

#### **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

#### **Response Frequencies**

#### Scale Score Difference

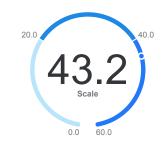




During the coming school year, about how often do you expect to do the following?

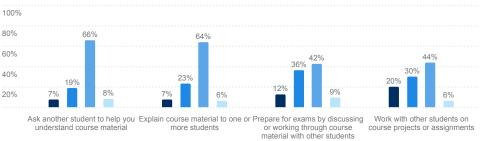
■ Very often ■ Often ■ Sometimes ■ Never

Transfer Student Engagement in Learning Strategies



▲ +0.0 vs All other institutions (43.2)

#### Expected Engagement in Collaborative Learning 97



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







Expected Engagement in

Collaborative Learning

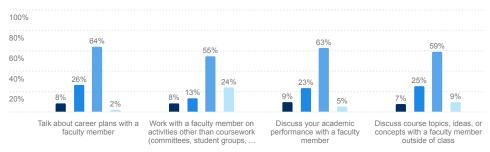
▼ -2.0 vs All other institutions (29.8)

#### Expected Engagement with Faculty 97

Very often
Often

Very often

Sometimes Never



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

#### **Expected Engagement with** Faculty

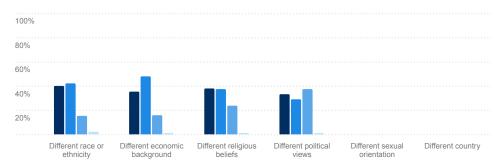


▼ -3.7 vs All other institutions (29.1)

#### Expected Discussions with Diverse Others 97

Often Sometimes

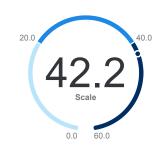
Never



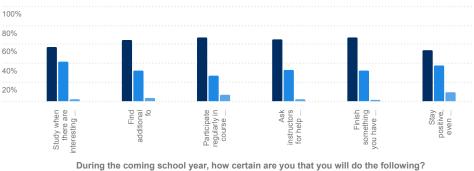
During the coming school year, about how often do you expect to have discussions with people ...

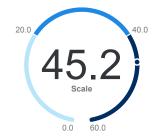
#### ■ Very often ■ Often ■ Sometimes ■ Never

#### **Expected Discussions with** Diverse Others



▲ +0.7 vs All other institutions (41.5)

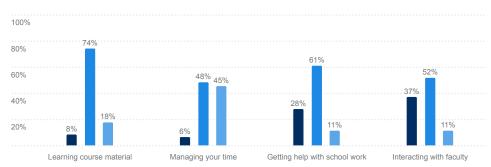




■ Very certain ■ Moderately certain ■ Not certain

▲ +1.2 vs All other institutions (43.9)

#### Expected Academic Difficulty 97 (i)



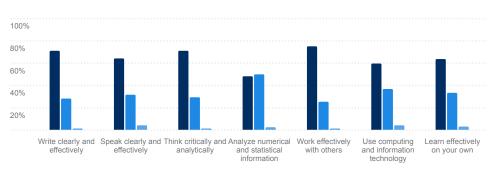


▲ +0.3 vs All other institutions (29.5)

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

■ Not difficult ■ Moderately difficult ■ Very difficult

#### Perceived Academic Preparation 96 (i)





▲ +0.2 vs All other institutions (45.9)

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

■ Very prepared ■ Moderately prepared ■ Not prepared



▲ +0.1 vs All other institutions (43.2)

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

■ Very important ■ Moderately important ■ Not important

A challenging academic experience

Administration Year: 2024F ➤

UNITID: 115755 🕶

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## **Transfer Student Experiences Since High School**

Since graduating from high school, which of the following have you done? 0				nool, which	n of the	Which of the following types of school have you attended other than this institution? o	What were most of your grades at the other institution(s) you attended? 0	
100% 80% 60% 40% 20%						100% 80% 60% 40%	No data found - your filters may be too exclusive!	
	Military service	Worked full time	Worked part time	Stay home spouse	Volunteered	Vocational or Community or 4-year college Another type technical junior college or university of institution school		
		any cred s instituti		u expect to	0	How many more years do you expect it will take to complete your bachelor's degree? 0	Will you take at least one course from another college or university while attending this institution? 0	
No	data four	nd - your f	ilters may	be too excl	lusive!	No data found - your filters may be too exclusive!	No data found - your filters may be too exclusive!	
Durir	ng the co	ming sch	nool year	, which do	you think v	vill cause you stress? 0		
80%								
60%								
40%								
20%								
1		school a	nd enoug		gh career	a Commuting Personal Personal Roommate Other to campus relationship safety relationship		

## 7. Transfer Student Results / How Students Spend Their Time

**▽** Filters

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### **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 0	Participating in co-curricular activities 0		
No data found - your filters may be too exclusive!	No data found - your filters may be too exclusive!		
Working for pay 0	Relaxing and socializing 0		
No data found - your filters may be too exclusive!	No data found - your filters may be too exclusive!		
Providing care for dependents (children, parents, etc.) 0	Commuting to campus (driving, walking, etc.)      O		
No data found - your filters may be too exclusive!	No data found - your filters may be too exclusive!		

Average expected hours per week 0

No data found - your filters may be too exclusive!

# 7. Transfer Student Results / Where Students Expect to Seek Help (2022 and earlier)

Administration Year: 2022F ▼

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## 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 entering transfer 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 th	ne coming school year,	about how often do y	you expect to seek help	with coursework from the	e following sources?	0		
100%								
80%								
60%								
40%								
20%								
	Faculty members	Academic advisors	Learning support services (tutoring, writing center, success coaching, etc.)	Friends or other students	Family members	Other persons or offices		
	Advising Sources							
Very ofte	en Often Sometime	s Never						

During the coming school year, about how often do you expect to seek help with coursework from the following sources? 0 ①

No data found - your filters may be too exclusive!

Reset to Default



## **Demographic and Background Characteristics of Transfer Student**

High school graduation year <sup>0</sup>	High school type 0	Gender identity 0
No data found - your filters may be too excl	usive! No data found - your filte	ers may be too exclusive! No data found - your filters may be too exclusive!
Full-time student at this institution	International student 0	Sexual orientation 0
No data found - your filters may be too exclusive!	No data found - your filters may be too exclusive!	No data found - your filters may be too exclusive!
Race or ethnicity 0		Parents' highest level of education 0
20%	මර්ල මර් :: e) මැරු	No data found - your filters may be too exclusive!
Asian Black or African American Hispanic, Latina/o, Latine, or Indigenous, American	Middle Eastern or North African Native Hawaiian or Other White	

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## **Additional Transfer Student Respondent Characteristics**

What do you expect most of your grades will be during the coming year? 0	Do you expect to graduate from this institution?	This institution was your: 0
No data found - your filters may be too exclusive!	No data found - your filters may be too exclusive!	No data found - your filters may be too exclusive!
Which of the following sources are you using to pay for board, etc)? 0	education expenses (tuition, fees, books, room &	How many of your close friends will attend this institution during the coming year? 0
50% 0% -50%		No data found - your filters may be too exclusive!
Parents Loans Grants or scho  Using Not using Not sure	larships Employment on- or Personal savings or other off-campus sources	
Which of the following best describes where you will be	living while attending college? 0	Are you a student-athlete on a team sponsored by your institution's athletics department? 0
No data found - your filters r	nay be too exclusive!	No data found - your filters may be too exclusive!