

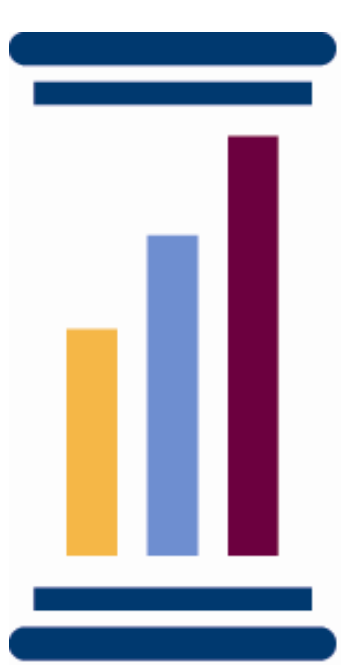
# Using BCSSE to Improve the Experiences of First-Year, Transfer, and Delayed-Entry Students

**Webinar will begin at 2 pm EST.**

**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.**

The diagram illustrates the Zoom meeting toolbar and its associated controls. The toolbar includes icons for Unmute, Start Video, Invite, Participants (with a '1' indicator), Share Screen, Chat, Record, and Leave Meeting. Three callout boxes provide instructions: 1. A box with an upward arrow pointing to the Unmute and Start Video icons explains that a red slash indicates muted audio and off video. 2. A box with an upward arrow pointing to the Participants icon explains that clicking it allows for nonverbal feedback. 3. A box with an upward arrow pointing to the Chat icon explains that clicking it opens the chat box. Below the toolbar, two additional boxes are shown: one for nonverbal feedback options (raise hand, yes, no, go slower, go faster, more) and one for the chat window (To: Everyone, Type message here...).

- Visit <https://kb.iu.edu/d/aods#hear-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 by selecting “Test Speaker.” If you cannot hear, change the output source by selecting a different speaker device.



# Using BCSSE to Improve the Experiences of First-Year, Transfer, and Delayed-Entry Students

**James Cole, PhD**

*Project Manager, Beginning College Survey of Student Engagement*

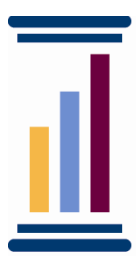
Assistance from:

Dajanae Palmer

and

Defta Oktafiga

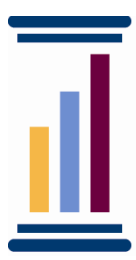
Graduate students and Research Project Associates



# We will cover...

- BCSSE 2007 to 2018
  - What has worked well and why the need to update
- Overview of Survey Changes
  - Purpose of survey
  - Changes to the survey
    - First-year, transfer, and delayed-entry students
  - Survey administration
    - When, how, and mode (paper or online)
- New Interface Functions
- New Reports and Data Use
  - Advising Reports
  - Institutional Reports
- Complement to NSSE
- BCSSE Costs (new fee structure)

**BCSSE 2007 to 2018**



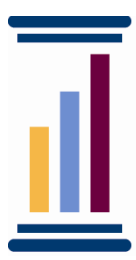
# BCSSE 2007 to 2018

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
- First-year program design and evaluation
- Accreditation self-studies
- Faculty and staff development

See “Using Your BCSSE Data”: [bcsse.indiana.edu/usingBCSSEData.cfm](https://bcsse.indiana.edu/usingBCSSEData.cfm)



# BCSSE 2007 to 2018

## Why the need to update the survey?

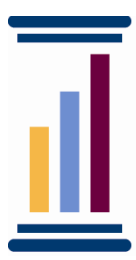
1. Many requests over the years to develop a survey for transfer students.
2. More than 1200 baccalaureate institutions are “high transfer-in” institutions (>20% of their students transferred into that institution).

(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.**

# Overview of Survey Changes

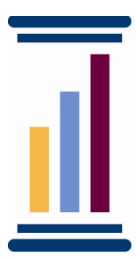


# Overview of changes

Purpose of BCSSE is largely unchanged:

To measure prior academic and co-curricular experiences, as well as expectations and attitudes for participating in educationally purposeful activities during the upcoming academic year, for all **entering students including First Year, Transfer, and Delayed-Entry.**

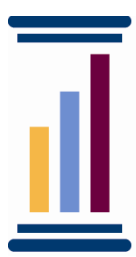




# Overview of changes

## **FIRST-YEAR students include:**

- All paper survey respondents regardless of high school graduation year.
- Web respondents who graduated high school in **2019, 2018, or 2017** and who:
  - Did not attend another institution since graduating high school
  - Did attend another institution since graduating high school and expects to transfer 11 or fewer credits.



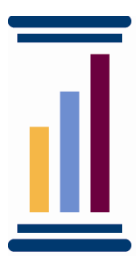
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  - Did attend another institution since graduating high school and expects to transfer 11 or fewer credits.

## **TRANSFER students include:**

- Web respondents who attended a college or university after graduation from high school and expects to transfer 12 or more credits regardless of high school graduation year.



# Overview of changes

## **FIRST-YEAR students include:**

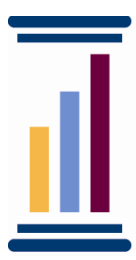
- All paper survey respondents regardless of high school graduation year.
- Web respondents who graduated high school in **2019, 2018, or 2017** and who:
  - Did not attend another institution since graduating high school
  - Did attend another institution since graduating high school and expects to transfer 11 or fewer credits.

## **TRANSFER students include:**

- Web respondents who attended a college or university after graduation from high school and expects to transfer 12 or more credits regardless of high school graduation year.

## **DELAYED-ENTRY (older) students include:**

- Web respondents who graduated high school in **2016 or earlier** and who:
- Did not attend another institution since graduating high school
- Did attend another institution since graduating high school and expects to transfer 11 or fewer credits.



# First-Year Students

## Changes to the survey for First-Year Students

- Paper survey content stays the same
- Web mode same as paper except includes additional questions to determine student status (FY, Transfer, or DE)
  - Attend another institution and how many credits expected to transfer
- Change to racial/ethnic categories and housing question to stay consistent with NSSE

**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.

**HIGH SCHOOL EXPERIENCES**

**1** Please write in the year you graduated from high school (for example, 2018):

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

Public  Home school  
 Private, religiously-affiliated  Other (e.g., GED)  
 Private, not religiously-affiliated

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

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

**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** If you completed the SAT and/or ACT, enter your scores below (as best you remember):

SAT (possible range=200-800)      ACT (possible range=1-36)

Reading & Writing:           Composite:

Math:

Are these SAT scores from March 2016 or later?  
 Yes  No

**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)	<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"/>
c. International Baccalaureate (IB)	<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 lengths did you complete?

a. Up to 5 pages

None	1-2	3-5	6-10	11-15	16-20	More than 20
<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

None	1-2	3-5	6-10	11-15	16-20	More than 20
<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

None	1-2	3-5	6-10	11-15	16-20	More than 20
<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 the following?

a. Preparing for class (studying, reading, doing homework, etc.)

0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hours per week

b. Working for pay

0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hours per week

c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)

0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hours per week

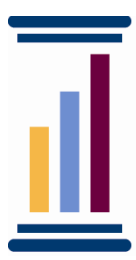
d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)

0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hours per week

**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?

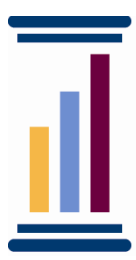
Very little	Some	About half	Most	Almost all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Transfer and Delayed-Entry Students

## Summary of changes for Transfer and Delayed-Entry Students:

- High school questions replaced with questions specifically for Transfer and Delayed-Entry students.
- All students (FY, Transfer, and Delayed-Entry) still answer the same questions regarding expectations for coming year, as well as background and demographic questions.

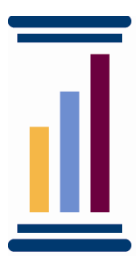


# Transfer and Delayed-Entry Students

## **Transfer Students Only:**

*Experiences other college or university*

- Type institution (baccalaureate, community college, etc)
- How many credits expect to transfer
- Previous Grades
- Use of Learning Strategies (BCSSE scale and parallels NSSE Engagement Indicator)
- Expected co-enrollment (attend another institution while attending yours)
- Why they left the other institution

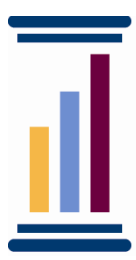


# Transfer and Delayed-Entry Students

## Example Transfer Student item

*Which of the following describes why you are no longer enrolled at other institution(s)?  
(Select all that apply.)*

- Completed program/degree
- Always planned on transferring
- Too expensive
- Did not offer the major you are interested in
- Inconvenient course scheduling
- Too far from where you lived
- Family or personal relationship
- Quality of academic programs
- Academic difficulty
- Personal dissatisfaction
- Other



# Transfer and Delayed-Entry Students

## Transfer Students Only:

### *Experiences other college or university*

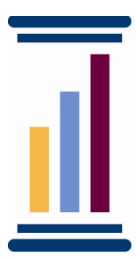
- Type institution (baccalaureate, community college, etc)
- How many credits expect to transfer
- Previous Grades
- Use of Learning Strategies (BCSSE scale and parallels NSSE Engagement Indicator)
- Expected co-enrollment (attend another institution while attending yours)
- Why they left the other institution

## 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





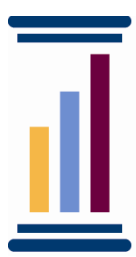
# Transfer and Delayed-Entry Students

## Example Transfer and Delayed-Entry Student item

*During the coming school year, which do you think will cause you stress?  
(Select all that apply.)*

- Transitioning back to being a student
- Balancing school and other commitments (work, family, etc)
- Not having enough money for basic needs (housing, food, and transportation)
- Not having enough money for college expenses (tuition, fees, books, etc.)
- Personal safety
- Personal relationship
- Roommate relationship
- Choosing a career
- Commuting to campus
- Other

**MS Word versions of the first-year, transfer, and delayed-entry web surveys  
will be available on our website in near future**



# Transfer and Delayed-Entry Students

**For Transfer and Delayed-Entry Students, survey content still includes questions about:**

## **Academic Expectations including:**

- Hours preparing for class, working, etc
- Student-Faculty Interactions\*
- Discussion with Diverse Others\*
- Collaborative Learning\*
- Expected Academic Difficulty\*\*
- Academic Perseverance\*\*
- Academic Help-Seeking\*\* *(added 2017)*
- Perceived Academic Preparation\*
- Importance of Supportive Environment\*

\* Corresponds with NSSE Engagement Indicator

\*\* Corresponds with NSSE First-Year Module

During the coming school year, about how often do you expect to do the following?

Ask another student to help you understand course material

Very often      Often      Sometimes      Never

Explain course material to one or more students

Very often      Often      Sometimes      Never

Prepare for exams by discussing or working through course material with other students

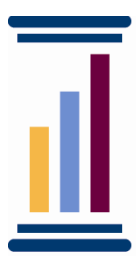
Very often      Often      Sometimes      Never

Work with other students on course projects or assignments

Very often      Often      Sometimes      Never

Talk about career plans with a faculty member

Very often      Often      Sometimes      Never



# Transfer and Delayed-Entry Students

Demographics and additional information are also unchanged

**Other questions include:**

- Sources for paying for college
- First generation status
- Expectation to graduate
- Expected grades
- Choice of institution
- Other demographic and race/ethnicity

Are you (or will you be) a full-time student at this institution?

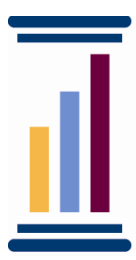
- Yes
- No

How many of your close friends will attend this institution during the coming year?

- None
- 1
- 2
- 3
- 4 or more

This institution was your:

- First choice
- Second choice
- Third choice or lower



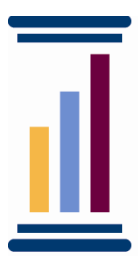
# Survey Administration

## Summer/Fall administration:

- Modes available: Paper (FY only), Web, or Mixed
- Dates available: Early April to late summer/early fall
- Administered prior to the start of the fall term, but no later than two weeks after the start of the fall classes start.

## Winter administration:

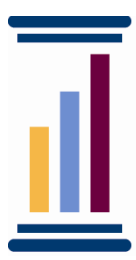
- Modes available: Web only
- Dates available: Early December to end of January
- Administered anytime during December or January.



# Survey Administration

## Paper, Web, or Mixed Modes

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



# Survey Administration

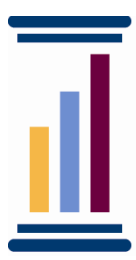
## Web email administration

**\* 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 staff cannot provide technical details needed for each campus, but will provide information needed regarding survey programming on our end
- More information about this option will be available in Spring 2019.

# New Interface Functions



# New Interface Functions

## Interface Changes

- *There will be a new functions added for Transfer, and Delayed-Entry students.*
- *Will be able to filter and download advising reports based on student status*



### Current Administration Snapshot

Total Responses: 166

Survey Type	Complete	Partial
Web	100	66

[Download your disposition file](#)

[Download your coded preliminary data file](#)

[Download your labeled preliminary data file](#)

[Download BCSSE 2017 Codebook](#)

### Advising Report

- [Using your BCSSE Student Advising Report](#)

Step 1 — Filter:

(optional)

Filter by date: from  to

Filter by student's last name:

Ex: S. Smith or Smith

Filter by student's major:

Ex: Bio or Biology

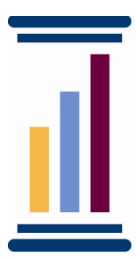
Step 2 — Download:

[Download Advising Report \(for 166 students\)—files named with student ID](#)

[Download Advising Report \(for 166 students\)—files named with student's name](#)

To be updated





# New Interface Functions

## Interface Changes

- *Data files will now include FY, transfer, and delayed-entry students.*
- *Same as previous years, web data will be available for download within hours after submission and paper survey data shortly after scanning.*

### Current Administration Snapshot

Total Responses: 166

Survey Type	Complete	Partial
Web	100	66

[Download your disposition file](#)

[Download your coded preliminary data file](#)

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Step 1 — Filter:

(optional)

Filter by date: from  to

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Ex: S. Smith or Smith

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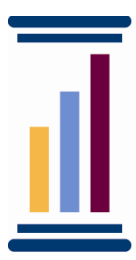
Ex: Bio or Biology

Step 2 — Download:

[Download Advising Report \(for 166 students\)—files named with student ID](#)

[Download Advising Report \(for 166 students\)—files named with student's name](#)

To be updated



# New Interface Functions

*Can I fix errors in the data file?*

Yes, will still be able to download respondent files and make corrections.

## Respondent File Update

The Respondent File Update allows you to make corrections in the data file **after** students have started submitting survey responses. Update your respondent file to mark records as ineligible (non-enrolled), duplicates, or missing cases, or to update existing records with revised information (e.g., student ID, last name, or first name). Before submitting an update, please read the "Instructions for Respondent File Update" below for other important information.

**NOTE** - Updates to your respondent file made more than two weeks after your administration end date will not be included in your final SPSS data file or your BCSSE Institutional Report.

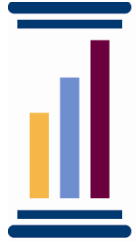
[Instructions for Respondent File Update](#)

[Download Current Respondent File](#) (to use as a template to prepare your update)

Note: the upload process can take several minutes, depending on the size of your file.

**What's next?** Once your file has been submitted, review the notification box that appears, as well as the email summary detailing specific updates that have been made. Your update will be processed as part of the next scheduled BCSSE output/advising report run (daily at 6 am, 12 noon, and 5 pm); you will receive your email summary at that time. Both the feedback displayed on the Interface and within the email summary should be reviewed carefully.

# **New Reports and Data Use**



# New Reports and Data Use

## New Advising Reports

- New survey content for Transfer and Delayed-Entry students will replace the high school questions.
- Campus registration determines which Advising and Institutional Reports will only be available.

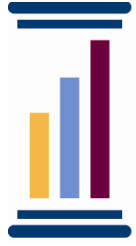


### BCSSE Transfer Student Advising Report

\*\*\*\*DRAFT\*\*\*\*

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 academic experiences. Information about using the BCSSE Advising report can be found at: [bcse.indiana.edu](http://bcse.indiana.edu)

Student Background		Expected Transition Difficulty	
Name	«fn17»«ln17»	How difficult do you expect the following to be:	1 = Not at all difficult to 6 = Very Difficult
Student ID	«bstudid»	Learning course material	«clearma»
Exp transfer credits	«ttrnsfr_cr»	Managing your time	«cmantime»
Expected major	«MAJCode»	Paying for college expenses	«cpaycoll»
Attending full time?	«fyfulltime18»	Getting help with school work	«cggethelp»
Expects to be co-enrolled	«tanthinst»	Making new friends	«cmakefr»
Veteran	«tmilitary»	Interacting with faculty	«cintfac»
Expected years to graduate	«tyrscmpl»	Academic Perseverance	
Prior Educational Experiences		How certain are you that you will:	1 = Not at all certain to 6 = Very certain
Grades at prior institution	«tgrades»	Study when there are other interesting things to do	«cotherint»
Use of effective learning strategies (0=Very Low to 6=Very High)	«tr_ls»	Find additional information for assignments when you don't understand the material	«cfindinfo»
Expected hours per Week on Various Activities		Participate regularly in course discussions, even when you don't feel like it	«ccourdis»
	Average hours per week	Ask instructors for help when you struggle with course assignments	«caskinst»
Studying	«fyacadpr13»	Finish something you have started when you encounter challenges	«cfinish»
Working	«fywork»	Stay positive, even when you do poorly on a test or assignment	«cstaypos»
Co-curricular	«fycocurr»	Academic Preparation	
Commuting	«fysocial13»	How prepared are you to:	1 = Not at all prepared to 6 = Very prepared
Reasons for Choosing Institution		Write clearly and effectively	«fysgwrit»
How important were the following reasons for choosing this institution?	1 = Not important to 6 = Very important	Speak clearly and effectively	«fysgspeak»
Affordability	«tafford»	Think critically and analytically	«fysgthink»
Location	«tnear»	Analyze math or quantitative problems	«fysganalyze»
Can transfer most or all of your credits	«ttrnsfr»	Use computing and information technology	«cgncompt13»
Offers the major(s) you are interested in	«ttoffermjr»	Work effectively with others	«fysgothers»
Quality of academic programs	«tqualacad»	Learn effectively on your own	«cgninq»
Can finish your degree quickly	«tfinish»	Importance of Campus Support	
Flexible scheduling of courses	«tflex»	How important is it that your institution provide:	1 = Not important to 6 = Very important
Expected Stress During Coming Year		A challenging academic experience	«fyacadexp»
During the coming school year, which do you think will cause you stress? (Note - if more than 3 checked, then first 3 listed below)		Support to help you succeed academically	«fyseacad»
1.		Opportunities to interact with students from different economic, social, racial/ethnic backgrounds	«fysediv»
2.		Assistance coping with non-academic responsibilities	«fyseacad»
3.		Support to help you thrive socially	«fyseasoc»
Expected Academic Help-Seeking		Learning support services (tutoring, writing center, success coaching, etc.)	«fyseaserv»
How often expect to seek help with coursework from:	1=Never, 2=Sometimes, 3=Often, 4=Very Often		
Faculty members	«fyseekfac»		
Academic advisors	«fyseekaa»		
Learning Support Services (tutoring, writing center, success coaching, etc.)	«fyseeksl»		
Friends or other students	«fyseekfrnd»		
Family members	«fyseekfam»		
Other persons or offices	«fyseekoth»		

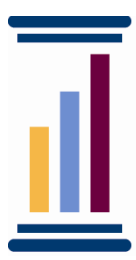


# New Reports and Data Use

Summer/Fall: Updated Institutional Reports include: 1) Respondent Profile, 2) Frequency and Mean Comparisons, and 3) BCSSE Scale Means

## First-Year Students

Item wording or description				Variable name				Values				Response options				Frequency Distributions								Mean Comparisons																																																																																																																																																																																								
																All Students				First Generation		Self-Reported High School Grades				First Generation		Self-Reported High School Grades																																																																																																																																																																																				
																Count	%	Mean		Count	%	Count	%	A- or higher	B+ or lower	Count	%	Count	%	Mean	Mean	Statistical comparison	Effect size	A- or higher	B- or lower	Statistical comparison	Effect size																																																																																																																																																																											
<b>6. During high school, how many of the following types of classes did you complete?(Select only one.)</b>																																																																																																																																																																																																																
<b>a. Advanced Placement (AP) classes</b>																																																																																																																																																																																																																
<table border="0"> <tr> <td>0</td><td>0</td><td>17,940</td><td>27</td><td>8,165</td><td>20</td><td>9,937</td><td>38</td><td>7,804</td><td>32</td><td>9,031</td><td>24</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>1.5</td><td>1-2</td><td>19,418</td><td>29</td><td>11,143</td><td>28</td><td>8,025</td><td>32</td><td>7,683</td><td>31</td><td>10,559</td><td>28</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>3.5</td><td>3-4</td><td>13,512</td><td>21</td><td>9,269</td><td>23</td><td>4,145</td><td>17</td><td>4,734</td><td>19</td><td>7,337</td><td>21</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>5.5</td><td>5-6</td><td>8,089</td><td>12</td><td>6,111</td><td>15</td><td>1,910</td><td>8</td><td>2,376</td><td>10</td><td>5,153</td><td>14</td><td>3.3</td><td>2.0</td><td>***</td><td>.23</td><td>2.4</td><td>3.0</td><td>***</td><td></td><td></td><td></td><td>.23</td> </tr> <tr> <td>7.5</td><td>7-8</td><td>4,104</td><td>6</td><td>3,270</td><td>8</td><td>800</td><td>3</td><td>1,131</td><td>5</td><td>2,708</td><td>7</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>9.5</td><td>9-10</td><td>1,731</td><td>3</td><td>1,414</td><td>4</td><td>301</td><td>1</td><td>449</td><td>2</td><td>1,172</td><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>11.5</td><td>11 or more</td><td>1,182</td><td>2</td><td>916</td><td>2</td><td>256</td><td>1</td><td>366</td><td>1</td><td>738</td><td>2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td>Total</td><td>65,976</td><td>100</td><td>40,288</td><td>100</td><td>24,834</td><td>100</td><td>21,543</td><td>100</td><td>37,308</td><td>100</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																						0	0	17,940	27	8,165	20	9,937	38	7,804	32	9,031	24													1.5	1-2	19,418	29	11,143	28	8,025	32	7,683	31	10,559	28													3.5	3-4	13,512	21	9,269	23	4,145	17	4,734	19	7,337	21													5.5	5-6	8,089	12	6,111	15	1,910	8	2,376	10	5,153	14	3.3	2.0	***	.23	2.4	3.0	***				.23	7.5	7-8	4,104	6	3,270	8	800	3	1,131	5	2,708	7												9.5	9-10	1,731	3	1,414	4	301	1	449	2	1,172	3												11.5	11 or more	1,182	2	916	2	256	1	366	1	738	2													Total	65,976	100	40,288	100	24,834	100	21,543	100	37,308	100											
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# New Reports and Data Use

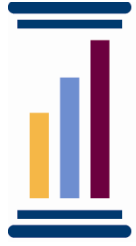
Summer/Fall: New possible reports include comparing results by expected difficulty “Managing your time” and “Getting help with school work”

## Transfer Students

BCSSE Scales <sup>a</sup>	Variable	All Students			Expected Difficulty in Managing Time				Expected Difficulty in Getting Help with School Work			
		Mean	SD	N	Very Difficult Mean	Less than Very Difficult Mean	Statistical comparison	Effect size	Very Difficult Mean	Less than Very Difficult Mean	Statistical comparison	Effect size
<b>Learning Strategies</b> <i>Use of effective learning strategies</i>	TR_LS	38.68	12.41	339	39.69	35.42	**	.34	40.07	38.04		.16
<b>Collaborative Learning</b> <i>Expectation to interact and collaborate with peers</i>	EXP_CL	37.02	10.76	341	37.46	36.52		.17	36.96	37.08		-.01
<b>Student-Faculty Interaction</b> <i>Expectation to interaction and engage with faculty</i>	EXP_SFI	34.37	12.68	341	33.81	32.94		.16	37.29	33.22	*	.31
<b>Expected Discussions w/Diverse Others</b> <i>Expectation to engage in discussions with diverse others</i>	EXP_DD	43.30	12.78	339	43.16	43.77		-.05	43.70	43.10		.05

Let us know what you think about this proposed report, as well as any other ideas you have for new reports.

Use the “Chat” feature in Zoom or email me at [bcsse@indiana.edu](mailto:bcsse@indiana.edu)



# New Reports and Data Use

Winter administration data and reports include:

1. Data-download of student data
2. Student Advising Reports

Also, Summary Tables reported by institution type and control

[bcsse.indiana.edu/summary\\_tables.cfm](https://bcsse.indiana.edu/summary_tables.cfm)

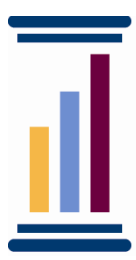


## BCSSE Transfer Student Advising Report

\*\*\*\*DRAFT\*\*\*\*

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 academic experiences. Information about using the BCSSE Advising report can be found at: [bcsse.indiana.edu](https://bcsse.indiana.edu)

Student Background		Expected Transition Difficulty	
Name	«fn17»«ln17»	How difficult do you expect the following to be:	1 = Not at all difficult to 6 = Very Difficult
Student ID	«bstudid»	Learning course material	«clearm»
Exp transfer credits	«ttrnsfr_cr»	Managing your time	«cmantime»
Expected major	«MAJCode»	Paying for college expenses	«cpaycoll»
Attending full time?	«fyfulltime18»	Getting help with school work	«cgethelp»
Expects to be co-enrolled	«tanthinst»	Making new friends	«cmakefr»
Veteran	«tmilitary»	Interacting with faculty	«cintfac»
Expected years to graduate	«tyrscmpl»		
Prior Educational Experiences		Academic Perseverance	
Grades at prior institution	«tgrades»	How certain are you that you will:	1 = Not at all certain to 6 = Very certain
Use of effective learning strategies (0=Very Low to 60=Very High)	«tr_ls»	Study when there are other interesting things to do	«cotherint»
		Find additional information for assignments when you don't understand the material	«cfindinfo»
Expected hours per Week on Various Activities		Participate regularly in course discussions, even when you don't feel like it	«ccourdis»
	Average hours per week	Ask instructors for help when you struggle with course assignments	«caskinst»
Studying	«fyacadpr13»	Finish something you have started when you encounter challenges	«cfinish»
Working	«fywork»	Stay positive, even when you do poorly on a test or assignment	«cstaypos»
Co-curricular	«fycocurr»		
Commuting	«fysocial13»		
Reasons for Choosing Institution		Academic Preparation	
How important were the following reasons for choosing this institution?	1 = Not important to 6 = Very important	How prepared are you to:	1 = Not at all prepared to you to 6 = Very prepared
Affordability	«stafford»	Write clearly and effectively	«fygwrit»
Location	«tnear»	Speak clearly and effectively	«fygspeak»
Can transfer most or all of your credits	«ttrnsfr»	Think critically and analytically	«fygthink»
Offers the major(s) you are interested in	«ctoffermjr»	Analyze math or quantitative problems	«fyganalyze»
Quality of academic programs	«tqualacad»	Use computing and information technology	«cgncompt13»
Can finish your degree quickly	«tfinish»	Work effectively with others	«fygsothers»
Flexible scheduling of courses	«tflex»	Learn effectively on your own	«cgninq»
Expected Stress During Coming Year		Importance of Campus Support	
During the coming school year, which do you think will cause you stress? (Note – if more than 3 checked, then first 3 listed below)		How important is it that your institution provide:	1 = Not important to 6 = Very important
1.		A challenging academic experience	«fyacadexp»
2.		Support to help you succeed academically	«fyseacad»
3.		Opportunities to interact with students from different economic, social, racial/ethnic backgrounds	«fysediv»
Expected Academic Help-Seeking		Assistance coping with non-academic responsibilities	«fyseacad»
How often expect to seek help with coursework from:	1=Never, 2=Sometimes, 3=Often, 4=Very Often	Support to help you thrive socially	«fyseosoc»
Faculty members	«fyseekfac»	Learning support services (tutoring, writing center, etc.)	«fyseeserv»
Academic advisors	«fyseekaa»		
Learning Support Services (tutoring, writing center, success coaching, etc.)	«fyseekls»		
Friends or other students	«fyseekfrnd»		
Family members	«fyseekfam»		
Other persons or offices	«fyseekoth»		



# New Reports and Data Use

## *BCSSE Data Use Examples*

### First-Year students

**University of South Florida – Tampa**  
Campuswide Persistence Efforts

**Auburn University**  
First-Year Advising and Retention

**Salve Regina University**  
Faculty Development, Advising, and  
Institutional Research

**Southern Connecticut State University**  
Student Advising and Faculty Development

### Transfer and Delayed-Entry students

Potential Uses include:

- **Academic advising**
- **Career Services**
- **Targeted interventions**
- **Faculty development**

For more detailed information about these and other examples, go to:  
[bcsse.indiana.edu/usingBCSSEData.cfm](https://bcsse.indiana.edu/usingBCSSEData.cfm)



# **BCSSE as a Complement to NSSE**

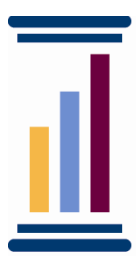


# BCSSE as a Complement to NSSE

There will be an **updated BCSSE 2019 and NSSE 2020 Combined Report** along with the BCSSE–NSSE data file with your NSSE *Institutional Report*. This report and data 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



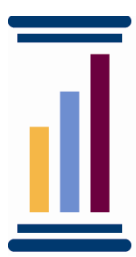
# NSSE First-Year Module

## BCSSE content aligned with NSSE Topical Modules

1. **Academic Advising**
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

More information at: [nsse.indiana.edu/html/modules.cfm](https://nsse.indiana.edu/html/modules.cfm)

# BCSSE Costs



# BCSSE Costs

## First-Year Students entering in summer/fall

**Registration Fee:** \$300

### Surveying first-year students

#### Paper Mode

Paper surveys shipped

up to 200 surveys	\$500
201 or more surveys	\$2.50/survey

#### Online Mode

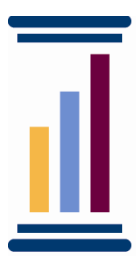
First-year enrollment<sup>a</sup>

up to 500 students	\$750
501 to 1,000 students	\$1,000
1,001 to 2,000 students	\$1,500
2,001 to 3,000 students	\$2,500
3,001 to 4,000 students	\$3,500
more than 4,000 students	\$4,500

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.

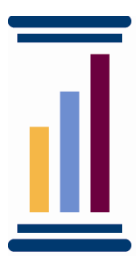
Fee based on total enrollment of transfer and delayed-entry students (by most recent IPEDS data)

Up to 500 students	\$750
501 to 1,000 students	\$1,000
More than 1,000 students	\$1,500

### Surveying New Entering Winter-Admitted Students

Online mode only

Winter administration fee: \$350



# BCSSE Registration

Registration is opens 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](http://bcsse.indiana.edu)**

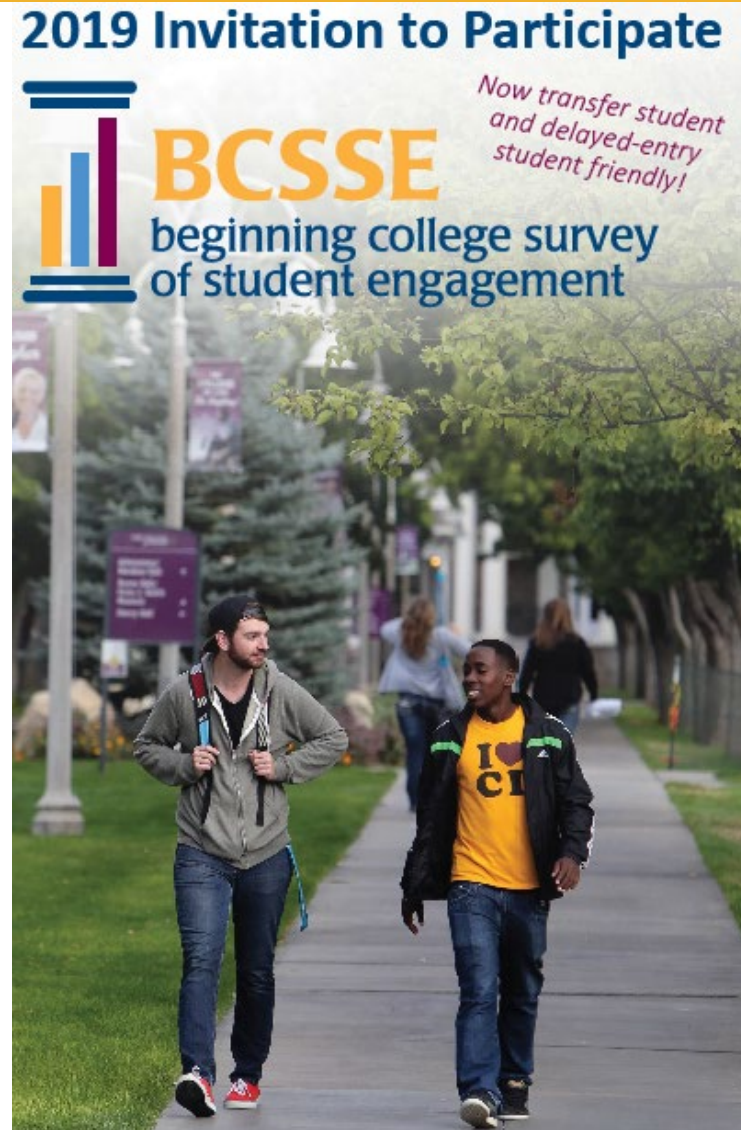
## 2019 Invitation to Participate



# BCSSE

beginning college survey  
of student engagement

*Now transfer student  
and delayed-entry  
student friendly!*



# THANK YOU!

**Please contact me with any questions or comments.**

**James Cole: [colejs@indiana.edu](mailto:colejs@indiana.edu)**

