

Using BCSSE Data for Faculty Development

Presented by:

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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

High School experiences include:

- Writing
- Reading
- Studying
- Learning Strategies
- Quantitative Reasoning
- Reflective Learning

First-Year Expectations include:

- Writing
- Reading
- Studying
- Student-Faculty Interactions
- Discussion with Diverse Others
- Collaborative Learning
- Perceived Academic Preparedness
- Importance of Supportive Environment





Survey Content

Comparing BCSSE 2013 with NSSE 2013

Content	BCSSE 2013		NSSE 2013
	High School	Expected FY	First-year
Writing	X	X	X
Reading	X	X	X
Hours/Week	X	X	X
Challenge	X		X
Quant Reasoning	X		X
Learning Strategies	X		X
Reflective Learning	X		X
Student-Faculty Interactions		X	X
Discussion w/Diverse Others		X	X
Collaborative Learning		X	X
Percieved Acad Preparedness		X	X
Supportive Environment		X	X
Self-Reported Grades	X	X	X
Prepare two or more drafts of paper	X	X	X
Come to class without completing reading	X	X	X



Survey Content

High School Experiences

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, reading, doing homework, 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"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

Hours per week

b. Working for pay

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

Hours per week

d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, 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"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

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 many hours were on assigned reading?

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

Hours per week



Survey Content

High School Experiences

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

	Very often	Often	Some- times	Never
	▼	▼	▼	▼
a. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Evaluated what others have concluded from numerical information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Identified key information from reading assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Reviewed your notes after class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Summarized what you learned in class or from course materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Survey Content

First-Year Expectations

14 During the coming school year, of the time you expect to spend preparing for class in a typical 7-day week, about how many hours will be on assigned reading?

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

15 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 another student to help you understand course material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Explain course material to one or more students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepare for exams by discussing or working through course material with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Work with other students on course projects or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Talk about career plans with a faculty member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Work with a faculty member on activities other than coursework (committees, student groups, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Survey Content

First-Year Expectations

24 What do you expect most of your grades will be during the coming year? (Select only one.)

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

25 Do you expect to graduate from this institution?

- Yes No Uncertain

26 Do you know what your major will be?

- No
 Yes, specify:

27 Are you (or will you be) a full-time student this fall term?

- Yes No

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

- None 1 2 3 4 or more

29 This institution was your:

- First choice Second choice Third choice
 Fourth choice Fifth choice or lower



Administration

Paper, Web, or Mixed Modes

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



Reports

Four reports are provided:

1. BCSSE Report (Summer/Fall 2013)
2. BCSSE Advising (Summer/Fall 2013)
3. Grand Frequencies and Means (Fall 2013)
 - a) Overall
 - b) Institution types
4. BCSSE/NSSE report (Summer 2014)

Reports

High School Experiences

High school grades	A-
High school type	Public

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

Preparing for class	1-5 hrs
Working for pay	6-10 hrs
Participating in co-curricular activities	6-10 hrs
Relaxing and socializing	16-20 hrs

About how much reading and writing did you do in high school?

1 = None to 5 = Very much

Assigned reading	4
Writing short papers or reports	5
Writing longer papers or reports	5

Expected College Experiences

Expected college grades	A
Intends to graduate from institution	Yes
Highest degree anticipated	Master's

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

Preparing for class	26-30 hrs
Working for pay on- or off- campus	1-5 hrs
Participating in co-curricular activities	16-20 hrs
Relaxing or socializing	11-15 hrs

The BCSSE Student Advising Report

The Beginning College Survey of Student Engagement Student Advising Report is an individualized report designed to help you understand how your students' expectations about college activities and learning might affect their actual first-year experiences. This report uses information from the recently completed BCSSE survey.

Reports

High School Experiences

High school grades	A-
High school type	Public

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

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Expected College Experiences

Expected college grades	A
Intends to graduate from institution	Yes
Highest degree anticipated	Master's

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

Preparing for class	26-30 hrs
Working for pay on- or off- campus	1-5 hrs
Participating in co-curricular activities	16-20 hrs
Relaxing or socializing	11-15 hrs

The BCSSE Student Advising Report

The BCSSE is not an achievement test, but rather a survey that can help you to better advise your students so they can get the most out of their college experience. The BCSSE Student Advising Report communicates the activities and experiences each student expects from their college experience.



Implications for Faculty

There are many ways campus results can be shared with faculty on your campus. Two examples include:

1. Presentation to faculty about characteristics of their incoming first-year students
2. 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, you can discuss FY students expectations to interact with faculty.

Discuss grades or assignments with an instructor	cfacgrad	EAE	Never	7	1%
			Sometimes	279	23%
			Often	564	47%
			Very often	342	29%
			Total	1,192	100%
Discuss ideas from your readings or classes with faculty members outside of class	cfacidea	EAE	Never	26	2%
			Sometimes	460	39%
			Often	474	40%
			Very often	233	20%
			Total	1,193	100%
Receive prompt feedback from faculty on your academic performance (written or oral)	cfacfeed		Never	7	1%
			Sometimes	232	19%
			Often	629	53%
			Very often	323	27%
			Total	1,191	100%
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	cfacothe		Never	12	1%
			Sometimes	431	36%
			Often	547	46%
			Very often	197	17%
			Total	1,187	100%



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Presentation to faculty

You can also create your own reports using your school-specific BCSSE data.

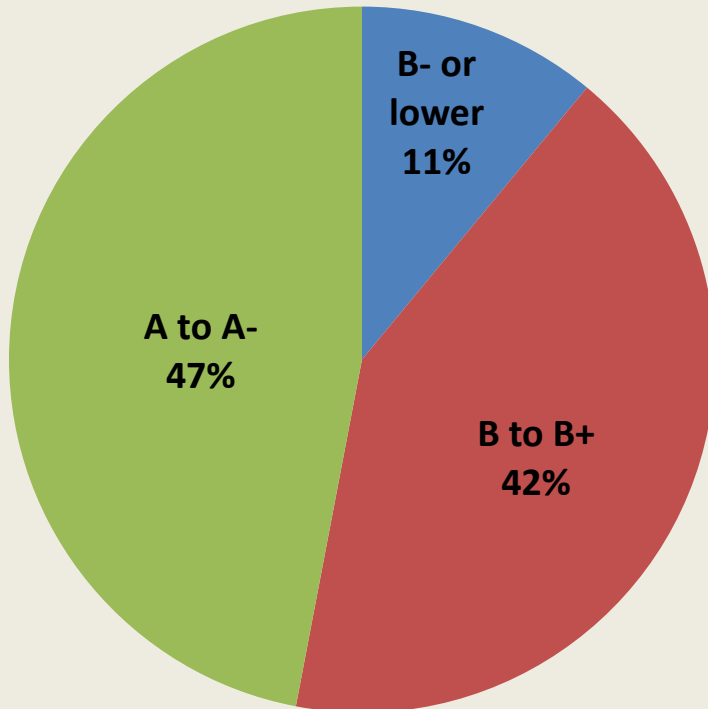


Presentation to faculty

You can also create your own reports using your school-specific BCSSE data.

High School Experiences

Overall, almost $\frac{1}{2}$ report being an 'A' student



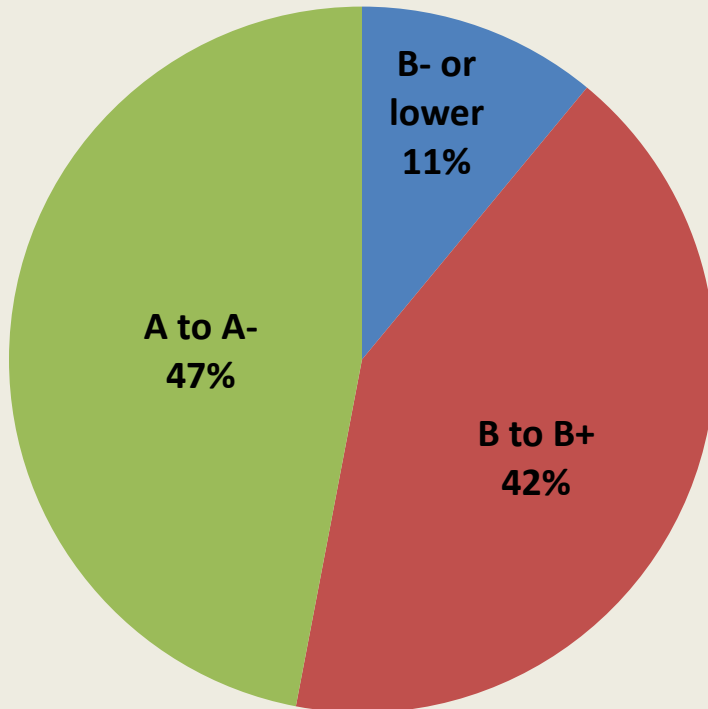


Presentation to faculty

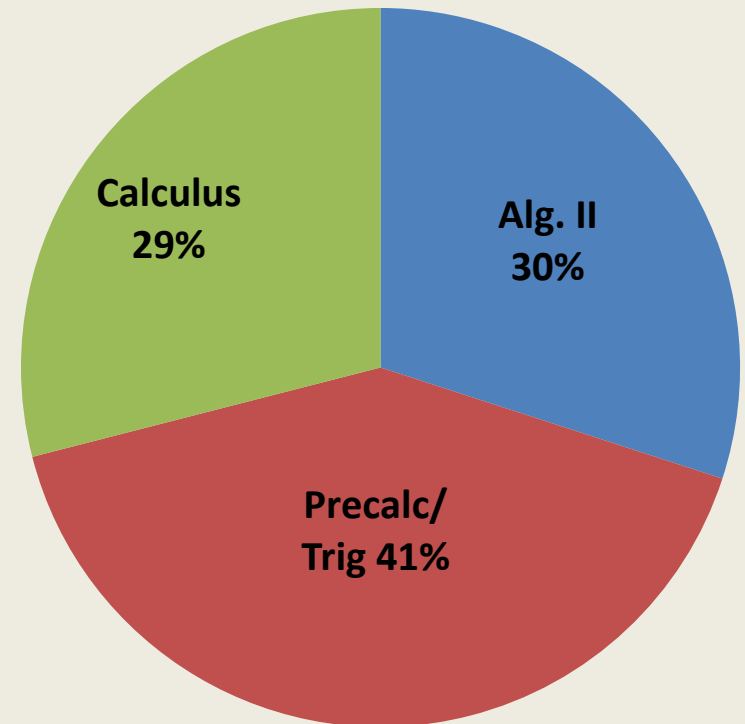
You can also create your own reports using your school-specific BCSSE data.

High School Experiences

Overall, almost $\frac{1}{2}$ report being an 'A' student



Less than $\frac{1}{3}$ reported that calculus was the highest level math completed



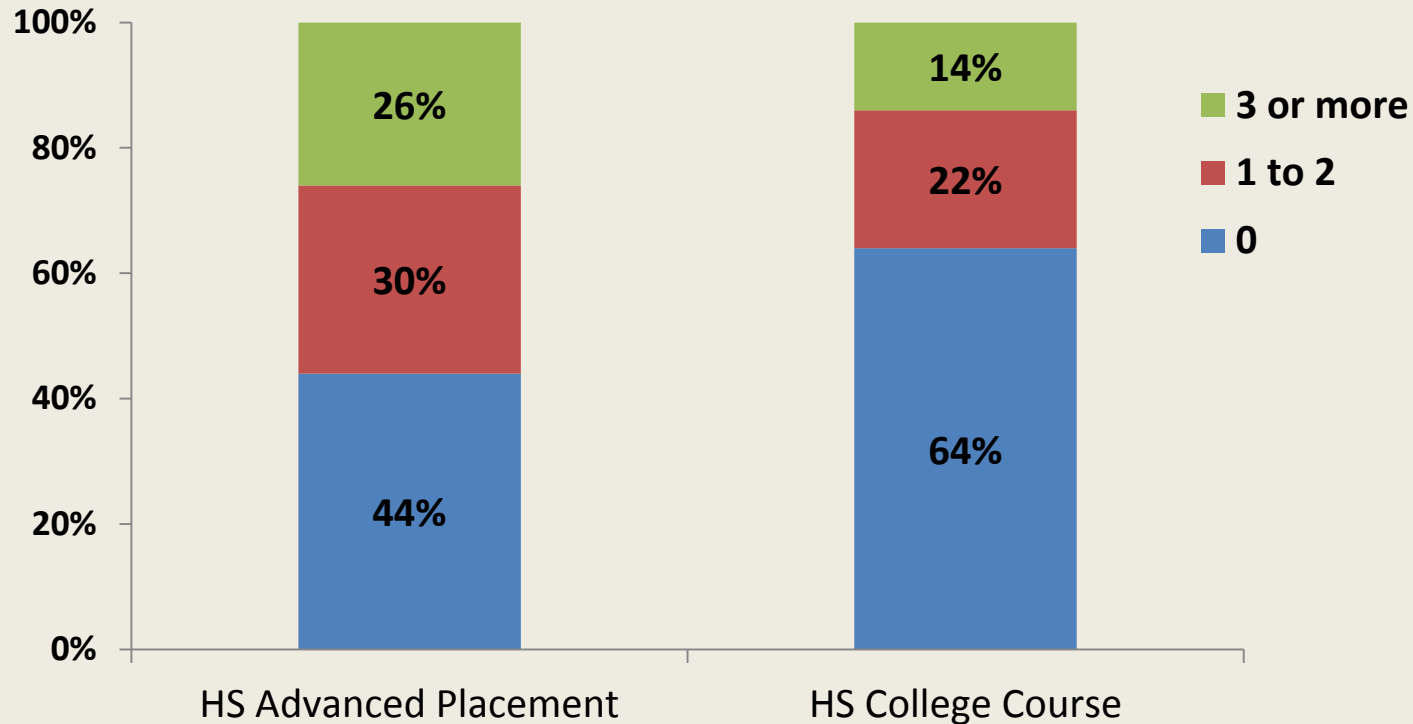


Overall, what we know about FY students

High School Experiences

More than $\frac{1}{2}$ report completing at least 1 AP course

Less than $\frac{1}{2}$ report completing any college course in HS

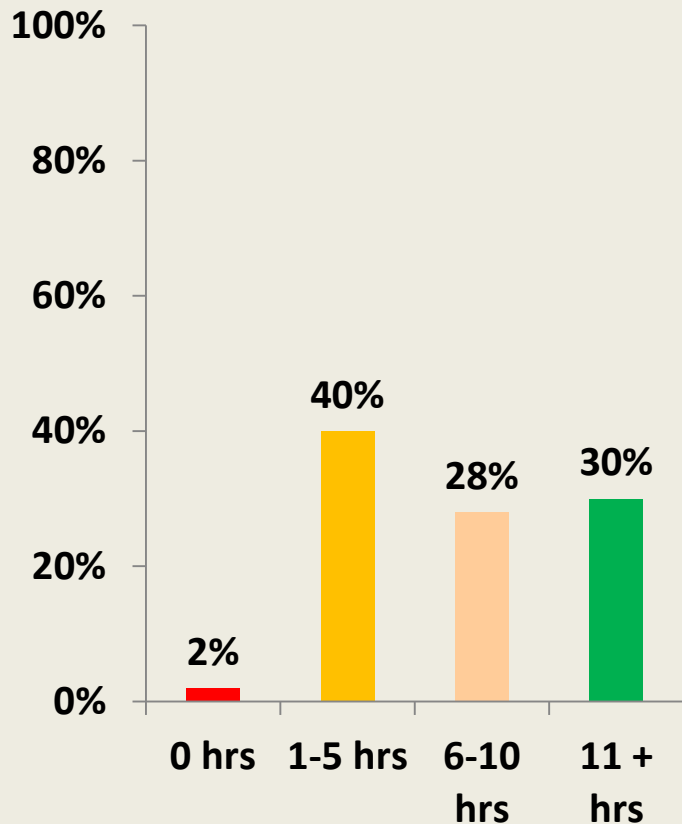




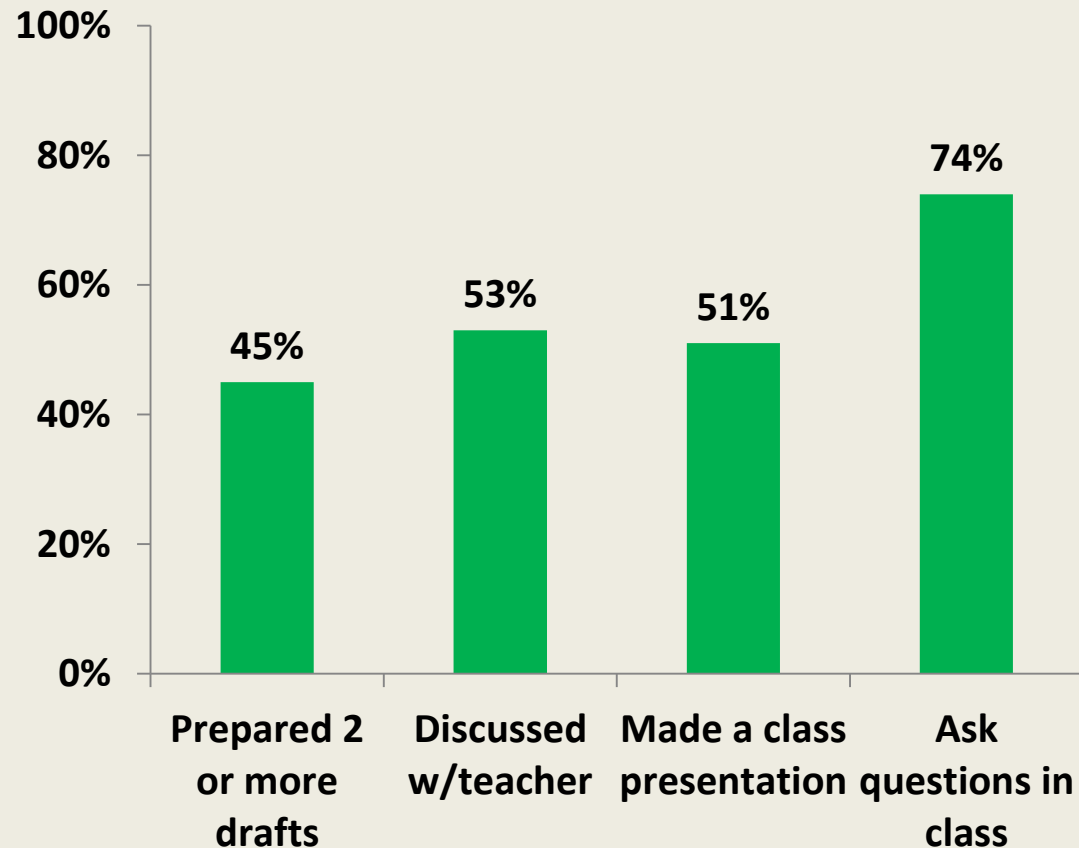
What we know about FY students

High School Experiences

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



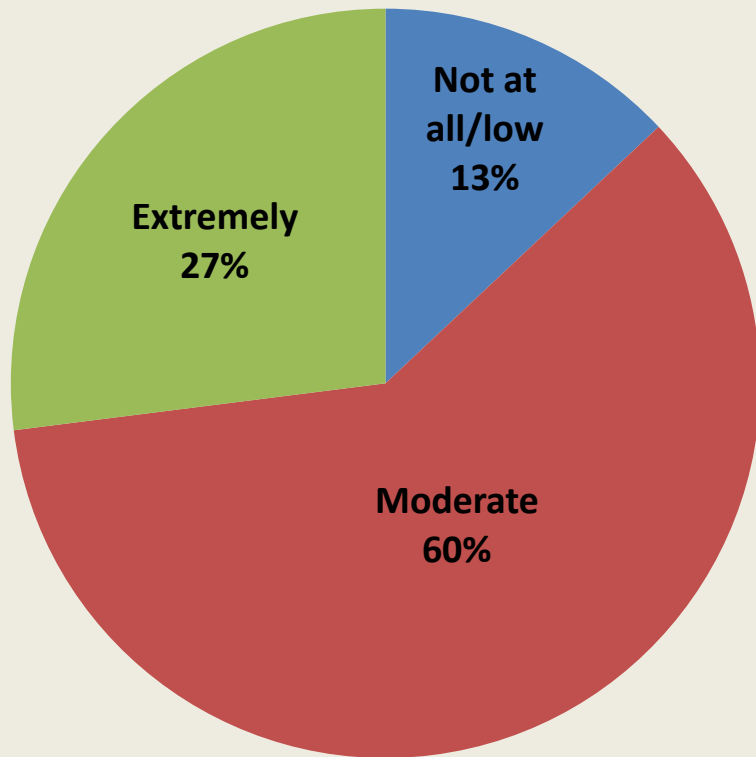
Very often/Often





What we know about FY students

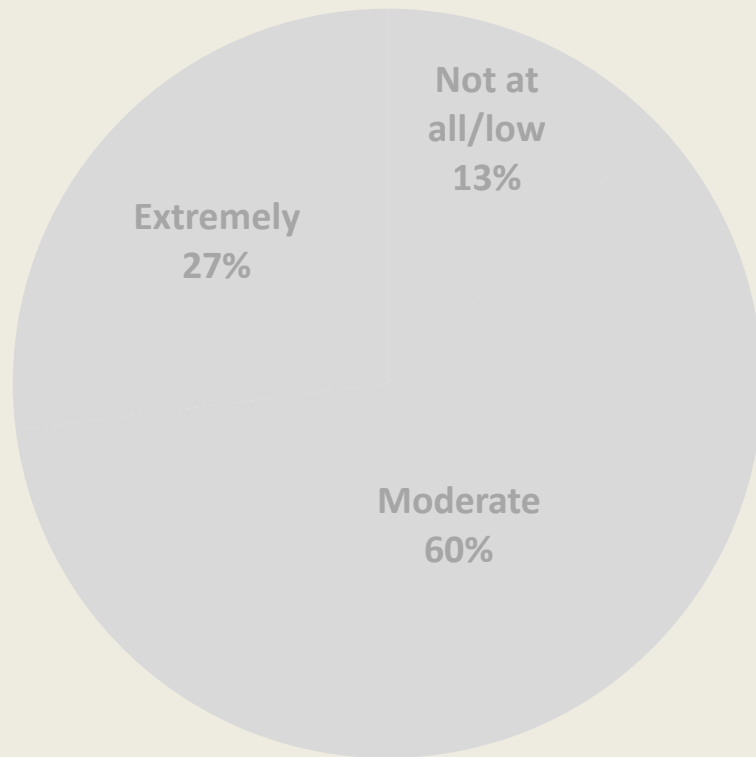
Also, many did not find high school to be very challenging.





What we know about FY students

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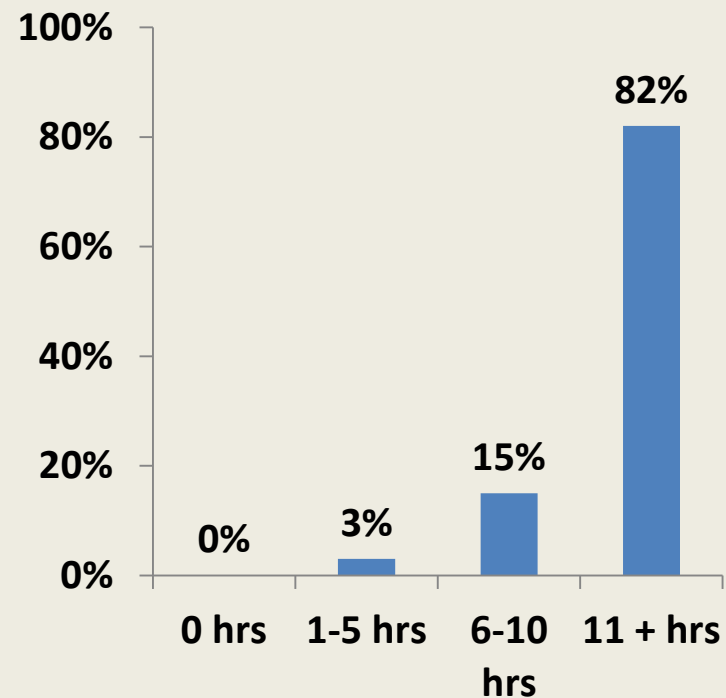
Overall, many incoming FY students report fairly high levels of academic achievement, but many enter college with little experience being highly engaged with their academic environment.



What we know about FY students

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

Expected hours studying per week



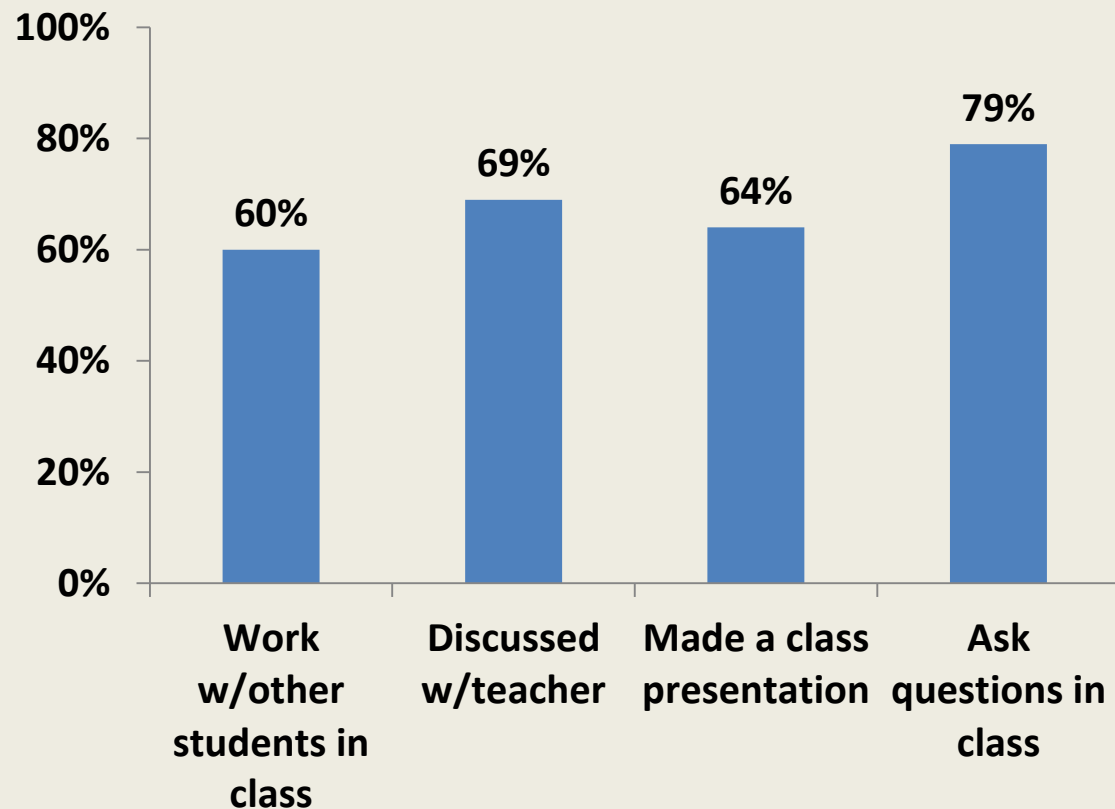
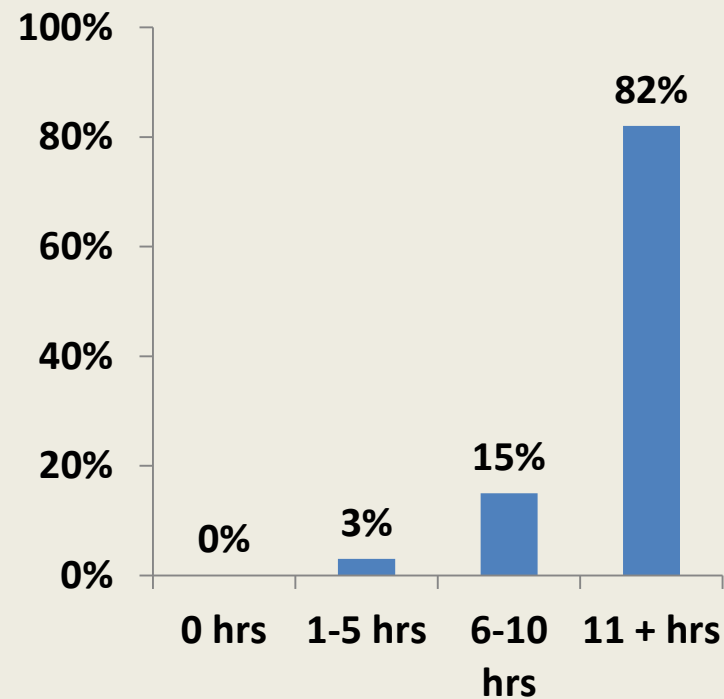


What we know about FY students

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

Expected hours studying per week

Very often/Often expect to do the following. . .





Special populations reports

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



Special populations reports

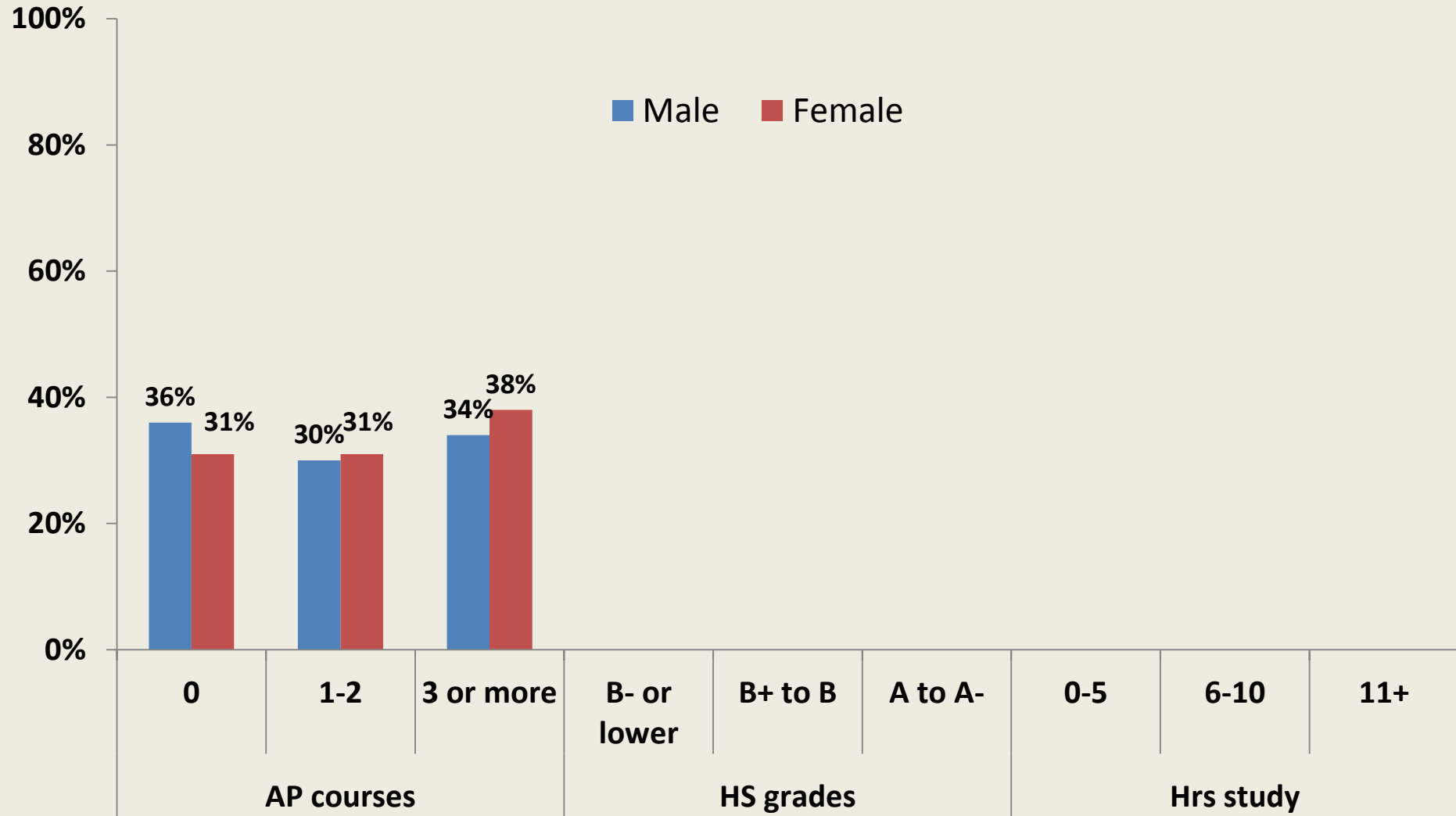
At this particular campus, STEM faculty found out that their incoming FY female students were less likely to complete calculus in high school and scored lower on the SAT/ACT.

	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 $\frac{1}{2}$ of their female STEM students completed calculus in high school.

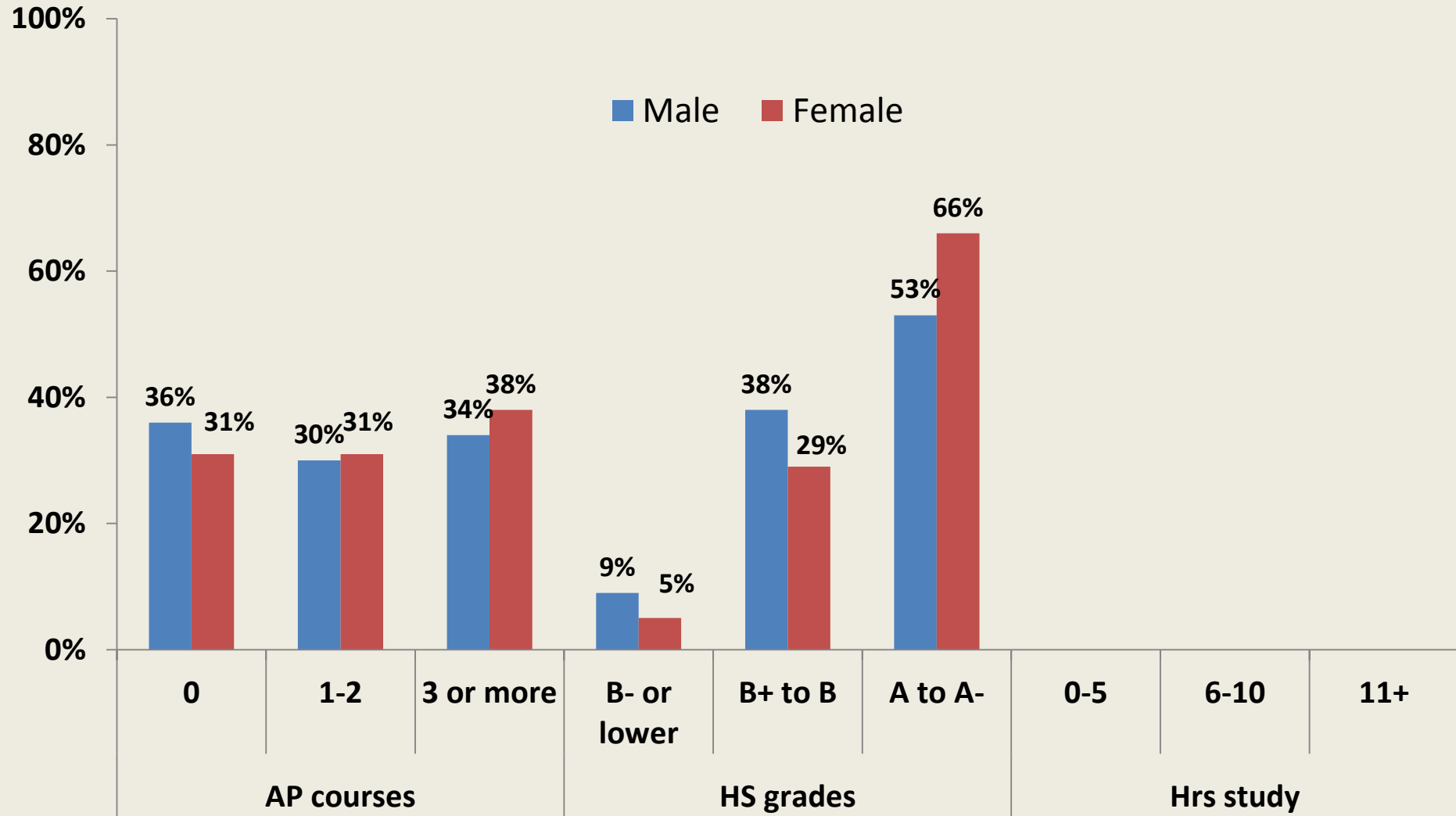


Special populations reports



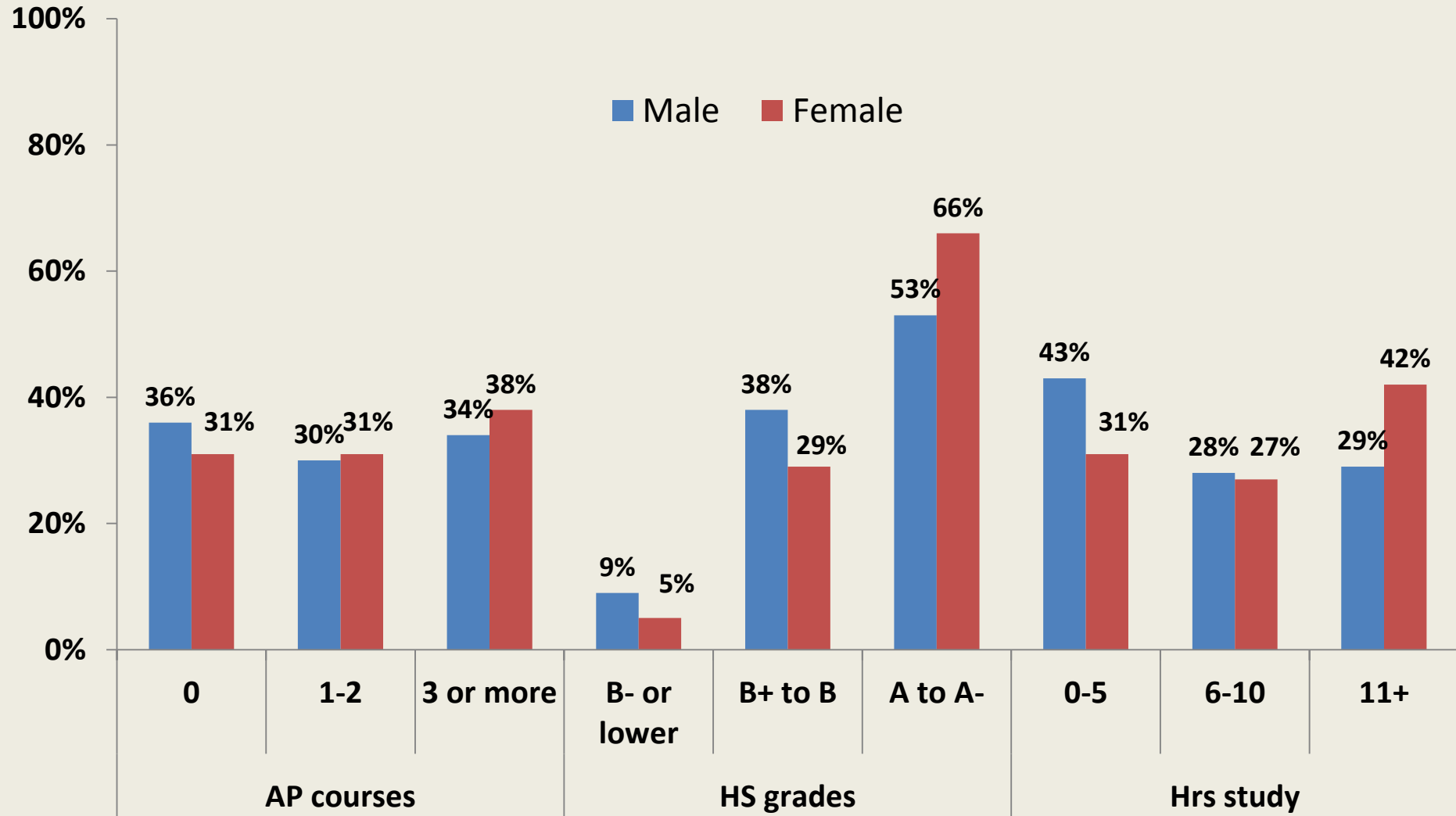


Special populations reports





Special populations reports

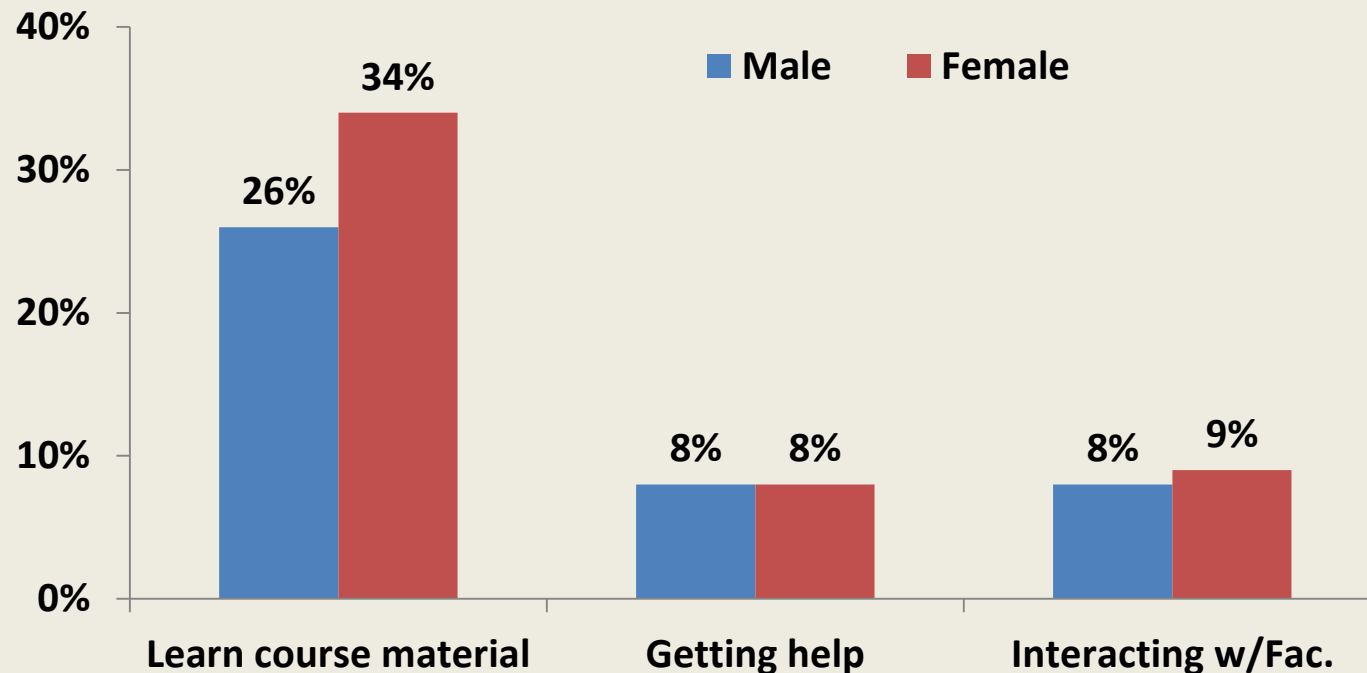




Special populations reports

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

Expected Difficulty (% indicating very difficult)





Special populations reports

However, there is some important information the expectations and beliefs of female STEM students 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 faculty with additional information to improve the experiences and success of female STEM students.



Thank you!

Copy of this and past presentations can be found at:

<http://nsse.iub.edu/html/pubs.cfm>

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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