7. Transfer Student Results

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".

Response Frequencies

Transfer Student Engagement in Learning Strategies

Scale Score Difference

Transfer Student Engagement in Learning Strategies

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

Response Frequencies

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify key information</td>
<td>39%</td>
<td>49%</td>
<td>11%</td>
<td>1%</td>
</tr>
<tr>
<td>Review notes</td>
<td>33%</td>
<td>27%</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>Summarize course materials</td>
<td>29%</td>
<td>24%</td>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Scale: 41.7

Comparison: -1.5 vs All other institutions (43.2)
Expected Engagement in Collaborative Learning

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

- Ask another student to help you understand course material
- Explain course material to one or more students
- Prepare for exams by discussing or working through course material
- Work with other students on course projects or assignments

Expected Engagement with Faculty

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

- 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 class

Expected Discussions with Diverse Others

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

- Different race or ethnicity
- Different economic background
- Different religious beliefs
- Different political views
- Different sexual orientation
- Different country
**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...
- Participate regularly in course...
- Ask instructors for help when you struggle...
- Finish something you have started when you...
- Stay positive, even when you do poorly on a ...

- Very certain
- Moderately certain
- Not certain

- Study when there are interesting things to do: 50%
- Find additional information for course: 20%
- Participate regularly in course: 60%
- Ask instructors for help when you struggle: 30%
- Finish something you have started when you: 20%
- Stay positive, even when you do poorly on a: 10%

**Scale**

- 0.0
- 60.0

- +0.0 vs All other institutions

**Expected Academic Difficulty**

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

- Learning course material: 25%
- Managing your time: 12%
- Getting help with school work: 9%
- Interacting with faculty: 36%

- Not difficult
- Moderately difficult
- Very difficult

- Learning course material: 30%
- Managing your time: 12%
- Getting help with school work: 9%
- Interacting with faculty: 36%

**Scale**

- 0.0
- 60.0

- +0.7 vs All other institutions

**Perceived Academic Preparation**

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

- Write clearly and effectively
- Speak clearly and effectively
- Think critically and analytically
- Analyze numerical and statistical...
- Work effectively with others
- Use computing and information...
- Learn effectively on your own

- Very prepared
- Moderately prepared
- Not prepared

- Write clearly and effectively: 80%
- Speak clearly and effectively: 57%
- Think critically and analytically: 36%
- Analyze numerical and statistical: 66%
- Work effectively with others: 52%
- Use computing and information: 34%
- Learn effectively on your own: 24%

**Scale**

- 0.0
- 60.0

- -1.2 vs All other institutions

**Scale**

- 0.0
- 60.0