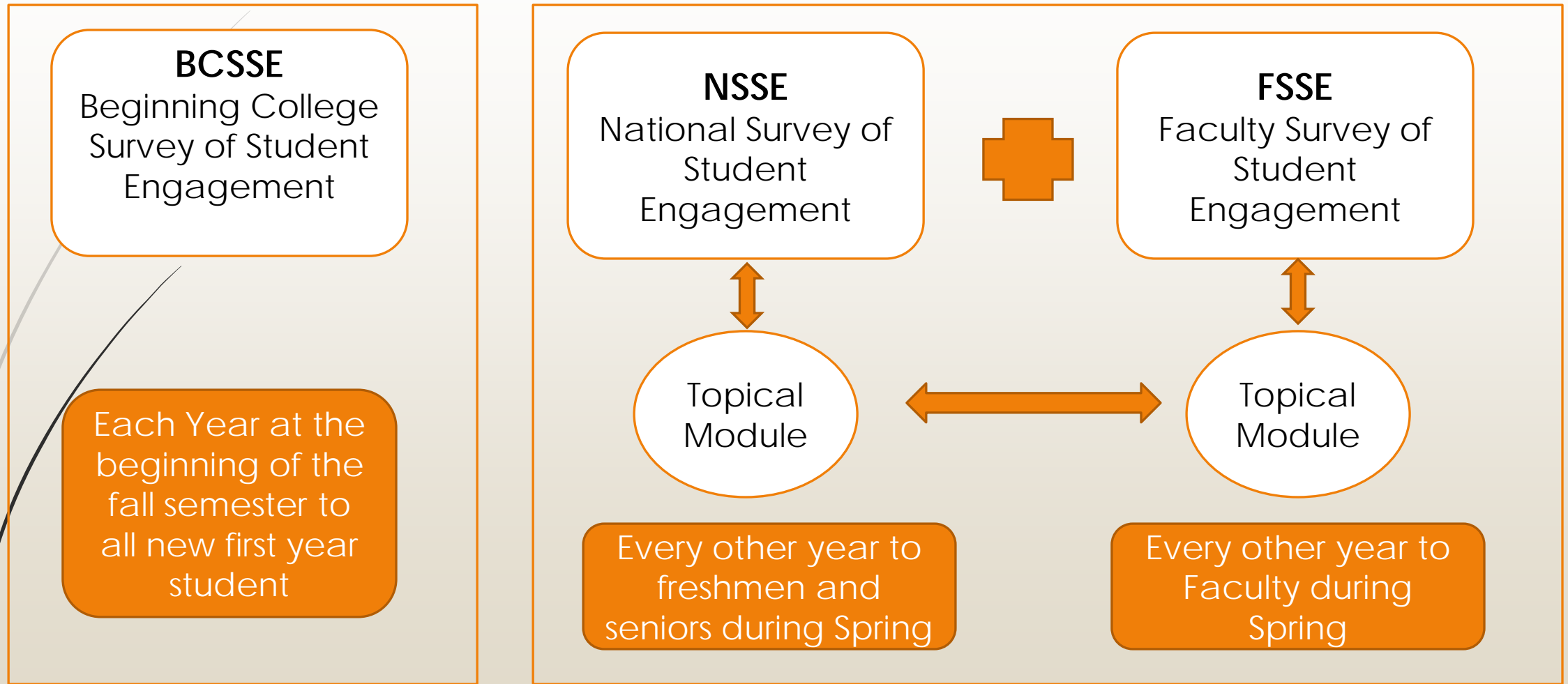




BCSSE, NSSE, FSSE



# BCSSE, NSSE, FSSE administration cycle



Topical modules can now be administered during NSSE off years



# BCSSE Basics

Purpose of BCSSE is to measure entering first-year students' precollege academic and cocurricular experiences, as well as their expectations and attitudes for participating in educationally purposeful activities during the first college year.

**Beginning College Survey of Student Engagement**

We are interested in your high school experiences and how often you expect to participate in certain activities during your first year of college. The information that you provide will help your institution improve teaching, learning and the quality of the student experience. Thanks for your help. Write or mark your answers in the boxes. Examples: ☐ or ☐

Please print your student ID number in the box below. Do not print your Social Security number.

Please write in the 5-digit ZIP code of your home during your last year of high school.

(U.S. residents only.)

**HIGH SCHOOL EXPERIENCES**

**1** Please write in the year you graduated from high school (for example, 2017):

**2** From which type of high school did you graduate? (Select only one.)

☐ Public ☐ Home school  
☐ Private, religiously-affiliated ☐ Other (GED, etc.)  
☐ Private, not religiously-affiliated

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

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

**4** To date, in which of the following math classes have you earned a grade of "C" or better? (Select all that apply.)

☐ Algebra II ☐ Pre-Calculus/Trigonometry  
☐ Calculus ☐ Probability or Statistics

**5** If you completed the SAT and/or ACT, enter your scores below (as best you remember):

SAT (possible range=200-800) ACT (possible range=1-36)

Reading & Writing  Composite

Math

Are these SAT scores from March 2016 or later?

☐ Yes ☐ No

**6** During high school, how many of the following types of classes did you complete?

Classes: 0 1-2 3-4 5-6 7-8 9-10 11 or more

a. Advanced Placement (AP) ☐ ☐ ☐ ☐ ☐ ☐ ☐

b. College or university courses for credit ☐ ☐ ☐ ☐ ☐ ☐ ☐

c. International Baccalaureate (IB) ☐ ☐ ☐ ☐ ☐ ☐ ☐

**7** During your last year of high school, about how many papers, reports, or other writing tasks of the following lengths did you complete?

a. Up to 5 pages ☐ ☐ ☐ ☐ ☐ ☐

None 1-2 3-5 6-10 11-15 16-20 More than 20

b. Between 6 and 10 pages ☐ ☐ ☐ ☐ ☐ ☐

None 1-2 3-5 6-10 11-15 16-20 More than 20

c. 11 pages or more ☐ ☐ ☐ ☐ ☐ ☐

None 1-2 3-5 6-10 11-15 16-20 More than 20

**8** During your last year of high school, about how many hours did you spend in a typical 7-day week doing the following?

a. Preparing for class (studying, reading, doing homework, etc.)

☐ ☐ ☐ ☐ ☐ ☐ ☐

0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30

Hours per week

b. Working for pay ☐ ☐ ☐ ☐ ☐ ☐ ☐

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 (organizations, school publications, student government, sports, etc.)

☐ ☐ ☐ ☐ ☐ ☐ ☐

0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30

Hours per week

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

☐ ☐ ☐ ☐ ☐ ☐ ☐

0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30

Hours per week

**9** During your last year of high school, of the time you spent preparing for class in a typical 7-day week, about how much was on assigned reading?

☐ ☐ ☐ ☐ ☐

Very little Some About half Most Almost all





# BCSSE Basics



## ▶ High School Experiences

- ▶ Writing & Reading
- ▶ Hours Studying
- ▶ Learning Strategies
- ▶ Quantitative Reasoning
- ▶ Reflective Learning

## ▶ First Year Expectations

- ▶ Hours Writing, Reading, Studying
- ▶ Student-Faculty Interactions
- ▶ Discussion with Diverse Others
- ▶ Collaborative Learning
- ▶ Academic Perseverance
- ▶ Academic Help-Seeking (NEW 2017)
- ▶ Perceived Academic Preparation
- ▶ Importance of Supportive Environment



## Academic Help-Seeking

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

	Very often	Often	Some-times	Never
a. Faculty members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Academic advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Learning support services (tutoring, writing center, success coaching, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Friends or other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other persons or offices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# BCSSE Reports

Four reports are provided:

1. BCSSE Advising Report (per individual student) (EAB?)
2. BCSSE Report (institutional report)
3. Grand Frequencies and Means
  1. Overall
  2. Institution types
4. BCSSE/NSSE combined report

The advising report provides important information for advisors, faculty, and staff that work one-on-one with first-year students.

The *Beginning College Survey of Student Engagement* Student Advising Report is an individualized report for students and is designed to help advisors understand how student expectations about college activities and learning might affect their actual first-year experiences. Information about using the BCSSE Advising report can be found at: [bcsse.indiana.edu](http://bcsse.indiana.edu)

## Student Background

Name	Jacob Student
Student ID	012345689
Completed Calculus	Yes
AP courses	3-4
Expected Major	Undecided
What choice was this institution?	Second choice
Does student expect to graduate from this institution?	Yes

## Hours per Week on Various Activities

Hours per week:	During HS	FY Expected
Studying	6-10	16-20
Working	1-5	6-10
Co-curricular	1-5	0
Socializing/relaxing	11-15	11-15

## High School Challenge

To what extent, did your courses challenge you to do your best work?	5
--	---

*1=Not at all to 7=Very much*

## First-Year Expectations

	0=Very Low to 60=Very High
Student-Faculty Interaction (Discuss career plans and academic performance, etc.)	45
Interaction with Diverse Others (Discussions with people of a different race/ethnicity, religious beliefs, etc.)	25
Peer Collaboration (Work with other students on course projects; Prepare for exams by discussing material with other students, etc.)	30

## Expected Academic Help-Seeking

How often expect to seek help with coursework from:	1=Never; 2=Sometimes; 3=Often; 4=Very Often
Faculty members	3
Academic advisors	2
Learning Support Services (tutoring, writing center, success coaching, etc.)	2
Friends or other students	4
Family members	2
Other persons or offices	1

## Expected Transition Difficulty

How difficult do you expect the following to be:	1 = Not at all difficult to 6 = Very Difficult
Learning course material	5
Managing your time	3
Paying for college expenses	5
Getting help with school work	4
Making new friends	3
Interacting with faculty	4

## Academic Perseverance

How certain are you that you will:	1 = Not at all certain to 6 = Very certain
Study when there are other interesting things to do	3
Find additional information for assignments when you don't understand the material	5
Participate regularly in course discussions, even when you don't feel like it	2
Ask instructors for help when you struggle with course assignments	3
Finish something you have started when you encounter challenges	2
Stay positive, even when you do poorly on a test or assignment	4

## Academic Preparation

How prepared are you to:	1 = Not at all prepared to 6 = Very prepared
Write clearly and effectively	5
Speak clearly and effectively	1
Think critically and analytically	3
Analyze math or quantitative problems	2
Use computing and information technology	5
Work effectively with others	5
Learn effectively on your own	5

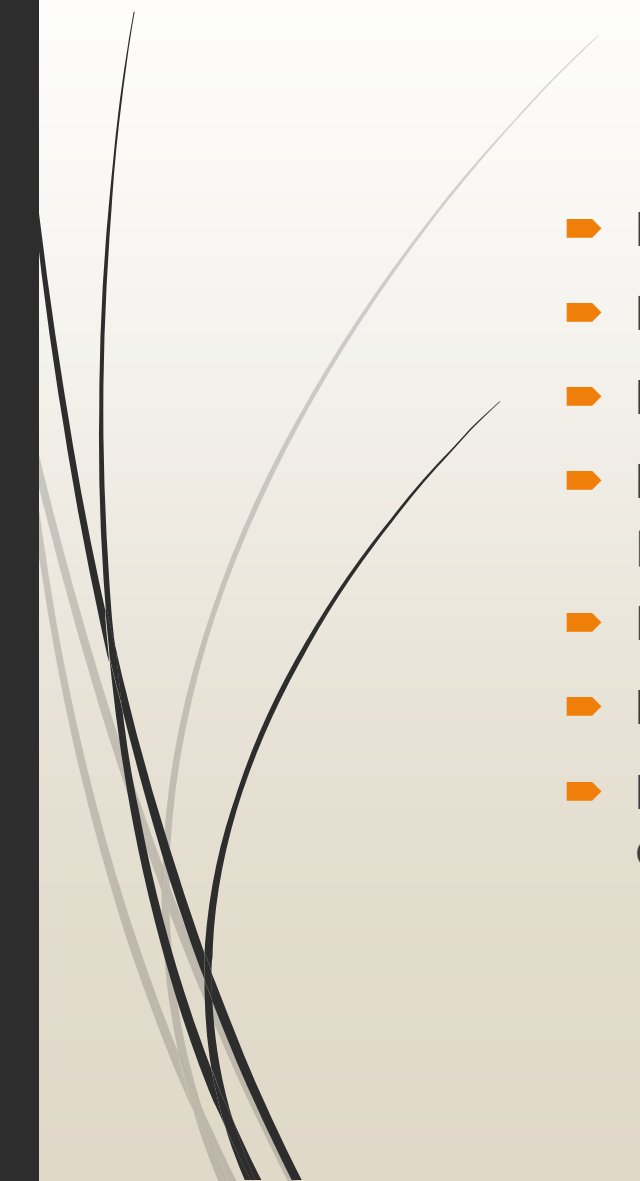
## Importance of Campus Support

How important is it that your institution provide:	1 = Not important to 6 = Very important
A challenging academic experience	5
Support to help you succeed academically	6
Opportunities to interact with students from different economic, social, racial/ethnic backgrounds	3
Assistance coping with non-academic responsibilities	3
Support to help you thrive socially	4
Learning support services (tutoring, writing center, etc.)	5





# BCSSE: How to use the data (example)

- 
- Better understand financial stress and academic engagement
  - Faculty Development
  - Investigate college readiness
  - Linking first-year persistence with help-seeking behaviors and academic perseverance (new in 2017)
  - Retention and social engagement
  - Identify and Support Students with Low Confidence
  - Identifying and advising entering first-year students who expect a high degree of academic difficulty



# NSSE Basics

- NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.

## A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

### Comparison Group

The comparison group featured in this report is

#### GLC Peers

See your Selected Comparison Groups report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2016 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

### Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

#### Key:

▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.

▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.

— No significant difference.

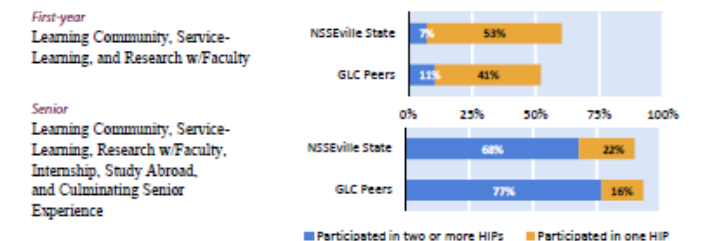
▼ Your students' average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.

▼ Your students' average was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

Theme	Engagement Indicator	Your students compared with GLC Peers	
		First-year	Senior
Academic Challenge	Higher-Order Learning	—	▲
	Reflective & Integrative Learning	—	—
	Learning Strategies	—	▲
Learning with Peers	Quantitative Reasoning	▲	—
	Collaborative Learning	▼	—
	Discussions with Diverse Others	—	—
Experiences with Faculty	Student-Faculty Interaction	▲	▲
	Effective Teaching Practices	—	▲
Campus Environment	Quality of Interactions	—	▲
	Supportive Environment	—	▲

### High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.







# NSSE Reports

- ▶ Snapshots
  - ▶ Engagement Indicators
  - ▶ High-Impact Practices
  - ▶ Frequencies and Statistical Comparisons
  - ▶ Multi-Year Report
  - ▶ Topical Module
- 



# NSSE, Middle States Standards

**Standard III.** Design and Delivery of the Student Learning Experience An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality.

**Standard IV.** Support of the Student Experience Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings.

**Standard V.** Educational Effectiveness Assessment. Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission



# NSSE, Middle States Standards

- ▶ Student engagement results provided by NSSE are one direct indicator of what students put into their education and an indirect indicator of what they get out of it.
- ▶ NSSE items can be used to analyze the resources and appraise the effectiveness of the institution in fulfilling its mission. Two such measures included in the educational gains items are the extent to which students' experiences at the institution have: 1) contributed to their knowledge, skills, and personal development in acquiring a broad general education; and 2) helped them develop a personal code of values and ethics. The measurement of these experiences could be used to demonstrate achievement of the institution's mission and goals.
- ▶ NSSE data are actionable in that they point to aspects of student and institutional performance institutions can address related to the curriculum, pedagogy, instructional emphases, and campus climate.
- ▶ NSSE results also can demonstrate institutional effectiveness in responding to the increasing diversity in society through educational and co-curricular programs.





# NSSE Engagement Indicators and High-Impact Practices Mapped to Relevant Units

Engagement Indicators	Relevant Units
<b>THEME: Academic Challenge</b>	
Higher-Order Learning (HO)	Academic success center, Faculty development, CSS, Tutoring, Writing center/programs
Reflective & Integrative Learning (RI)	Academic advising, Academic success center, Retention committee/task force, Tutoring
Learning Strategies (LS)	Academic advising, Academic success center, Retention committee/task force, Tutoring
Quantitative Reasoning (QR)	General education, Literacy committee, Quantitative literacy/reasoning



# Engagement Indicators and High-Impact Practices Mapped to Relevant Units

Engagement Indicators	Relevant Units
<b>THEME: Learning with Peers</b>	
Collaborative Learning (CL)	Curriculum committee, Retention committee/task force, CSS, Student affairs
Discussions with Diverse Others (DD)	Area studies, Cultural centers, Diversity office, Equity committee, International office/student services, Multicultural committee, Retention committee/task force, Student affairs, Study abroad programs/office
<b>THEME: Experiences with Faculty</b>	
Student-Faculty Interaction (SF)	Faculty senate, First-year experience, Retention committee/task force
Effective Teaching Practices (ET)	Center for teaching & learning, Dean of faculty, Faculty development, Promotion & tenure committee, Retention committee/task force





# Engagement Indicators and High-Impact Practices Mapped to Relevant Units

Engagement Indicators	Relevant Units
<b>THEME: Campus Environment</b>	
Quality of Interactions (QI)	Campus climate committee, Retention committee/task force, Student affairs
Supportive Environment (SE)	Retention committee/task force, Campus climate committee, Diversity office, First-year experience
<b>High-Impact Practices (HIPs)</b>	<b>Relevant Units</b>
Learning Community Service-Learning Research with Faculty Internship/Co-op/Field Experience Study Abroad Culminating Senior Experience	Retention committee/task force, Student affairs, Individual units or offices responsible for high-impact practices





# NSSE Topical Modules

- ▶ Academic Advising (FSSE set)
- ▶ Career and Workforce Preparation (New 2021) (FSSE set)
- ▶ Civic Engagement (FSSE set)
- ▶ Development of Transferable Skills (FSSE set) (Updated in 2021)
- ▶ Experiences with Information Literacy
- ▶ Experiences with Writing (FSSE set)
- ▶ Experiences with Online Learning (New 2021)
- ▶ First-Year Experiences and Senior Transitions (updated in 2021)
- ▶ HIP Quality (New in 2022)
- ▶ Inclusiveness and Engagement with Cultural Diversity (FSSE set)
- ▶ Mental Health and Well-being (New in 2023)

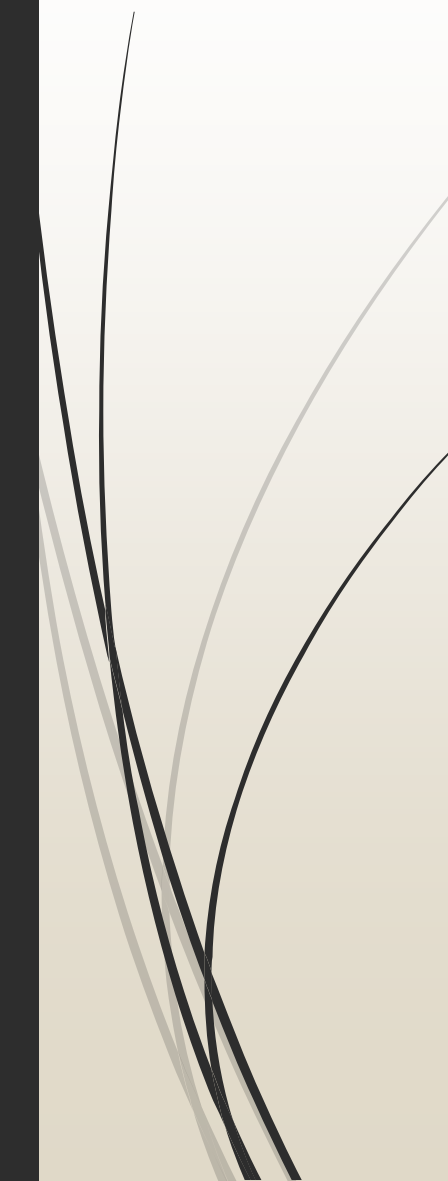





## Topical Module Mapped to Institutional Departments, Units, Committees, and Interest Groups

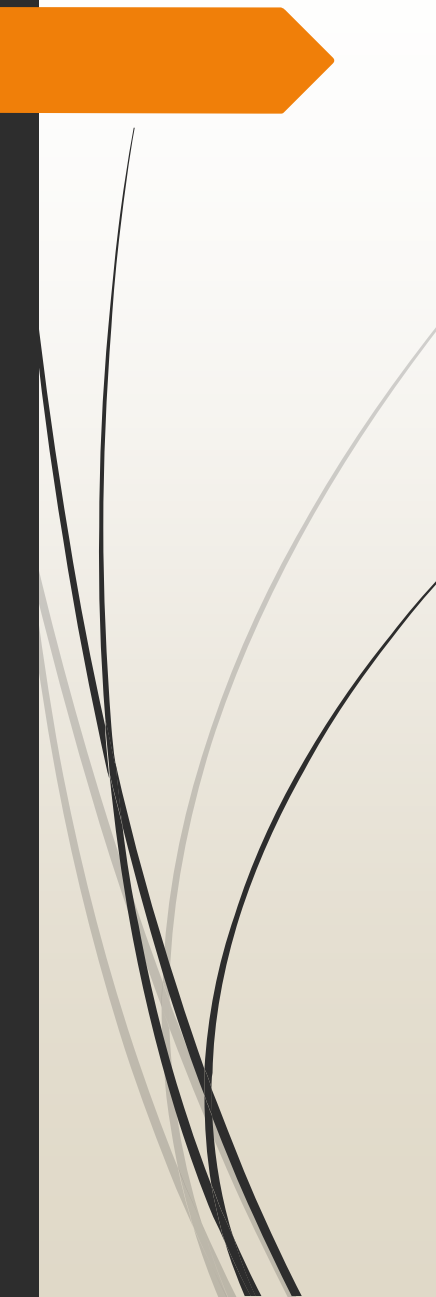
Module Name	Module Description	Relevant Units
Academic Advising	students' experiences with academic advising including frequency, accessibility, and types of information provided. It also asks students to identify their primary source of advice.	Academic advising, Registration/ registrar's office, Retention committee/task force
Career and Workforce Preparation	This module represents <u><a href="#">a collaboration between NSSE and Strada Education Network</a></u> to assess how the college experience prepares students for their future.	Questions address institutional contributions to students' career plans, influences on their goals, confidence in work-related skills, career exploration in the curriculum, and use of career resources and services.
Civic Engagement	Asks students to assess their conflict resolution skills and examines how often students have engaged with local or campus and state/national/global issues	Community service, Cultural centers, Political/social science studies, Service-learning office, Social justice studies, Town & gown committee





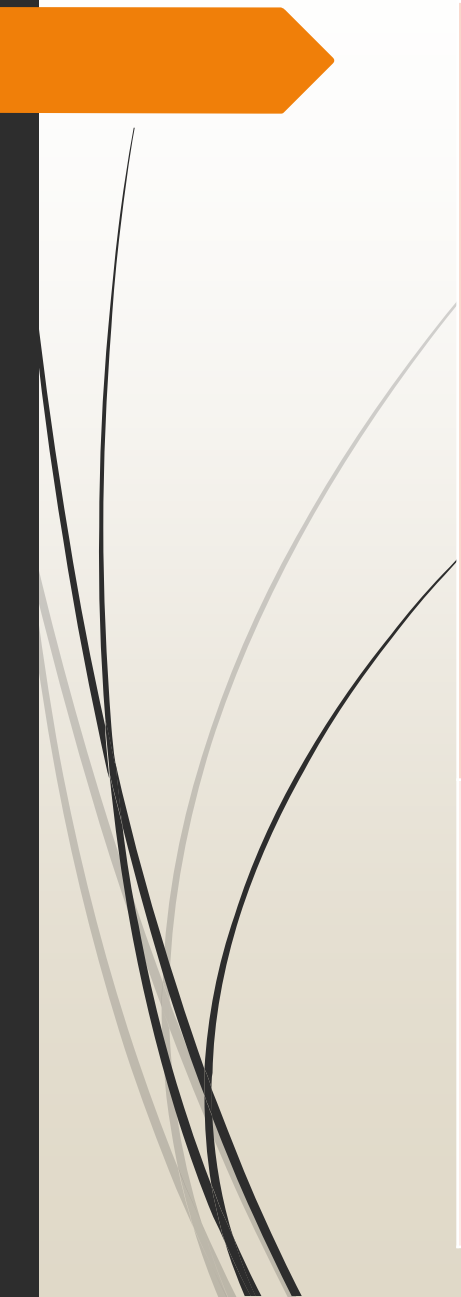
Module Name	Module Description	Relevant Units
Development of Transferable Skills	Examines the activities that develop useful and transferable skills for the workplace such as verbal and written fluency, critical thinking, creative thinking, problem solving, project management, and time management. The module complements questions on the core survey about higher-order learning, reflective and integrative learning, and students' perceptions of their development in a variety of areas	Career planning & services, Curriculum committee, General education, Integrative learning, Interdisciplinary studies
Inclusiveness and Engagement with Cultural Diversity	examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences.	Cultural centers, General education, Student affairs
Experience with Information Literacy	Updated for NSSE 2024, this module was developed in collaboration with college and university librarians from the Association of College & Research Libraries. Items focus on students' use of information sources, research-based inquiry, and experiences traditionally associated with research libraries. It complements questions on the core survey about reflective & integrative learning, higher-order learning, and assigned reading and writing.	Curriculum committee, General education, Library, Provost's office





Module Name	Module Description	Relevant Units
Experiences with Writing	Touching on three aspects of good writing assignments— interactivity, meaning-making, and clarity—the questions complement those on the core survey about how much writing students do, the nature of their course assignments, and perceived gains in written expression.	Academic success center, Integrative learning, Interdisciplinary studies, Tutoring, Writing center/programs
Experiences with Online Learning	This module was developed in collaboration with <a href="#">Quality Matters</a> , a leader in online instruction. Based in part on their Higher Education <a href="#">Course Design Rubric Standards</a> (6th Ed.), the item set measures instructional aspects that experts consider to be ideal for online courses. The set also assesses how students engage in both online and hybrid courses, their degree of comfort with online learning and experience of support, and ideas about how the learning experience can be improved.	Curriculum committee, General education, Library, Provost's office
First-Year Experiences and Senior Transitions	This module includes a set of items only for first-year students and a set only for seniors (based on institution-reported class level), with questions adapted from the Beginning College Survey of. The first-year items focus on academic perseverance, help-seeking behaviors, and institutional commitment, while the senior items explore post-graduation plans, links between the academic major and future plans, and confidence in skill development.	Area studies, Cultural centers, International office/student services, Study abroad programs/ office Questions asked to Seniors would complement the senior exit survey





Module Name	Module Description	Relevant Units
HIP Quality	This module—originally developed for the <a href="#">Assessing Quality and Equity in High-Impact Practices</a> project, supported by Lumina Foundation—explores the extent to which HIP experiences incorporate elements theorized to account for their educational benefits and enables participating institutions to examine quality and equity concerns related to high-quality HIP experiences. Students who indicated on the core NSSE that they had done or are doing at least one HIP receive a set of questions—Questions for HIP Participants—probing their experience, while those who have not done any of the HIPs receive an open-ended item—Question for HIP Non-Participants—to describe another powerful learning experience they may have had.	Academic success center, Integrative learning, Interdisciplinary studies, Tutoring, Writing center/programs
Mental Health and Well-being	The Mental Health and Well-Being Topical Module provides colleges and universities an opportunity to understand and address current concerns about students' emotional, psychological, and social wellness. Results will help institutions promote well-being by purposefully creating supportive environments and providing necessary resources for students to thrive. This module assesses students' experiences related to a range of dimensions for mental health and well-being. It also examines sources of support and explores students' perceptions about campus resources. Some components for this set were influenced by the Butler University <a href="#">Student Well-Being Institutional Support Survey</a> (SWISS).	





# FSSE Basics



- ▶ **What is FSSE?**
- ▶ The Faculty Survey of Student Engagement (FSSE) was designed to complement the National Survey of Student Engagement (NSSE), which is administered to undergraduate students. This instructional staff version (for faculty, instructors, and graduate students who teach) focuses on:
  - ▶ Instructional staff perceptions of how often students engage in different activities.
  - ▶ The importance instructional staff place on various areas of learning and development.
  - ▶ The nature and frequency of instructional staff-student interactions.
  - ▶ How instructional staff organize their time, both in and out of the classroom.
- ▶ Since 2003, more than 250,000 instructional staff from more than 800 institutions have responded to FSSE.



# FSSE Reports

- Snapshot
- FSSE-NSSE Combined Report
- Frequencies
- Topical Module report

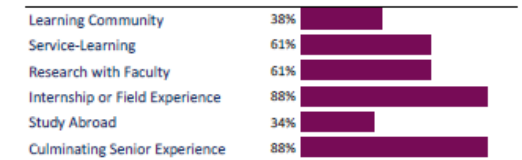
## A Summary of Faculty Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. FSSE surveys faculty who teach at least one undergraduate course in the current academic year. This *Snapshot* is a concise collection of key findings from your institution's FSSE 2016 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the *Frequencies* and *FSSE-NSSE Combined* reports.

### High-Impact Practices

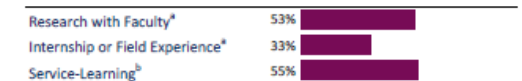
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The first figure at right compares the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in High-Impact Practices before they graduate. The second figure summarizes faculty participation in three selected High-Impact Practices in a typical week.

Faculty Values for High-Impact Practice Participation



Note: Percentage of faculty responding "Very important" or "Important"

Faculty Participation in High-Impact Practices

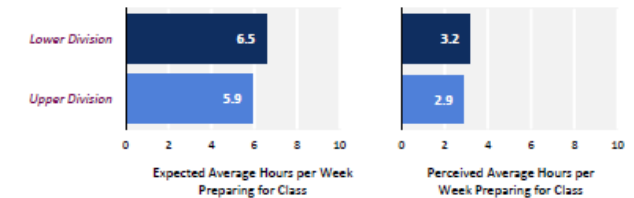


a. Percentage of faculty responding "Yes" to participation

b. Percentage of faculty responding that at least "Some" of their courses include a service-learning component

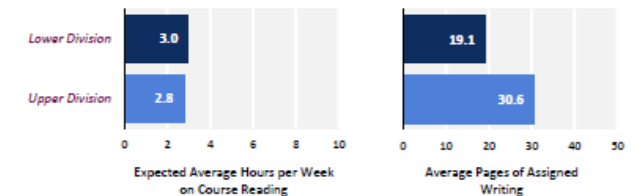
### Time Spent Preparing for Class

These figures report the average weekly class preparation time your faculty *expected* students to spend, and the average amount of time they perceived students *actually* spent, in the faculty's selected course sections.



### Reading and Writing

These figures summarize the number of hours your faculty expected students to spend reading, and the average number of pages of assigned writing, for the faculty's selected course sections.

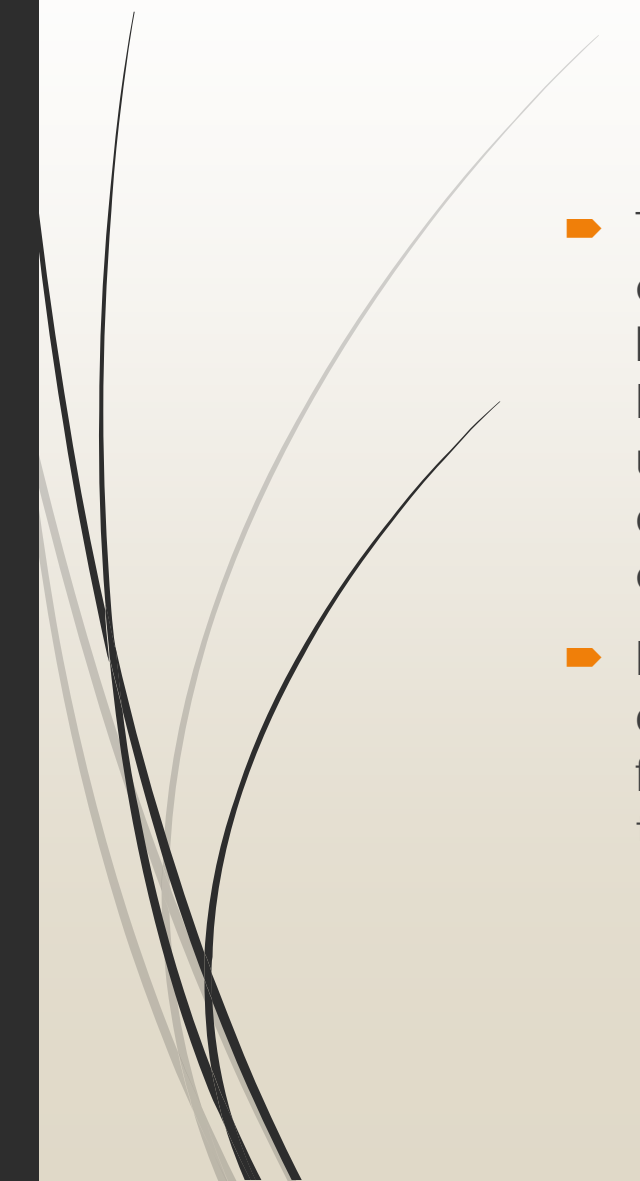


Note: The number of pages of assigned writing is an estimate calculated from three separate survey questions.





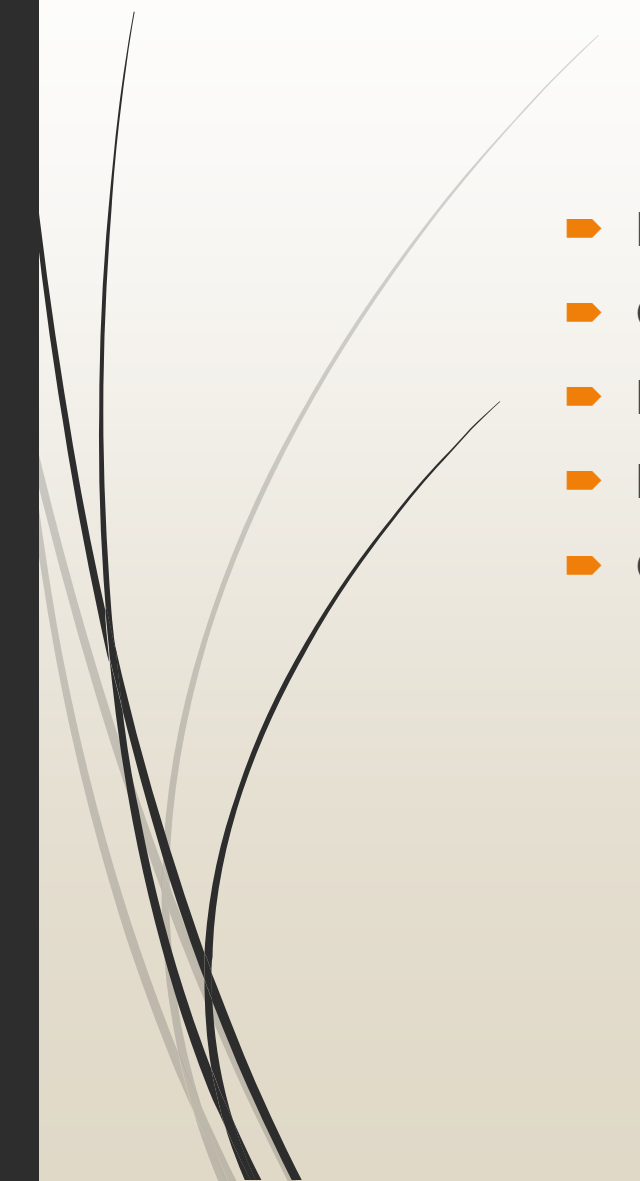
# FSSE Results:

- 
- ▶ The Faculty Survey of Student Engagement (FSSE) measures faculty expectations of student engagement in educational practices empirically linked with high levels of learning and development. Combined, NSSE and FSSE results can help identify areas of strength as well as aspects of the undergraduate experience that may warrant attention and stimulate discussions on improving teaching, learning, and the quality of students' educational experience.
  - ▶ FSSE measures various aspects of how faculty spend their time both in and out of the classroom. The reports below give estimated averages of how faculty spend their professional time overall, and how they allocate class time to various activities.

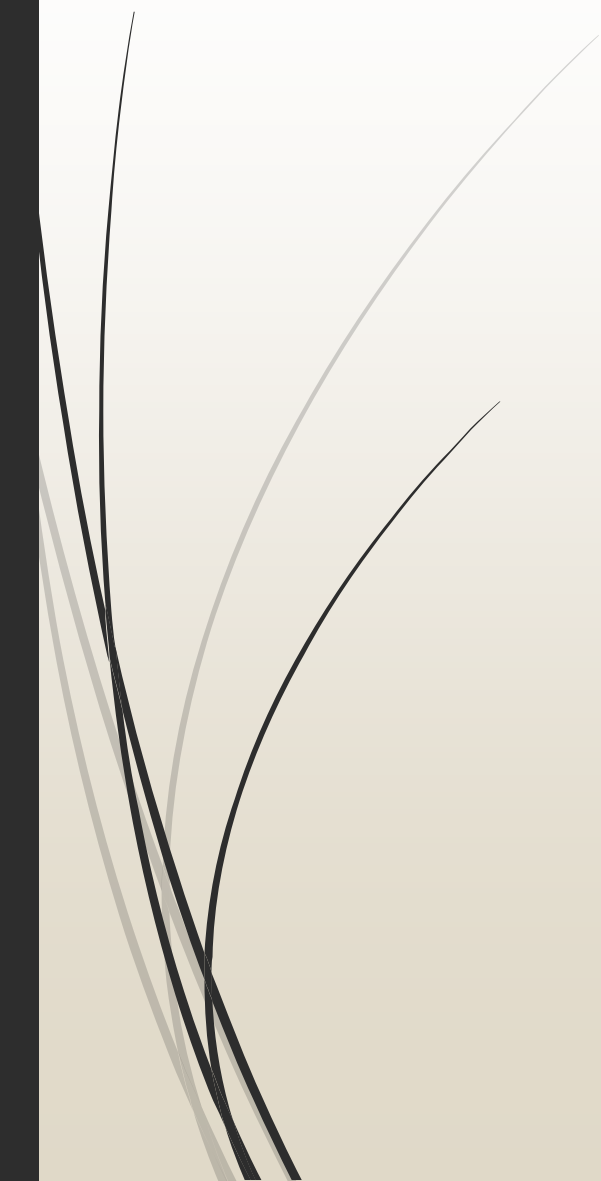




# Comparing NSSE-FSSE Results

- 
- ▶ High Impact Practices
  - ▶ Course Evaluations
  - ▶ Expectations: Hours per week students spend preparing for class
  - ▶ Perceptions: Supportive Campus Environments
  - ▶ Classroom Practices: Student participation in selected learning tasks





Thank You