

BCSSE **Welcome to the 2010 NSSE Webinar Series**
beginning college survey of student engagement

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://bcse.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.

BCSSE **Welcome to the 2010 NSSE Webinar Series**
beginning college survey of student engagement

Today's Webinar:
Using BCSSE Data for Faculty Development

Presented by:
 James Cole, Ph.D.
 BCSSE Project Manager
 March 16, 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.

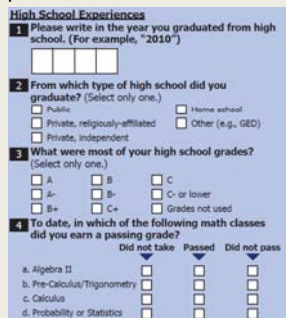
Survey Content

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



High School Experiences

1 Please write in the year you graduated from high school. (For example, "2010")

2 From which type of high school did you graduate? (Select only one.)
 Public Home school
 Private, religiously-affiliated Other (e.g., GED)
 Private, independent

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 did you earn a passing grade?

	Did not take	Passed	Did not pass
a. Algebra II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Pre-Calculus/Trigonometry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Calculus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Probability or Statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Survey Content

High School Experiences

9 During your **last year of high school** about how often did you do each of the following?

	Very often	Often	Sometimes	Never
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Came to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Discussed grades or assignments with a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Survey Content

First-Year Expectations

14 During the **coming school year**, about how often do you expect to do each of the following?

	Very often	Often	Sometimes	Never
a. Ask questions in class or contribute to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Make a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Work on a paper or project that requires integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Work with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Work with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Survey Content

First-Year Expectations

13 During the **coming school year**, about how many hours do you think you will 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, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<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 on- or off- campus	<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, campus publications, student government, fraternity or sorority, interscholastic or intramural 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 (watching TV, partying, 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"/>

Administration

Paper, Web, or Mixed Modes

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

Reports

Four reports are provided:

- BCSSE Report (Summer/Fall 2010)
- BCSSE Advising (Summer/Fall 2010)
- BCSSE/NSSE report (Summer 2011)
- Grand Frequencies and Means (Fall 2010)
 - Overall
 - Institution types

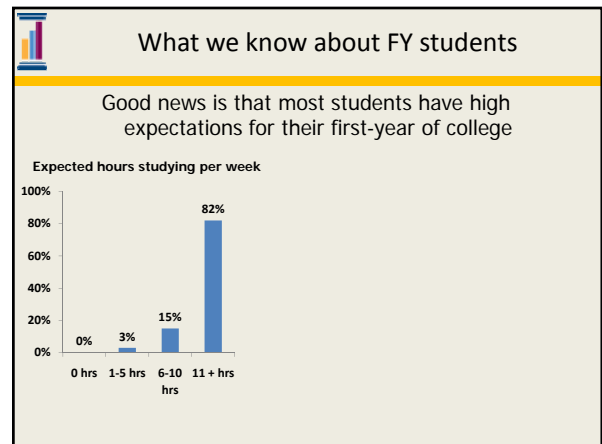
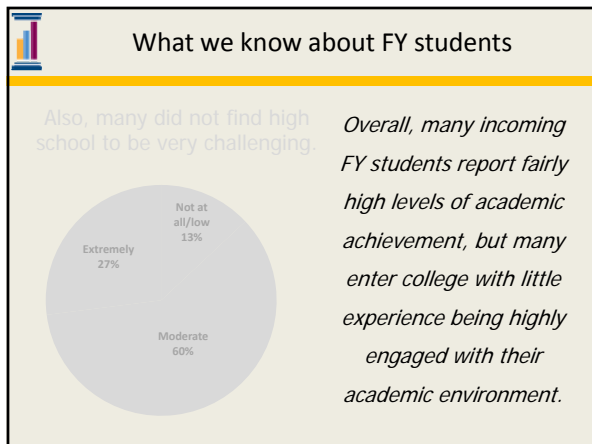
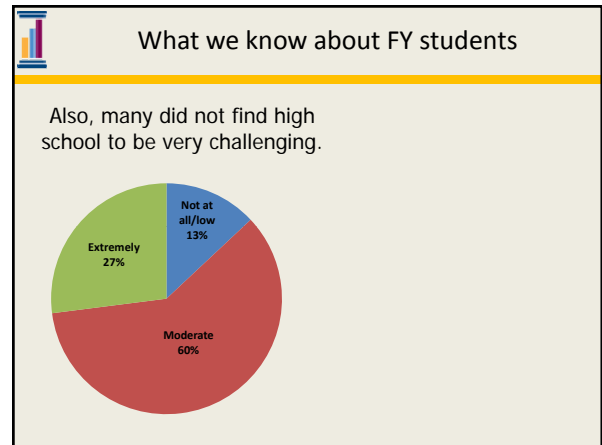
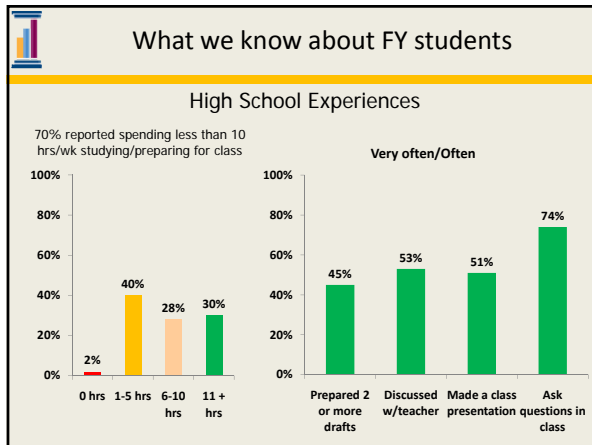
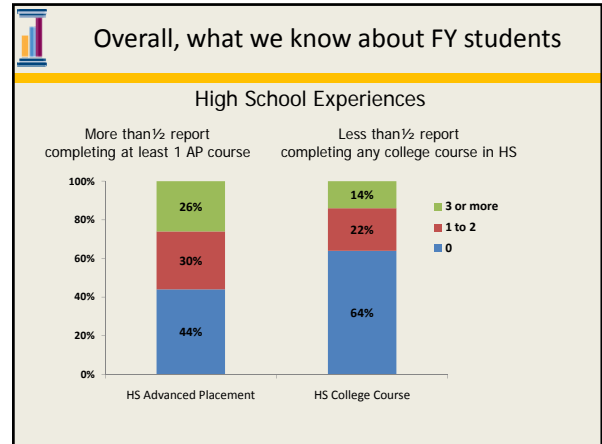
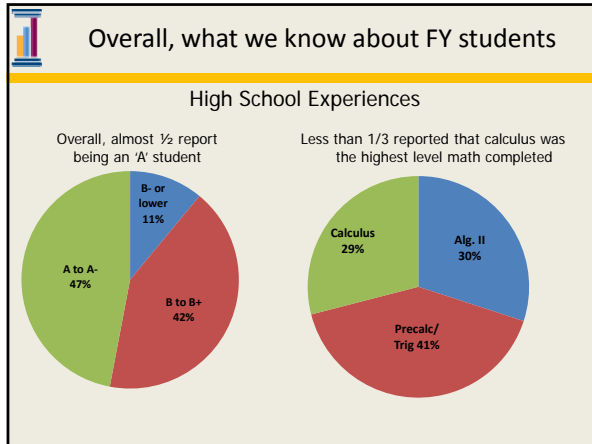
Examples of all these reports can be found on the BCSSE website: www.bcsse.iub.edu

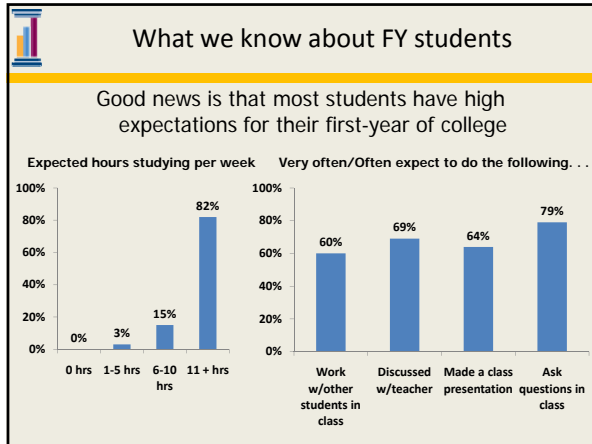
Overall, what we know about FY students

High School Experiences

Overall, almost 1/2 report being an 'A' student

Grade	Percentage
A to A-	47%
B to B+	42%
B- or lower	11%





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?

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?

Activity	Count	Percentage
0 hours per week	40	3%
1-5 hours per week	799	52%
6-10 hours per week	446	29%
11-15 hours per week	154	10%
16-20 hours per week	54	4%
21-25 hours per week	27	2%
26-30 hours per week	6	0%
More than 30 hours per week	9	1%
Total	1,535	100%

Note: A red dashed box highlights the first three categories (0, 1-5, and 6-10 hours per week), which total 84% of the respondents.

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?

13. During the coming school year, about how many hours do you think you will spend in a typical 7-day week doing each of the following?

Activity	Count	Percentage
0 hours per week	4	0%
1-5 hours per week	52	3%
6-10 hours per week	276	18%
11-15 hours per week	446	30%
16-20 hours per week	379	25%
21-25 hours per week	221	15%
26-30 hours per week	77	5%
More than 30 hours per week	49	3%
Total	1,504	100%

Note: A red dashed box highlights the categories from 11-15 hours per week and above, which total 79% of the respondents.

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.

9. About how many hours do you spend in a typical 7-day week doing each of the following?

Activity	Count	Percentage
0 hours per week	4	1%
1-10 hours per week	153	34%
11-20 hours per week	185	41%
More than 20 hours per week	108	24%
Total	450	100%

Note: A red dashed box highlights the categories from 11-20 hours per week and above, which total 65% of the respondents.

Presentation to faculty

		FY ACL			FY ACA		
		Low 1/3	Mid 1/3	Top 1/3	Low 1/3	Mid 1/3	Top 1/3
HS Engage	Low 1/3						
	Mid 1/3						
	Top 1/3						
Expected Engage	Low 1/3						
	Mid 1/3						
	Top 1/3						

Presentation to faculty

		FY ACL			FY ACA		
		Low 1/3	Mid 1/3	Top 1/3	Low 1/3	Mid 1/3	Top 1/3
HS Engage	Low 1/3	54%	30%	16%	45%	35%	20%
	Mid 1/3	35%	39%	26%	38%	33%	29%
	Top 1/3	17%	34%	49%	17%	31%	52%

Presentation to faculty

		FY ACL			FY ACA		
		Low 1/3	Mid 1/3	Top 1/3	Low 1/3	Mid 1/3	Top 1/3
HS Engage	Low 1/3	54%	30%	16%	45%	35%	20%
	Mid 1/3	35%	39%	26%	38%	33%	29%
	Top 1/3	17%	34%	49%	17%	31%	52%

Presentation to faculty

		FY ACL			FY ACA		
		Low 1/3	Mid 1/3	Top 1/3	Low 1/3	Mid 1/3	Top 1/3
HS Engage	Low 1/3	54%	30%	16%	45%	35%	20%
	Mid 1/3	35%	39%	26%	38%	33%	29%
	Top 1/3	17%	34%	49%	17%	31%	52%
Expected Engage	Low 1/3	52%	32%	16%	48%	34%	19%
	Mid 1/3	36%	38%	26%	34%	35%	31%
	Top 1/3	18%	33%	49%	18%	31%	51%

Presentation to faculty

		FY ACL			FY ACA		
		Low 1/3	Mid 1/3	Top 1/3	Low 1/3	Mid 1/3	Top 1/3
HS Engage	Low 1/3	54%	30%	16%	45%	35%	20%
	Mid 1/3	35%	39%	26%	38%	33%	29%
	Top 1/3	17%	34%	49%	17%	31%	52%
Expected Engage	Low 1/3	52%	32%	16%	48%	34%	19%
	Mid 1/3	36%	38%	26%	34%	35%	31%
	Top 1/3	18%	33%	49%	18%	31%	51%

Presentation to faculty

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-Hi	Diff.
Asked questions in class or contributed to class discuss.	29%	84%	55%
Made a class presentation	11%	66%	55%
Prepared two or more drafts of a paper or assignment before turning it in			
Worked with other students on projects DURING CLASS			
Worked with classmates OUTSIDE OF CLASS to prepare class assignments			
Discussed grades or assignments with an instructor			
Discussed ideas from your readings or classes with faculty members outside of class			
Discussed ideas from your readings or classes with others outside of class (students, family members, etc.)			

Presentation to faculty

Activities (Often +Very often)	Lo-Lo	Lo-Hi	Diff.
Asked questions in class or contributed to class discuss.	29%	84%	55%
Made a class presentation	11%	66%	55%
Prepared two or more drafts of a paper or assignment before turning it in	36%	81%	45%
Worked with other students on projects DURING CLASS	17%	62%	45%
Worked with classmates OUTSIDE OF CLASS to prepare class assignments	19%	72%	53%
Discussed grades or assignments with an instructor	18%	81%	63%
Discussed ideas from your readings or classes with faculty members outside of class	3%	45%	41%
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.

Departmental/unit reports

The screenshot shows a detailed report with sections for Student Characteristics, High School Experiences, and General College Experiences. Each section contains a list of items with corresponding percentages for 'Yes' and 'No' responses.

Departmental/unit reports

This screenshot displays a table with columns for 'Yes' and 'No' percentages. The rows list various activities related to student engagement and academic performance.

Special populations reports

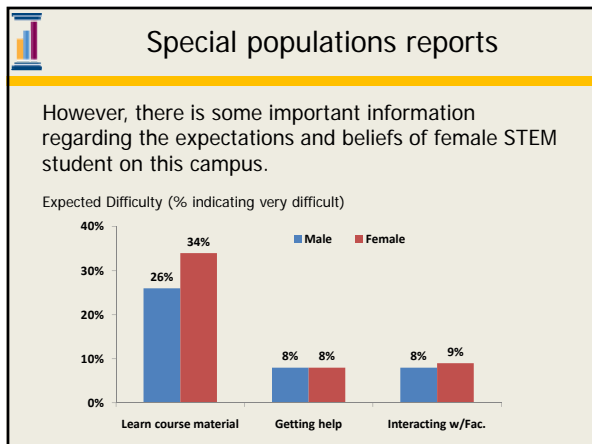
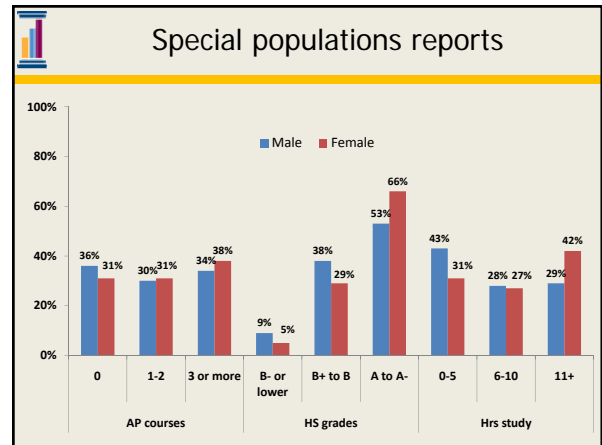
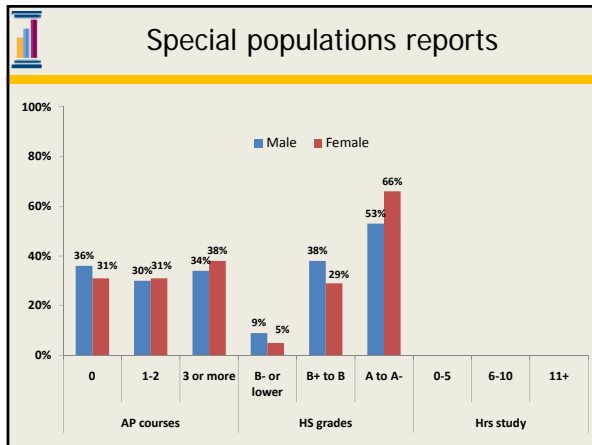
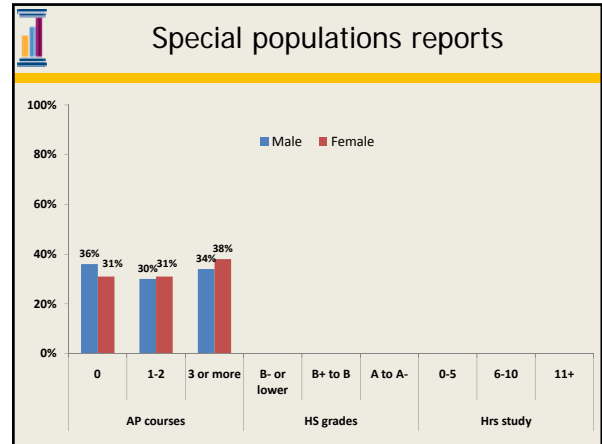
Some groups of students have very different experiences in college compared to some of their peers. For instance often first-generation students, females/minorities in STEM majors, low achieving students, and other groups of students report different experiences and thus different outcomes compared to their peers.

Special populations reports

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.

	Passed calculus	Mean SAT/ACT
Male	51%	1177
Female	45%	1141


This was not really a surprise, but it was disconcerting to see that less than 1/2 of their female STEM student completed calculus in high school.



Special populations reports


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

	Males	Females
Feel very prepared to analyze math/quant problems	62%	49%
Very important that the university support academically	79%	89%



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.

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