

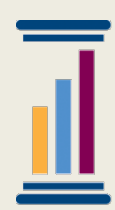
## Using BCSSE to understand financial stress and academic engagement

Presented by:

**James Cole, Ph.D.**  
BCSSE Project Manager

**Jillian Kinzie, Ph.D.**  
Associate Director, NSSE Institute

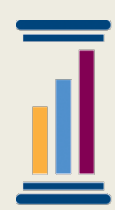




# Overview

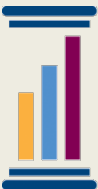
Today we will cover:

- ❖ Brief description of the *Beginning College Survey of Student Engagement* (BCSSE) and the *National Survey of Student Engagement* (NSSE)
- ❖ Using BCSSE data examples
- ❖ Using BCSSE to understand financial stress and academic engagement



# Beginning College Survey of Student Engagement

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



# Beginning College Survey of Student Engagement

## High School experiences include:

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



## Beginning College Survey of Student Engagement

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

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

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

 (U.S. residents only.)

When are you completing this survey? (Select only one.)

- Prior to the start of fall term classes  
 During the first week of fall term classes  
 After the first week of fall term classes

### HIGH SCHOOL EXPERIENCES

**1** Please write in the year you graduated from high school (for example, 2014):

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

- Public  Home school  
 Private, religiously-affiliated  Other (e.g., G.E.D.)  
 Private, not religiously-affiliated

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

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

**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** Did you take the SAT and/or ACT?

- Yes  No

If yes, please write your scores below (as best you remember):

SAT (possible range=200-800)

Critical Reading

Mathematical Reasoning

Writing

ACT (possible range=1-36)

Composite

**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) classes	<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"/>

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

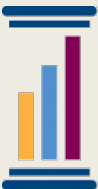
	None	1-2	3-5	6-10	11-15	16-20	More than 20
a. Up to 5 pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Between 6 and 10 pages	<input type="checkbox"/>	<input type="checkbox"/>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

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

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

**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
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Beginning College Survey of Student Engagement

## High School experiences include:

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

## First-Year Expectations include:

- Writing
- Reading
- Studying
- Student-Faculty Interactions
- Discussion with Diverse Others
- Collaborative Learning
- Perceived Academic Preparation
- Importance of Supportive Environment



## 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

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 Pre-Calculus/Trigonometry  
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**5** Did you take the SAT and/or ACT?

- Yes  No

If yes, please write your scores below (as best you remember):

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Composite

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

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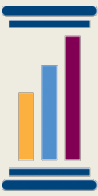
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b. Working for pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**9** During your last year of high school, of the time you spent preparing for class in a typical 7-day week, about how much was on assigned reading?

Very little  Some  About half  Most  Almost all



# Beginning College Survey of Student Engagement

## Four reports are provided:

1. BCSSE Report (Summer/Fall)
2. BCSSE Advising (Summer/Fall)
3. Grand Frequencies and Means (Fall)
  - a) Overall
  - b) Institution types
4. BCSSE/NSSE report (following summer)



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. For example, if a student studied 1-5 hours per week in high school but expects to study 16-20 hours during the first year, does this student have a plan on how to achieve this dramatic increase in study behavior?

Please review these results with particular attention to differences from high school experiences to expectations for the first year, as well as any expectations that may undermine a successful first year of college.

Student Background	
Name	B C Student
Student ID	34567
Completed Calculus	No
AP courses	1-2
Expected Major	History
What choice was this institution?	Second choice
Does student expect to graduate from this institution?	Uncertain

HS Behaviors and FY Expectations		
Hours per week:	HS	FY
Studying	1-5	6-10
Working	0	26-30
Co-curricular	11-15	16-20
Socializing/relaxing	21-25	16-20
Assigned reading		6-10

HS Academic Activities	
	0=Very Low to 60=Very High
Quantitative Reasoning (Reached conclusion based on numerical information; Used numerical information to examine real-world problem, etc.)	27
Learning Strategies (Identified key information from readings, Reviewed notes after class, etc.)	40
To what extent, did your courses challenge you to do your best work?	6
	1=Not at all to 7=Very much

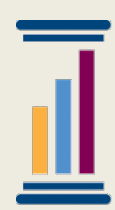
First-Year Expectations for Effective Educational Practice	
	0=Very Low to 60=Very High
Student-Faculty Interaction (Discuss career plans and academic performance, etc.)	55
Interaction with Diverse Others (Discussions with people of a different race/ethnicity, religious beliefs, etc.)	40
Peer Collaboration (Work with other students on course projects; Prepare for exams by discussing material with other students, etc.)	50

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

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

Academic Preparation	
	1 = Not at all prepared to 6 = Very prepared
How prepared are you to:	
Write clearly and effectively	5
Speak clearly and effectively	6
Think critically and analytically	4
Analyze math or quantitative problems	3
Use computing and information technology	4
Work effectively with others	5
Learn effectively on your own	3

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



# Using BCSSE Data

## ***Auburn University***

First-Year Advising and Institutional Reporting

## ***Missouri State University***

First-Year Advising

## ***Montana State University***

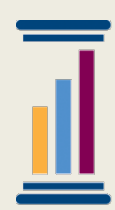
First-Year Advising and Intervention

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

Faculty Development and other reports

For more detailed information about these examples, go to:

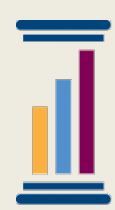
[bcsse.indiana.edu/usingBCSSEData.cfm](https://bcsse.indiana.edu/usingBCSSEData.cfm)



# National Survey of Student Engagement

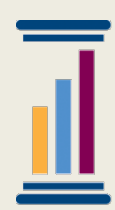
- ❖ NSSE collects data from undergraduate students regarding their academic engagement, campus environment, and other important characteristics of educational quality.
- ❖ Administered annually to hundreds of baccalaureate level institutions across the US.
- ❖ Since 2000, well over 4.5 million undergraduate students enrolled at more than 1,500 institutions have completed NSSE.





# National Survey of Student Engagement

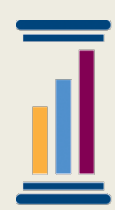
<i>Themes</i>	<i>Engagement Indicators</i>
<b>Academic Challenge</b>	<b>Higher-Order Learning</b> <b>Reflective &amp; Integrative Learning</b> <b>Learning Strategies</b> <b>Quantitative Reasoning</b>
<b>Learning with Peers</b>	<b>Collaborative Learning</b> <b>Discussions with Diverse Others</b>
<b>Experiences with Faculty</b>	<b>Student-Faculty Interaction</b> <b>Effective Teaching Practices</b>
<b>Campus Environment</b>	<b>Quality of Interactions</b> <b>Supportive Environment</b>



# National Survey of Student Engagement

## NSSE Topical Modules

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



# National Survey of Student Engagement

## NSSE Topical Modules

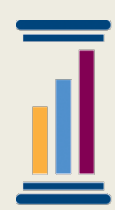
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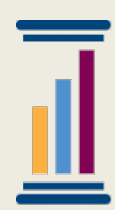
# Financial Stress

**Using BCSSE data to better understand  
financial stress**

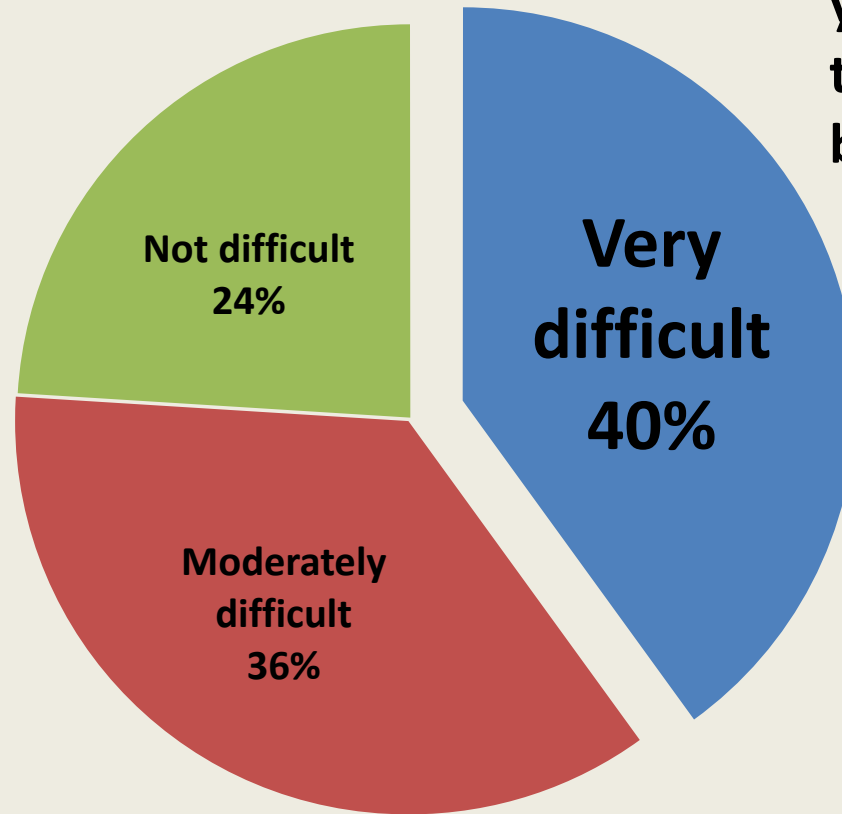


# Financial Stress

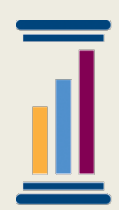
**We know that financial stress can have a negative effect on the academic experiences of students and increase odds of them not completing college.**



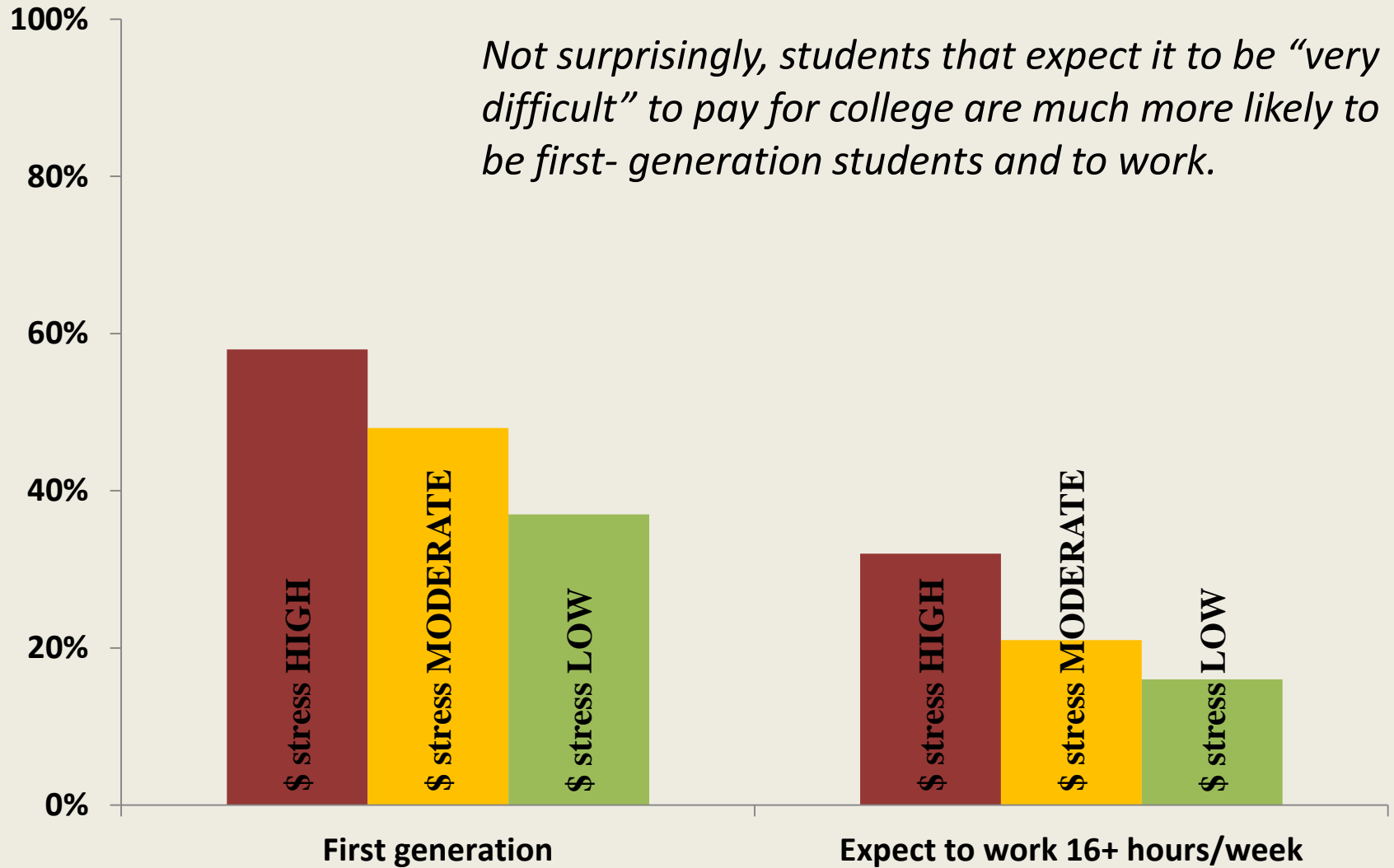
# Financial Stress

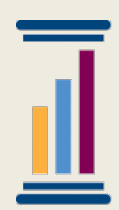


In 2015, 40% of new first-year students indicated that paying for college will be very difficult (Q18c).

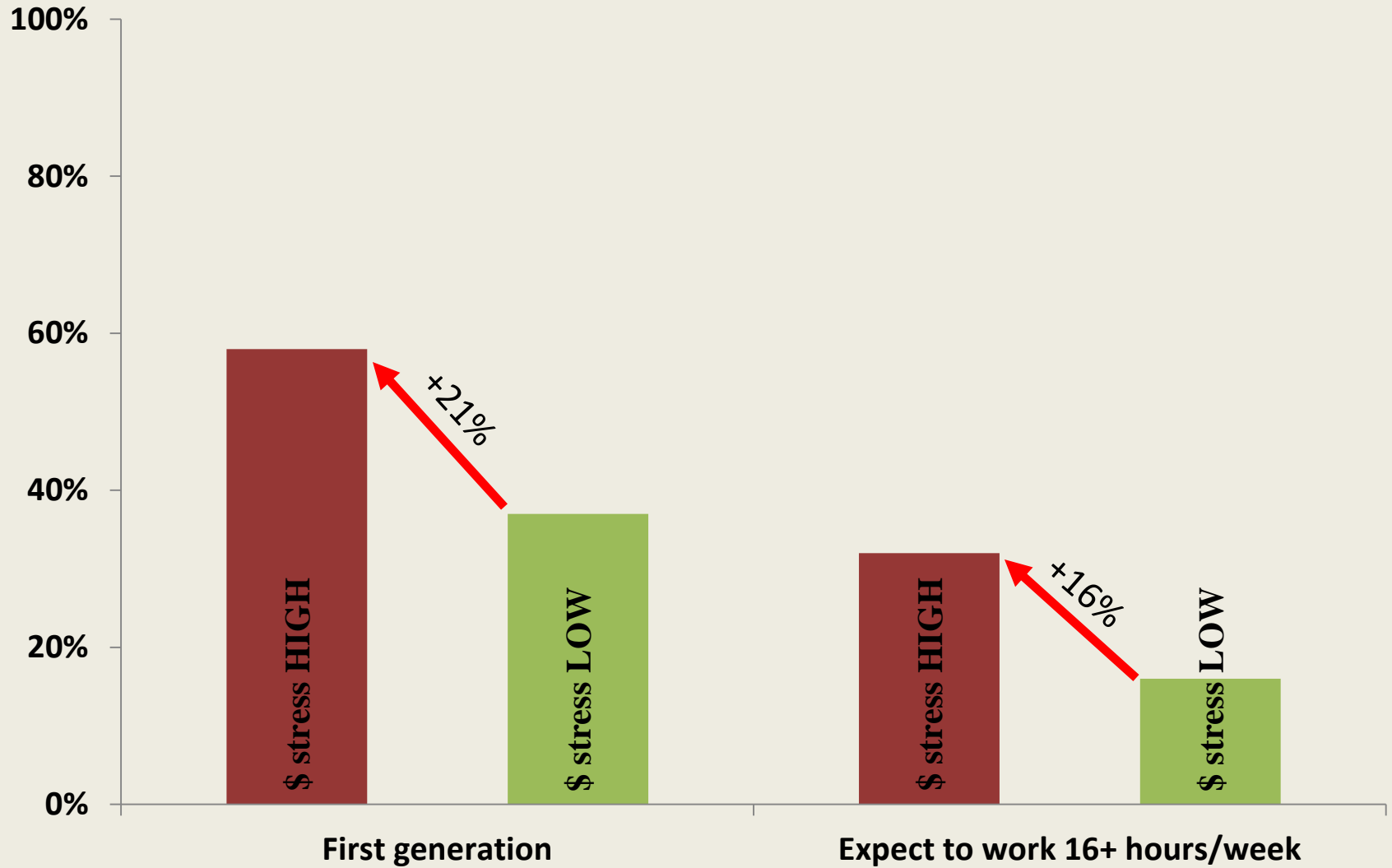


# Financial Stress

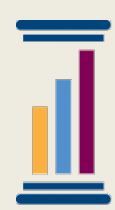




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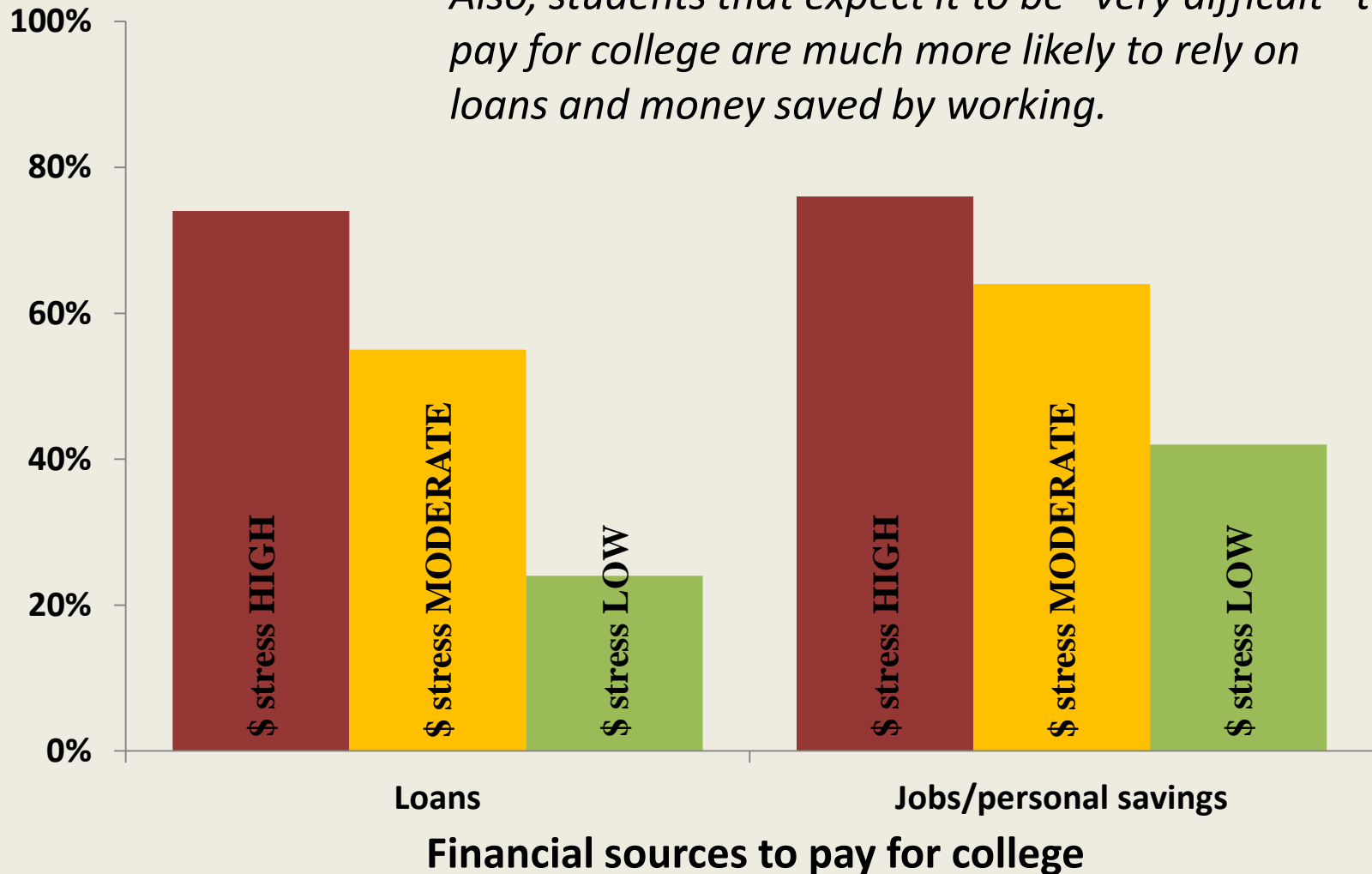


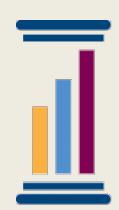




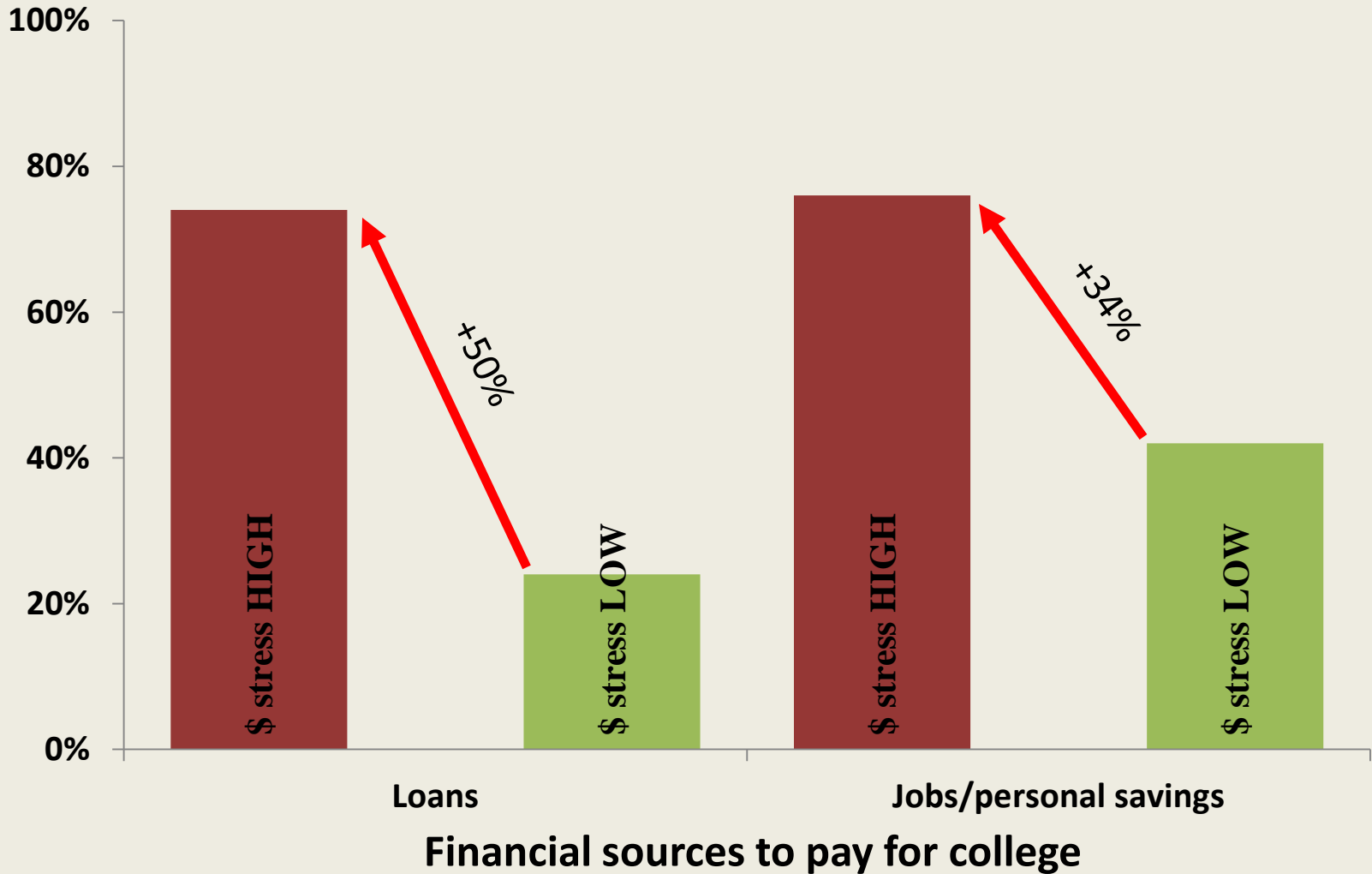
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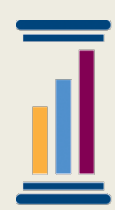
*Also, students that expect it to be “very difficult” to pay for college are much more likely to rely on loans and money saved by working.*





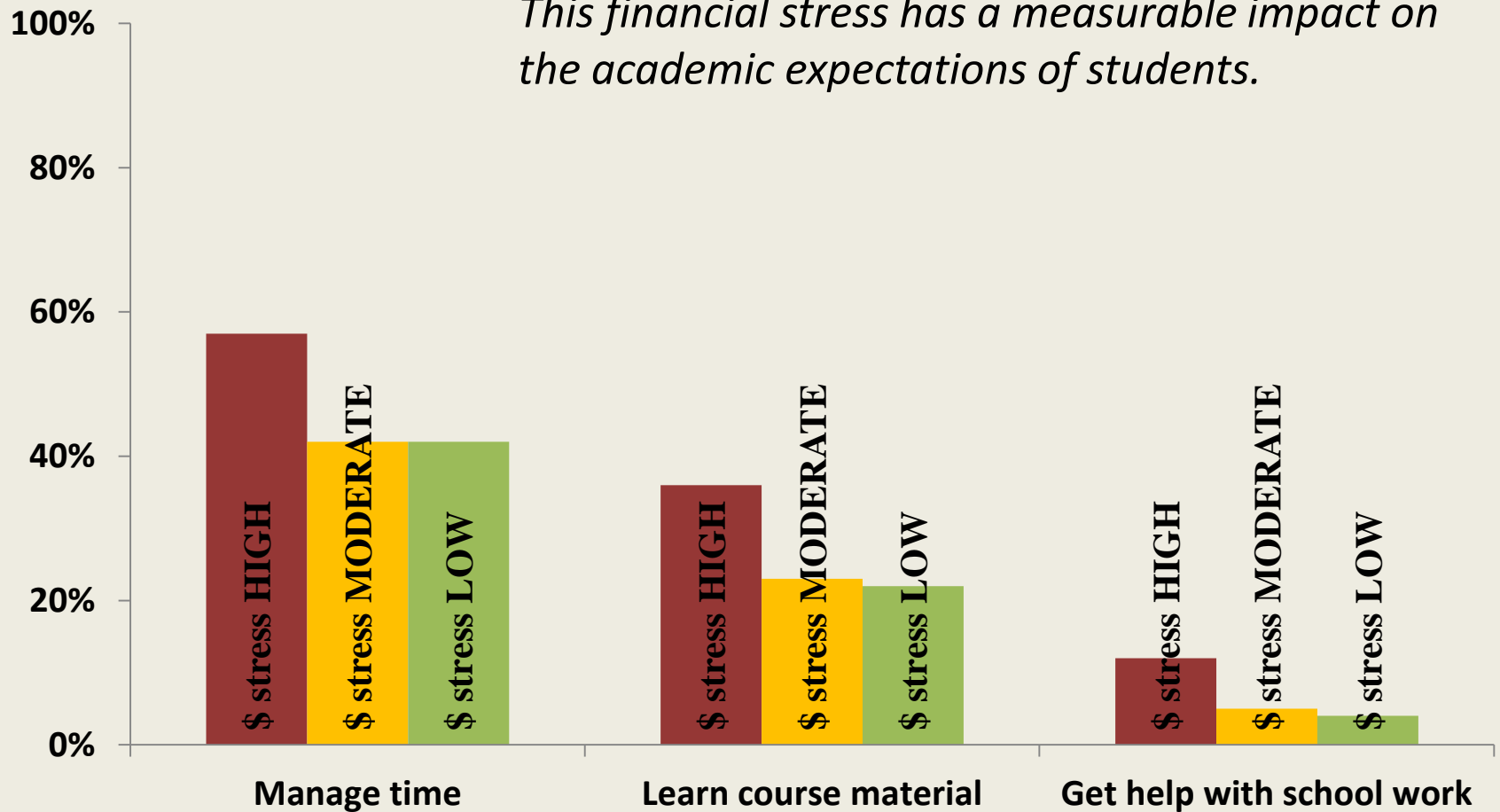
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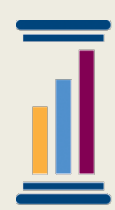


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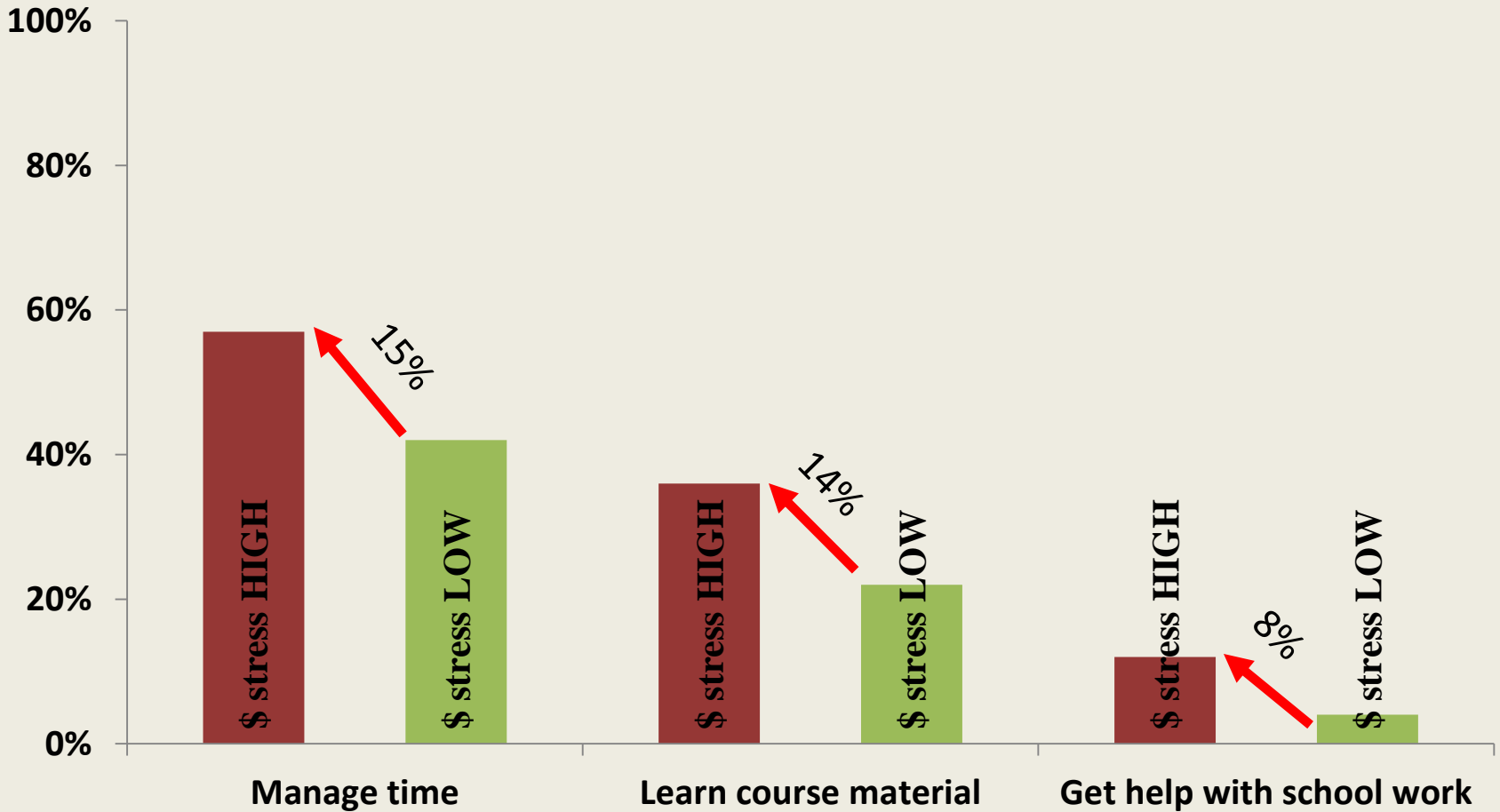
*This financial stress has a measurable impact on the academic expectations of students.*



**Student expects it to be Very Difficult to:**



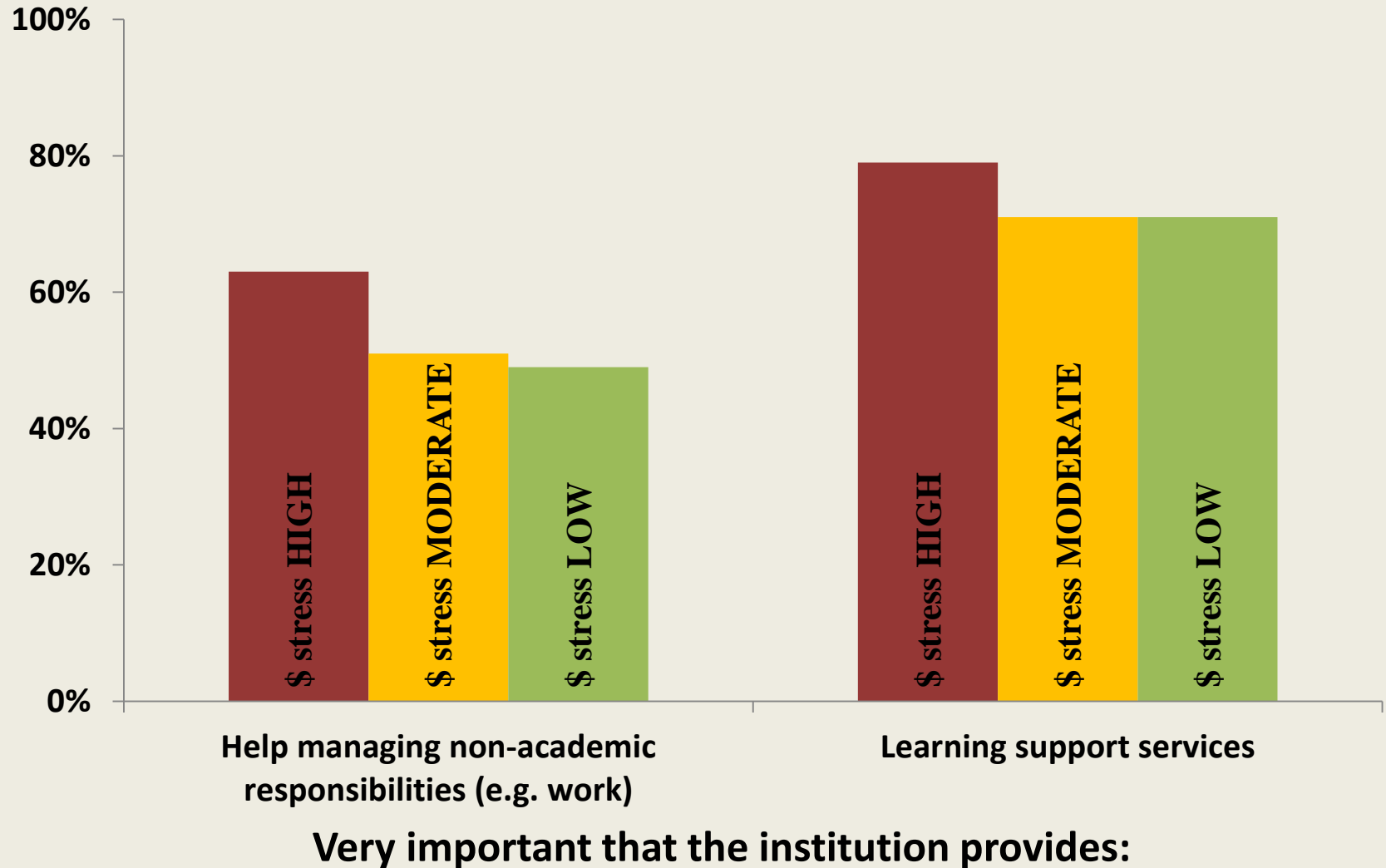
# Academic Confidence

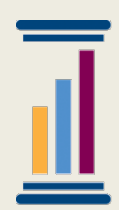


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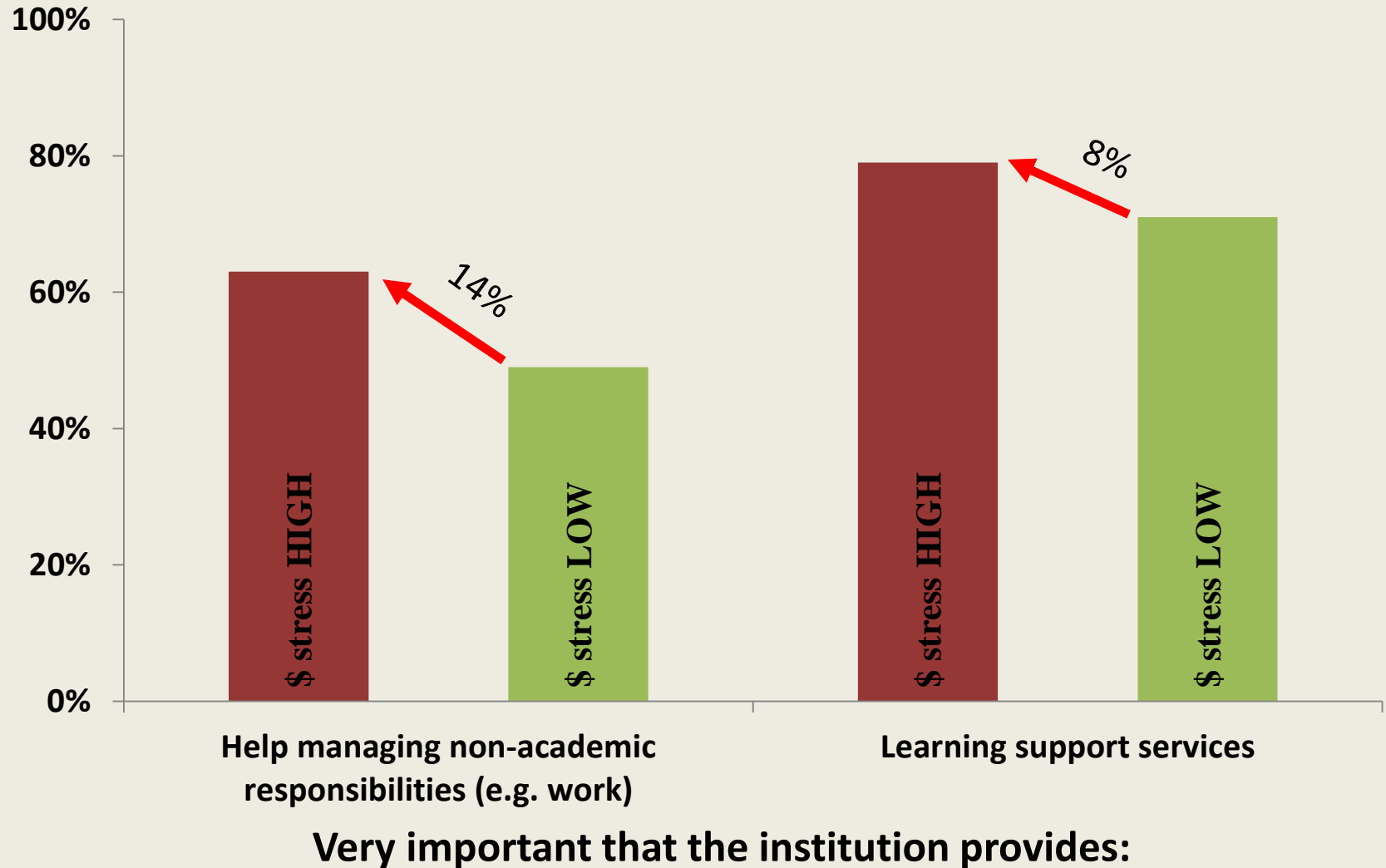


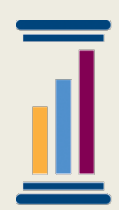
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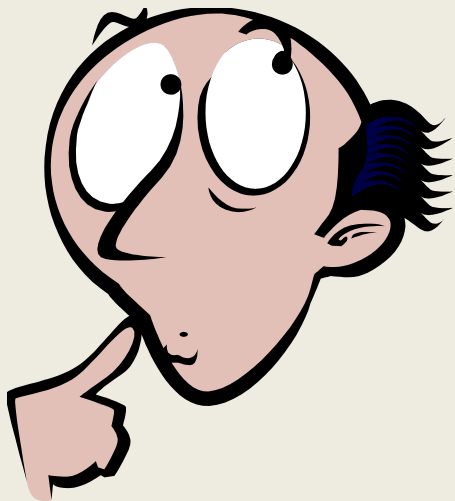
# Financial Stress





# Financial Stress

*Identifying new first-year students with high financial stress*



# Financial Stress

This information is contained in the BCSSE Advising Report for each student

## BCSSE Advising Report Engagement State University

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. For example, if a student studied 1-5 hours per week in high school but expects to study 16-20 hours during the first year, does this student have a plan on how to achieve this dramatic increase in study behavior?

Please review these results with particular attention to differences from high school experiences to expectations for the first year, as well as any expectations that may undermine a successful first year of college.

Student Background	
Name	B C Student
Student ID	34567
Completed Calculus	No
AP courses	1-2
Expected Major	History
What choice was this institution?	Second choice
Does student expect to graduate from this institution?	Uncertain

HS Behaviors and FY Expectations		
Hours per week:	HS	FY
Studying	1-5	6-10
Working	0	26-30
Co-curricular	11-15	16-20
Socializing/relaxing	21-25	16-20
Assigned reading		6-10

HS Academic Activities	
Quantitative Reasoning (Reached conclusion based on numerical information; Used numerical information to examine real-world problem, etc.)	27
Learning Strategies (Identified key information from readings, Reviewed notes after class, etc.)	40
To what extent, did your courses challenge you to do your best work?	6

First-Year Expectations for Effective Educational Practice	
Student-Faculty Interaction (Discuss career plans and academic performance, etc.)	55
Interaction with Diverse Others (Discussions with people of a different race/ethnicity, religious beliefs, etc.)	40
Peer Collaboration (Work with other students on course projects; Prepare for exams by discussing material with other students, etc.)	50

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	5
Paying for college expenses	6
Getting help with school work	4
Making new friends	4
Interacting with faculty	4

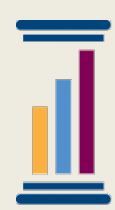
Academic Perseverance	
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Academic Preparation	
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Write clearly and effectively	
Speak clearly and effectively	
Think critically and analytically	
Analyze math or quantitative problems	
Use computing and information technology	
Work effectively with others	
Learn effectively on your own	

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	5
Assistance coping with non-academic responsibilities	5
Support to help you thrive socially	6
Learning support services (tutoring, writing center, etc.)	6

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	5
Paying for college expenses	6
Getting help with school work	4
Making new friends	4
Interacting with faculty	4

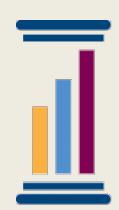




# Reaching out

**Identify these students early and develop policies and practices to reach out to them.**

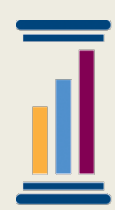




# Reaching out

**Students don't need to feel like they are going it alone.**

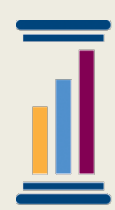




# Reaching out

**Staff, advisors, and faculty play an important role in helping students who are experiencing financial stress to be successful.**



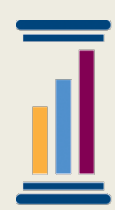


# BCSSE Resources

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)***



# Thank you!

Feel free to contact me with any questions regarding BCSSE.

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