



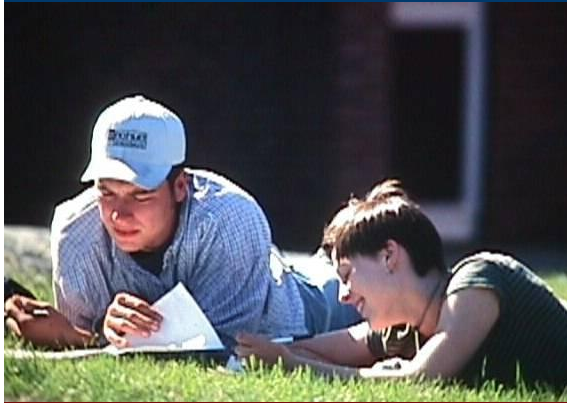
# Welcome to the BCSSE Webinar

***Student success in the first year of college is no accident. This Webinar will highlight approaches to maximizing the use of BCSSE results to inform first-year experience programs, retention initiatives, and other activities focused on first-year student success.***

**We will begin at 3pm Eastern Time.**

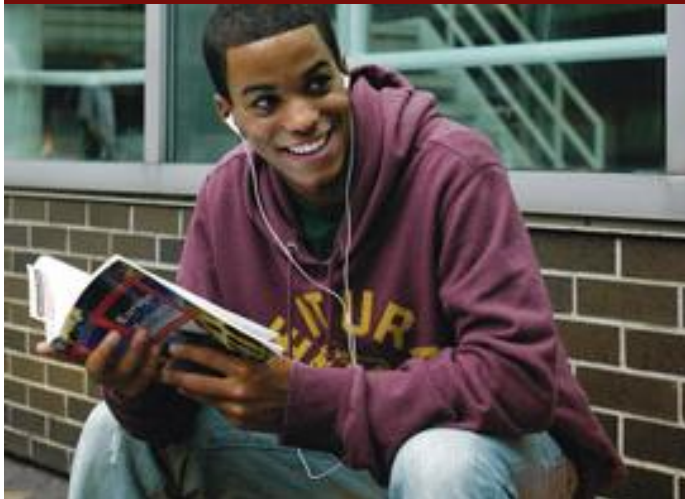
**Before we begin please review the following:**

- 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](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.



# Using BCSSE Data: Understanding That Student Expectations Are Important

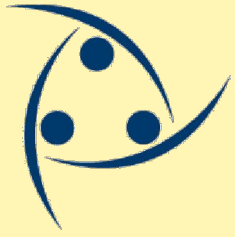
Indiana University  
Center for Postsecondary  
Research



James S. Cole  
BCSSE Project Manager

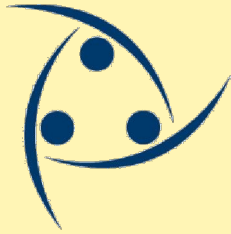
Wen Qi  
Project Associate





# Overview

- Description of BCSSE
  - Survey content and administration
- How Well Do You Know FY Students?
  - A quick quiz
- A Campus Example
  - High school experiences
  - First-year expectations and attitudes
- Your Questions Answered

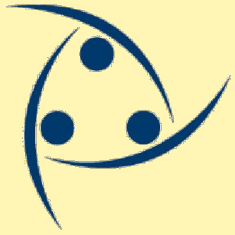


## Description of BCSSE

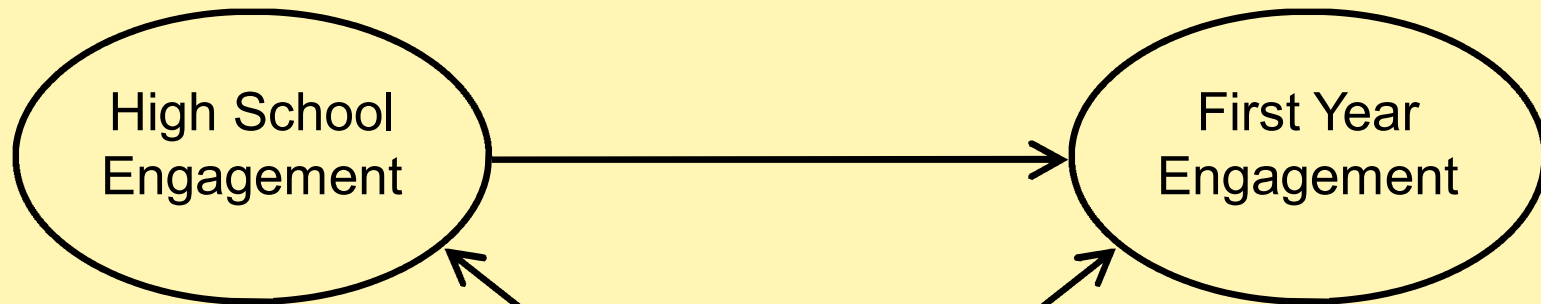
Measures entering first-year student:

- pre-college academic and co-curricular experiences
- expectations and attitudes for participating in educationally purposeful activities

BCSSE was primarily designed as a companion survey to the *National Survey of Student Engagement* (NSSE)

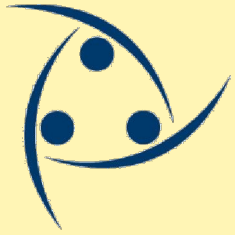


# BCSSE-NSSE Concept



Many factors that relate to academic engagement are present to varying degrees in high school and college, including:

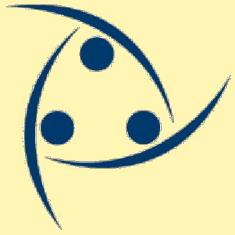
- ◆ Institutional characteristics (high school and college)
- ◆ Social and family environment
- ◆ Socio-economic status
- ◆ Academic motivations and expectations
- ◆ Personality and dispositions



# Survey Content

There are 3 sections in the BCSSE survey

- 1) High school experiences
- 2) Expectations and beliefs regarding their first-year of college
- 3) Background characteristics/demographics



# Survey Content

## High School Experiences

### High School Experiences

**1** Please write in the year you graduated from high school (for example, "2007"):

--	--	--	--

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

- |  |  |
|--|--|
| <input type="checkbox"/> Public                          | <input type="checkbox"/> Home school       |
| <input type="checkbox"/> Private, religiously-affiliated | <input type="checkbox"/> Other (e.g., GED) |
| <input type="checkbox"/> Private, independent            |  |

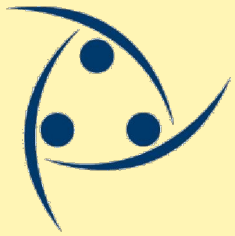
**3** What were most of your high school grades? (Select only one.)

- |                             |                             |  |
|-----------------------------|-----------------------------|--|
| <input type="checkbox"/> A  | <input type="checkbox"/> B  | <input type="checkbox"/> C               |
| <input type="checkbox"/> A- | <input type="checkbox"/> B- | <input type="checkbox"/> C- or lower     |
| <input type="checkbox"/> B+ | <input type="checkbox"/> C+ | <input type="checkbox"/> 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. Pre-calculus/Trigonometry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Calculus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Probability or Statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





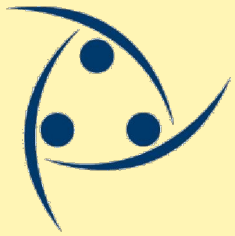
# Survey Content

## High School Experiences

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

	Very often ▼	Often ▼	Some- times ▼	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 <b>during class</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



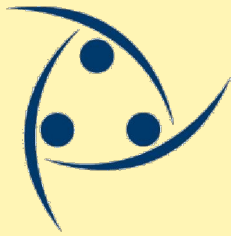


# Survey Content

## First-Year Expectations

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

	Very often ▼	Often ▼	Some- times ▼	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 <b>during class</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Work with classmates <b>outside of class</b> to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Survey Content

Many of these questions are designed to be matched with NSSE data.

## BCSSE

**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?

a. Preparing for class (studying, doing homework, rehearsing, and other academic activities)

0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30

Hours per week

b. Working for pay (before or after school, weekends)

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 (arts, clubs, athletics, etc.)

0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30

Hours per week

d. Relaxing and socializing (watching TV, partying, etc.)

0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30

Hours per week

**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?

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30

Hours per week

b. Working for pay on- or off-campus

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, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30

Hours per week

d. Relaxing or socializing (watching TV, partying, etc.)

0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30

Hours per week

## NSSE

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

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30

Hours per week

b. Working for pay **on campus**

0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30

Hours per week

c. Working for pay **off campus**

0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30

Hours per week

d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

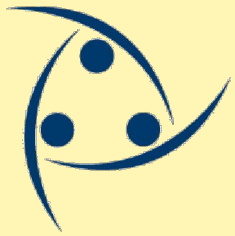
0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30

Hours per week

e. Relaxing and socializing (watching TV, partying, etc.)

0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30

Hours per week



# Survey Content

## Expected First Year Experiences

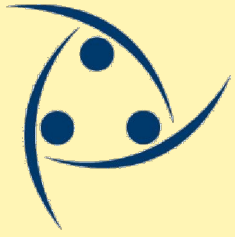
BCSSE ↓

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

	Very often	Often	Some-times	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"/>

NSSE ↓

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"/>



# Survey Content

## BCSSE Scales

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### *High School Academic Engagement*

Engagement in educationally relevant behaviors during the last year of high school.

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### *Expected Academic Engagement*

Expected engagement in educationally relevant behaviors during the first year of college.

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### *Expected Academic Perseverance*

Student certainty that they will persist in the face of academic adversity.

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### *Expected Academic Difficulty*

Expected academic difficulty during the first year of college.

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### *Perceived Academic Preparation*

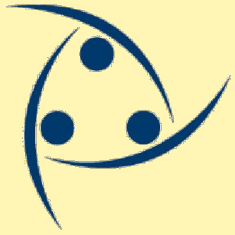
Student perception of their academic preparation.

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### *Importance of Campus Environment*

Student-rated importance that the institution provides a challenging and supportive environment.

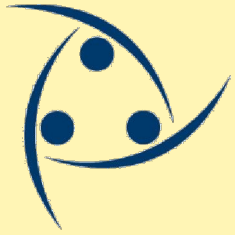
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# Survey Administration

Two primary considerations:

- 1) The survey is locally administered
- 2) How to choose between paper and/or web administration

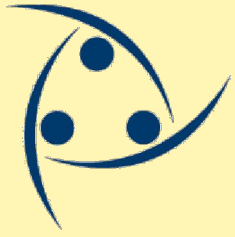


# Survey Administration

## Local Administration

- Different than NSSE which relies on random sampling methodology
- Carefully plan on how to effectively administer the survey on your campus





# Survey Administration

Paper or Web

## 1. Paper group administration

- During Orientation activities, etc.

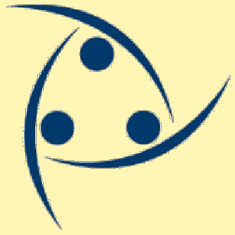
## 2. Web group administration

- While students are in computer lab, etc.

## 3. Web email administration

- Web link emailed to students

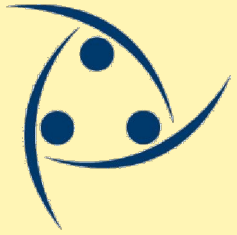




# Survey Content & Admin.

Three reports are provided:

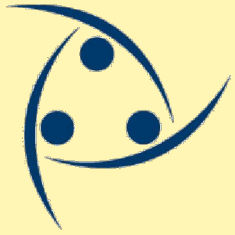
1. BCSSE Report (Summer/Fall 2009)
2. BCSSE Advising (Summer/Fall 2009)
3. BCSSE/NSSE report (Summer 2010)



## A Quick Quiz

What percentage of first-year students in 2008 reported spending 11 or more hours per week participating in co-curricular activities:

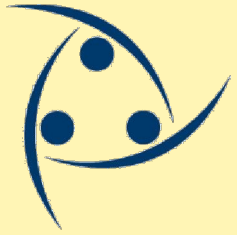
- in high school? **32%**
- expected first year? **20%**
- during their first year of college? **9%**



## A Quick Quiz

What percentage of first-year students reported that they did not write any papers more than 5 pages in length during:

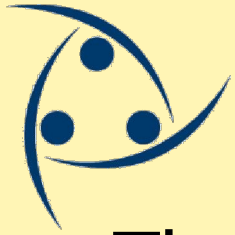
- high school **8%**
- first year of college **11%**



## A Campus Example

A public institution that participated in BCSSE 2007 and NSSE 2008.

Using their information contained in their reports, as well as the BCSSE and NSSE data file, here are a few things they found out about their incoming first-year students in-class engagement, out-of-class engagement, and student-faculty interaction



# From the BCSSE Report

They were surprised to find out that the majority of their incoming first-year class spent less than 11 hours per week preparing for class 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?

Preparing for class (studying, doing homework, rehearsing, etc.)

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%

84%



# From the BCSSE Report

However, they were pleased to find out that the majority of their incoming first-year class expected to spend at least 11 hours per week preparing for class.

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?

Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	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%

79%



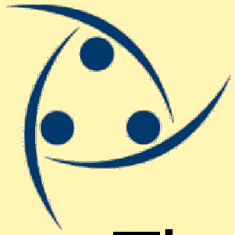
# NSSE Report

However, they were moderately pleased to find out that more than 50% of their first-year class reported that they spent at least 11 hours per week preparing for class.

## 9. About how many hours do 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	2	1%	58%
	1-10 hours per week	98	41%	
	11-20 hours per week	89	37%	
	More than 20 hours per week	50	21%	
	Total	239	100%	





# BCSSE-NSSE Report

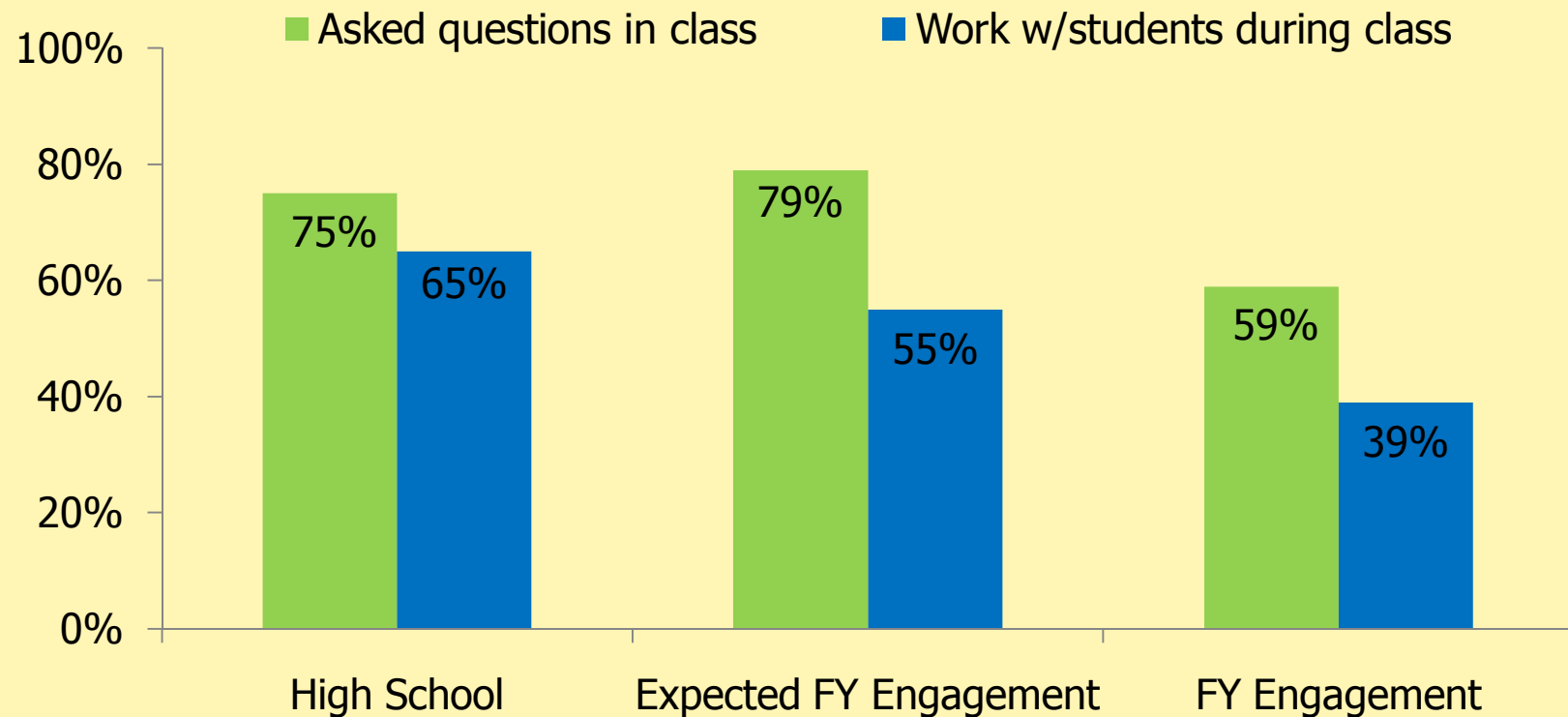
They were also disappointed to find out that many first-year student's did not have as much contact with faculty as they expected.

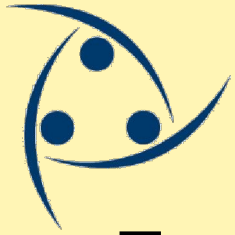
<i>How often did you do or expect to do each of the following?</i>	<b>BCSSE</b>				<b>NSSE</b>	
	<b>High School</b>		<b>Expected FY</b>		<b>First Year</b>	
	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc)	Never/Sometimes		871	58	214	84
	Often/Very often		638	42	43	16
	Total		1,509	100	257	100



# BCSSE-NSSE Report

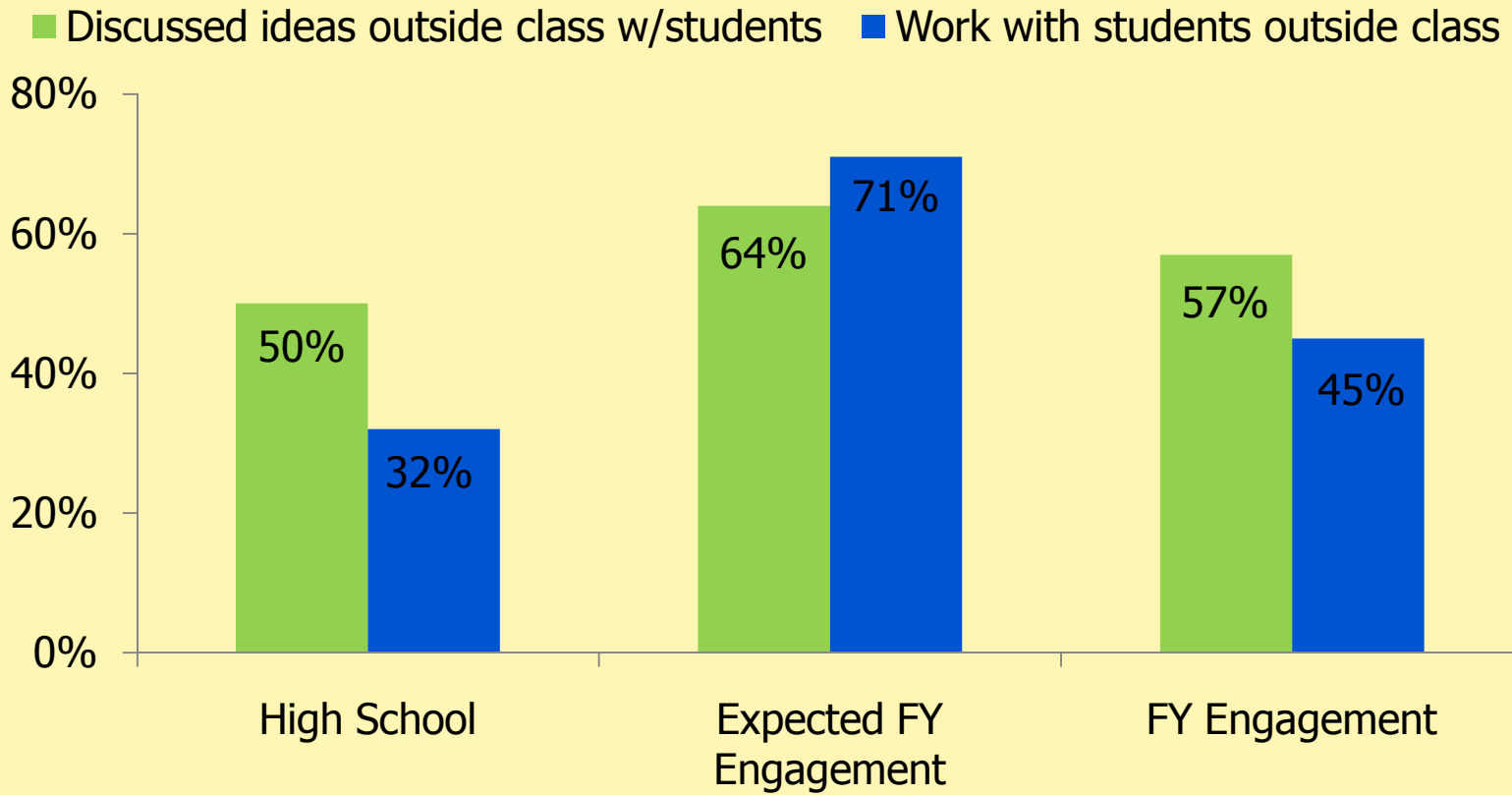
High school and expected classroom engagement often exceeded first-year classroom engagement

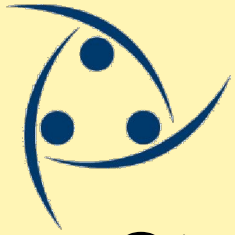




# BCSSE-NSSE Report

Expectations for student interaction outside the classroom often exceeded their actual interactions

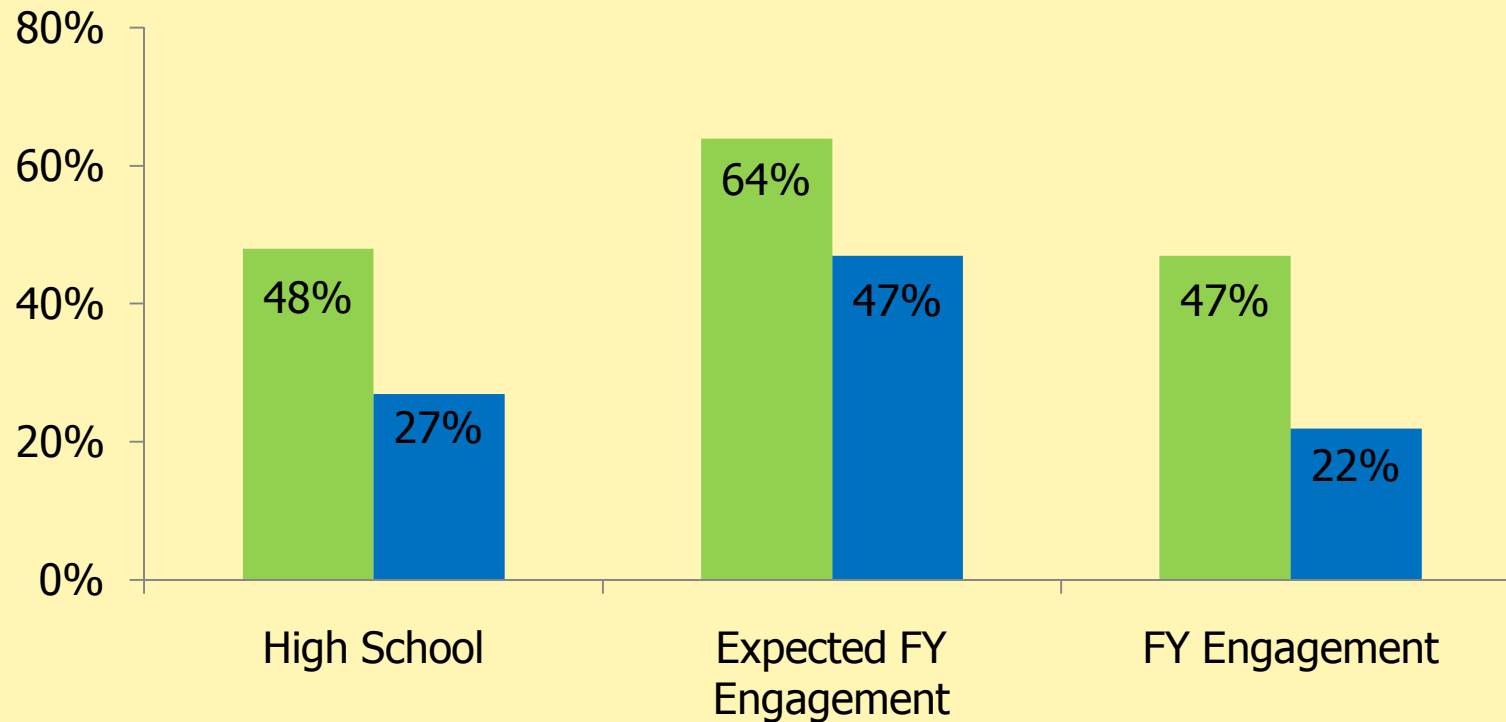


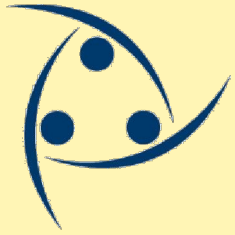


# BCSSE-NSSE Report

Student-faculty interaction during the first year reflected level of interaction in high school.

■ Discuss grades/assignments with faculty ■ Discuss ideas with faculty outside of class

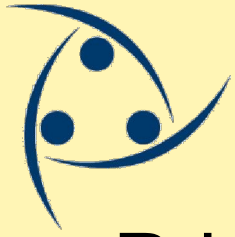




## **Additional Analysis**

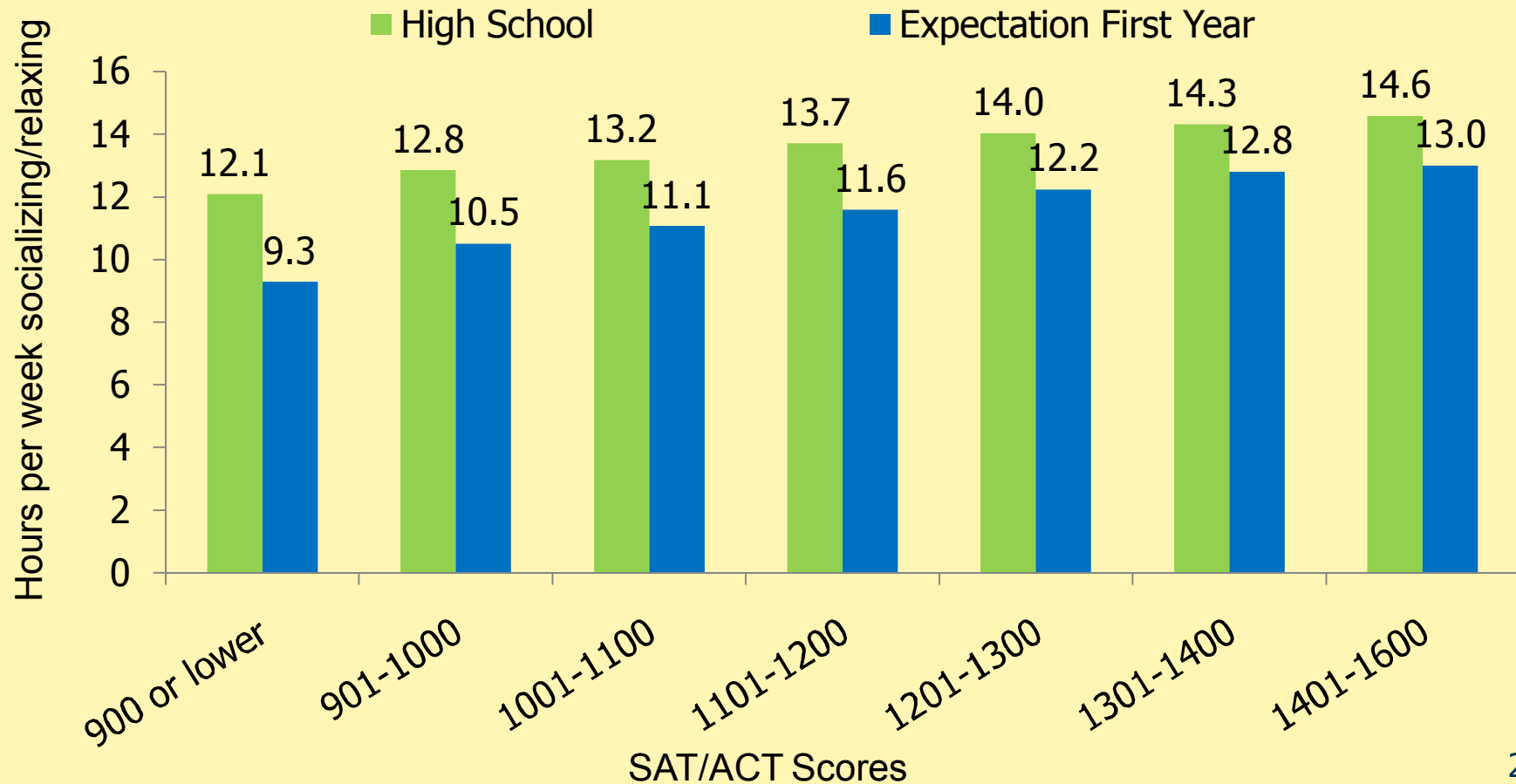
This institution also asked their IR office to run some additional analysis on their first-year students using the BCSSE and NSSE data.

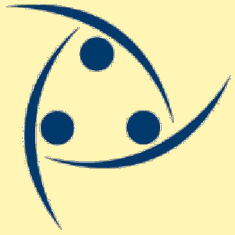
Here are a few additional things they found out about their incoming first-year students. . .



# Additional Analysis

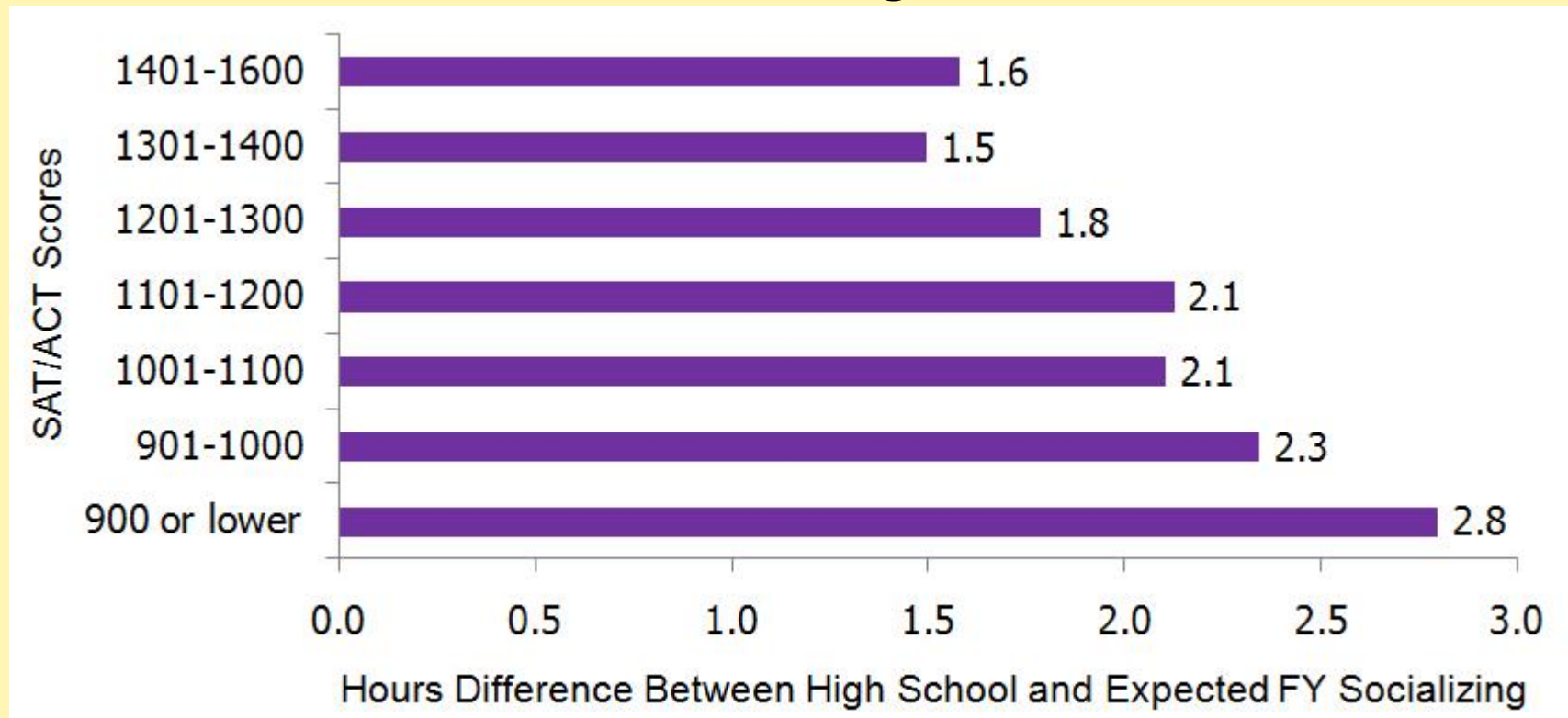
Prior academic achievement was related to expectations in surprising ways.



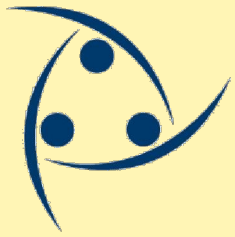


# Additional Analysis

The difference between high school and expected first-year hours socializing decreased with increasing test scores.



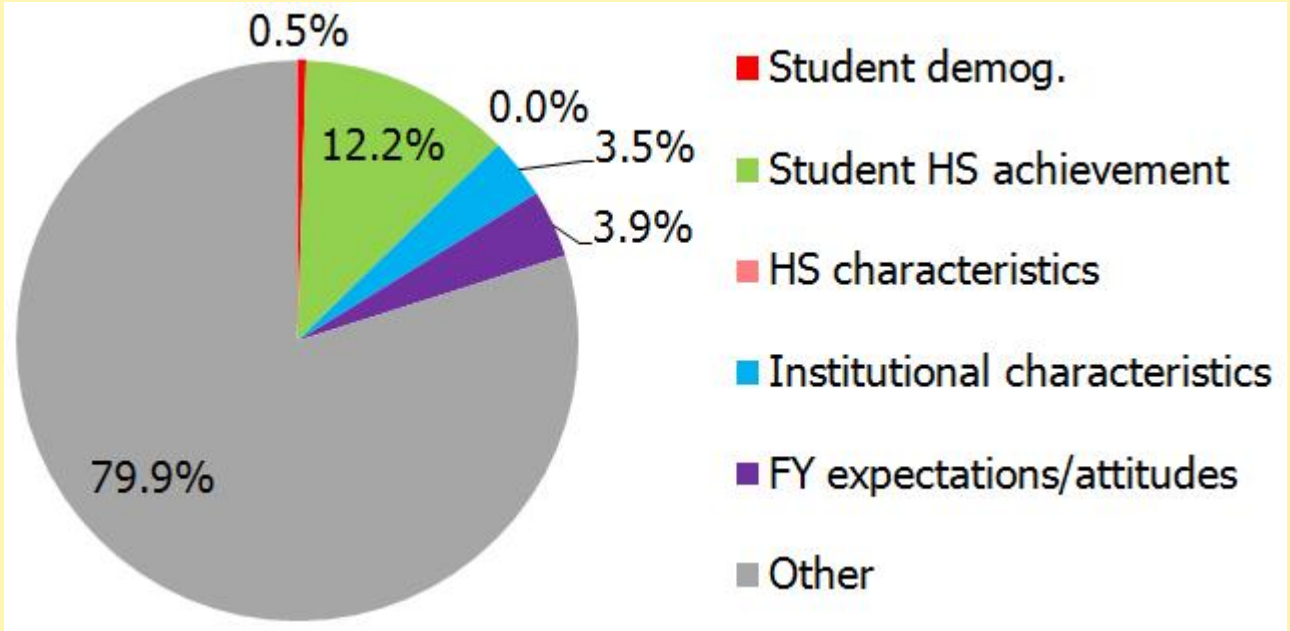


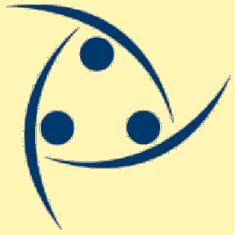


# Additional Analysis

High school academic experiences, along with first-year expectations and attitudes, were important predictors of first-year academic engagement.

*BCSSE data predicted about 20% of the variance in Active & Collaborative Learning*



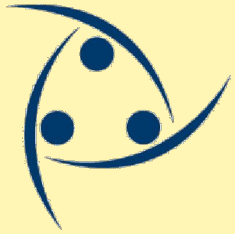


# Discussion and Questions

Many of you provided us with questions at the time you registered. I wanted to take time to make sure that all these questions, as well as any others are answered.

Question 1: Which mode (web or paper) has the highest response rate?

Question 2: What sets BCSSE apart from other freshmen surveys?



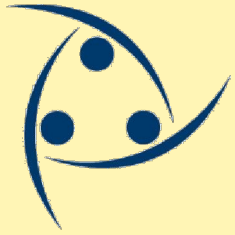
# Discussion and Questions

Question 3: How can BCSSE-NSSE data be used to evaluate first year programs?

Question 4: How do I compare our BCSSE results with the results of other institutions?

Question 5: What is the average turn-around time for the data file and advising reports after the paper version is sent back for scoring?

Question 6: Can we add our own local questions to the survey?



# Other Resources

[www.nsse.iub.edu](http://www.nsse.iub.edu)

- ***Presentations at national conferences***
- ***Research papers***
- ***Upcoming Webinars***

March 24: Beyond NSSE Benchmarks

April 7: Digging Deeper Series - Core Concepts

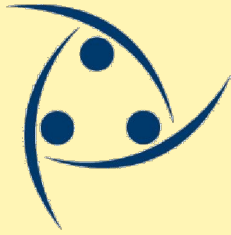
April 14: Digging Deeper Series - Intermediate Concepts

April 21: Digging Deeper Series - Advanced Use: Multi-Year Analysis

May 12: Using NSSE in Accreditation

June 22: Using High Impact Activities to Maximize Students Gains

August 18: Integrating NSSE Results and Demographics across  
Academic/Support Departments



**Thank you!**

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