Welcome to the 2010 NSSE Webinar Series

We will begin at 3pm Eastern Time.
Before we begin please review the following:
- You may want to print the BCSSE survey for reference during the Webinar.
- The survey can be found at: http://bcsse.iub.edu/survey_instruments.cfm
- Please turn up your computer speakers or plug in your headphones to listen to the presentation.
- Please close all other applications as they may interfere with the audio feed for this webinar.
- If you cannot hear anything, click on “Meeting” in left of dark grey tool bar at the top of the screen and select “Audio Setup Wizard”. Complete the first part of the Wizard, which ends with a speaker test, in order to ensure you are properly connected for webinar audio. If you cannot hear anything after this, please consult your technology support person.
- The Chat window will be available throughout the presentation so that you can interact with participants. You will be able to use the chat window to submit questions to the presenter during the Q & A session.

Welcome to the 2010 NSSE Webinar Series

Today’s Webinar:
Using BCSSE Data for Faculty Development
Presented by:
James Cole, Ph.D.
BCSSE Project Manager
March 10, 2010

Overview

Today we will cover:
- Brief description of the Beginning College Survey of Student Engagement (BCSSE)
  - Purpose, survey content, administration, reports
- What BCSSE can tell us about our incoming first-year students.
- Implications for faculty and teaching

Purpose

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.

Survey Content

There are 3 sections to the BCSSE survey
1) First section asks students about their high school experiences
2) Second section asks students about their expectations and beliefs regarding their first-year of college
3) The last section asks students about background characteristics.

Survey Content

High School Experiences

<table>
<thead>
<tr>
<th>High School Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How many high schools have you attended since 9th grade?</td>
</tr>
<tr>
<td>2 From which type of high school did you graduate? (Select only one)</td>
</tr>
<tr>
<td>3 What was your highest level of education?</td>
</tr>
<tr>
<td>4 To date, in which of the following math classes did you earn a passing grade?</td>
</tr>
</tbody>
</table>

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

- Did not take
- Passed
- Did not pass

- Did not take
- Passed
- Did not pass

- Did not take
- Passed
- Did not pass
Survey Content

High School Experiences

1. During your last year of high school, about how often did you do each of the following?
   a. Helped prepare for class discussions
   b. Made a class presentation
   c. Came to class without completing readings or assignments
   d. Discussed grades or assignments with a teacher
   e. Worked with other students outside of class to prepare class assignments

First-Year Expectations

1. During the coming school year, about how often do you expect to do each of the following?
   a. Ask questions in class or contribute to class discussions
   b. Make a class presentation
   c. Work on a paper or project that requires integrating ideas or information from various sources
   d. Work with other students on projects or class assignments

Survey Content

First-Year Expectations

1. During the coming school year, about how many hours per week do you think you will spend on each of the following?
   a. Preparing for class (reading, writing, doing homeworks or lab work, analyzing data, working, and)
   b. Working for pay or on campus
   c. Participating in co-curricular activities (sports, clubs, social events, or religious or service organizations)
   d. Spending time with family
   e. Sleeping

Administration

Paper, Web, or Mixed Modes

1. Paper group administration
   - During Orientation activities, etc.
2. Web group administration
   - While students are in computer lab, etc.
3. Web email administration
   - Web link emailed to students

Reports

Four reports are provided:
1. BCSSE Report (Summer/Fall 2010)
2. BCSSE Advising (Summer/Fall 2010)
3. BCSSE/NSSE report (Summer 2011)
4. Grand Frequencies and Means (Fall 2010)
   a) Overall
   b) Institution types

Examples of all these reports can be found on the BCSSE website: www.bcsse.iub.edu

Overall, what we know about FY students

High School Experiences

Overall, almost ⅔ report being an ‘A’ student

A to A+: 11%
B to B+: 42%
C to C+: 47%
Overall, what we know about FY students

High School Experiences

Overall, almost ½ report being an ‘A’ student

Less than 1/3 reported that calculus was the highest level math completed

What we know about FY students

High School Experiences

70% reported spending less than 10 hrs/wk studying/preparing for class

Very often/Often

Also, many did not find high school to be very challenging.

Also, many did not find high school to be very challenging.

Overall, many incoming FY students report fairly high levels of academic achievement, but many enter college with little experience being highly engaged with their academic environment.

Good news is that most students have high expectations for their first-year of college

Expected hours studying per week
What we know about FY students

Good news is that most students have high expectations for their first-year of college:

- 82% work with other students in class
- 69% discussed with teacher
- 64% made a class presentation
- 79% asked questions in class

Expected hours studying per week:

- 0% 0-5 hours
- 15% 6-10 hours
- 100% 11+ hours

Implications for Faculty

These overall results help to provide a context for individual campus results. There are many ways campus results can be shared with faculty on your campus. Three examples include:

1. Presentation to faculty.
2. Departmental/unit reports.
3. Special reports for ‘at-risk’ students or other special populations.

Presentation to faculty

Use the results from your BCSSE reports to engage faculty in discussions regarding the backgrounds and preparedness of FY students entering your campus.

Presentation to faculty

For instance, using data from your BCSSE report, would your faculty be surprised to know that 84% of the new FY students entering your campus typically studied less than 11 hours per week in high school?

Presentation to faculty

Would they be equally surprised to know that 79% of these same entering FY students expect to study 11 or more hours in college?

Presentation to faculty

What about if you then reported the results of your BCSSE-NSSE report that showed most of these same FY students studied did in fact study 11 or more hours per week, but more than 1/3 studied less than 11 hours.

Presentation to faculty

<table>
<thead>
<tr>
<th>Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)</th>
<th>0 hours per week</th>
<th>1-3 hours per week</th>
<th>4-6 hours per week</th>
<th>7-10 hours per week</th>
<th>11-15 hours per week</th>
<th>16-20 hours per week</th>
<th>21-25 hours per week</th>
<th>26-30 hours per week</th>
<th>More than 30 hours per week</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for class</td>
<td>4</td>
<td>3</td>
<td>20</td>
<td>46</td>
<td>280</td>
<td>166</td>
<td>27</td>
<td>9</td>
<td>5</td>
<td>1,504</td>
</tr>
</tbody>
</table>

Presentation to faculty

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?

- Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
- 0 hours per week: 4%
- 1-3 hours per week: 34%
- 4-6 hours per week: 20%
- 7-10 hours per week: 41%
- 11-15 hours per week: 79%
- More than 20 hours: 41%
- Total: 1,504 (100%)
Question for faculty maybe:

*Of the low engaged high school students, what types of FY engagement distinguish low engaged compared to the highly engaged student?*
Presentation to faculty

Activities (Often + Very often) | Lo-Lo | Lo-Mi | Diff.
--- | --- | --- | ---
Asked questions in class or contributed to class discussion | 29% | 84% | 55%
Made a class presentation | 11% | 68% | 55%
Prepared two or more drafts of a paper or assignment before turning it in | 36% | 83% | 45%
Worked with other students on projects DURING CLASS | 17% | 62% | 45%
Worked with classmates OUTSIDE OF CLASS to prepare class assignments | 21% | 72% | 51%
Discussed grades or assignments with an instructor | 19% | 81% | 62%
Discussed ideas from your readings or classes with faculty members outside of class | 3% | 45% | 42%
Discussed ideas from your readings or classes with others outside of class (students, family members, etc.) | 27% | 77% | 50%

Departmental/unit reports

Another way to share results with faculty is to disseminate department/unit reports. Faculty who have a better idea of the backgrounds and experiences of students in their own major are better at connecting with these students.

Special populations reports

Some groups of students have very different experiences in college compared to some of their peers. For instance often first-generation students, females/minorities in STEM majors, low achieving students, and other groups of students report different experiences and thus different outcomes compared to their peers.
At this particular campus, STEM faculty found out that their incoming FY female students were less likely to complete calculus in high school and scored lower on the SAT/ACT.

<table>
<thead>
<tr>
<th>Passed calculus</th>
<th>Mean SAT/ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>51% 1177</td>
</tr>
<tr>
<td>Female</td>
<td>45% 1141</td>
</tr>
</tbody>
</table>

This was not really a surprise, but it was disconcerting to see that less than ½ of their female STEM student completed calculus in high school.

However, there is some important information regarding the expectations and beliefs of female STEM student on this campus.

Expected Difficulty (% indicating very difficult)

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>36%</td>
<td>21%</td>
</tr>
<tr>
<td>1-2</td>
<td>39%</td>
<td>3%</td>
</tr>
<tr>
<td>3 or more</td>
<td>28%</td>
<td>9%</td>
</tr>
<tr>
<td>B- or lower</td>
<td>13%</td>
<td>1%</td>
</tr>
<tr>
<td>A or better</td>
<td>64%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Feel very prepared to analyze math/quant problems

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very prepared</td>
<td>62%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Very important that the university support academically

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>79%</td>
<td>21%</td>
</tr>
</tbody>
</table>
Special populations reports

This type of background information can be very helpful for faculty to better understand their first-year female STEM students. In particular, realizing that many of the female students feel less prepared for math, expect courses to be more difficult (compared STEM males), and place more importance on academic support provide these faculty with additional information to improve the experiences and success of female STEM students.

Thank you!

Copy of this and all upcoming and past webinars can be found at: http://nsse.iub.edu/webinars/

Additional BCSSE information can be found at: http://bcsse.iub.edu/

Feel free to contact me with any questions regarding BCSSE.

Jim Cole
BCSSE Project Manager
colejs@indiana.edu