



Expectations for engagement? What 1st-year students and transfers say

39th Annual Conference on The First-Year Experience
Orlando, FL Sunday, February 13, 2022

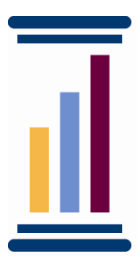
James Cole

Project Director, Beginning College Survey of Student Engagement

Jillian Kinzie

Co-Director, National Survey of Student Engagement

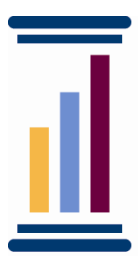




We will cover...

- **How institutions use BCSSE data**
 - Including responding to student mental health
- **BCSSE and NSSE Basics**
- **Why do student expectations and beliefs matter?**
- **Wrap up and questions**





Show of hands. . .



How Institutions Use BCSSE Data

University of South Florida

Use BCSSE data for predictive analytics to identify students at risk of not persisting

New Student Connections and Peer Advisor Leaders offices target priority outreach to these students

In past few years, improved:

- First-year retention **88% to 91%**, and
- Six-year graduation rate **67% to 72%**

Request PowerPoint slides from FYE 2019 session

Leveraging Survey Data and Predictive Analytics to Support First-Year Students

presented by Michelle Bombaugh and James Cole, Sunday, Feb 17



BCSSE DATA USE IN BRIEF Improving Persistence and Advising

Institutions participating in BCSSE have provided examples demonstrating uses of BCSSE's diagnostic, actionable information on beginning college student engagement to catalyze vital, sometimes challenging conversations on campus about the quality of undergraduate education. This brief focuses on one theme among these examples.

Campuses across the country understand that identifying students at risk of not persisting is of utmost importance. Institutions devote considerable resources and staff time to improving the first-year experience and student persistence. Among many successful institutional efforts to improve student persistence is the example of the University of South Florida's effective use of BCSSE data.

DATA-INFORMED CAMPUSWIDE PERSISTENCE EFFORTS

The University of South Florida (USF) began administering BCSSE to its first-year students in 2014, and every year the campus reassesses how it distributes and utilizes BCSSE data to support student success efforts across the university. Most notably, USF uses the data to deploy predictive analytics, to inform support personnel about the students they serve, and to identify students for early intervention.



University of South Florida

WHAT IS YOUR BCSSE DATA USE STORY?

Our growing collection of stories about how BCSSE institutions use their results is a shared resource for colleges and universities, and assists in our continuing efforts to improve the quality of the undergraduate experience.

If you wish to share examples highlighting your institution's uses of BCSSE data, usage strategies, or special activities, please contact us at bcссе@indiana.edu

For several years, USF has been using its own persistence model to identify 10–12% of new first-year students at risk of not persisting to the second year of college. Developed at USF, this statistical model is based on pre-matriculation data taken directly from the university's student information system. Incorporating BCSSE data into this persistence model, in fall 2016, not only strengthened it as a statistical tool but also revealed which BCSSE variables were significant predictors of first-year persistence, making it possible for USF to identify students for early intervention based on their individual BCSSE responses.

Using pre-matriculation characteristics to predict the risk of attrition has allowed support offices to start intervention efforts in the first few weeks of classes, when new students are in the early stages of connecting with the institution. The lists of at-risk students are shared with academic advisors, academic foundations (first-year seminar) instructors, and housing and residential education personnel, with the expectation that these entities will provide the students targeted interventions. After reviewing their students' BCSSE Advising Reports, the academic advisors, first-year seminar instructors, and housing and residential education personnel conduct intentional conversations informed by the reports' individual student responses.



How Institutions Use BCSSE Data

Southern CT State University

FY Seminar instructors receive BCSSE Advising Reports

Predictive modelling to identify student success factors

NSSE Academic Advising module to identify issues with the campus's advising practices

BCSSE-NSSE analysis resulting in a special High-Impact Practice offering First-Generation College Student Living and Learning Communities

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

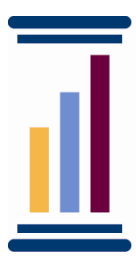


Office of Assessment and Planning emphasizes that, rather than spelling out a student's destiny, BCSSE data provide a roadmap on how best to support the student during this crucial transition. At Southern Connecticut State University, the focus is on that which is amenable to change rather than unchangeable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

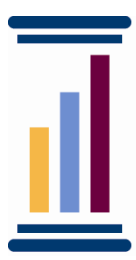
BCSSE and NSSE data have been used at Southern Connecticut State University in numerous other ways as well. For example, using data from NSSE's Academic Advising Topical Module (along with other sources of information) to identify issues with the campus's advising practices, the institution implemented 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



Student Mental Health

The pandemic has significantly contributed to a decline in student mental health





BCSSE COVID Questions

Added COVID-19 questions about the disruption, and students' learning experiences, optimism about the first college year, mental & emotional health, and personal concerns.

See the BCSSE website for survey instruments



Entering Students and the COVID-19 Disruption

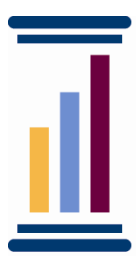
Additional Items on the BCSSE 2021 Web Version

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
- 5. 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
- 6. 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.)



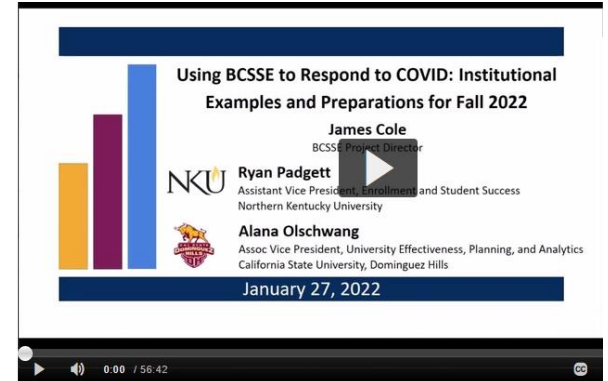
Student Mental Health

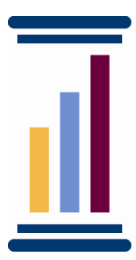
Using BCSSE to Respond to COVID: Institutional Examples and Preparations for Fall 2022

with data use examples from *Northern Kentucky University* and *California State University, Dominguez Hills*

Optimism and Weariness: Results for Students Entering College 2021

Go to: nsse.indiana.edu/bcsse





BCSSE Basics

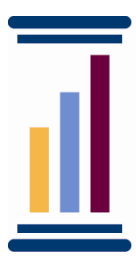
Purpose: To measure prior academic and co-curricular experiences, as well as expectations and beliefs about participating in educationally purposeful activities during the upcoming academic year, for all **entering students including first-year, transfer, and older students who have little or no college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

See **Using Your BCSSE Data:** bcsse.indiana.edu/usingBCSSEData.cfm

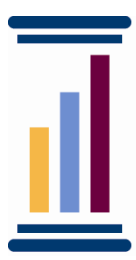
and other examples of NSSE, FSSE, and BCSSE Data Use: nsse.indiana.edu/html/using_nsse_db



BCSSE Basics

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



BCSSE Basics

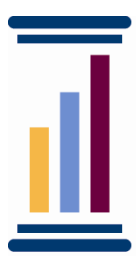
Along with the common questions for all, BCSSE also has **questions targeting specific student groups**

Recent High School Graduates

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

Transfer and Older Students

- Co-Enrollment Anticipated Stressors During the Coming Year
- Expected Credits to Transfer
- Learning Strategies
- Expected Degree Completion Year
- Time spend providing Care for Dependents and commuting
- Military Service

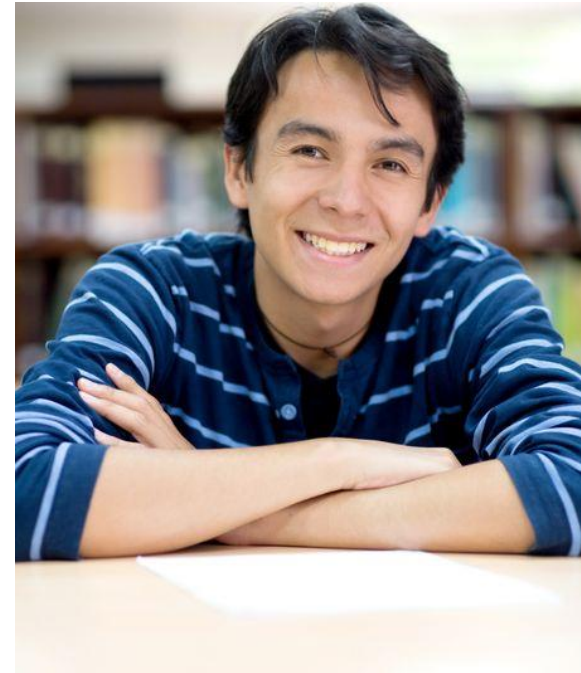


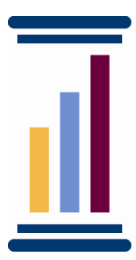
BCSSE Basics

Demographics and additional information

Other questions for all entering students include:

- Sources for paying for college
- First generation status
- Expectation to graduate
- Expected grades
- Friends also attending
- Choice of institution
- Race/ethnicity
- Other background information





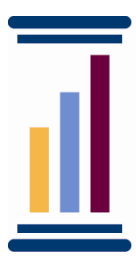
BCSSE Basics

Summer/Fall administration:

- Modes available: Paper (FY only), Web, or Mixed
- Dates available: Early April to late summer/early fall
- Administered prior to the start of the fall term or shortly after the start.

Winter administration:

- Modes available: Web only
- Dates available: Early December to end of January
- Administered anytime during December or January.



BCSSE Dashboards

NEW in 2021

BCSSE moved all its administration and reporting to a series of dashboards. All reports and data can be downloaded.

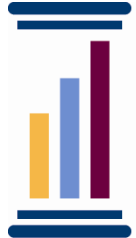
Check out the **public demonstration dashboards** in the Reports & Data page

bcsse.indiana.edu

BCSSE

- About BCSSE
- Survey Instruments
- Registration & Pricing
- Administering BCSSE
- Reports & Data**
- Working with BCSSE data
- BCSSE Portal Log-in



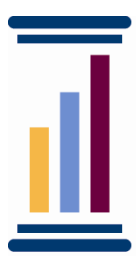


BCSSE Dashboards

UNITID: 888888 Gender: All Race or Ethnicity: All First-Generation Status: First-Generation Self-Reported HS Grades: All
Majors: All Control (Public/Private): Public Carnegie: 2 Master's Administration Year: Group (if applicable): All [Hide Fi](#)

Spring 2022
Webinar on using the
dashboards for
administration and reporting.



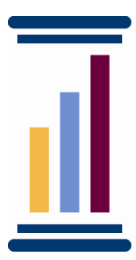


NSSE Basics

National Survey of Student Engagement (NSSE)

- ❖ Administered annually at hundreds of baccalaureate level institutions across the US and Canada.
- ❖ Since 2000, approximately 6.4 million first-year and senior students enrolled at more than 1,600 institutions have completed NSSE.





NSSE Basics

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

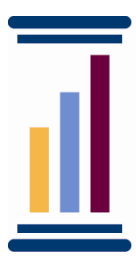
Engagement Indicators

- 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

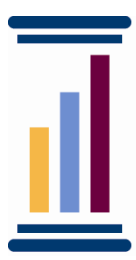




NSSE Basics

NSSE Topical Modules

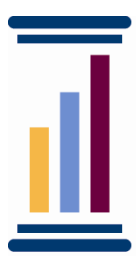
1. Academic Advising
2. Career & Workforce Preparation (New in 2021)
3. Civic Engagement
4. Development of Transferable Skills (Updated in 2021)
5. Experiences with Online Learning (New in 2021)
6. Experiences with Writing
7. Experiences with Information Literacy
8. First-Year Experiences and Senior Transitions (Updated in 2021)
9. Global Learning
10. HIP Quality (New in 2022)
11. Inclusiveness and Engagement with Cultural Diversity



Expectations are Important

Understanding student expectations is important!

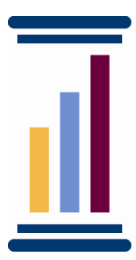
- **Expectations and beliefs about the upcoming year guide decision making and where students focus their attention.**
- **Expectations that you should pay attention too depends on what questions you are trying to answer or what you are trying to accomplish.**
- **The following slides illustrates an example focusing on first-year and transfer students, as well as one example using BCSSE-NSSE data.**



Student-Faculty Interactions

Based on prior NSSE data, we know that student-faculty interaction is often lower than desired.

What can BCSSE tell us about the expectations of the entering students and their interactions with faculty?



Expectations for Engagement

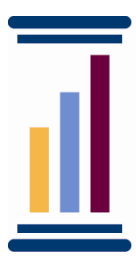
Quick poll:

Which group of students
expects greater difficulty
interacting with faculty during
the coming year?

First-year students?

Transfer students?

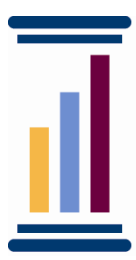




Expected Difficulty

About 13% of both first-year and transfer students *expect high level of difficulty* interacting.

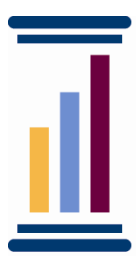
Expected Difficulty Interacting with Faculty	Low	Medium	High
First-Year			13%
Transfer			13%
Certainty will ask instructors for help			
First-Year			
Transfer			



Expected Difficulty

Likewise, about 13% of both first-year and transfer students is not very certain they will ask instructors for help when they struggle with course assignments

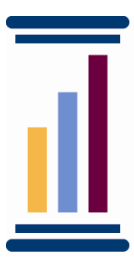
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First-Year			13%
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Certainty will ask instructors for help			
First-Year	13%		
Transfer	13%		



Expected Difficulty

First-year and transfer students have a very similar level of expected difficulty interacting with faculty and certainty they will seek help from a faculty member.

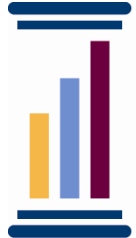
Expected Difficulty Interacting with Faculty	Low	Medium	High
First-Year	66%	21%	13%
Transfer	66%	21%	13%
Certainty will ask instructors for help			
First-Year	13%	26%	64%
Transfer	13%	16%	71%



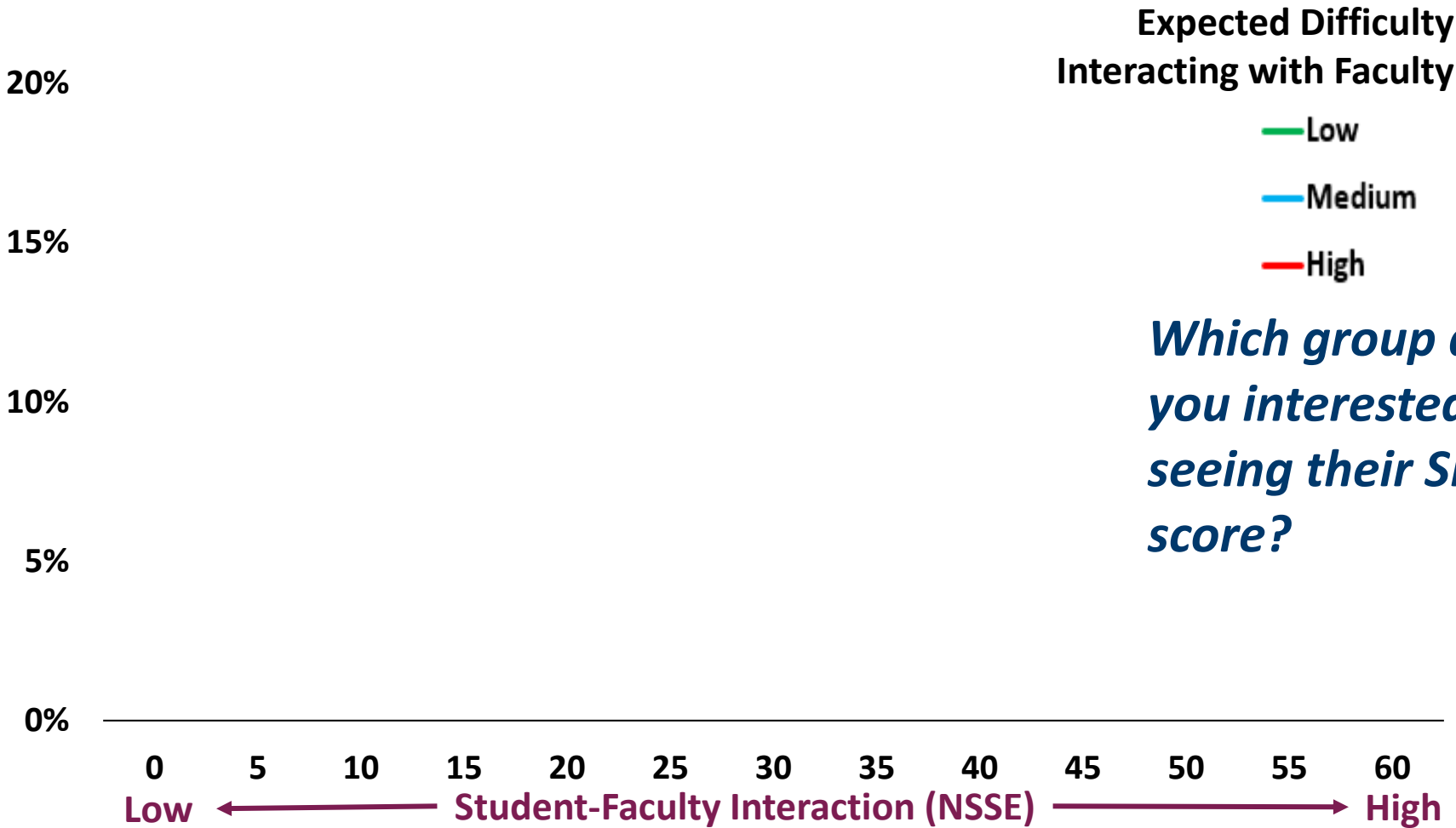
Do Expectations Relate to Actual?

Do students entering expectations regarding difficulty interacting with faculty and certainty about seeking help from a faculty member influence actual interaction with faculty and students perceptions of quality contact with faculty?

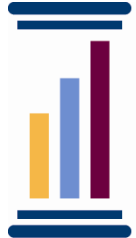




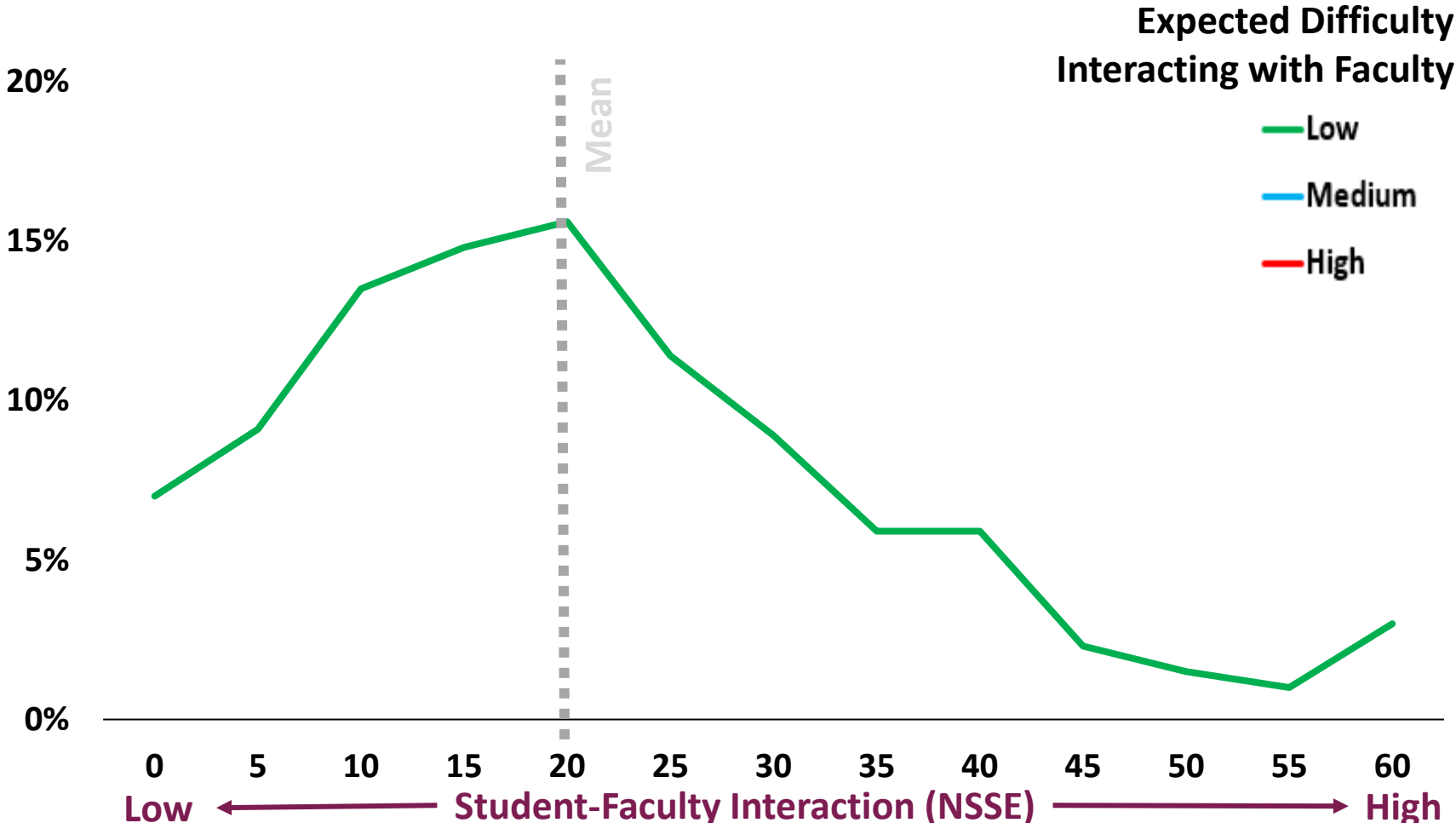
Expected Difficulty Interacting with Faculty & Actual Interaction

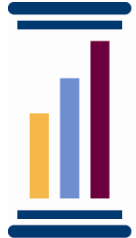


0 5 10 15 20 25 30 35 40 45 50 55 60
Low ← **Student-Faculty Interaction (NSSE)** → **High**

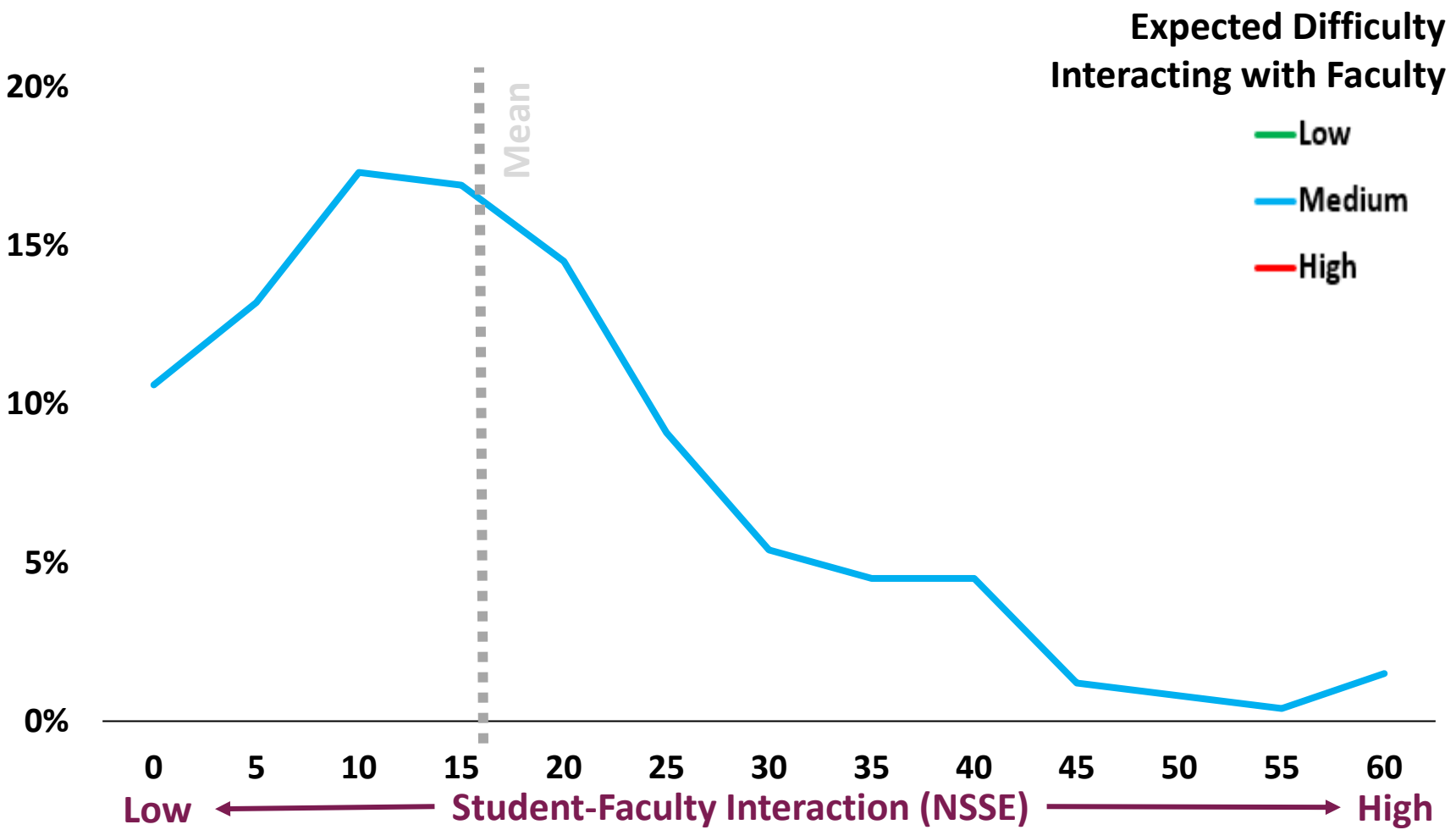


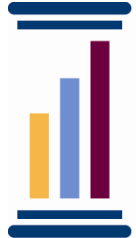
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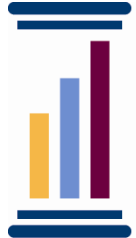
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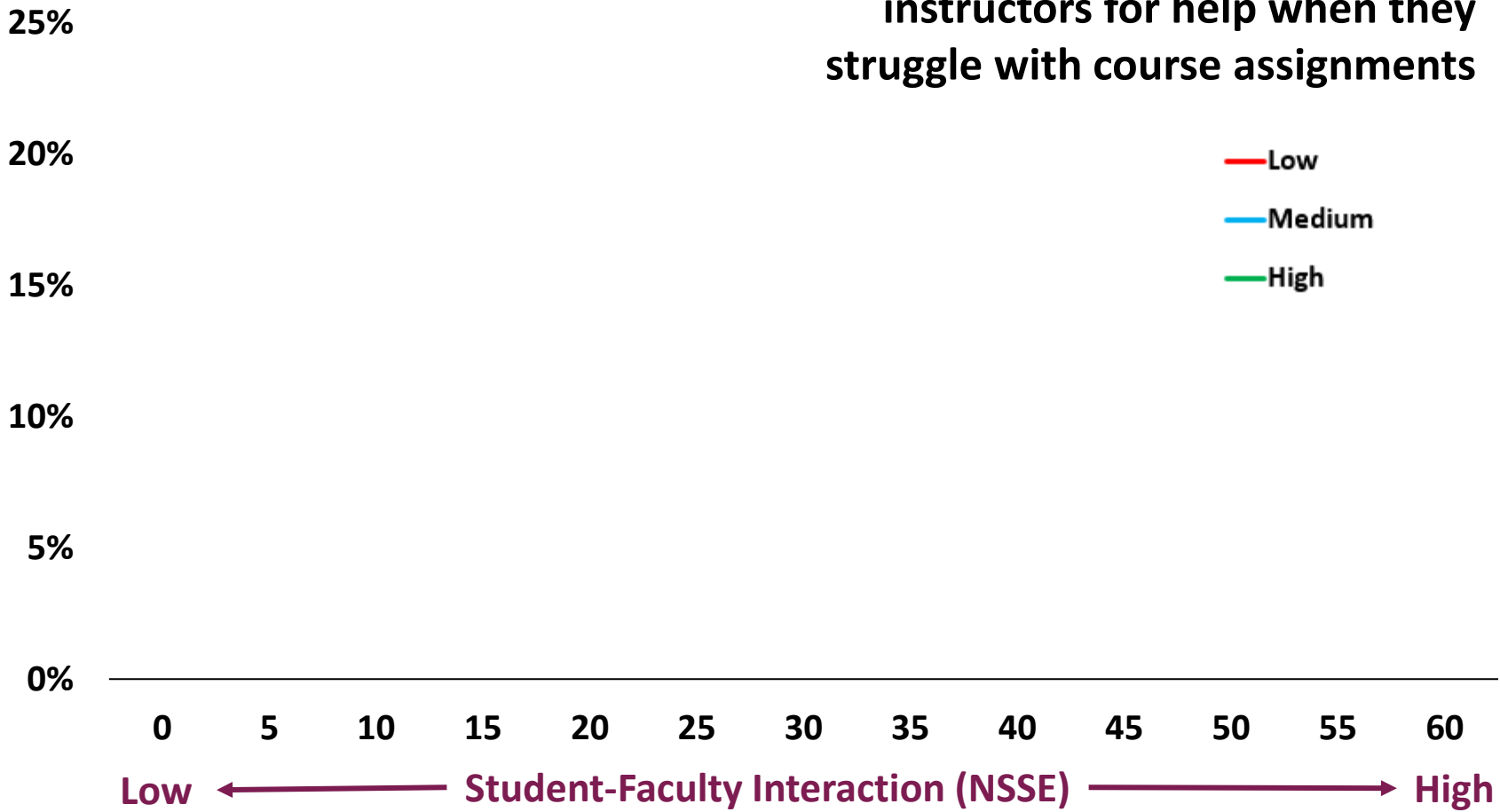
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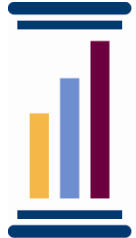




Certain to Ask for Help from Faculty & Actual Interaction

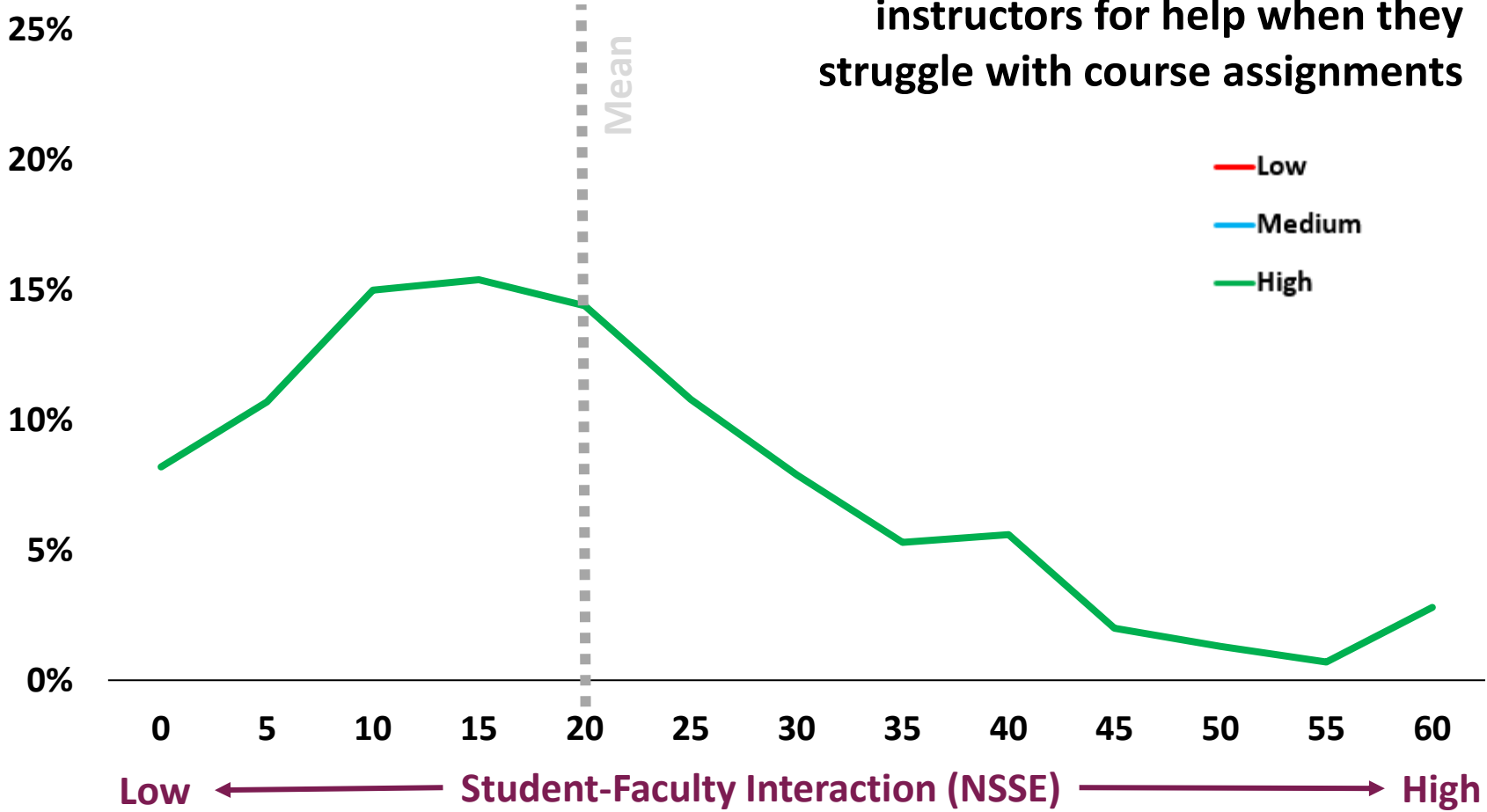
How certain student will ask instructors for help when they struggle with course assignments

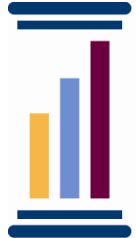




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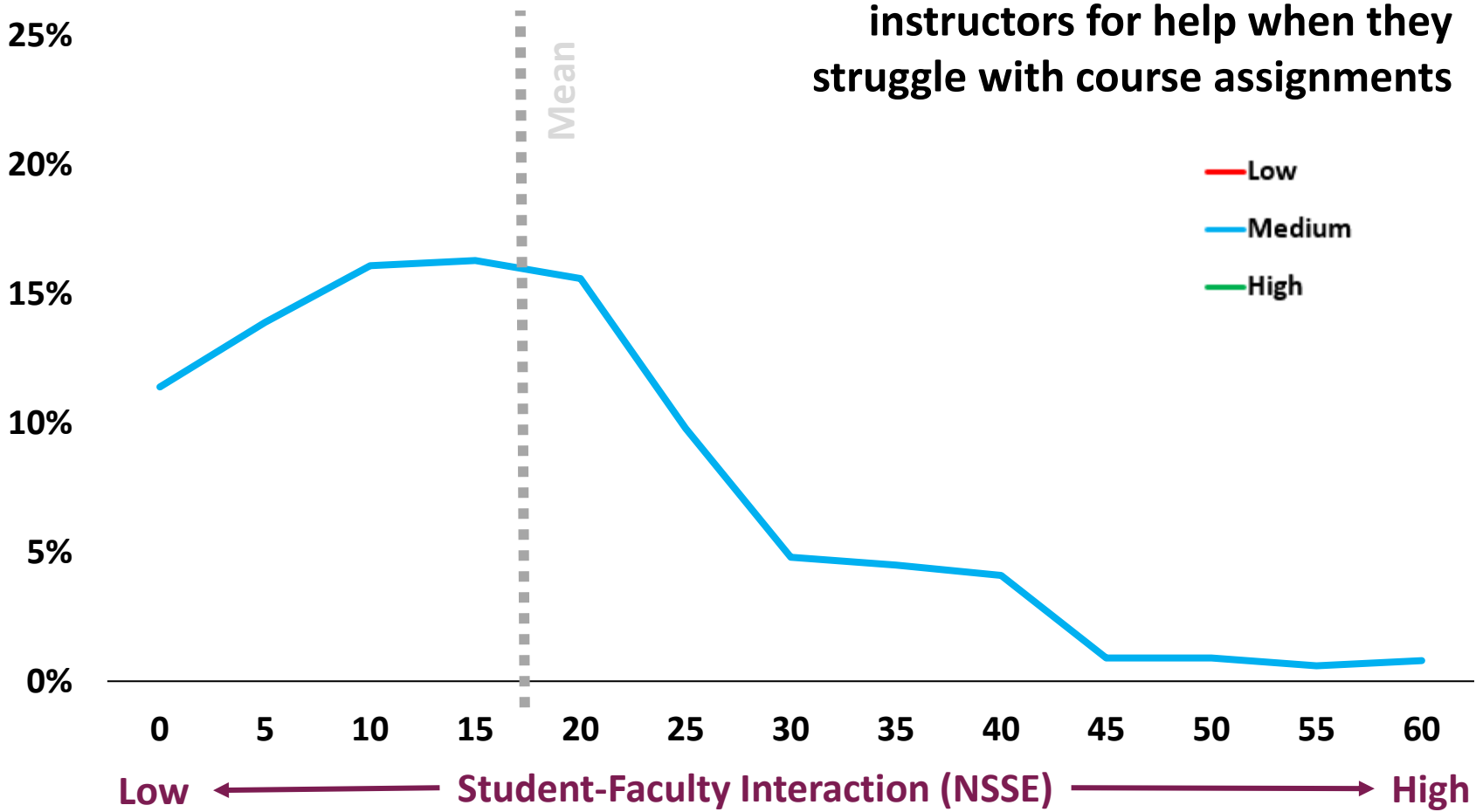
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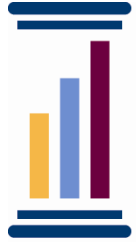




Certain to Ask for Help from Faculty & Actual Interaction

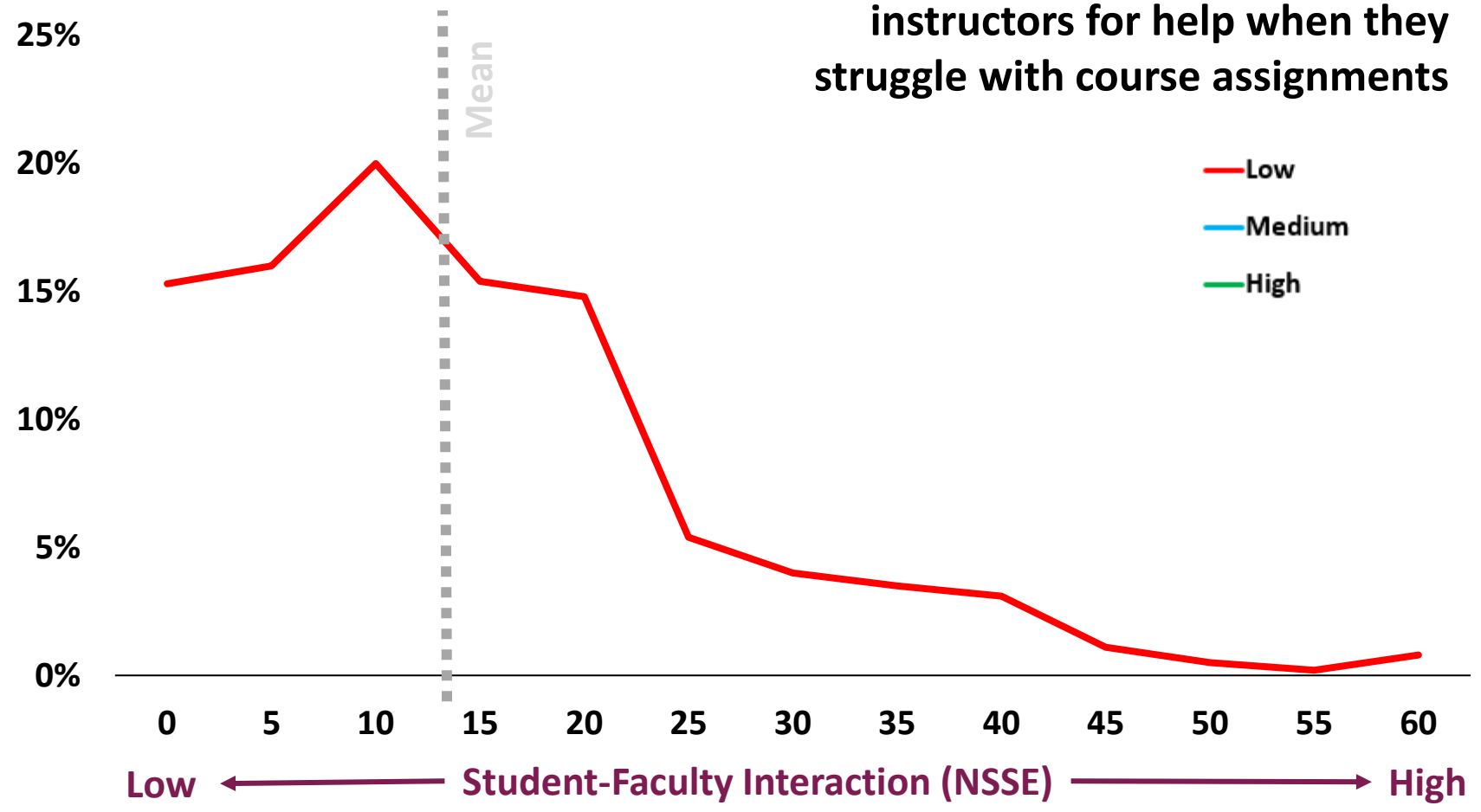
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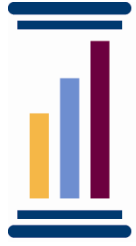




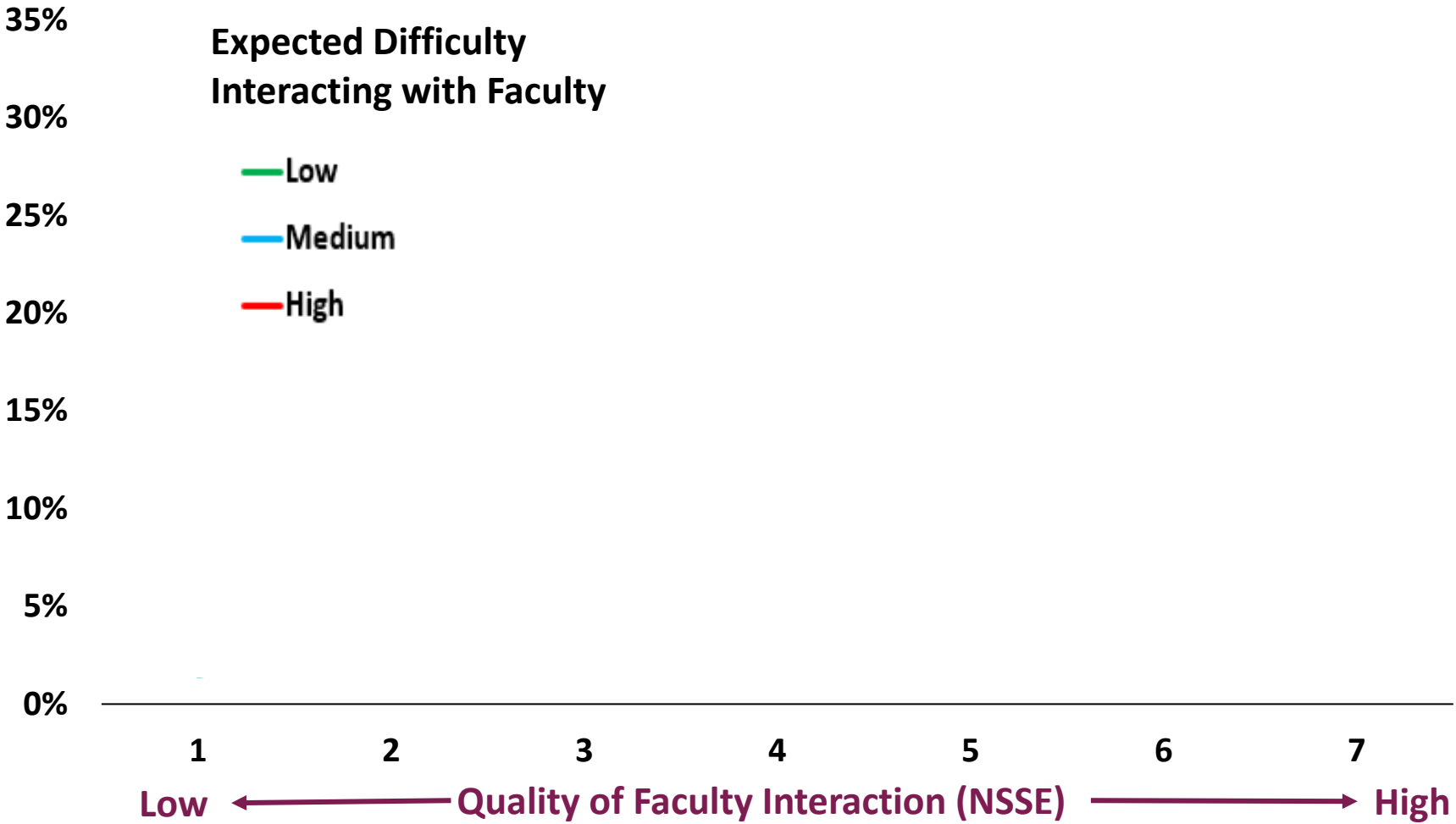
Certain to Ask for Help from Faculty & Actual Interaction

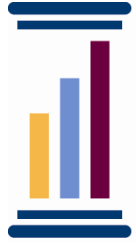
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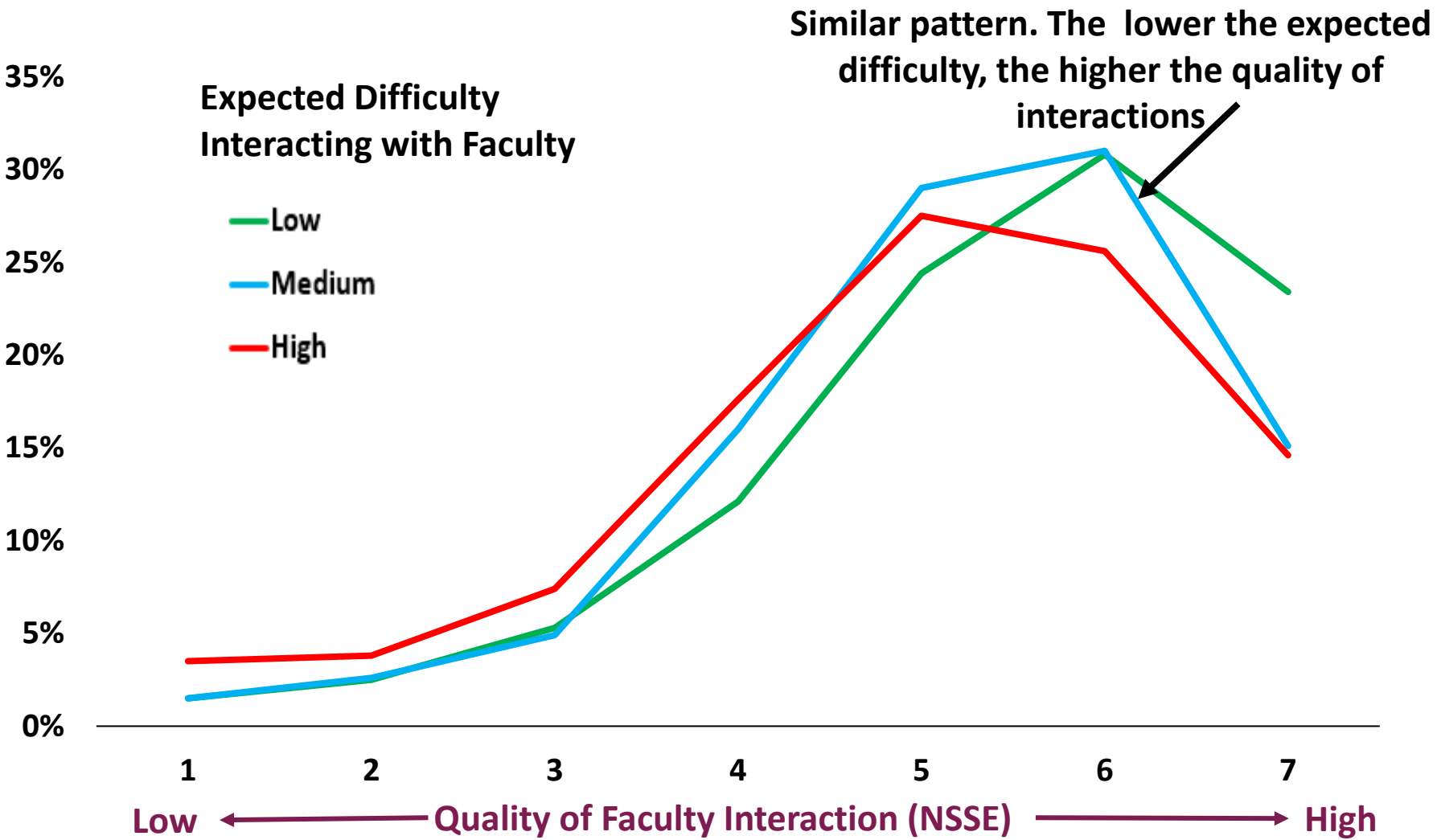


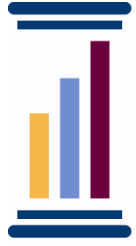
Expected Difficulty Interacting w/ Faculty & Quality of Interaction





Expected Difficulty Interacting w/ Faculty & Quality of Interaction

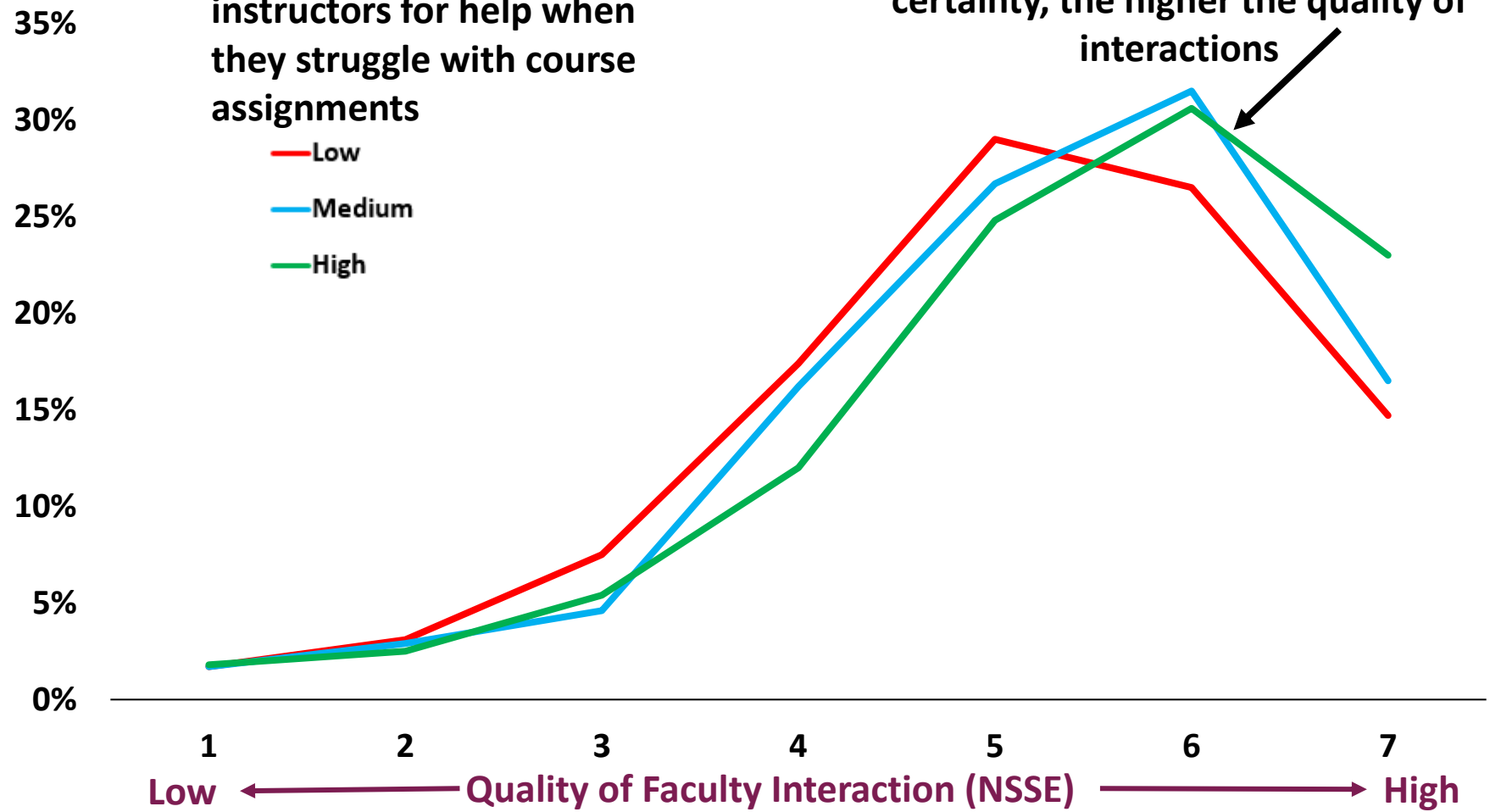


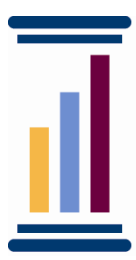


Certain to Ask for Help from Faculty & Quality of Interaction

How certain student will ask instructors for help when they struggle with course assignments

Again similar pattern. The higher the certainty, the higher the quality of interactions





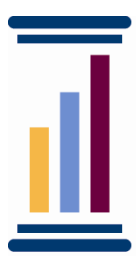
What Does This All Mean?



- **What influences entering and transfer students expectations for interacting with faculty and certainty about asking for them for help?**
- **What could be done to address students with HIGH expectations for difficulty and LOW certainty of asking faculty for help?**

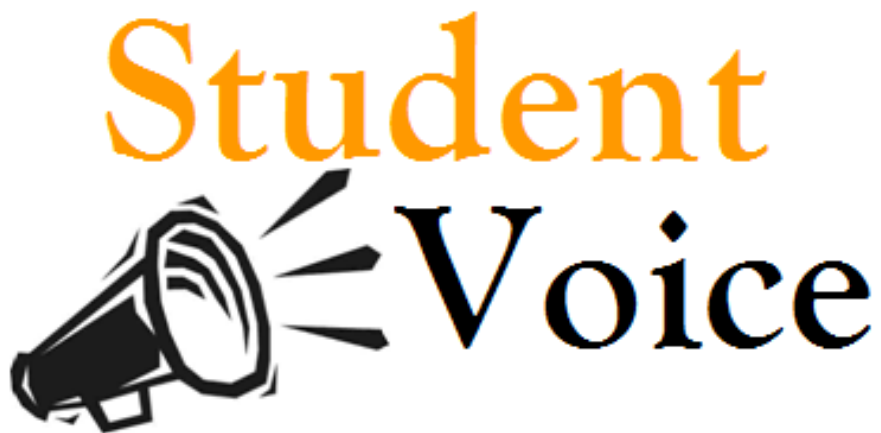


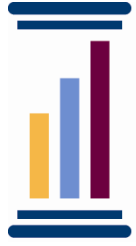
- **Given that expectations about faculty interactions and help seeking forecast actual student-faculty interactions and perceptions of quality, what does this suggest for practice?**



Students Own Words

Sometimes it is good to go beyond our own predetermined expectations and beliefs for students and read the students own words





Students Own Words

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.

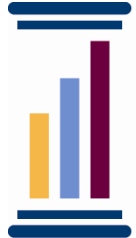
It was difficult to maintain focus and motivation while being online because everybody started slacking even the teachers.

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.





Students Own Words

unitid: All Gender: All **Student comments (COVID): nervous** Race or Ethnicity: All

js: **First-Generation** Major Categories: All Majors: All Group (if applicable): All [Hide Filters](#) [Reset to Default](#)

Click on a word below to see the full comment on the right hand side.

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Student comments

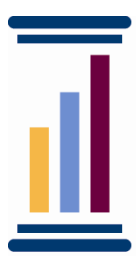
I feel as though the COVID-19 pandemic has caused me to take learning slower. This is something that is rather unfamiliar to me, as prior to the pandemic, my school took things at a rather fast pace. I am nervous for the upcoming semester because I am not sure what to expect.

...

during the pandemic and when we were entirely online my junior year I feel as if we never got any work and I felt myself becoming very lazy. My senior year, I felt as if I just wasn't being challenged in my school so I'm very nervous about the work load coming into college. my teachers didn't assign a ton of work and very rarely had long reports to write. most of my tests and quizzes were online or open note so I wasn't challenged there either. overall, I think the online learning hurt the way my teachers taught and they backed off with the difficulty of the work.

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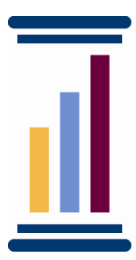
I feel unsure of myself, I'm having a very hard time adjusting to life on campus and dorming. I want to try reach out to my fellow students and residents, but I'm to anxious, nervous and shy to do so. I am feeling emotionally and mentally distressed even though it's the first week of



BCSSE Registration

Registration is opens March 1, 2022 and stays open through the summer.

More information can be found in the BCSSE Invitation to Participate or at **bcsse.indiana.edu**



THANK YOU!

Please contact us with any questions or comments.

James Cole: colejs@indiana.edu

Jillian Kinzie: jikinzie@indiana.edu



BCSSE

beginning college survey
of student engagement