

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 Transfer 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.

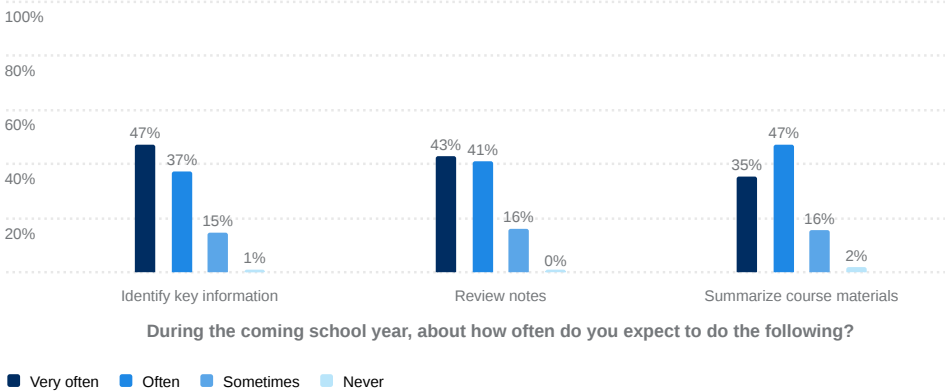
Results by Institution Characteristics

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 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

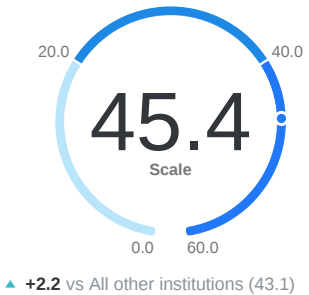
Response Frequencies

Scale Score Difference

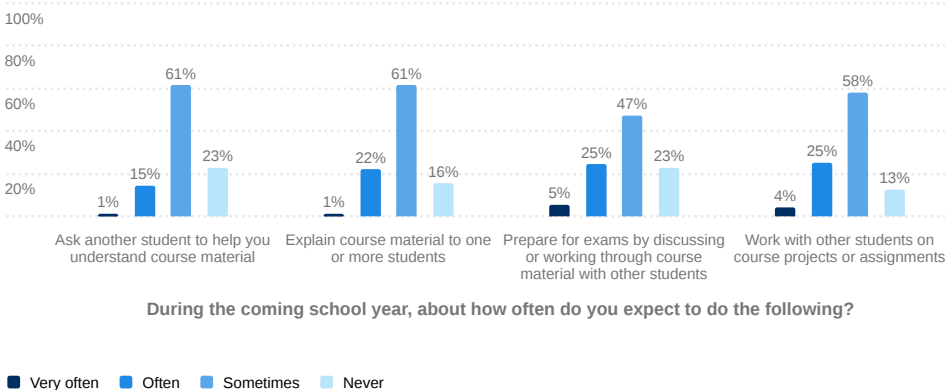
Transfer Student Engagement in Learning Strategies 102



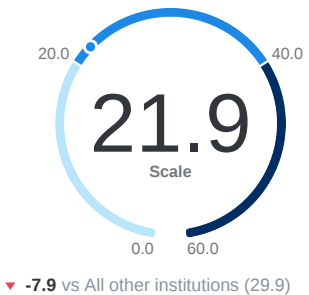
Transfer Student Engagement in Learning Strategies



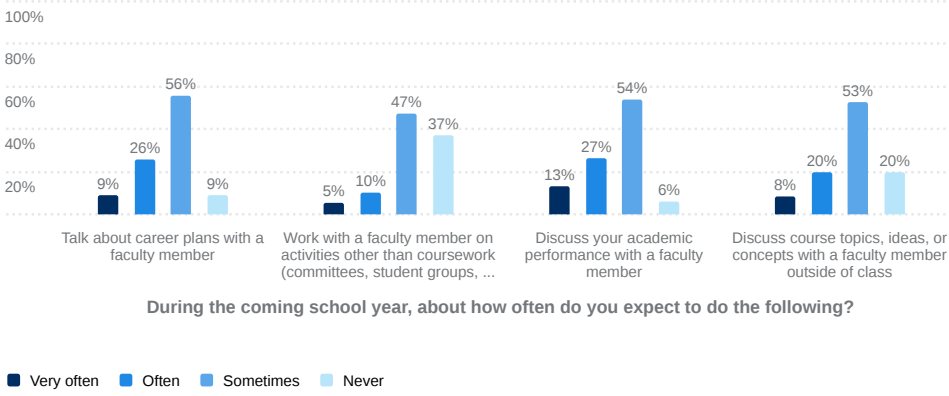
Expected Engagement in Collaborative Learning 97



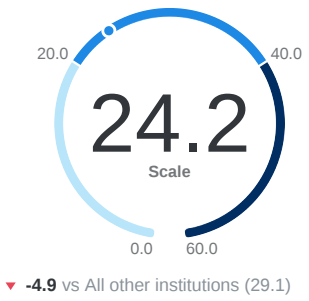
Expected Engagement in Collaborative Learning



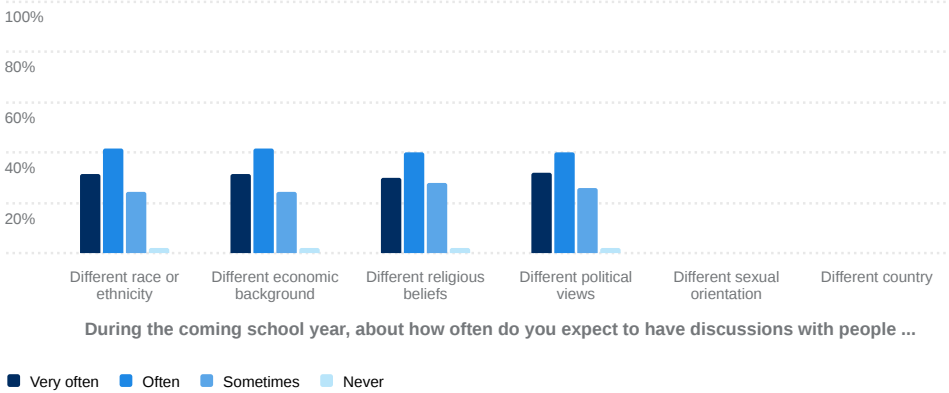
Expected Engagement with Faculty 98



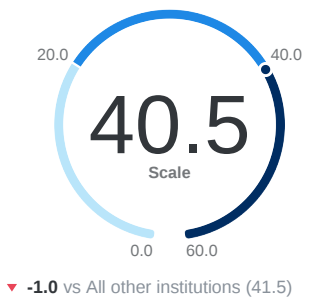
Expected Engagement with Faculty



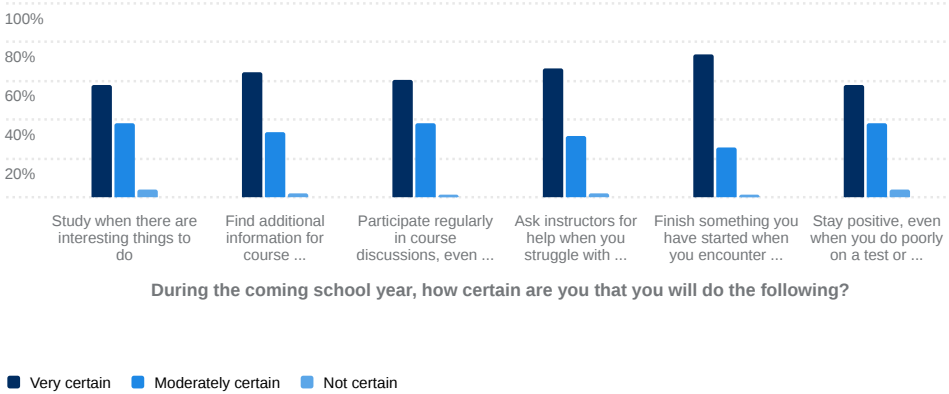
Expected Discussions with Diverse Others 98



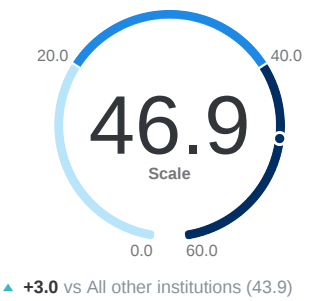
Expected Discussions with Diverse Others



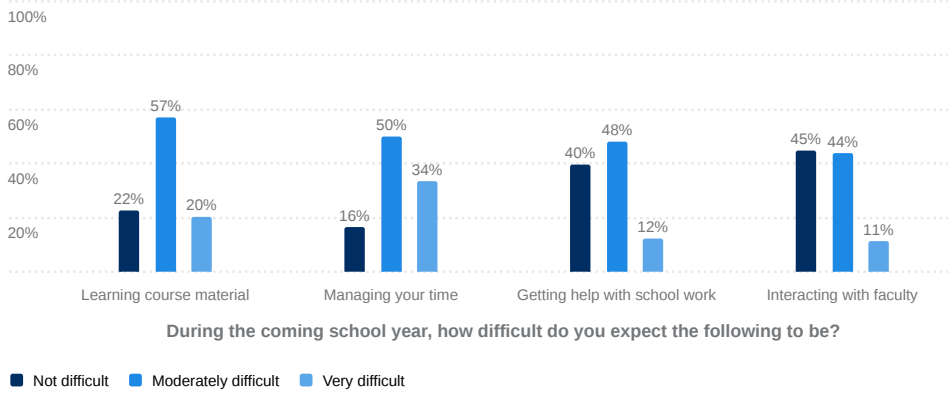
Expected Academic Perseverance 98 ⓘ



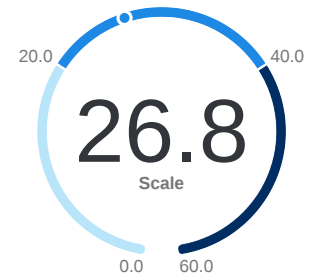
Expected Academic Perseverance



Expected Academic Difficulty 98 ⓘ

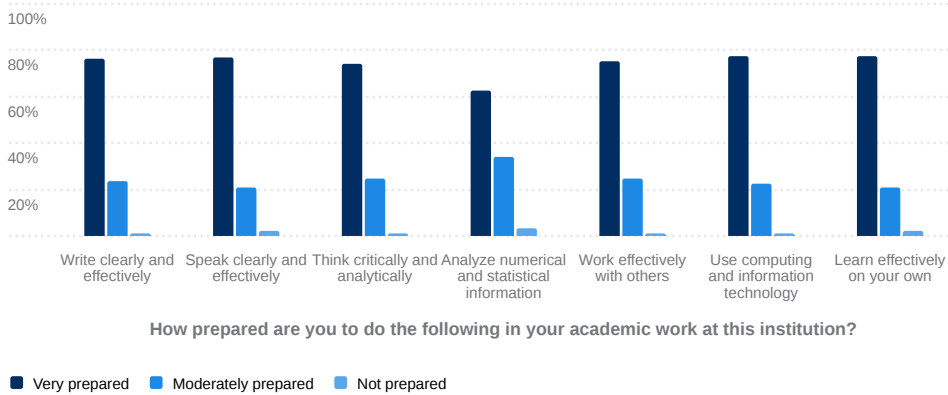


96

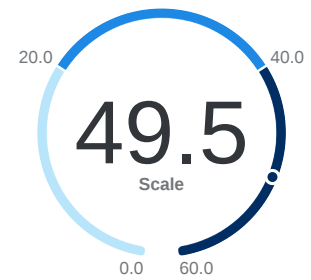


▼ -2.7 vs All other institutions (29.5)

Perceived Academic Preparation 97 ⓘ

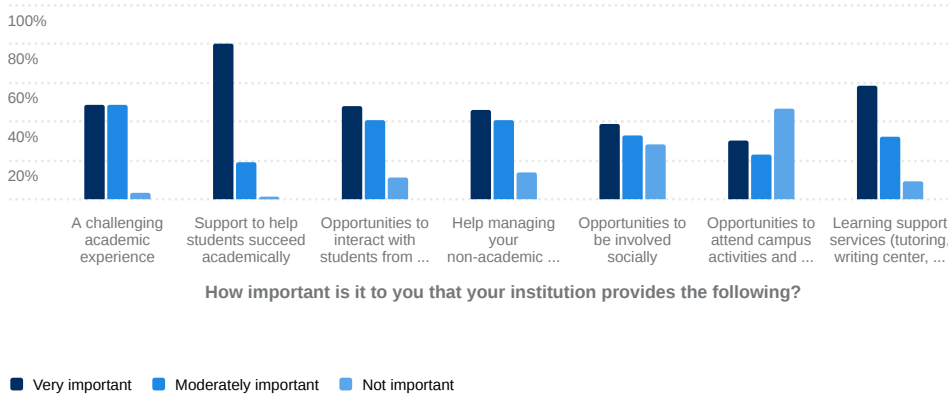


96



▲ +3.6 vs All other institutions (45.9)

Importance of Campus Environment 97 ⓘ



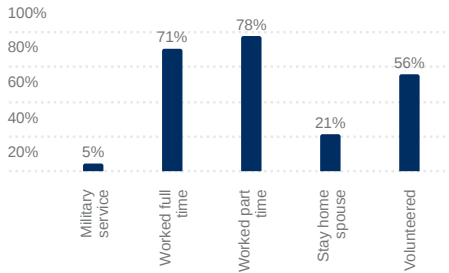
95



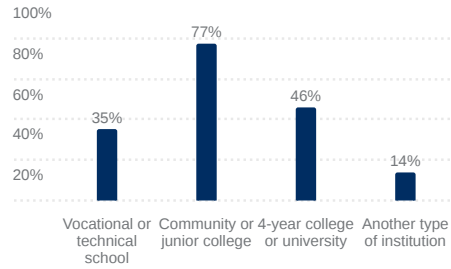
▼ -4.3 vs All other institutions (43.2)

Transfer Student Experiences Since High School

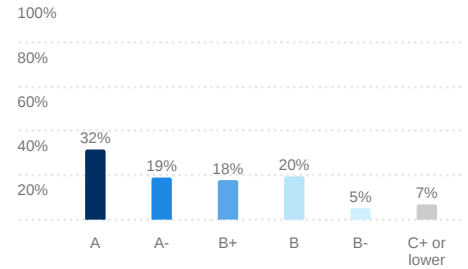
Since graduating from high school, which of the following have you done? 103



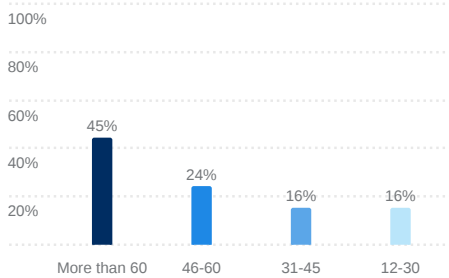
Which of the following types of school have you attended other than this institution? 102



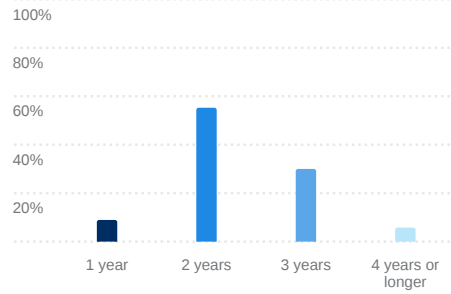
What were most of your grades at the other institution(s) you attended? 101



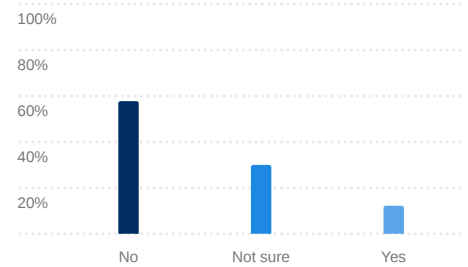
About how many credits do you expect to transfer to this institution? 103



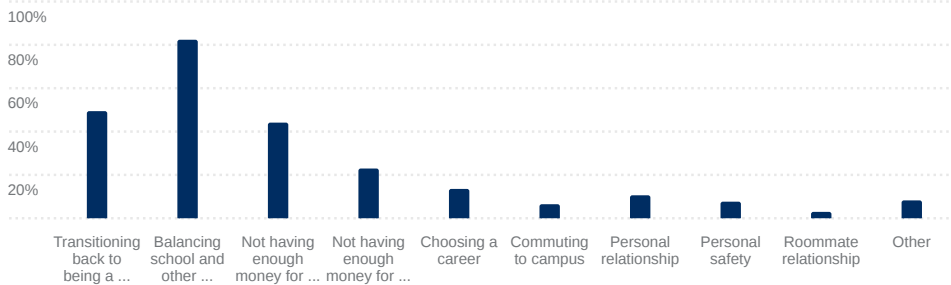
How many more years do you expect it will take to complete your bachelor's degree? 100



Will you take at least one course from another college or university while attending this institution? 100



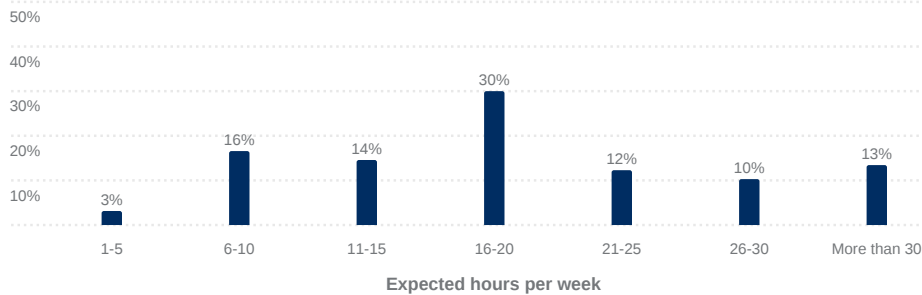
During the coming school year, which do you think will cause you stress? 95



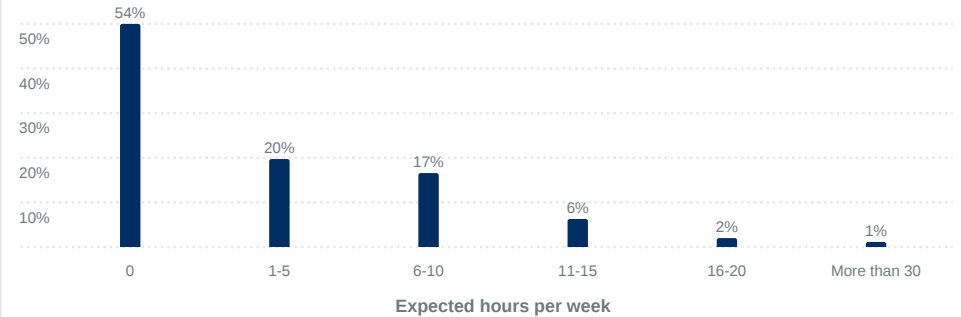
How Transfer Students Expect to Spend Their Time

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.

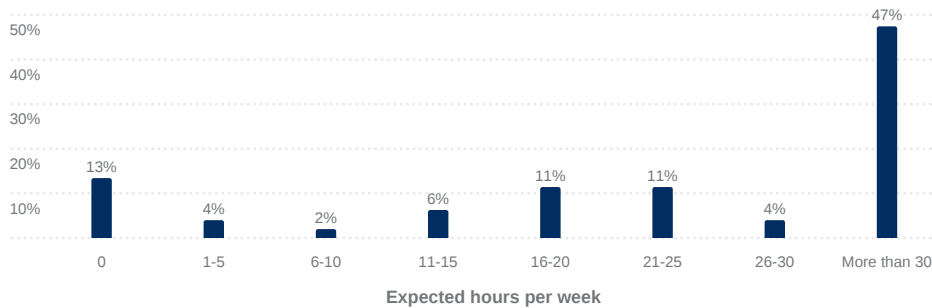
Studying or preparing for class ⁹⁷



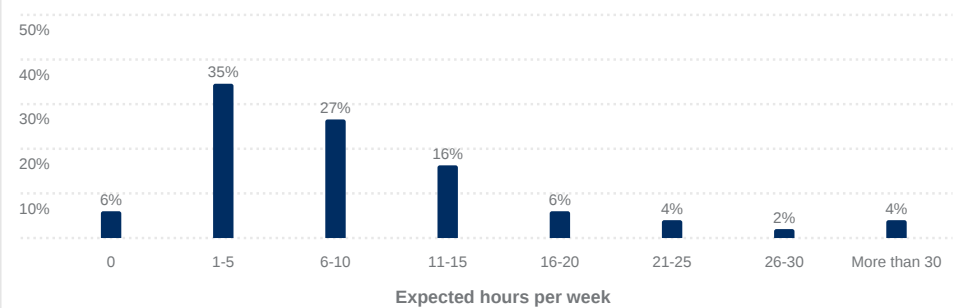
Participating in co-curricular activities ⁹⁶



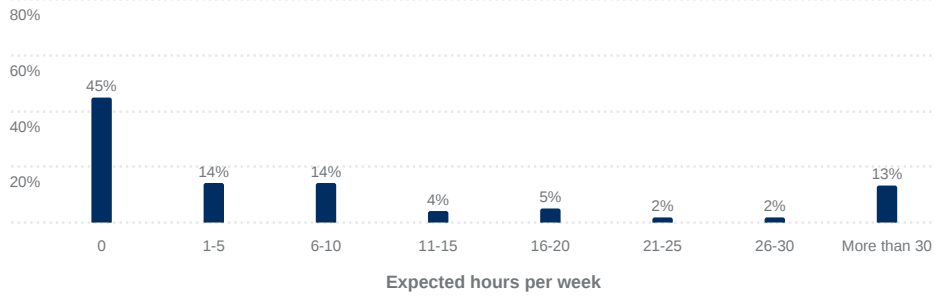
Working for pay ⁹⁷



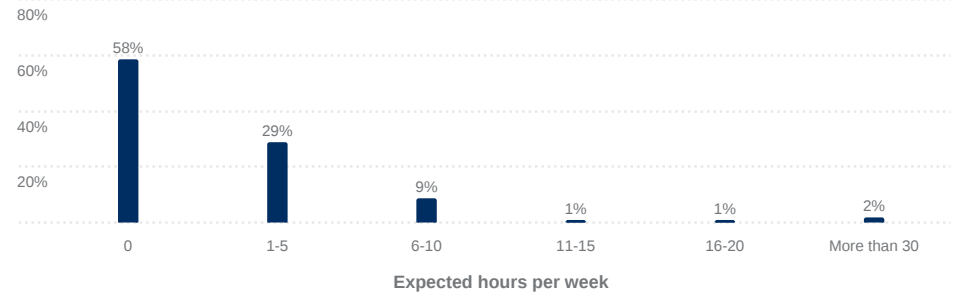
Relaxing and socializing ⁹⁸



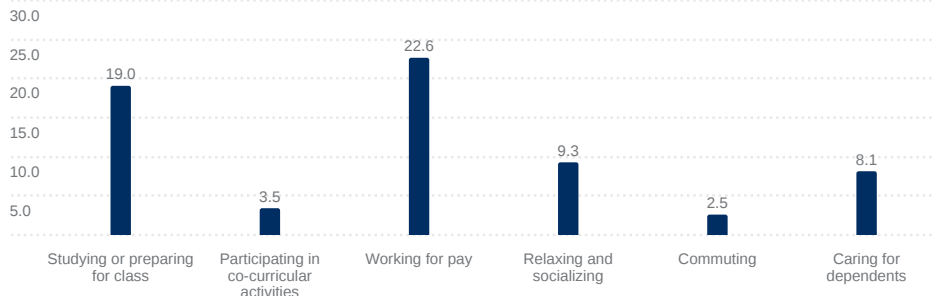
Providing care for dependents (children, parents, etc.) 98



Commuting to campus (driving, walking, etc.) 101



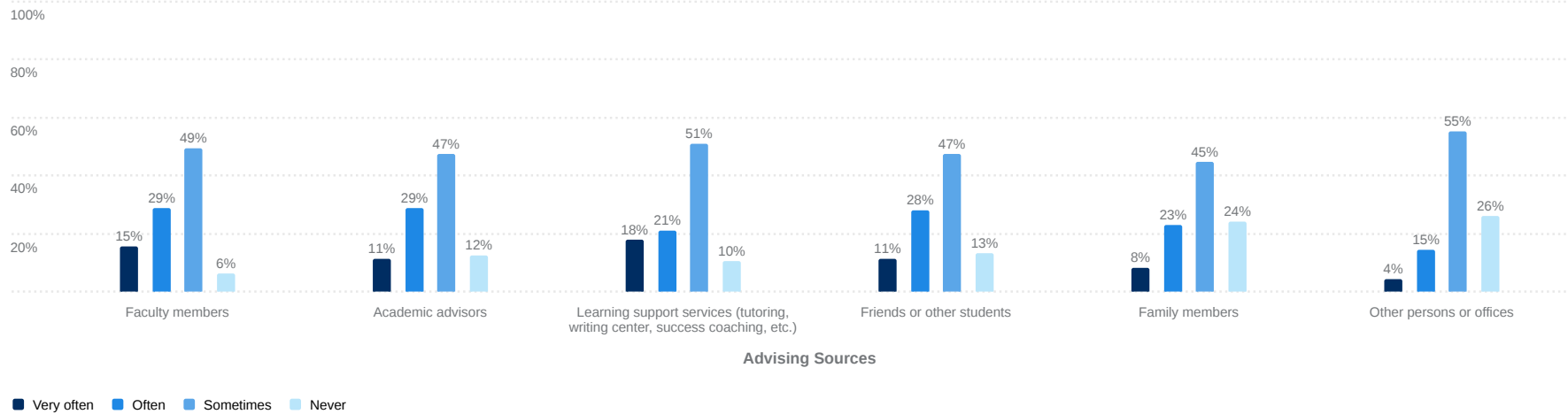
Average expected hours per week 96



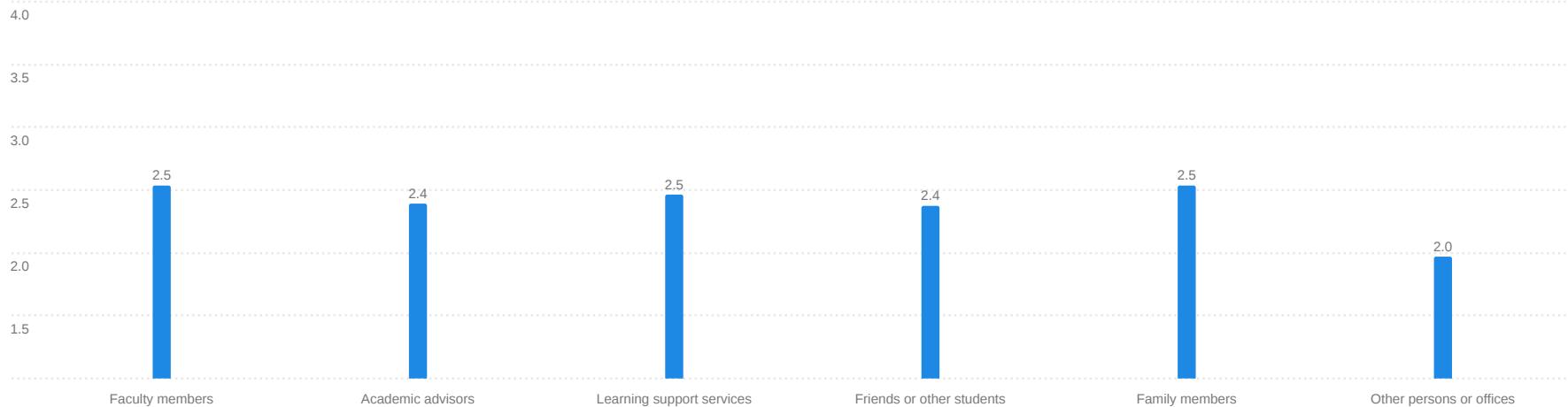
Where Transfer Students Expect to Seek Help

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 the coming school year, about how often do you expect to seek help with coursework from the following sources? 97



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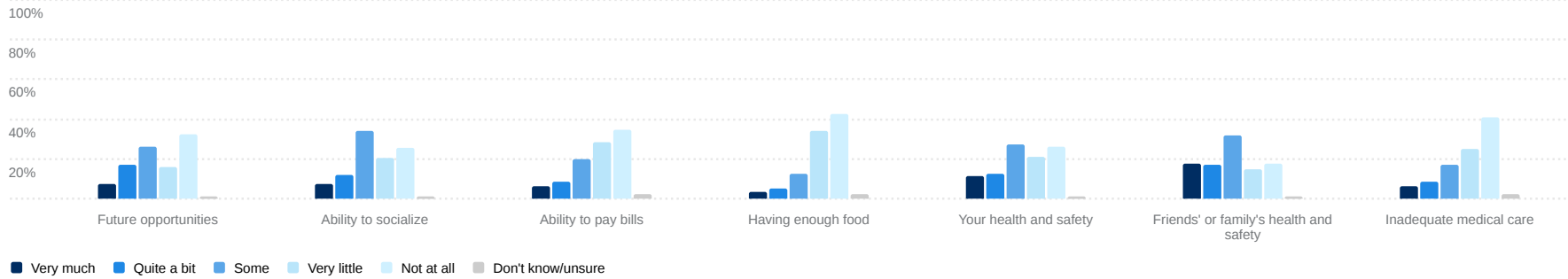


Entering Students and the COVID-19 Disruption

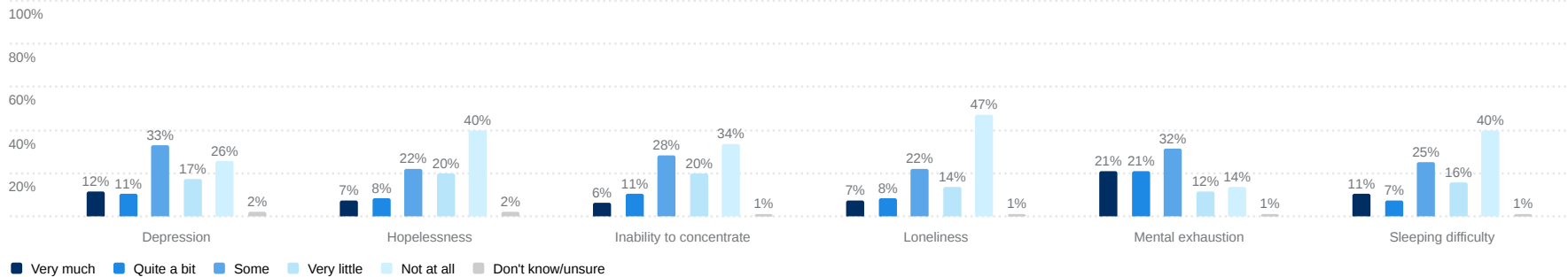
Additional Items on the BCSSE 2021 Web Version

Your entering transfer students have experienced a tumultuous year. 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 entering students. The results to these questions from your 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.

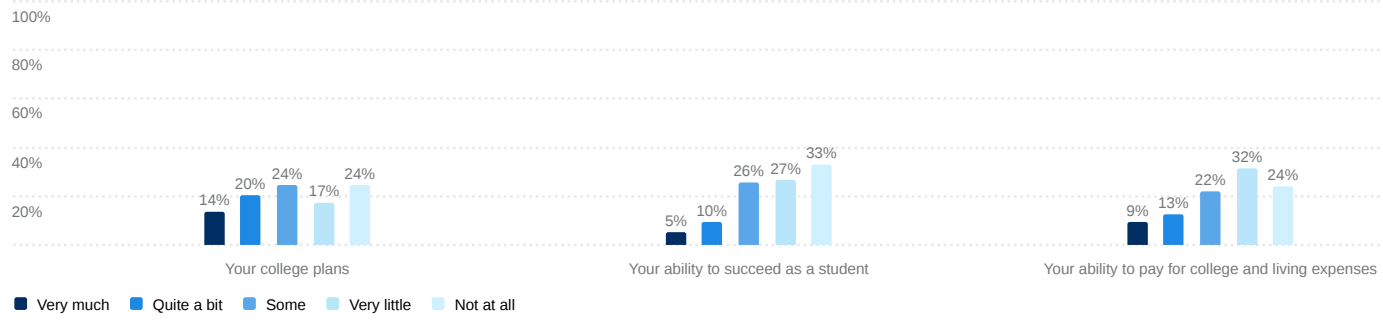
As a result of the COVID-19 pandemic, to what extent, if any, has your concern about the following increased? 95



As a result of the COVID-19 pandemic, to what extent, if any, have you experienced an increase in the following? 95

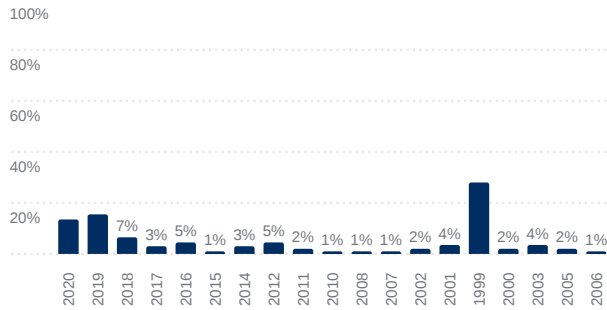


To what extent, if any, has the COVID-19 pandemic interfered with the following? 95

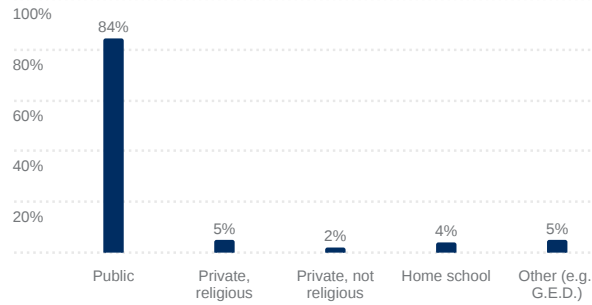


Demographic and Background Characteristics of Transfer Student Respondents

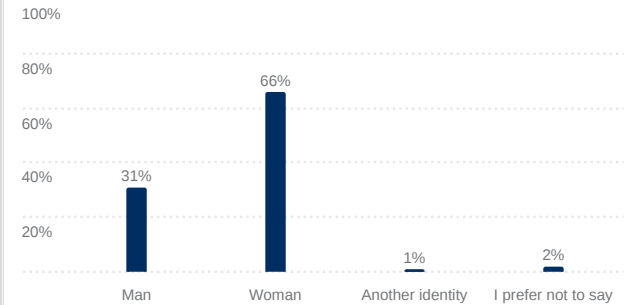
High school graduation year 103



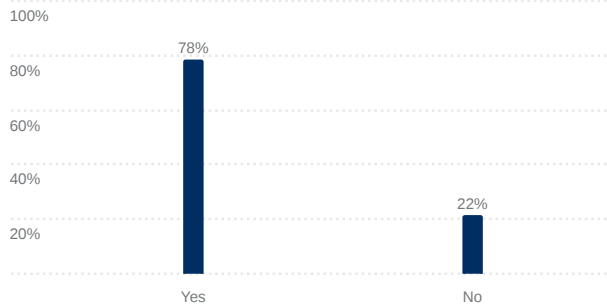
High school type 103



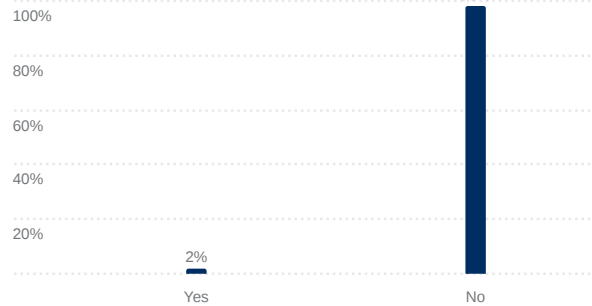
Gender identity 97



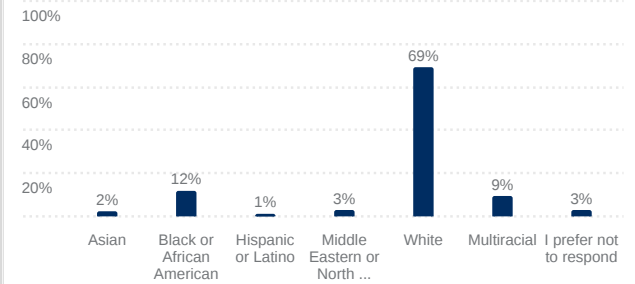
Full-time student at this institution 97



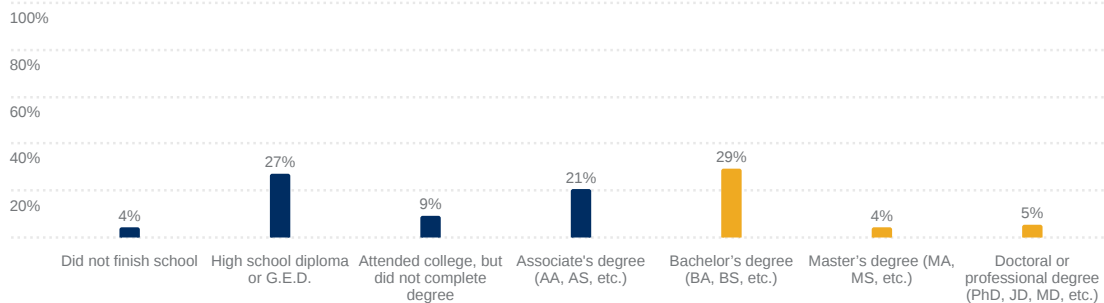
International student 97



Race or ethnicity 95



Parents' highest level of education 96

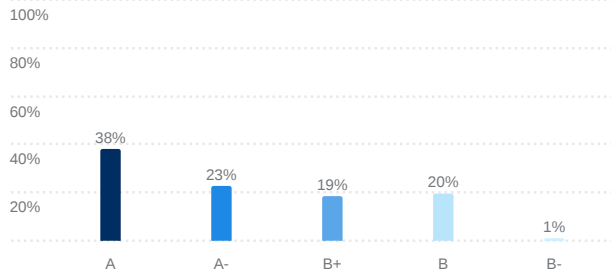


Sexual orientation 0

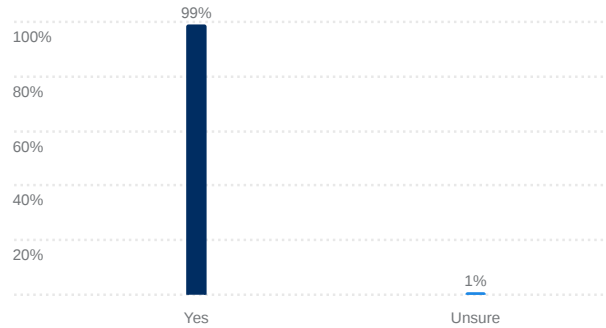
No data found - your filters may be too exclusive!

Additional Transfer Student Respondent Characteristics

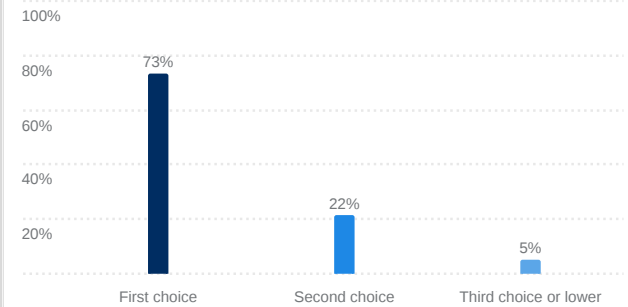
What do you expect most of your grades will be during the coming year? 97



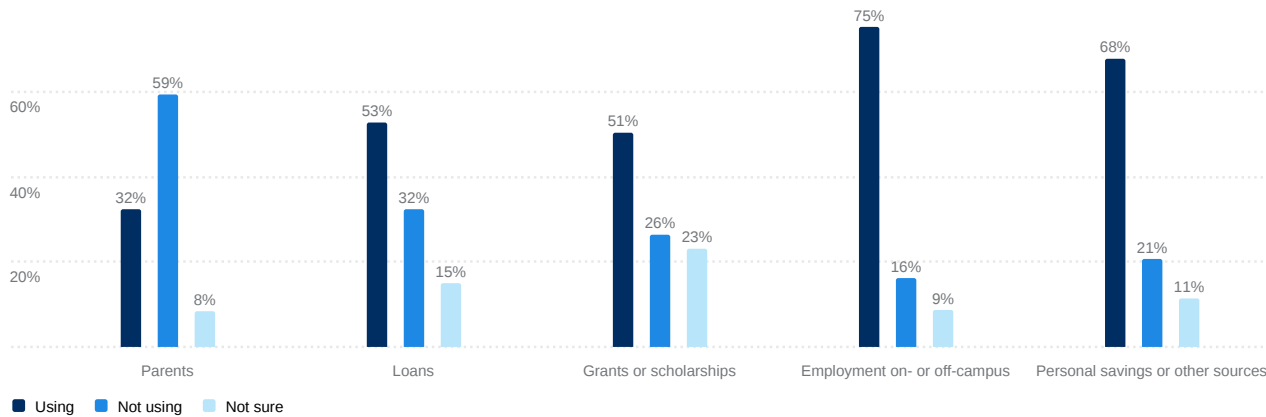
Do you expect to graduate from this institution? 97



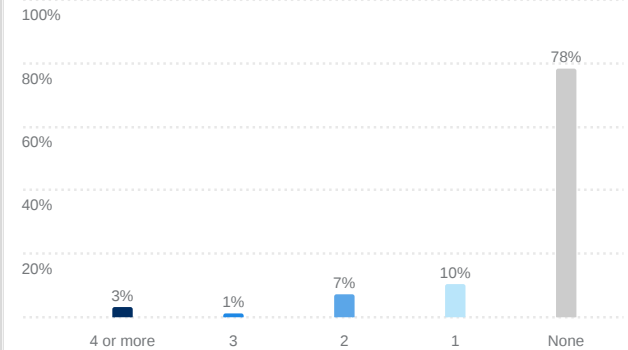
This institution was your: 97



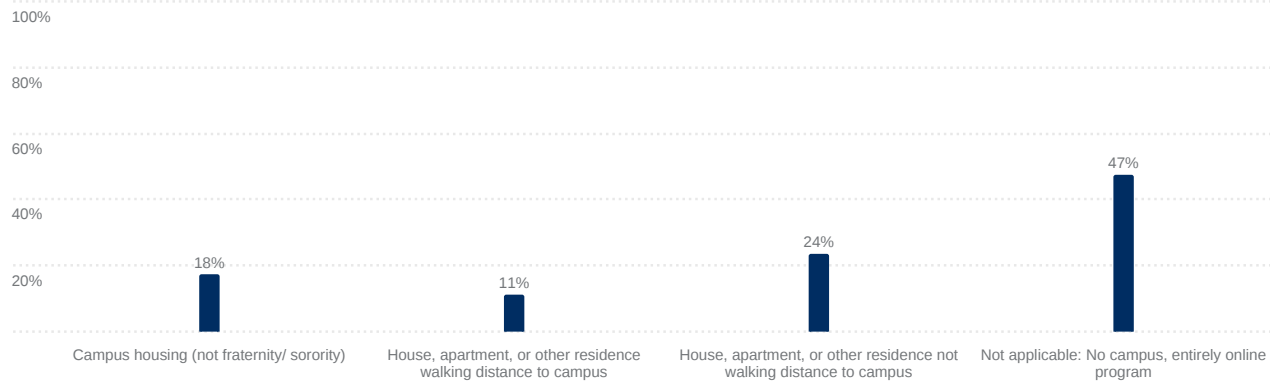
Which of the following sources are you using to pay for education expenses (tuition, fees, books, room & board, etc)? 96



How many of your close friends will attend this institution during the coming year? 96



Which of the following best describes where you will be living while attending college? 97



Are you a student-athlete on a team sponsored by your institution's athletics department? 0

No data found - your filters may be too exclusive!