



UNIVERSITY OF
SOUTH FLORIDA

A PREEMINENT
RESEARCH
UNIVERSITY

Using the BCSSE Survey to Generate Targeted Support and Interventions for First-Year Students

Graduation Initiative 2025 Symposium

California State University

Sacramento, CA

October 18, 2019

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Agenda

- Student Expectations
- Predictive Analytics
- Student Persistence
- BCSSE
- USF
- BCSSE and USF
- Future Ideas

Outcomes

By attending this presentation, attendees will:

- Understand the utility of assessing first-year student expectations prior to matriculation.
- Identify how they can use survey data in predictive analytics to identify and support first-year students.
- Recognize how they can use individual data points to identify specific student needs to provide individualized assistance.

Student Expectations Matter!

- “Expectations affect students’ motivation, engagement, and investment of effort in learning” (Konings et al., 2008, p. 536).
- Prior research (e.g., Helland et al, 2002) and student development theories (e.g., Tinto, 1993) all point to the importance of collecting expectations data to better understand student departure.

Predictive Analytics

- Early identification of at-risk students
- Allows for early intervention and support

Why don't students persist?

- Unclear or unreasonable goals
- Social isolation
- Insufficient academic preparation
- Stress
- Academic disengagement or boredom
- Financial concerns
- Challenges of new freedom
- Distraction of conflicting commitments
- Unmet expectations or transition shock

BCSSE Instrument

- Student pre-college academic and co-curricular experiences, as well as their academic expectations
- Administered to beginning first-year students during student orientation, Welcome Week, or early in the fall term (w/optional winter administration)
- Advising and institutional reports, along with a complete data file

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, 2019):

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

Public Home school
 Private, religiously-affiliated Other (e.g., GED)
 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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. College or university courses for credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. International Baccalaureate (IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/> None	<input type="checkbox"/> 1-2	<input type="checkbox"/> 3-5	<input type="checkbox"/> 6-10	<input type="checkbox"/> 11-15	<input type="checkbox"/> 16-20	<input type="checkbox"/> More than 20
b. Between 6 and 10 pages	<input type="checkbox"/> None	<input type="checkbox"/> 1-2	<input type="checkbox"/> 3-5	<input type="checkbox"/> 6-10	<input type="checkbox"/> 11-15	<input type="checkbox"/> 16-20	<input type="checkbox"/> More than 20
c. 11 pages or more	<input type="checkbox"/> None	<input type="checkbox"/> 1-2	<input type="checkbox"/> 3-5	<input type="checkbox"/> 6-10	<input type="checkbox"/> 11-15	<input type="checkbox"/> 16-20	<input type="checkbox"/> 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.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1-5	<input type="checkbox"/> 6-10	<input type="checkbox"/> 11-15	<input type="checkbox"/> 16-20	<input type="checkbox"/> 21-25	<input type="checkbox"/> 26-30	<input type="checkbox"/> More than 30
b. Working for pay	<input type="checkbox"/> 0	<input type="checkbox"/> 1-5	<input type="checkbox"/> 6-10	<input type="checkbox"/> 11-15	<input type="checkbox"/> 16-20	<input type="checkbox"/> 21-25	<input type="checkbox"/> 26-30	<input type="checkbox"/> More than 30
c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1-5	<input type="checkbox"/> 6-10	<input type="checkbox"/> 11-15	<input type="checkbox"/> 16-20	<input type="checkbox"/> 21-25	<input type="checkbox"/> 26-30	<input type="checkbox"/> More than 30
d. Relaxing and socializing (time with friends, video games, TV or videos, hanging out with friends online, etc.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1-5	<input type="checkbox"/> 6-10	<input type="checkbox"/> 11-15	<input type="checkbox"/> 16-20	<input type="checkbox"/> 21-25	<input type="checkbox"/> 26-30	<input type="checkbox"/> More than 30

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?

<input type="checkbox"/> Very little	<input type="checkbox"/> Some	<input type="checkbox"/> About half	<input type="checkbox"/> Most	<input type="checkbox"/> Almost all
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U.S. DEPARTMENT OF EDUCATION

About USF - Tampa

- Preeminent State Research University (FL)
- Carnegie Classification – Doctoral University: “Highest Research Activity” & “Community Engaged”
- 31,823 Fall 2019 Undergraduate Headcount
 - New Student Headcount (Summer and Fall 2019)
 - ~5,150 new first-year students
 - ~3,500 new transfer students

Florida Board of Governors – Performance Based Funding Metrics

Performance Based Funding:

3 of 10 metrics focused on retention & graduation



FINAL FOR BOG SUBMISSION
BOG Deadline: 05/06/2019

PERFORMANCE BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	65.3	67.2	69.6	70.0	70.4	-	-	-	-
APPROVED GOALS	-	-	66.8	70.5	70.5	71.5	72.5	73.0	-
PROPOSED GOALS	-	-	-	-	-	71.4	72.5	73.1	74.0

2. Median Wages of Bachelor's Graduates Employed Full-time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	35,200	36,700	38,000	37,300	38,000	-	-	-	-
APPROVED GOALS	-	-	36,300	38,600	39,100	39,600	40,100	40,700	-
PROPOSED GOALS	-	-	-	-	-	38,768	40,375	40,980	41,544

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	14,490	13,540	13,280	12,960*	7,130	-	-	-	-
APPROVED GOALS	-	-	-	13,000	12,900	12,800	12,700	12,700	-
PROPOSED GOALS	-	-	-	-	-	7,110	7,110	7,110	7,110

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.



4. FTIC Four-Year Graduation Rate [Full time only]

	2016-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	43.2	48.8	52.0*	57.4*	58.6	-	-	-	-
APPROVED GOALS	-	-	50.4	53.0	57.6	59.2	61.8	64.1	-
PROPOSED GOALS	-	-	-	-	-	59.2†	61.8†	64.1†	-

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note†: The proposed goals were revised by the Board of Governors at their June 2018 meeting to match the previously approved goals from the 2018 Accountability Plan. These revisions to the proposed goals do not need to be re-approved by the university board.



5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	85.3	85.1	86.1	86.2*	86.6	-	-	-	-
APPROVED GOALS	-	-	85.6	87.5	87.4	89.0	89.6	90.5	-
PROPOSED GOALS	-	-	-	-	-	89.0	90.3	90.8	91.4

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.fhog.edu/about/budget/performance_funding.php.



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BOG Deadline: 05/06/2019

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	51.0	54.6	59.0	61.4	61.5	-	-	-	-
APPROVED GOALS	-	-	54.8	59.2	61.7	62.3	62.9	63.5	-
PROPOSED GOALS	-	-	-	-	-	62.2	63.5	64.5	65.4

7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	42.1	43.0	41.2	40.0	41.7	-	-	-	-
APPROVED GOALS	-	-	40	41	40.5	40.5	40.5	40.6	-
PROPOSED GOALS	-	-	-	-	-	42.2	42.2	42.2	42.2

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	69.0	72.7	74.6	74.8	73.3	-	-	-	-
APPROVED GOALS	-	-	74.0	74.1	75.2	75.3	75.8	75.8	-
PROPOSED GOALS	-	-	-	-	-	73.6	73.8	73.8	73.8

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	63.9	65.8	75.6	78.3	80.7	-	-	-	-
APPROVED GOALS	-	-	68.1	77.5	79.0	79.6	80.2	80.3	-
PROPOSED GOALS	-	-	-	-	-	81.6	81.7	82.6	83.1

10.1 Current BOT Choice: Number of Postdoctoral Appointees

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	321	300	282	272	281*	-	-	-	-
APPROVED GOALS	-	-	-	272	267	267	267	267	-
PROPOSED GOALS	-	-	-	-	-	315	315	316	317

Note*: Revised since reported to NSF.

10.2 Future BOT Choice: Six-Year FTIC Graduation Rates [Full- & Part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	66.0	67.7	66.4	68.8	71.2	-	-	-	-
APPROVED GOALS	-	-	66.7	70.0	69.0	71.0	74.0	75.0	-
PROPOSED GOALS	-	-	-	-	-	71.3	72.1	72.1	73.3

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: http://www.fhog.edu/about/budget/performance_funding.php.

Florida Board of Governors – Preeminence Metrics

Preeminence:

2 of 12 metrics focused on retention & graduation



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PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (USF-TAMPA ONLY)

1a. Average GPA

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	4.0	4.1	4.1	4.1	4.1	-	-	-	-
APPROVED GOALS	-	-	4.0	4.1	4.1	4.1	4.1	4.1	-
PROPOSED GOALS	-	-	-	-	-	4.1	4.1	4.1	4.1

1b. Average SAT Score*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	1197*	1223*	1226*	1280*	1296	-	-	-	-
APPROVED GOALS	-	-	1220	1280	1282	1285	1290	1290	-
PROPOSED GOALS	-	-	-	-	-	1296	1300	1302	1305

Note*: Historical scores and approved goals were based upon a different SAT scale standard.

2. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	3	4	4	4	4	-	-	-	-
APPROVED GOALS	-	-	3	5	5	5	5	5	-
PROPOSED GOALS	-	-	-	-	-	5	5	5	5

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	89	88	90	90	91	-	-	-	-
APPROVED GOALS	-	-	90	91	91	91	92	92	-
PROPOSED GOALS	-	-	-	-	-	91	92	93	93

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.tbog.edu/about/budget/performance_funding.php



FINAL FOR BOG SUBMISSION
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PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONT.) (USF TAMPA ONLY)

4. Four-year Graduation Rate [Full-time students only]

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	44	51	55	60	61	-	-	-	-
APPROVED GOALS	-	-	50	56	60	62	64	64	-
PROPOSED GOALS	-	-	-	-	-	62	64	65	67.5

5. National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	9	8	11	13	14	-	-	-	-
APPROVED GOALS	-	-	9	10	13	13	13	-	-
PROPOSED GOALS	-	-	-	-	-	14	15	16	17

6. Science & Engineering Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	438	420	448	502	525	-	-	-	-
APPROVED GOALS	-	-	421	427	503	504	505	506	-
PROPOSED GOALS	-	-	-	-	-	530	545	560	575

7. Non-Medical Science & Engineering Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	239	229	229	288	296	-	-	-	-
APPROVED GOALS	-	-	230	233	289	290	291	292	-
PROPOSED GOALS	-	-	-	-	-	296	300	305	310

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

	2012-13	2013-14	2014-15	2015-16	2016-17	2018-19	2018-19	2019-20	2020-21
ACTUAL	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	-	-	-	-
APPROVED GOALS	-	-	7 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	-
PROPOSED GOALS	-	-	-	-	-	8 of 8	8 of 8	8 of 8	8 of 8

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.tbog.edu/about/budget/performance_funding.php

Office of Academic Advocacy

- Formed in 2013
- Located in Undergraduate Studies
- Promotes undergraduate student persistence, progression, and completion in support of key strategic university goals and measures by removing barriers to academic success and supporting a timely progression to graduation
 - Maintain or improve 90% first year retention rate
 - Achieve 4-year 60% and 6-year 70% graduation rates

BCSSE and USF

- USF started administering the survey in 2014
- Paper version administered at first-year orientations
- Optional for students to participate – 98.26% return rate

FYR Model

Started as a Research and Intervention Project by a faculty member and Student Affairs (Miller & Herreid, 2008)

- Pre-matriculation model to predict first-year retention before the beginning of the fall term.
- Identified ~10% of new FTIC at risk for drop-out by the second fall term of attendance.
- Given FYR attribute in BANNER (SIS)
- BCSSE incorporated into model in 2016
- Early intervention through:
 - Academic Foundations course (first-year seminar)
 - Residence Halls for on-campus students
 - Academic Advising (mandatory for first-year students)
 - Adding NSC for peer coaching (commuters/non-Academic Foundations)

Significant Predictors - SIS

- HS GPA
- Race/Ethnic Group
- Age at start of term
- Scholarship recipient
- Honors
- On-campus Residency
- First-Year Seminar Enrollment
- Athletes
- Time since Orientation

Significant Predictors - BCSSE

High School Experiences

- Involvement in performing or visual arts
- Hours working

College Expectations

- Prepared to think critically and analytically
- Intention to graduate
- Work
- Close Friends attending
- Expected Discussions with Diverse Others
- Expected Academic Difficulty
- Expected Engagement in Collaborative Learning

Campus Partner Initiatives

New Student Connections

- Question 18e – During the coming school year, how difficult do you expect the following to be?
Making new friends:
 - Answers: 5 or 6 – Very Difficult
- **AND**
- Question 27 – How many of your close friends will attend this institution during the coming year?
 - Answer: None (n=269)
- Question 24 – Do you expect to graduate from this institution? (n=289)
 - Answers: No (n=29) or Uncertain (n=260)
- Question 13b – During the coming school year, about how many hours do you expect to spend in a typical 7-day week doing the following? Working for pay on- or off-campus: (n=740)
 - Answers: 21-25 (n=392), 26-30 (n=178), or More than 30 (n=170)

Campus Partner Initiatives

Bull2Bull Financial Education

- Question 18c – During the coming school year, how difficult do you expect the following to be? Paying college or university expenses: 5 and 6 – Very Difficult (n=1376)
 - Include Question 22 information for these students – Which of the following sources are you using to pay for your education expenses?
 - Include Question 13b for these students - During the coming school year, about how many hours do you expect to spend in a typical 7-day week doing the following? Working for pay on- or off-campus

Campus Partner Initiatives

Success and Wellness Coaching

- Question 17e – During the coming school year, how certain are you that you will do the following? Finish something you have started when you encounter challenges: 1 – Not at all Certain or 2 (n=70)
- Question 18b – During the coming school year, how difficult do you expect the following to be? Managing your Time: 6 – Very Difficult (n=628)

Campus Partner Initiatives

Academic Advising

- Customized BCSSE Advising Tool
- Based on feedback from the CAA Student Advisory Subcommittee
- Individualized report for each student to assist advisors in understanding student expectations and how it may affect their first year experience
- Areas of focus on the advising report:
 - Academic Success Skills
 - Communication and Collaboration
 - Academic Challenge and Support
 - Situational and Financial



**Beginning College Survey of Student Engagement
Student Advising Report 2017-2018**

U12345678 Molly Mock

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.

Academic Success Skills	Communication and Collaboration	Academic Challenge and Support	Situational and Financial
Students receive different educational experiences and are prepared at different levels for higher education. Some skills required to succeed at the university may need to be introduced for a student to improve academically.	Degree to which student expresses difficulties with communicating/collaborating with others and preparedness to do so.	Student may have overwhelming or underwhelming expectations of the university experience. Students can feel overly stressed or unsatisfied depending on expectations and the challenge/support they are experiencing.	Student may express difficulties in how to pay for college or have outside factors influencing their success. Student may have trouble planning a direction, prioritizing, or seeing a "big picture" to graduation.
Resources/Referrals: Academic Success Center, Writing Studio, SMART lab, Library, Veteran's Services, Student Disability Services	Resources/Referrals: New Student Connections, Career Services (Interviewing), Writing Studio, Counseling Center, CLCE, Multicultural Affairs, CSI	Resources/Referrals: Academic Success Center, SMART lab, Writing Studio, Library, Student Disability Services, Counseling Center	Resources/Referrals: University Scholarships and Financial Aid Services, OAA, Career Center, Ombuds, Counseling Center, SOS
Quantitative Reasoning Scale (Reached conclusion based on numerical information; Used numerical information to examine real-world problem, etc.) (0=Very Low to 60=Very High) 0	Student-Faculty Interaction Scale (Discuss career plans and academic performance, etc.) (0=Very Low to 60=Very High) 15	<i>How difficult do you expect the following to be?</i> (1=Not difficult to 6=Difficult) Learning course material 2 Getting help with school work 2	<i>During your last year of high school, how many hours did you spend in a typical 7-day week doing each of the following?</i> Working for pay More than 30 <i>During the coming school year, how many hours you will spend in a typical 7-day week doing each of the following?</i> Working for pay on- and off-campus 0
Learning Strategies Scale (Identified key information from readings; Reviewed notes after class, etc. (0=Very Low to 60=Very High) 40	Peer Collaboration Scale (Work with other students on course projects; Prepare for exams by discussing material with other students, etc.) (0=Very Low to 60=Very High) 30	<i>During the coming school year, how certain are you that you will do the following?</i> (1=Not at all certain to 6=Very certain) Study when there are other interesting things to do 2 Finish something you have started 4 Stay positive, even when you do poorly on a test 4	<i>How difficult do you expect the following to be?</i> (1=Not difficult to 6=Difficult) Paying college expenses Not at all difficult 1
<i>During your last year of high school, how many hours did you spend in a typical 7-day week doing each of the following?</i> Preparing for class 6-10	<i>How difficult do you expect the following to be?</i> (1=Not difficult to 6=Difficult) Making new friends 3 Interacting with faculty 3	<i>During your last year of high school, to what extent did your courses challenge you to do your best work?</i> (1=Not at all to 7=Very much) 4	<i>How important is it to you that your institution provides each of the following?</i> (1=Not important to 6=Very important) Help managing your non-academic responsibilities 4
<i>During the coming school year, how many hours you will spend in a typical 7-day week doing each of the following?</i> Preparing for class 6-10	<i>During the coming school year, how certain are you that you will do the following?</i> (1=Not at all certain to 6=Very certain) Ask instructors for help when you struggle 4 How prepared are you to do the following in your academic work at this institution? (1=Not prepared to 6=Very prepared)	<i>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?</i> Some	<i>This institution was your:</i> Third choice or lower <i>Do you expect to graduate from this institution?</i> Uncertain
<i>How difficult do you expect the following to be?</i> (1=Not difficult to 6=Difficult) Managing your time 2	<i>During the coming school year, how certain are you that you will do the following?</i> (1=Not at all certain to 6=Very certain) Write clearly and effectively Very prepared 6 Speak clearly and effectively Very prepared 6 Work effectively with others 5	<i>During the coming school year, of the time you expect to spend preparing for class in a typical 7-day week, how many hours will be on assigned reading?</i> Some	
<i>Find additional information for course assignments when you don't understand the material</i> 4	<i>During your last year of high school, how many hours did you spend in a typical 7-day week doing each of the following?</i> Participating in co-curricular activities 0 Relaxing or socializing 6-10	<i>During the coming school year, about how often do you expect to seek help with coursework from the following sources?</i> (1=Never; 2=Sometimes; 3=Often; 4=Very Often) Faculty Members Sometimes Academic advisors Often	
<i>How prepared are you to do the following in your academic work at this institution?</i> (1=Not prepared to 6=Very prepared) Think critically and analytically Very prepared 6 Analyze numerical and statistical information Very prepared 6 Use computing and information technology Very prepared 6 Learn effectively on your own Very prepared 6	<i>During the coming school year, how many hours you will spend in a typical 7-day week doing each of the following?</i> Participating in co-curricular activities 11-15 Relaxing or socializing 6-10	<i>How important is it to you that your institution provides each of the following?</i> (1=Not important to 6=Very important) Learning support services Very important 6 Friends or other students Often Family members Sometimes Other persons or offices Sometimes	

Campus Partner Initiatives

Housing and Residential Education

- Customized report based on their interests
- Intentional conversations
- Residential Curriculum


 UNIVERSITY OF
SOUTH FLORIDA

Beginning College Survey of Student Engagement
HARE Student Advising Report 2018-2019

U12345678 Molly Mock

Beacon Hall

High School Experiences		Expected First Year Experiences	
What were most of your high school grades?	A	During the <i>coming school year</i> , about how often do you expect to have discussions with people from the following groups?	
During your <i>last year of high school</i> , how many hours did you spend in a typical 7-day week doing each of the following?		People of a race of ethnicity other than your own	Very often
Preparing for class	Sometimes	People from an economic background other than your own	Often
During your <i>last year of high school</i> , about how often did you do the following?		People with religious beliefs other than your own	Very often
Included diverse perspectives in course discussions or assignments	Often	People with political views other than your own	Sometimes
Examined the strengths and weaknesses of your own views on a topic or issue	Sometimes	How difficult do you expect the following to be? (1=Not difficult to 6=Difficult)	
Tried to better understand someone else's views by imagining how an issue looks from their	Often	Learning course material	3
During your high school years, how involved were you in the following activities at your school or elsewhere?		Managing your time	5
Performing or visual arts programs	Not at all	Paying college expenses	4
Athletic teams	Not at all	Getting help with school work	5
Student government	Not at all	Making new friends	Very difficult 6
Publications	Not at all	Interacting with faculty	3
Academic clubs or honor societies	Some	During the <i>coming school year</i> , about how often do you expect to seek help with coursework from the following sources? (1=Never; 2=Sometimes; 3=Often; 4=Very Often)	
Vocational clubs	Not at all	Faculty Members	Sometimes
Religious youth groups	Not at all	Learning Support Services (tutoring, writing center, coaching)	Never
Community services or volunteer work	Quite a bit	How important is it to you that your institution provides each of the following? (1=Not important to 6=Very important)	
Expected First Year Experiences		Support to help students succeed academically	5
During the <i>coming school year</i> , how many hours you will spend in a typical 7-day week doing each of the following?		Opportunities to interact with students from different background	Very important 6
Preparing for class	16-20	Help managing your non-academic responsibilities	5
During the <i>coming school year</i> , about how often do you expect to do the following?		Opportunities to be involved socially	5
Work with other students on course projects or assignments	Often	Opportunities to attend campus activities and events	3
Talk about career plans with a faculty member	Sometimes	Learning support services	3
Work with a faculty member on activities other than coursework	Sometimes	Which of the following sources are you using to pay for your education expenses?	
Discuss your academic performance with a faculty member	Sometimes	Support from parents or relatives	Using
		Loans	Not sure
		Grants or scholarships	Using
		Employment on- or off-campus	Not sure
		Personal savings or other sources	Using

The Beginning College Survey of Student Engagement Student Advising Report is an individualized report for students and is designed to help higher education personnel understand how student expectations about college activities and learning might affect their actual first-year experiences.

First-Year Persistence at USF

FIRST-YEAR RETENTION RATE



Source: IPEDS

* Data reported follows IPEDS methodology but are based on internal preliminary data

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NEWS OPINION ADVICE STORE JOBS

SECTIONS

DATA: COLLEGES WITH THE GREATEST IMPROVEMENTS IN 6-YEAR GRADUATION RATES

Rank	4-year Public Institution	2005 subcohort	2009 subcohort	2011 graduation rate	2015 graduation rate	Percentage-point increase
↕		↕	↕	↕	↕	↕
1.	U. of South Florida	3,926	3,752	51.7%	68.4%	16.7
2.	California State U.-Monterey Bay	540	944	37.8%	53.4%	15.6
3.	U. of Maine at Presque Isle	181	155	30.4%	45.8%	15.4
4.	Louisiana State U. at Alexandria	149	146	12.8%	27.4%	14.6
5.	Florida International U.	3,967	2,946	43.4%	57.8%	14.4
6.	Pennsylvania State U.-New Kensington	148	148	40.5%	54.1%	13.5
7.	U. of Texas at Brownsville and Texas Southmost College	823	1,333	19.1%	32.3%	13.3
8.	California State U. at Long Beach	4,241	3,473	54.0%	67.0%	13.0
9.	California State Polytechnic U. at Pomona	3,089	2,728	50.3%	62.9%	12.5
10.	California State U. at Fullerton	3,816	3,842	50.1%	61.9%	11.9
11.	Indiana U.-Purdue U. at Indianapolis	2,211	2,624	32.9%	44.7%	11.8

GRADUATION RATE TRENDS: PUBLIC RESEARCH INSTITUTIONS



All data derived from IPEDS. Figures include the 6-year graduation rate for first-time, full-time cohorts from public doctoral-granting institutions with Highest Research Activity (Carnegie classification). List limited to institutions whose graduation rate has increased at least 6 percentage points from 2008 to 2018.

1

GRADUATION RATE TREND 2008 TO 2018		GRAD RATE 2008	GRAD RATE 2018
University of South Florida-Main Campus	25	48	73
University of Utah	19	51	70
University of Alabama at Birmingham	18	40	58
Virginia Commonwealth University	18	49	67
University of Houston	17	42	59
University at Buffalo	14	62	76
University of Minnesota-Twin Cities	14	66	80
Arizona State University-Tempe	13	56	69
Florida State University	13	70	83
The University of Tennessee-Knoxville	13	60	73
The University of Texas at Arlington	13	36	49
The University of Texas at Dallas	13	59	72
Wayne State University	13	34	47
Stony Brook University	12	62	74

Future Ideas

- Partnering with other campus entities
- Inclusion in a dashboard with other data points to streamline advocacy work
- Transfer version of the BCSSE
- Assessment of Initiatives

Questions?

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