

BCSSE Scales provide valuable information about distinct aspects of past and expected student engagement and beliefs about the upcoming year. BCSSE's ten scales are calculated from 45 core BCSSE items. Many of the BCSSE Scales parallel NSSE Engagement Indicators, which were rigorously tested both qualitatively and quantitatively in a multi-year effort that included student focus groups, cognitive interviews, and two years of pilot testing and analysis.

Scales and Component Items

Quantitative Reasoning

During your last year of high school, about how often did you do the following?

Response options: Very often, Often, Sometimes, Never

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information

Learning Strategies (First-year students only)

During your last year of high school, about how often did you do the following?

Response options: Very often, Often, Sometimes, Never

- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

Learning Strategies (Transfer students only)

During your most recent year enrolled at the other institution, about how often did you do the following?

Response options: Very often, Often, Sometimes, Never

- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

Collaborative Learning

During the coming school year, about how often do you expect to do each of the following?

Response options: Very often, Often, Sometimes, Never

- Ask another student to help you understand course material
- Explain course material to one or more students
- Prepare for exams by discussing or working through course material with other students
- Work with other students on course projects or assignments

Student-Faculty Interaction

During the coming school year, about how often do you expect to do each of the following?

Response options: Very often, Often, Sometimes, Never

- Talk about career plans with a faculty member
- Work with a faculty member on activities other than coursework (committees, student groups, etc.)
- Discuss your academic performance with a faculty member
- Discuss course topics, ideas, or concepts with a faculty member outside of class

Discussions with Diverse Others

During the coming school year, about how often do you expect to have discussions with people from the following groups?

Response options: Very often, Often, Sometimes, Never

- People of a races or ethnicities other than your own
 - People from economic backgrounds other than your own
 - People with religious beliefs other than your own
 - People with political views other than your own
 - People with sexual orientations other than your own (new 2022; not included in scale)
 - People from countries other than your own (new 2022; not included in scale)
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Scales and Component Items

Academic Perseverance

During the coming school year, how certain are you that you will do the following?

Response options: Not at all certain (1) to Very certain (6)

- Stay positive, even when you do poorly on a test or assignment
- Study when there are other interesting things to do
- Find additional information for course assignments when you don't understand the material
- Participate regularly in course discussions, even when you don't feel like it
- Ask instructors for help when you struggle with course assignments
- Finish something you have started when you encounter challenges

Academic Difficulty

During the coming school year, how difficult do you expect the following to be?

Response options: Not at all difficult (1) to Very difficult (6)

- Learning course material
- Managing your time
- Getting help with school work
- Interacting with faculty

Academic Preparation

How prepared are you to do the following in your academic work at this institution?

Response options: Not at all prepared (1) to Very prepared (6)

- Write clearly and effectively
- Speak clearly and effectively
- Think critically and analytically
- Analyze numerical and statistical information
- Work effectively with others
- Use computing and information technology
- Learn effectively on your own

Importance of Campus Environment

How important is it to you that your institution provide each of the following?

Response options: Not important (1) to Very important (6)

- A challenging academic experience
- Support to help students succeed academically
- Opportunities to interact with students from different backgrounds (social, racial/ethnic, religious, etc.)
- Help managing your non-academic responsibilities (work, family, etc.)
- Opportunities to be involved socially
- Opportunities to attend campus activities and events
- Learning support services (tutoring services, writing center, etc.)