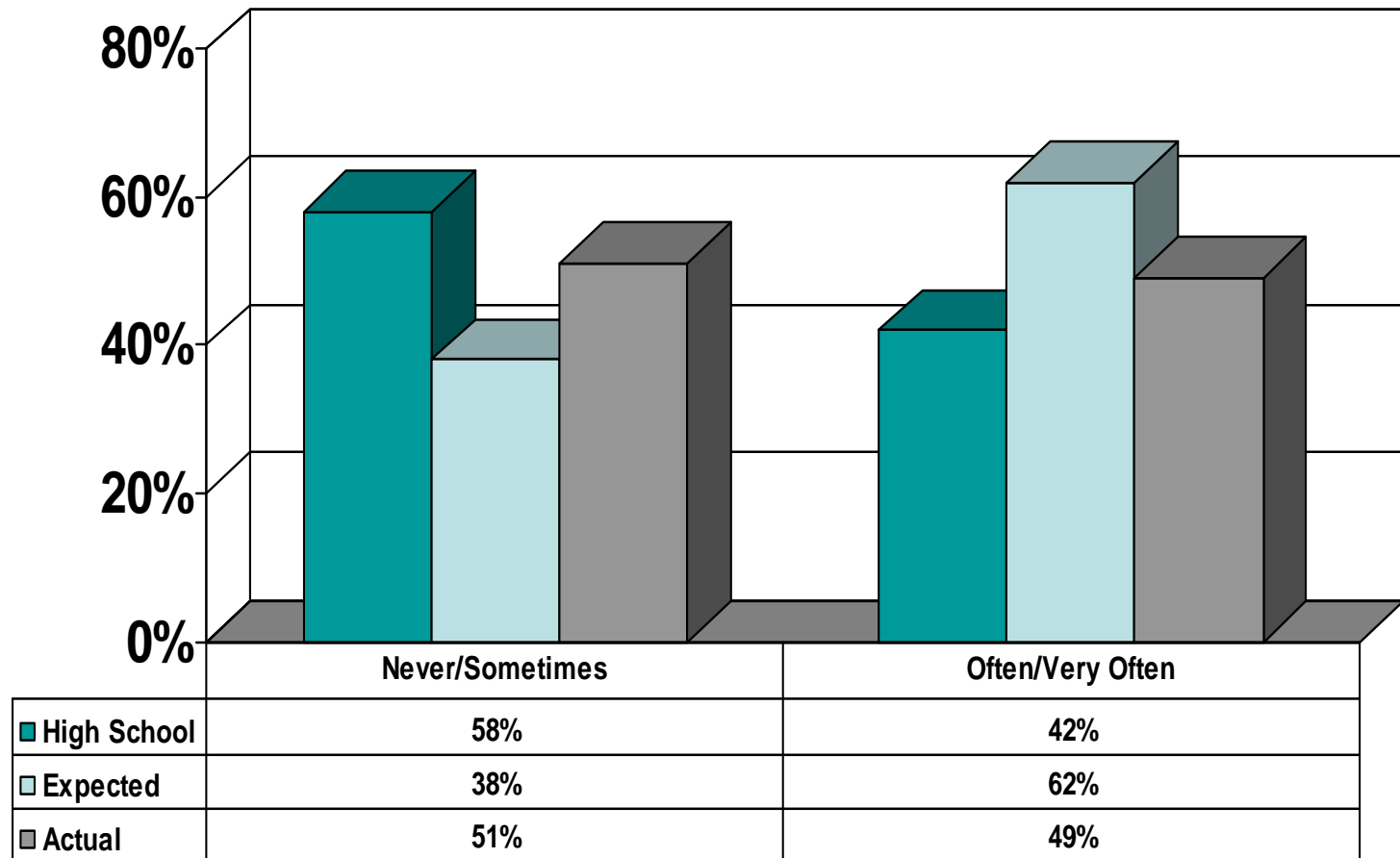
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Student worked with faculty on other activities than coursework (committees, orientation, student life activities, etc.)



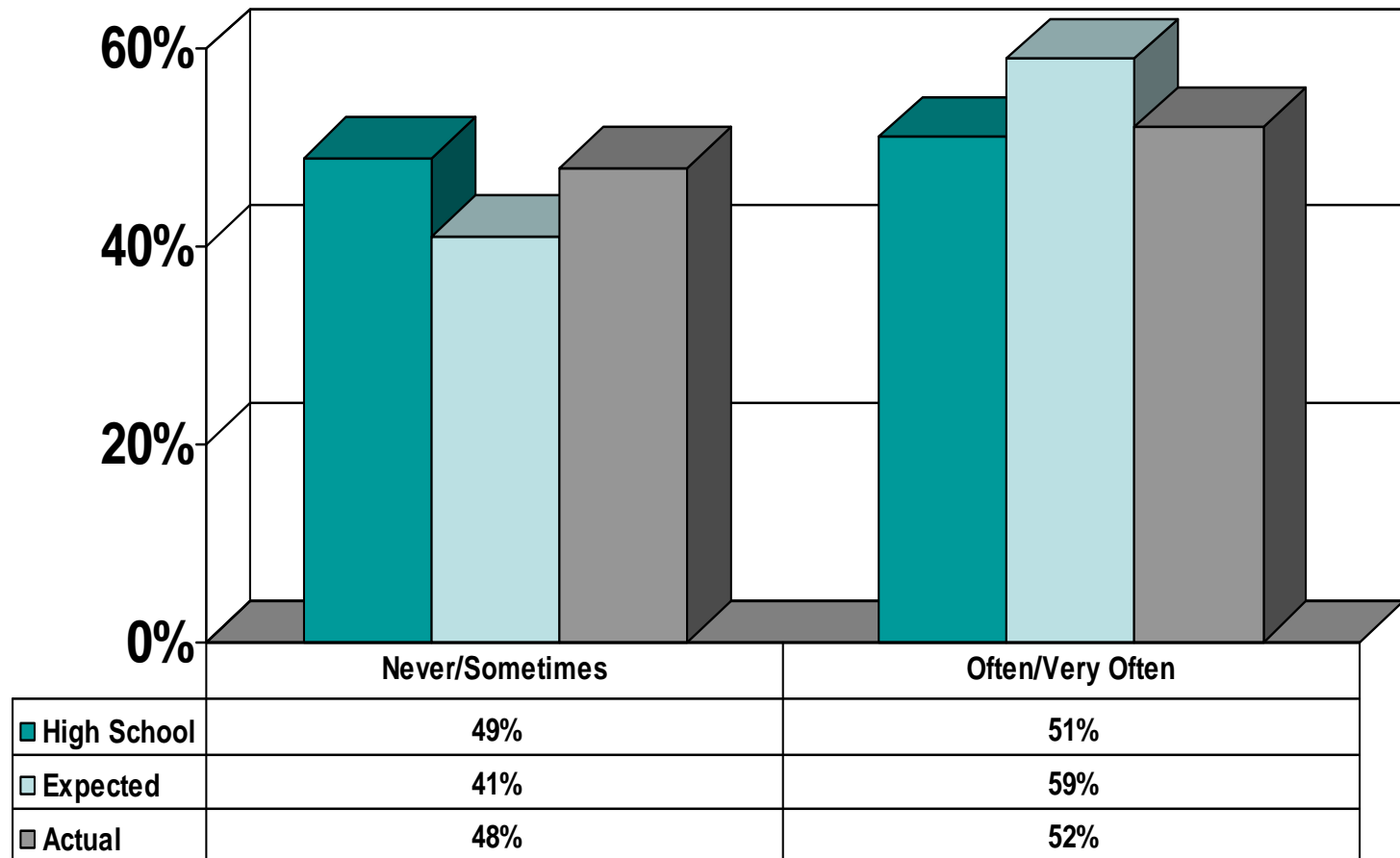
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Student discussed ideas from coursework/classes with others outside of class (students, family members, co-workers, etc.)



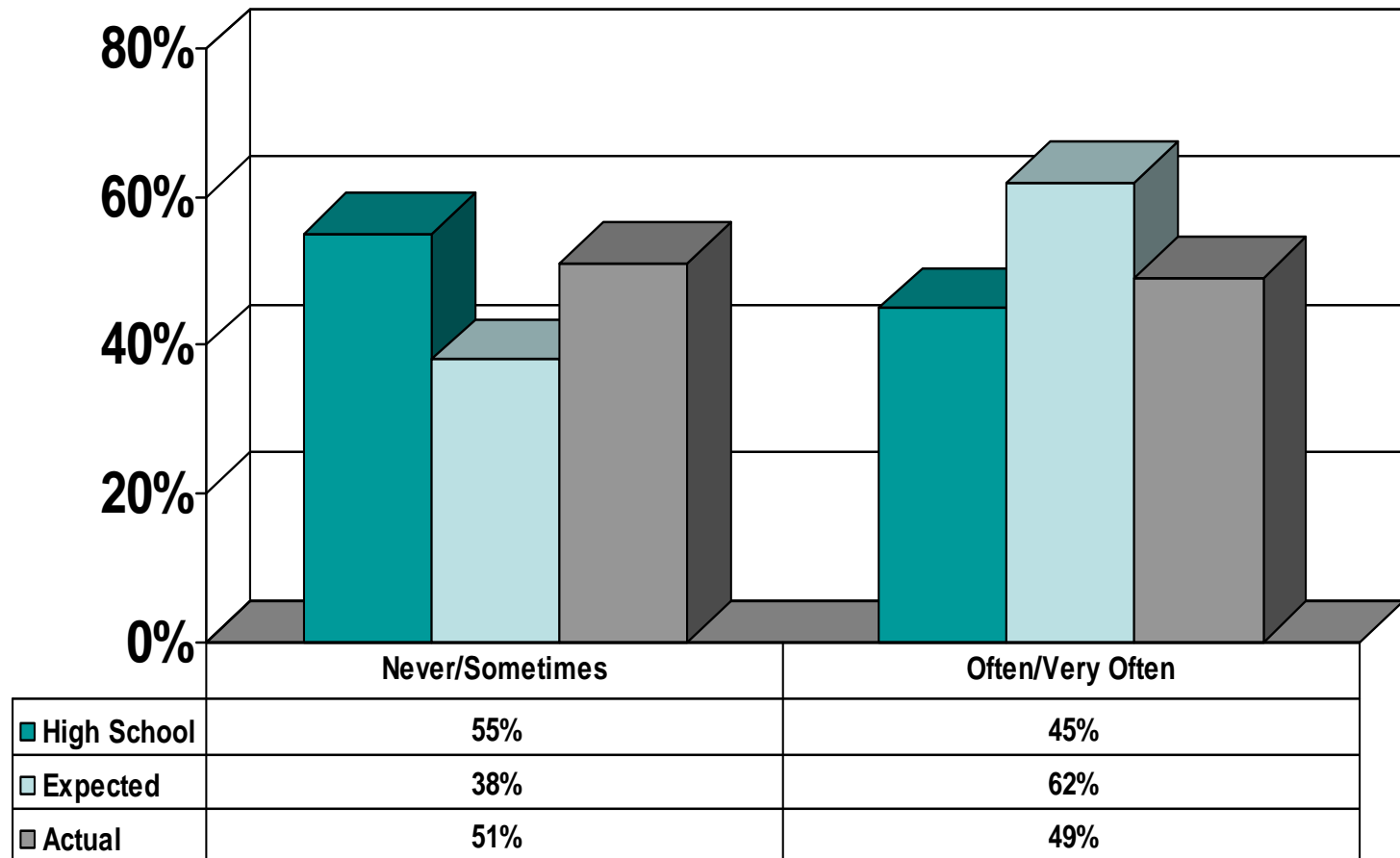
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Student had serious conversations with students of a different race or ethnicity than their own



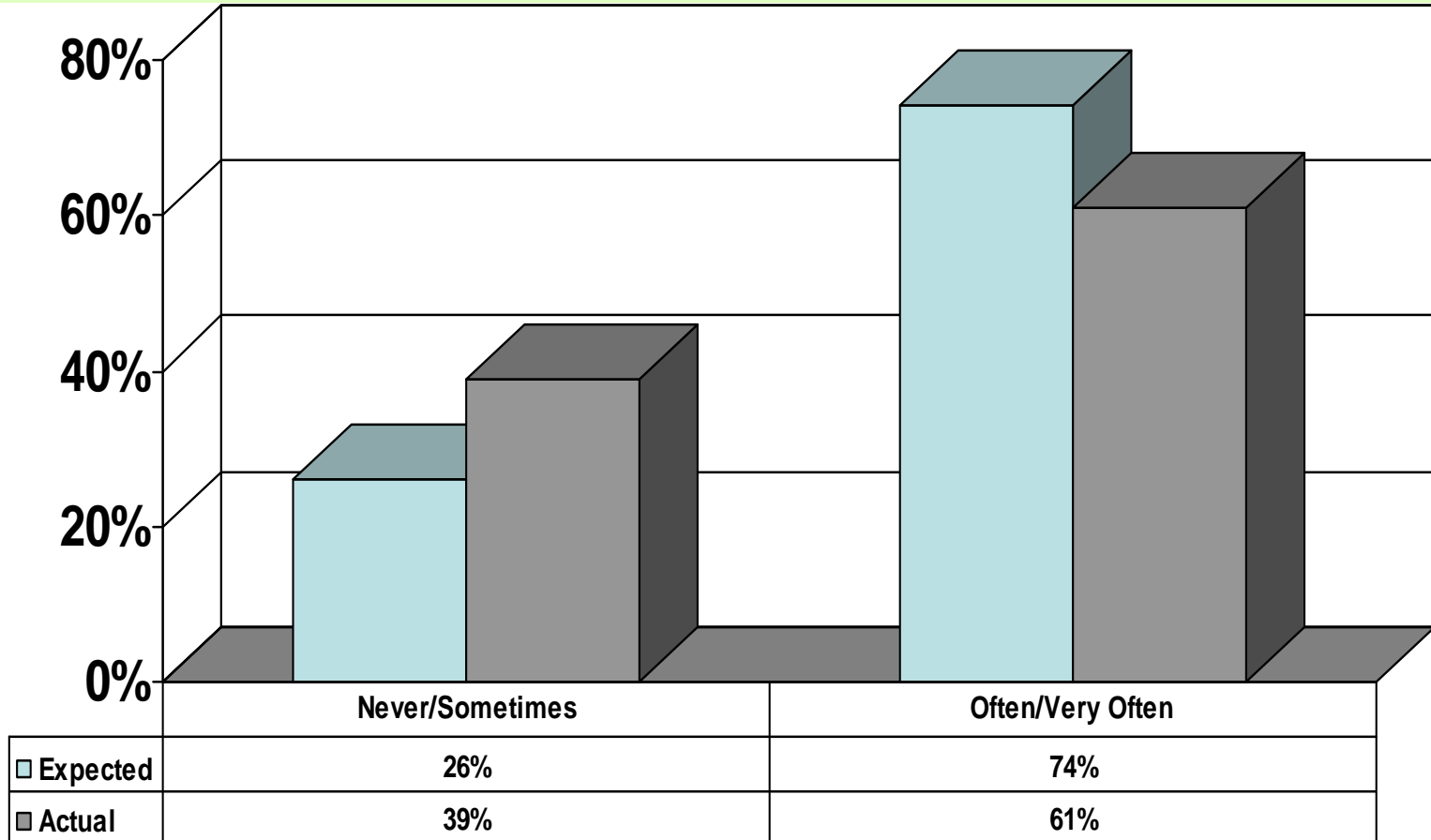
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Student had serious conversations with students having different political, religious, or personal values than their own



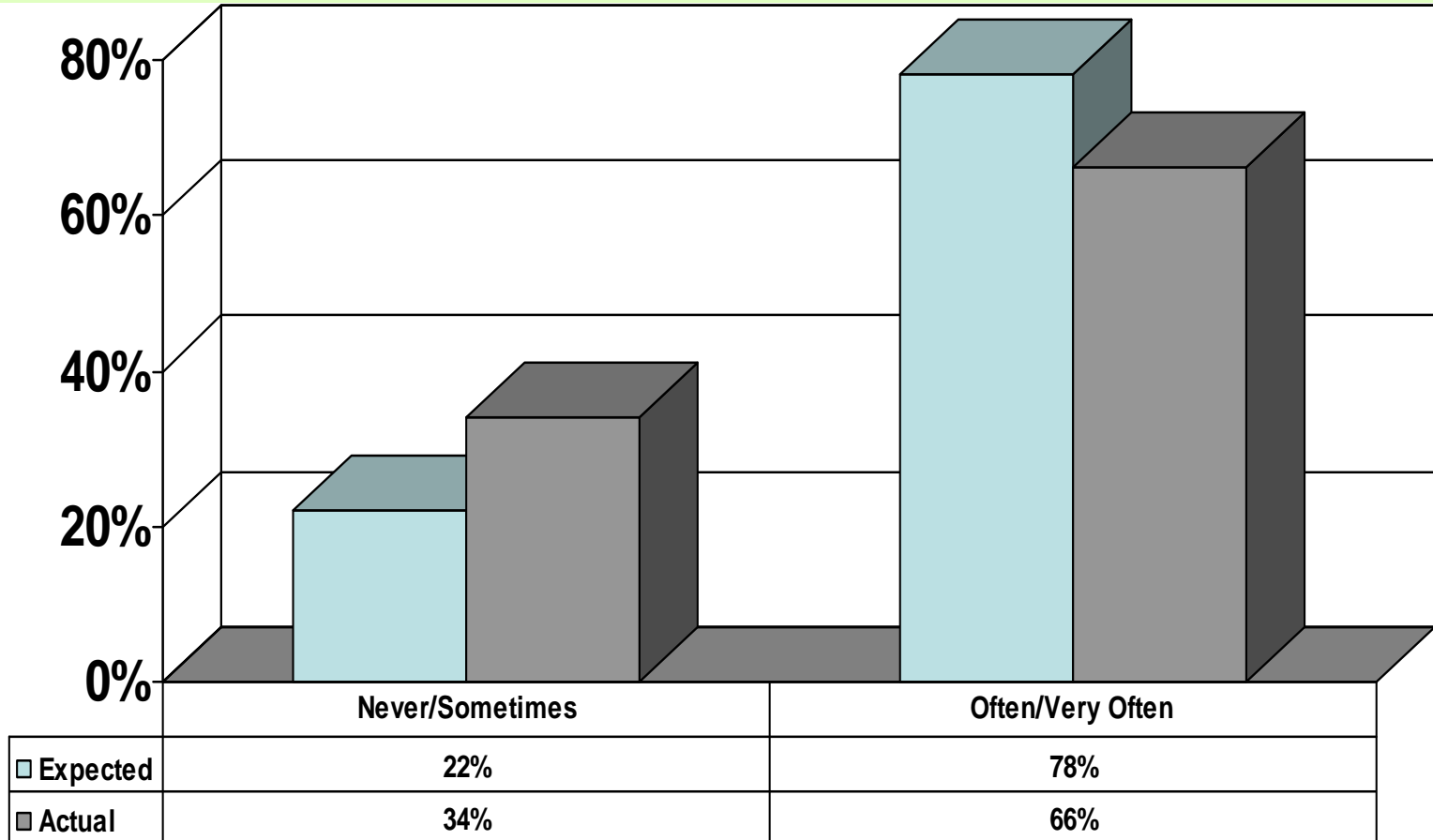
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Student tried to better understand someone else's views by imagining how an issue looks from the other person's perspective



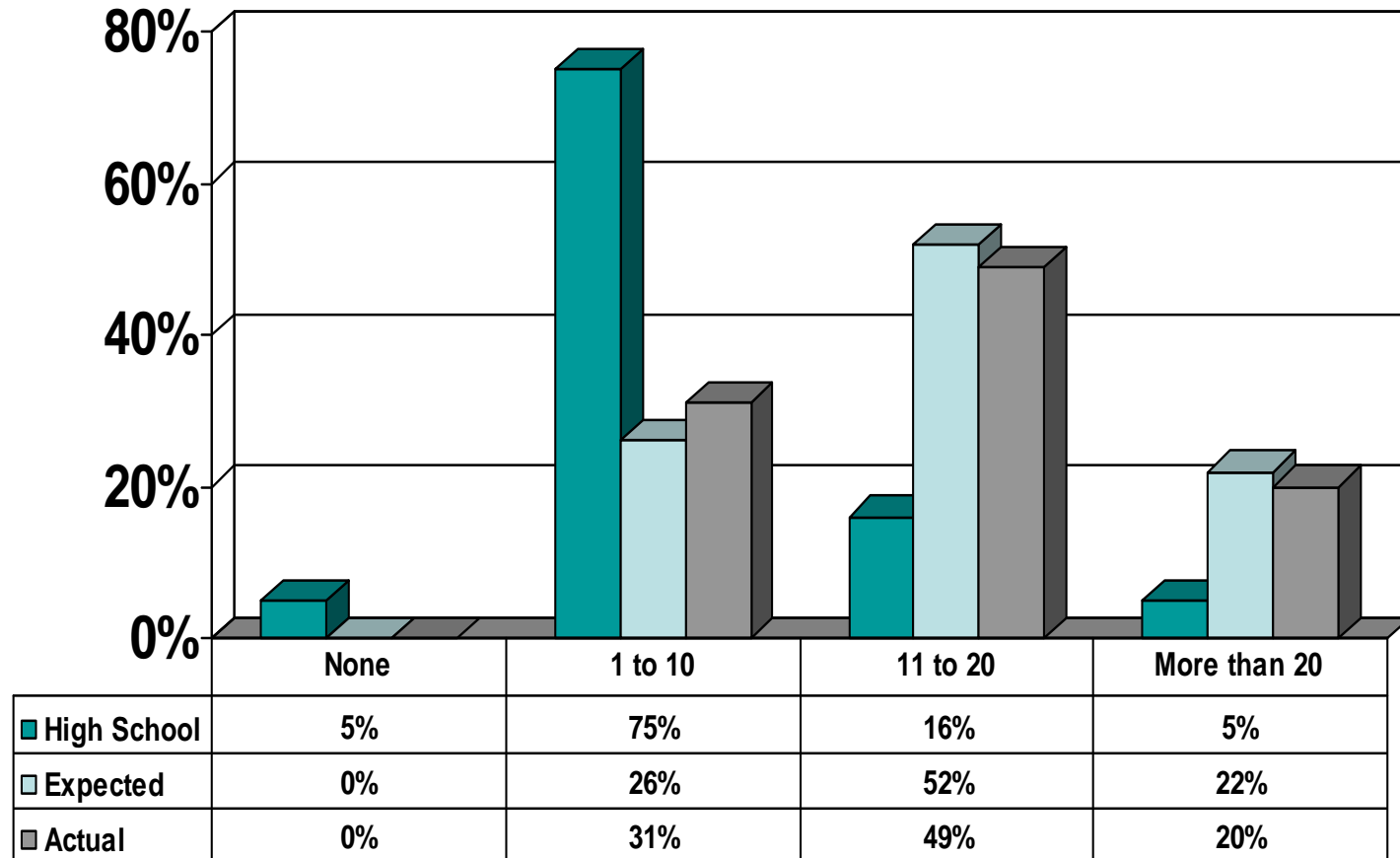
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Student learned something that changed the way they understood an issue or concept



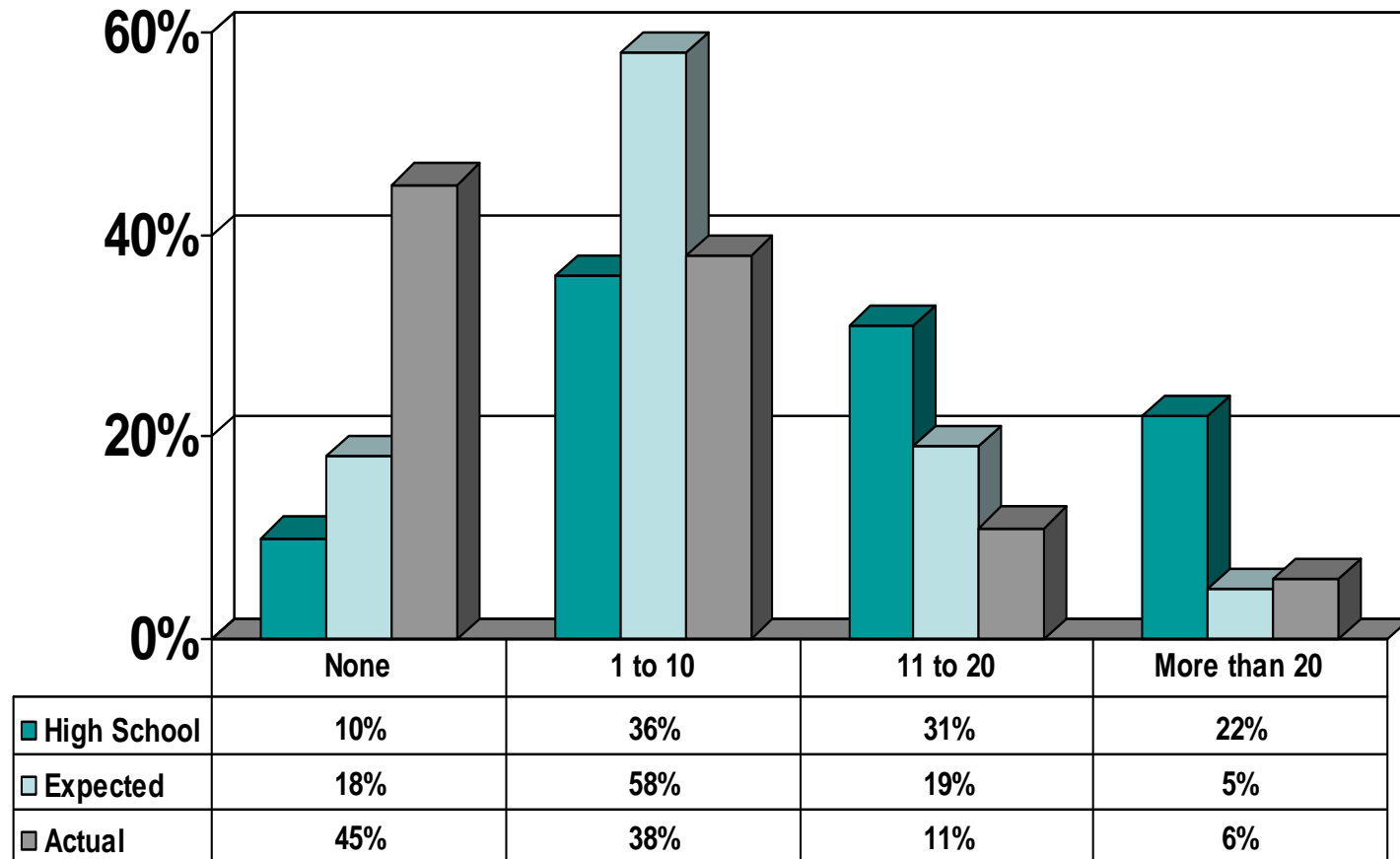
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Hours per week preparing for class (studying, doing homework, rehearsing, etc.)



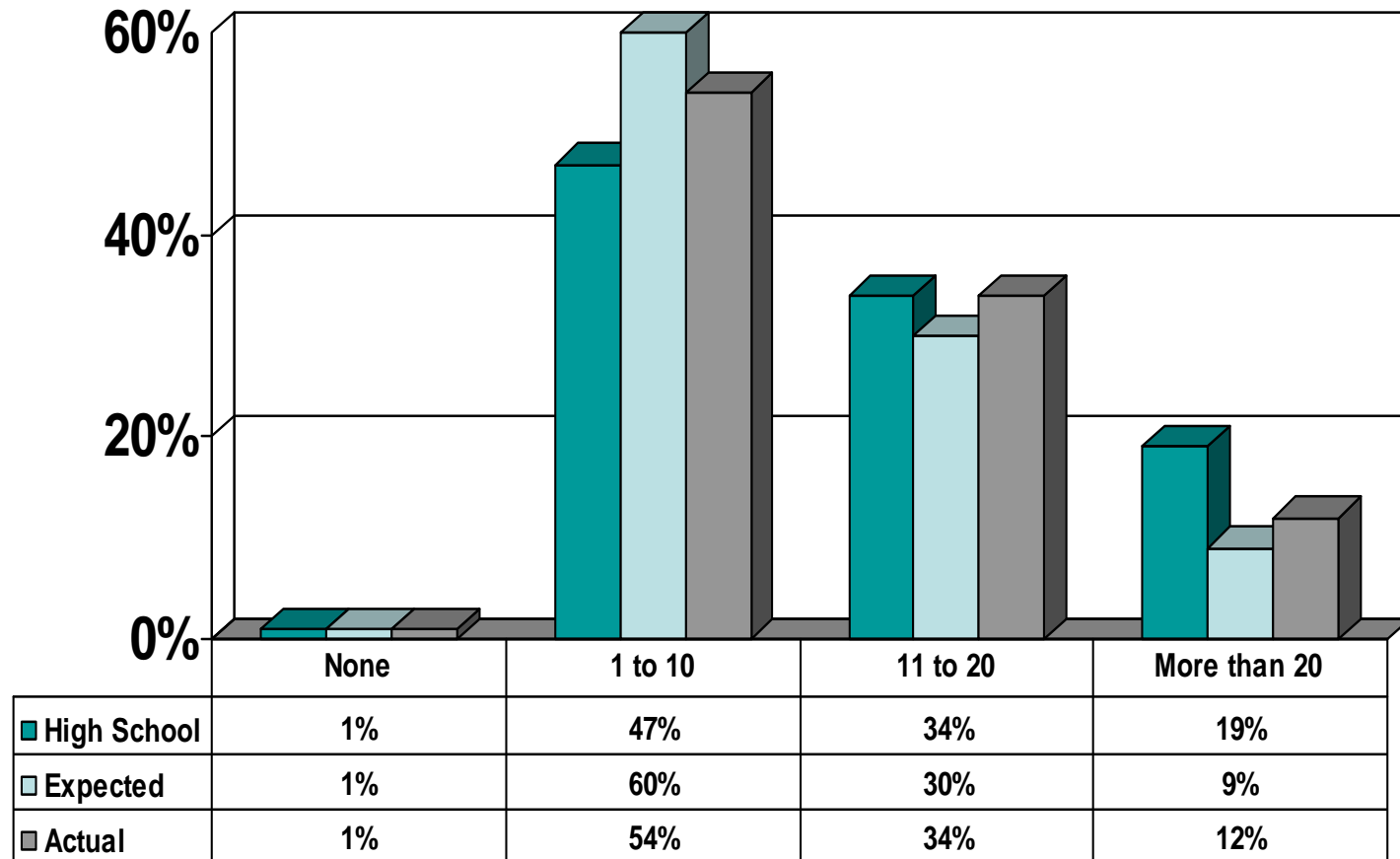
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Hours per week participating in co-curricular activities (arts, clubs, athletics)



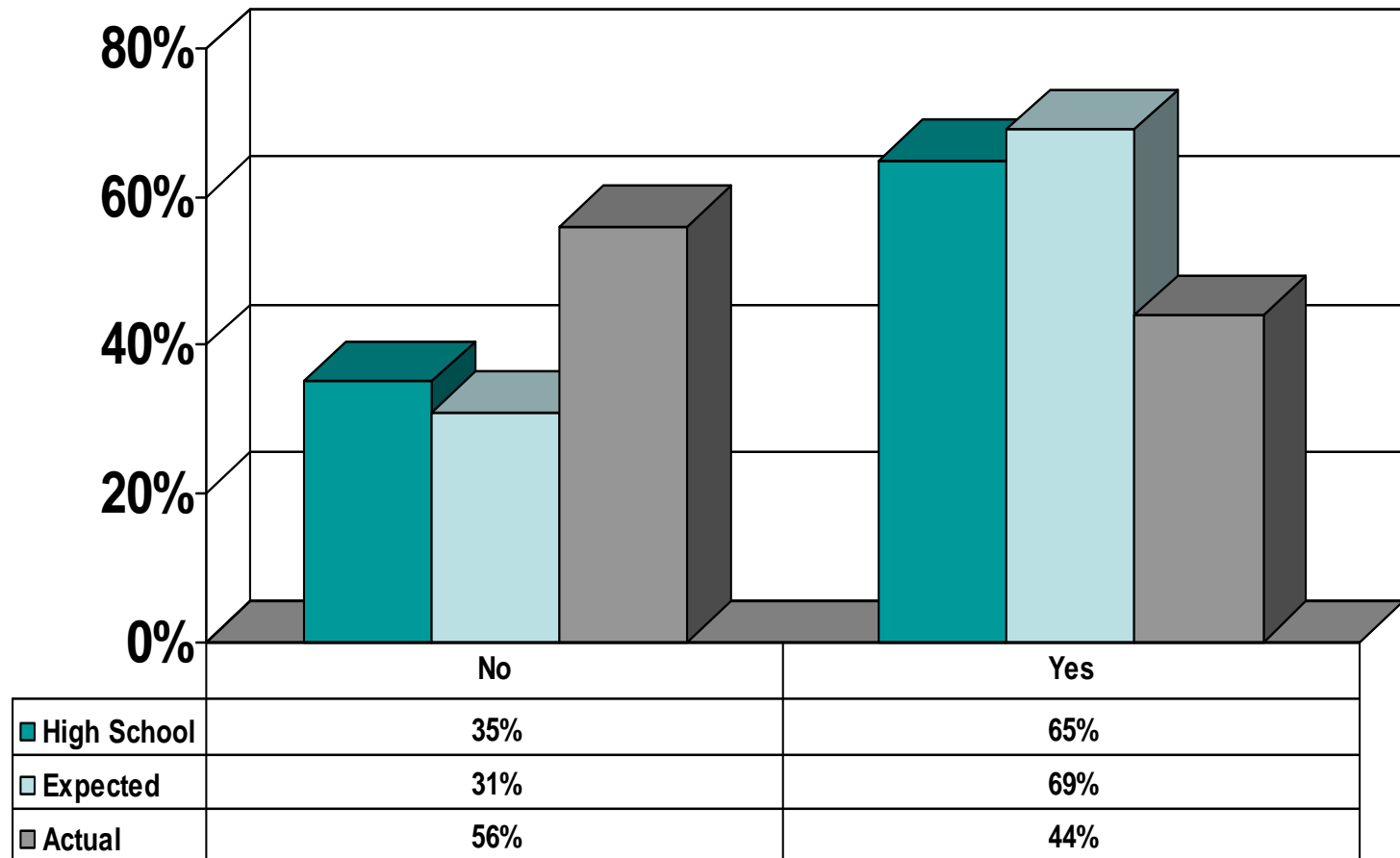
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Hours per week relaxing and socializing (watching TV, partying, etc.)



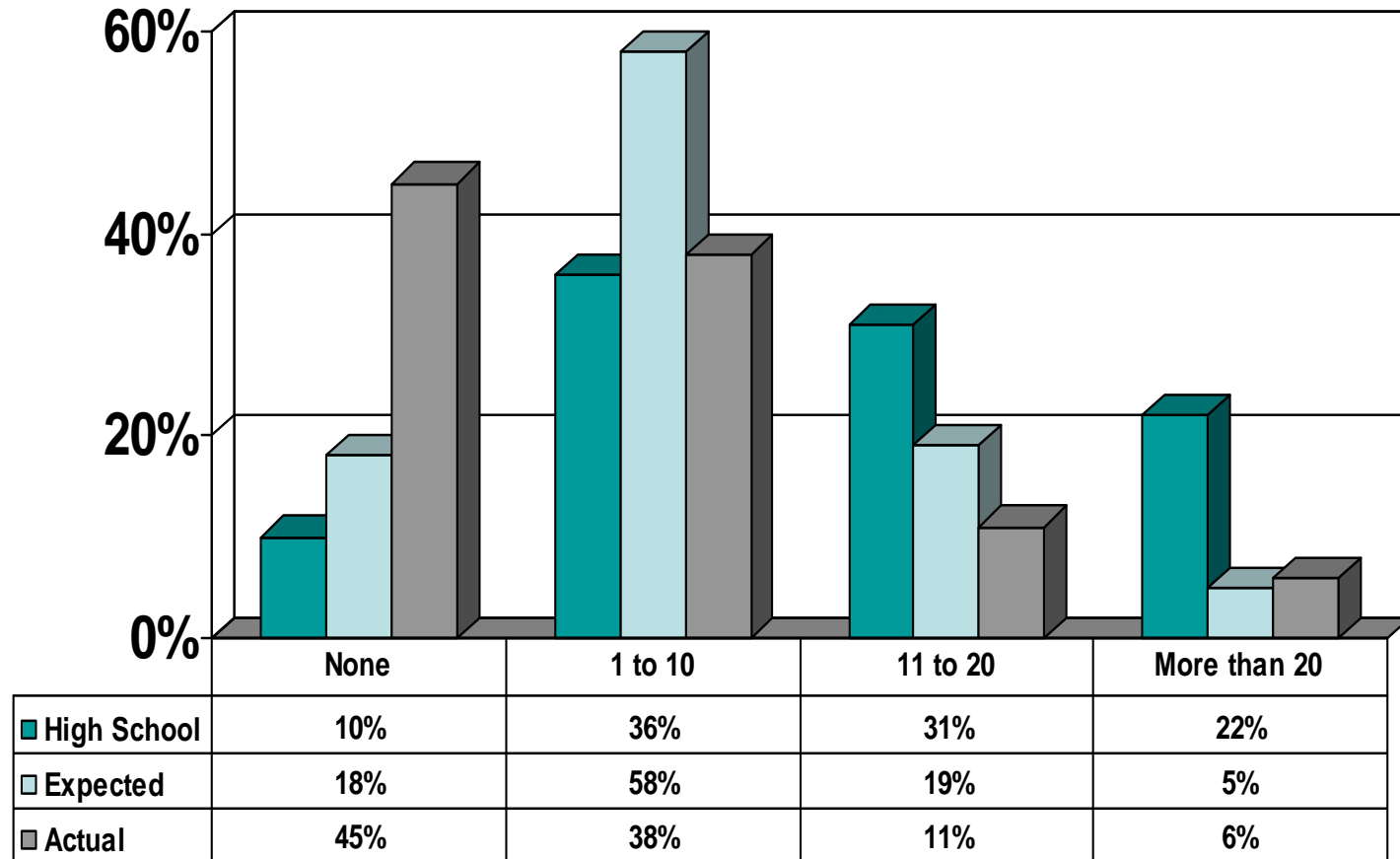
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Work for Pay



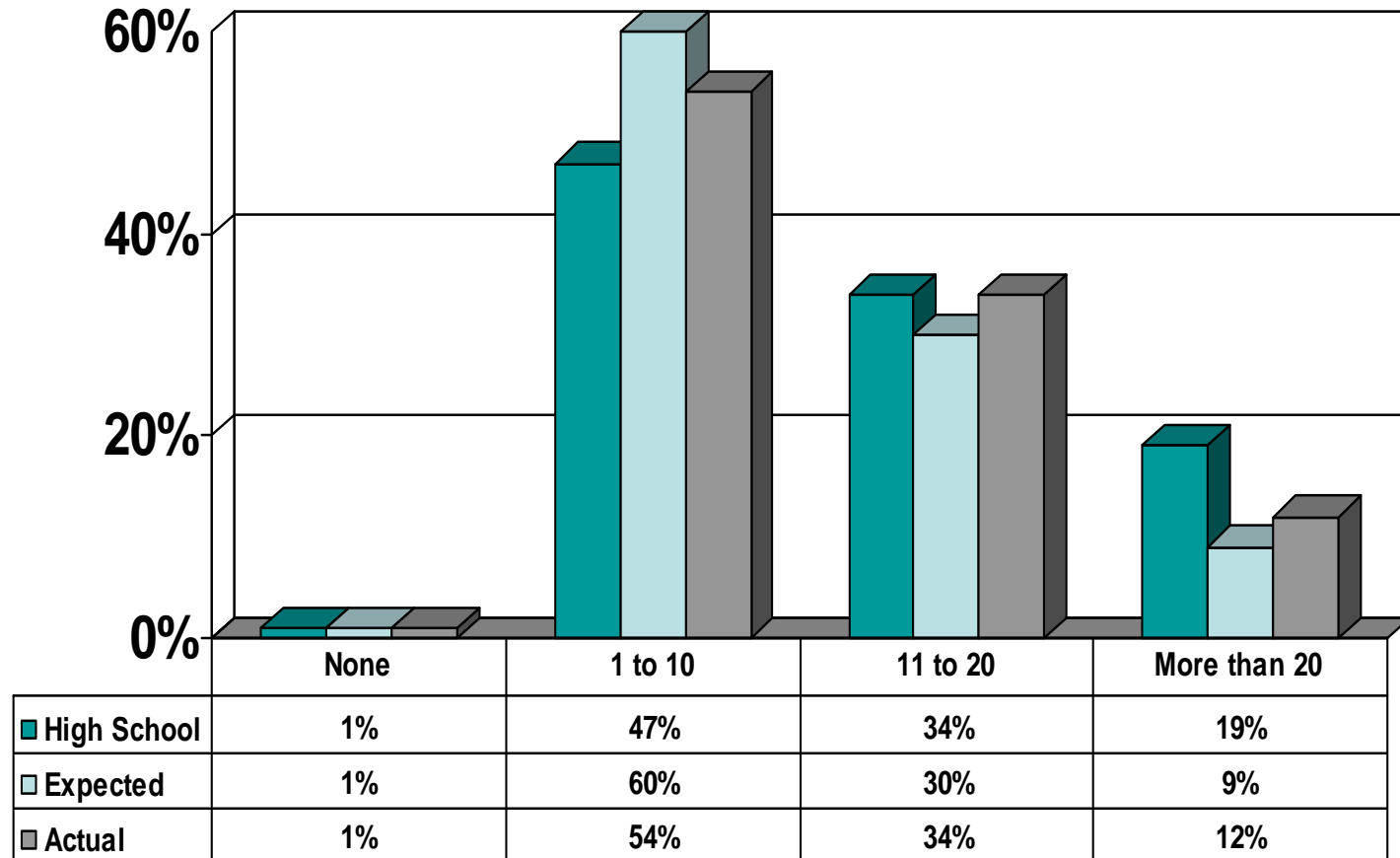
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Hours per week participating in co-curricular activities (arts, clubs, athletics, etc.)



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Hours per week relaxing, socializing (watching TV, partying, etc.)



Comprehensive BCSSE and NSSE survey results can be found at:

<http://pie.tamucc.edu>

Select 'Survey Results' to access reports.

For more information, please contact

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