



# Minnesota State University- Mankato

---

BCSSE 2010-NSSE 2011 Respondent Characteristics  
August 2011

The *BCSSE 2010-NSSE 2011 Combined Report* contains two sections, cross-sectional results and longitudinal results. The *cross-sectional* results include frequencies from *all* your BCSSE and NSSE respondents. For comparison purposes, only similar items on both instruments are included in this section (i.e., there were 23 items in the BCSSE survey identical or similar to items in the NSSE survey). Using all your BCSSE and NSSE data provides your institution with the best estimates of your incoming first-year student characteristics and their end-of-year engagement.

The *longitudinal* results portray the matched data from those first-year students who completed both BCSSE in the summer/fall of 2010 and NSSE in the spring of 2011. Though not all students complete both surveys, examining available matched results allows you to focus on environmental factors that may influence the nature and frequency of student engagement in various areas in the first year. Because the number of respondents varies for the cross-sectional and longitudinal results, background characteristics for both are summarized below.

### BCSSE 2010 - NSSE 2011 Samples

	<b>Count</b>
BCSSE 2010 respondents (cross-sectional data)	463
First-year students included in NSSE population file	2,268
BCSSE respondents identified in the NSSE population file	398
BCSSE 2010 respondents invited to participate in NSSE 2011	398
NSSE 2011 first-year respondents	643
BCSSE 2010 - NSSE 2011 matched respondents (longitudinal data)	192

<b>Respondent Characteristics</b>	<b>Cross-Sectional</b>		<b>Longitudinal</b>
	<b>BCSSE<sup>1</sup></b>	<b>NSSE<sup>2</sup></b>	<b>BCSSE-NSSE<sup>3</sup></b>
<b>Gender</b>			
Female	67%	61%	72%
Male	33%	39%	28%
<b>Ethnicity</b>			
Am. Indian/Native American	0%	1%	0%
Asian/Asian Am./Pacific Isl.	4%	4%	3%
Black/African American	3%	4%	3%
White (non-Hispanic)	86%	83%	88%
Mexican/Mexican American	2%	1%	2%
Puerto Rican	0%	0%	0%
Other Hispanic/Latino	0%	1%	1%
Multiracial	1%	2%	2%
Other	1%	1%	0%
I prefer not to respond	2%	2%	2%
<b>Enrollment Status</b>			
Full-time	100%	99%	99%
Less than full-time	0%	1%	1%

<sup>1</sup> Student reported characteristics for all BCSSE 2010 respondents.

<sup>2</sup> Student reported ethnicity and institution reported gender and enrollment status for all NSSE 2011 respondents.

<sup>3</sup> Student reported characteristics for matched students who completed *both* BCSSE 2010 and NSSE 2011.



# Minnesota State University- Mankato

---

BCSSE 2010-NSSE 2011 Combined Report  
Cross-Sectional and Longitudinal Results  
August 2011

The cross-sectional results are based on *all* first-year student respondents from your institution's BCSSE 2010 and NSSE 2011 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 their engagement during the 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 2010 frequencies and the weighted NSSE 2011 frequencies.

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

		BCSSE <sup>1</sup>				NSSE <sup>2</sup>	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Preparing for class (studying, doing homework, rehearsing, etc.)	None	14	4%	0	0%	2	1%
	1-10	198	58%	62	18%	109	52%
	11-20	90	26%	162	47%	69	33%
	More than 20	42	12%	121	35%	29	14%
	Total	344	100%	345	100%	209	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.

<i>How many hours in a typical 7-day week doing each of the following?</i>		BCSSE <sup>1</sup>				NSSE <sup>2</sup>	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Preparing for class (studying, doing homework, rehearsing, etc.)	None	7	2%	0	0%	1	0%
	1-10	338	75%	104	24%	268	45%
	11-20	91	20%	234	54%	238	40%
	More than 20	15	3%	93	22%	87	15%
	Total	451	100%	431	100%	594	100%
Working for pay	No	109	24%	129	30%	351	59%
	Yes	339	76%	301	70%	244	41%
	Total	448	100%	430	100%	595	100%
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	60	13%	39	9%	263	43%
	1-10	164	36%	290	67%	257	43%
	11-20	163	36%	86	20%	53	10%
	More than 20	63	14%	16	4%	21	4%
	Total	450	100%	431	100%	594	100%
Relaxing and socializing (watching TV, partying, etc.)	None	0	0%	3	1%	1	0%
	1-10	215	48%	233	54%	238	38%
	11-20	173	39%	150	35%	233	40%
	More than 20	61	14%	45	10%	123	21%
	Total	449	100%	431	100%	595	100%

*How often did you do or expect to do each of the following?*

Ask questions in class or contribute to class discussions	Never/Sometimes	125	28%	156	36%	344	54%
	Often/Very often	323	72%	272	64%	293	46%
	Total	448	100%	428	100%	637	100%
Make a class presentation	Never/Sometimes	197	44%	215	51%	492	77%
	Often/Very often	248	56%	209	49%	147	23%
	Total	445	100%	424	100%	639	100%
Come to class without completing readings or assignments	Never/Sometimes	409	92%			503	78%
	Often/Very often	37	8%			138	22%
	Total	446	100%			641	100%
Discuss grades or assignments with a teacher/instructor	Never/Sometimes	256	57%	182	43%	339	55%
	Often/Very often	190	43%	243	57%	276	45%
	Total	446	100%	425	100%	615	100%
Work with other students on projects <b>during class</b>	Never/Sometimes	146	33%	168	40%	351	55%
	Often/Very often	301	67%	255	60%	287	45%
	Total	447	100%	423	100%	638	100%

<sup>1</sup> Blank cells indicate NSSE items with no similar item on BCSSE.

<sup>2</sup> Weighted NSSE frequencies. See Frequency Distributions in the NSSE section of this report for more details.

<i>How often did you do or expect to do each of the following?</i>		BCSSE <sup>1</sup>				NSSE <sup>2</sup>	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Work with classmates <b>outside of class</b> to prepare class assignments	Never/Sometimes	276	62%	144	34%	400	61%
	Often/Very often	171	38%	280	66%	240	39%
	Total	447	100%	424	100%	640	100%
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	239	54%			289	45%
	Often/Very often	202	46%			349	55%
	Total	441	100%			638	100%
Have serious conversations with students of a different race or ethnicity than your own.	Never/Sometimes	281	64%	189	45%	373	60%
	Often/Very often	160	36%	227	55%	239	40%
	Total	441	100%	416	100%	612	100%
Discuss ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	347	79%	242	57%	516	82%
	Often/Very often	91	21%	184	43%	104	18%
	Total	438	100%	426	100%	620	100%
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.)	Never/Sometimes	281	64%	209	50%	304	50%
	Often/Very often	158	36%	212	50%	307	50%
	Total	439	100%	421	100%	611	100%
Talked with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes	229	52%			426	68%
	Often/Very often	210	48%			195	32%
	Total	439	100%			621	100%
Had serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	287	66%	172	41%	330	53%
	Often/Very often	149	34%	250	59%	284	47%
	Total	436	100%	422	100%	614	100%
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes			60	14%	193	29%
	Often/Very often			366	86%	444	71%
	Total			426	100%	637	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes			133	31%	294	47%
	Often/Very often			293	69%	328	53%
	Total			426	100%	622	100%
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes			159	38%	316	52%
	Often/Very often			264	62%	292	48%
	Total			423	100%	608	100%
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc)	Never/Sometimes			289	69%	518	84%
	Often/Very often			130	31%	94	16%
	Total			419	100%	612	100%
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes			127	30%	290	49%
	Often/Very often			294	70%	308	51%
	Total			421	100%	598	100%
Learn something that changes the way you understand an issue or idea	Never/Sometimes			106	25%	250	42%
	Often/Very often			314	75%	352	58%
	Total			420	100%	602	100%
<b>Grades</b>	A or A-	214	47%	175	42%	278	46%
	B or B+	216	47%	214	51%	218	38%
	B- or lower	30	7%	29	7%	83	15%
	Total	460	100%	418	100%	579	100%

Active and Collaborative Learning (ACL) Benchmark

Level of Academic Challenge (LAC) Benchmark

<sup>1</sup> Blank cells indicate NSSE items with no similar item on BCSSE.

<sup>2</sup> Weighted NSSE frequencies. See Frequency Distributions in the NSSE section of this report for more details.

These longitudinal results contain matched data from your first-year students who completed *both* the BCSSE 2010 and NSSE 2011 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 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, hoocidea)
<i>Expected Academic Engagement</i>	Expected engagement in educationally relevant behaviors during the first year of college. (cacadpr, cclquest, cclprese, cfacgrad, cclassgr, coccgrp, cfacidea, coocidea)
<i>Expected Academic Perseverance</i>	Student certainty that they will persist in the face of academic adversity. (cotherint, cfinfo, ccourdis, caskinst, cfinish, cstaypos)
<i>Expected 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, cgnspk, cgnanaly, cgnquant, cgncompt, cgnother, cgninq)
<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 of Effective Educational Practice

Also included in this report are four of the five NSSE Benchmarks<sup>1</sup>, with the component items in parentheses:

<i>Level of Academic Challenge (adjusted)</i>	Engagement in challenging and intellectually diverse work. (readasgn, writemor, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol)
<i>Active &amp; 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 instructors, role models, and mentors. (facgrade, facideas, facplans, facfeed, facother, resrch04)
<i>Supportive Campus Environment</i>	Quality of campus environment to support student success. (envsocal, envsuprt, envnacac, envstu, envfac, envadm)

<sup>1</sup> 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).

**Interpreting and Using BCSSE-NSSE Results**

In the example below (NSSEville State), students who scored in the top 25% ("Top25") for High School Academic Engagement were engaged in their first year of college with an average Level of Academic Challenge (LAC) benchmark score of 65.2, while their peers comprised of all other respondents attending BCSSE doctorate-granting institutions reported an average LAC score of 59.1. The difference is statistically significant (\*\*\*) with a moderate effect size of .49. However their students in the lowest quartile ("Low25") did no better than their peers (scoring 48.2 and 49.4 respectively, but not statistically significant). To increase engagement in LAC, NSSEville State could use this information in their faculty development programs to discuss how classroom environments and coursework can be more engaging for students who may otherwise be less engaged. Student advisors may also use these results to work with students at risk for low engagement in academically challenging activities.

**Quartile Ranges**

The lower 25%, middle 50%, and the top 25% of scores for each BCSSE scale calculated for each institution. The quartiles calculated for your institution are then applied to their peer group to create a group of students who are comparable regarding the BCSSE scale. This often results in the peer group having more than or fewer than the 25% in the lower and upper quartiles.

**Comparison Group**

Data from all other institutions at either the baccalaureate, master's, or doctoral level. See pages 11 and 12 for a list of included institutions by Basic Carnegie type.

**Statistical Significance**

Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels ( $p < .05$ ,  $p < .01$ , and  $p < .001$ ). Large sample sizes (like those produced by NSSE) tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes (see below) to judge the practical meaning of the results.

**NSSE Benchmark**

The NSSE benchmark is listed across the top of the page.

BCSSE Scale	Quartile Range <sup>1</sup>	NSSEville State			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig <sup>2</sup>	ES <sup>3</sup>
High School	Low25	48.2	11.3	86	49.4	11.9	1,398	-1.20		-.10
Academic	Mid50	55.1	9.1	172	55.6	9.8	2,109	-0.50		-.05
Engagement	Top25	65.2	12.8	86	59.1	12.1	913	6.10	***	.49

**BCSSE Scale**  
The six BCSSE scales are listed in the left column

**Mean Benchmark Scores**  
The average benchmark score for all students attending your institution and all students attending institutions in the comparison group, calculated for each quartile range.

**Number of Respondents**  
The actual number of respondents who were included in each group.

**Difference of Means**  
The difference between your institution's mean score and the mean score for the comparison group.

**Effect Size**  
Effect size indicates the "practical significance" of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for your institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.



**NSSE Level of Academic Challenge by BCSSE Scales at Three Score Levels**

BCSSE Scale	Quartile Range <sup>1</sup>	Level of Academic Challenge						Statistical Comparisons		
		Minnesota State Mankato			All Other Master's			Difference	Sig <sup>2</sup>	ES <sup>3</sup>
		Mean	SD	N	Mean	SD	N			
High School Academic Engagement	Low25	43.3	10.3	45	47.9	11.8	1,019	-4.61	**	-.42
	Mid50	50.1	11.4	87	53.5	12.0	3,150	-3.44	**	-.29
	Top25	54.3	12.2	43	60.2	12.3	1,613	-5.92	**	-.48
Expected Academic Engagement	Low25	45.6	11.3	43	48.2	12.3	521	-2.53		-.22
	Mid50	49.1	11.5	85	52.7	12.2	3,143	-3.51	**	-.30
	Top25	53.4	11.6	39	58.5	12.6	2,086	-5.14	**	-.42
Expected Academic Perseverance	Low25	46.2	13.0	35	48.6	12.6	526	-2.40		-.19
	Mid50	49.4	10.6	93	52.5	12.1	3,011	-3.17	**	-.28
	Top25	52.1	12.9	36	58.2	12.7	2,204	-6.16	**	-.48
Expected Academic Difficulty	Low25	49.8	10.9	52	54.8	13.0	2,083	-5.03	**	-.42
	Mid50	48.3	11.0	59	53.9	12.6	2,541	-5.56	***	-.47
	Top25	49.5	13.5	53	54.5	12.7	1,113	-5.01	**	-.38
Perceived Academic Preparation	Low25	49.6	12.6	41	49.8	13.0	899	-0.20		-.02
	Mid50	48.6	11.9	76	53.7	12.2	3,070	-5.14	***	-.43
	Top25	49.9	11.1	44	57.8	12.8	1,762	-7.90	***	-.66
Importance of Campus Environment	Low25	47.0	11.9	52	50.5	12.8	1,231	-3.60	*	-.29
	Mid50	49.3	11.3	65	53.8	12.2	2,458	-4.57	**	-.39
	Top25	51.5	12.2	45	57.4	12.8	2,043	-5.84	**	-.47
All BCSSE-NSSE Respondents		49.5	11.8	184	54.4	12.8	5,812	-4.91	***	-.40

<sup>1</sup> Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

<sup>2</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>3</sup> Effect size = mean difference divided by the pooled std dev.

**NSSE Active and Collaborative Learning by BCSSE Scales at Three Score Levels**

BCSSE Scale	Quartile Range <sup>1</sup>	Minnesota State Mankato			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig <sup>2</sup>	ES <sup>3</sup>
High School Academic Engagement	Low25	28.4	11.0	46	36.7	13.8	1,102	-8.30	***	-0.67
	Mid50	36.7	12.3	90	43.0	14.5	3,357	-6.25	***	-0.47
	Top25	49.8	17.5	46	51.7	16.7	1,737	-1.89		-0.11
Expected Academic Engagement	Low25	29.5	11.8	46	36.4	13.7	559	-6.84	***	-0.54
	Mid50	38.0	13.8	88	41.8	14.1	3,350	-3.81	*	-0.27
	Top25	47.9	16.8	39	49.9	17.0	2,250	-1.98		-0.12
Expected Academic Perseverance	Low25	37.7	14.9	36	38.6	14.7	572	-0.95		-0.06
	Mid50	35.2	13.7	95	42.1	14.7	3,230	-6.89	***	-0.49
	Top25	46.1	17.2	39	48.8	16.6	2,349	-2.61		-0.15
Expected Academic Difficulty	Low25	39.9	16.7	52	46.2	16.6	2,235	-6.38	**	-0.38
	Mid50	36.9	15.9	64	43.2	15.0	2,728	-6.35	**	-0.41
	Top25	37.5	13.8	53	43.0	15.9	1,182	-5.47	**	-0.37
Perceived Academic Preparation	Low25	34.9	16.4	41	39.8	15.0	971	-4.87		-0.31
	Mid50	37.9	14.6	81	43.2	15.2	3,289	-5.26	**	-0.35
	Top25	41.1	15.9	45	48.6	16.4	1,880	-7.57	**	-0.47
Importance of Campus Environment	Low25	32.3	14.0	53	40.9	15.3	1,331	-8.58	***	-0.59
	Mid50	38.9	15.7	69	43.4	15.0	2,618	-4.51	*	-0.29
	Top25	43.1	14.9	46	47.5	16.7	2,190	-4.40	*	-0.28
All BCSSE-NSSE Respondents		37.8	15.5	191	44.3	15.9	6,227	-6.49	***	-0.41

<sup>1</sup> Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

<sup>2</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>3</sup> Effect size = mean difference divided by the pooled std dev.

**NSSE Student-Faculty Interaction by BCSSE Scales at Three Score Levels**

BCSSE Scale	Quartile Range <sup>1</sup>	Student-Faculty Interaction						Statistical Comparisons		
		Minnesota State Mankato			All Other Master's			Difference	Sig <sup>2</sup>	ES <sup>3</sup>
		Mean	SD	N	Mean	SD	N			
High School Academic Engagement	Low25	21.5	12.6	45	27.7	15.1	1,029	-6.22	**	-0.45
	Mid50	29.9	14.7	88	33.7	16.3	3,181	-3.73	*	-0.24
	Top25	40.9	18.9	44	42.6	19.5	1,615	-1.68		-0.09
Expected Academic Engagement	Low25	22.3	11.9	45	25.9	14.2	526	-3.58		-0.27
	Mid50	30.0	16.1	85	32.2	15.9	3,162	-2.22		-0.14
	Top25	40.3	17.6	39	41.7	19.1	2,105	-1.42		-0.08
Expected Academic Perseverance	Low25	26.5	13.2	36	28.8	16.3	530	-2.34		-0.16
	Mid50	28.9	15.4	93	32.5	16.3	3,035	-3.54	*	-0.22
	Top25	38.7	20.1	37	40.1	18.9	2,219	-1.37		-0.07
Expected Academic Difficulty	Low25	34.7	17.0	52	37.1	18.7	2,097	-2.37		-0.13
	Mid50	26.5	14.7	60	34.0	16.9	2,558	-7.54	***	-0.48
	Top25	30.5	17.6	53	33.6	17.8	1,124	-3.04		-0.17
Perceived Academic Preparation	Low25	28.6	16.5	41	31.4	16.8	906	-2.83		-0.17
	Mid50	30.5	16.9	78	34.0	17.1	3,095	-3.56		-0.21
	Top25	32.4	16.6	44	38.7	19.0	1,773	-6.35	*	-0.36
Importance of Campus Environment	Low25	26.1	13.5	53	31.3	16.6	1,237	-5.22	**	-0.35
	Mid50	30.5	18.7	66	33.7	16.8	2,480	-3.19		-0.18
	Top25	35.4	15.8	45	39.1	18.9	2,056	-3.71		-0.21
All BCSSE-NSSE Respondents		30.6	16.7	186	35.1	17.8	5,855	-4.49	***	-0.26

<sup>1</sup> Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

<sup>2</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>3</sup> Effect size = mean difference divided by the pooled std dev.

**NSSE Supportive Campus Environment by BCSSE Scales at Three Score Levels**

BCSSE Scale	Quartile Range <sup>1</sup>	Supportive Campus Environment						Statistical Comparisons		
		Minnesota State Mankato			All Other Master's			Difference	Sig <sup>2</sup>	ES <sup>3</sup>
		Mean	SD	N	Mean	SD	N			
High School Academic Engagement	Low25	59.1	16.5	42	60.5	17.6	968	-1.37		-0.08
	Mid50	61.3	16.0	85	64.4	17.6	3,044	-3.12		-0.19
	Top25	60.4	18.0	43	67.5	19.2	1,543	-7.12	*	-0.38
Expected Academic Engagement	Low25	58.2	15.2	39	57.7	17.8	505	0.50		0.03
	Mid50	60.1	15.9	84	63.4	17.2	3,025	-3.27		-0.20
	Top25	65.4	18.5	39	68.3	18.8	1,995	-2.86		-0.15
Expected Academic Perseverance	Low25	57.2	17.8	32	58.1	16.7	506	-0.85		-0.05
	Mid50	60.7	15.7	91	62.8	17.5	2,891	-2.14		-0.13
	Top25	63.6	16.6	36	68.7	18.5	2,121	-5.08		-0.29
Expected Academic Difficulty	Low25	64.6	16.1	50	67.1	18.5	2,004	-2.56		-0.15
	Mid50	61.6	16.1	56	63.9	17.3	2,442	-2.27		-0.14
	Top25	56.4	16.8	53	61.6	18.9	1,068	-5.21	*	-0.29
Perceived Academic Preparation	Low25	60.6	15.3	40	60.4	18.2	861	0.22		0.01
	Mid50	58.3	16.3	73	64.1	17.6	2,947	-5.79	**	-0.34
	Top25	64.2	17.1	43	67.7	18.6	1,699	-3.52		-0.20
Importance of Campus Environment	Low25	57.9	16.7	50	59.5	17.8	1,181	-1.63		-0.09
	Mid50	59.4	14.7	64	63.5	17.2	2,371	-4.07	*	-0.26
	Top25	64.8	17.9	43	69.0	18.6	1,958	-4.20		-0.23
All BCSSE-NSSE Respondents		60.5	16.4	177	64.6	18.2	5,585	-4.07	**	-0.24

IPEDS: 173920

<sup>1</sup> Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

<sup>2</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>3</sup> Effect size = mean difference divided by the pooled std dev.

The following is the list of institutions by Basic Carnegie type that were included in the longitudinal analysis.<sup>1</sup>

**Baccalaureate Colleges**

---

Augustana College	Meredith College
Bucknell University	Midland Lutheran College
Campbellsville University	Millikin University
College of Our Lady of the Elms	Missouri Southern State University
Concordia College	Mitchell College
Defiance College	Mount Ida College
Drew University	Muhlenberg College
Edward Waters College	Oglethorpe University
Elizabethtown College	Randolph-Macon College
Florida Southern College	Saint Anselm College
Georgia Gwinnett College	Saint Olaf College
Goucher College	Shorter College
Grinnell College	Simons Rock College of Bard
Harris-Stowe State College	Southern Vermont College
Hendrix College	University of Maine at Presque Isle
Hilbert College	University of the Ozarks
John Brown University	University of Wisconsin-Green Bay
Judson College	University of Wisconsin-Parkside
King College	Utah Valley University
Lane College	Voorhees College
Linfield College	Washington and Lee University
Luther College	Wheaton College
Lyndon State College	Whittier College
Macon State College	William Jewell College

**Master's Colleges and Universities**

---

Alvernia College	Norfolk State University
Armstrong Atlantic State University	North Georgia College & State University
Bob Jones University	Pacific Lutheran University
California Lutheran University	Prairie View A & M University
California Polytechnic State University-San Luis Obispo	Prescott College
California State University-Bakersfield	Saint Josephs College
Calumet College of Saint Joseph	Saint Xavier University
Carroll College	Southern Connecticut State University
Chaminade University of Honolulu	Springfield College
Chatham University	Texas A & M International University
Converse College	Texas A & M University-Corpus Christi
Cumberland University	Texas Southern University
Elon University	Towson University
Fayetteville State University	University of Evansville
Gannon University	University of Houston-Victoria
Indiana Wesleyan University	University of Mary
Johnson State College	University of Washington-Tacoma Campus
Lewis University	University of Wisconsin-River Falls
Lindenwood University	Wagner College
Lipscomb University	Western Connecticut State University
Medaille College	Westminster College
Minnesota State University-Mankato	Xavier University
Monmouth University	Xavier University of Louisiana
Montana State University-Billings	

<sup>1</sup> For information on the 2010 Carnegie Classifications, see [classifications.carnegiefoundation.org](http://classifications.carnegiefoundation.org).

**Doctorate-Granting Universities**

---

Auburn University Main Campus	Texas Tech University
Clark University	University of Georgia
College of William and Mary	University of Massachusetts-Boston
Georgia State University	University of North Carolina at Greensboro
Kent State University-Main Campus	University of North Dakota-Main Campus
Oral Roberts University	University of St. Thomas
Pace University-New York	University of Texas at Arlington, The
Saint Louis University-Main Campus	University of West Florida, The
Seton Hall University	University of Wisconsin-Madison
SUNY College of Environmental Science and Forestry	

**Other Carnegie Types**

---

Art Institute of Washington, The	Lyme Academy College of Fine Arts
California College of the Arts	Menlo College
Carnegie Mellon, Qatar Campus	University of California-Merced
	Wentworth Institute of Technology

**Canadian Institutions**

---

University of Guelph
University of Prince Edward Island
York University