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.

Please leave your audio muted and video off (both indicated by a red slash)

Click to open the Participants box. This will allow you to give nonverbal feedback.

Click to open the Chat box. This will allow you to chat with Hosts and Participants.

• Visit https://kb.iu.edu/d/aods#hearth-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 be 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
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
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
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.
New student academic experiences and expectations for engagement should inform institutional efforts to positively influence student persistence and success.

BCSSE & New Student Retention & Success
BCSSE Survey
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

and other examples of NSSE, FSSE, and BCSSE Data Use: nsse.indiana.edu/html/using_nsse_db
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.
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.
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
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
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
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
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

Demographics and additional information are also unchanged.
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.
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 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
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**

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

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

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**Current Administration Snapshot**

<table>
<thead>
<tr>
<th>Survey Type</th>
<th>First-Year</th>
<th>Transfer</th>
<th>Delayed-Entry</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web</td>
<td>913</td>
<td>1</td>
<td>9</td>
<td>923</td>
</tr>
</tbody>
</table>

- 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**

(o) Filter by date: from [ ] to [ ]

Filter by student's last name: [ ]

Filter by student's major: [ ]

**Step 2 — Download**

- First-Year Students
- Download Advising Report (for 913 students)—files named with student ID

**Advising reports**: Uses same data in preliminary data file
Final SPSS data file will be posted along with your Institutional Report approximately 2 to 3 weeks after your administration closes.
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.
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
Updated BCSSE Institutional Reports include: 1) Respondent Profile, 2) Frequency and Mean Comparisons, and 3) BCSSE Scale Means.

<table>
<thead>
<tr>
<th>First-Year Students</th>
<th>Frequency Distributions</th>
<th>Mean Comparisons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Generation</td>
<td>High School Grades</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>First-Year Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6. During high school, how many of the following types of classes did you complete? (Select only one.)

#### a. Advanced Placement (AP)

- **Biology**
  - Yes: 0, 0
  - No: 15, 12

- **Chemistry**
  - Yes: 0, 0
  - No: 15, 12

- **English**
  - Yes: 0, 0
  - No: 15, 12

- **Physics**
  - Yes: 0, 0
  - No: 15, 12

#### b. College or university course for credit

- **Biology**
  - Yes: 0, 0
  - No: 15, 12

- **Chemistry**
  - Yes: 0, 0
  - No: 15, 12

- **English**
  - Yes: 0, 0
  - No: 15, 12

- **Physics**
  - Yes: 0, 0
  - No: 15, 12

#### c. International Baccalaureate (IB)

- **Biology**
  - Yes: 0, 0
  - No: 15, 12

- **Chemistry**
  - Yes: 0, 0
  - No: 15, 12

- **English**
  - Yes: 0, 0
  - No: 15, 12

- **Physics**
  - Yes: 0, 0
  - No: 15, 12

### Notes

- **Self-Reported**
- **BCSSE**
- **Estimated**
- **Mean**
- **Standard deviation**
- **Total**

### Analysis

- **Frequency Distributions**
- **Mean Comparisons**

- **First Generation**
- **High School Grades**

- **Yes**
- **No**

- **Statistical comparison**
- **Effect Size**

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

<table>
<thead>
<tr>
<th>BCSSE Scalesa</th>
<th>Variable</th>
<th>All Students</th>
<th>First-Generationd</th>
<th>Self-Reported</th>
<th>Previous Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>N</td>
<td>Yes</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>TR_LS</td>
<td>38.4</td>
<td>12.8</td>
<td>249</td>
<td>37.8</td>
</tr>
<tr>
<td>Collaborative Learning</td>
<td>EXP_CL</td>
<td>31.3</td>
<td>12.5</td>
<td>246</td>
<td>32.5</td>
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<tr>
<td>Student-Faculty Interaction</td>
<td>EXP_SFI</td>
<td>32.6</td>
<td>13.3</td>
<td>246</td>
<td>33.5</td>
</tr>
<tr>
<td>Expected Discussions with Diverse Others</td>
<td>EXP_DD</td>
<td>44.1</td>
<td>16.0</td>
<td>245</td>
<td>44.1</td>
</tr>
<tr>
<td>Expected Academic Perseverance</td>
<td>EXP_PER</td>
<td>45.2</td>
<td>11.8</td>
<td>245</td>
<td>44.6</td>
</tr>
<tr>
<td>Expected Academic Difficulty</td>
<td>EXP_DIF</td>
<td>25.0</td>
<td>11.5</td>
<td>244</td>
<td>25.2</td>
</tr>
<tr>
<td>Perceived Academic Preparation</td>
<td>PER_PREP</td>
<td>48.5</td>
<td>10.8</td>
<td>243</td>
<td>48.2</td>
</tr>
<tr>
<td>Importance of Campus Environment</td>
<td>IMP_CAMP</td>
<td>43.6</td>
<td>11.4</td>
<td>243</td>
<td>43.7</td>
</tr>
</tbody>
</table>
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

Also, Summary Tables reported by institution type and control bcsse.indiana.edu/summary_tables.cfm
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?
First-Year students enter with a range of expectations that influences how students actually engage during the coming year.

Student expectations to:

- Talk about career plans with a faculty member: 59%
- Prepare for exams by discussing or working through course material with other students: 79%
- Seek help from learning support services (tutoring, writing ctr, etc.): 60%
- Study/Prepare for class 16+ hrs per week: 47%

“Very often” or “Often”
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?

- No/Uncertain:
  - First choice: 34%
  - Second choice: 41%
  - Third choice or lower: 25%

- Yes:
  - First choice: 68%
  - Second choice: 24%
  - Third choice or lower: 8%
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%


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

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
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

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NSSE Surveys: 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
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
Lessons from the Field (Volume 4)
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/

Using Your BCSSE Data
bcsse.indiana.edu/usingBCSSEData.cfm

How Institutions use NSSE Data
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**

<table>
<thead>
<tr>
<th>Paper surveys shipped</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 200 surveys</td>
<td>$500</td>
</tr>
<tr>
<td>201 or more surveys</td>
<td>$2.50/survey</td>
</tr>
</tbody>
</table>

**Online Mode**

<table>
<thead>
<tr>
<th>First-year enrollment (^a)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 500 students</td>
<td>$750</td>
</tr>
<tr>
<td>501 to 1,000 students</td>
<td>$1,000</td>
</tr>
<tr>
<td>1,001 to 2,000 students</td>
<td>$1,500</td>
</tr>
<tr>
<td>2,001 to 3,000 students</td>
<td>$2,500</td>
</tr>
<tr>
<td>3,001 to 4,000 students</td>
<td>$3,500</td>
</tr>
<tr>
<td>more than 4,000 students</td>
<td>$4,500</td>
</tr>
</tbody>
</table>

\(^a\) 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)

<table>
<thead>
<tr>
<th>Enrollment Range</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 500 students</td>
<td>$750</td>
</tr>
<tr>
<td>501 to 1,000 students</td>
<td>$1,000</td>
</tr>
<tr>
<td>More than 1,000 students</td>
<td>$1,500</td>
</tr>
</tbody>
</table>

Surveying New Entering Winter-Admitted Students
Online mode only
Winter administration fee: $350
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
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

bcsse.indiana.edu
THANK YOU!

Please contact me with any questions or comments.

James Cole: colejs@indiana.edu