

7. Transfer Students Results / 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. Click [HERE](#) for more details about BCSSE Scales and to download a copy of the the BCSSE survey.

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.

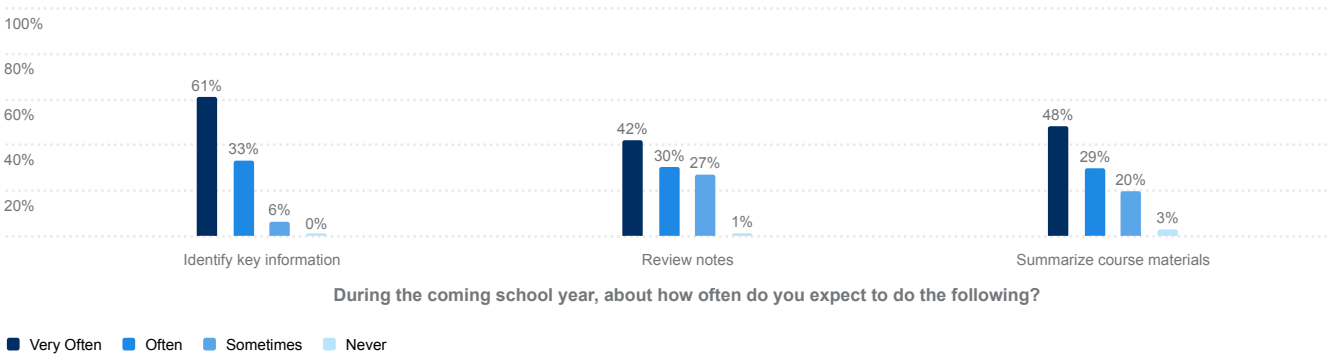
Results by Institution Characteristics

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 all other participating public, master's-level institutions. Note that for this page and all other pages in this dashboard, the structure of the data does not allow an institution to directly compare itself to institutions in a different control or Carnegie type. For example, BCSSEville State University cannot directly compare results to private or doctoral-level institutions. However, summary results for all institutions by Carnegie and Control are available when the UNITID is set to "All".

Watch this [TUTORIAL](#) if you have questions about creating and downloading your BCSSE reports from the dashboards. Email us at bcsse@indiana.edu if you have any questions.

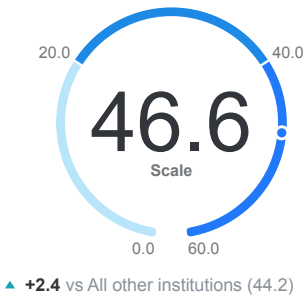
Response Frequencies

Transfer Student Engagement in Learning Strategies 112

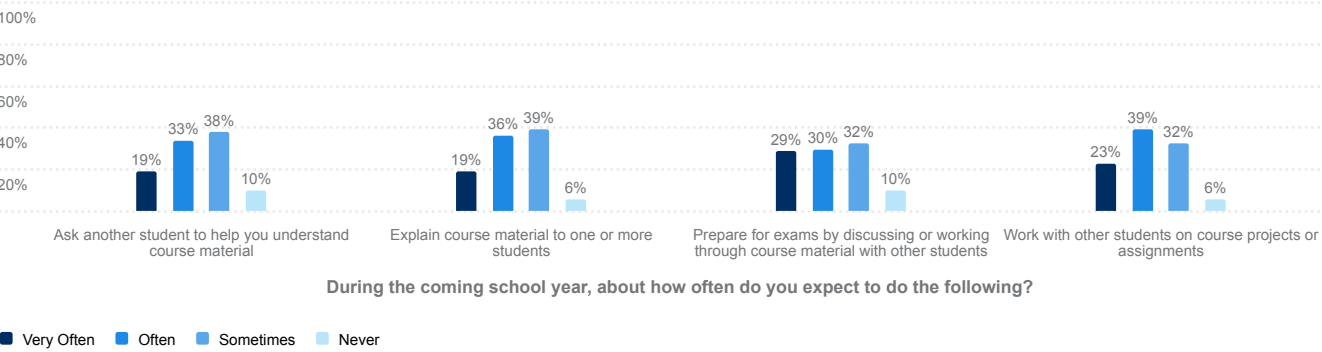


Scale Score Difference

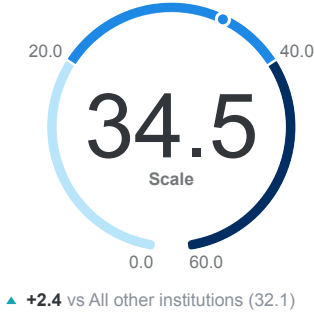
Transfer Student Engagement in Learning Strategies



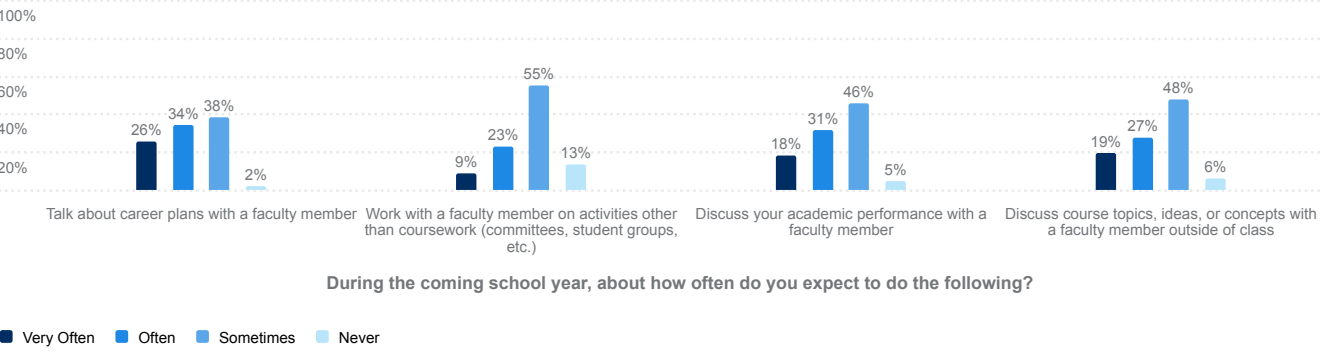
Expected Engagement in Collaborative Learning 105



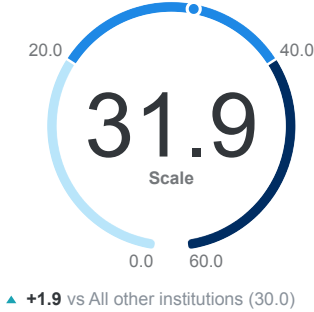
Expected Engagement in Collaborative Learning



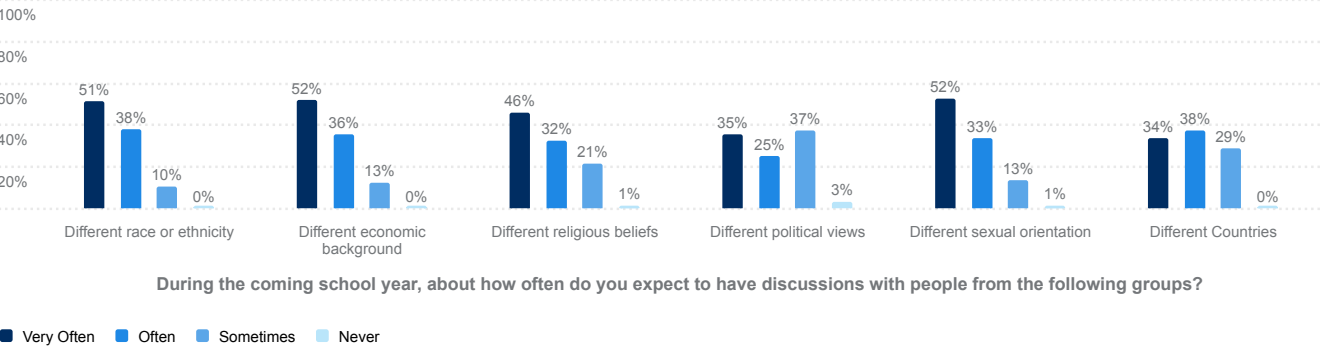
Expected Engagement with Faculty 105



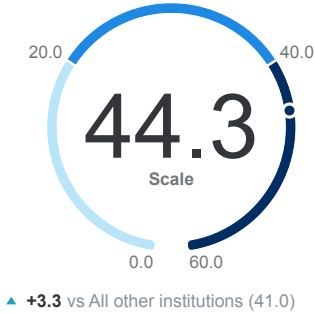
Expected Engagement with Faculty



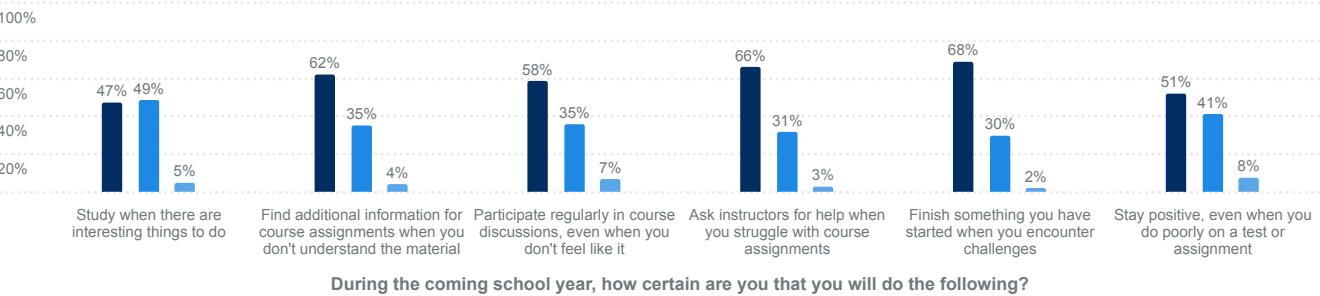
Expected Discussions with Diverse Others 105



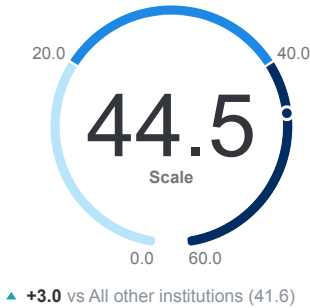
Expected Discussions with Diverse Others



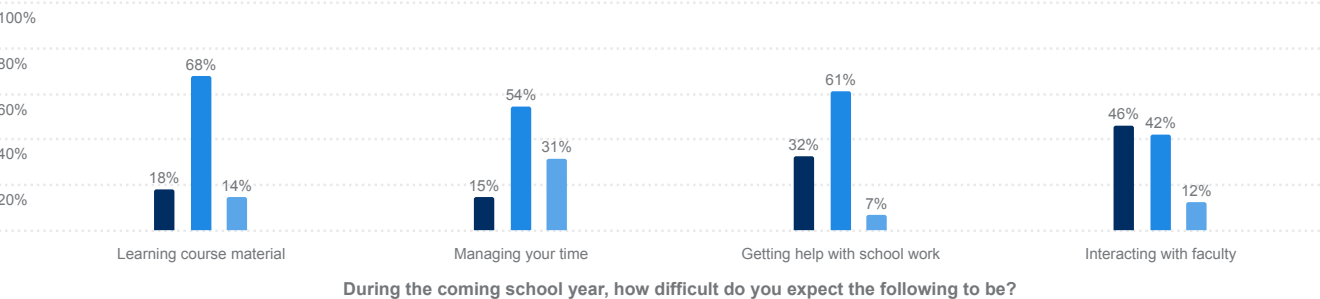
Expected Academic Perseverance 105 ⓘ



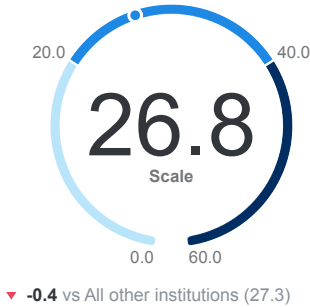
Expected Academic Perseverance



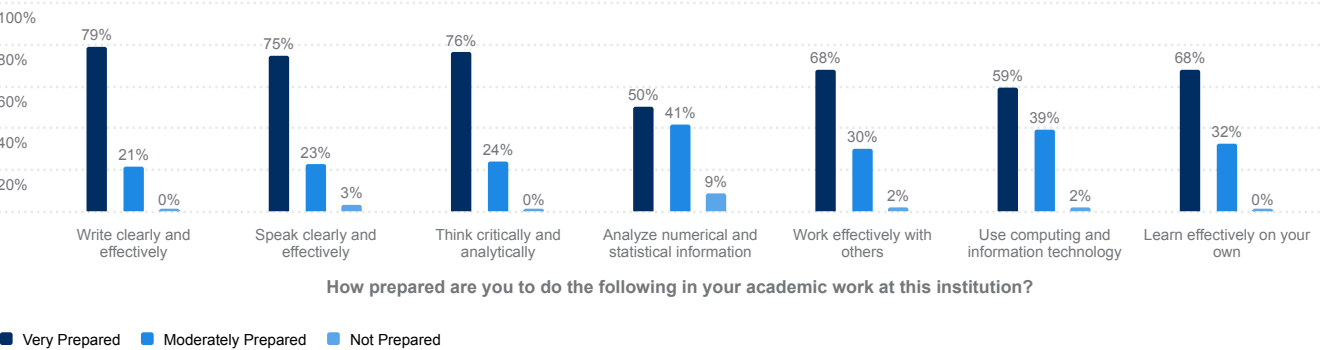
Expected Academic Difficulty 105 ⓘ



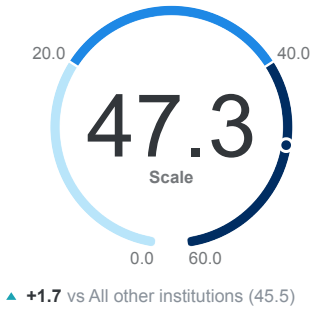
102

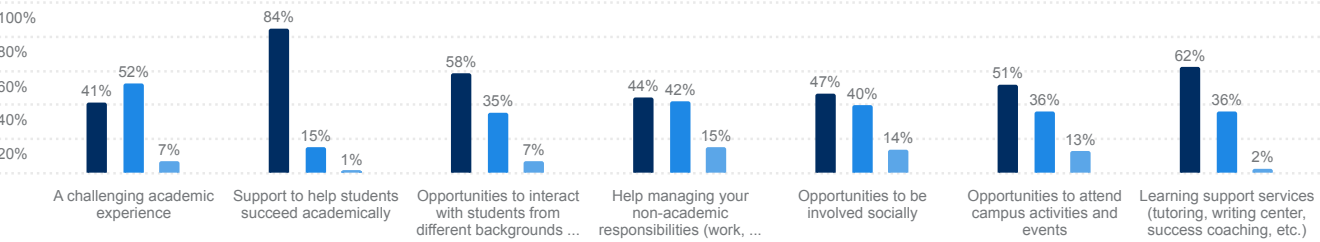


Perceived Academic Preparation 103 ⓘ



102





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

Very Difficult Moderately Difficult Not difficult



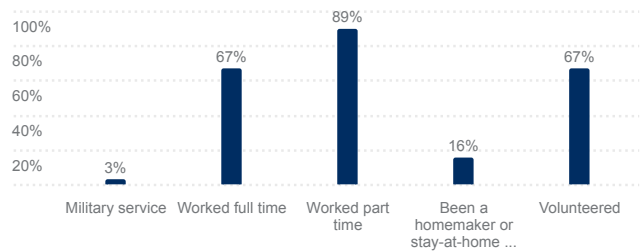
▼ -0.1 vs All other institutions (42.6)

7. Transfer Students Results / Transfer Student Experiences Since High School

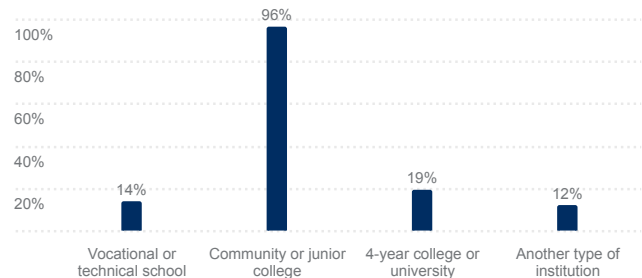


Transfer Student Experiences Since High School

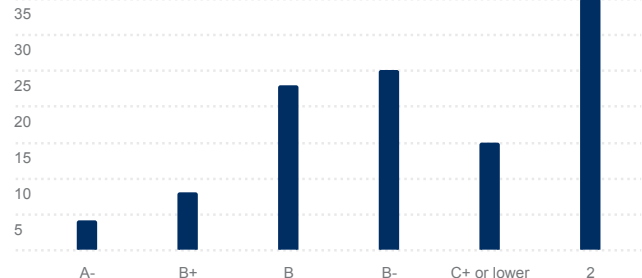
Since graduating from high school, which of the following have you done? 114



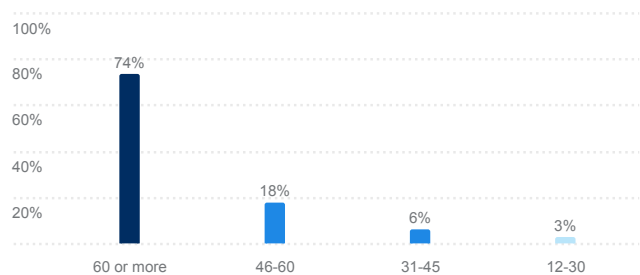
Which of the following types of school have you attended other than this institution? 114



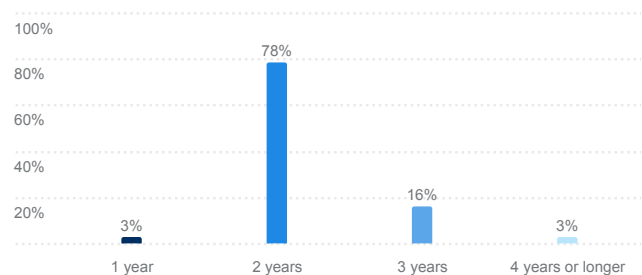
What were most of your grades at the other institution(s) you attended? 110



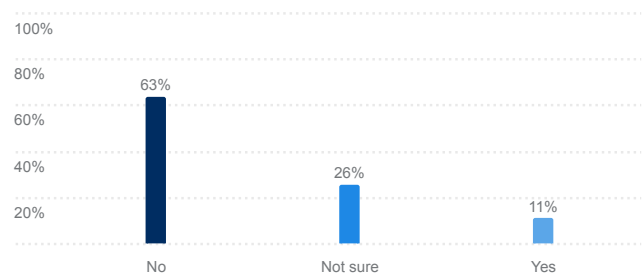
About how many credits do you expect to transfer to this institution? 114



How many more years do you expect it will take to complete your bachelor's degree? 111

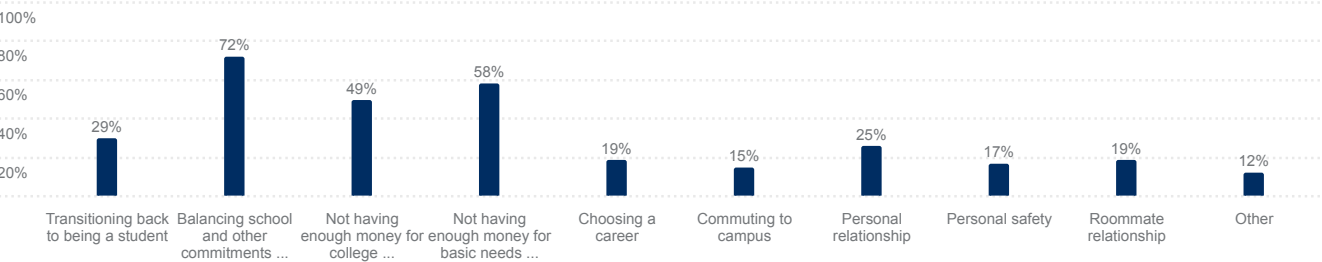


Will you take at least one course from another college or university while attending this institution? 109



During the coming school year, which do you think will cause you stress?

102



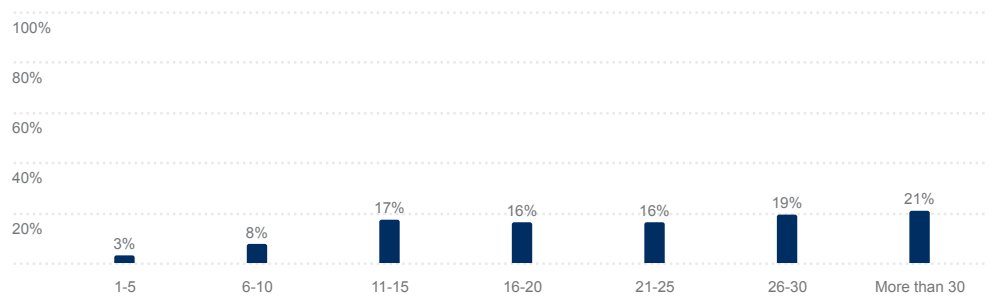
7. Transfer Students Results / How Students Spend Their Time



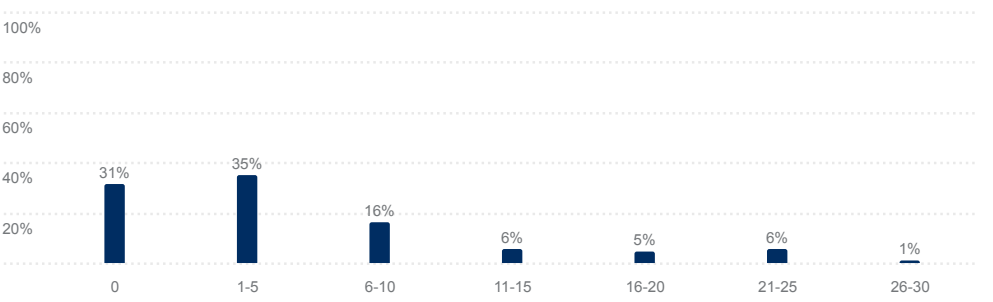
How Transfer Students Expect to Spend Their Time

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 expect to devote to the following activities during the upcoming academic year. 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 these expectations helps campuses align resources and support services to better serve their students.

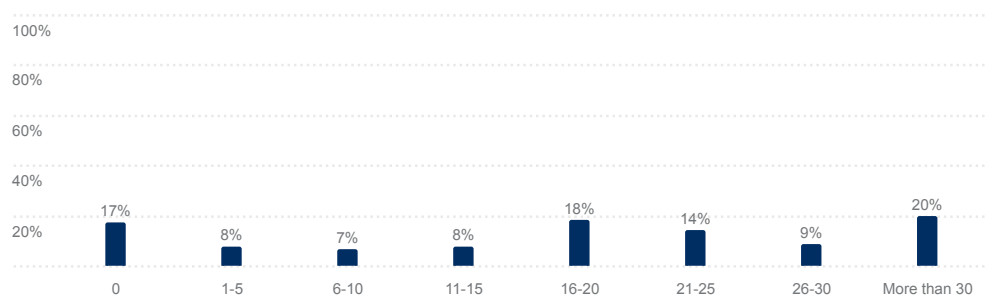
Studying or preparing for class 105



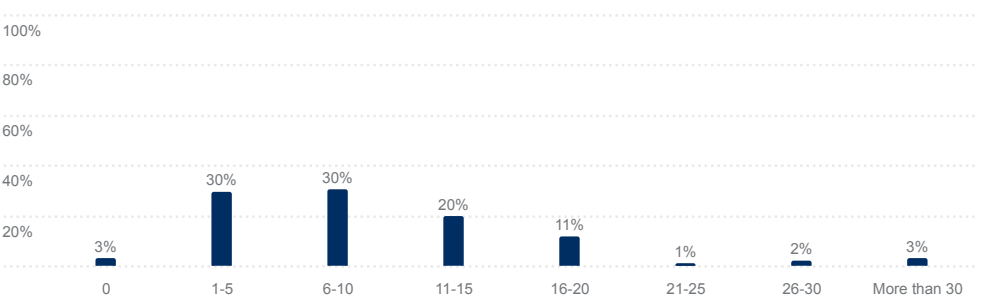
Participating in co-curricular activities 105



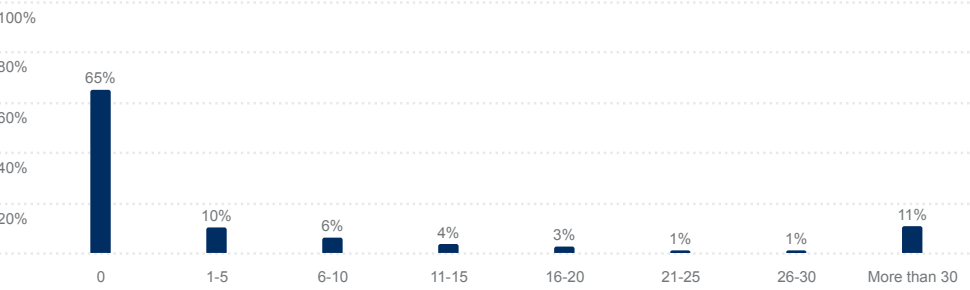
Working for pay 105



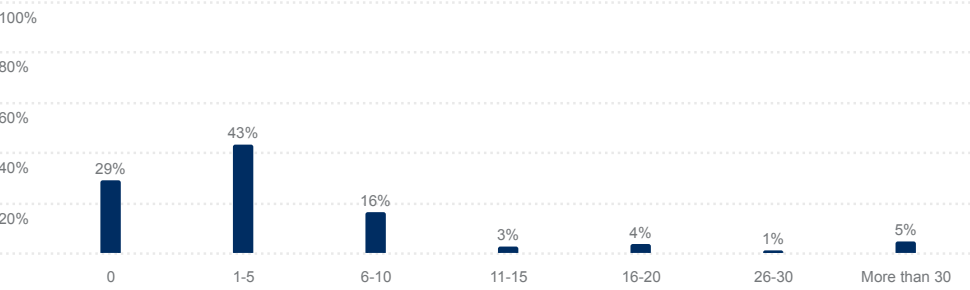
Relaxing and socializing 105



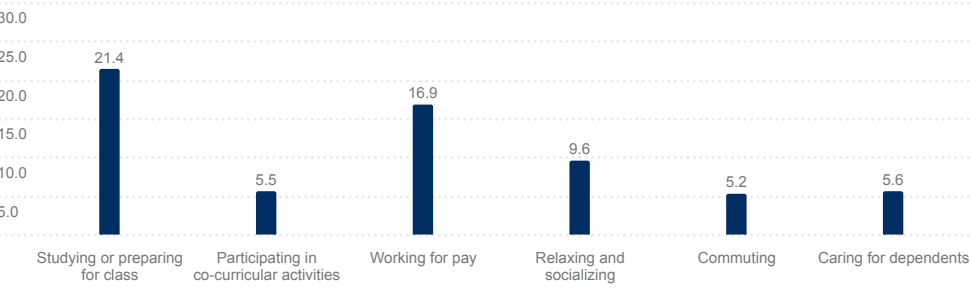
Providing care for dependents (children, parents, etc.) 111



Commuting to campus (driving, walking, etc.) 111



Average expected hours per week 111



7. Transfer Students Results / Where Students Expect to Seek Help Expected Help Seeking and Their Expected Concerns



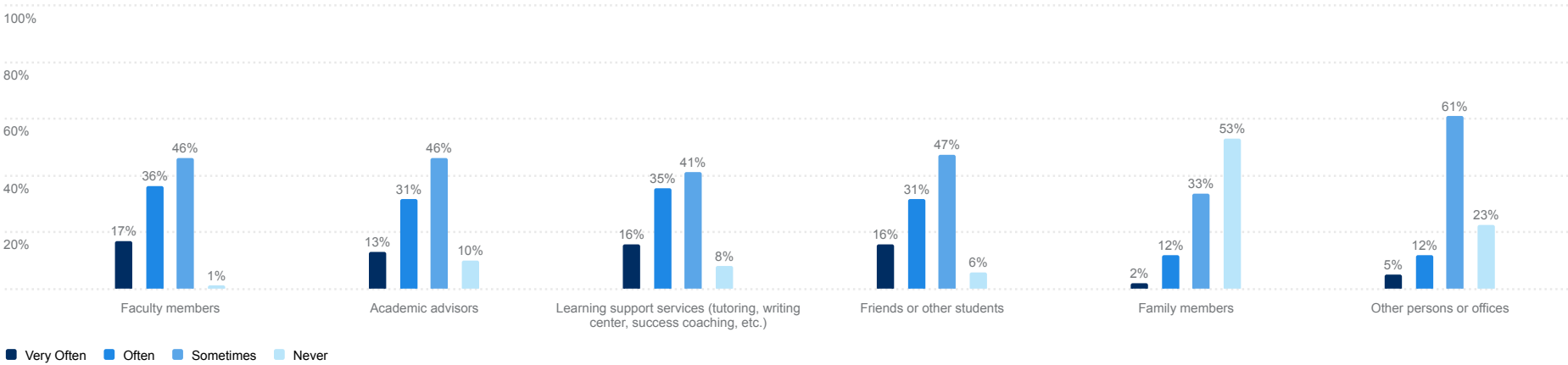
Where Transfer Students Expect to Seek Help

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.

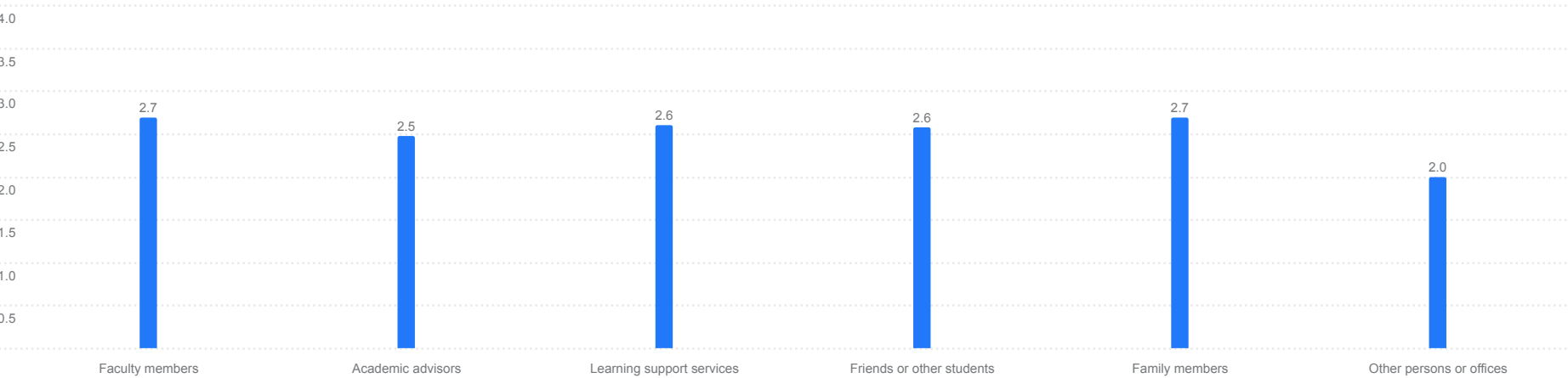
New in 2023 are items regarding student concerns. It is important to understand student concerns as they start the academic year to that campuses can best direct resources and assistance.

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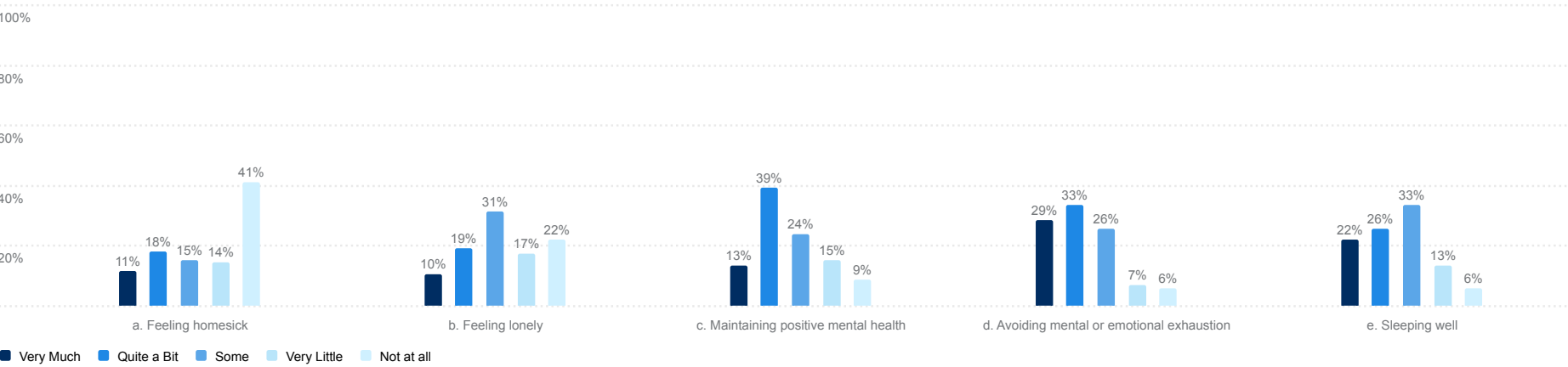
During the coming school year, about how often do you expect to seek help with coursework from the following sources? 103



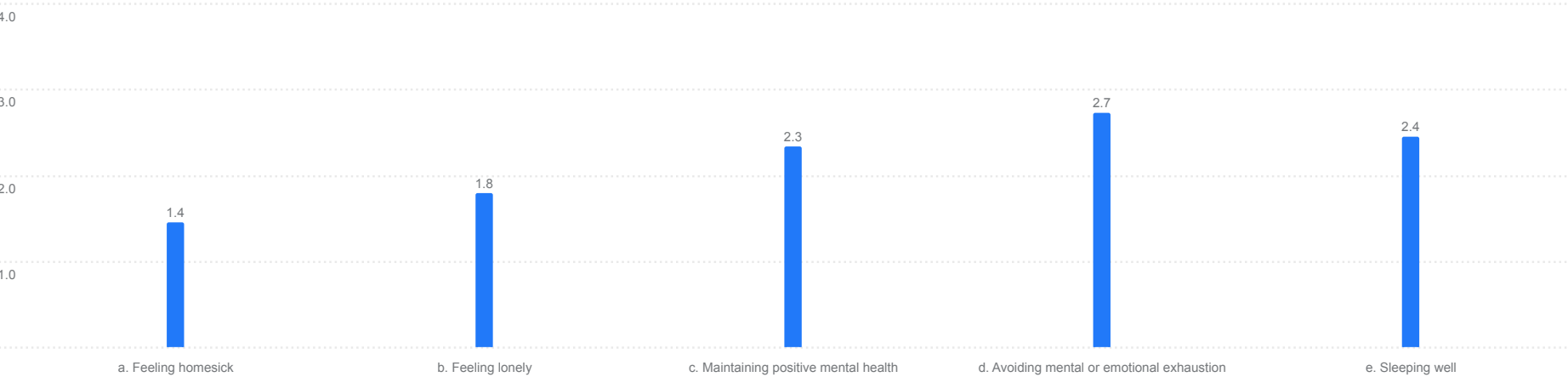
During the coming school year, about how often do you expect to seek help with coursework from the following sources? 103 ⓘ



During the coming school year, how concerned are you about the following? 105 ⓘ



During the coming school year, how concerned are you about the following? ⓘ

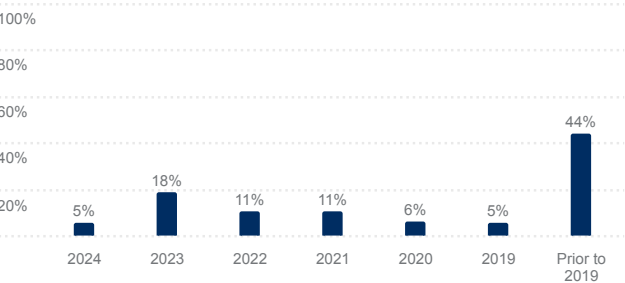


7. Transfer Students Results / Demographic and Background Characteristics

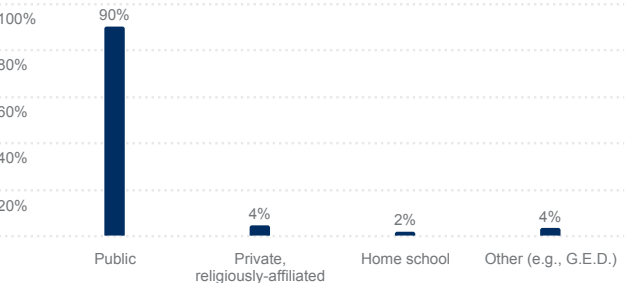


Demographic and Background Characteristics of Transfer Student Respondents

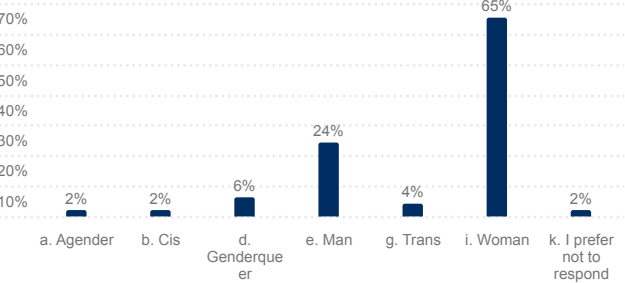
High school graduation year 114



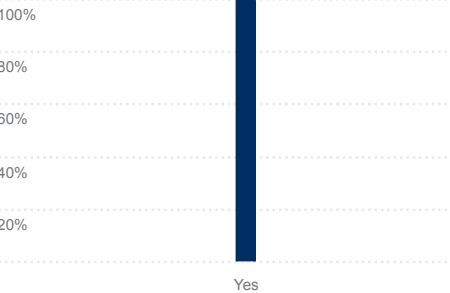
High school type 114



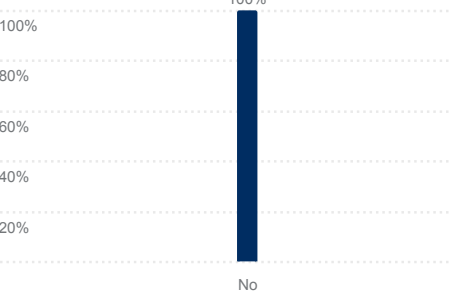
Gender identity 98



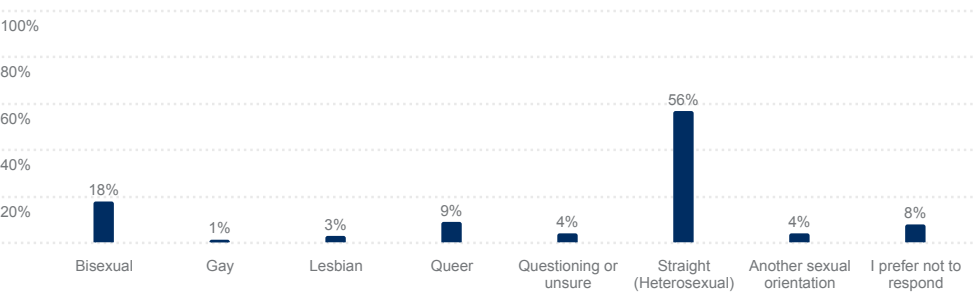
Full-time student at this institution 102



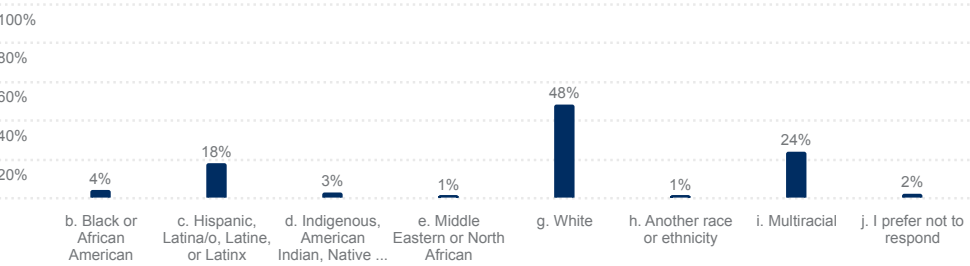
International student 102



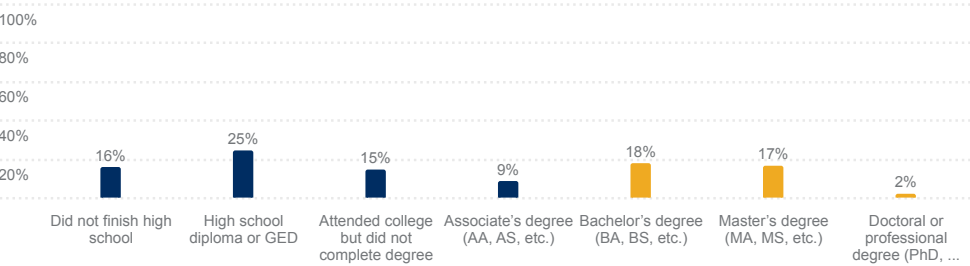
Sexual orientation 101



Race or ethnicity 102



Parents' highest level of education 102

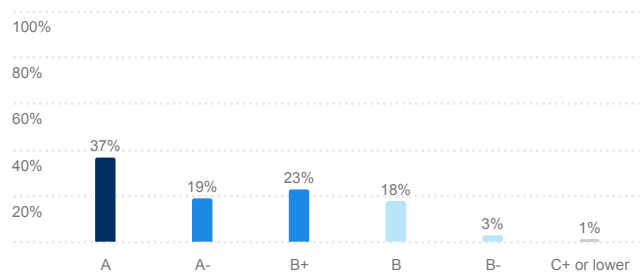


7. Transfer Students Results / Additional Respondent Characteristics

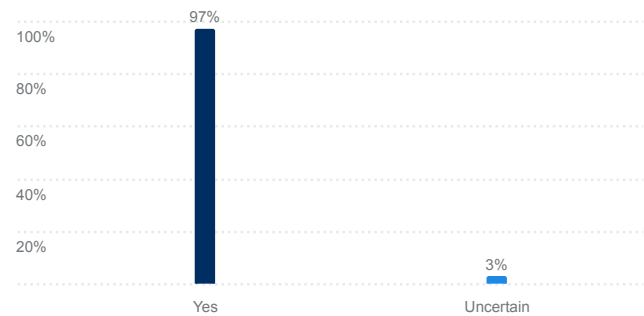


Additional Transfer Student Respondent Characteristics

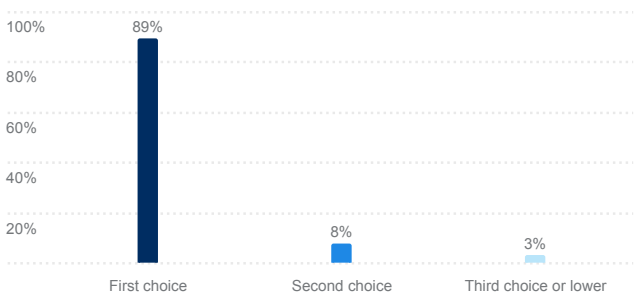
What do you expect most of your grades will be during the coming year? 101



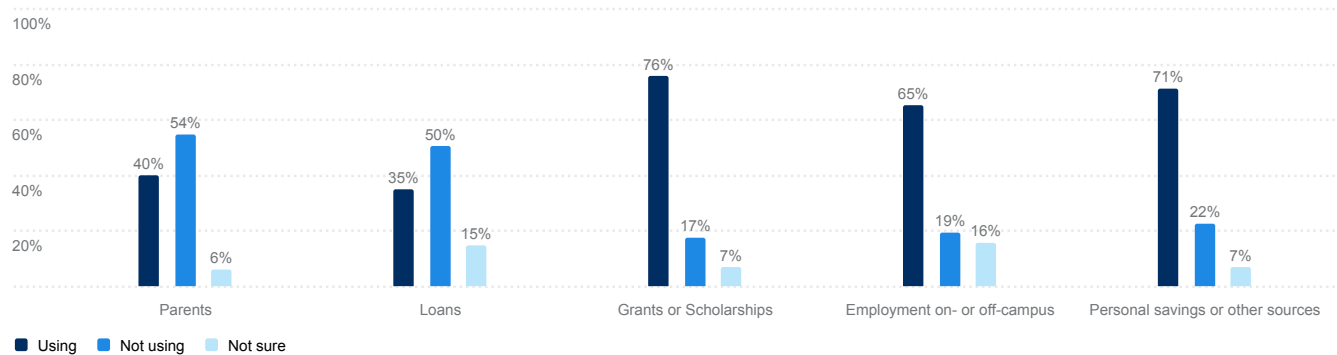
Do you expect to graduate from this institution? 102



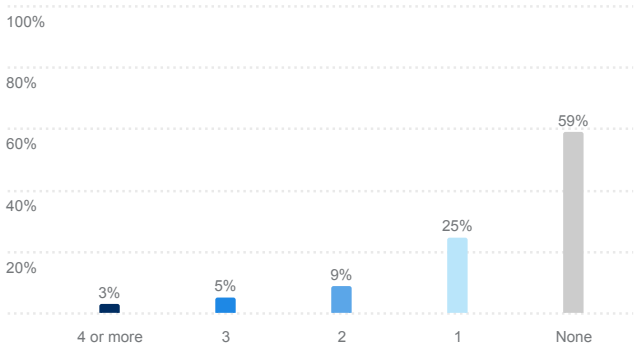
This institution was your: 102



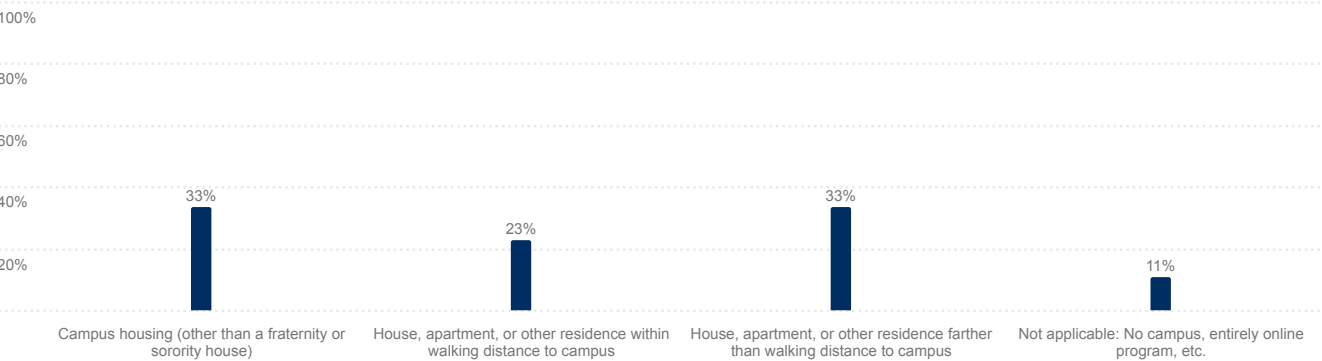
Which of the following sources are you using to pay for education expenses (tuition, fees, books, room & board, etc)? 103



How many of your close friends will attend this institution during the coming year? 102



Which of the following best describes where you will be living while attending college? 102



Are you a student-athlete on a team sponsored by your institution's athletics department? 101

