

# CSU and BCSSE

## Introduction to administration, reports, and data use

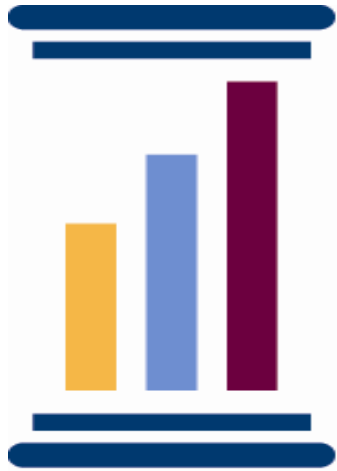
Webinar will begin at 2 pm ET

Before we begin, please review the Zoom controls below. Leave your audio and video off, unless prompted by a host. You can post any questions in the chat box.

The diagram illustrates the Zoom meeting toolbar and its associated controls. The toolbar includes icons for Unmute, Start Video, Invite, Participants, Share Screen, Chat, Record, and Leave Meeting. Below the toolbar, three text boxes provide instructions: 1. A box with a red slash icon explains that the Unmute and Start Video icons indicate muted audio and off video. 2. A box with a person icon explains that the Participants button allows for nonverbal feedback. 3. A box with a speech bubble icon explains that the Chat button opens the chat box. Below these instructions are two screenshots: the first shows the nonverbal feedback options (raise hand, yes, no, go slower, go faster, more), and the second shows the chat box interface with a 'To: Everyone' header and a 'Type message here...' input field.

- Visit <https://kb.iu.edu/d/aods#hear-talk> for a comprehensive set of tests and troubleshooting solutions if you have issues with the Zoom software
- To check your audio connection, click the arrow next to the microphone on the left hand side of the in meeting toolbar.
- Click “Test Computer Audio” and audio preferences will open.
- You can test the volume and output of your speaker device by selecting “Test Speaker.” If you cannot hear, change the output source by selecting a different speaker device.

This presentation will be referencing 3 BCSSE survey versions. The survey examples are found here: [http://bcsse.indiana.edu/survey\\_examples.cfm](http://bcsse.indiana.edu/survey_examples.cfm)



# CSU and BCSSE: Introduction to administration, reports, and data use

## James Cole

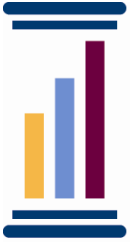
*Beginning College Survey of Student Engagement  
Indiana University  
Bloomington, Indiana*

## Jillian Kinzie

*NSSE Institute  
Indiana University  
Bloomington, Indiana*

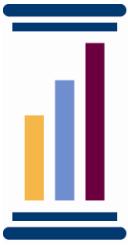
### THE 23 OUTSTANDING CAMPUSES OF THE CSU





# We will cover. . .

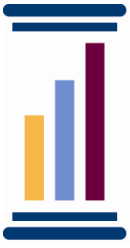
- BCSSE and the Graduation Initiative 2025
- BCSSE 2019 Survey
  - Purpose of survey
  - Survey content: First-year, transfer, and delayed-entry students
  - Survey administration: When, how, and mode (paper or online)
- Data and Reports
  - Accessing data from the interface
  - Advising and Institutional Reports
  - Institutional Data Use Examples
- Description of the National Survey of Student Engagement (NSSE)
  - The power of BCSSE-NSSE combination
  - Institutional Data Use Example
- Additional information and resources



# Graduation Initiative 2025

## Roadmap to Success

- Academic Preparation: Provide CSU students the opportunity and support needed to complete 30 college-level semester units, 45 quarter units, before beginning their second academic year.
- Enrollment Management: Ensure students are able to enroll in the courses they need, when they need them.
- **Student Engagement and Well-Being: Continue to address the well-being of all CSU students while fostering a strong sense of belongingness on campus.**
- Financial Aid: Ensure that financial need does not impede student success.
- **Data-Driven Decision Making: Use evidence and data to identify and advance the most successful academic support programs.**
- Administrative Barriers: Identify and remove unnecessary administrative barriers.



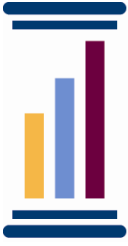
# Graduation Initiative 2025



## BCSSE & New Student Retention & Success

**New student academic experiences and expectations for engagement should inform institutional efforts to positively influence student persistence and success.**

# BCSSE Survey



# BCSSE 2007 to 2018

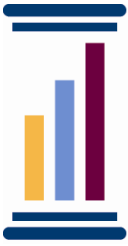
Since 2007, nearly 900,000 entering first-year students at more than 500 institutions have completed BCSSE.

BCSSE results are used in many ways including:

- Academic advising
- Retention efforts and predictive analytics
- First-year program design and evaluation
- Accreditation self-studies
- Faculty and staff development

See **Using Your BCSSE Data**: [bcsse.indiana.edu/usingBCSSEData.cfm](https://bcsse.indiana.edu/usingBCSSEData.cfm)

and other examples of NSSE, FSSE, and BCSSE Data Use: [nsse.indiana.edu/html/using\\_nsse\\_db](https://nsse.indiana.edu/html/using_nsse_db)



# BCSSE Update

## Why the need to update the survey?

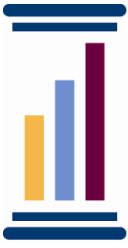
1. Many requests over the years to develop a survey for transfer students.
2. More than 1200 baccalaureate institutions are “high transfer-in” institutions (>20% of their students transferred into that institution).

(source: Carnegie Classification of Institutions of Higher Education )

3. There is no national-level survey for entering transfer and older students.

**Became clear that colleges and universities needed a systematic and comprehensive way to learn more about their entering transfer and older students.**

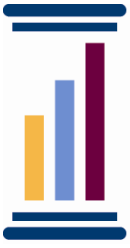




# BCSSE Survey

Purpose of BCSSE is largely unchanged:

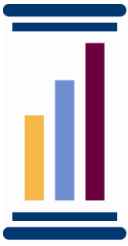
To measure prior academic and co-curricular experiences, as well as expectations and beliefs about participating in educationally purposeful activities during the upcoming academic year, for all **entering students including first-year, transfer, and delayed-entry (older) students who have little or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



# BCSSE Survey

Institutions can choose to survey three distinct groups of students:

- 1. First-year students; recent high school graduates**
- 2. Transfer students**
- 3. Delayed-entry (older) students who have little or no college experience**



# BCSSE Survey

## FIRST-YEAR STUDENTS

### High School experiences include:

- HS grades, math courses, AP, dual credit, and IB
- 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.

**HIGH SCHOOL EXPERIENCES**

**1** Please write in the year you graduated from high school (for example, 2018):

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

Public  Home school  
 Private, religiously-affiliated  Other (e.g., GED)  
 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       Composite

Math

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  
 None  1-2  3-5  6-10  11-15  16-20  More than 20

b. Between 6 and 10 pages  
 None  1-2  3-5  6-10  11-15  16-20  More than 20

c. 11 pages or more  
 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.)  
 0  1-5  6-10  11-15  16-20  21-25  26-30  More than 30  
Hours per week

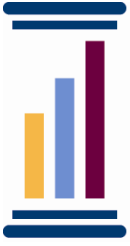
b. Working for pay  
 0  1-5  6-10  11-15  16-20  21-25  26-30  More than 30  
Hours per week

c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)  
 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.)  
 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

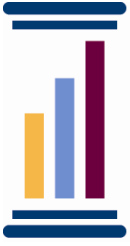


# BCSSE Survey

## Transfer Students Only:

*Experiences at other college or university*

- Type institution (baccalaureate, community college, etc)
- How many credits expect to transfer
- Previous Grades
- Use of effective Learning Strategies
- Expected co-enrollment (attend another institution while attending yours)
- Why they left the other institution

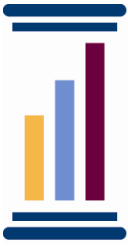


# BCSSE Survey

## Transfer and Delayed-Entry Students:

### *Experiences at your institution*

- Why they chose to attend your institution
- How many more years they expect it will take to complete bachelor's degree
- Stress factors they expect to encounter (financial, time management, transition, choosing a career, etc)
- Hours per week they expect to spend providing care for dependents and commuting
- Veteran status



# BCSSE Survey

## Most of the survey is common for all entering students

### Expectations for the coming year, including:

- Hours preparing for class, working, etc
- Student-Faculty Interactions\*
- Discussion with Diverse Others\*
- Collaborative Learning\*
- Expected Academic Difficulty\*\*
- Academic Perseverance\*\*
- Academic Help-Seeking\*\*
- Perceived Academic Preparation\*
- Importance of Supportive Environment\*

\* Corresponds with NSSE Engagement Indicator

\*\* Corresponds with NSSE First-Year Module

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

Ask another student to help you understand course material

Very often      Often      Sometimes      Never  
                 

Explain course material to one or more students

Very often      Often      Sometimes      Never  
                 

Prepare for exams by discussing or working through course material with other students

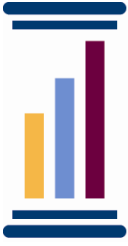
Very often      Often      Sometimes      Never  
                 

Work with other students on course projects or assignments

Very often      Often      Sometimes      Never  
                 

Talk about career plans with a faculty member

Very often      Often      Sometimes      Never



# BCSSE Survey

## Demographics and additional information are also unchanged

### 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

Are you (or will you be) a full-time student at this institution?

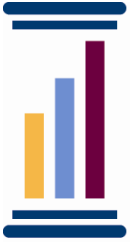
- Yes
- No

How many of your close friends will attend this institution during the coming year?

- None
- 1
- 2
- 3
- 4 or more

This institution was your:

- First choice
- Second choice
- Third choice or lower



# Survey Administration

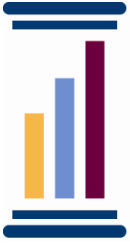
## **Summer/Fall administration:**

- Modes available: Paper (FY only), Web, or Mixed
- Dates available: Early April to late summer/early fall
- Group administration (paper or web) during Orientation, Welcome Week, classroom, computer lab, etc.
- Web email administration
- No set registration close date; based on when your fall term classes begin

## **Winter administration:**

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





# Survey Administration

## Web email administration

**\* NEW FOR 2019 \***

**Institutions will have the option to embed student ID's in the BCSSE URL link emailed to students. *This means students will not need to remember their student ID number.***

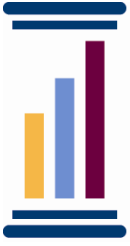
- This is an institution-driven process
- Each campus will need to work with their own IT dept
- IT staff on your campus are solely responsible creating the embedded URL's and email distribution
- BCSSE will provide general instructions, but cannot provide technical details that may be needed for each campus.
- Email [bcsse@indiana.edu](mailto:bcsse@indiana.edu) for more details.

# Questions about Survey Administration?

- **What approach are you planning for BCSSE survey administration?**
- **When is the best time to administer?**
- **What populations?**



# Data and Reports



# Data and Reports

## Two uses of BCSSE data and Reports

- Student-level, including student advising reports, early alert systems, etc
- Institutional level, including linking to NSSE data, first-year program assessment, etc



# Data

## Current Administration Snapshot

Total Responses: 923

Survey Type	First-Year	Transfer	Delayed-Entry	Total
Web	913	1	9	923

[Download your disposition file](#)

[Download your coded preliminary data file](#)

[Download your labeled preliminary data file](#)

[Download BCSSE 2019 Codebook](#)

## Advising Report

- [Using your BCSSE First-Year Student Advising Report](#)
- [Using your BCSSE Transfer Student Advising Report](#)
- [Using your BCSSE Delayed-Entry Student Advising Report](#)

### Step 1 — Filter:

(optional)

Filter by date: from  to

Filter by student's last name:

Ex: S or Smi or Smith

Filter by student's major:

Ex: Bio or Biology

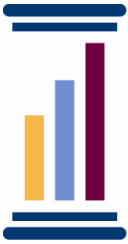
### Step 2 — Download:

First-Year Students

[Download Advising Report \(for 913 students\)—files named with student ID](#)

[Download Advising Report \(for 913 students\)—files named with student's name](#)

- **Web:** Data are available within hours of student submission
- **Paper:** Data are available in approx. 2 to 3 weeks after we receive the surveys
- **Respondent File Update:** Allows you to make corrections to the disposition file (student ID, name, etc)



# Data

## Current Administration Snapshot

Total Responses: 923

Survey Type	First-Year	Transfer	Delayed-Entry	Total
Web	913	1	9	923

[Download your disposition file](#)

[Download your coded preliminary data file](#)

[Download your labeled preliminary data file](#)

[Download BCSSE 2019 Codebook](#)

*Disposition file: Excel file of respondents (completes and partials)*

*Preliminary data file: Complete data file of submission to date*

## Advising Report

- [Using your BCSSE First-Year Student Advising Report](#)
- [Using your BCSSE Transfer Student Advising Report](#)
- [Using your BCSSE Delayed-Entry Student Advising Report](#)

### Step 1 — Filter:

(optional)

Filter by date: from  to

Filter by student's last name:

Ex: S or Smi or Smith

Filter by student's major:

Ex: Bio or Biology

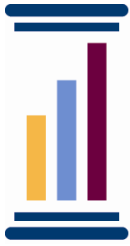
### Step 2 — Download:

First-Year Students

[Download Advising Report \(for 913 students\)—files named with student ID](#)

[Download Advising Report \(for 913 students\)—files named with student's name](#)

*Advising reports: Uses same data in preliminary data file*



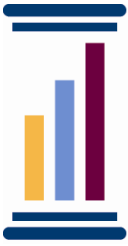
# Data

## Data & Reports

Year	Data & Reports	Mode	Admin Version	Paper Completes	Web Completes	Web Partial	Total
2018	<a href="#">Data and Reports</a>	Web-only	US Standard	0	264	41	305

[View](#) additional data and reports.

Final SPSS data file will be posted along with your Institutional Report approximately 2 to 3 weeks after your administration closes



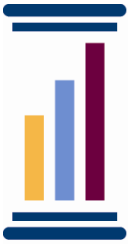
# Reports

## BCSSE Advising Reports

- Downloaded from the web interface as zipped folder containing an advising report for each student.
- File names can be saved as student ID or student name (you choose)
- Advising reports can be filtered by date, last name, or major.

<b>BCSSE</b> beginning college survey of student engagement		<b>BCSSE First-Year Student Advising Report</b>																														
<p>The <i>Beginning College Survey of Student Engagement</i> 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: <a href="http://besse.indiana.edu">besse.indiana.edu</a></p>																																
<b>Student Background</b>		<b>Expected Transition Difficulty</b>																														
<table border="1"> <tr> <td>Name</td> <td>Jacob Student</td> </tr> <tr> <td>Student ID</td> <td>012345689</td> </tr> <tr> <td>Completed Calculus</td> <td>Yes</td> </tr> <tr> <td>AP courses</td> <td>3-4</td> </tr> <tr> <td>Expected Major</td> <td>Undecided</td> </tr> <tr> <td>What choice was this institution?</td> <td>Second choice</td> </tr> <tr> <td>Does student expect to graduate from this institution?</td> <td>Yes</td> </tr> </table>		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	<table border="1"> <tr> <td>How difficult do you expect the following to be:</td> <td>1 - Not at all difficult to 6 - Very Difficult</td> </tr> <tr> <td>Learning course material</td> <td>5</td> </tr> <tr> <td>Managing your time</td> <td>3</td> </tr> <tr> <td>Paying for college expenses</td> <td>5</td> </tr> <tr> <td>Getting help with school work</td> <td>4</td> </tr> <tr> <td>Making new friends</td> <td>3</td> </tr> <tr> <td>Interacting with faculty</td> <td>4</td> </tr> </table>		How difficult do you expect the following to be:	1 - Not at all difficult to 6 - Very Difficult	Learning course material	5	Managing your time	3	Paying for college expenses	5	Getting help with school work	4	Making new friends	3	Interacting with faculty	4	
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																															
How difficult do you expect the following to be:	1 - Not at all difficult to 6 - Very Difficult																															
Learning course material	5																															
Managing your time	3																															
Paying for college expenses	5																															
Getting help with school work	4																															
Making new friends	3																															
Interacting with faculty	4																															
<b>Hours per Week on Various Activities</b>		<b>Academic Perseverance</b>																														
<table border="1"> <tr> <td>Hours per week:</td> <td>During HS</td> <td>FY Expected</td> </tr> <tr> <td>Studying</td> <td>6-10</td> <td>16-20</td> </tr> <tr> <td>Working</td> <td>1-5</td> <td>6-10</td> </tr> <tr> <td>Co-curricular</td> <td>1-5</td> <td>0</td> </tr> <tr> <td>Socializing/relaxing</td> <td>11-15</td> <td>11-15</td> </tr> </table>		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	<table border="1"> <tr> <td>How certain are you that:</td> <td>1 - Not at all certain to 6 - Very certain</td> </tr> <tr> <td>Study when there are other interesting things to do</td> <td>3</td> </tr> <tr> <td>Find additional information for assignments when you don't understand the material</td> <td>5</td> </tr> <tr> <td>Participate regularly in course discussions, even when you don't feel like it</td> <td>2</td> </tr> <tr> <td>Ask instructors for help when you struggle with course assignments</td> <td>3</td> </tr> <tr> <td>Finish something you have started when you encounter challenges</td> <td>2</td> </tr> <tr> <td>Stay positive, even when you do poorly on a test or assignment</td> <td>4</td> </tr> </table>		How certain are you that:	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
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																														
How certain are you that:	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																															
<b>High School Challenge</b>		<b>Academic Preparation</b>																														
<table border="1"> <tr> <td>To what extent, did your courses challenge you to do your best work?</td> <td>5</td> </tr> <tr> <td colspan="2" style="text-align: right;"><i>1 - Not at all to 7 - Very much</i></td> </tr> </table>		To what extent, did your courses challenge you to do your best work?	5	<i>1 - Not at all to 7 - Very much</i>		<table border="1"> <tr> <td>How prepared are you to:</td> <td>1 - Not at all prepared to 6 - Very prepared</td> </tr> <tr> <td>Write clearly and effectively</td> <td>5</td> </tr> <tr> <td>Speak clearly and effectively</td> <td>1</td> </tr> <tr> <td>Think critically and analytically</td> <td>3</td> </tr> <tr> <td>Analyze math or quantitative problems</td> <td>2</td> </tr> <tr> <td>Use computing and information technology</td> <td>5</td> </tr> <tr> <td>Work effectively with others</td> <td>5</td> </tr> <tr> <td>Learn effectively on your own</td> <td>5</td> </tr> </table>		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									
To what extent, did your courses challenge you to do your best work?	5																															
<i>1 - Not at all to 7 - Very much</i>																																
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																															
<b>First-Year Expectations</b>		<b>Importance of Campus Support</b>																														
<table border="1"> <tr> <td></td> <td>0 - Very Low to 60 - Very High</td> </tr> <tr> <td>Student-Faculty Interaction (Discuss career plans and academic performance, etc.)</td> <td>45</td> </tr> <tr> <td>Interaction with Diverse Others (Discussions with people of a different race/ethnicity, religious beliefs, etc.)</td> <td>25</td> </tr> <tr> <td>Peer Collaboration (Work with other students on course projects; Prepare for exams by discussing material with other students, etc.)</td> <td>30</td> </tr> </table>			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	<table border="1"> <tr> <td>How important is it that your institution provide:</td> <td>1 - Not important to 6 - Very important</td> </tr> <tr> <td>A challenging academic experience</td> <td>5</td> </tr> <tr> <td>Support to help you succeed academically</td> <td>6</td> </tr> <tr> <td>Opportunities to interact with students from different economic, social, racial/ethnic backgrounds</td> <td>3</td> </tr> <tr> <td>Assistance coping with non-academic responsibilities</td> <td>3</td> </tr> <tr> <td>Support to help you thrive socially</td> <td>4</td> </tr> <tr> <td>Learning support services (tutoring, writing center, etc.)</td> <td>5</td> </tr> </table>		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							
	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																															
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																															
<b>Expected Academic Help-Seeking</b>																																
<table border="1"> <tr> <td>How often expect to seek help with coursework from:</td> <td>1 - Never; 2 - Sometimes; 3 - Often; 4 - Very Often</td> </tr> <tr> <td>Faculty members</td> <td>3</td> </tr> <tr> <td>Academic advisors</td> <td>2</td> </tr> <tr> <td>Learning Support Services (tutoring, writing center, success coaching, etc.)</td> <td>2</td> </tr> <tr> <td>Friends or other students</td> <td>4</td> </tr> <tr> <td>Family members</td> <td>2</td> </tr> <tr> <td>Other persons or offices</td> <td>1</td> </tr> </table>		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																	
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																															



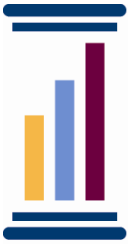


# Reports

## BCSSE Advising Reports

- Downloaded from the web interface as zipped folder containing an advising report for each student.
- File names can be saved as student ID or student name (you choose)
- Advising reports can be filtered by date, last name, or major.

BCSSE beginning college survey of student engagement		BCSSE First-Year Student Advising Report	
<p>The <i>Beginning College Survey of Student Engagement</i> 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: <a href="http://besse.indiana.edu">besse.indiana.edu</a></p>			
<b>Student Background</b>		<b>Expected Transition Difficulty</b>	
Name Jacob Student		How difficult do you expect the following to be: <i>1 = Not at all difficult to 6 = Very Difficult</i>	
Student ID	012345689	Learning course material	5
Completed Calculus	Yes	Managing your time	3
AP courses	3-4	Paying for college expenses	5
Expected Major	Undecided	Getting help with school work	4
What choice was this institution?	Second choice	Making new friends	3
Does student expect to graduate from this institution?	Yes	Interacting with faculty	4
<b>Hours per Week on Various Activities</b>		<b>Academic Perseverance</b>	
Hours per week: During HS FY Expected		How certain are you that you will: <i>1 = Not at all certain to 6 = Very certain</i>	
Studying	6-10 16-20	Study when there are other interesting things to do	3
Working	1-5 6-10	Find additional information for assignments when you don't understand the material	5
Co-curricular	1-5 0	Participate regularly in course discussions, even when you don't feel like it	2
Socializing/relaxing	11-15 11-15	Ask instructors for help when you struggle with course assignments	3
<b>High School Challenge</b>		Finish something you have started when you encounter challenges	2
To what extent, did your courses challenge you to do your best work? 5		Stay positive, even when you do poorly on a test or assignment	4
		<i>1 = Not at all to 7 = Very much</i>	
<b>First-Year Expectations</b>		<b>Academic Preparation</b>	
		How prepared are you to: <i>1 = Not at all prepared to 6 = Very prepared</i>	
Student-Faculty Interaction (Discuss career plans and academic performance, etc.)	45	Write clearly and effectively	5
Interaction with Diverse Others (Discussions with people of a different race/ethnicity, religious beliefs, etc.)	25	Speak clearly and effectively	1
Peer Collaboration (Work with other students on course projects; Prepare for exams by discussing material with other students, etc.)	30	Think critically and analytically	3
<b>Expected Academic Help-Seeking</b>		Analyze math or quantitative problems	2
How often expect to seek help with coursework from: <i>1 = Never; 2 = Sometimes; 3 = Often; 4 = Very Often</i>		Use computing and information technology	5
Faculty members	3	Work effectively with others	5
Academic advisors	2	Learn effectively on your own	5
Learning Support Services (tutoring, writing center, success coaching, etc.)	2	<b>Importance of Campus Support</b>	
Friends or other students	4	How important is it that your institution provide: <i>1 = Not important to 6 = Very important</i>	
Family members	2	A challenging academic experience	5
Other persons or offices	1	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



# Reports

## New BCSSE Advising Reports

- Left column data targets either first-year, transfer, or delayed-entry students
- Campus registration determines which Advising and Institutional Reports will only be available.
- See **Using Your BCSSE Advising Report** for suggestions about how to use these reports:

<http://bcsse.indiana.edu/institutionalReports.cfm>

Student Background		Expected Transition Difficulty	
Name	Jacob Student	How difficult do you expect the following to be:	1 = Not at all difficult to 6 = Very Difficult
Student ID	012345689	Learning course material	5
Exp transfer credits	32	Managing your time	3
Expected major	Business	Paying for college expenses	5
Attending full time?	Yes	Getting help with school work	4
Expects to be co-enrolled	Not sure	Making new friends	3
Veteran	No	Interacting with faculty	4
Expected years to graduate	3		
Prior Educational Experiences		Academic Perseverance	
Grades at prior institution	B+	How certain are you that you will:	1 = Not at all certain to 6 = Very certain
Use of effective learning strategies (0=Very Low to 60=Very High)	48	Study when there are other interesting things to do	3
		Find additional information for assignments when you don't understand the material	5
Expected hours per Week on Various Activities		Participate regularly in course discussions, even when you don't feel like it	2
	Average hours per week	Ask instructors for help when you struggle with course assignments	3
Studying	11-15	Finish something you have started when you encounter challenges	2
Working	16-20	Stay positive, even when you do poorly on a test or assignment	4
Co-curricular	1-5		
Commuting	16-20	Academic Preparation	
		How prepared are you to:	1 = Not at all prepared to 6 = Very prepared
Reasons for Choosing Institution		Write clearly and effectively	5
How important were the following reasons for choosing this institution?	1 = Not important to 6 = Very important	Speak clearly and effectively	1
Affordability	5	Think critically and analytically	3
Location	6	Analyze math or quantitative problems	2
Can transfer most or all of your credits	6	Use computing and information technology	5
Offers the major(s) you are interested in	4	Work effectively with others	5
Quality of academic programs	3	Learn effectively on your own	5
Can finish your degree quickly	5	Importance of Campus Support	
Flexible scheduling of courses	3	How important is it that your institution provide:	1 = Not important to 6 = Very important
Expected Stress During Coming Year		A challenging academic experience	5
During the coming school year, which do you think will cause you stress? (Note - if more than 3 checked, then first 3 listed below)		Support to help you succeed academically	6
1. Transitioning back to being a student		Opportunities to interact with students from different economic, social, racial/ethnic backgrounds	3
2. Balancing school and other commitments		Assistance coping with non-academic responsibilities	3
3.		Support to help you thrive socially	4
Expected Academic Help-Seeking		Learning support services (tutoring, writing center, etc.)	5
How often expect to seek help with coursework from:	1=Never, 2=Sometimes, 3=Often, 4=Very Often		
Faculty members	2		
Academic advisors	2		
Learning Support Services (tutoring, writing center, success coaching, etc.)	3		
Friends or other students	3		
Family members	2		
Other persons or offices	2		





# Reports

Updated BCSSE Institutional Reports include: 1) Respondent Profile,  
2) Frequency and Mean Comparisons, and 3) **BCSSE Scale Means**

## Transfer Students

BCSSE Scales <sup>a</sup>	Variable	All Students			First-Generation <sup>d</sup>			Self-Reported Previous Grades		
		Mean	SD	N	Yes Mean	No Mean	ES	A- or higher Mean	B+ or lower Mean	ES
<b>Learning Strategies</b>										
<i>Use of effective learning strategies at prior institution</i>	TR_LS	38.4	12.8	249	37.8	40.2	-.19	38.9	38.4	.03
<b>Collaborative Learning</b>										
<i>Expectation to interact and collaborate with peers</i>	EXP_CL	31.3	12.5	246	32.5	30.5	.17	30.0	31.9	-.16
<b>Student-Faculty Interaction</b>										
<i>Expectation to interact and engage with faculty</i>	EXP_SFI	32.6	13.3	246	33.5	31.4	.16	30.9	32.9	-.14
<b>Expected Discussions with Diverse Others</b>										
<i>Expectation to engage in discussions with diverse others</i>	EXP_DD	44.1	16.0	245	44.1	43.8	.02	44.0	44.4	-.02
<b>Expected Academic Perseverance</b>										
<i>Student certainty that they will persist in the face of academic adversity</i>	EXP_PER	45.2	11.8	245	44.6	43.7	.07	47.7	43.7 *	.33
<b>Expected Academic Difficulty</b>										
<i>Expected academic difficulty during the coming year</i>	EXP_DIF	25.0	11.5	244	25.2	24.4	.06	22.0	25.9 *	-.36
<b>Perceived Academic Preparation</b>										
<i>Student perception of their academic preparation</i>	PER_PREP	48.5	10.8	243	48.2	47.4	.07	50.2	47.2	.27
<b>Importance of Campus Environment</b>										
<i>Student-rated importance that the institution provides a challenging and supportive environment</i>	IMP_CAMP	43.6	11.4	243	43.7	43.1	.05	45.7	43.0	.23



# Reports

## Winter administration data and reports include:

1. Data-download of student data
2. Student Advising Reports

BCSSE Institutional Report examples:  
[bcsse.indiana.edu/institutionalReports.cfm](https://bcsse.indiana.edu/institutionalReports.cfm)

Also, Summary Tables reported by institution type and control  
[bcsse.indiana.edu/summary\\_tables.cfm](https://bcsse.indiana.edu/summary_tables.cfm)



## BCSSE First-Year Student Advising Report

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](https://bcsse.indiana.edu)

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

*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

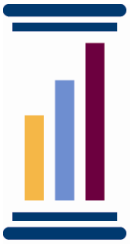
Expected Academic Help-Seeking	
How often expect to seek help with coursework from:	1=Never; 2=Sometimes; 3=Often; 4=Very Often
Faculty members	3
Academic advisors	2
Learning Support Services (tutoring, writing center, success coaching, etc.)	2
Friends or other students	4
Family members	2
Other persons 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	5
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



# Institutional Data Use

## Aligning BCSSE data with Roadmap to Success

- Student Engagement and Well-Being: Continue to address the well-being of all CSU students while fostering a strong sense of belongingness on campus.
- Data-Driven Decision Making: Use evidence and data to identify and advance the most successful academic support programs.

BCSSE items can aid decision making by providing important data regarding your student's prior academic engagement, expected engagement at your campus, as well as their well-being and sense of belongingness.

# Thinking About Using BCSSE Results

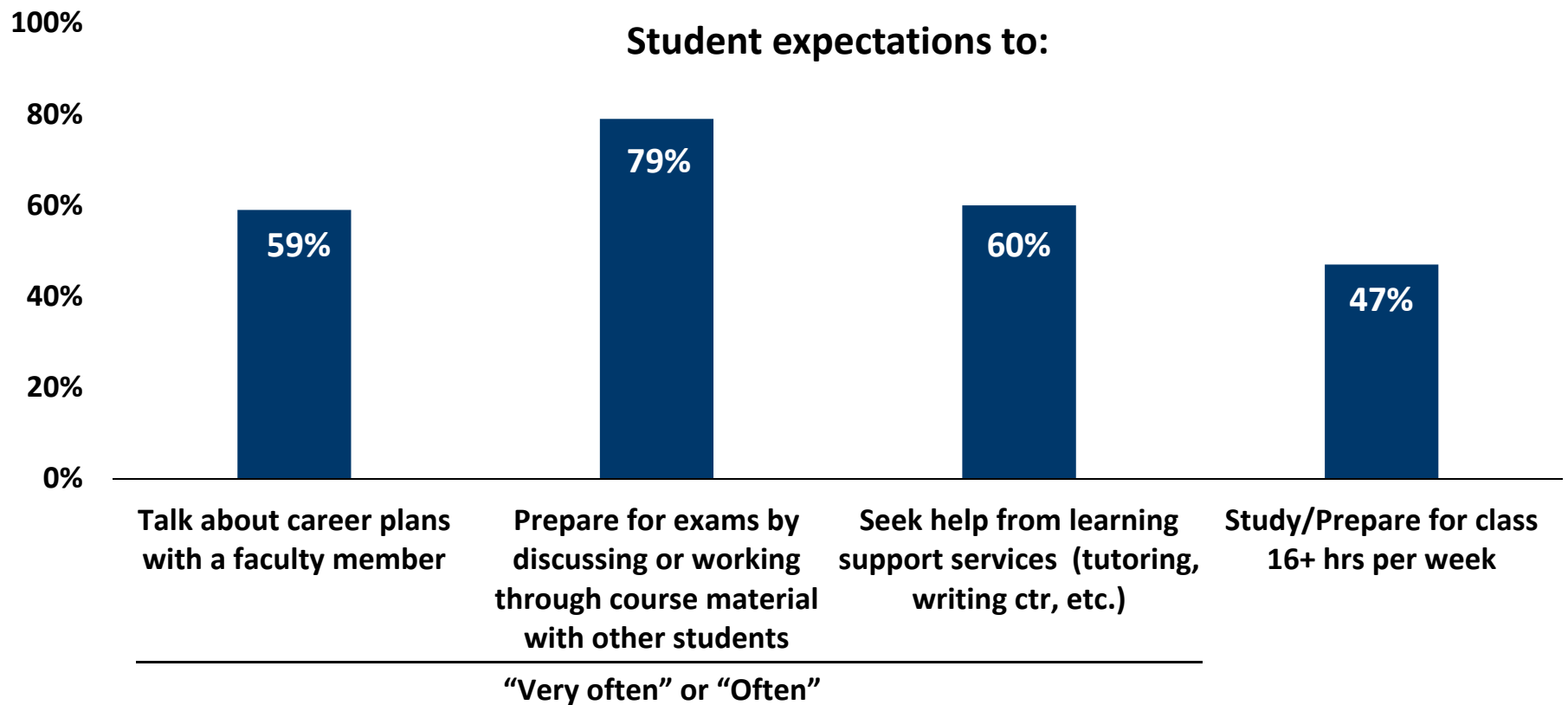
- **Who do you need to involve now in learning more about BCSSE to plan for Advising Report or data use?**
- **What role will the following have in using BCSSE results:**
  - Academic advisors
  - Success coaches
  - Peer mentors
  - Librarians
  - Institutional research
  - Academic support staff
  - Culture center staff
  - FY residence hall staff
  - Faculty teaching FY courses, or predominately FY courses
  - FY Retention and success committee
  - *Who else?*





# Institutional Data Use

First-Year students enter with a range of expectations that influences how students actually engage during the coming year.

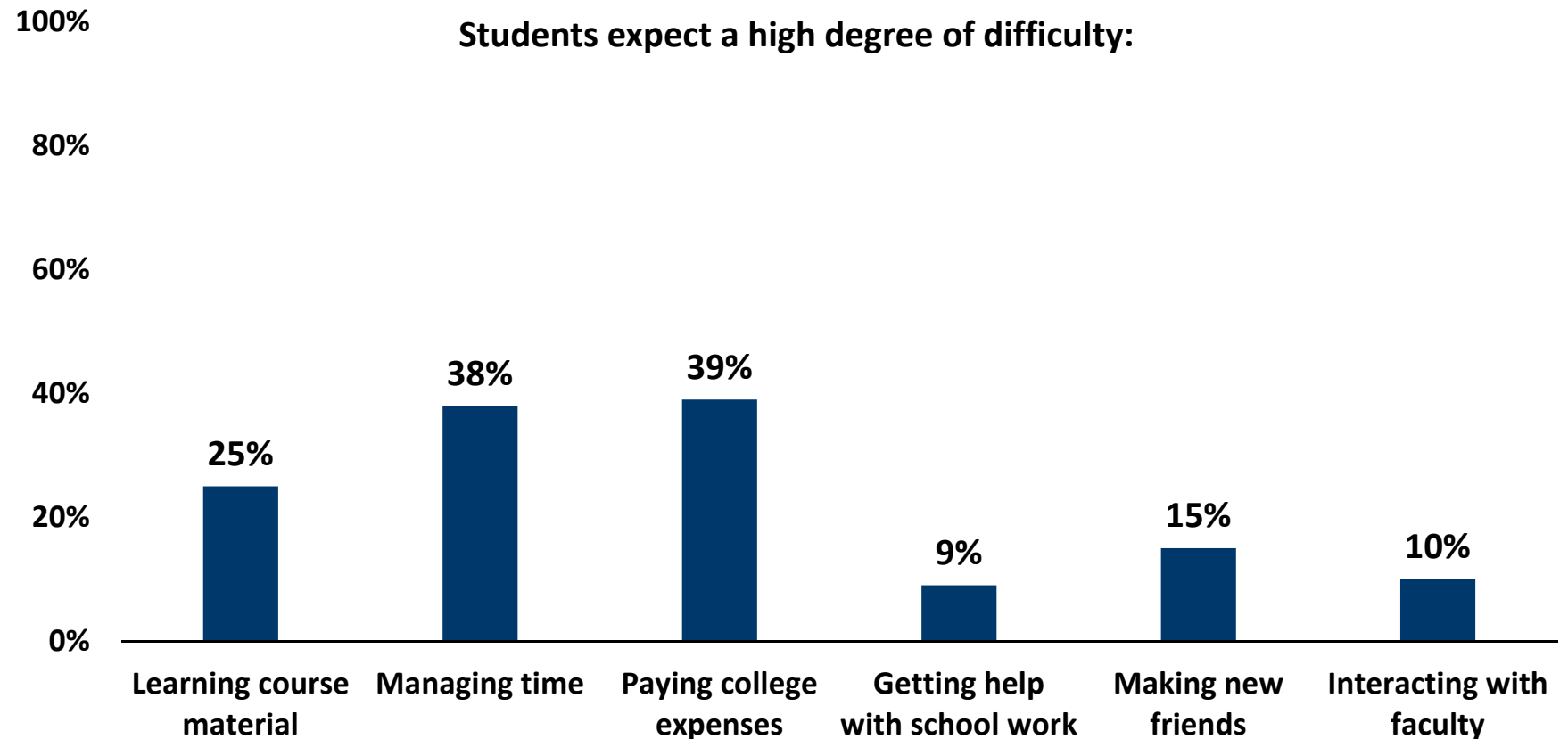


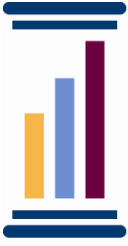




# Institutional Data Use

**First-Year students also enter with many expected difficulties that can impact their engagement and well-being**





# Institutional Data Use

Compare responses from two items

**24** Do you expect to graduate from this institution?

Yes

89.9%

No

10.1%

Uncertain

**28** This institution was your:

First choice

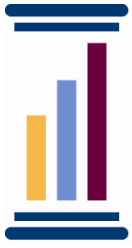
64.5%

Second choice

25.8%

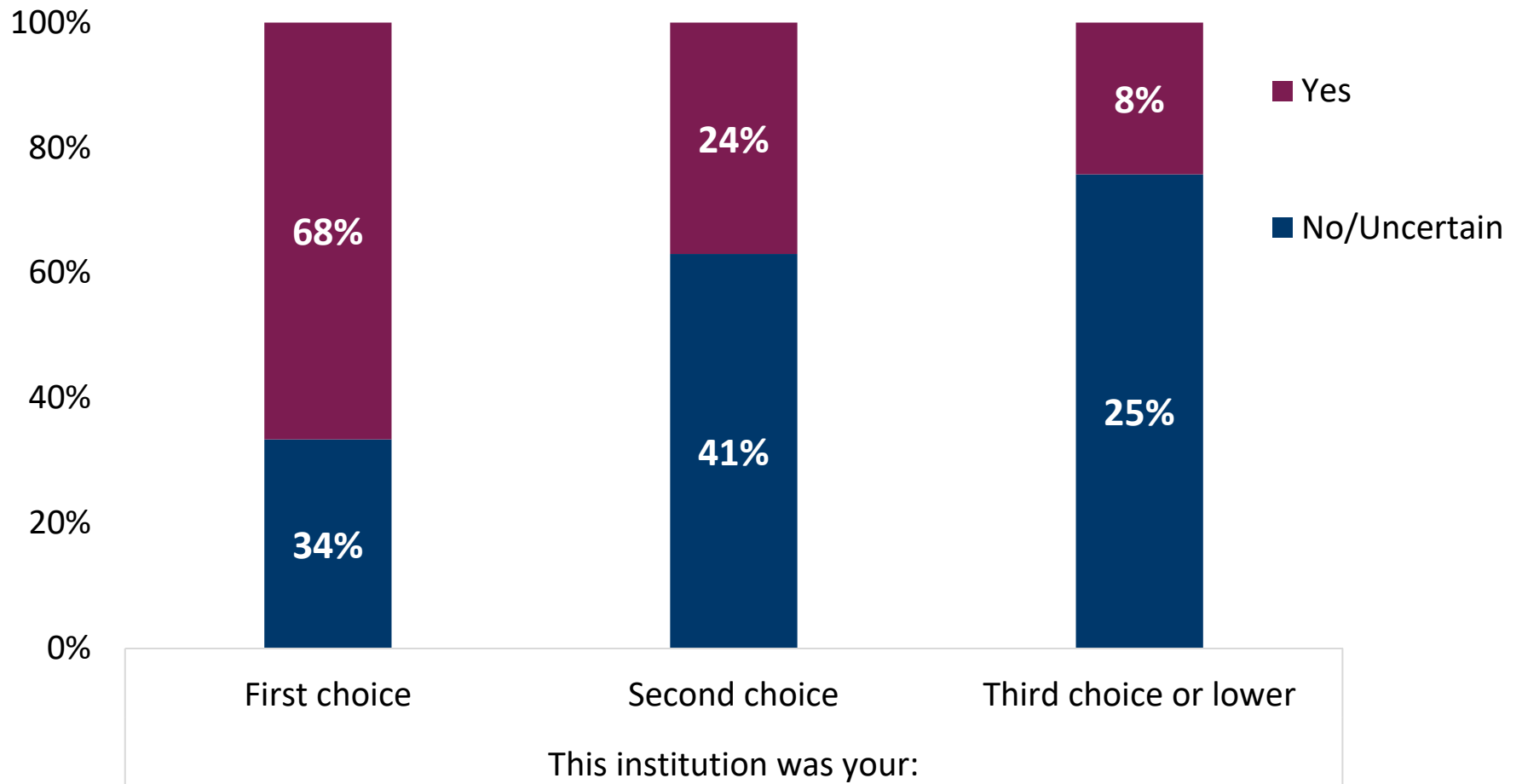
Third choice or lower

9.7%



# Institutional Data Use

Do you expect to graduate from this institution?





# 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 **86% to 91%**, and
- Six-year graduation rate **67% to 72%**

Bombaugh, M., & Cole, J. S. Leveraging survey data and predictive analytics to support first-year students. Annual Conference on the First-Year Experience, Las Vegas, NV, 2019, February.  
[http://nsse.indiana.edu/html/recent\\_presentations.cfm](http://nsse.indiana.edu/html/recent_presentations.cfm)

Institutional Report Resources. BCSSE Data Use in Brief. Improving Persistence and Advising. [http://nsse.indiana.edu/html/sample\\_institutional\\_report.cfm](http://nsse.indiana.edu/html/sample_institutional_report.cfm)



## 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 [bcsse@indiana.edu](mailto:bcsse@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/NSSE 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

Lessons from the Field – Volume 4:  
[http://nsse.indiana.edu/html/how\\_institutions\\_use\\_NSSE.cfm](http://nsse.indiana.edu/html/how_institutions_use_NSSE.cfm)

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



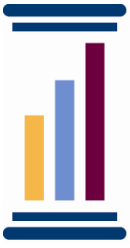
Office of Assessment and Planning emphasizes that, rather than spelling out a student's destiny, BCSSE data provide a roadmap on how best to support the student during this crucial transition. At Southern Connecticut State University, the focus is on that which is amenable to change rather than unchangeable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



# BCSSE as a Complement to NSSE

## National Survey of Student Engagement (NSSE)

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





# BCSSE as a Complement to NSSE

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







# BCSSE as a Complement to NSSE

## NSSE Topical Modules

1. Academic Advising (**Updated 2019**)
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



# BCSSE as a Complement to NSSE

## NSSE Topical Modules

1. Academic Advising (Updated 2019)
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



## Topical Module: First-Year Experiences and Senior Transitions

*This module includes a set of items only for first-year students and a set only for seniors (based on institution-reported class level), with questions adapted from the Beginning College Survey of Student Engagement and the Strategic National Arts Alumni Project (with partial support from the National Endowment for the Arts), respectively. The first-year items focus on academic perseverance, help-seeking behaviors, and institutional commitment, while the senior items explore post-graduation plans, links between the academic major and future plans, and confidence in skill development.*

### FIRST-YEAR EXPERIENCES

1. During the current school year, about how often have you done the following?
 

	Very often	Often	Sometimes	Never
a. Studied when there were other interesting things to do	0	0	0	0
b. Found additional information for course assignments when you didn't understand the material	0	0	0	0
c. Participated in course discussions, even when you didn't feel like it	0	0	0	0
d. Asked instructors for help when you struggled with course assignments	0	0	0	0
e. Finished something you had started when you encountered challenges	0	0	0	0
f. Stayed positive, even when you did poorly on a test or assignment	0	0	0	0
  
2. During the current school year, how difficult have the following been for you?
 

	1 Not at all difficult	2	3	4	5 Very difficult
a. Learning course material	0	0	0	0	0
b. Managing your time	0	0	0	0	0
c. Getting help with school work	0	0	0	0	0
d. Interacting with faculty	0	0	0	0	0
  
3. During the current school year, about how often have you sought help with coursework from the following sources?
 

	Very often	Often	Sometimes	Never
a. Faculty members	0	0	0	0
b. Academic advisors	0	0	0	0
c. Learning support services (tutoring, writing center, success coaching, etc.)	0	0	0	0
d. Friends or other students	0	0	0	0
e. Family members	0	0	0	0
f. Other persons or offices	0	0	0	0
  
- 4a. During the current school year, have you seriously considered leaving this institution?
  - Yes
  - No

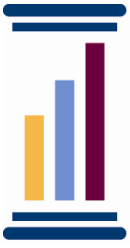
*[Only if "Yes"]*

4b. Why did you consider leaving? (Select all that apply.)

  - Academics are too difficult
  - Academics are too easy
  - Other academic issues (major not offered, course availability, advising, credit transfer, etc.)
  - Financial concerns (costs or financial aid)
  - To change your career options (transfer to another school or program, military service, etc.)
  - Difficulty managing demands of school and work
  - Too much emphasis on partying
  - Not enough opportunities to socialize and have fun
  - Relations with faculty and staff
  - Relations with other students
  - Campus climate, location, or culture
  - Unsafe or hostile environment
  - Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)
  - A reason not listed above, please specify: \_\_\_\_\_
  
5. How important is it to you that you graduate from *this institution*?
 

	1 Not important	2	3	4	5 Very important
	0	0	0	0	0

NSSE Surveys: [nsse.indiana.edu/html/survey\\_instruments.cfm](https://nsse.indiana.edu/html/survey_instruments.cfm)

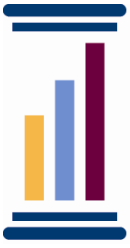


# BCSSE as a Complement to NSSE

**BCSSE 2019 and NSSE 2020 Combined Report** provides a comprehensive, longitudinal view of entering first-year expectations and actual engagement near end of academic year.

## **BCSSE content aligned with NSSE (core survey)**

1. Learning Strategies
2. Quantitative Reasoning
3. Collaborative Learning
4. Student-Faculty Interaction
5. Discussions with Diverse others
6. Hours studying, working, etc
7. Writing experiences and more



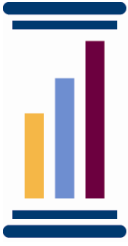
# Institutional Data Use

## NSSE First-Year Topical Module

What if **36%** of your FY students indicated that they *seriously considered leaving* the institution at some point during the year.

*Who were these 36%?*

- 40% of FG students and 33% of non-FG
- 38% of females and 29% of males



# Additional Data Use Resources

*Lessons from the Field (Volume 4)*

[nsse.indiana.edu/pdf/LFF\\_4.pdf](https://nsse.indiana.edu/pdf/LFF_4.pdf)

Search Tool for Examples of NSSE, FSSE, and BCSSE Data Use

[nsse.indiana.edu/html/using\\_nsse\\_db/](https://nsse.indiana.edu/html/using_nsse_db/)

Using Your BCSSE Data

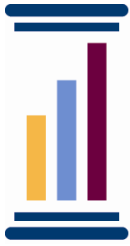
[bcsse.indiana.edu/usingBCSSEData.cfm](https://bcsse.indiana.edu/usingBCSSEData.cfm)

How Institutions use NSSE Data

[nsse.indiana.edu/html/how\\_institutions\\_use\\_NSSE.cfm](https://nsse.indiana.edu/html/how_institutions_use_NSSE.cfm)



# BCSSE Costs



# BCSSE Costs

## First-Year Students entering in summer/fall

**Registration Fee:** \$300

### Surveying first-year students

#### Paper Mode

Paper surveys shipped	
up to 200 surveys	\$500
201 or more surveys	\$2.50/survey

#### Online Mode

First-year enrollment <sup>a</sup>	
up to 500 students	\$750
501 to 1,000 students	\$1,000
1,001 to 2,000 students	\$1,500
2,001 to 3,000 students	\$2,500
3,001 to 4,000 students	\$3,500
more than 4,000 students	\$4,500

a. Entering student enrollment is based on most recent IPEDS data available.

#### Mixed Mode (Paper and Online)

Online mode fee plus discounted paper survey price of \$2.00 per shipped survey.



# BCSSE Costs

## Transfer or Delayed-Entering Students entering in summer/fall (Web mode only)

Institutions Previously Registered to Survey First-Year Students  
(no limit on number of transfer or delayed-entry students) \$500

– OR –

Institutions Not Registered to Survey First-Year Students.

Fee based on total enrollment of transfer and delayed-entry students (by most recent IPEDS data)

Up to 500 students	\$750
501 to 1,000 students	\$1,000
More than 1,000 students	\$1,500

### Surveying New Entering Winter-Admitted Students

Online mode only

Winter administration fee: \$350





# BCSSE Registration

Registration is opened March 4, 2019 and stays open through the summer.

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

2019 Invitation to Participate



**BCSSE**

beginning college survey  
of student engagement

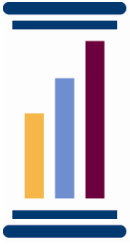
Updated  
to survey  
transfer and  
delayed-entry  
students  
too!



We truly feel we have a partnership with BCSSE that is leading to better student persistence outcomes. The student advising data and reports are an important component in our strategy to identify students who would benefit from our services.

— Carina N. Beck, Director, Allen Yarnell Center for Student Success, Montana State University

Registration opens March 4, 2019  
at **[bcsse.indiana.edu](https://bcsse.indiana.edu)**

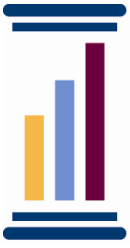


# BCSSE and NSSE Resources

**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!

**Please contact me with any questions or comments.**

**James Cole: [colejs@indiana.edu](mailto:colejs@indiana.edu)**



## **BCSSE**

beginning college survey  
of student engagement