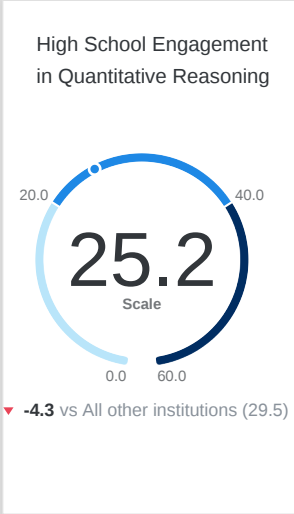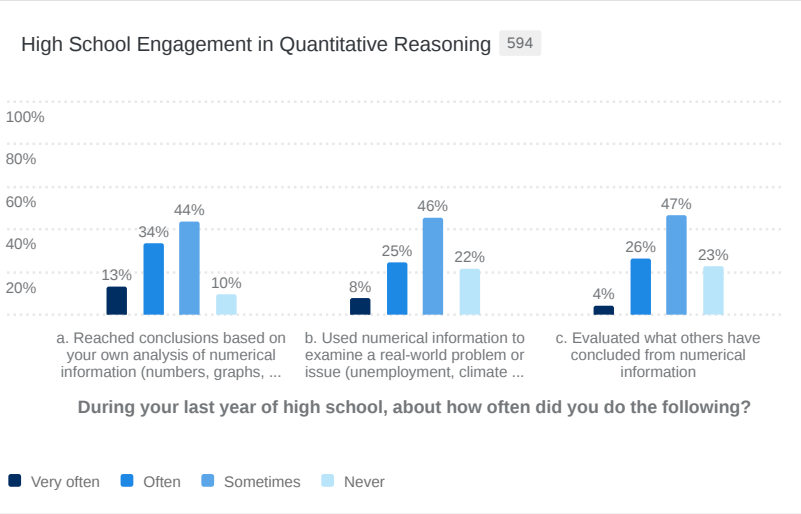**BCSSE Scales Snapshot**

BCSSE Scales Snapshot

BCSSE Scales and their constituent items offer valuable information about distinct aspects of student engagement. The results below contain item- and scale-level results for your institution by student characteristics and by comparison with other institutions. Several of the BCSSE Scales correspond with NSSE Engagement Indicators, and all are scored in the same way—from 0 to 60. For example, with BCSSE and NSSE data you can compare student expectations for peer collaboration to their actual collaboration several months later. Visit the BCSSE website for more details about BCSSE Scales. Download copy of the the BCSSE survey for First-Year Students.

Results by Student Characteristics
The bar graphs below—grouped by the BCSSE Scales—represent the item-level results for your campus, with the corresponding scale score to the right (inside the circle). Below the BCSSE Scale score is the mean difference between your students' score and the mean score of students at other institutions. Use one or more of the student-level filters above (First-Generation, Major Category, etc.) to display results for selected groups of students on your campus. For example, you can generate results for first-generation students expecting to major in business.
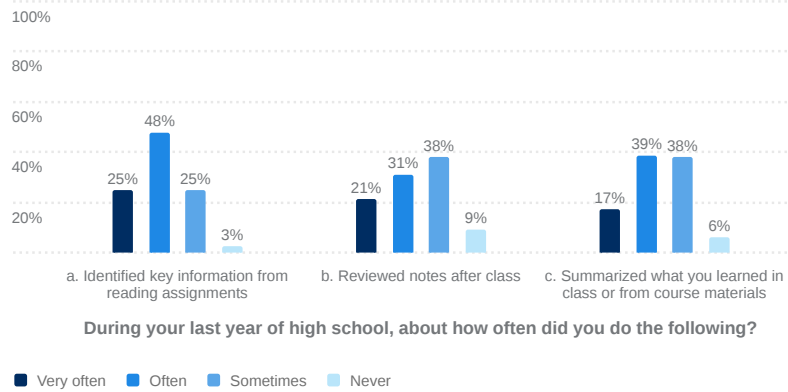
Results by Institution Characteristics
You can also use the institution-level filters (Control and Carnegie) to compare your BCSSE Scale scores to those of other institutions who meet the same criteria. For example, BCSSEville State University, a public, master's-level institution, can compare its scale scores to

Response Frequencies

Scale Score Difference

High School Engagement in Quantitative Reasoning 594

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

■ Very often   ■ Often   ■ Sometimes   ■ Never

High School Engagement
in Quantitative Reasoning

20.0   40.0

25.2
Scale

0.0   60.0

▼ **-4.3** vs All other institutions (29.5)

High School Engagement in Learning Strategies 592

100%
80%
60%
40%
20%

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

a. Identified key information from reading assignments: 25%, 48%, 25%, 3%
b. Reviewed notes after class: 21%, 31%, 38%, 9%
c. Summarized what you learned in class or from course materials: 17%, 39%, 38%, 6%

■ Very often ■ Often ■ Sometimes ■ Never

High School Engagement in Learning Strategies

20.0   40.0
35.3
Scale
0.0   60.0

▼ **-2.1** vs All other institutions (37.4)

Expected Engagement in Collaborative Learning 561

100%
80%
60%
40%
20%

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

a. Ask another student to help you understand course material
b. Explain course material to one or more students
c. Prepare for exams by discussing or working through course material ...
d. Work with other students on course projects or assignments

■ Very often ■ Often ■ Sometimes ■ Never
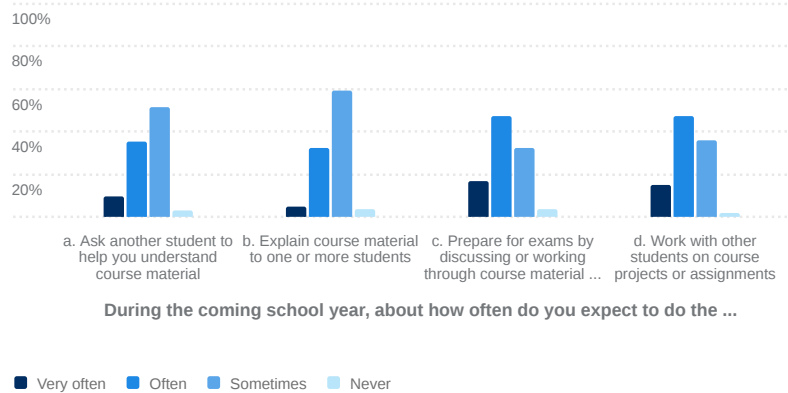
Expected Engagement in Collaborative Learning

20.0   40.0
32.3
Scale
0.0   60.0
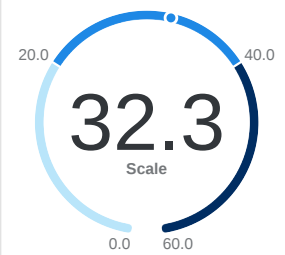
▼ **-2.9** vs All other institutions (35.2)

Expected Engagement with Faculty 562

100%
80%
60%
40%
20%

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

a. Talk about career plans with a faculty member
b. Work with a faculty member on activities other than coursework ...
c. Discuss your academic performance with a faculty member
d. Discuss course topics, ideas, or concepts with a faculty member outside ...

■ Very often ■ Often ■ Sometimes ■ Never
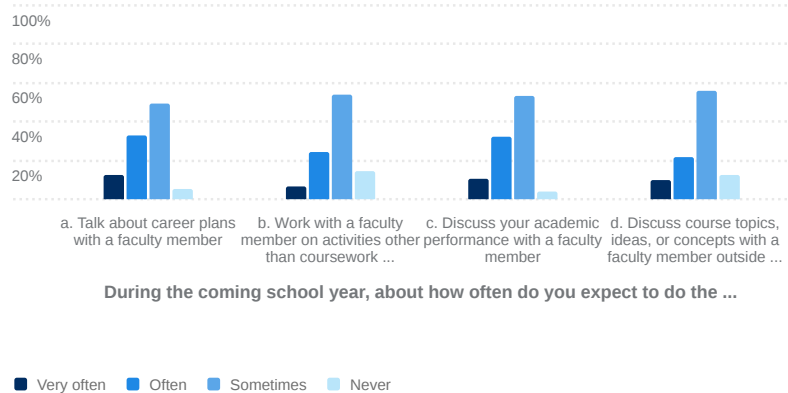
Expected Engagement with Faculty 528

20.0   40.0
27.8
Scale
0.0   60.0
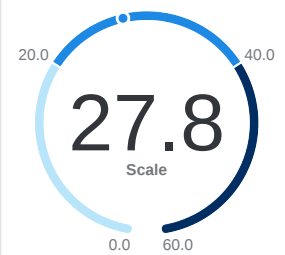
▼ **-3.1** vs All other institutions (30.9)

Expected Discussions with Diverse Others 560

During the coming school year, about how often do you expect to have ...

- ■ Very often
- ■ Often
- ■ Sometimes
- ■ Never

Expected Discussions with Diverse Others

42.0
Scale

20.0   40.0
0.0   60.0
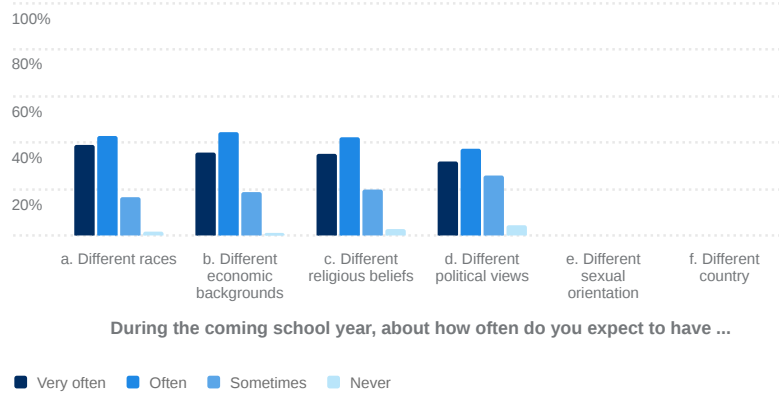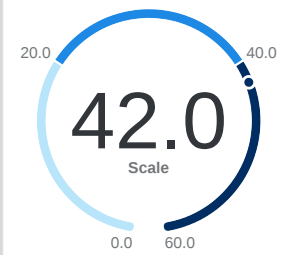
▼ **-1.9** vs All other institutions (44.0)

Expected Academic Perseverance 559 ⓘ

During the coming school year, how certain are you that you will do the ...

- ■ Very certain
- ■ Moderately certain
- ■ Not certain

Expected Academic Perseverance

39.8
Scale

20.0   40.0
0.0   60.0
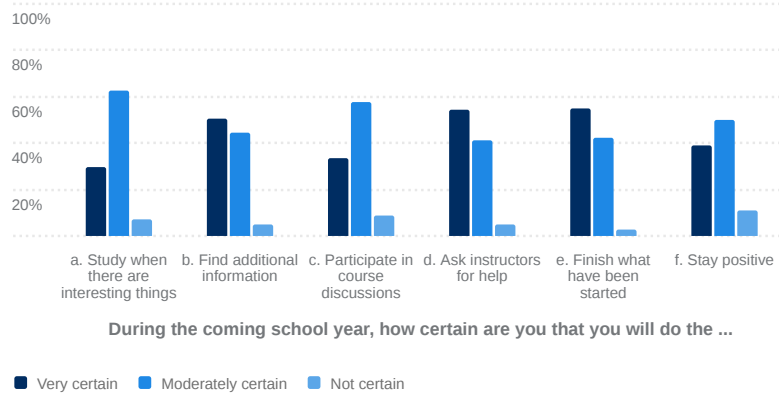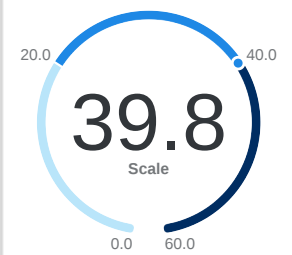
▼ **-1.2** vs All other institutions (41.0)

Expected Academic Difficulty 560 ⓘ

During the coming school year, how difficult do you expect the following to be?

- ■ Not difficult
- ■ Moderately difficult
- ■ Very difficult

Expected Academic Difficulty

30.0
Scale

20.0   40.0
0.0   60.0
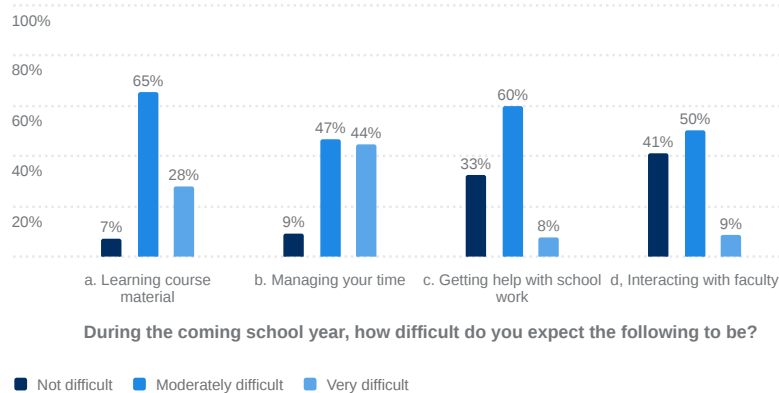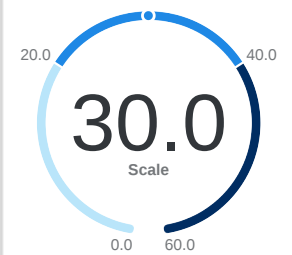
▲ **+0.8** vs All other institutions (29.2)

Perceived Academic Preparation 550 ⓘ

100%
80%
60%
40%
20%

a. Write clearly and effectively | b. Speak clearly and effectively | c. Think critically and analytically | d. Analyze numerical and statistical ... | e. Work effectively with others | f. Use computing and information ... | g. Learn effectively on your own

How prepared are you to do the following in your academic work at this ...

■ Very prepared   ■ Moderately prepared   ■ Not prepared
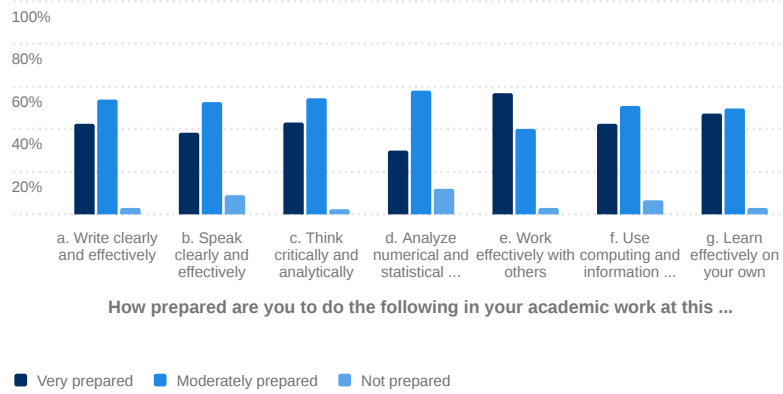
Perceived Academic Preparation

20.0   40.0

39.7
Scale

0.0   60.0
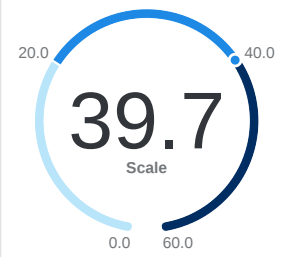
▼ **-2.6** vs All other institutions (42.3)

Importance of Campus Environment 550 ⓘ

100%
80%
60%
40%
20%

a. Challenging academic experience | b. Academic support | c. Diverse interaction | d. Non-academic support | e. Social involvement | f. Campus activities and events | g. Learning support services

How important is it to you that your institution provides the following?

■ Very important   ■ Moderately important   ■ Not important

Importance of Campus Environment

44.7
Scale
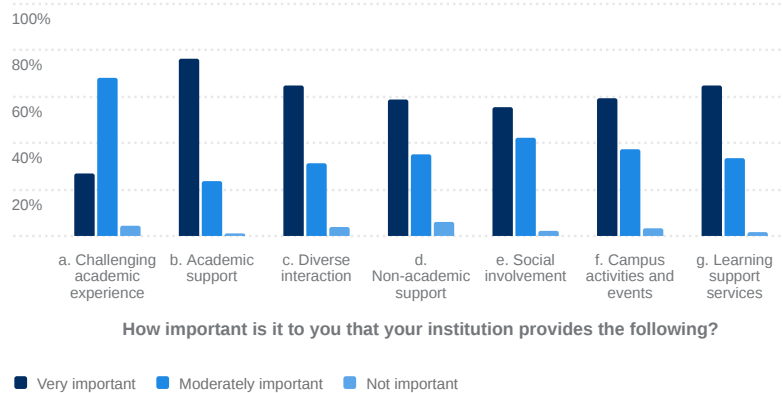
▲ **+0.0** vs All other institutions (44.7)
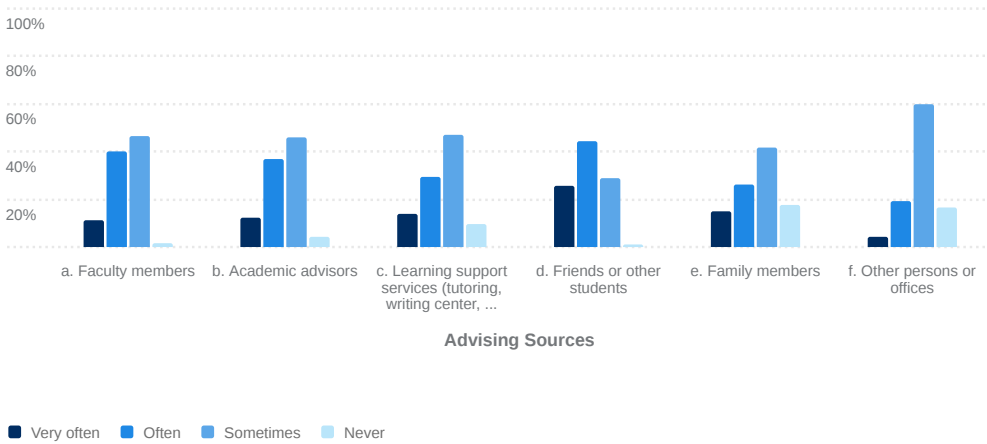
Where Students Expect to Seek Help

Reset to Default

Where First-Year Students Expect to Seek Help

Almost all students need academic help at some point. Some will seek out campus resources while others look to family and friends. Using the filters above, you can learn more about where your first-year students intend to seek academic help. This information can help your campus to better inform your students of important campus academic resources. Advisors can also use the individual student advising reports to inform students about where to go when they need help.

During the coming school year, about how often do you expect to seek help with coursework from the following sources? 551 ⓘ

Advising Sources

■ Very often ■ Often ■ Sometimes ■ Never

During the coming school year, about how often do you expect to seek help with coursework from the following sources? ⓘ

Advising Sources
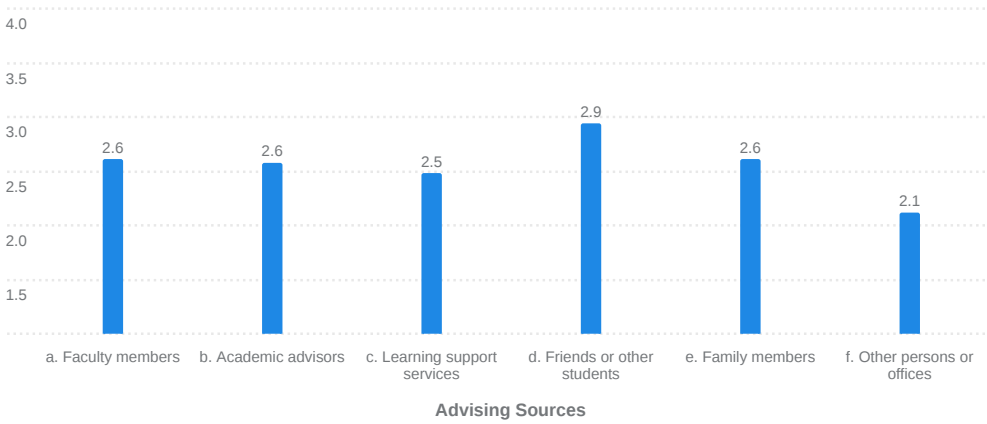
**How Students Spend Their Time**

BCSSE
beginning college survey of student engagement

How First-Year Students Expect to Spend Their Time

High school students spend time on many activities—studying, working, co-curriculars, socializing, etc.—and often expect to apportion their time similarly in the first year of college (Mu & Cole, 2019). However, the past is not a perfect predictor of the future. The results below show how much time your students spent in various activities during their last year of high school and their expected engagement in the same activities during their first year at your institution. At right is the correlation between the two. Some of these activities facilitate learning (e.g., studying or preparing for class), while others may distract from learning (e.g., too many hours spent working for pay). Understanding prior experiences and expectations helps campuses align resources and support services to better serve their students.

Response frequencies: Time spent in the last year of high school vs. expected time in first year of college
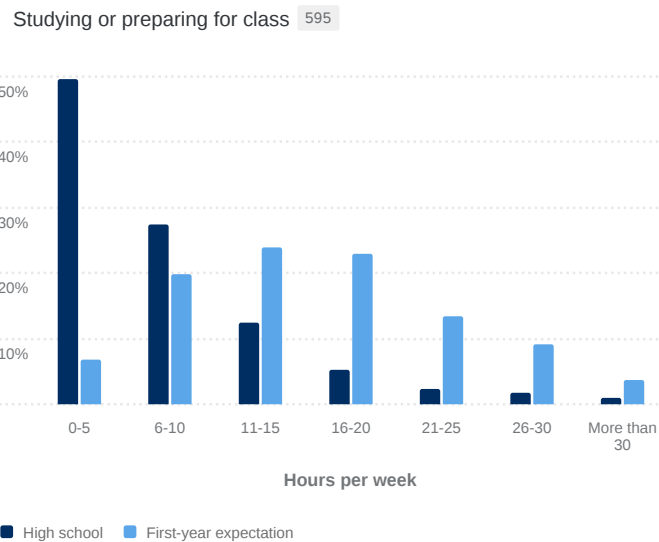
Means and correlation between past engagement and expected future engagement

Studying or preparing for class 595

Hours per week

■ High school ■ First-year expectation

Average hours per week studying or preparing for class
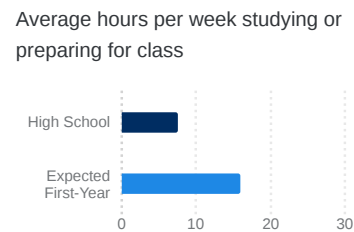
Correlation between past and expected studying or preparing for class

0.45

Participating in co-curricular activities (organizations, school publications, student government, sports, etc.) 595
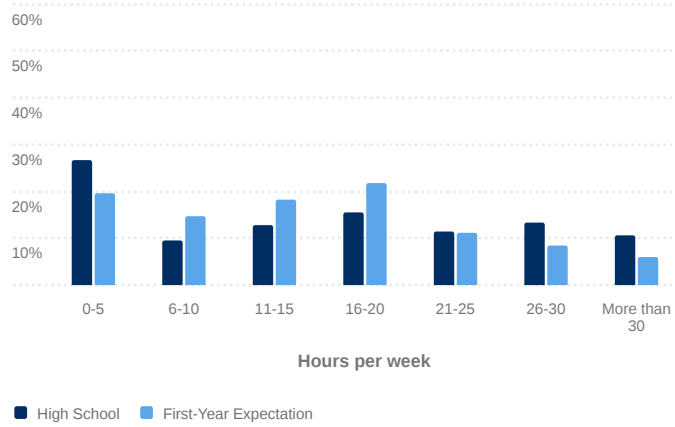

Hours per week

■ High school ■ First-year expectation
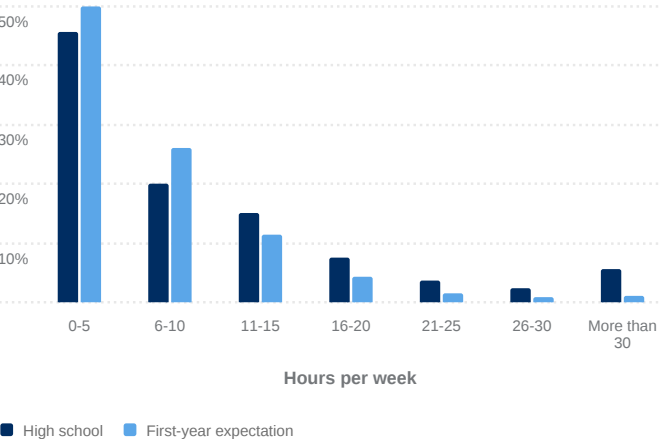
Average hours per week participating in co-curricular activities
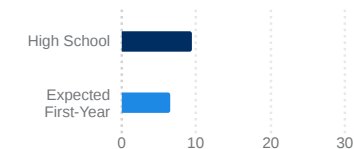
Correlation between past and expected participation in co-curricular activities
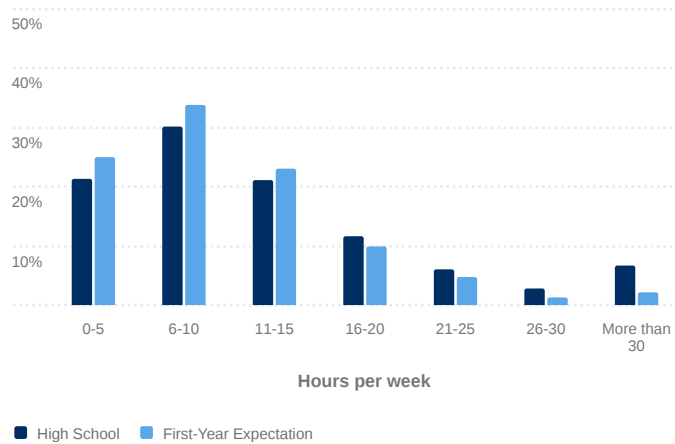
0.22

Working for pay 594

High School | First-Year Expectation

X-axis: Hours per week (0-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30)

Average hours per week working for pay

High School
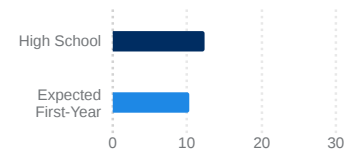Expected First-Year

0   10   20   30
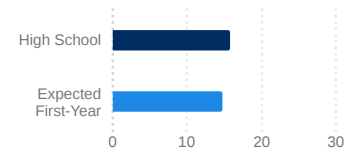
Correlation between past and expected working for pay

0.54

Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) 595

High School | First-Year Expectation

X-axis: Hours per week (0-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30)

Average hours per week relaxing and socializing

High School
Expected First-Year

0   10   20   30

Correlation between past and expected relaxing and socializing

0.62

COVID-19 Experiences

BCSSE
beginning college survey
of student engagement

Entering Students and the COVID-19 Disruption
Additional Items on the BCSSE 2021 Web Version

Your entering first-year students completed a tumultuous senior year in high school. Are you ready for their arrival on your campus? How has the past year shaped and formed their expectations and beliefs about college? Amid the uncertainty about this incoming class is a great potential to respond to their experiences and leverage institutional support. This year BCSSE included several pandemic-related questions specifically for first-year students. The results to these questions from your entering students are below. Use the filters above to dig deeper into how the pandemic has impacted groups of students. These results can be used to better inform your campus staff and faculty about the expectations and beliefs of your entering students.
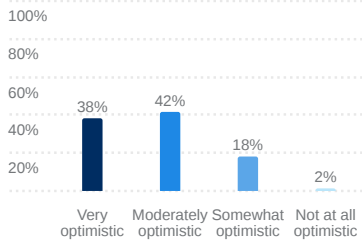
Which best describes how you attended your last year of high school? 484
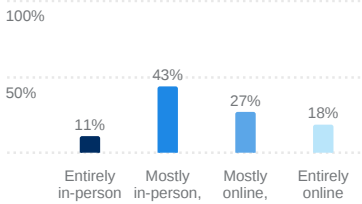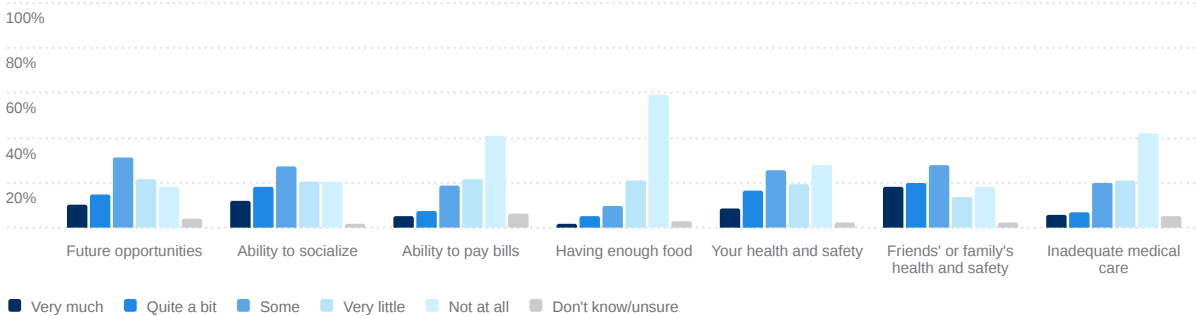

With regard to online and in-person courses, which of the following statements is most true for you? 493
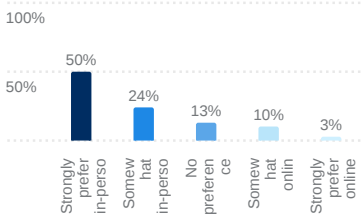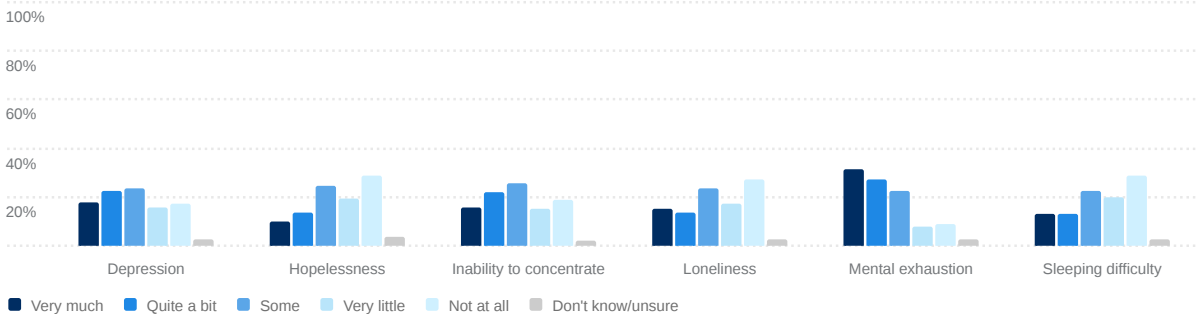

How optimistic are you about having a successful first year of college or university? 526

As a result of the COVID-19 pandemic, to what extent, if any, has your concern about the following increased? 528

Very much Quite a bit Some Very little Not at all Don't know/unsure

As a result of the COVID-19 pandemic, to what extent, if any, have you experienced an increase in the following? 528

Very much Quite a bit Some Very little Not at all Don't know/unsure

To what extent, if any, has the COVID-19 pandemic interfered with the following? `528`

Legend: Very much, Quite a bit, Some, Very little, Not at all

Categories: Your college plans, Your ability to succeed as a student, Your ability to pay for college and living expenses