

# 37<sup>th</sup> Annual Conference on the First-Year Experience

February, 2018

## Using BCSSE and NSSE to understand first-year student expectations

Presented by:

James Cole, Ph.D.  
BCSSE Project Manager





# Overview

Today we will cover:

- ❖ Brief description of the *Beginning College Survey of Student Engagement* (BCSSE) and the *National Survey of Student Engagement* (NSSE)
- ❖ Using BCSSE and NSSE to understand link between expectations gap and the quality of academic experiences and persistence for first year students.



# Beginning College Survey of Student Engagement

Purpose of BCSSE is to measure entering first-year students' pre-college academic and co-curricular experiences, as well as their expectations and attitudes for participating in educationally purposeful activities during the first college year.



# Beginning College Survey of Student Engagement



**NEW for 2018**

BCSSE is now available for January admits  
(as an optional web administration)

# Beginning College Survey of Student Engagement

## High School experiences include:

- Hours Writing, Reading, Studying
- Learning Strategies
- Quantitative Reasoning
- Reflective Learning

## Beginning College Survey of Student Engagement

We are interested in your high school experiences and how often you expect to participate in certain activities during your first year of college. The information that you provide will help your institution improve teaching, learning and the quality of the student experience. Thanks for your help. Write or mark your answers in the boxes. Examples:  or

Please print your student ID number in the box below. Do **not** print your Social Security number.

Please write in the 5-digit ZIP code of your home during your last year of high school.

     (U.S. residents only.)

### HIGH SCHOOL EXPERIENCES

**1** Please write in the year you graduated from high school (for example, 2017):

**2** From which type of high school did you graduate? (Select only one.)

- Public  Home school  
 Private, religiously-affiliated  Other (GED, etc.)  
 Private, not religiously-affiliated

**3** What were most of your high school grades? (Select only one.)

- A+  B+  C+  Grades not used  
 A  B  C  
 A-  B-  C- or lower

**4** To date, in which of the following math classes have you earned a grade of "C" or better? (Select all that apply.)

- Algebra II  
 Pre-Calculus/Trigonometry  
 Calculus  
 Probability or Statistics

**5** If you completed the SAT and/or ACT, enter your scores below (as best you remember):

SAT (possible range=200-800)      ACT (possible range=1-36)

Reading & Writing	<input type="text"/>	<input type="text"/>	<input type="text"/>	Composite	<input type="text"/>	<input type="text"/>
Math	<input type="text"/>	<input type="text"/>	<input type="text"/>			

Are these SAT scores from March 2016 or later?

- Yes  No

**6** During high school, how many of the following types of classes did you complete?

Classes:	0	1-2	3-4	5-6	7-8	9-10	11 or more
a. Advanced Placement (AP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. College or university courses for credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. International Baccalaureate (IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7** During your last year of high school, about how many papers, reports, or other writing tasks of the following lengths did you complete?

a. Up to 5 pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	1-2	3-5	6-10	11-15	16-20	More than 20	
b. Between 6 and 10 pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	1-2	3-5	6-10	11-15	16-20	More than 20	
c. 11 pages or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	1-2	3-5	6-10	11-15	16-20	More than 20	

**8** During your last year of high school, about how many hours did you spend in a typical 7-day week doing the following?

a. Preparing for class (studying, reading, doing homework, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							
b. Working for pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							
c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							
d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							

**9** During your last year of high school, of the time you spent preparing for class in a typical 7-day week, about how much was on assigned reading?

Very little  Some  About half  Most  Almost all





# Beginning College Survey of Student Engagement

## Summer/Fall

- BCSSE Institutional Report
- Institutional data file
- BCSSE Student Advising



The *Beginning College Survey of Student Engagement* Student Advising Report is an individualized report for students and is designed to help advisors understand how student expectations about college activities and learning might affect their actual first-year experiences. Information about using the BCSSE Advising report can be found at: [bcsse.indiana.edu](http://bcsse.indiana.edu)

## BCSSE Advising Report

### Student Background

Name	Jacob Student
Student ID	012345689
Completed Calculus	Yes
AP courses	3-4
Expected Major	Undecided
What choice was this institution?	Second choice
Does student expect to graduate from this institution?	Yes

### Hours per Week on Various Activities

Hours per week:	During HS	FY Expected
Studying	6-10	16-20
Working	1-5	6-10
Co-curricular	1-5	0
Socializing/relaxing	11-15	11-15

### High School Challenge

To what extent, did your courses challenge you to do your best work?	5
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*1 - Not at all to 7 - Very much*

### First-Year Expectations

	0 - Very Low to 60 - Very High
Student-Faculty Interaction (Discuss career plans and academic performance, etc.)	45
Interaction with Diverse Others (Discussions with people of a different race/ethnicity, religious beliefs, etc.)	25
Peer Collaboration (Work with other students on course projects; Prepare for exams by discussing material with other students, etc.)	30

### Expected Academic Help-Seeking

How often expect to seek help with coursework from:	1 - Never, 2 - Sometimes, 3 - Often, 4 - Very Often
Faculty members	3
Academic advisors	2
Learning Support Services (tutoring, writing center, success coaching, etc.)	2
Friends or other students	4
Family members	2
Other persons or offices	1

### Expected Transition Difficulty

How difficult do you expect the following to be:	1 - Not at all difficult to 6 - Very Difficult
Learning course material	3
Managing your time	3
Paying for college expenses	5
Getting help with school work	4
Making new friends	3
Interacting with faculty	4

### Academic Perseverance

How certain are you that you will:	1 - Not at all certain to 6 - Very certain
Study when there are other interesting things to do	3
Find additional information for assignments when you don't understand the material	5
Participate regularly in course discussions, even when you don't feel like it	2
Ask instructors for help when you struggle with course assignments	3
Finish something you have started when you encounter challenges	2
Stay positive, even when you do poorly on a test or assignment	4

### Academic Preparation

How prepared are you to:	1 - Not at all prepared to 6 - Very prepared
Write clearly and effectively	5
Speak clearly and effectively	1
Think critically and analytically	3
Analyze math or quantitative problems	2
Use computing and information technology	5
Work effectively with others	5
Learn effectively on your own	5

### Importance of Campus Support


How important is it that your institution provide:	1 - Not important to 6 - Very important
A challenging academic experience	5
Support to help you succeed academically	6
Opportunities to interact with students from different economic, social, racial/ethnic backgrounds	3
Assistance coping with non-academic responsibilities	3
Support to help you thrive socially	4
Learning support services (tutoring, writing center, etc.)	5



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**BCSSE**  
 beginning college survey  
 of student engagement

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### Hours per Week on Various Activities

Hours per week:	During HS	FY Expected

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Support to help you thrive socially	4
Learning support services (tutoring, writing center, etc.)	5

*What choice was this institution?*

*Second choice*

*Does student expect to graduate from this institution?*

*Yes*





# Beginning College Survey of Student Engagement

## Summer/Fall

- BCSSE Institutional Report
- Institutional data file
- BCSSE Student Advising

## Fall

- Grand Frequencies and Means

## Winter (optional)

- Institutional data file
- BCSSE Student Advising

## Summer (following year)

- BCSSE/NSSE report



**Institutional Report 2017**



# Using Your BCSSE Data

## ***Auburn University***

First-Year Advising and Institutional Reporting

## ***Avila University***

First-Year Advising, Intervention, and Campus Awareness

## ***Montana State University***

First-Year Advising and Intervention

## ***Southern Connecticut State University***

Faculty Development and other reports

For more detailed information about these and other examples, go to:

[bcsse.indiana.edu/usingBCSSEData.cfm](http://bcsse.indiana.edu/usingBCSSEData.cfm)



## Using Your BCSSE Data

Creating conditions at institutions to foster student success has never been more important. Working toward this goal, many institutions seek to better understand their incoming first-year students. Since 2007, more than 450 institutions across the United States and Canada have participated in BCSSE. Many possible uses of BCSSE data are available to participating institutions, including those described in the stories below.

Visit [bcsse.indiana.edu/usingBCSSEData.cfm](http://bcsse.indiana.edu/usingBCSSEData.cfm) for the most updated stories and links.

### ***Auburn University***

#### ***First-Year Advising and Retention***

Auburn University has been using BCSSE data to predict students at risk of low first fall semester GPAs and dropout. Auburn employs an interactive tool that shows, along with other student characteristics, students' BCSSE results and predicted Fall I GPA and retention to the second year. The tool also can be used to manipulate student responses to BCSSE to better understand the effect of these responses on student outcomes—specifically, GPA and retention. With this understanding, advisers can contact at-risk students early in the fall semester and work individually with each of them to increase their odds of success. An example of Auburn's advising tool can be found here: [bcsse.indiana.edu/pdf/BCSSE\\_Advising\\_Tool\\_Description.pdf](http://bcsse.indiana.edu/pdf/BCSSE_Advising_Tool_Description.pdf)

### ***Avila University***

#### ***First-Year Advising, Intervention, and Campus Awareness***

Avila University puts its BCSSE data to good use in ways that reach across the university community. Academic advisors and instructors of the First-Year Seminar (FS 101) receive the BCSSE Student Advising Report and are encouraged to use it to gain insight into their students' preparations for and expectations of college. In one-on-one meetings with each first-year student, the FS 101 instructor reviews the report, discusses areas of concern and success, and provides the student with appropriate campus resources. Additionally, the Coordinator of Retention and the First-Year Experience presents to faculty and staff highlights of some of the most compelling and useful information in the BCSSE institutional report.

### ***Missouri State University***

#### ***First-Year Advising***

Missouri State puts their BCSSE Advising Reports to good use—having made them integral to their Student Orientation, Advisement, and Registration orientation (SOAR) program. In addition, the university's advisors developed useful questions, "Conversation Catalysts," to guide academic advising. Information about how Missouri State is using BCSSE data for first-year advising can be found here: [missouristate.edu/assessment/evidence.htm](http://missouristate.edu/assessment/evidence.htm)

### ***Montana State University***

#### ***First-Year Advising and Intervention***

The staff at Montana State's Allen Yarnell Center for Student Success use their BCSSE Advising Reports to determine which first-year students are at risk for early departure. By coupling BCSSE data with the university's ChampChange program, Montana State has been successful in reaching its retention targets. How they achieved this success was presented at the 2015 Annual Conference on the First-Year Experience in Dallas. Details about ChampChange can be viewed here: [champchange.msu.montana.edu/](http://champchange.msu.montana.edu/)





# BCSSE Registration

**Registration opens March 1** and stays open through the summer.

More information can be found in the BCSSE Invitation to Participate or at [bcsse.Indiana.edu](http://bcsse.Indiana.edu)

## Pricing examples

500 entering FY students

Web: \$800

Paper: \$1,550

2,000 entering FY students

Web: \$2,200

Paper: \$5,300

[bcsse.indiana.edu/pricing.cfm](http://bcsse.indiana.edu/pricing.cfm)

2018 Invitation to Participate

**BCSSE**  
beginning college survey  
of student engagement

"We use BCSSE data in our predictive analytics and to inform our support personnel about the students they serve. By knowing which BCSSE variables are significant predictors of first-year persistence, we can identify students for early intervention."  
— Michelle Bombaugh, PhD, Assistant Director,  
Office of Academic Advocacy, University of South Florida

Registration opens March 1, 2018  
at [bcsse.indiana.edu](http://bcsse.indiana.edu)



# National Survey of Student Engagement

- ❖ Administered annually to hundreds of baccalaureate level institutions across the US.
- ❖ Since 2000, approximately 6.0 million undergraduate students enrolled at more than 1,600 institutions have completed NSSE.





# National Survey of Student Engagement

NSSE collects data representing a breadth of student engagement behaviors, including 10 Engagement Indicators and 6 High Impact Practices.

## Engagement Indicators

- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies
- Quantitative Reasoning
- Collaborative Learning
- Discussions w/Diverse Others
- Student-Faculty Interaction
- Effective Teaching Practices
- Quality of Interactions
- Supportive Environment

## High Impact Practices

- Learning community
- Internship, co-op, etc
- Work w/faculty on research project
- Service Learning
- Study abroad
- Culminating senior experience





# National Survey of Student Engagement

## NSSE Topical Modules

1. Academic Advising
2. Civic Engagement
3. Development of Transferable Skills
4. Learning with Technology
5. Experiences with Writing
6. Experiences with Information Literacy
7. First-Year Experiences and Senior Transitions
8. Global Learning
9. Inclusiveness and Engagement with Cultural Diversity

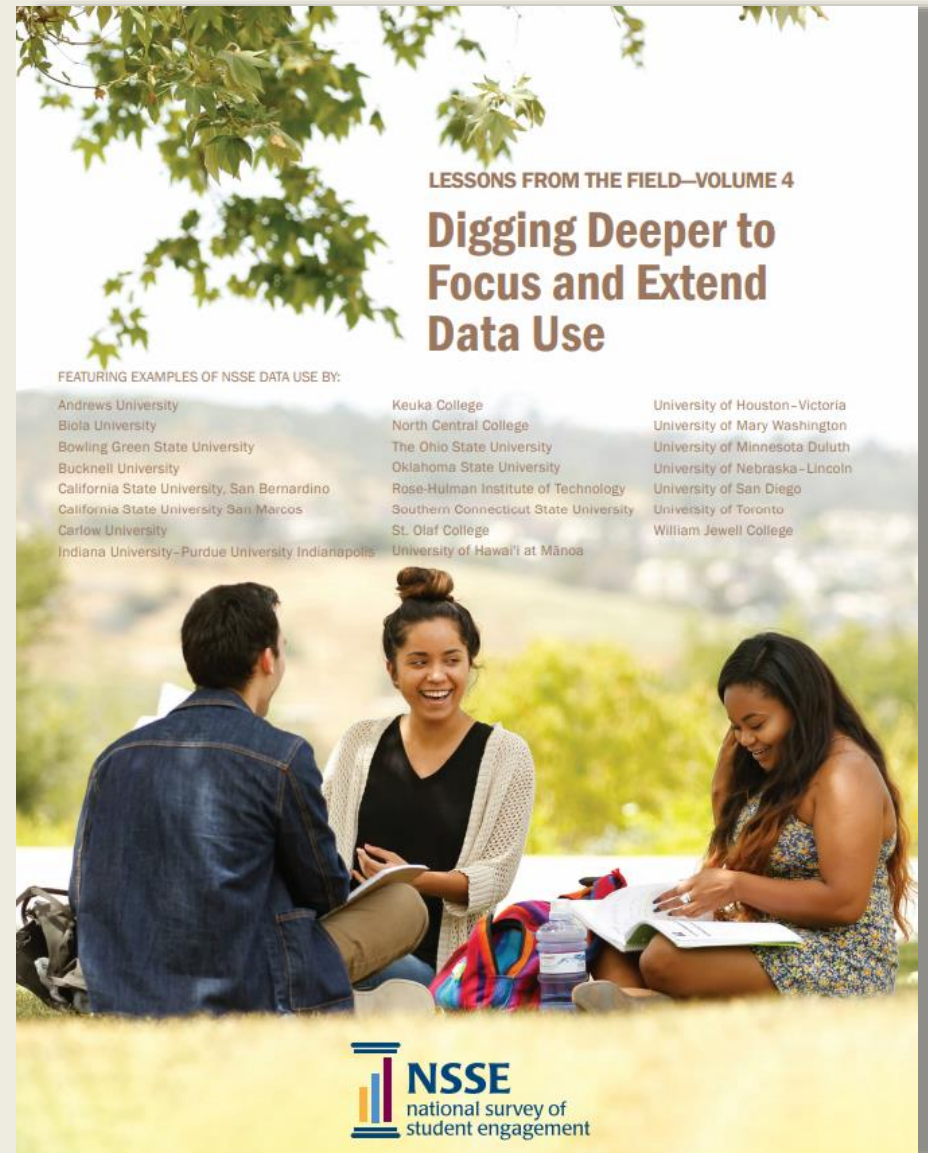




# How Institutions Use NSSE and BCSSE

Learn innovative and accessible ways institutions, faculty, staff, and others are using NSSE data to improve the undergraduate experience.

Detailed information is found at:  
***[nsse.indiana.edu](https://nsse.indiana.edu)***





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From Lessons in the Field, Volume 4

FEATURED INSTITUTIONAL USES 18

## Using BCSSE and NSSE Data to Inform Predictions and Improvements

SOUTHERN CONNECTICUT STATE UNIVERSITY

The results of the predictive models using BCSSE data indicated that student success is all about relationships.

Every year since its inauguration in 2007, the Beginning College Survey of Student Engagement (BCSSE) has been administered at Southern Connecticut State University during orientation, and the institution has been pushing the boundaries of how colleges and universities use BCSSE data. As part of the First-Year Experience (FYE) Program, all incoming students are enrolled in a seminar that promotes their academic habits of mind, research skills, and preparedness for more advanced coursework. This seminar extends students' orientation into the future and guides them in developing action steps in the here-and-now to achieve their desired futures.

Prior to the first day of classes, the FYE seminar instructors receive a BCSSE Student Advising Report for each student, which provides individualized information regarding a student's commitment to the institution, expected academic difficulty, and self-perception of academic preparation for college. When guiding faculty on how to use this information to gauge a student's confidence and needs, the

Southern Connecticut State University



Office of Assessment and Planning emphasizes that, rather than spelling out a student's destiny, BCSSE data provide a roadmap on how best to support the student during this crucial transition. At Southern Connecticut State University, the focus is on that which is amenable to change rather than unchangeable demographic characteristics and prior learning.

The Student Success Task Force, chaired by the Dean of the School of Arts and Sciences and the Vice President for Student Affairs, used BCSSE data along with other sources of data in predictive modeling to identify the most important predictors of student academic learning, persistence, and graduation outcomes. Of the information collected by BCSSE, the item "Do you expect to graduate from this institution?" was a significant predictor; not surprisingly, students who responded "Uncertain" were less likely to be retained compared with students who answered in the affirmative. Other important predictors included students' expected difficulty with time management; preparedness to speak clearly and effectively; and frequency of talking with a counselor, teacher, or other staff member about university or career plans.

More than this, the results of the predictive models using BCSSE data indicated that student success is all about relationships. The Student Success Task Force's recommendations led to the creation of the Academic Success Center and the modification of academic programs, policies, and instruction as part of a drive to advance a culture of student-centeredness at the university. Specifically to help students plan for the cost of education and manage their financial obligations, a new position was created: Coordinator of Student Financial Literacy and Advising.

BCSSE and NSSE data have been used at Southern Connecticut State University in numerous other ways as well. For example, using data from NSSE's Academic Advising Topical Module (along with other sources of information) to identify issues with the campus's advising practices, the institution implemented the Education Advisory Board's Student Success Collaborative advising platform, and university staff continue to use data from the advising module to evaluate this initiative. Additionally, analysis of BCSSE and NSSE data trends conducted by the Office



# BCSSE-NSSE Data Use

- ❖ Using BCSSE and NSSE to understand link between expectations gap and the quality of academic experiences and persistence for first year students.
- ❖ Discussion will include how to identify and assist struggling students.



# BCSSE-NSSE Data Use

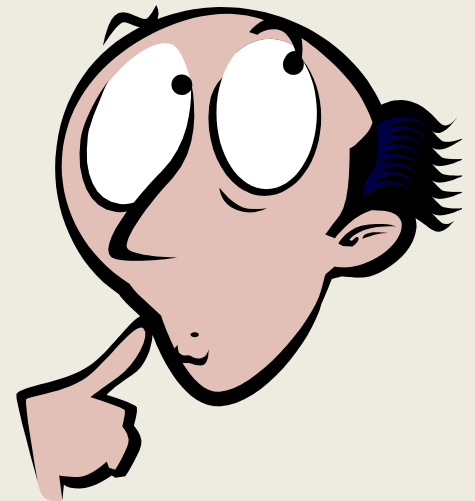
What percentage of students indicated that they “seriously considered leaving” at some point during the first year of college?

14%?

27%?

36%?

44%?





# BCSSE-NSSE Data Use

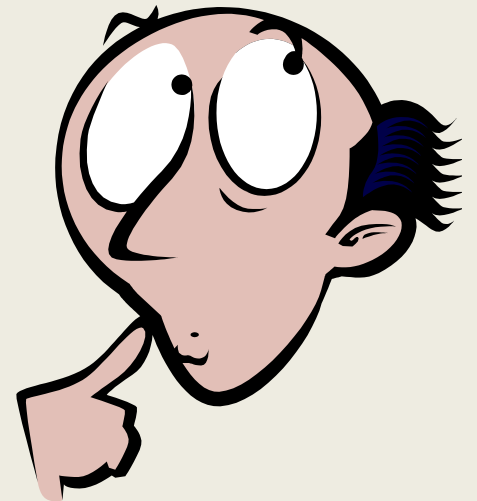
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27%?

**36%**

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# BCSSE-NSSE Data Use

## Top reasons for leaving include:

- Financial concerns
- Personal reasons
- Academic
- Campus Climate
- Relations with other students
- Not enough opportunities to socialize and have fun



# BCSSE-NSSE Data Use

Who are these first-year students that seriously considered leaving?

- 40% of FG students compared to 33% of non-FG
- 26% of Asian, 48% of Black, 40% of Hispanic, and 32% of White students
- 38% of females compared to 29% of males



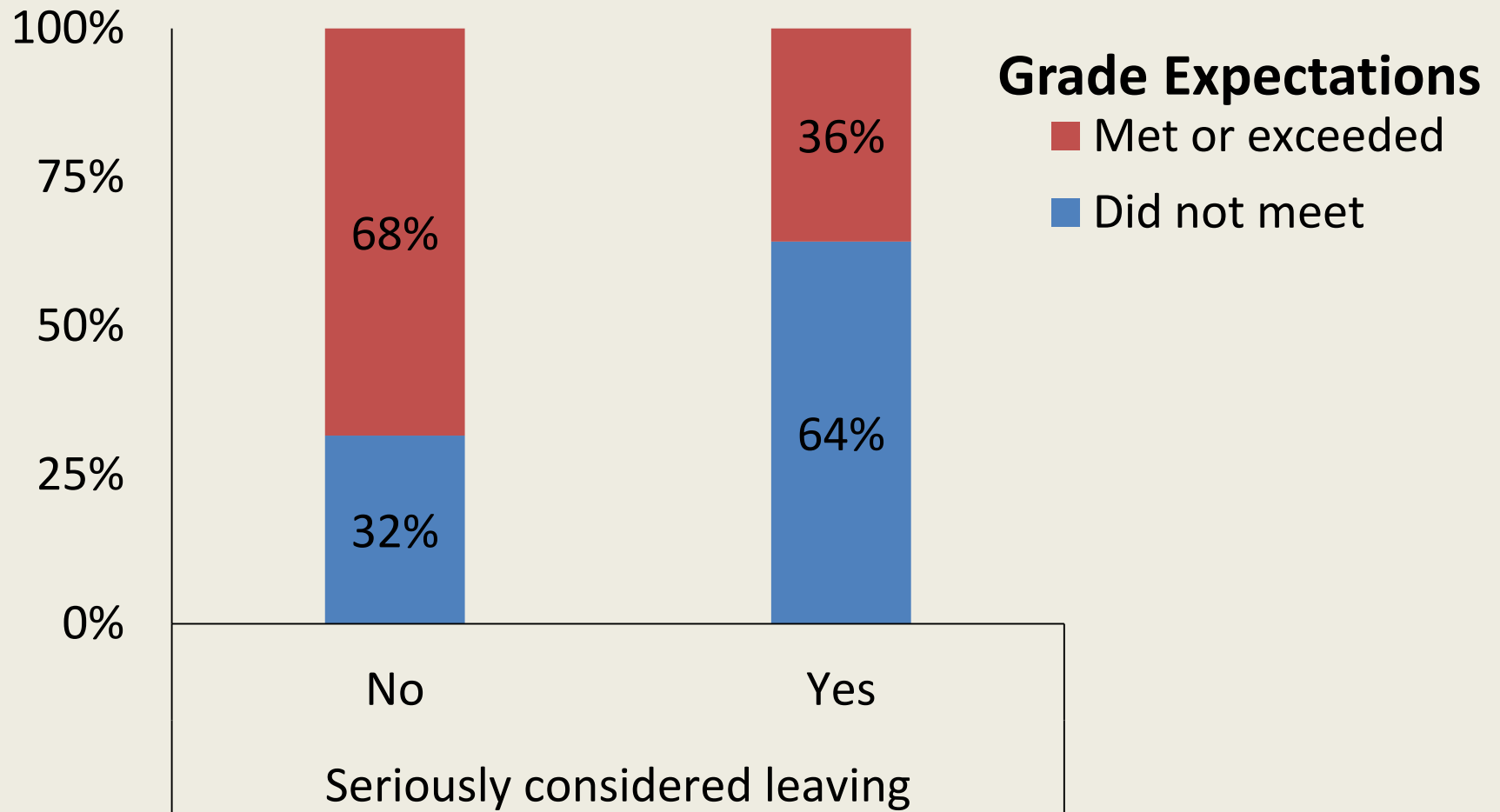
# BCSSE-NSSE Data Use

We will focus on those students who indicated they seriously considered leaving for academic reasons





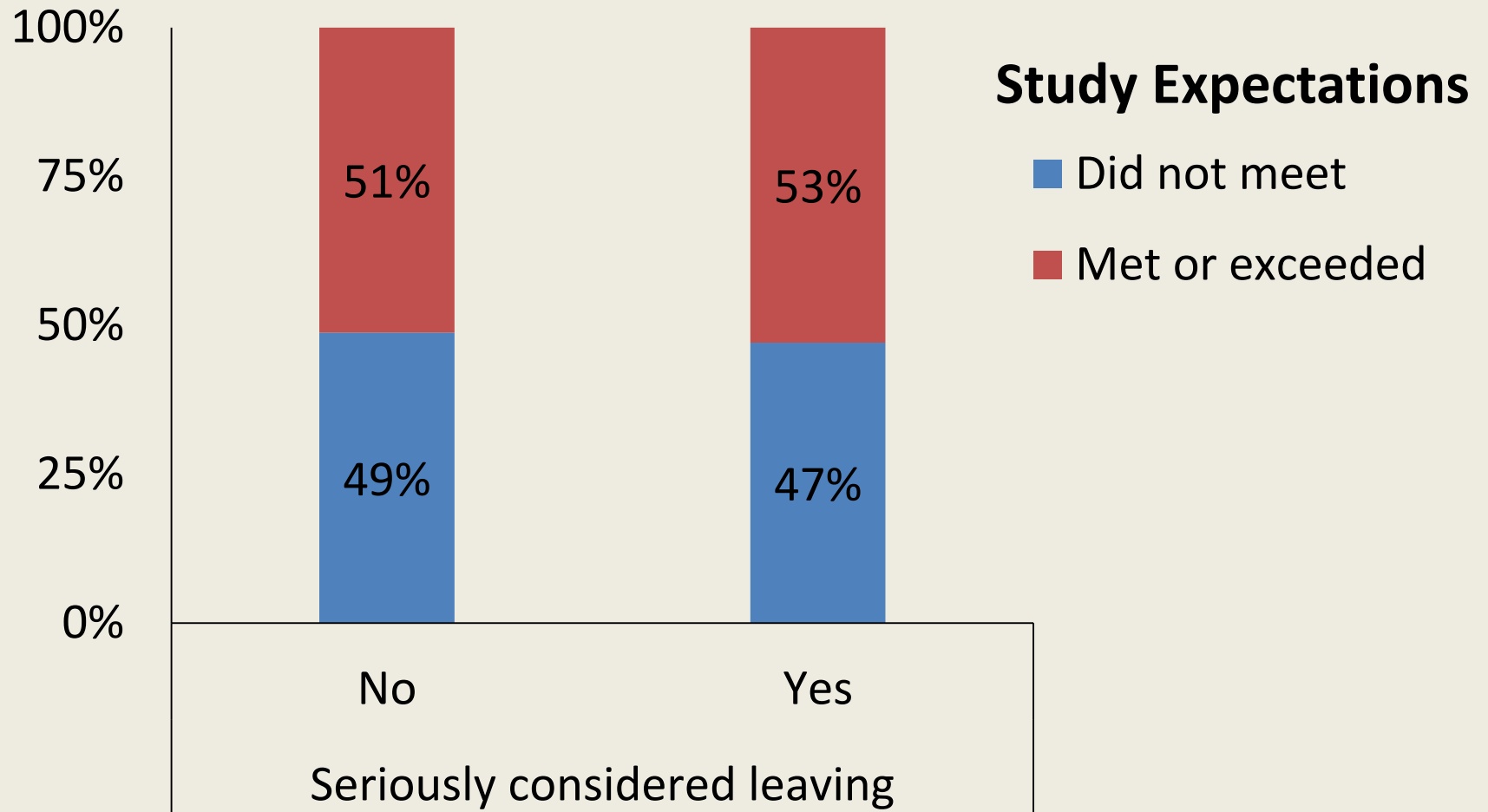
# Seriously Considered Leaving: Academic







# Academic Expectations





# Academic Expectations

*One difference: Use of effective learning strategies*

Those who did not seriously consider leaving reported significantly higher use of learning strategies in high school and during their first-year of college.



# Academic Expectations

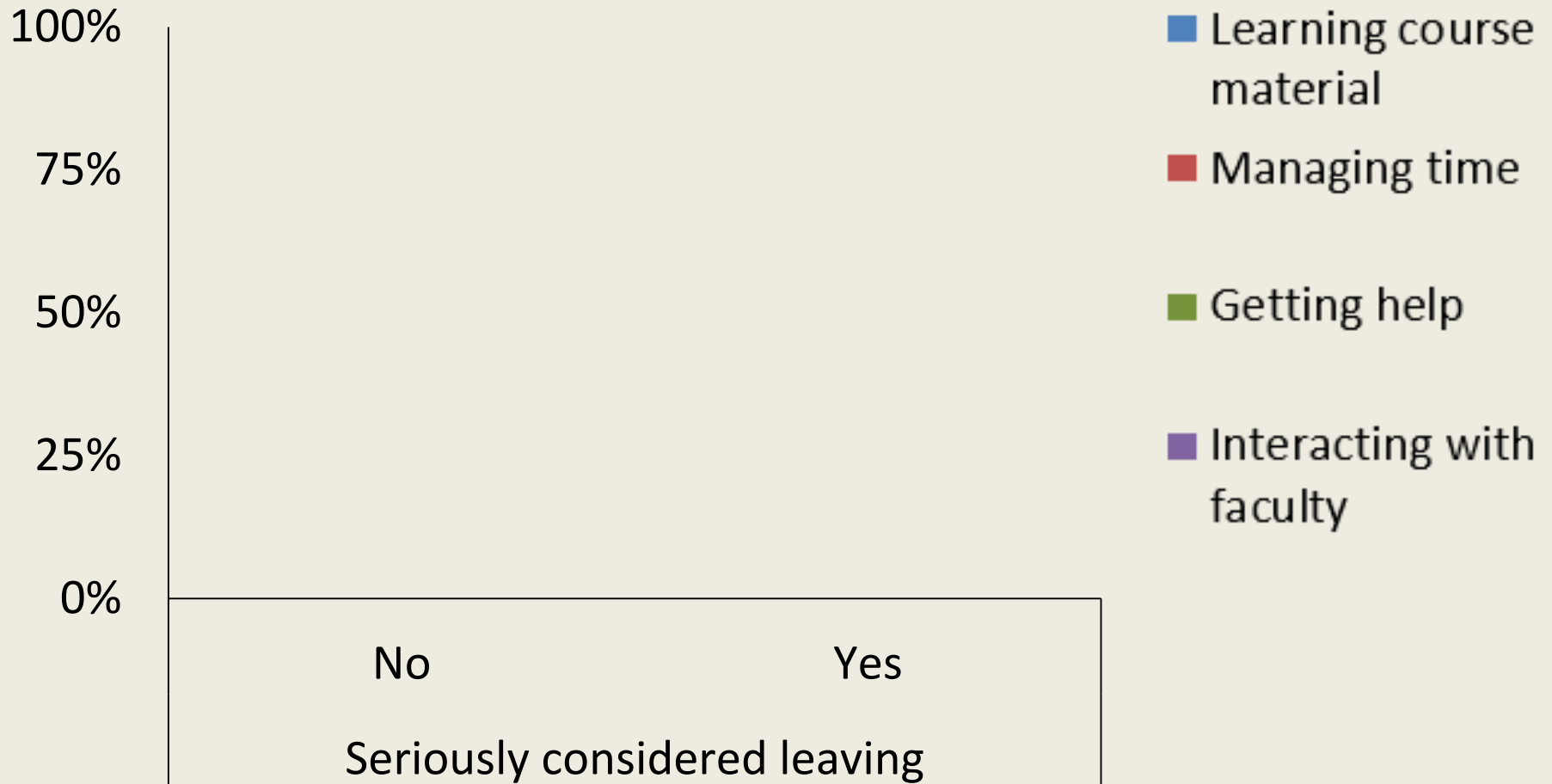
## Another difference: Estimating academic difficulty

Most students are not very good at estimating how difficult it will be keeping up with their academic work. This is especially true for those who seriously consider leaving by the end of the first year for academic reasons.



# Academic Expectations

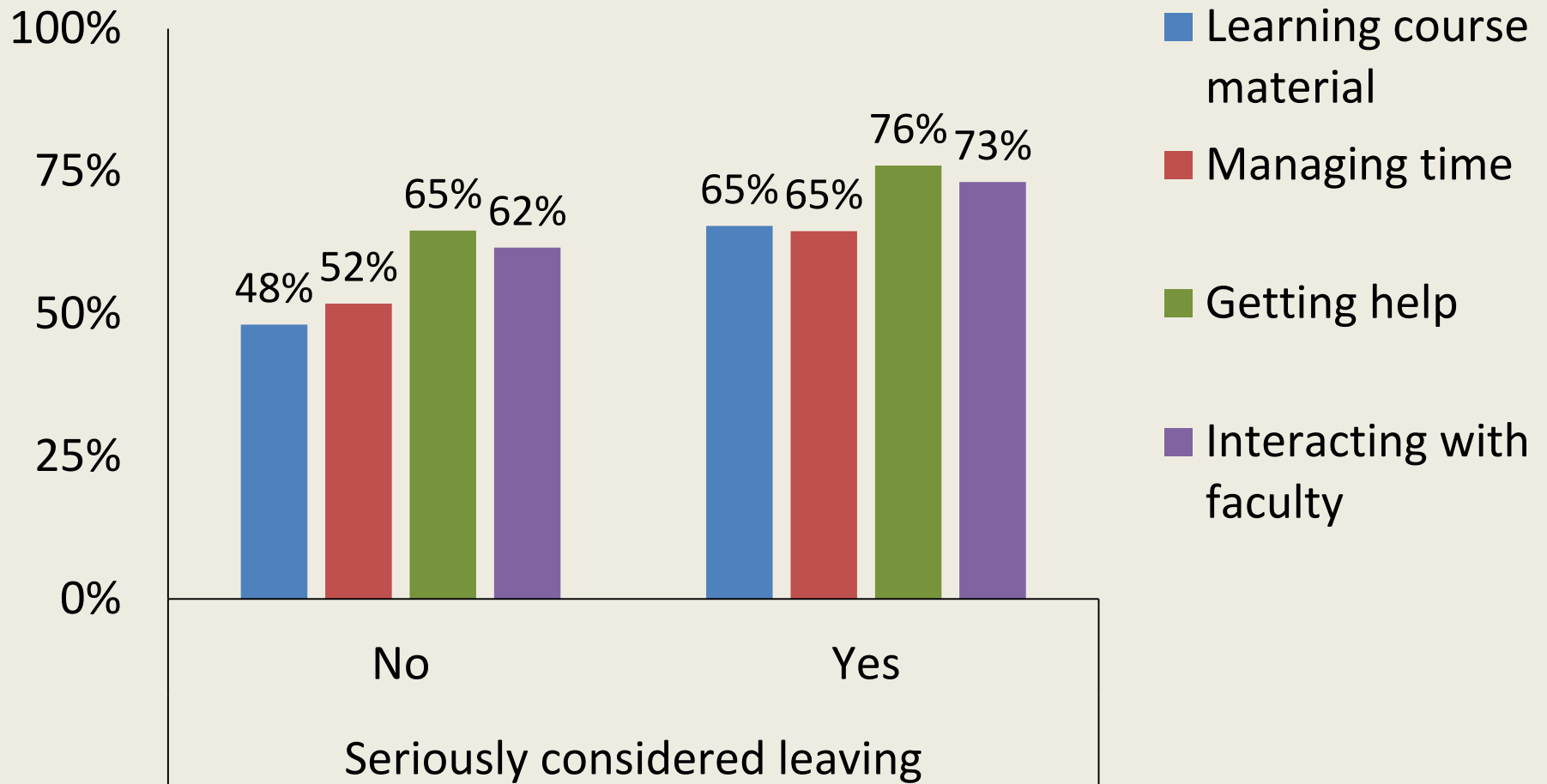
## Percent who underestimated the difficulty





# Academic Expectations

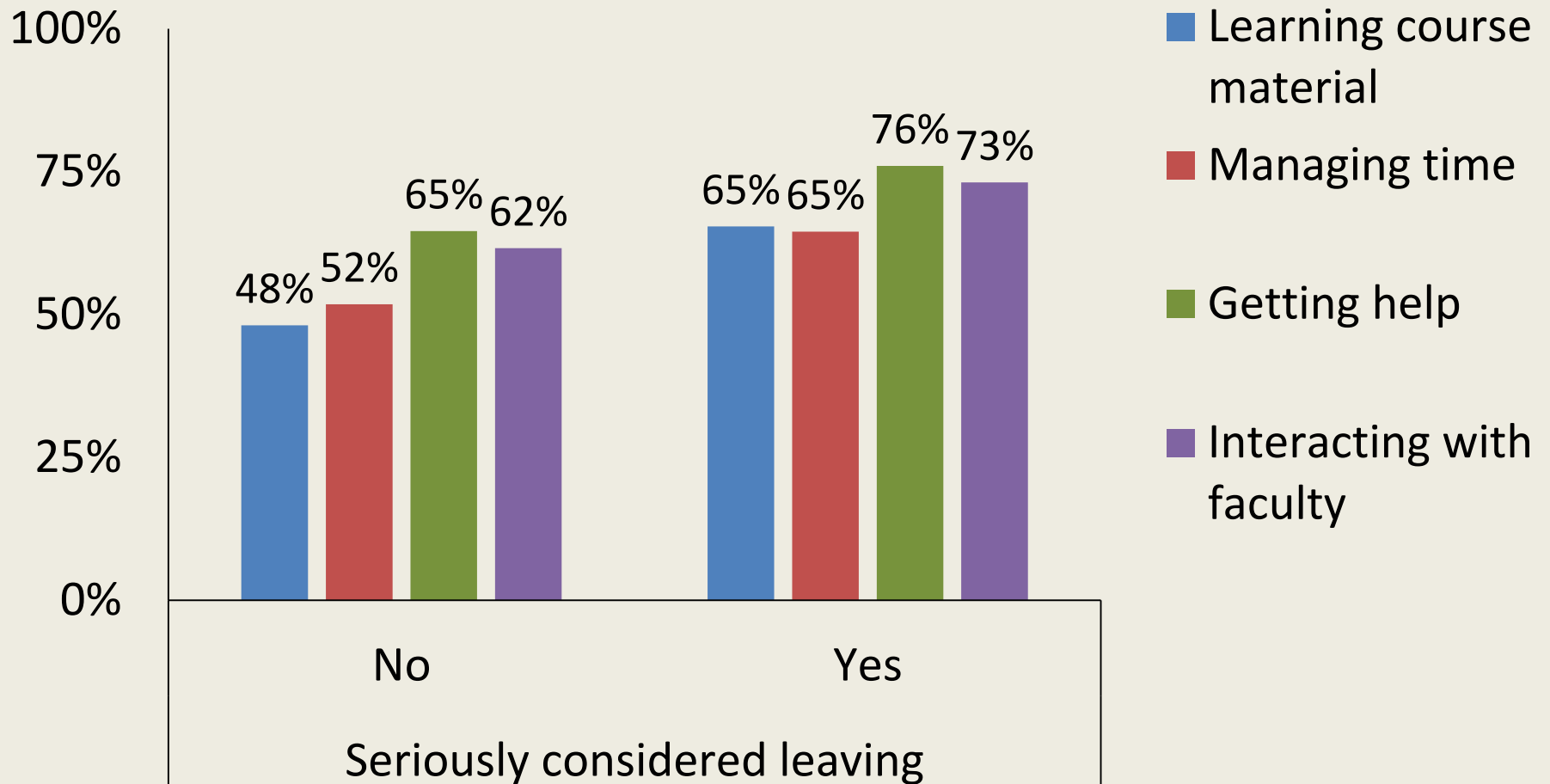
## Percent who underestimated the difficulty





# Academic Expectations

## Percent who underestimated the difficulty





# BCSSE-NSSE Data Use

## Identifying the students

- ✓ BCSSE data
- ✓ BCSSE Advising Reports

## First-Year Profile

- ✓ Faculty development
- ✓ Advisor training
- ✓ FY staff training

## Understanding the FY experience

- ✓ NSSE Institutional reports including: First-Year Experience, BCSSE-NSSE report
- ✓ NSSE data, especially when linked with institutional records



# BCSSE and NSSE Resources

Visit our website for information on:

- ❖ Using BCSSE Data
- ❖ Using NSSE Data
- ❖ Free Webinars
- ❖ NSSE Accreditation Toolkits
- ❖ Lessons from the Field
- ❖ Papers, Presentations, and upcoming workshops and more.

***[NSSE.indiana.edu](http://NSSE.indiana.edu)***

***[BCSSE.indiana.edu](http://BCSSE.indiana.edu)***





# Thank you

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***Questions?***

***Discussion?***

***Follow us on social media:***

***-- Blog: [NSSEsightings.indiana.edu](http://NSSEsightings.indiana.edu)***

***-- Twitter: [@NSSEsurvey](https://twitter.com/NSSEsurvey) and [@NSSEinstitute](https://twitter.com/NSSEinstitute)***

***-- Facebook: [facebook.com/NSSEsurvey](https://facebook.com/NSSEsurvey)***