Using BCSSE to Respond to COVID: Institutional Examples and Preparations for Fall 2022

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Our Focus Today

- BCSSE Results from Fall 2021
- How two institutions used BCSSE
  - Northern Kentucky University
  - California State University at Dominguez Hills
- What should we expect for fall 2022?
- Updates to BCSSE 2022
The Fall 2021 Challenge

We all saw the headlines... read the stories... and experienced this crisis first-hand

A ‘Breaking Point’ in Campus Mental Health
The Chronicle of Higher Education, July 15, 2021

New Mental Health Investments, Ongoing Uncertainties
Inside Higher Ed, Aug 5, 2021

COVID-19 left college students depressed and anxious
USA Today, May 27, 2021

Why a focus on mental health is essential for students returning to school in the fall, experts say
ABCNews, July 5, 2021
Entering Students and the COVID-19 Disruption

Added short COVID-19 item set – questions about the disruption, and students’ learning experiences, optimism about the first college year, mental & emotional health, and personal concerns – to BCSSE 2021

See the BCSSE website for survey instruments
What Fall 2021 Entering Students Said:

- It feels like COVID stole a year of my life progress and makes me feel like I’m in a place where I don’t have resources to progress at the pace I want.

- It was difficult to maintain focus and motivation while being online because everybody started slacking, even the teachers.

- I have not been able to grasp the sudden change occurring in my academic career. I was a junior in high school the last time I was in a classroom; now I am a university student.

- I am constantly getting brain fog and forgetting things.

- Covid-19 opened my mind. I just wanted to play soccer, now I want to study and play.
What is BCSSE?

Purpose: To measure prior academic and co-curricular experiences, as well as expectations and beliefs about participating in educationally purposeful activities during the upcoming academic year, for all entering students including first-year, transfer, and older students who have little or no college experience.

BCSSE results are used in many ways including:

- Academic advising
- Retention efforts and predictive analytics
- First-year program design and evaluation
- Faculty and staff development
- And more...
What is BCSSE?

Common questions for all students regarding their expectations and perceptions for the coming year. These common content areas include:

- Academic Preparation
- Academic Perseverance
- Academic Difficulty
- Academic Help-Seeking
- Collaborative Learning
- Student-Faculty Interaction
- Hours Studying and Working
- Importance of Campus Support
- Expectation to Graduate from Current Institution
What is BCSSE?

Along with the common questions for all, BCSSE also has questions targeting specific student groups.

**Recent High School Graduates**
- Amount of Reading and Writing
- Hours Studying and Working
- Learning Strategies
- Quantitative Reasoning
- Self-Reported High School Grades
- Extracurricular Activities
- Course taking including AP and Dual Credit

**Transfer Students**
- Reasons for Leaving Previous Institution
- Academic Performance at Previous Institution
- Expected Credits to Transfer
- Learning Strategies

**Transfer and Older Students**
- Co-Enrollment with Another Institution
- Anticipated Stressors During the Coming Year
- Expected Degree Completion Year
- Hours per Week Providing Care for Dependents
- Hours per Week Commuting to Campus
- Military Service
BCSSE moved all its administration and reporting to a series of dashboards. The online institutional reports allow you to filter results by student or characteristics. All reports are downloadable.

Public Demonstration Dashboard: bcsse.indiana.edu
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Public Demonstration Dashboard:

bcsse.indiana.edu

Spring 2022 Webinar on using the dashboards for administration and reporting.
What We Learned From Fall 2021

The pandemic did not impact students equally
Mental Health and Expected Difficulty

Expecting LOW academic difficulty: 18%

Expecting MEDIUM academic difficulty: 70%

Expecting HIGH academic difficulty: 12%
Mental Health and Expected Difficulty

Experienced an increase in the following due to the pandemic:

*Expecting LOW academic difficulty*

- Depression: 24%
- Hopelessness: 14%
- Inability to concentrate: 23%

Very much or Quite a bit
Mental Health and Expected Difficulty

 Experienced an increase in the following due to the pandemic:

*Expecting LOW academic difficulty*

- Depression: 24%
- Hopelessness: 14%
- Inability to concentrate: 23%
- Loneliness: 21%
- Mental Exhaustion: 42%
- Sleeping difficulty: 19%

Very much or Quite a bit
Mental Health and Expected Difficulty

Experienced an increase in the following due to the pandemic:

*Expecting HIGH academic difficulty*

**Depression:** 49% +25%
**Hopelessness:** 40% +26%
**Inability to concentrate:** 53% +30%

**Loneliness:** 34% +13%
**Mental Exhaustion:** 69% +27%
**Sleeping difficulty:** 39% +14%
Where do these students who expect high degree of academic difficulty expect to seek help?
75% of those expecting HIGH academic difficulty said that they would “Very often” or “Often” seek help from “Friends or other students”.

Advising Sources

- a. Faculty members
- b. Academic advisors
- c. Learning support services (tutoring, writing center, success coaching, etc.)
- d. Friends or other students
- e. Family members
- f. Other persons or offices

Legend:
- Very often
- Often
- Sometimes
- Never
Those expecting HIGH academic difficulty said that they would “Very often” or “Often” seek help from the following:

- Faculty members: 63% (Very often: 43%, Often: 36%, Sometimes: 2%, Never: 2%)
- Academic advisors: 59% (Very often: 40%, Often: 36%, Sometimes: 3%, Never: 1%)
- Learning support services (tutoring, writing center, success coaching, etc.): 52% (Very often: 19%, Often: 33%, Sometimes: 41%, Never: 7%)
- Friends or other students: 75% (Very often: 32%, Often: 43%, Sometimes: 24%, Never: 1%)
- Family members: 34% (Very often: 13%, Often: 21%, Sometimes: 21%, Never: 11%)
- Other persons or offices: 28% (Very often: 9%, Often: 20%, Sometimes: 13%, Never: 13%)

Advising Sources
How Institutions Used BCSSE

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California State University, Dominguez Hills
How Institutions Used BCSSE

Ryan Padgett
Assistant Vice President
Enrollment and Student Success
Northern Kentucky University
Nimble and Proactive Approach

Student Success Analytics Team
• Meet every morning for 15 minutes
• Examine daily data, trends, and behaviors
• Develop strategies to proactively support students

The BCSSE data were shared and discussed; an immediate plan was then put into place.
BCSSE Results that Emerged

Large percentage of first-year students reported:

• Challenge of staying positive when they do poorly on an assignment or test

• Expect to have some difficulty with managing their time

• Experienced an increase in their mental exhaustion as a result of COVID, including depression
Immediate Strategies from Data

- Disseminated key results to student success departments, advisors, & first-year seminar faculty
- Student Government President sent a text message to all first-year students checking-in
- Invited first-year students to a formal “check-in” presentation; emailed and posted on YouTube
- Presentation was folded into our “Stronger Together” parent/family webinar series
- Social media campaign on campus resources
Questions, Comments, Discussion?
How Institutions Used BCSSE

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20% Face-to-Face in Fall 2021

• 17,000 students
• 78% Hispanic/Latino
• 10% Black/African American
• 95% Public high school
• 70% 1st Generation

COVID & OPTIMISM

37% Optimistic
60% Mental exhaustion,
Inability to concentrate,
difficulty sleeping
NEW STUDENT ENGAGEMENT 2021

4 OUT OF 5 STUDENTS EXPECT ACADEMIC DIFFICULTY

Students reported experience with learning strategies, but less preparation with quantitative reasoning. About 1/2 of students expect to study more than before, to do collaborative learning, and to work with faculty in the coming year.

1 OUT OF 2 STUDENTS RATED CAMPUS SUPPORT VERY IMPORTANT

Students seek help with learning support and to succeed academically, to interact with other students, to manage non-academic responsibilities, and to be involved in activities on campus. Most students have 0-2 friends at DH.

• Normalize
• Challenge
• Help-seeking
• Study skills
• Collaboration
• New ways of engagement
Acknowledge Challenges & Emphasize

- Growth Mindset
- Belonging
- First Year Experience (FYE)
- Resilience & Thriving
- Wellness

2 OUT OF 3 FIRST TIME & 1 OUT OF 2 TRANSFER STUDENTS ARE NOT FULLY PREPARED

Students expressed perseverance but expect difficulty with time management, writing and speaking clearly, critical and analytical thinking, & learning material.

9 OUT OF 10 STUDENTS SAID CSUDH WAS THEIR 1ST-2ND CHOICE

Students are optimistic about having a successful first year and plan to graduate from here. Students were split on their preference for in-person or online modality. 1/3 expect to earn A's & 1/2 B's.

2 OUT OF 3 STUDENTS SAID COVID IMPACTED THEIR MENTAL HEALTH & WELL BEING

COVID contributed to exhaustion, depression, loneliness, concentration and ability to succeed as a student. Top concerns were for health/safety, ability to socialize, future opportunities, & paying bills.
Outdoor celebrations & events

Increased basic needs support

Improved wellness

Touch-down space & WiFi

More student workers

Implemented case management

1st Gen & Family Programming
Faculty/Staff Support

- Stipends for Development
- Grants to support course redesign & research of COVID impact
- Instructional Designers hired
- Small sections face-to-face
- Library archive of COVID experiences
- Training for ‘advising during COVID’
- Telecommute support
- COVID testing, PPE, support
Questions, Comments, Discussion?
What Should We Expect for Fall 2022?

- How are you all preparing?
- What are your assumptions about Fall 2022?
- What will be different in Fall 2022 compared to Fall 2021?
- What new programs, resources, initiatives, or policies will be in place?
BCSSE 2022 Updates

- Keeping the COVID items one more year
- Online advising
  - New online advising reports that provides real-time reports without any need to download and distribute.
- Custom reporting by majors
  - Combine multiple majors to reflect a department on your campus
- More flexibility for institutional contacts
  - Still required: CPM and CAC
  - Optional (choose 2): ACC, Guest, and Advisor
Registration for BCSSE opens March 1, 2022

More information can be found at: bcsse.indiana.edu

or

Email us at: bcsse@indiana.edu
Thanks so much for joining us!

Jim Cole

*Beginning College Survey of Student Engagement*

Indiana University Center for Postsecondary Research

bcsse.indiana.edu