



Welcome to the BCSSE-NSSE Webinar

This webinar will provide an overview of the BCSSE-NSSE report, as well highlight examples for using the BCSSE-NSSE results to inform first-year experience programs, retention initiatives, and other activities focused on first-year student success.

We will begin at 3pm EST.

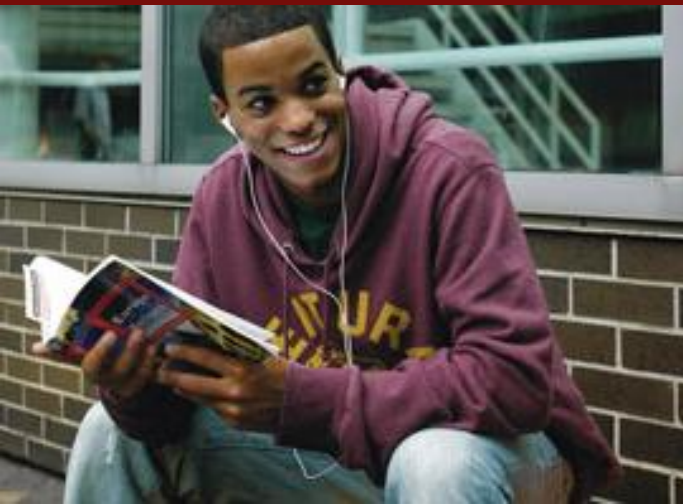
Before we begin please review the following:

- 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 Your BCSSE-NSSE Data

Indiana University
Center for Postsecondary
Research



James S. Cole
Kevin Guidry

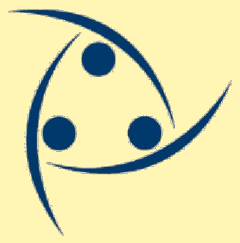




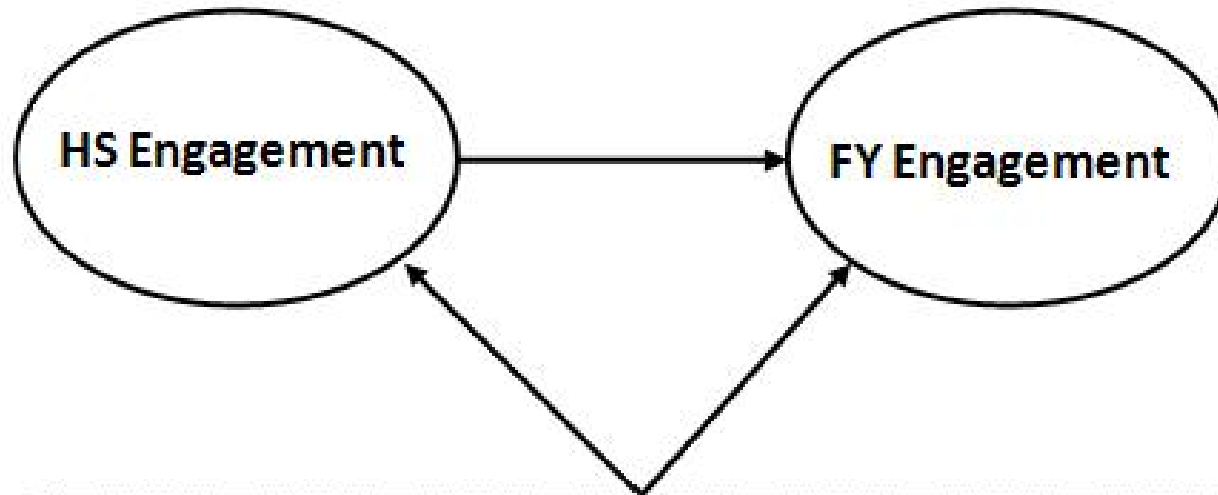
Purpose

Webinar is intended for those who want to learn more about how to effectively use their BCSSE/NSSE data.

- BCSSE-NSSE Conceptual Links
- BCSSE-NSSE Combined Report
- Using BCSSE-NSSE data

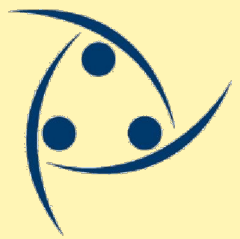


BCSSE-NSSE Concept



Many factors relate to engagement that is present to varying degrees in high school and college

- Institutional characteristics (HS and college)
- Social and family environment
- Socio-economic status
- Academic Motivations & Expectations
- Developmental factors (maturation, etc)
- Personality/Dispositions
- Etc.



Entering Characteristics

High School Experiences & Background

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.)

- Public
 Home school
 Private, religiously-affiliated
 Other (e.g., GED)
 Private, independent

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

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

4 To date, in which of the following math classes did you earn a passing grade?

	Did not take	Passed	Did not pass
a. 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"/>

Additional Information

24 Do you know what your major will be?

- No
 Yes, specify:

25 Are you, or will you be, a full-time student this fall term?

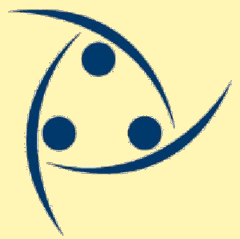
- Yes
 No

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

- None
 1
 2
 3
 4 or more

27 Your sex:

- Female
 Male



Linking Data

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, etc.)
 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)
 0-5 6-10 11-15 16-20 21-25 26-30 More than 30
Hours per week

b. Working for pay on- or off-campus
 0-5 6-10 11-15 16-20 21-25 26-30 More than 30
Hours per week

c. Participating in co-curricular activities (organizations, publications, student government, fraternity or intercollegiate or intramural sports, etc.)
 0-5 6-10 11-15 16-20 21-25 26-30 More than 30
Hours per week

d. Relaxing and socializing (watching TV, partying, etc.)
 0-5 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?

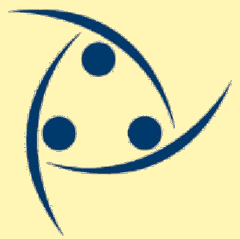
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
Hours per week

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



Linking Data

Expected First Year Experiences

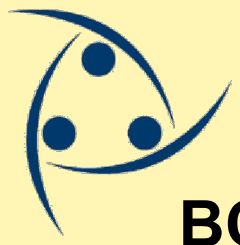
BCSSE 

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 

	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"/>



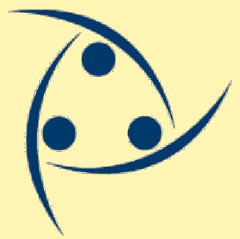
Scales & Benchmarks

BCSSE Scales

- *High School Academic Engagement*
- *Expected First-Year Academic Engagement*
- *Academic Perseverance*
- *Expected First-Year Academic Difficulty*
- *Perceived Academic Preparation*
- *Importance of Campus Environment*

NSSE Benchmarks

- *Level of Academic Challenge*
- *Active & Collaborative Learning*
- *Student-Faculty Interaction*
- *Enriching Educational Experiences*
- *Supportive Campus Environment*



Scales & Benchmarks

BCSSE Scales

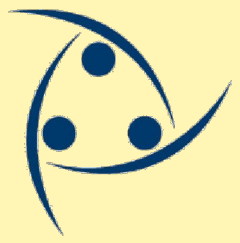
The following BCSSE scales were constructed by converting the responses for each item to a 0-10 range. A mean scale score was then calculated for each student. Below is a brief description of each scale with the component BCSSE items in parentheses.

<i>High School Academic Engagement</i>	Student engagement in educationally relevant activities during the last year of high school. (hreadasg, hwrite5, hwrite5m, hacadpr, hclquest, hclprese, hfacgrad, hclassgr, hoccgrp, hrewropa, hfacidea, hoocidea)
<i>Expected First-Year Academic Engagement</i>	Expected engagement in educationally relevant behaviors during the first year of college. (cacadpr, cclquest, cclprese, cfacgrad, cclassgr, coccgrp, cfacidea, coocidea)
<i>Academic Perseverance</i>	Student certainty that they will persist in the face of academic adversity. (cotherint, cfindinfo, ccourdis, caskinst, cfinish, cstaypos)
<i>Expected First-Year Academic Difficulty</i>	Expected academic difficulty during the first year of college. (clearmma, cmantime, cgethelp, cintfac)
<i>Perceived Academic Preparation</i>	Student perception of their academic preparation. (cgnwrite, cgnspeak, cganaly, cgnquant, cgncompt, cgnother, cgning)
<i>Importance of Campus Environment</i>	Student-rated importance that the institution provides a challenging and supportive environment. (cenvscho, cenvsupr, cenvdivr, cenvnaca, cenvsoca, cenveven)

NSSE Benchmarks

Also included in this report are four of the five NSSE Benchmarks of Effective Educational Practice.²

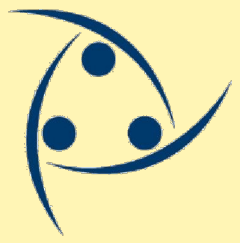
<i>Level of Academic Challenge (adjusted)</i>	Engagement in intellectually challenging and creative work. (readasgn, writemor, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol)
<i>Active & Collaborative Learning:</i>	Engagement in collaborative learning and learning in different settings. (clquest, clpresen, classgrp, occgrp, tutor, commproj, oocideas)
<i>Student-Faculty Interaction</i>	Student engagement with faculty as role models and mentors. (facgrade, facideas, facplans, facfeed, facother, resrch04)
<i>Supportive Campus Environment</i>	Quality of campus environment to support student success. (envsocal, envsuprt, envnacad, envstu, envfac, envadm)



BCSSE-NSSE Report

Includes three sections:

- *Respondent Characteristics*
- *Cross-Sectional Results*
- *Longitudinal Results*



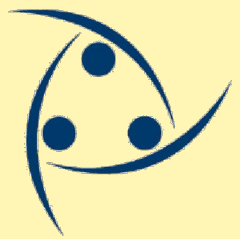
Respondent Characteristics



National Survey
of Student Engagement

NSSEville State University

BCSSE 2007-NSSE 2008 Respondent Characteristics
August 2008



Respondent Characteristics



National Survey
of Student Engagement

BCSSE 2007-NSSE 2008 Respondent Characteristics

NSSEville State University

The *BCSSE 2007-NSSE 2008 Combined Report* contains two sections, cross-sectional results and longitudinal results. The *cross-sectional* results include frequencies from *all* your BCSSE and NSSE respondents. For comparison purposes, only similar items on both instruments are included in this section (i.e., there were 23 items in the BCSSE survey identical or similar to items in the NSSE survey). Using all your BCSSE and NSSE data provides your institution with the best estimates of your incoming first-year student characteristics and their end-of-year

The *longitudinal* results portray the matched data from those first-year students who completed both BCSSE in the summer fall of 2007 and NSSE in the spring of 2008. Of course, fewer students completed both surveys but interpretation of results allows you to focus on environmental factors that may influence the nature and frequency of student engagement in various areas in the first year. Because the number of respondents varies for the cross-sectional and longitudinal results, background characteristics for both are summarized below.

BCSSE 2007 - NSSE 2008 Samples

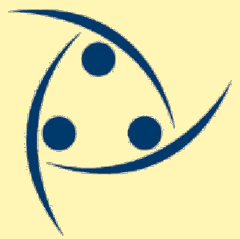
	Count
BCSSE 2007 respondents (cross-sectional data)	1,440
First-year students included in NSSE population file	1,427
BCSSE respondents identified in the NSSE population file	1,187
BCSSE 2007 respondents invited to participate in NSSE 2008	1,187
NSSE 2008 first-year student respondents	513
BCSSE 2007 - NSSE 2008 respondents (longitudinal data)	439

Respondent Characteristics	Cross-Sectional		Longitudinal
	BCSSE ¹	NSSE ²	BCSSE-NSSE ³
Gender			
Female	57%	69%	70%
Male	43%	31%	30%
Ethnicity			
Am. Indian/Native American	0%	0%	0%
Asian/Asian Am./Pacific Isl.	3%	4%	2%
Black/African American	2%	3%	3%
White (non-Hispanic)	87%	79%	79%
Mexican/Mexican American	0%	1%	1%
Puerto Rican	0%	2%	2%
Other Hispanic/Latino	1%	3%	4%
Multiracial	1%	3%	3%
Other	1%	1%	1%
I prefer not to respond	3%	4%	4%
Enrollment Status			
Full-time	100%	99%	100%
Less than full-time	0%	1%	0%

¹ Self reported characteristics of all BCSSE 2007 respondents

² Institutionally reported characteristics of all NSSE 2008 respondents

³ Institutionally reported characteristics of students who completed *both* BCSSE 2007 and NSSE 2008



Cross-Sectional Results



National Survey
of Student Engagement

NSSEville State University

BCSSE 2007-NSSE 2008 Combined Report
Cross-Sectional and Longitudinal Results
August 2008

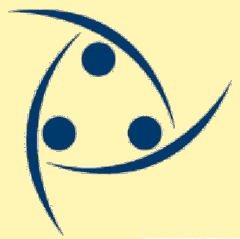
Cross-Sectional Results



National Survey
of Student Engagement

BCSSE 2007-NSSE 2008 Combined Report
Cross-Sectional Results
NSSEville State University

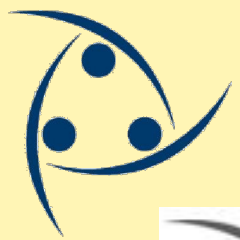
<i>How many hours in a typical 7-day week doing each of the following?</i>		BCSSE ¹				NSSE ²	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Preparing for class (studying, doing homework, rehearsing, etc.)	None	28	2	0	0	2	1
	1-10	904	63	154	11	166	42
	11-20	386	27	636	45	189	42
	More than 20	119	8	636	45	78	16
	Total	1,437	100	1,426	100	435	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	94	7	51	4	155	37
	1-10	474	33	748	52	176	40
	11-20	613	43	464	32	67	14
	More than 20	255	18	165	12	37	9
	Total	1,436	100	1,428	100	435	100
Working for pay	No	477	33	548	38	212	49
	Yes	961	67	879	62	223	51
	Total	1,438	100	1,427	100	435	100
Relaxing and socializing (watching TV, partying, etc.)	None	4	0	5	0	5	1
	1-10	635	44	700	49	244	52
	11-20	571	40	574	40	145	35
	More than 20	227	16	148	10	44	12
	Total	1,437	100	1,427	100	438	100



Cross-Sectional Results

How often did you do or expect to do each of the following?

Asked questions in class or contributed to class discussions	Never/Sometimes	293	20	226	16	168	33
	Often/Very often	1,142	80	1,196	84	341	67
	Total	1,435	100	1,422	100	509	100
Made a class presentation	Never/Sometimes	717	50	485	34	367	73
	Often/Very often	718	50	936	66	142	27
	Total	1,435	100	1,421	100	509	100
Came to class without completing readings or assignments	Never/Sometimes	1,290	90			429	83
	Often/Very often	142	10			76	17
	Total	1,432	100			505	100
Discussed grades or assignments with a teacher/instructor	Never/Sometimes	751	53	452	32	196	39
	Often/Very often	679	47	969	68	278	61
	Total	1,430	100	1,421	100	474	100
Worked with other students on projects during class	Never/Sometimes	520	36	700	49	311	58
	Often/Very often	914	64	718	51	196	42
	Total	1,434	100	1,418	100	507	100



Longitudinal Results

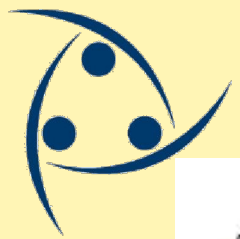


National Survey
of Student Engagement

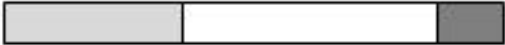





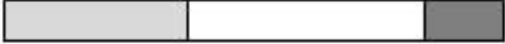


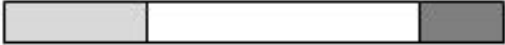


BCSSE 2007-NSSE 2008 Combined Report
Longitudinal Results
NSSEville State University

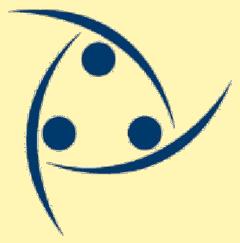
NSSE Level of Academic Challenge (LAC) by BCSSE Scales

BCSSE Scale ¹	Quartile Range ²	Count	Level of Academic Challenge			0%	25%	50%	75%	100%
			Mean	Low25	Mid50					
High School Academic Engagement	Low25	96	49.6	41%	47%	13%				
	Mid50	196	54.8	26%	53%	21%				
	Top25	103	62.0	8%	50%	43%				
	<i>TOTAL</i>	<i>395</i>								
Expected Academic Engagement	Low25	95	49.4	40%	48%	12%				
	Mid50	206	55.6	23%	55%	22%				
	Top25	92	60.8	13%	43%	43%				
	<i>TOTAL</i>	<i>393</i>								



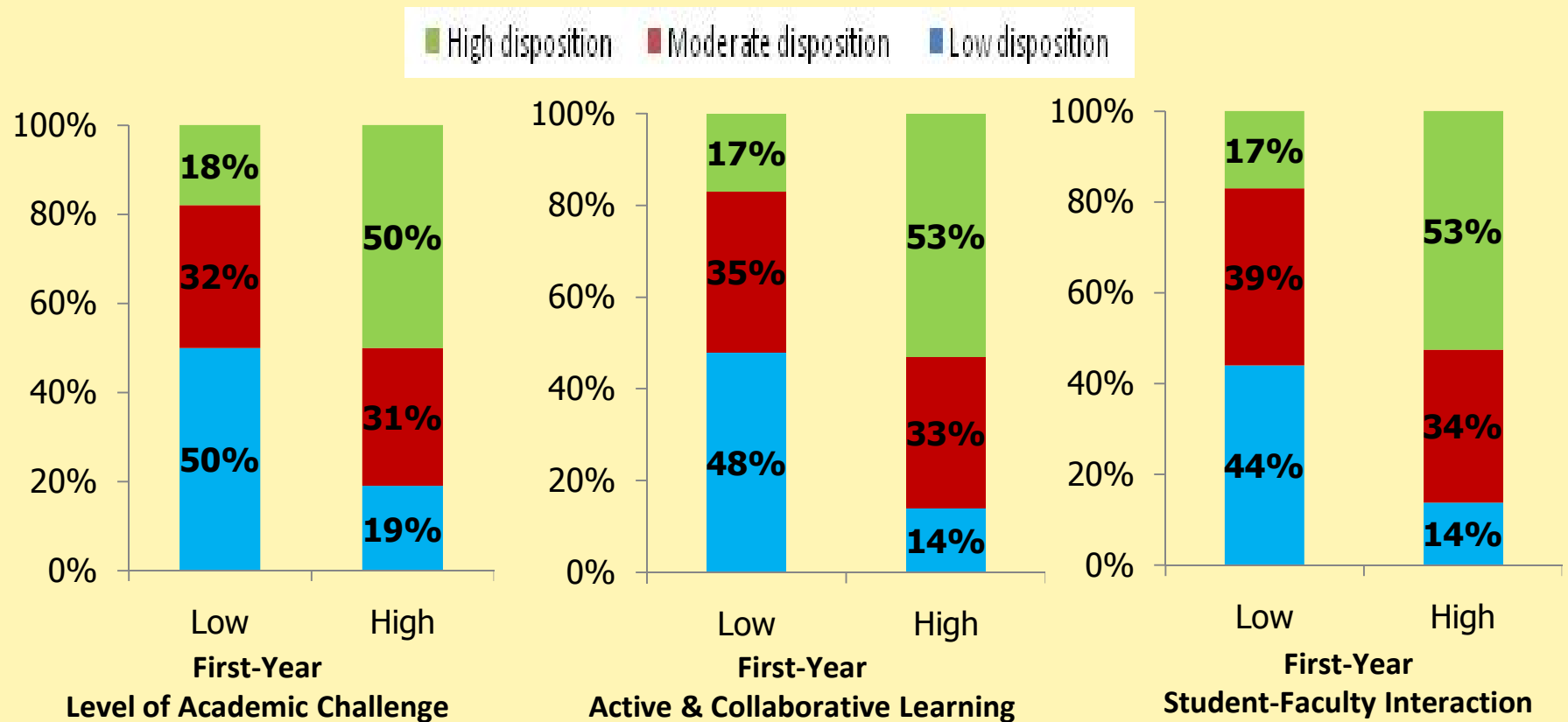
Longitudinal Results

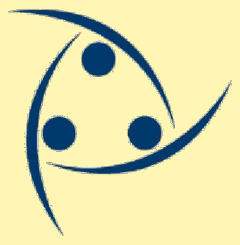
Academic Perseverance ³	Low25	89	51.0	36%	51%	13%	
	Mid50	219	55.0	26%	52%	22%	
	Top25	87	61.0	10%	46%	44%	
	<i>TOTAL</i>	395					
<hr/>							
Expected Academic Difficulty	Low25	108	57.2	16%	54%	31%	
	Mid50	205	54.9	29%	48%	23%	
	Top25	82	54.5	27%	52%	21%	
	<i>TOTAL</i>	395					
<hr/>							
Academic Preparation	Low25	106	51.3	37%	47%	16%	
	Mid50	194	55.0	22%	57%	21%	
	Top25	94	60.9	17%	41%	41%	
	<i>TOTAL</i>	394					
<hr/>							
Importance of Campus Environment	Low25	94	52.9	29%	54%	17%	
	Mid50	204	54.6	28%	50%	22%	
	Top25	94	59.5	14%	48%	38%	
	<i>TOTAL</i>	392					



Using BCSSE-NSSE Data

Opportunities For Specialized Analysis: *Engagement Dispositions*

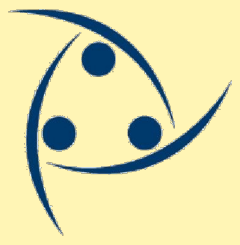




Using BCSSE-NSSE Data

BCSSE-NSSE results can be used in many ways, including:

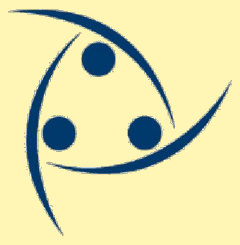
- Recruitment
- Retention
- Assessment and improvement
- Faculty development
- Curricular reform
- Accreditation and self-studies
- Academic advising
- First year program evaluation



Using BCSSE-NSSE Data

Faculty Development

“Part of being a good teacher (not all) is knowing that you always have something new to learn – not so much about teaching techniques but about these particular students at this particular time and their particular set of aspirations, confusions, misconceptions, and ignorance” (Bain, 2004, p.174).



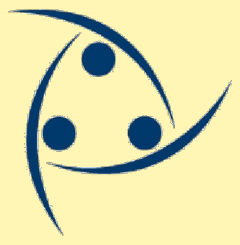
Using BCSSE-NSSE Data

Faculty Development

At a medium-sized state university, faculty were surprised (and disturbed) by some of the “disconnects” between students’ expectations of college (as demonstrated by BCSSE results) and their actual first year experience reported in NSSE results.

Selected results:

- 59% expected to spend 11-25 hours per 7-day week preparing for class; in actuality, only 39% reported doing so in their first year of college
- Faculty shocked to learn that 58% reported spending 10 hours or less per week on studying.
- Only 11% expected to spend no time participating in co-curricular activities; in actuality, 52% reported 0 hours spent in co-curricular activities

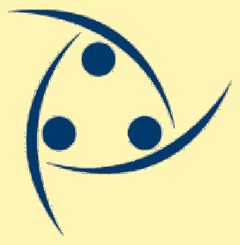


Using BCSSE-NSSE Data

First-Year Experience Programs

Many studies have documented the positive effects of first-year experience seminars on college persistence and academic achievement.

See Pascarella & Terenzini, 2005 and Upcraft, Gardner, Barefoot, & Associates, 2005.



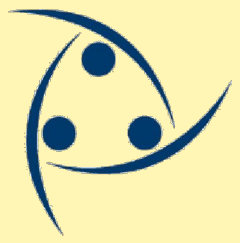
Using BCSSE-NSSE Data

First-Year Experience Programs

An East coast state university used BCSSE-NSSE results in the development and implementation of a pilot First-Year Experience Program.

One of the findings from the study was that students seemed to continue to engage in behaviors consistent with their high school behaviors. For example, a large number of students who reported frequently asking questions in class and contributing to class discussions when they were in high school also reported doing the same in their first year of college. Conversely, students who tended not ask questions or contribute to class discussions in high school did not do so during their first year at college.

These data provided confirmation that a targeted first-year program that would assist students in making a successful transition to college was absolutely crucial. This led to discussions about the optimal structure of an FYE program and ultimately led to a pilot first-year seminar program.

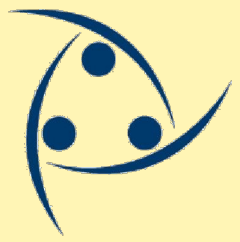


Discussion and Questions

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: How are the Expected FY values calculated?

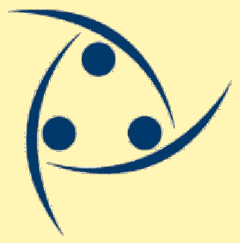
➤ *BCSSE scales calculated similar to NSSE BM*



Discussion and Questions

Question 2: How do you get faculty involved?

- *Demonstrate importance to them*
- *Share results*
- *Ask for their feedback, opinions, suggestions.*

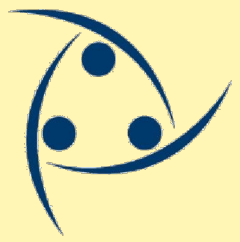


Discussion and Questions

Question 3: Any suggestions that would improve our NSSE response rate?

- Maximizing Your Number of Respondents Effectively and Ethically

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



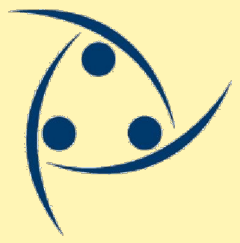
Discussion and Questions

Question 4: How can NSSE data inform retention initiatives for first year students?

NSSE and Tinto's Model of Student Persistence

- Students engagement in effective educational practices as indication of level of academic & social integration (1 a-v; 6a-f; 9a-g etc.)
- Institutional emphasis items suggest institutions' level of commitment to student success (10 a-g)
- Student intentions to engage in educational activities before graduating (7 a-h)

See: [Now What? A Facilitator's Guide for Using NSSE Data.](#) Presented at the NASPA International Assessment and Retention Conference. St. Louis, MO.

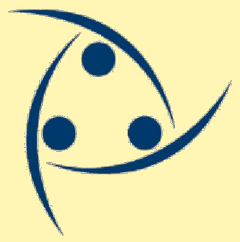


Discussion and Questions

Question 5: How can we use BCSSE for accreditation and self studies?

➤ NSSE Accreditation Toolkits

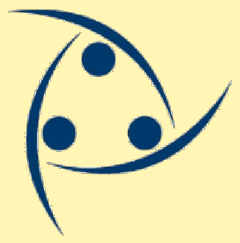
http://nsse.iub.edu/institute/index.cfm?view=tools/accred_index



Discussion and Questions

Question 6: How can we use BCSSE data to assess General Education?

- NSSE and General Education Assessment
[http://nsse.iub.edu/institute/documents/General
_Ed_examples_for_Web.pdf](http://nsse.iub.edu/institute/documents/General_Ed_examples_for_Web.pdf)



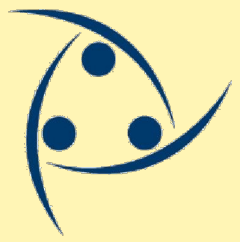
Discussion and Questions

Question 7: What does the NSSE-BCSSE report look like?

➤ Institutional Report 2008

Section III. BCSSE

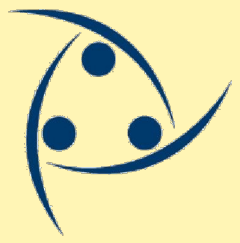
http://nsse.iub.edu/2008_Institutional_Report/?loadtab=3



Discussion and Questions

Question 8: Is it possible to compare our institutional results to national BCSSE/NSSE results?

- Yes, that will be coming later this fall



Discussion and Questions

Other questions or comments?



Thank you!

James S. Cole

Indiana University
Center for Postsecondary Research
www.bcsse.iub.edu
812-856-5824
colejs@indiana.edu