



# 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

**BCSSE**  
beginning college survey  
of student engagement

**Entering Students and the COVID-19 Disruption**  
Additional Items on the BCSSE 2021 Web Version

BCSSE introduces new items for 2021, intended for entering students this summer or fall, to provide important data related to COVID-19 disruptions and their online learning experiences, optimism, mental health, and concerns. Results will be of value to first-year programming staff, transfer student transitions staff, academic advisors, faculty, and institutional researchers. Depending on the conditions of administration at your institution, these data can be used to identify individual students in need of assistance or in the aggregate to better understand the profile of this entering class.

The additional items are below. Only first-year students as identified on the BCSSE questionnaire will see Q1 and Q3. In addition, first-year students whose last year of high school was "home school" or "other" (as identified on BCSSE) will skip Q1.

You are almost done! Please take a couple of minutes to complete the questions below regarding how you have been impacted by the COVID-19 pandemic.

- 1. Which best describes how you attended your last year of high school?**  
Response options: 1=Entirely in-person; 2=Mostly in-person, with some online instruction; 3=Mostly online, with some in-person instruction; 4=Entirely online
- 2. With regard to online and in-person courses, which of the following statements is most true for you?**  
Response options: 5=Strongly prefer online; 4=Somewhat prefer online; 3=No preference; 2=Somewhat prefer in-person; 1=Strongly prefer in-person
- 3. How optimistic are you about having a successful first year of college or university?**  
Response options: 4=Very optimistic; 3=Moderately optimistic; 2=Somewhat optimistic; 1=Not at all optimistic
- 4. As a result of the COVID-19 pandemic, to what extent, if any, have you experienced an increase in the following?**  
Response options: 4=Very much, 3=Quite a bit, 2=Some, 1=Very little, 0=Not at all, 9=Don't know/unsure
  - a. Mental or emotional exhaustion
  - b. Depression or anxiety that interfered with daily functioning
  - c. Feeling hopeless about your current situation
  - d. Inability to concentrate
  - e. Difficulty sleeping
  - f. Loneliness
- 5. As a result of the COVID-19 pandemic, to what extent, if any, has your concern about the following increased?**  
Response options: 4=Very much, 3=Quite a bit, 2=Some, 1=Very little, 0=Not at all, 9=Don't know/unsure
  - a. Your future opportunities (employment, further education, etc.)

# 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 Dashboards

BCSSE moved all its administration and reporting to a series of dashboards. The online institutional reports allow you to filter result by student or characteristics. All reports are downloadable.

**Public Demonstration Dashboard:**  
[bcsse.indiana.edu](https://bcsse.indiana.edu)

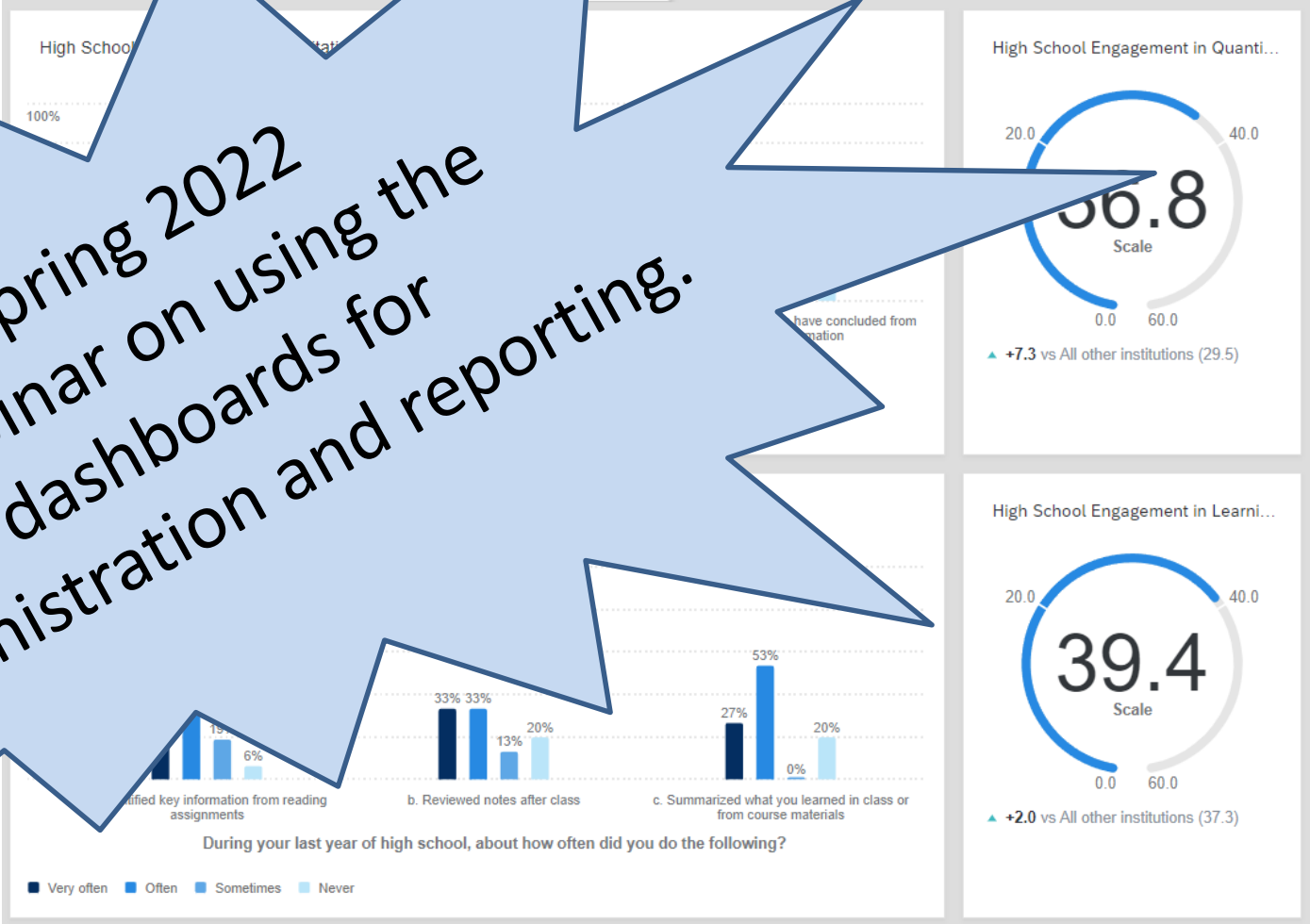


# BCSSE Dashboards

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**Public Demonstration Dashboard:**  
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Spring 2022  
Webinar on using the dashboards for administration and reporting.



# What We Learned From Fall 2021

The pandemic did not impact students equally

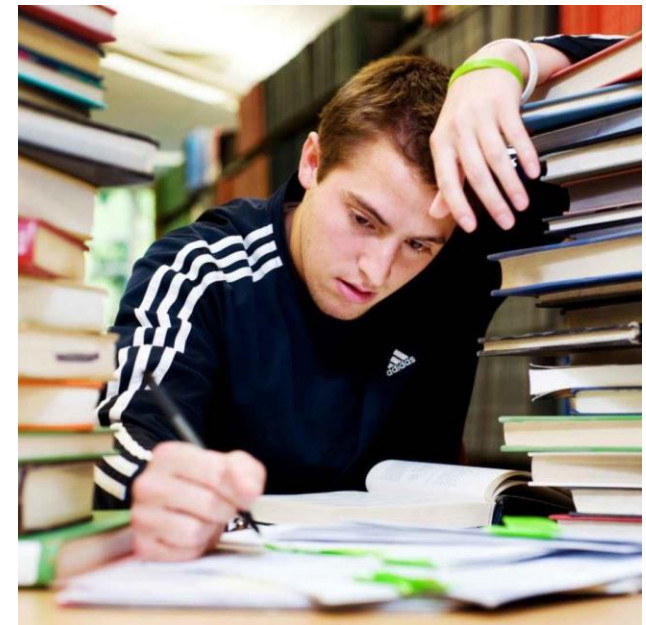


# Mental Health and Expected Difficulty

*Expecting LOW academic difficulty: 18%*

*Expecting MEDIUM academic difficulty: 70%*

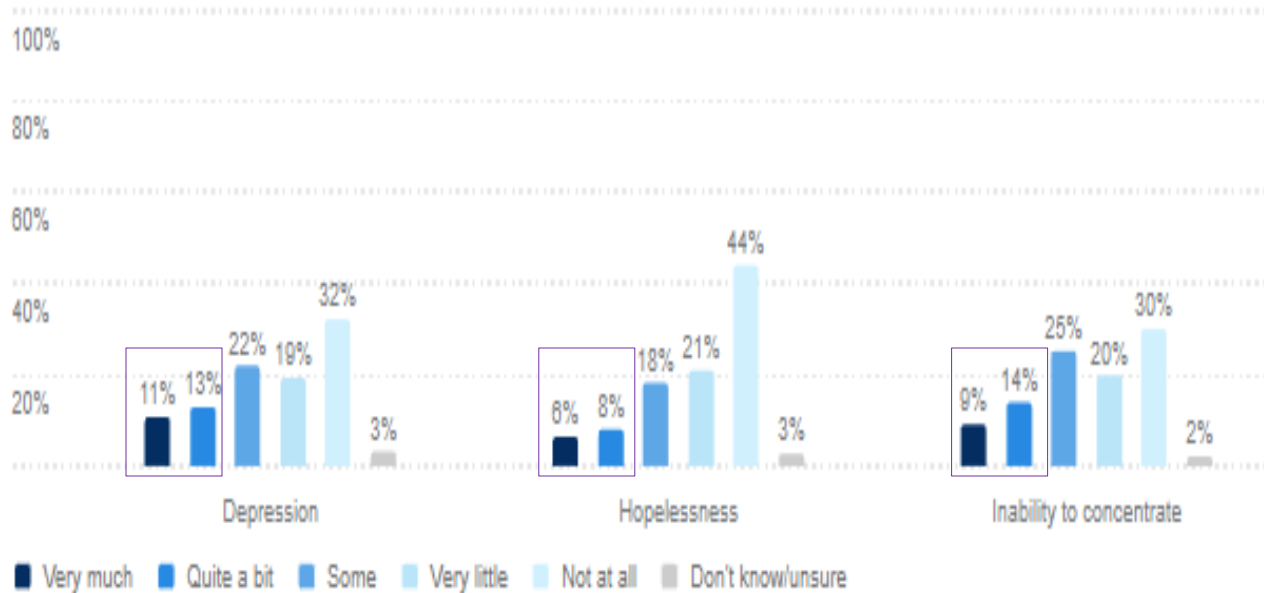
*Expecting HIGH academic difficulty: 12%*



# Mental Health and Expected Difficulty

Experienced an increase in the following due to the pandemic:

*Expecting LOW academic difficulty*



**Very much or Quite a bit**

Depression: **24%**

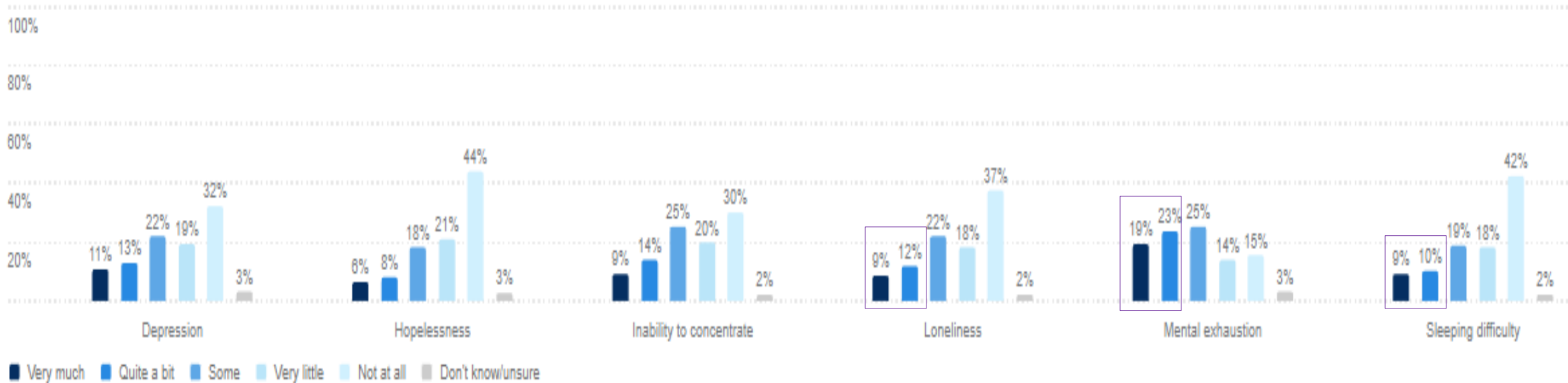
Hopelessness: **14%**

Inability to concentrate: **23%**

# Mental Health and Expected Difficulty

Experienced an increase in the following due to the pandemic:

*Expecting LOW academic difficulty*



**Very much or Quite a bit**

Depression: **24%**

Hopelessness: **14%**

Inability to concentrate: **23%**

Loneliness: **21%**

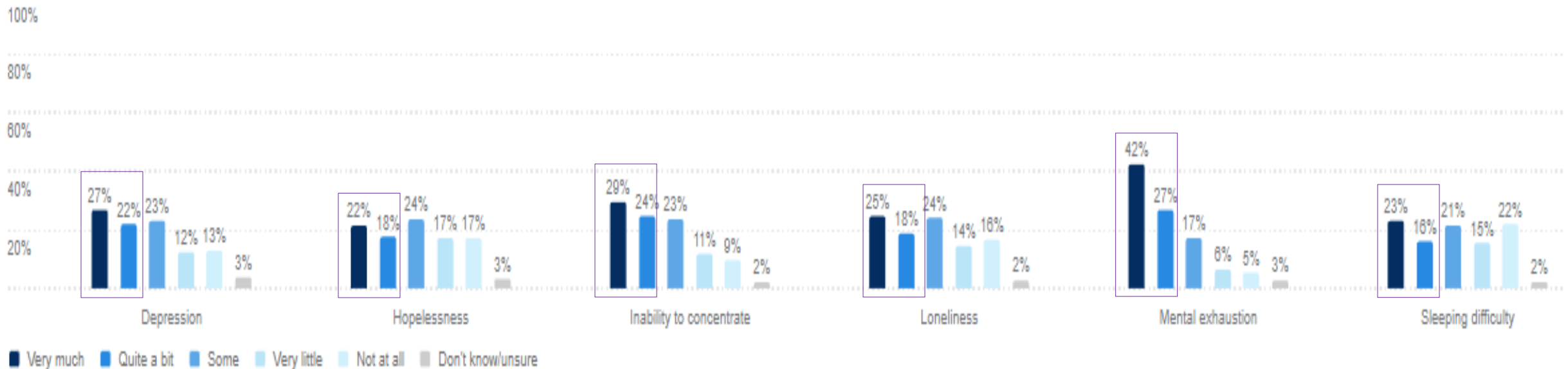
Mental Exhaustion: **42%**

Sleeping difficulty: **19%**

# Mental Health and Expected Difficulty

Experienced an increase in the following due to the pandemic:

*Expecting HIGH academic difficulty*



**Very much or Quite a bit**

Depression: **49%** **+25%**

Hopelessness: **40%** **+26%**

Inability to concentrate: **53%** **+30%**

Loneliness: **34%** **+13%**

Mental Exhaustion: **69%** **+27%**

Sleeping difficulty: **39%** **+14%**



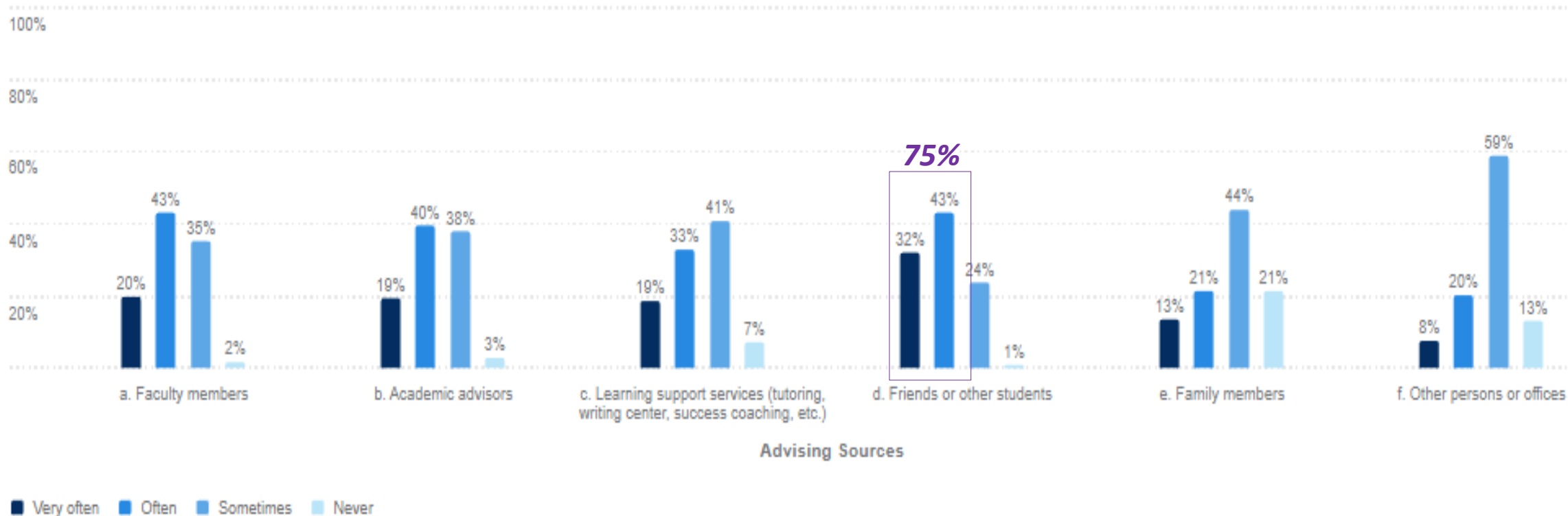
# Seeking Academic Help

*Where do these students who expect high degree of academic difficulty expect to seek help?*



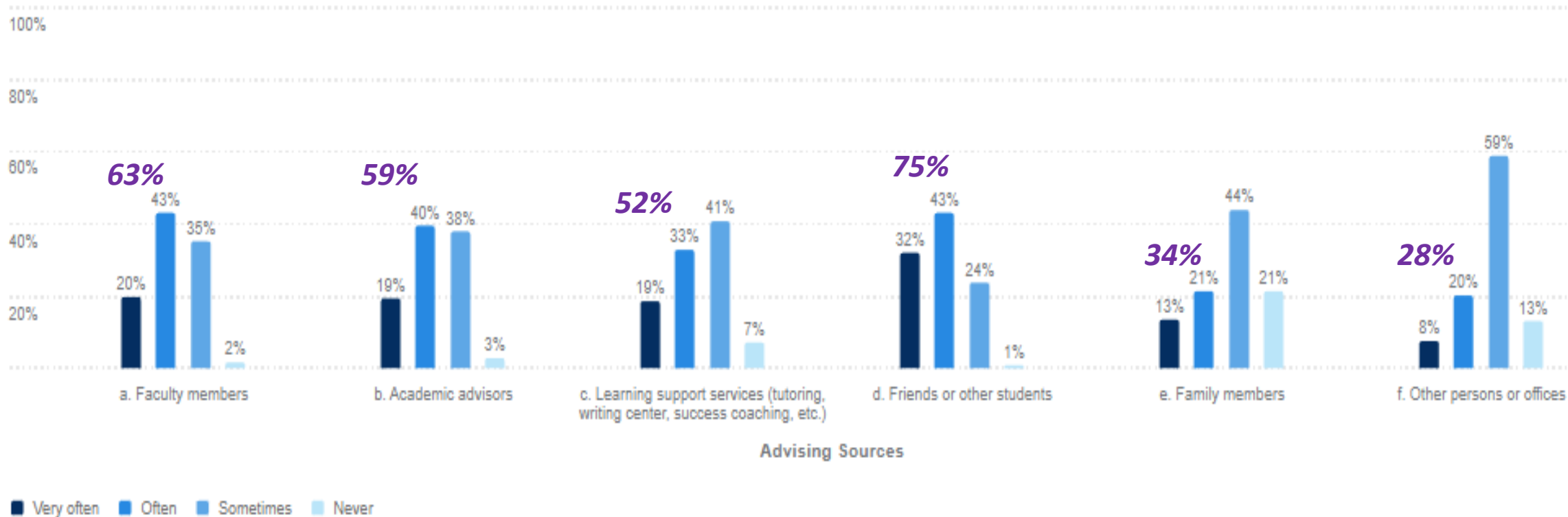
# Seeking Academic Help

*75% of those expecting HIGH academic difficulty said that they would “Very often” or “Often” seek help from “Friends or other students”.*



# Seeking Academic Help

*Those expecting HIGH academic difficulty said that they would “Very often” or “Often” seek help from the following:*



# How Institutions Used BCSSE



## **Ryan Padgett**

Assistant Vice President  
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## **Alana Olschwang**

Associate Vice President  
University Effectiveness, Planning, and Analytics  
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

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## 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

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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

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- 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?

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# How Institutions Used BCSSE



**Alana Olschwang**

Associate Vice President

University Effectiveness, Planning, and Analytics

California State University, Dominguez Hills

# California State University Dominguez Hills

Los Angeles, CA

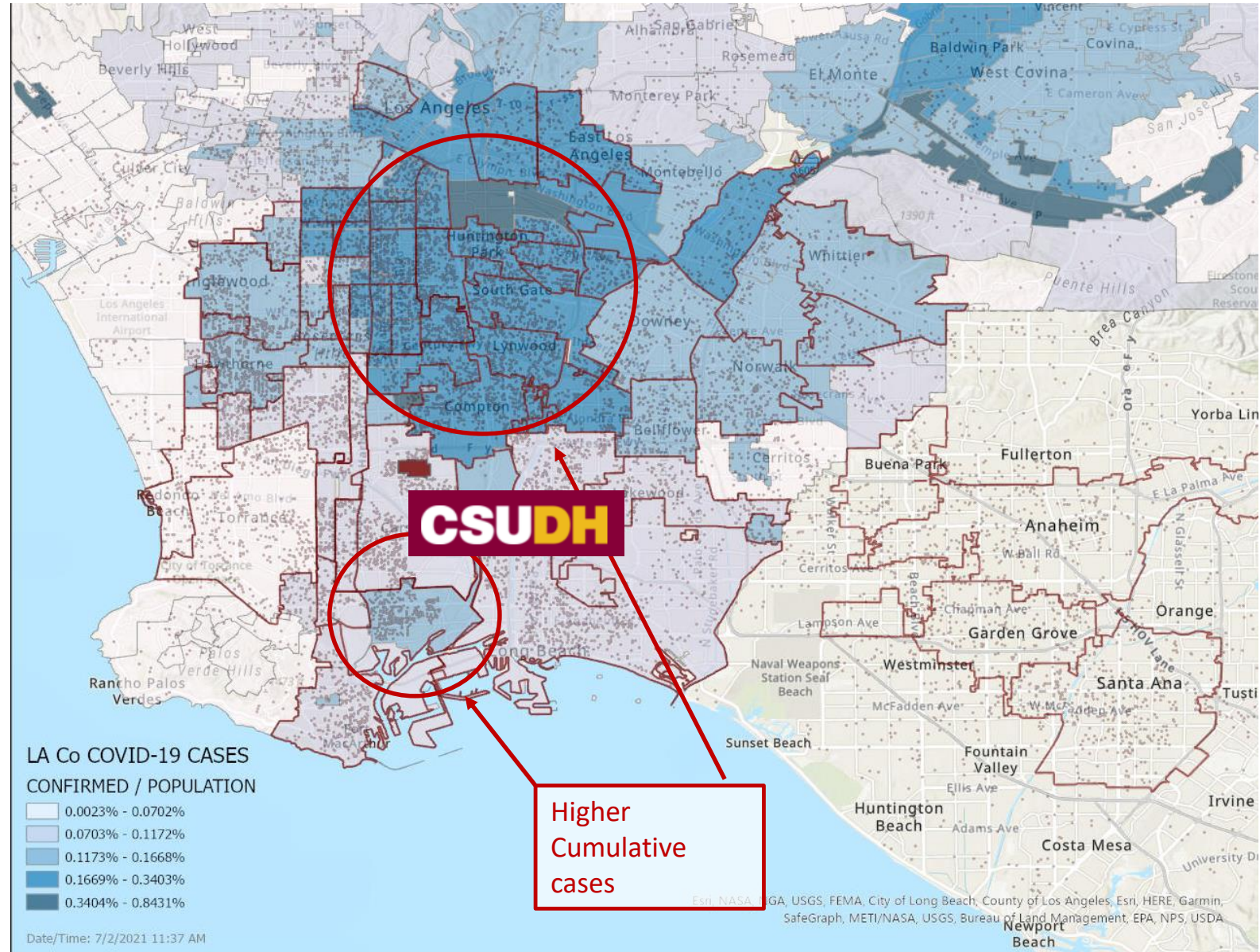
20% Face-to-Face in Fall 2021

- 17,000 students
- 78% Hispanic/Latino
- 10% Black/African American
- 95% Public high school
- 70% 1<sup>st</sup> 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.

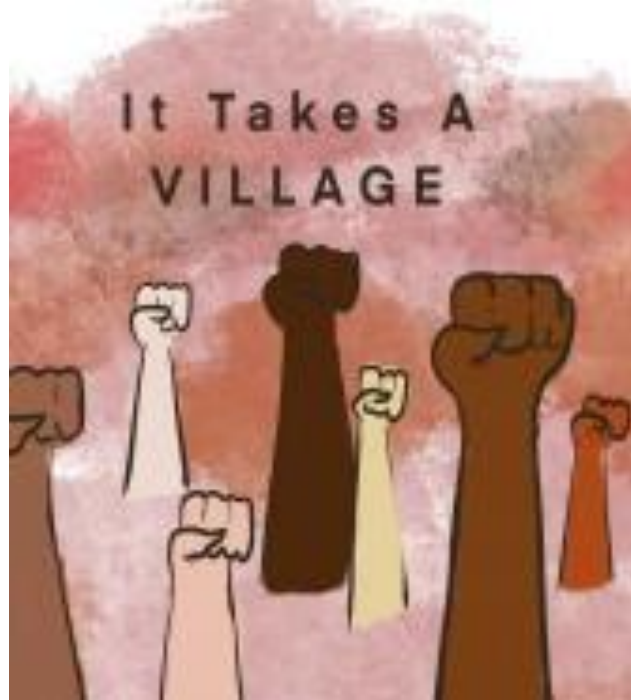




## Student Support

- Outdoor celebrations & events
- Increased basic needs support
- Improved wellness
- Touch-down space & WiFi
- More student workers
- Implemented case management
- 1<sup>st</sup> 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



# BCSSE 2022!

**Registration for BCSSE opens March 1, 2022**

More information can be found at: [bcsse.indiana.edu](https://bcsse.indiana.edu)  
or

Email us at: [bcsse@indiana.edu](mailto: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](http://bcsse.indiana.edu)**

