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.”

Response Frequencies

<table>
<thead>
<tr>
<th>Expected Engagement in Collaborative Learning</th>
<th>Scale Score Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the coming school year, about how often do you expect to do the ...</td>
<td>Expected Engagement in Collaborative Learning</td>
</tr>
<tr>
<td>Very often</td>
<td>Often</td>
</tr>
<tr>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>
Expected Engagement with Faculty

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

- Talk about career plans with a faculty member
- Work with a faculty member on activities other than coursework
- Discuss your academic performance with a faculty member
- Discuss course topics, ideas, or concepts with a faculty member outside of coursework

Very often: 20% Often: 40% Sometimes: 60% Never: 80%

Expected Discussions with Diverse Others

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

- People of a race or ethnicity other than your own
- People from an economic background different from your own
- People with religious beliefs other than your own
- People with political views other than your own
- People with different sexual orientation
- Different country

Very often: 20% Often: 40% Sometimes: 60% Never: 80%

Expected Academic Perseverance

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

- Study when there are interesting things to do
- Find additional information for course work
- Participate regularly in course work
- Ask instructors for help when you struggle
- Finish something you have started when you begin
- Stay positive, even when you do poorly on a test

Very certain: 20% Moderately certain: 40% Not certain: 60%
During the coming school year, how difficult do you expect the following to be?

- Learning course material: 43%
- Managing your time: 60%
- Getting help with school work: 75%
- Interacting with faculty: 40%

Perceived Academic Preparation

- Write clearly and effectively: 60%
- Speak clearly and effectively: 20%
- Think critically and analytically: 48%
- Analyze numerical and statistical information: 40%
- Work effectively with others: 40%
- Use computing and information technology: 60%
- Learn effectively on your own: 40%

Importance of Campus Environment

- A challenging academic experience: 20%
- Support to help students succeed: 40%
- Opportunities to interact with students: 60%
- Help managing your responsibilities: 80%
- Opportunities to be involved socially: 100%
- Opportunities to attend campus activities: 80%
- Learning support services: 60%

Expected Academic Difficulty

- Scale: 39.2
- 0% Not difficult
- 40% Moderately difficult
- 60% Very difficult

Perceived Academic Preparation

- Scale: 48.0
- 0% Very prepared
- 40% Moderately prepared
- 60% Not prepared

Importance of Campus Environment

- Scale: 42.2
- 0% Very important
- 40% Moderately important
- 60% Not important

Δ +9.9 vs All other institutions (29.3)

Δ +4.9 vs All other institutions (43.1)

Δ +1.1 vs All Other Institutions (41.1)