

Advising Meeting August 20, 2021

BCSSE Results
First-Year, First-Time Students, 2021



BCSSE -- Overview

What is BCSSE?

BCSSE collects data about entering students' prior academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the coming college year. BSC students entering fall 2021 completed their surveys as part of 2021 summer orientation. Coordinated by faculty and researchers at Indiana University Bloomington.

What does it show?

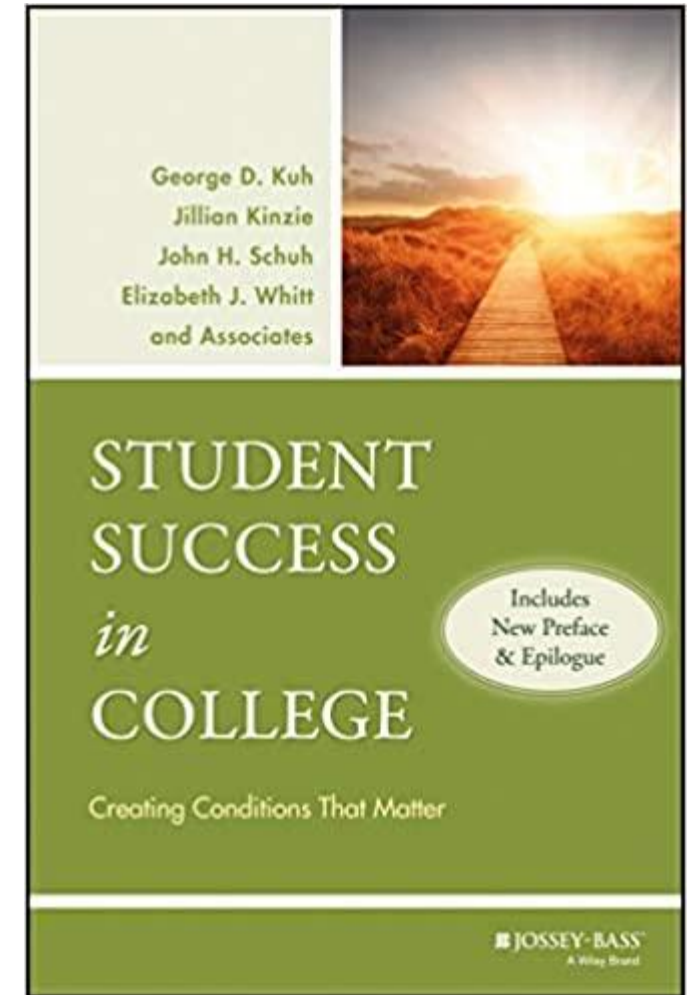
BCSSE has common content for all students regarding their academic expectations and perceptions for the coming year and their experiences in high school. Examples include student expectations to work collaboratively with their peers, expectations to engage with faculty, perceptions of academic preparation, expectations regarding academic help seeking, and expectations about college support.

What is the point?

The advising reports assist you in supporting your advisee's integration into the Birmingham-Southern Community—socially and academically— so that you can help them craft a meaningful and purposeful academic and co-curricular plan, articulate and achieve their goals, and live a life of significance!

“**Student engagement has two key components that contribute to student success. The first is the amount of time and effort students put into their studies** and other activities that lead to the experiences and outcomes that constitute student success. The second is **the ways in which the institution allocates resources and organizes learning opportunities and services** to induce students to participate in and benefit from such activities. ...If faculty and administrators use principles of good practice to arrange the curriculum and other aspects of the college experience, students would ostensibly put forth more effort. Students would write more papers, read more books, meet more frequently with faculty and peers, and use information technology appropriately, all of which would **result in greater gains in such areas as critical thinking, problem solving, effective communication, and responsible citizenship.**”

-Kuh et al. (2010). *Student Success in College: Creating the Conditions that Matter*. Jossey-Bass. P. 10.

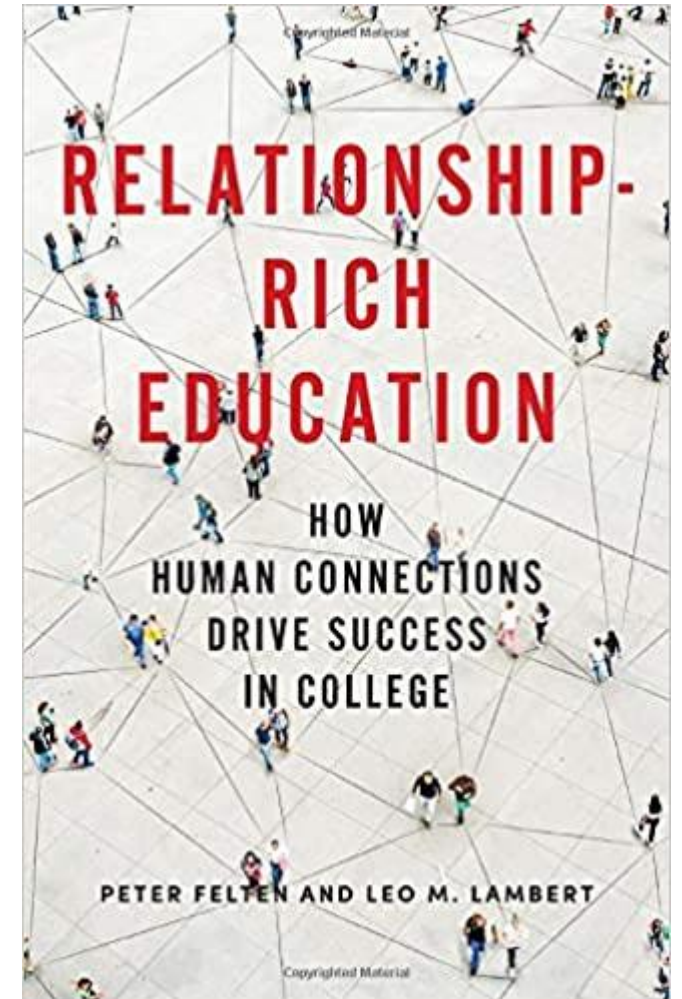


Twenty-nine institutions, interviewed 385 students, faculty, and staff.
Identified **four interlocking principles**:

1. *Every student must experience genuine welcome and deep care.*
2. *Every student must be inspired to learn.*
3. *Every student must develop a **web of significant relationships**.*
4. *Every student must explore questions of meaning and purpose.*

*“Every student must develop a **web of significant relationships**. Many students may need to be coached and encouraged to take the initiative to **build relationships with faculty, staff, and peers, whom they might initially view as intimidating and unapproachable**. Institutional structures, like **formal advising and mentoring programs**, if done well, can serve as catalysts by helping students build strong foundations for growing networks of educational relationships, but a web of individual actors is also essential to help students **believe they belong and can succeed**.”*

-Felton and Lambert. (2020). *Relationship Rich Education: How Human Connections Drive Success in College*. Johns Hopkins UP. p. 17-18.



Using Your BCSSE Student Advising Reports

The BCSSE First-Year Student Advising Reports identify the activities and experiences the student expects from the upcoming academic year. Reviewing these results can focus advising discussions with your students on ways to enhance their undergraduate experience and help them achieve success at your institution.

Key concepts: integration (academic and social)
proactive social adjustment
challenge and support

Student Advising Report sample: <https://tinyurl.com/mdu7uynp>

Student Advising Status Report sample: <https://tinyurl.com/59539y8t>

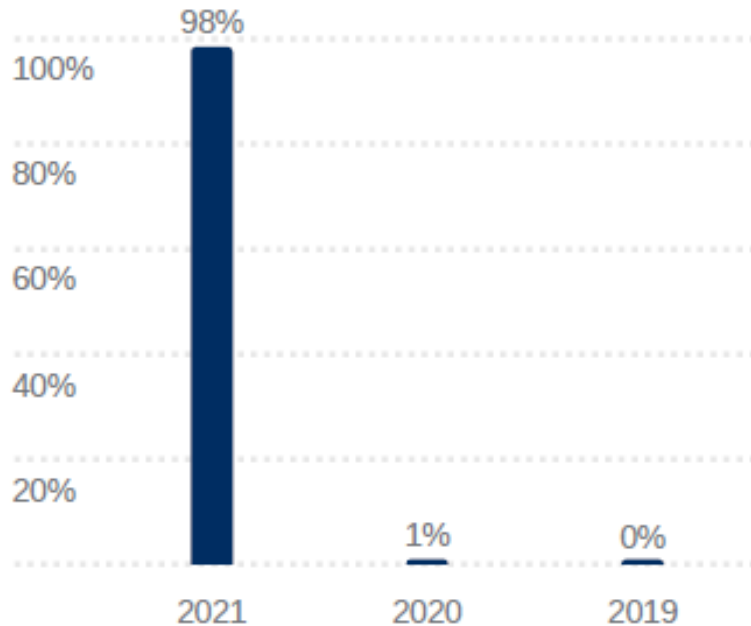
Using Your BCSSE Student Advising Reports

- Look over your advising reports and status reports. Familiarize yourself.
- With a partner near you, consider:
 - *In what ways might you use the advising reports with your advisees?*
 - *How might the advising reports help you as advisor build rapport with and balance challenge and support for advisees?*
- Share your ideas with the larger group.

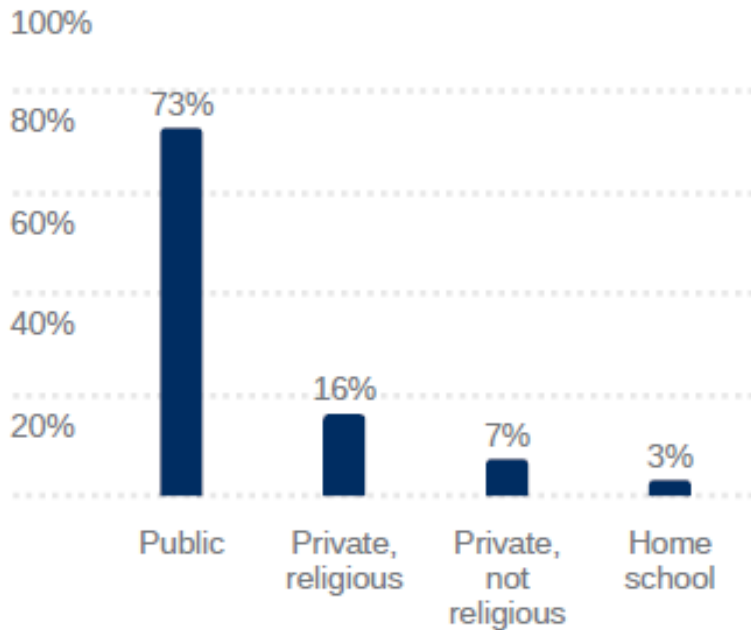
Demographic and Background Characteristics of First-Year Student Respondents

High school graduation year 245 Responses

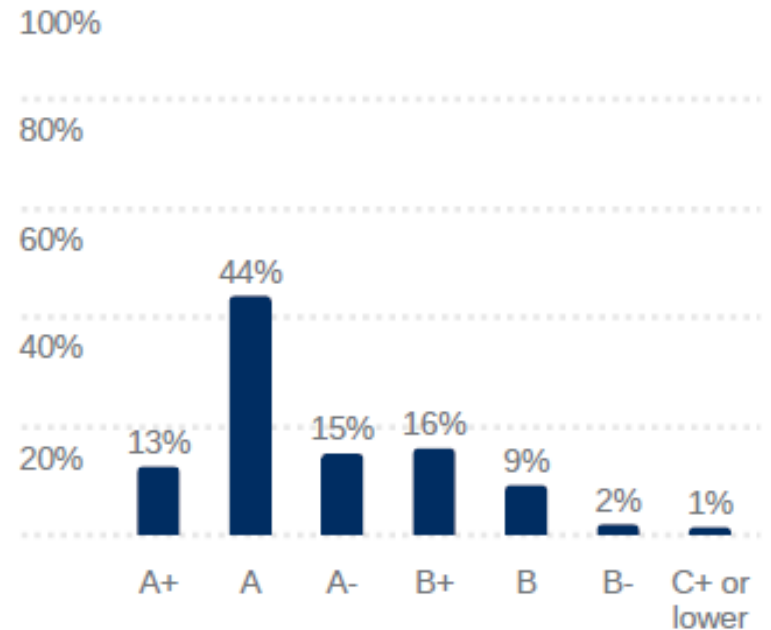
Responses



High school type 245 Responses

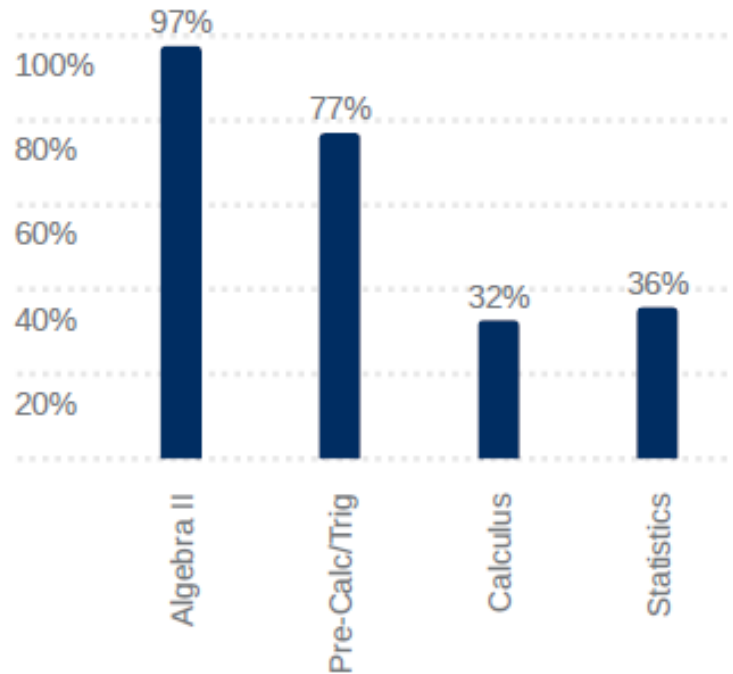


High school grades 237 Responses

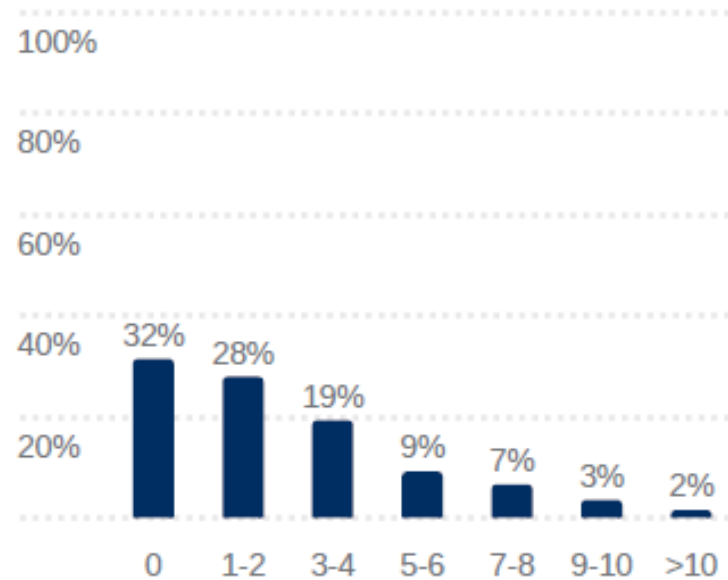


Demographic and Background Characteristics of First-Year Student Respondents

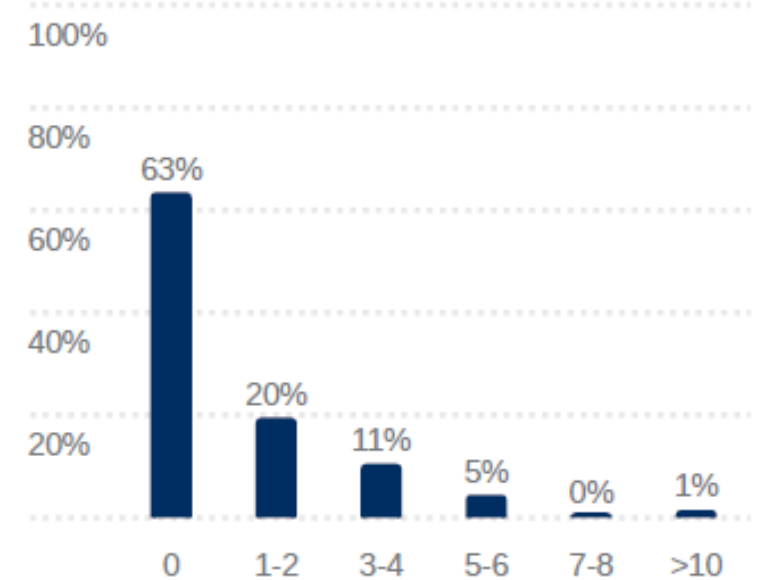
High school math 228 Responses



Advanced Placement courses
completed 238 Responses



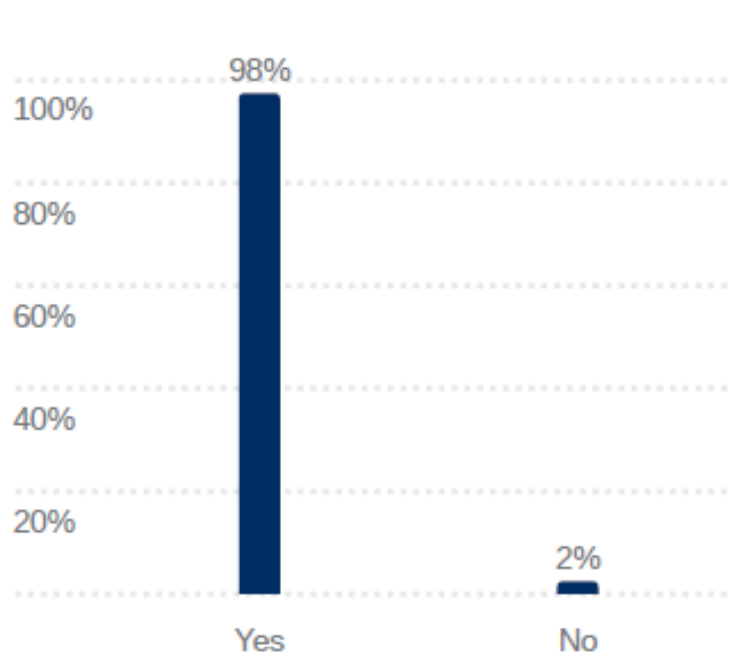
Dual credit courses completed 235 Responses



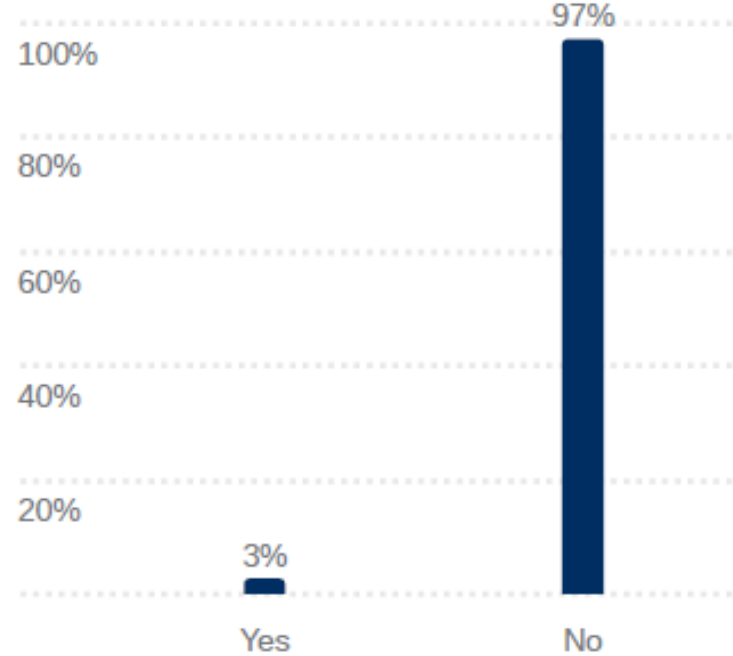
Demographic and Background Characteristics of First-Year Student Respondents

Full-time student at this institution 245

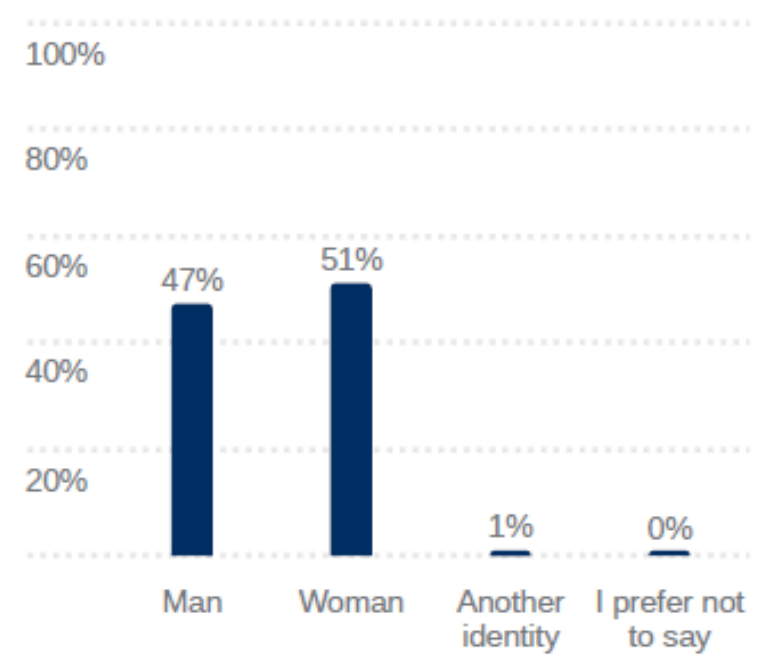
Responses



International student 243 Responses

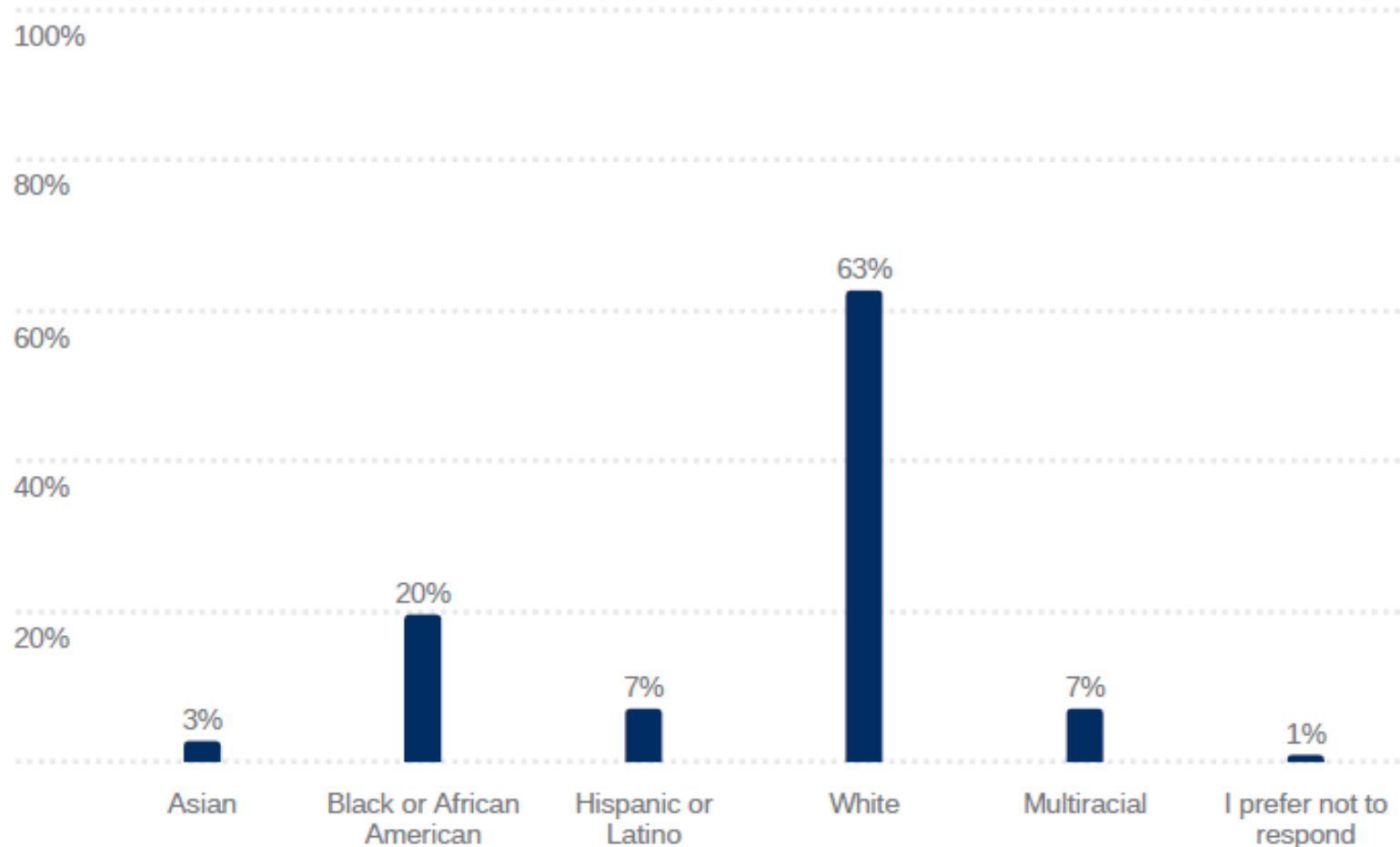


Gender identity 245 Responses



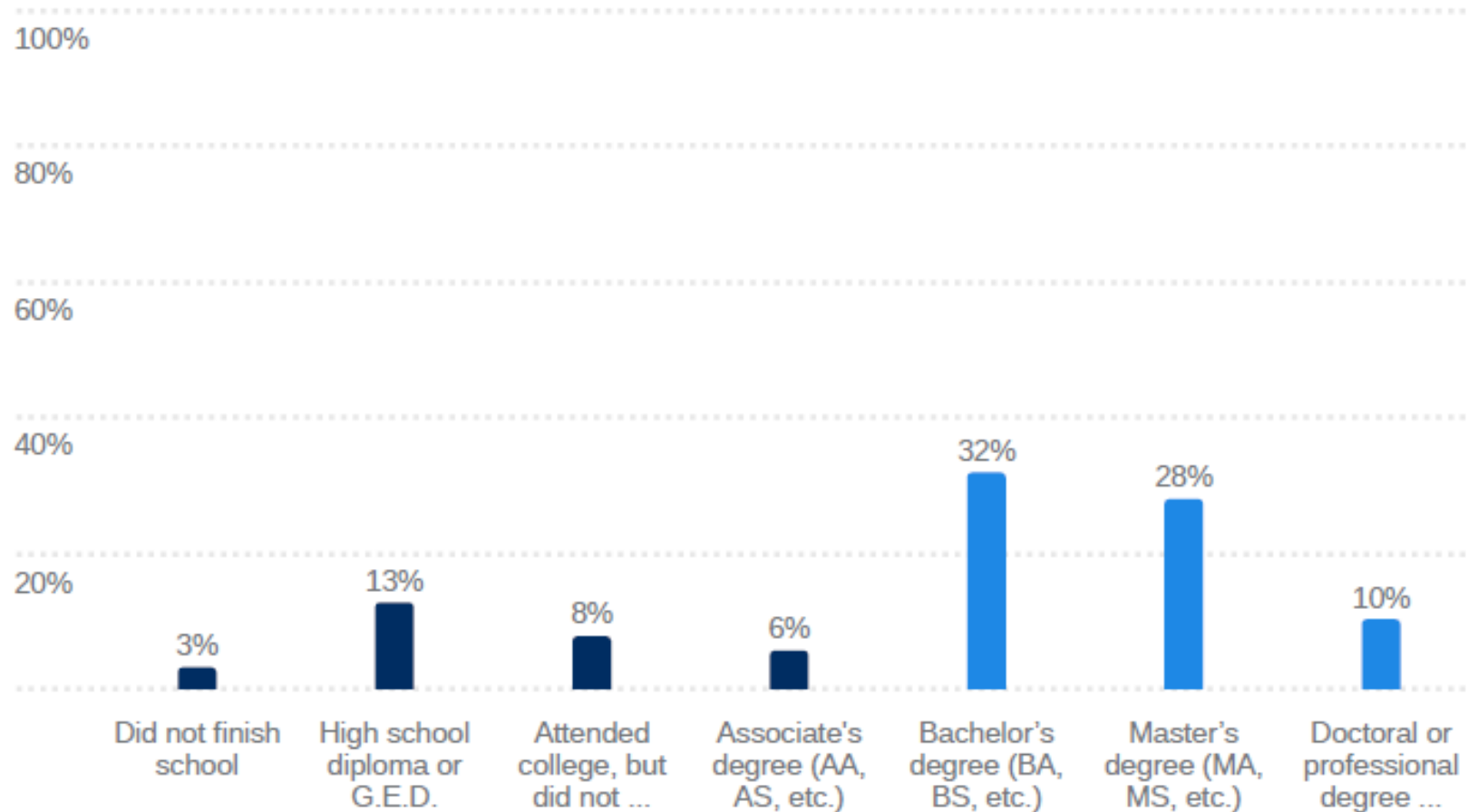
Demographic and Background Characteristics of First-Year Student Respondents

Race or ethnicity 244 Responses



Demographic and Background Characteristics of First-Year Student Respondents

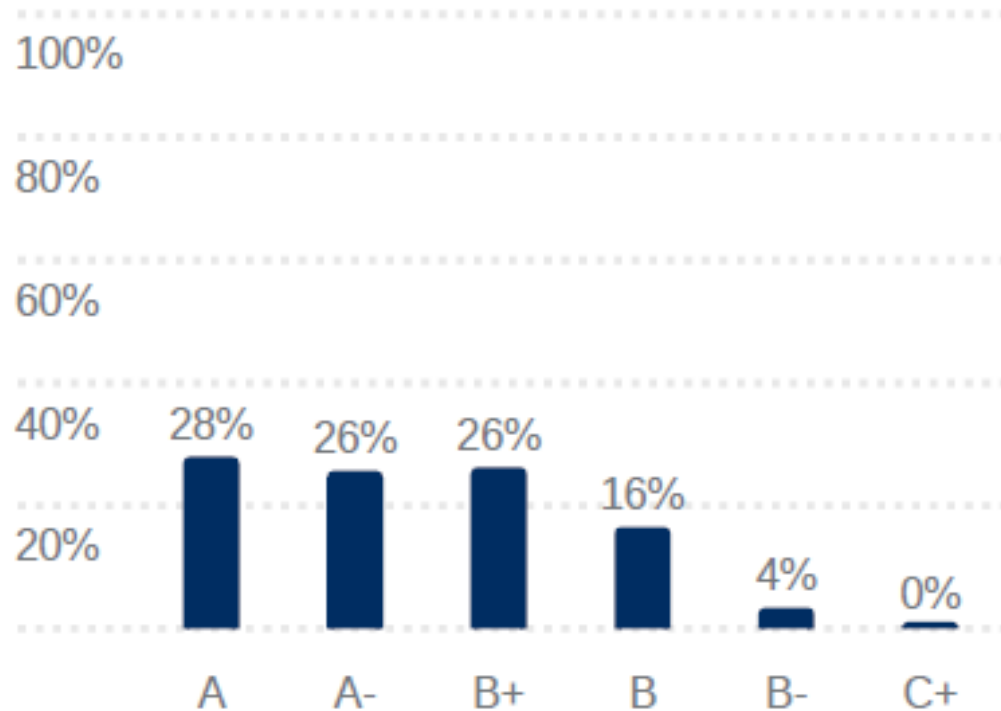
Parents' highest level of education 242 Responses



Additional First-Year Student Respondent Characteristics

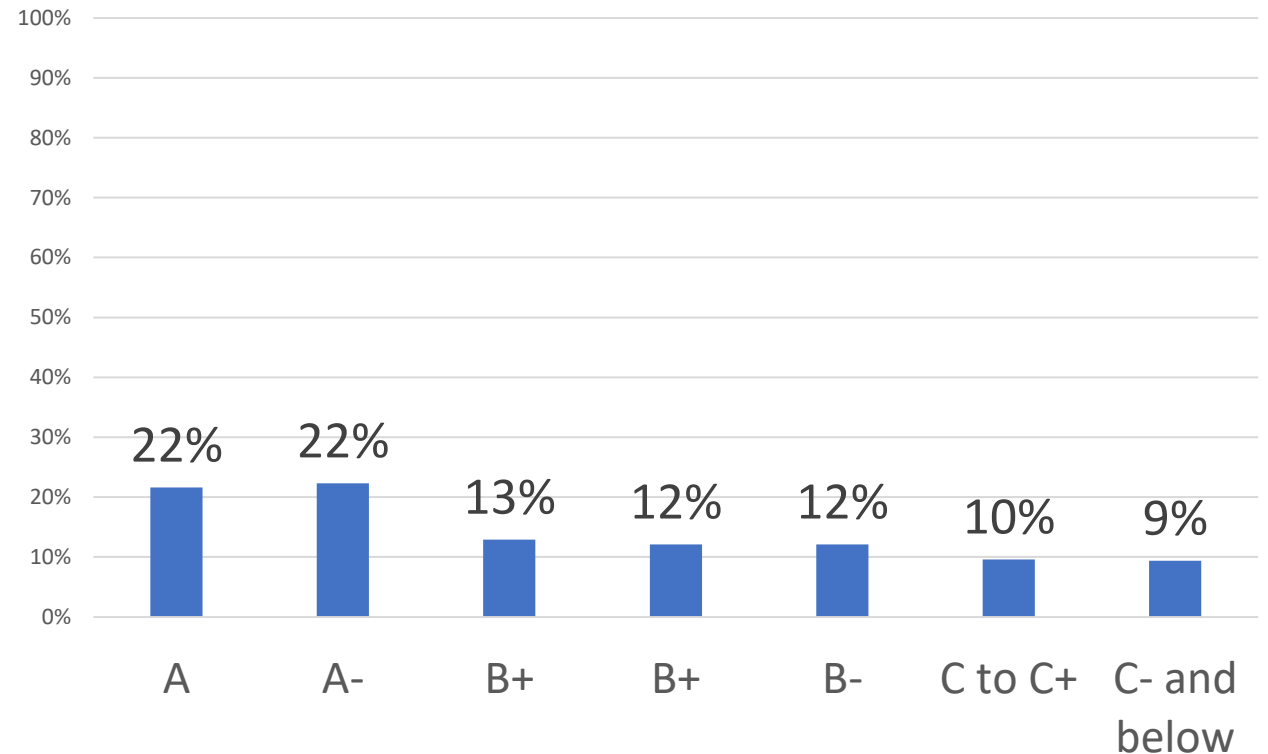
What do you expect most of your grades will be during the coming year?

245 Responses



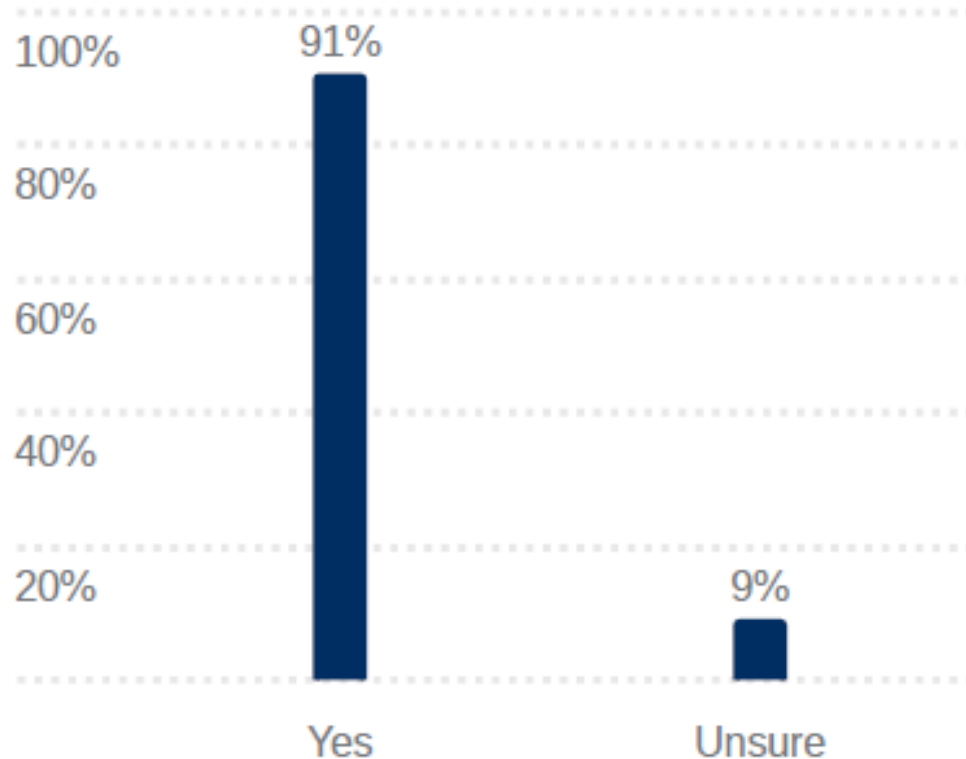
Source: IR retention file

First Fall GPA (Cohorts '14, '17, '18, '19)
n=1349

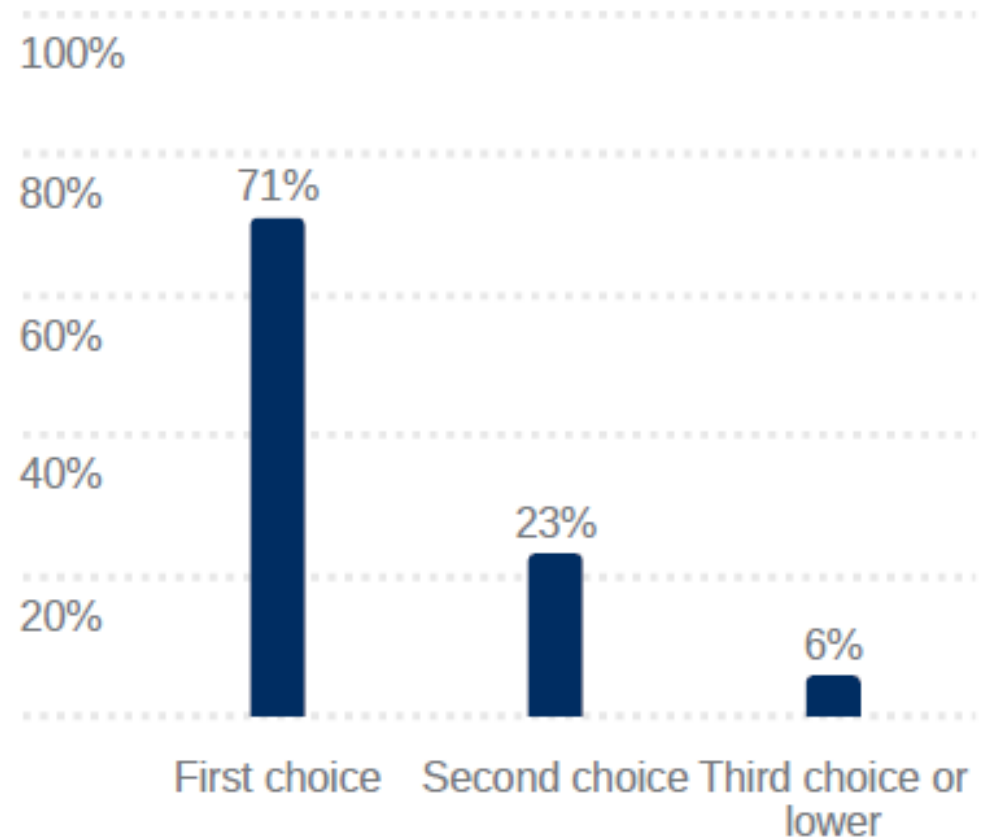


Demographic and Background Characteristics of First-Year Student Respondents

Do you expect to graduate from this
institution? 245 Responses

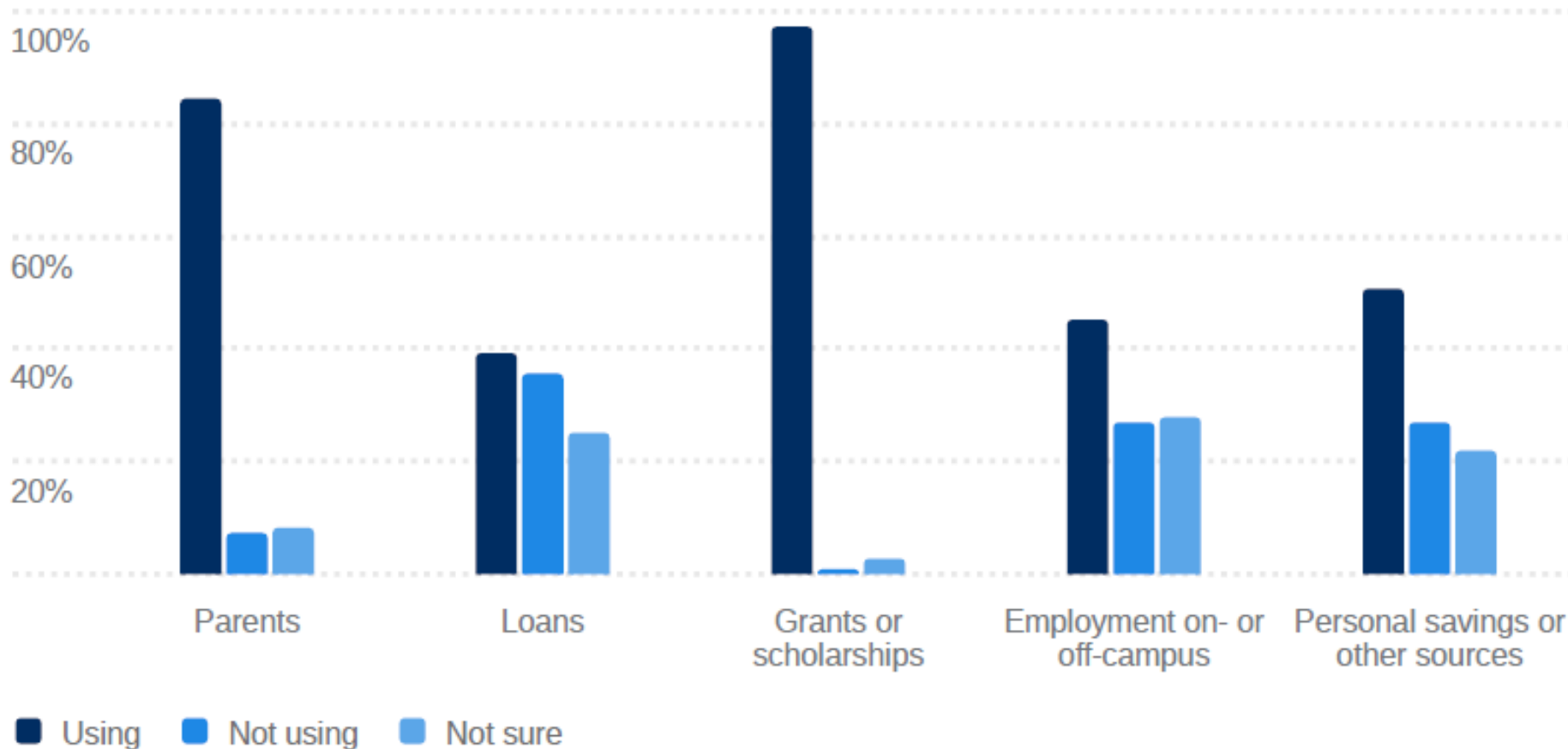


This institution was your: 244 Responses



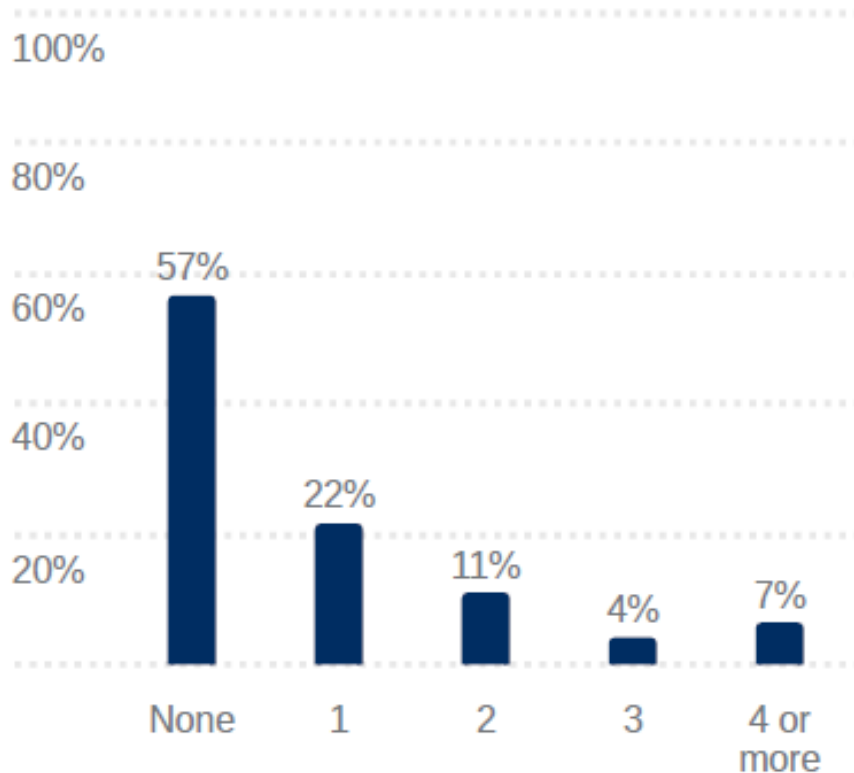
Additional First-Year Student Respondent Characteristics

Which of the following sources are you using to pay for education expenses (tuition, fees, books, room & board, etc)? 245 Responses

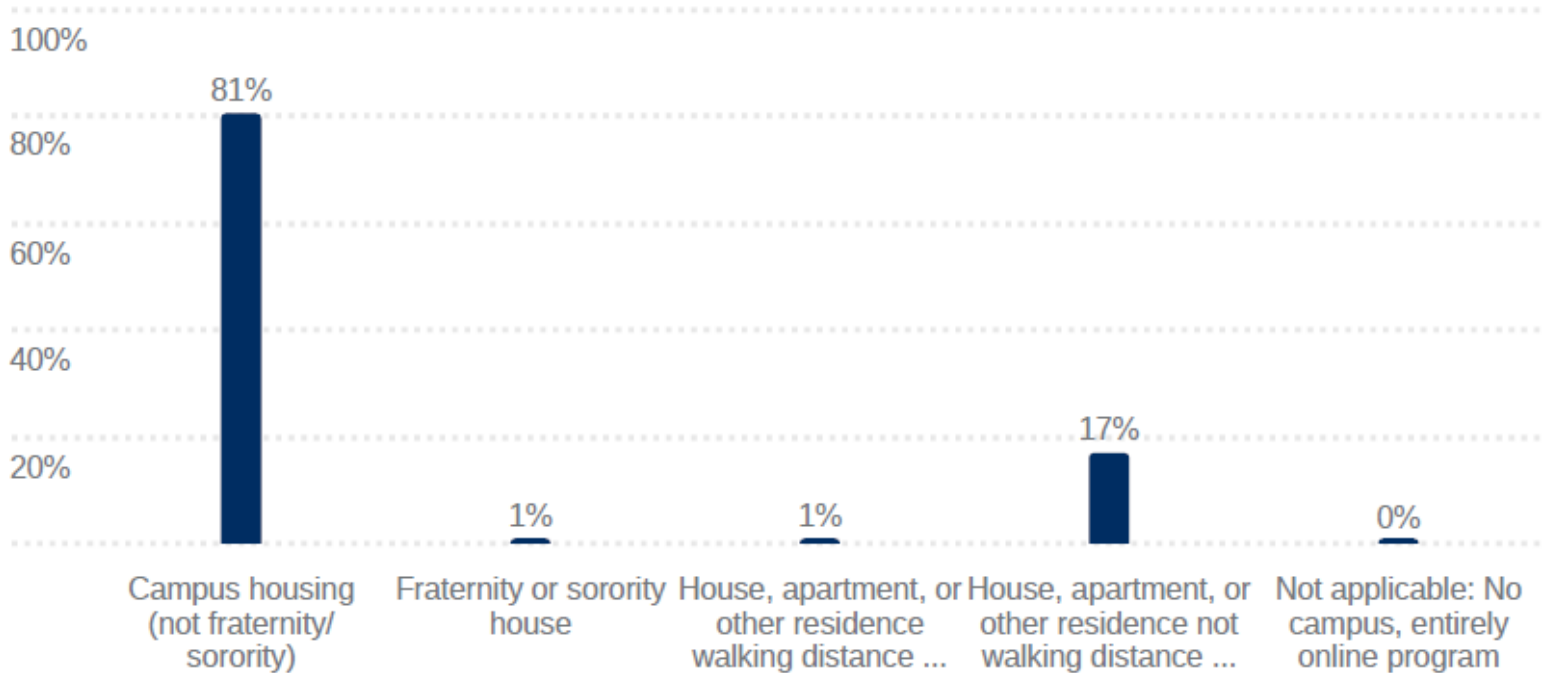


Additional First-Year Student Respondent Characteristics

How many of your close friends will attend this institution during the coming year? 245 Responses



Which of the following best describes where you will be living while attending college? 245 Responses



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.

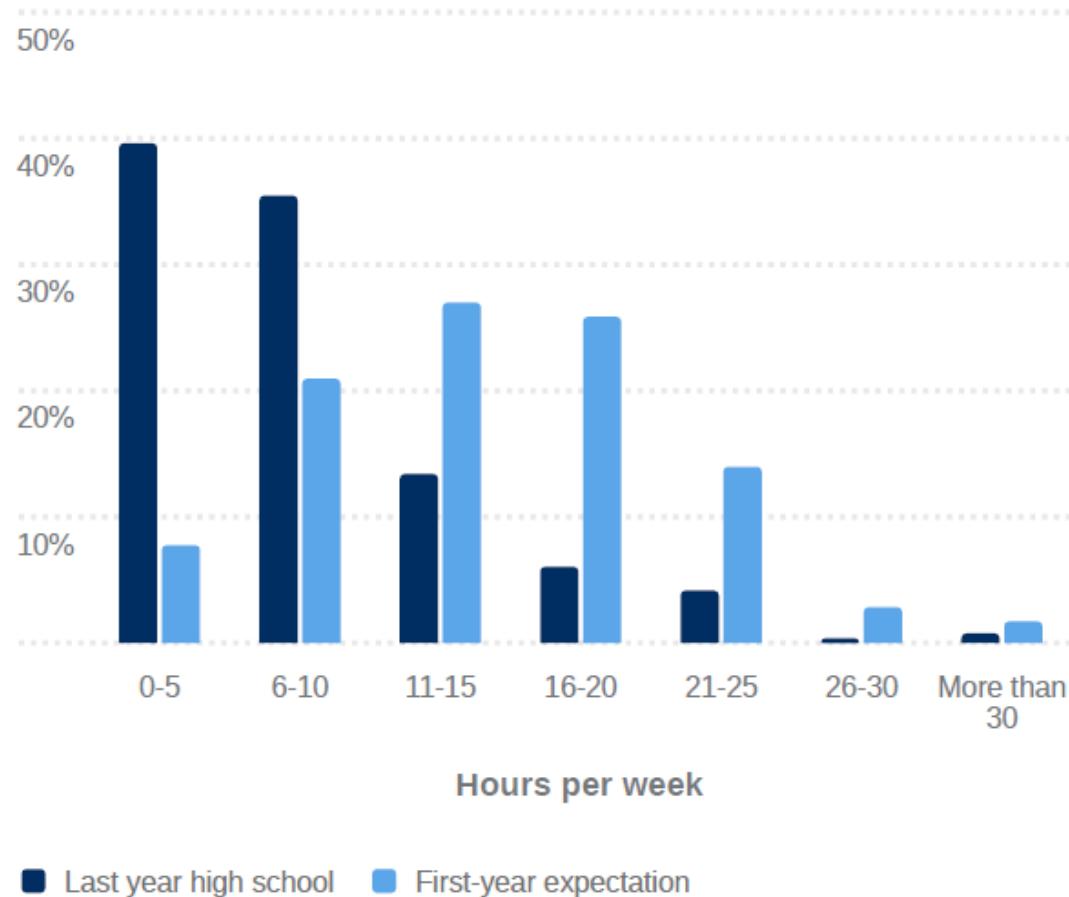
Response percentages—Time spent in the last year of high school vs. expected time in first year of college

Correlation between past engagement and expected future engagement

How First-Year Students Expect to Spend Their Time

Studying or preparing for class

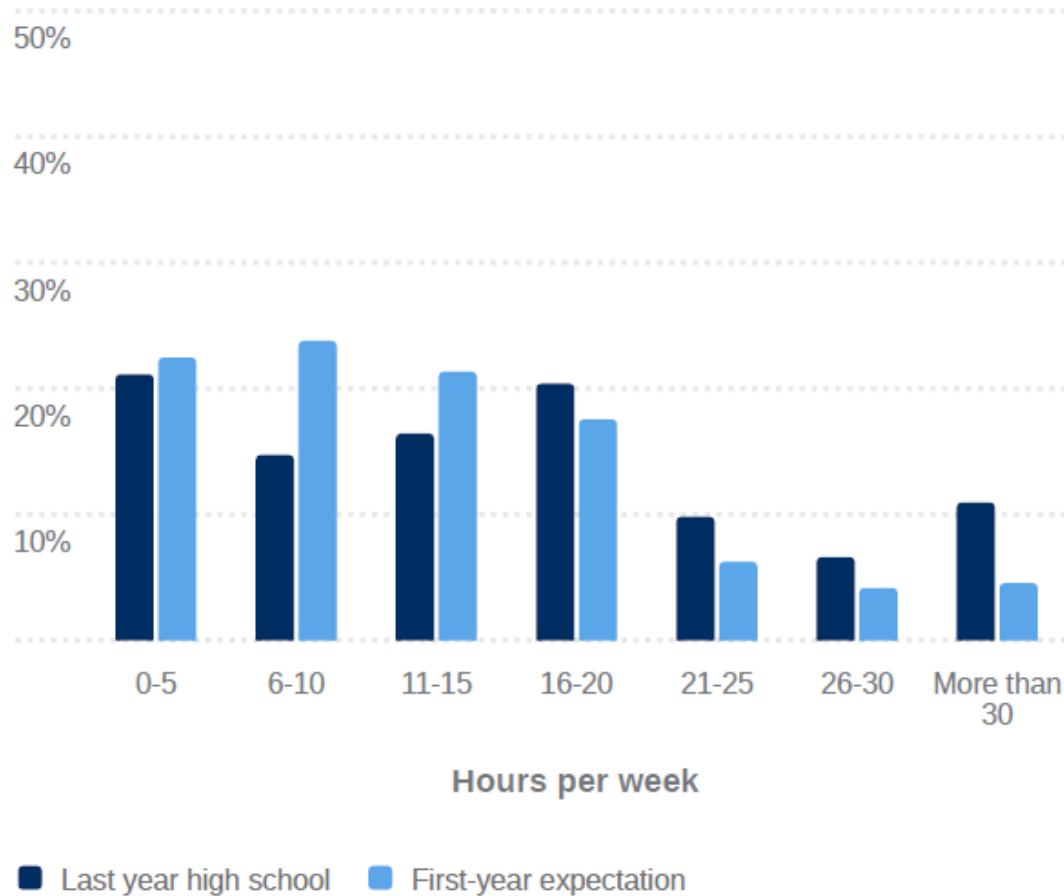
245 Responses



How First-Year Students Expect to Spend Their Time

Participating in co-curricular activities (organizations, school publications, student

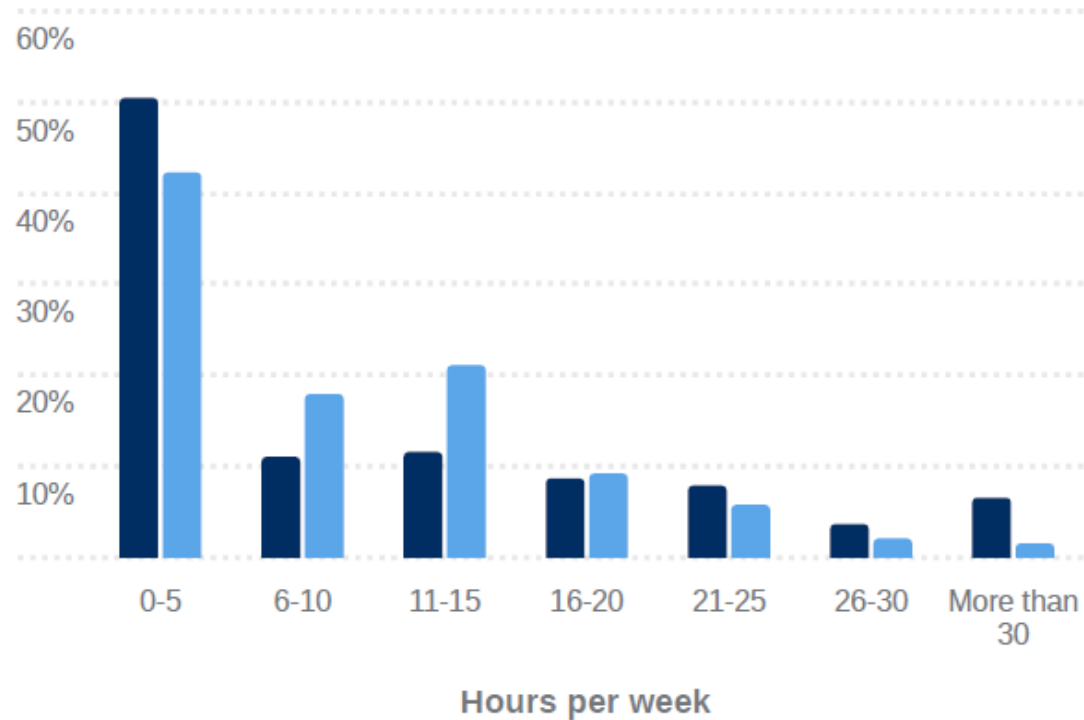
245 Responses



How First-Year Students Expect to Spend Their Time

Working for pay

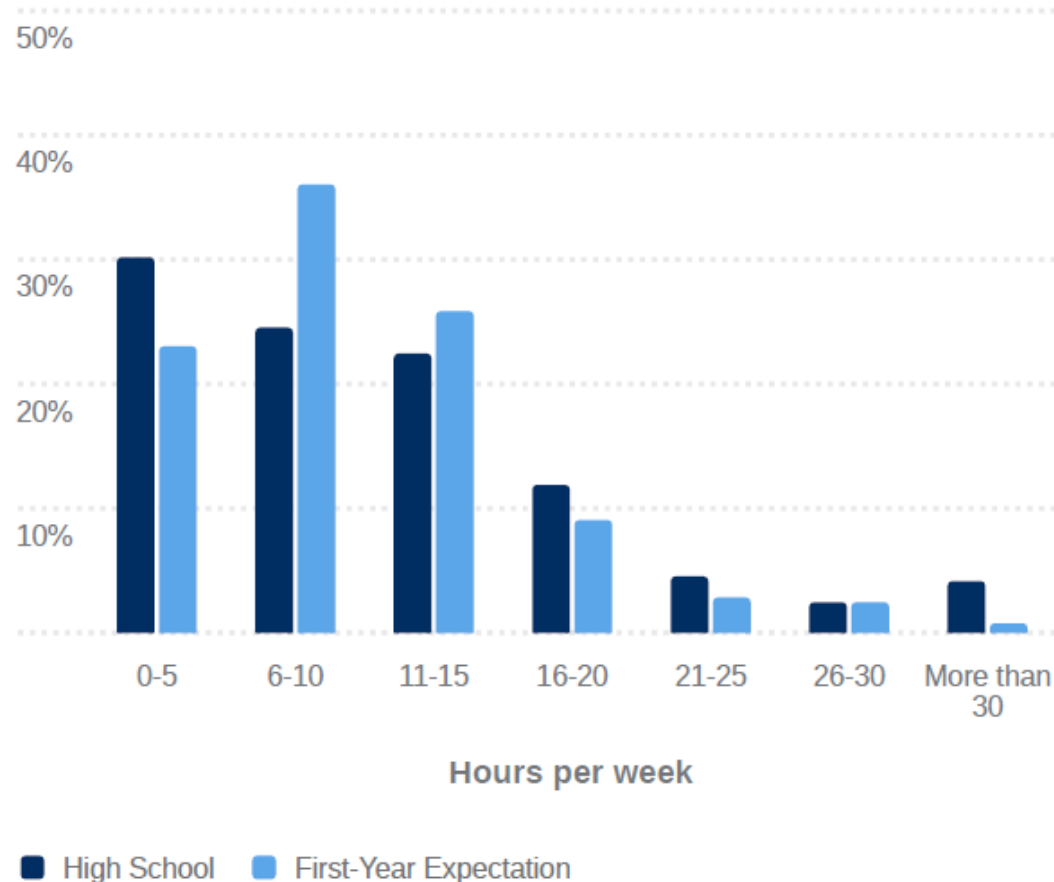
245 Responses



How First-Year Students Expect to Spend Their Time

Relaxing and socializing (time with friends, video games, TV or videos, keeping up with

245 Responses



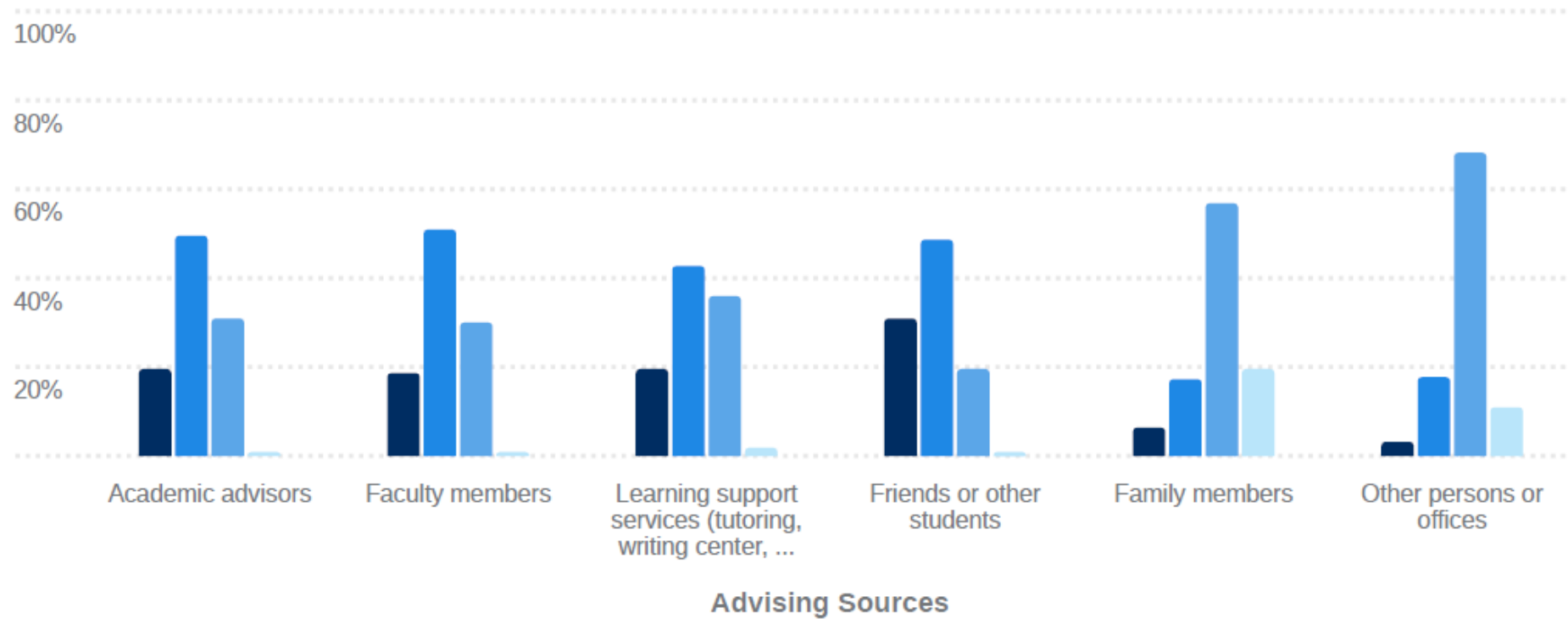
Where First-Year Students Expect to Seek Help

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.

Where First-Year Students Expect to Seek Help

During the coming school year, about how often do you expect to seek help with

245 Responses



Very often Often Sometimes Never

BCSSE Scales Snapshot

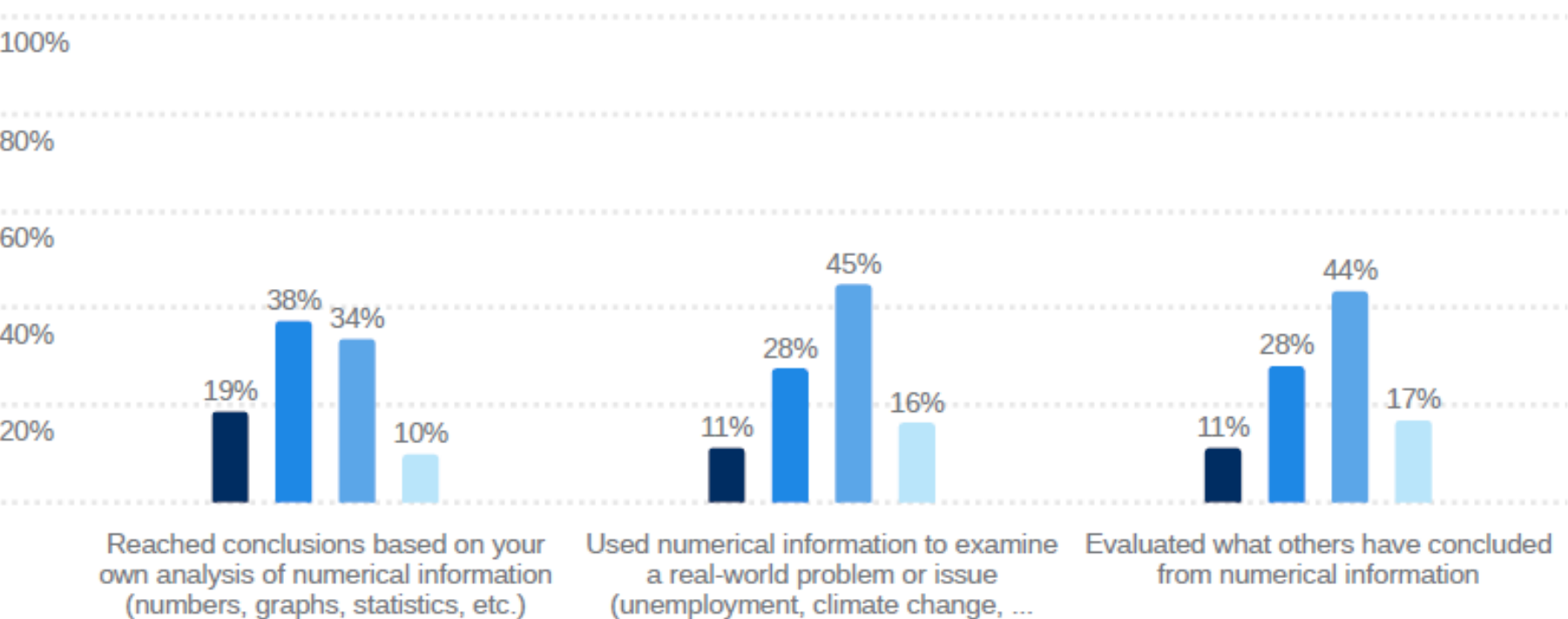
BCSSE Scales and their constituent items offer valuable information about distinct aspects of student engagement. The results below contain item- and scale-level results for your institution by student characteristics and by comparison with other institutions. Several of the BCSSE Scales correspond with [NSSE Engagement Indicators](#), and all are scored in the same way—from 0 to 60.

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.

BCSSE Scales Snapshot

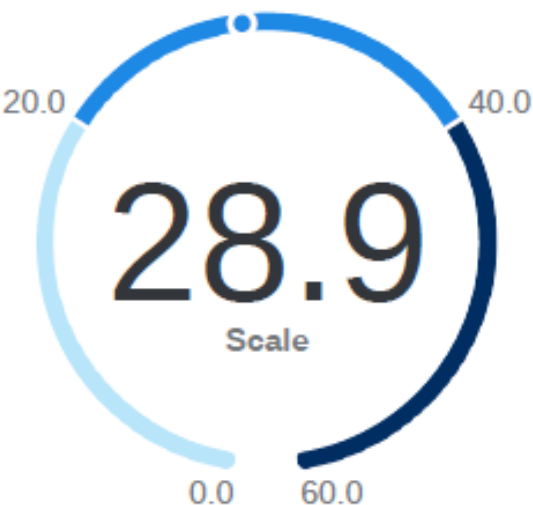
High School Engagement in Quantitative Reasoning

During your last year of high school, about how often did you do the following? 245 Responses



■ Very often
 ■ Often
 ■ Sometimes
 ■ Never

245 Responses

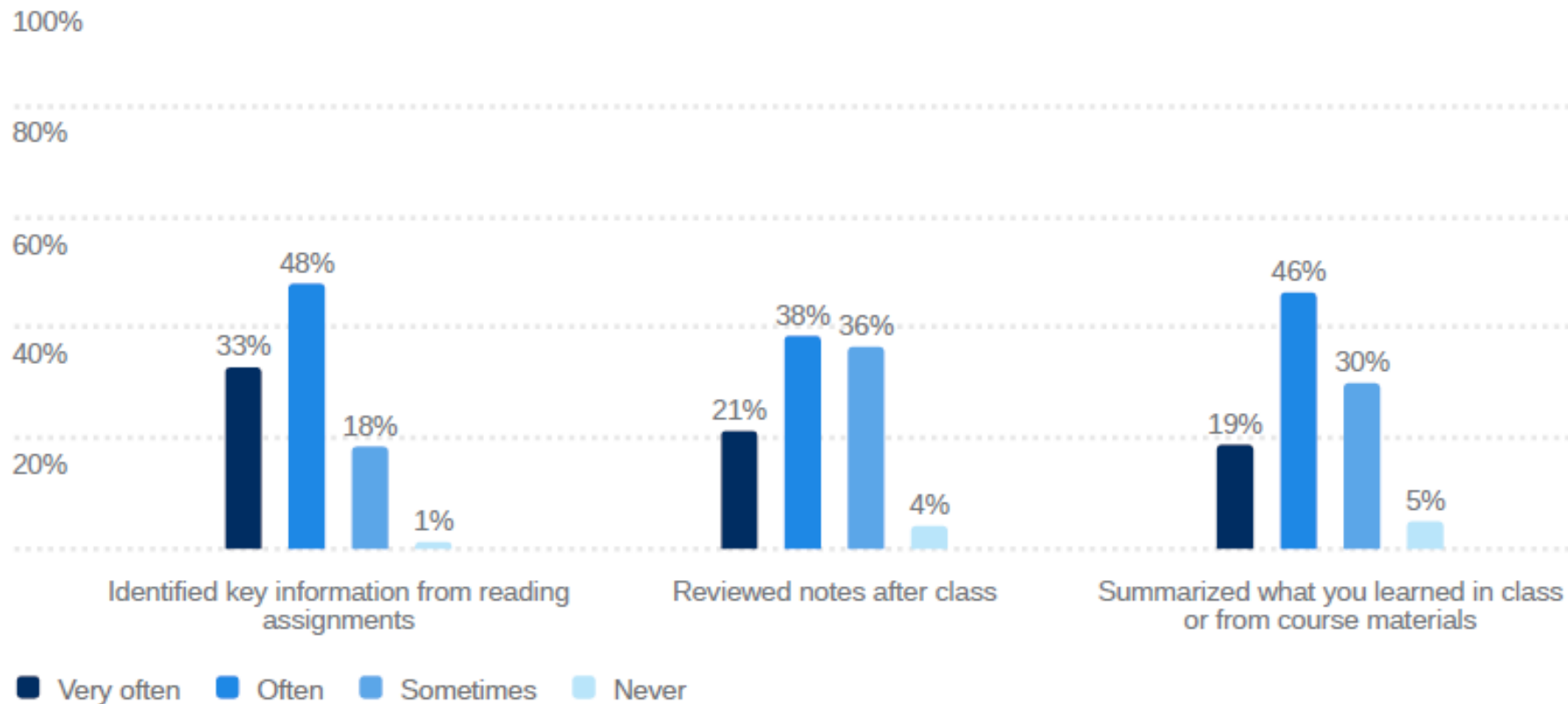


▼ -1.0 vs All other institutions (29.9)

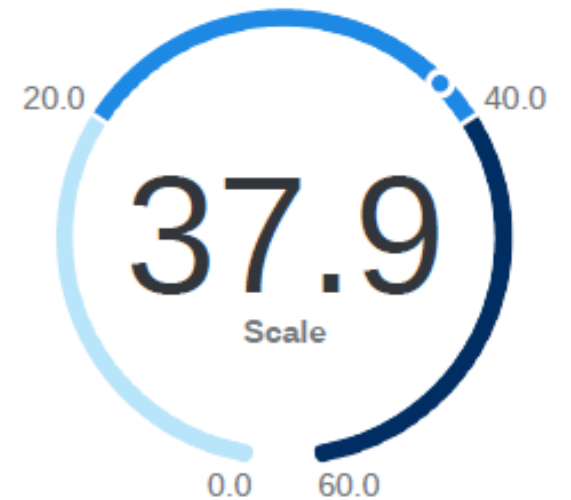
BCSSE Scales Snapshot

High School Engagement in Learning Strategies

During your last year of high school, about how often did you do the following? 245 Responses



244 Responses

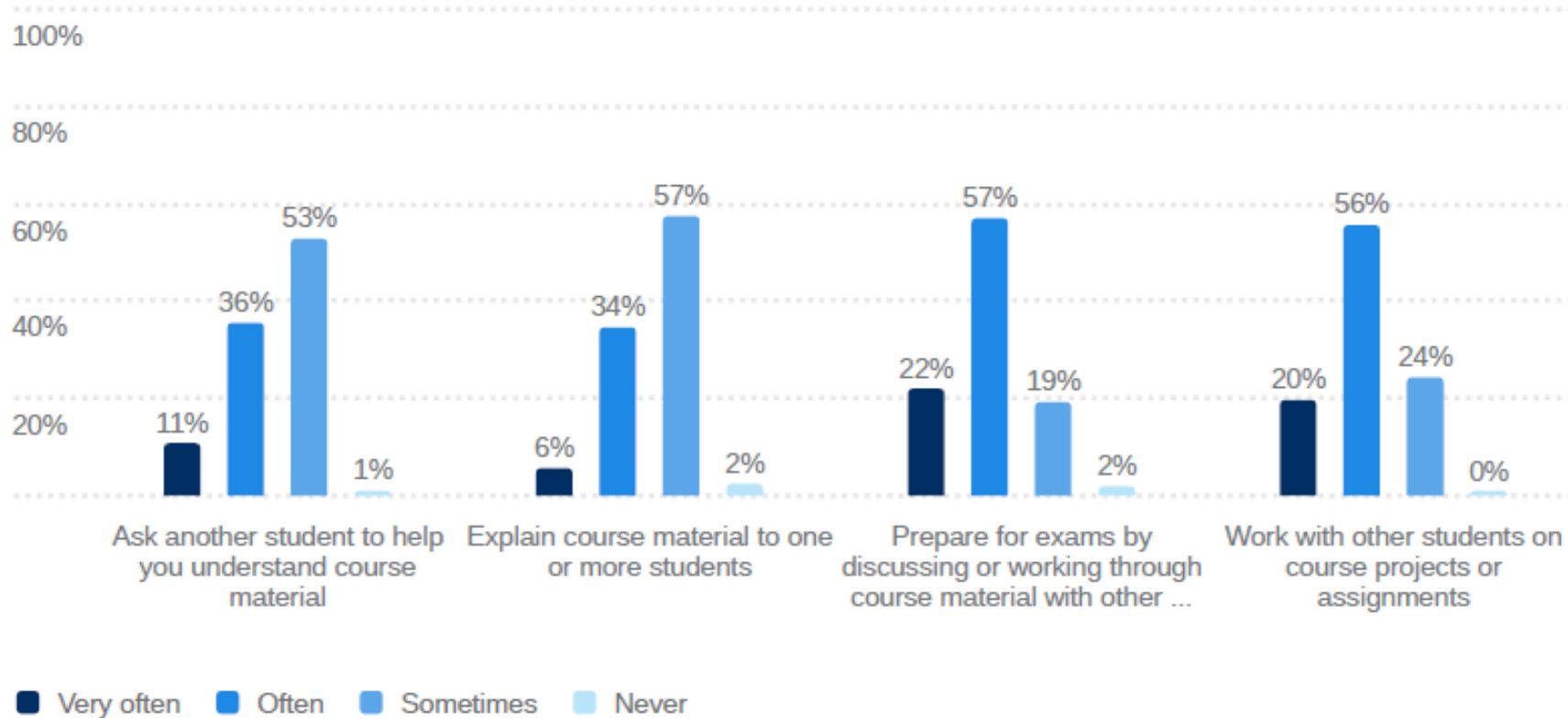


▲ +0.1 vs All other institutions (37.8)

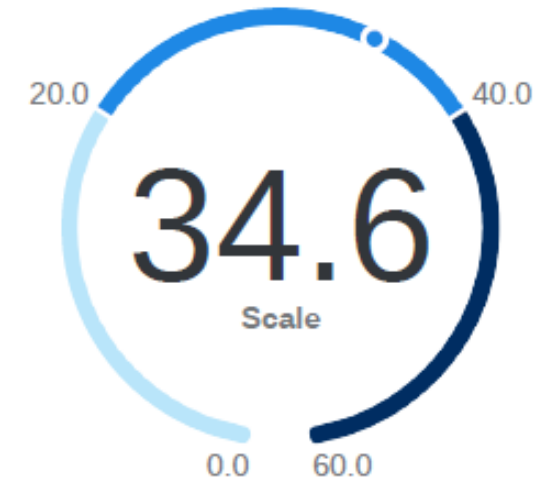
BCSSE Scales Snapshot

Expected Engagement in Collaborative Learning

During the coming school year, about how often do you expect to do the following? 244 Responses



244 Responses

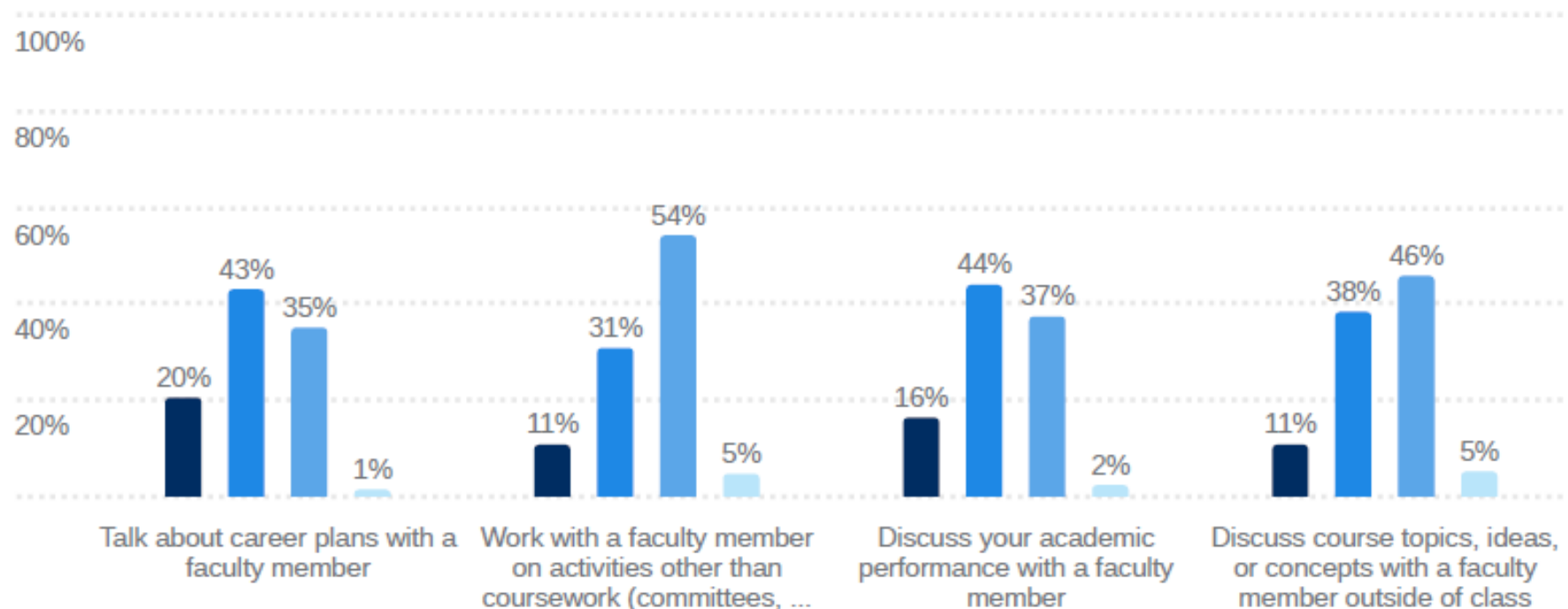


▼ -0.8 vs All other institutions (35.4)

BCSSE Scales Snapshot

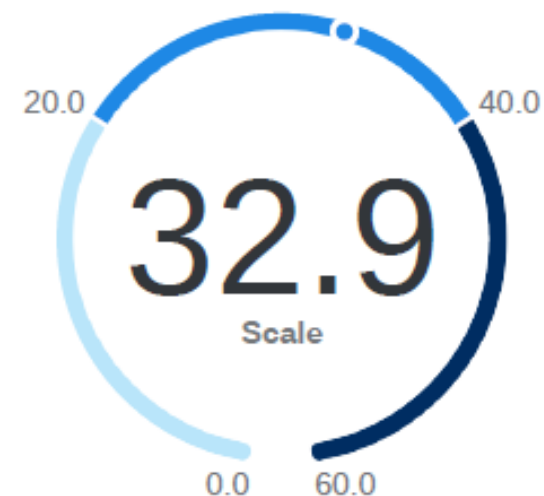
Expected Engagement with Faculty

During the coming school year, about how often do you expect to do the following? 244 Responses



■ Very often
 ■ Often
 ■ Sometimes
 ■ Never

244 Responses

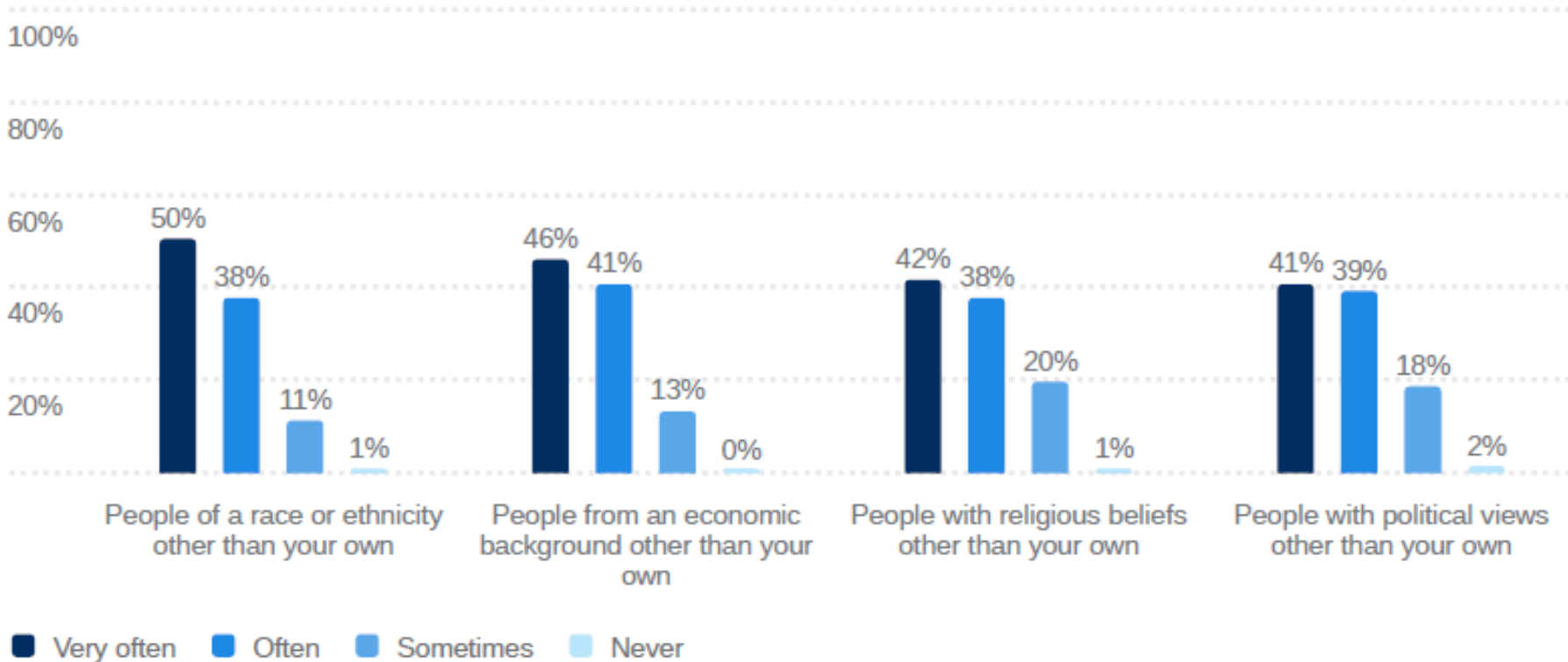


▲ +1.7 vs All other institutions (31.2)

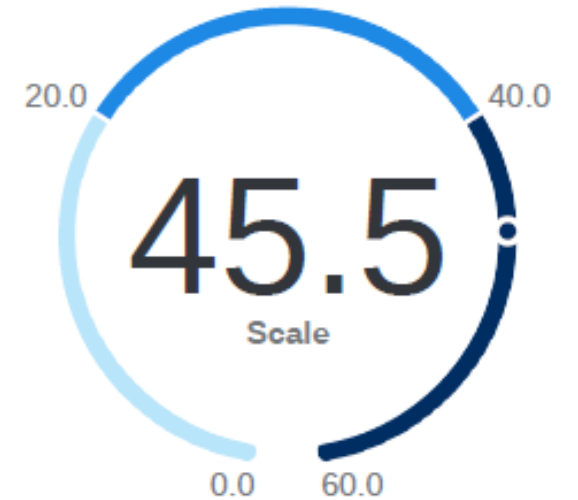
BCSSE Scales Snapshot

Expected Discussions with Diverse Others

During the coming school year, about how often do you expect to have discussions with people from the following groups? 244 Responses



244 Responses



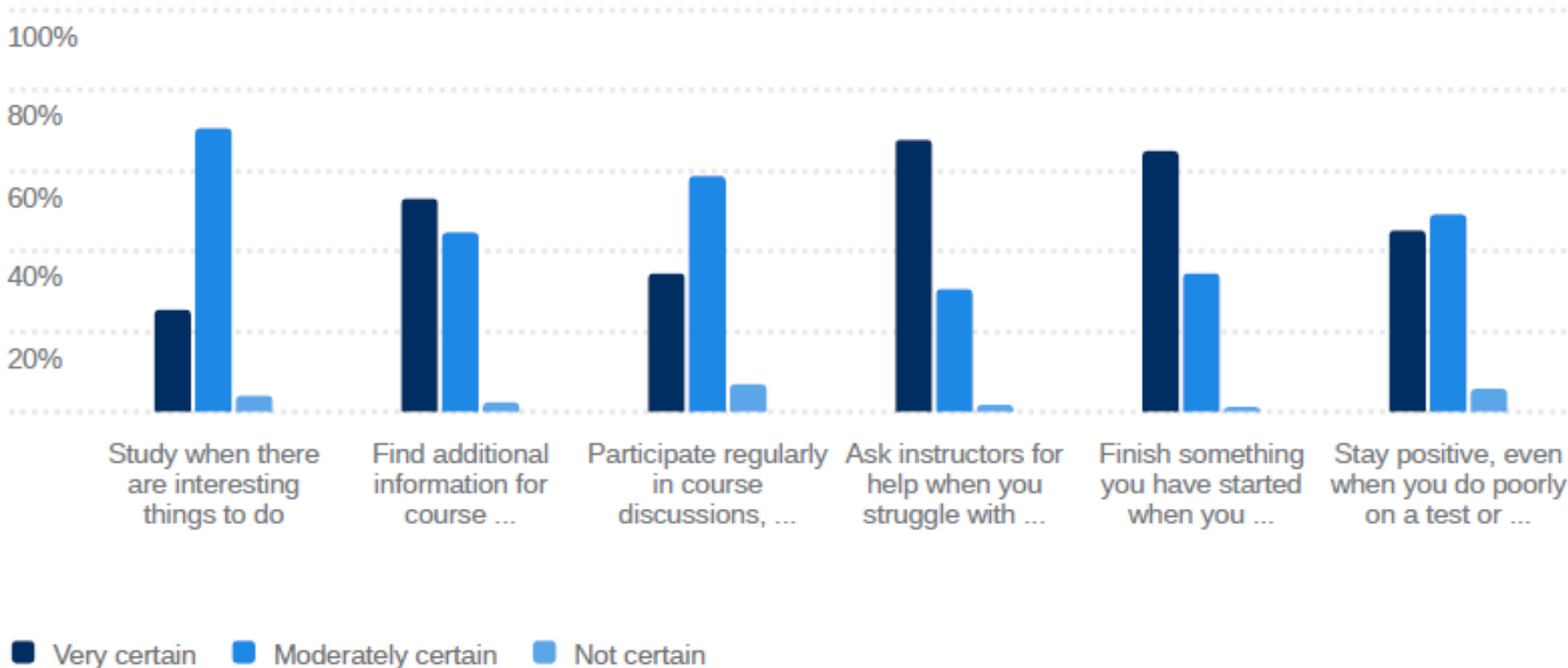
▲ +1.1 vs All other institutions (44.4)

BCSSE Scales Snapshot

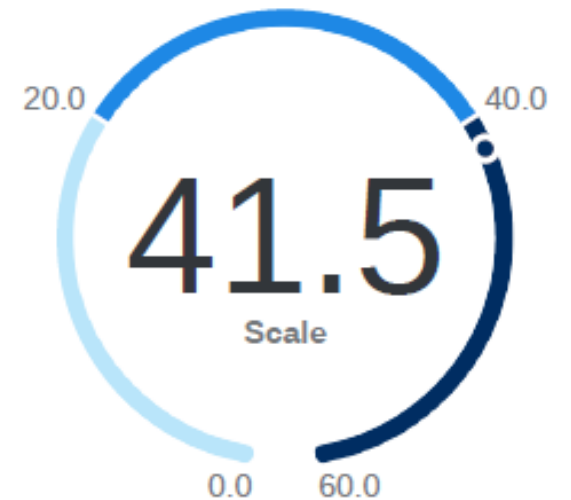
Expected Academic Perseverance

During the coming school year, how certain are you that you will do the following? ⓘ 244

Responses



244 Responses

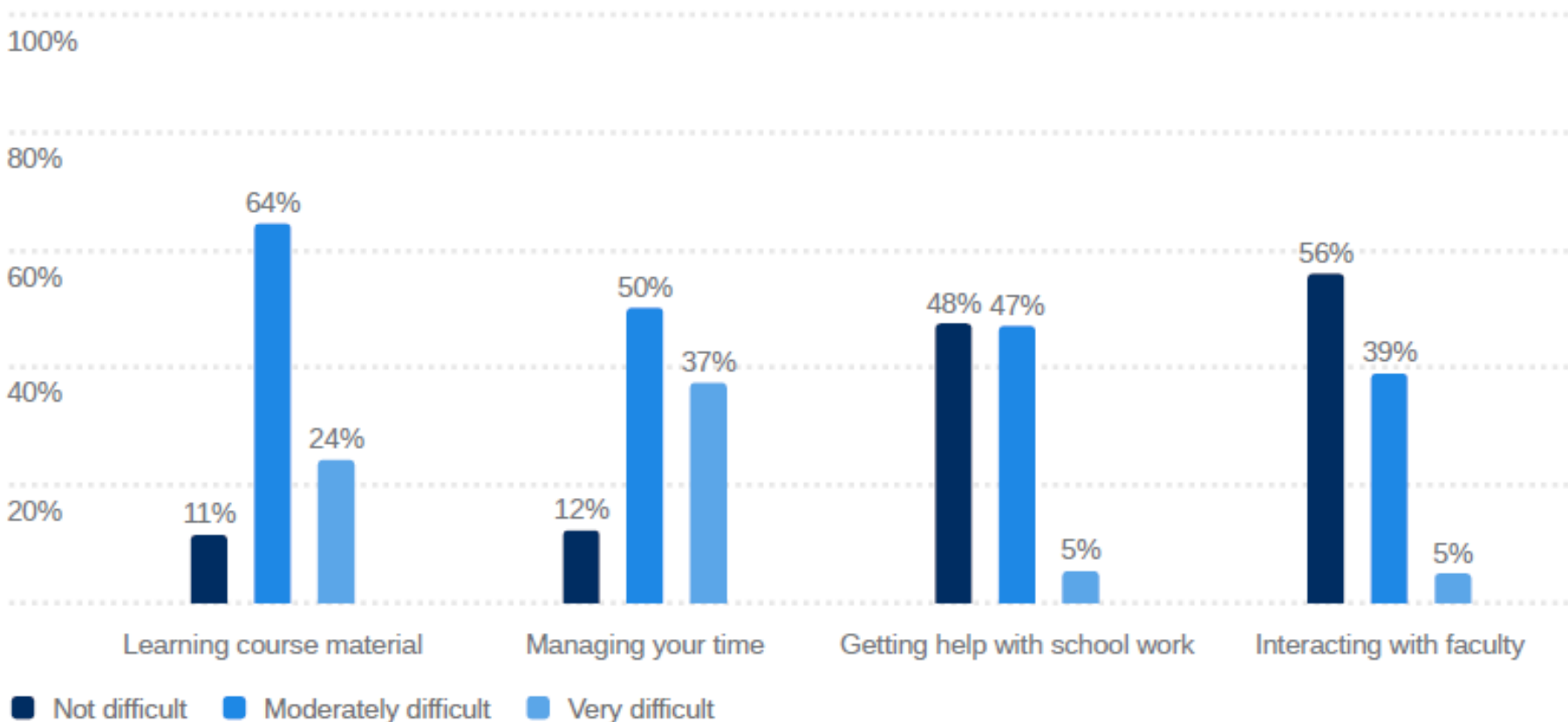


▲ +0.3 vs All other institutions (41.2)

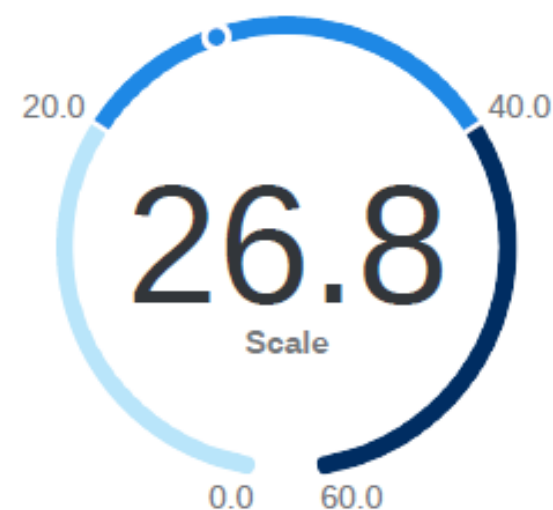
BCSSE Scales Snapshot

Expected Academic Difficulty

During the coming school year, how difficult do you expect the following to be? ⓘ 245 Responses



244 Responses



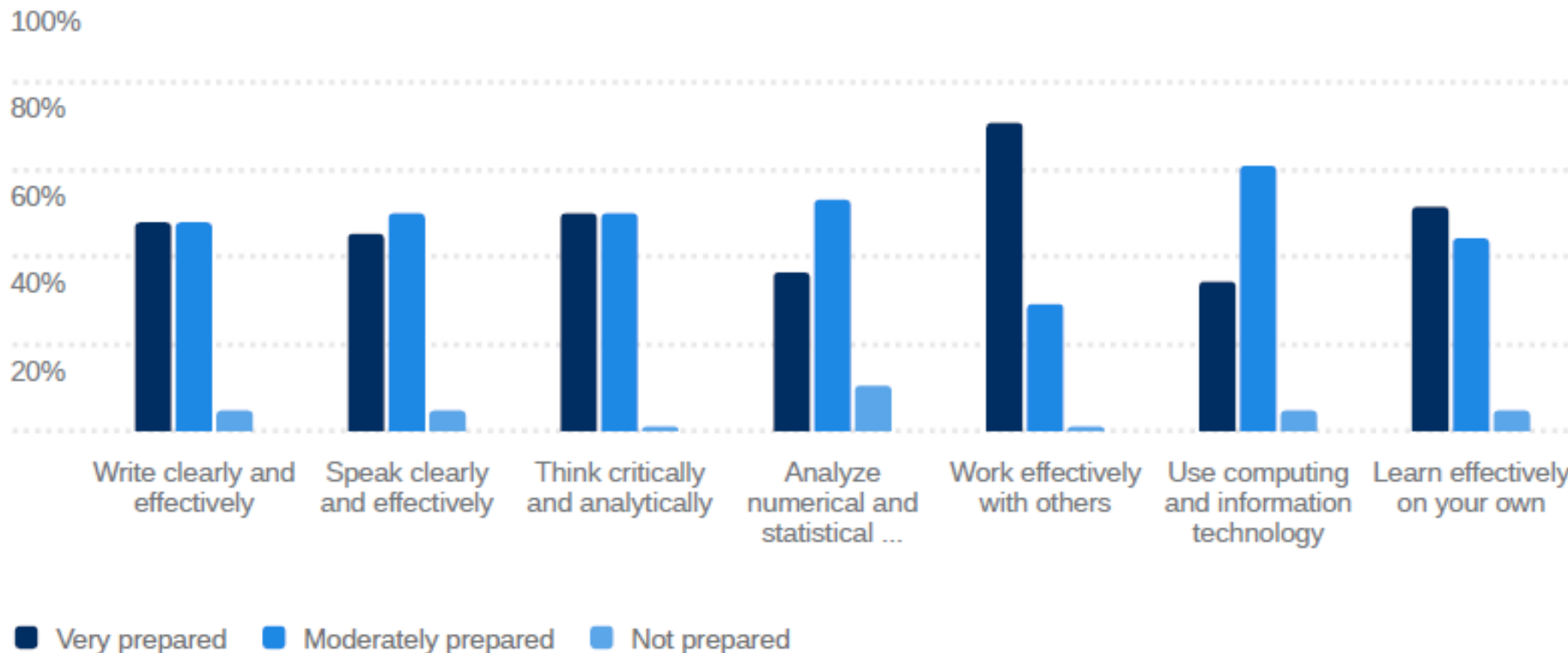
▼ -2.4 vs All other institutions (29.1)

BCSSE Scales Snapshot

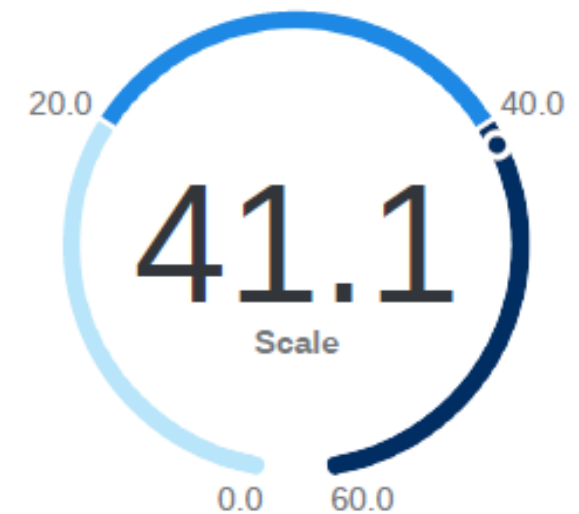
Perceived Academic Preparation

How prepared are you to do the following in your academic work at this institution? ⓘ 245

Responses



245 Responses



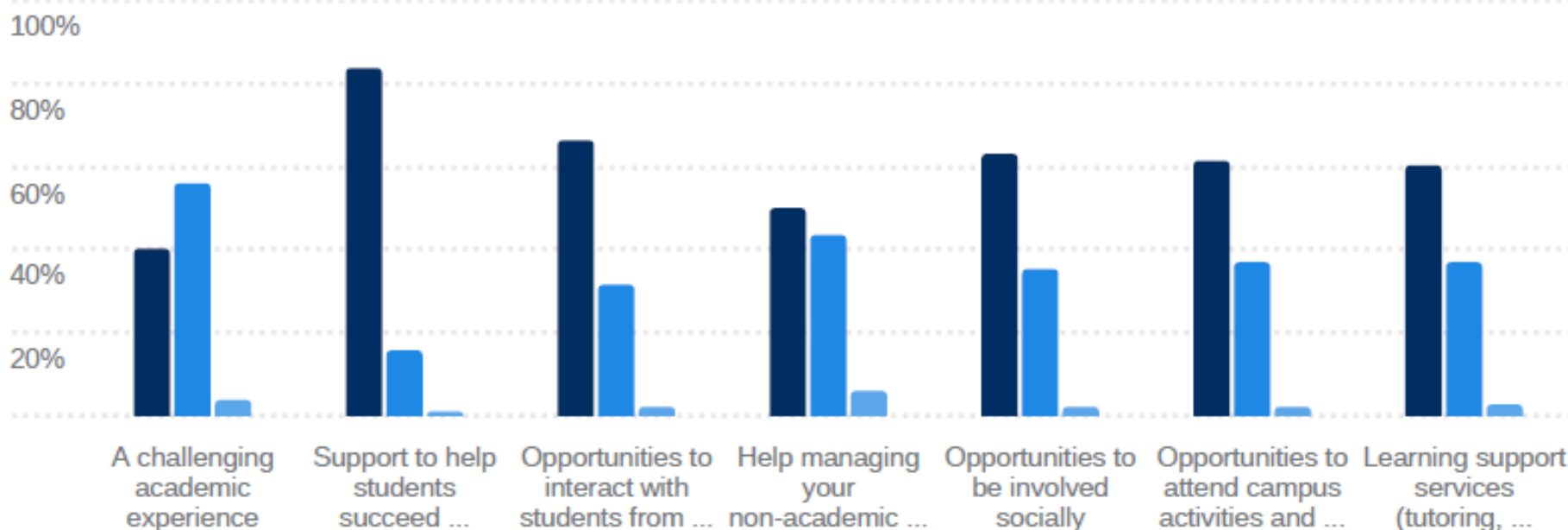
▼ **-1.7** vs All other institutions (42.8)

BCSSE Scales Snapshot

Importance of Campus Environment

How important is it to you that your institution provides the following? ⓘ 245 Responses

245 Responses



▲ +0.5 vs All other institutions (44.9)

Very important Moderately important Not important

BCSSE Scales Snapshot

BCSSE 2021 Scale Items by Demographic Characteristics

P<.005, *P<.001

	First-Generation Status (neither parent or guardian holds a bachelors degree)		Black or African American		What is your gender identity?		What were most of your high school grades? (Select only one.)	
	First Gen 72	Not First Gen 167	Not Selected 186	Selected 56	Man 113	Woman 126	A- and above 169	B+ and below 65
High School engagement in quantitative reasoning	27.5000	29.6208	29.9283	25.4762	30.4425	27.0370	28.8363	28.4103
High School engagement in learning strategies	37.4074	38.2834	37.7778	38.3333	35.1622	40.2646	*** 38.1065	38.1538
Expected engagement in collaborative learning	33.8194	34.9900	34.7401	34.4048	34.1888	35.0397	34.3590	35.4872
Expected engagement with faculty	32.6389	33.1737	32.9032	33.3929	30.0885	35.3968	*** 32.9882	33.5385
Expected discussions with diverse others	45.0000	45.8683	45.8602	43.9286	42.6549	47.5794	** 45.8580	44.6154
Expected Academic Perseverance Scale: Student certainty that they will persist in the face of academic adversity	40.7500	41.9042	41.2473	42.6429	39.9646	42.9683	42.7692	38.9846 ***
Expected Academic Difficulty Scale: Expected academic difficulty during the first year of college (university)	27.4028	26.3713	26.9570	25.6786	25.8938	27.0317	25.6213	28.7538
Perceived Academic Preparation Scale: Student perception of their academic preparation	39.7143	41.6390	41.2750	40.1939	40.4855	41.2744	41.7380	39.8945
Importance of Campus Environment Scale: Student-rated importance that the institution provides a challenging and supportive environment	44.7619	45.8871	45.7665	44.6786	41.9570	48.5918	*** 46.4345	43.8989

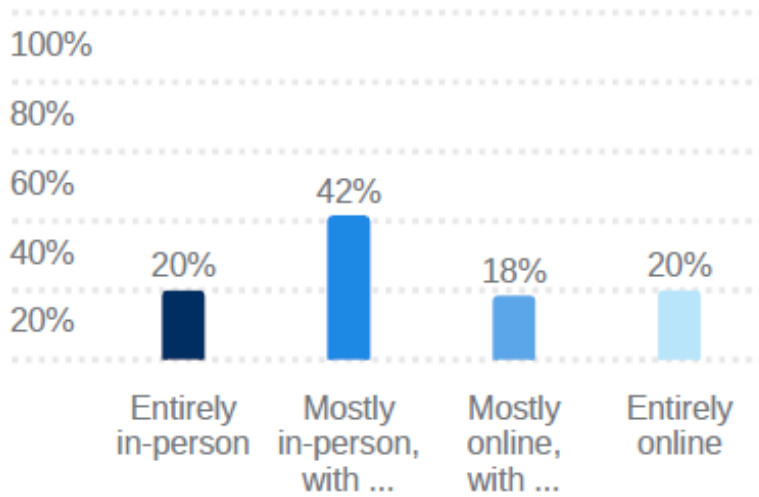
Entering Students and the COVID-19 Disruption

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.

Entering Students and the COVID-19 Disruption

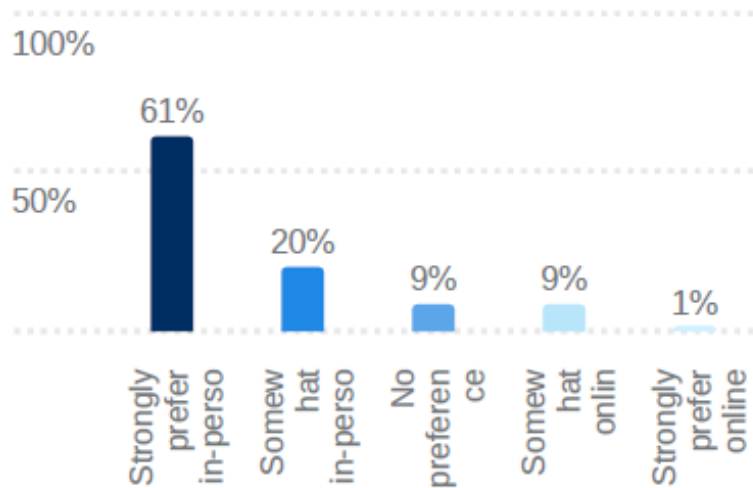
Which best describes how you attended your last year of high school?

234 Responses



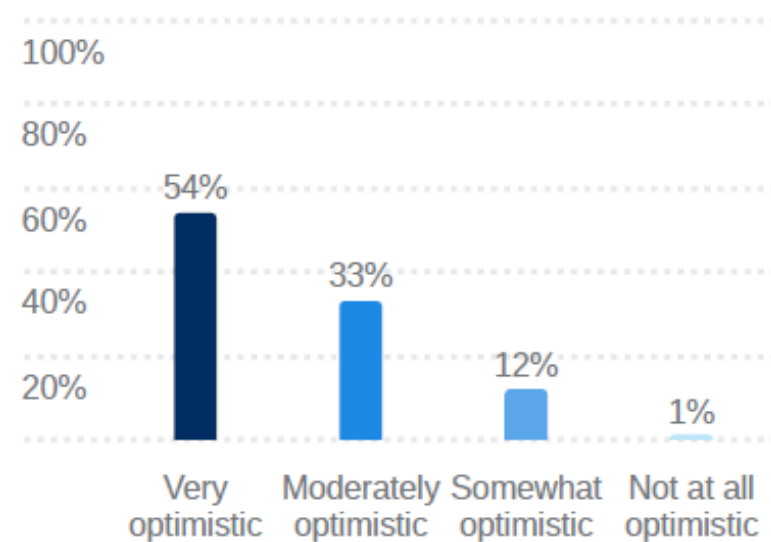
With regard to online and in-person courses, which of the following statements is most true for you?

240 Responses



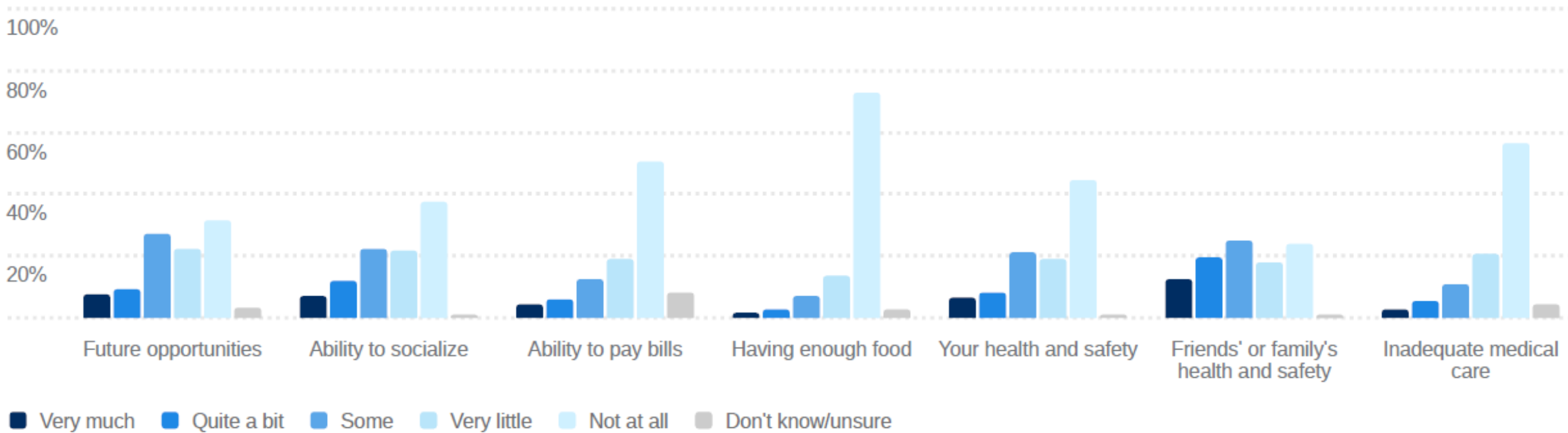
How optimistic are you about having a successful first year of college or university?

245 Responses



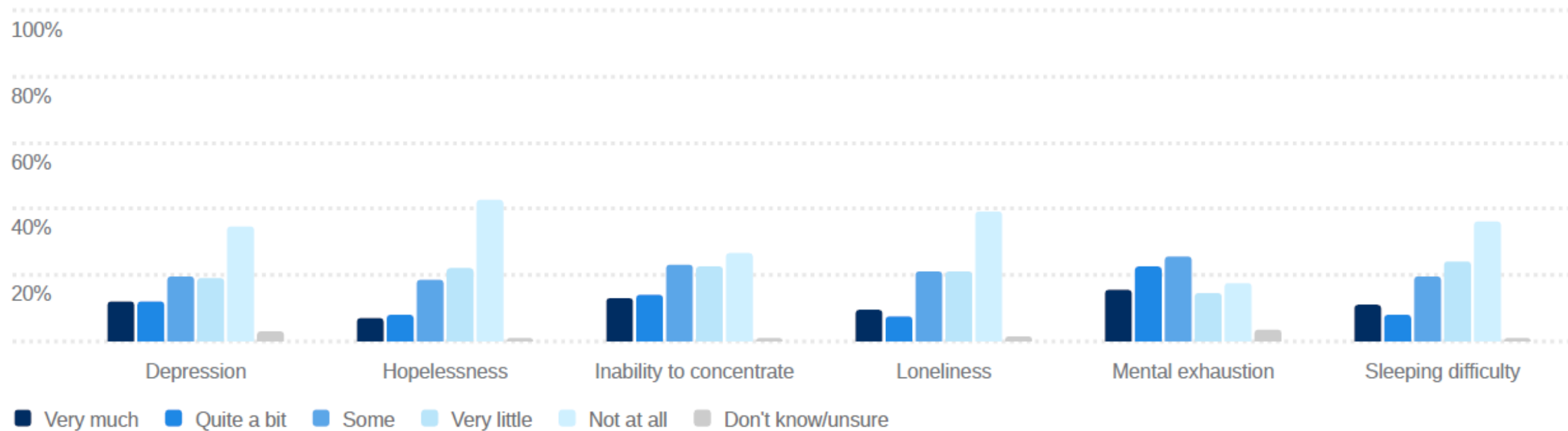
Entering Students and the COVID-19 Disruption

As a result of the COVID-19 pandemic, to what extent, if any, has your concern about the following increased? **245 Responses**



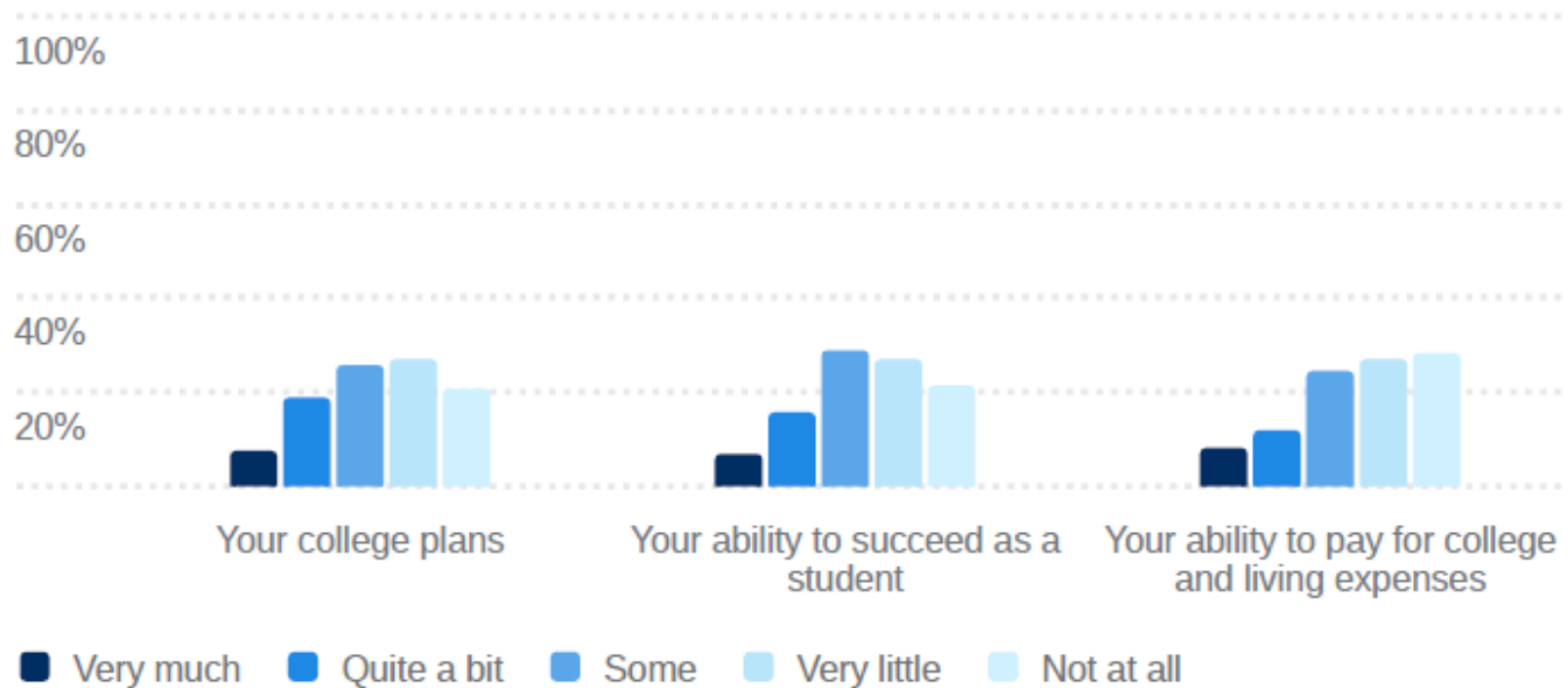
Entering Students and the COVID-19 Disruption

As a result of the COVID-19 pandemic, to what extent, if any, have you experienced an increase in the following? **245 Responses**



Entering Students and the COVID-19 Disruption

To what extent, if any, has the COVID-19 pandemic interfered with the following? **245** Responses



Thank you!

More information on BCSSE: <https://nsse.indiana.edu/bcsse/index.html>

More information NSSE: <https://nsse.indiana.edu/nsse/about-nsse/conceptual-framework/index.html>

All data and presentation tables from BCSSE Qualtrics site unless otherwise noted