Beginning College Survey of Student Engagement

Megan Green Simonds, M.Ed.
Director of New Student Programs

Summer 2019 Results and Summary
Beginning College Survey of Student Engagement

Collected data about first time college student’s high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the first college year.

Timeframe: May – August (prior to fall classes)

Designed to be paired with NSSE

BCSSE results may be used in many ways, including:
- Recruitment
- Assessment and Improvement
- Curricular Reform
- Academic Advising
- Retention
- Faculty Development
- Accreditation and Self-Studies
- First Year Program evaluation
# BCSSE Institutional Report

## 9 BCSSE Scales and Descriptions

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Reasoning</td>
<td>High school engagement with analysis and numerical information</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>Use of effective learning strategies in high school</td>
</tr>
<tr>
<td>Collaborative Learning</td>
<td>Expectation to interact and collaborate with peers</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>Expectation to interact and engage with faculty</td>
</tr>
<tr>
<td>Discussions with Diverse Others</td>
<td>Expectation to engage in discussions with diverse others</td>
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<td>Academic Perseverance</td>
<td>Student certainty that they will persist in the face of academic adversity</td>
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<td>Academic Difficulty</td>
<td>Student perception of their academic preparation</td>
</tr>
<tr>
<td>Importance of Campus Environment</td>
<td>Student-rated importance that the institution provides a challenging and supportive environment</td>
</tr>
</tbody>
</table>
Student Status Criteria – 3 separate reports this year!

**First-year students were recent high school graduates who met one of the following criteria:**

- All paper survey respondents regardless of high school graduation year.
- Web respondents who graduated high school in 2019.
- Web respondents who graduated high school in 2018 or 2017 and did not attend another institution since graduating high school.
- Web respondents who graduated high school in 2018 or 2017 and did attend another institution since graduating high school and expects to transfer 11 or fewer credits.

**Transfer students were those respondents who met the following criteria:**

- All web respondents who attended a college or university after graduation from high school, expects to transfer 12 or more credits, and graduated high school prior to the current year.

**Delayed-entry (older) students were those respondents who met one of the following criteria:**

- Web respondents who graduated high school in 2016 or earlier and did not attend another institution since graduating high school.
- Web respondents who graduated high school in 2016 or earlier and did attend another institution since graduating high school and expects to transfer 11 or fewer credits.
Using your BCSSE Data-Advising Reports- 3 VERSIONS

✓ Student Advising Sheets
These reports are uploaded into Starfish for use during the advising process beginning at Orientation.

✓ Conversation Catalyst Sheets
Suggestions for academic advisors to ask when looking at the BCSSE advising reports and in their conversations with new students.

VISIT UMSL.EDU/FIRSTYEAR FOR THESE HELPFUL SHEETS
FTC STUDENT CHARACTERISTICS
Self-reported n=455

What is your race or ethnic identification?

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>14</td>
<td>18</td>
<td>24</td>
<td>49</td>
<td>27</td>
</tr>
<tr>
<td>Black or African American</td>
<td>68</td>
<td>61</td>
<td>58</td>
<td>74</td>
<td>61</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>11</td>
<td>8</td>
<td>11</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>White</td>
<td>190</td>
<td>182</td>
<td>240</td>
<td>259</td>
<td>259</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>51</td>
<td>1</td>
</tr>
<tr>
<td>Multiracial</td>
<td>19</td>
<td>26</td>
<td>26</td>
<td>8</td>
<td>43</td>
</tr>
<tr>
<td>Not to respond</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>
Regarding your parents (or those who raised you), what is the highest level of education completed by either of them?

<table>
<thead>
<tr>
<th>Education Level</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not finish HS</td>
<td>12</td>
<td>21</td>
<td>24</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>HS Diploma</td>
<td>114</td>
<td>95</td>
<td>106</td>
<td>95</td>
<td>81</td>
</tr>
<tr>
<td>Attended, not complete college</td>
<td>42</td>
<td>33</td>
<td>47</td>
<td>44</td>
<td>43</td>
</tr>
<tr>
<td>Associate's</td>
<td>27</td>
<td>37</td>
<td>31</td>
<td>53</td>
<td>45</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>68</td>
<td>75</td>
<td>112</td>
<td>137</td>
<td>122</td>
</tr>
<tr>
<td>Master's</td>
<td>48</td>
<td>38</td>
<td>40</td>
<td>85</td>
<td>94</td>
</tr>
<tr>
<td>Doctoral</td>
<td>5</td>
<td>10</td>
<td>12</td>
<td>22</td>
<td>19</td>
</tr>
</tbody>
</table>
FTC STUDENT EXPECTATION
Self-reported n=

**PLAN TO GRADUATE FROM UMSL**
- Yes: 91%
- No: 1%
- Uncertain: 8%

**HOW MANY CLOSE FRIENDS WILL ATTEND UMSL**
- None: 50%
- 1: 23%
- 2: 14%
- 3: 7%
- 4 or more: 6%
FTC Which of the following sources are you paying for your educational expenses? (tuition, fees, books, room and board)

<table>
<thead>
<tr>
<th>Source Type</th>
<th>Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants/Scholarships</td>
<td>89%</td>
</tr>
<tr>
<td>Support from parents/relatives</td>
<td>65%</td>
</tr>
<tr>
<td>Employment on or off campus</td>
<td>58%</td>
</tr>
<tr>
<td>Personal savings or other sources</td>
<td>60%</td>
</tr>
<tr>
<td>Loans</td>
<td>38%</td>
</tr>
</tbody>
</table>
FTC HIGH SCHOOL INVOLVEMENT

INVOLVEMENT IN HIGH SCHOOL

- Performing or visual arts (band, theater, art): 22%
- Athletic Teams: 26%
- Student Government: 5%
- Publications (newspaper): 4%
- Academic clubs or honor societies: 17%
- Religious youth groups: 6%
- Business, health, tech: 5%
- Community Service: 15%
- Religious youth groups: 6%
- Academic clubs or honor societies: 17%
- Publications (newspaper): 4%
- Student Government: 5%
- Community Service: 15%
- Performing or visual arts (band, theater, art): 22%
- Athletic Teams: 26%
FTC MAJOR TO STUDY

Do you know what your major you will be?

- Other
- Social Services Professions
- Health Professions
- Engineering
- Education
- Communications, Media, Public Relations
- Business
- Social Sciences
- Physical Scien, Math, Computer Science
- Biological Science, Agriculture
- Arts & Humanities

Percentage
During your last year of high school, about how often did you do the following?

- Came to class without completing readings or assignments: 41% Never, 15% Sometimes, 8% Often, 16% Very Often
- Prepared 2 or more drafts of paper before turning it in: 38% Never, 31% Sometimes, 31% Often, 4% Very Often
- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics): 29% Never, 43% Sometimes, 31% Often, 11% Very Often
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.): 38% Never, 42% Sometimes, 31% Often, 20% Very Often
- Identified key information from reading assignments: 18% Never, 49% Sometimes, 31% Often, 14% Very Often
FTC HIGH SCHOOL EXPERIENCE

During your last year of high school, about how often did you do the following?

- Tried to better understand someone else's views by imagining how an issue looks from their perspective
- Examined the strengths & weaknesses of your own views on topic or issue
- Included diverse perspectives (political, religious, racial/ethnic, gender) in course discussions or assignments
- Summarized what you learned in class from course materials
- Reviewed your notes after class
FTC UMSL EXPECTATIONS
ACADEMIC SUCCESS

During the coming year, about how often do you expect to do each of the following?

- Work with other students on course projects or assignments: 1% Never, 28% Sometimes, 52% Often, 19% Very Often
- Prepare for exams by discussing or working through course material with other students: 1% Never, 27% Sometimes, 50% Often, 22% Very Often
- Explain course material to one or more students: 2% Never, 52% Sometimes, 36% Often, 9% Very Often
- Ask student for help to understand course material: 2% Never, 45% Sometimes, 39% Often, 14% Very Often

Legend:
- Blue: Never
- Orange: Sometimes
- Gray: Often
- Yellow: Very Often
# FTC UMSL EXPECTATIONS
## ACADEMIC SUCCESS

During the coming year, about how often do you expect to do each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never come to class without completing readings or assignments</td>
<td>74%</td>
<td>4%</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>Prepare 2 or more drafts of a paper or assignments before turning it in</td>
<td>4%</td>
<td>45%</td>
<td>36%</td>
<td>30%</td>
</tr>
<tr>
<td>Work with a faculty member on activities other than coursework</td>
<td>2%</td>
<td>55%</td>
<td>30%</td>
<td>9%</td>
</tr>
<tr>
<td>Discuss your academic performance with a faculty member</td>
<td>2%</td>
<td>46%</td>
<td>36%</td>
<td>15%</td>
</tr>
<tr>
<td>Talk about career plans with a faculty member</td>
<td>2%</td>
<td>41%</td>
<td>38%</td>
<td>19%</td>
</tr>
</tbody>
</table>

**Legend:**
- **Blue** = Never
- **Orange** = Sometimes
- **Gray** = Often
- **Yellow** = Very Often
FTC UMSL EXPECTATIONS

- 45% of students say they will ‘sometimes’ ask another student to help them understand the course material.

- 21% of students said they will ‘very often’ prepare for exams by discussing or working through course material with other students.

- 6% of students said they will ‘never’ work with a faculty member on activities other than coursework (committees, student groups, etc.).

- 46% of students said they will ‘sometimes’ discuss their academic performances with a faculty member.
During the coming year, about how often do you expect to have discussions with people from the following groups?

- People of a race or ethnicity other than your own:
  - Never: 2%
  - Sometimes: 14%
  - Often: 37%
  - Very Often: 47%

- People from economic background other than your own:
  - Never: 2%
  - Sometimes: 14%
  - Often: 42%
  - Very Often: 43%

- People with religious beliefs other than your own:
  - Never: 2%
  - Sometimes: 15%
  - Often: 41%
  - Very Often: 41%

- People with political views other than your own:
  - Never: 2%
  - Sometimes: 21%
  - Often: 42%
  - Very Often: 35%
During the coming year, how certain are you that you will do the following?

- Study when there are other interesting things to do
- Find additional information for course assignments when you don't understand the material
- Participate regularly in course discussions, even when you don't feel like it
- Ask instructors for help when you struggle with course assignments
- Finish something you have started when you encounter challenges
- Stay positive, even when you do poorly on a test or assignment

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FTC UMSL EXPECTATIONS
ACADEMIC SUCCESS

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UMSL | We transform LIVES

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UNIVERSITY OF MISSOURI—ST. LOUIS
DURING THE COMING YEAR, HOW DIFFICULT DO YOU EXPECT THE FOLLOWING TO BE?

- Managing your time, 26%
- Paying college or university expenses, 31%
- Getting help with school work, 6%
- Making new friends, 17%
- Interacting with faculty, 7%
- Learning course material, 13%
## FTC COURSEWORK

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

<table>
<thead>
<tr>
<th>Source</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty member</td>
<td>1%</td>
<td>46%</td>
<td>38%</td>
<td>16%</td>
</tr>
<tr>
<td>Academic advisor</td>
<td>4%</td>
<td>43%</td>
<td>41%</td>
<td>13%</td>
</tr>
<tr>
<td>Learning support services</td>
<td>8%</td>
<td>41%</td>
<td>36%</td>
<td>15%</td>
</tr>
<tr>
<td>Friends or other students</td>
<td>0%</td>
<td>28%</td>
<td>47%</td>
<td>25%</td>
</tr>
<tr>
<td>Family members</td>
<td>22%</td>
<td>46%</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td>Other person or offices</td>
<td>15%</td>
<td>62%</td>
<td>18%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Legend:  
- Blue: Never  
- Orange: Sometimes  
- Gray: Often  
- Yellow: Very Often
How important is it to you that your institution provide each of the following?

- Support to help students succeed academically
- Opportunities to interact with students from different backgrounds (social, racial/ethnic, religious)
- Help managing your non-academic responsibilities (work, family)
- Opportunities to be involved socially
- Opportunities to attend campus activities and events
- Learning support services (tutoring, writing center)
TRANSER STUDENTS

New additional questions and report this year!
TRANSFER STUDENT BCSSE SCALES

Transfer students were those respondents who met the following criteria:

- All web respondents who attended a college or university after graduation from high school, expects to transfer 12 or more credits, and graduated high school prior to the current year.

BCSSE Scales

Collaborative Learning
*Expectation to interact and collaborate with peers*

Student-Faculty Interaction
*Expectation to interact and engage with faculty*

Expected Discussions with Diverse Others
*Expectation to engage in discussions with diverse others*

Expected Academic Perseverance
*Student certainty that they will persist in the face of academic adversity*

Expected Academic Difficulty
*Expected academic difficulty during the coming year*

Perceived Academic Preparation
*Student perception of their academic preparation*

Importance of Campus Environment
*Student-rated importance that the institution provides a challenging and supportive environment*
TRANSFER STUDENTS

- 77% community college/junior college
- 83% said they will be a full time student
- 96% do expect to graduate from UMSL
- 49% said they were first-generation college student
- 59% said no they will not take at least 1 course from another college/university

Since graduating from high school, which of the following have you done? (select all apply)

- Work part-time: 56%
- Work full-time: 37%
- Volunteer: 15%
- Homemaker or stay-at-home: 5%
- Military service: 3%
- Attended another college: 100%
- Other: 1%
What is the most recent year you were enrolled at other institution?

- Prior to 2014: 10 students
- 2014: 2 students
- 2015: 6 students
- 2016: 14 students
- 2017: 17 students
- 2018: 59 students
- 2019: 252 students

Number of Students
TRANSFER STUDENTS

Which of the following describes why you are no longer enrolled at other institution(s)?

- Completed program/degree: 53%
- Always planned on transferring: 42%
- Too expensive: 11%
- Did not offer the major you are interested in: 9%
- Inconvenient course scheduling: 7%
- Family or personal relationship: 7%
- Too far from where you lived: 9%
- Quality of academic program: 9%
- Academic difficulty: 4%
- Personal dissatisfaction: 4%
- Other: 4%

Percentage
TRANSFER STUDENTS
SELECTION PROCESS

How important were the following reasons for choosing this institution?

- **Family or personal relationship**: Not important (20%), 2 (19), 3 (20), 4 (14), 5 (22)
- **Flexible scheduling of courses**: Not important (1%), 2 (6), 3 (16), 4 (24), 5 (52)
- **You can finish your degree quickly**: Not important (1%), 2 (9), 3 (22), 4 (24), 5 (43)
- **Quality of academic programs**: Not important (1%), 2 (11), 3 (29), 4 (57)
- **Offers the major(s) you are interested in**: Very important (71), 4 (8), 5 (17)
- **You can transfer most or all of your credits**: Very important (63), 4 (10), 5 (23)
- **Location**: 2 (28), 3 (9), 4 (20), 5 (25), 60 (42)
- **Affordability**: 2 (3), 3 (10), 4 (23), 5 (60)

[Bar chart showing the distribution of importance levels for each reason]
During the coming year, which do you think will cause you stress? (select all that apply)

- Not having enough money for college expenses: 48%
- Not having enough money for basic needs (housing, food, etc.): 26%
- Balancing school & other commitments (work, family): 82%
- Transitioning back to being a student: 29%
- Personal relationship: 20%
- Roommate relationship: 5%
- Personal safety: 7%
- Choosing a career: 24%
- Commuting to campus: 33%
- Other: 3%

Percentage
New additional questions and report this year!
DELAYED-ENTRY BCSSE SCALES

Delayed-entry (older) students were those respondents who met one of the following criteria:
- Web respondents who graduated high school in 2016 or earlier and did not attend another institution since graduating high school.
- Web respondents who graduated high school in 2016 or earlier and did attend another institution since graduating high school and expects to transfer 11 or fewer credits.

BCSSE Scales

Collaborative Learning
Expectation to interact and collaborate with peers

Student-Faculty Interaction
Expectation to interact and engage with faculty

Expected Discussions with Diverse Others
Expectation to engage in discussions with diverse others

Expected Academic Perseverance
Student certainty that they will persist in the face of academic adversity

Expected Academic Difficulty
Expected academic difficulty during the coming year

Perceived Academic Preparation
Student perception of their academic preparation

Importance of Campus Environment
Student-rated importance that the institution provides a challenging and supportive environment
DELAYED-ENTRY STUDENT CHARACTERISTICS
Self-reported n=25

What is your race or ethnic identification?

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>9</td>
</tr>
<tr>
<td>Black or African American</td>
<td>26</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific islander</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>61</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td>Multiracial</td>
<td>4</td>
</tr>
<tr>
<td>Not to respond</td>
<td>0</td>
</tr>
</tbody>
</table>

2019
DELAYED-ENTRY

- 70% FIRST GENERATION
- 83% SAID THEY WILL BE A FULL TIME STUDENT
- 96% DO EXPECT TO GRADUATE FROM UMSL

Since graduating from high school, which of the following have you done? (select all apply)

- Work full-time: 65%
- Work part-time: 43%
- Military service: 9%
- Homemaker or stay-at-home: 13%
- Volunteer: 4%
- Other: 9%
- Attended another college or...: 33%
How important were the following reasons for choosing this institution?

- **Family or personal relationship**: 17% Very important, 25% Important, 13% Not important, 13% Somewhat important, 8% No opinion, 8% Poorest, 8% Least important.
- **Flexible scheduling of courses**: 0% Very important, 4% Important, 13% Not important, 13% Somewhat important, 21% Least important.
- **You can finish your degree quickly**: 4% Very important, 13% Important, 8% Not important, 25% Somewhat important, 50% Least important.
- **Quality of academic programs**: 0% Very important, 13% Important, 13% Not important, 4% Somewhat important, 13% Least important.
- **Offers the major(s) you are interested in**: 0% Very important, 8% Important, 29% Not important, 4% Somewhat important, 63% Least important.
- **You can transfer most or all of your credits**: 8% Very important, 17% Important, 17% Not important, 17% Somewhat important, 38% Least important.

- **Location**: 0% Very important, 13% Important, 21% Not important, 25% Somewhat important, 42% Least important.
- **Affordability**: 0% Very important, 13% Important, 17% Not important, 8% Somewhat important, 17% Least important.
During the coming year, which do you think will cause you stress? (select all that apply)

- Not having enough money for college expenses: 42%
- Not having enough money for basic needs (housing, …): 33%
- Balancing school & other commitments (work, family): 75%
- Transitioning back to being a student: 42%
- Commuting to campus: 17%
- Choosing a career: 13%
- Roommate relationship: 0%
- Personal relationship: 17%
- Personal safety: 8%
- Other: 4%
During the coming school year, about how many hours do you expect to spend in a typical 7-day week during the following?

**Commuting to campus**
- 0 hours: 4
- 1-5 hours: 63
- 6-10 hours: 25
- 11-15 hours: 4
- 16-20 hours: 4
- 21-25 hours: 4
- 26-30 hours: 29
- More than 30 hours: 404

**Providing care for dependants (children, parents)**
- 0 hours: 38
- 1-5 hours: 21
- 6-10 hours: 4
- 11-15 hours: 4
- 16-20 hours: 40
- 21-25 hours: 29
During the coming year, about how often do you expect to have discussions with people from the following groups?

- People of a race or ethnicity other than your own: 8% Never, 25% Sometimes, 50% Often, 17% Very Often
- People from economic background other than your own: 4% Never, 21% Sometimes, 54% Often, 21% Very Often
- People with religious beliefs other than your own: 4% Never, 22% Sometimes, 52% Often, 22% Very Often
- People with political views other than your own: 4% Never, 25% Sometimes, 46% Often, 25% Very Often
How prepared are you to do the following in your academic work at UMSL?

- Learn effectively on your own: 46% very prepared, 33% prepared, 13% somewhat prepared, 8% not at all prepared.
- Use computing & information technology: 38% very prepared, 25% prepared, 13% somewhat prepared, 8% not at all prepared.
- Work effectively with others: 46% very prepared, 33% prepared, 13% somewhat prepared, 8% not at all prepared.
- Analyze numerical & statistical information: 38% very prepared, 25% prepared, 17% somewhat prepared, 8% not at all prepared.
- Think critically & analytically: 38% very prepared, 29% prepared, 17% somewhat prepared, 8% not at all prepared.
- Speak clearly & effectively: 29% very prepared, 25% prepared, 17% somewhat prepared, 8% not at all prepared.
- Write clearly & effectively: 33% very prepared, 25% prepared, 13% somewhat prepared, 8% not at all prepared.
During the coming year, about how often do you expect to seek help with coursework from the following sources?

- Faculty member:
  - Never: 4%
  - Sometimes: 29%
  - Often: 46%
  - Very Often: 21%

- Academic advisor:
  - Never: 4%
  - Sometimes: 48%
  - Often: 43%
  - Very Often: 4%

- Learning support services (tutoring, writing center, success coach, etc.):
  - Never: 8%
  - Sometimes: 33%
  - Often: 42%
  - Very Often: 17%

- Friends or other students:
  - Never: 4%
  - Sometimes: 46%
  - Often: 42%
  - Very Often: 8%

- Family members:
  - Never: 22%
  - Sometimes: 61%
  - Often: 13%
  - Very Often: 4%

- Other person or offices:
  - Never: 13%
  - Sometimes: 63%
  - Often: 21%
  - Very Often: 4%
Next Steps....How to Use the Data.

- Institutional Reports will be added to share point sight
- This presentation & other campaigns will be added to UMSL.edu/firstyear website
- Advising sheets (3) colors; different versions—use these in 1.1 advising appointments to review individual student responses located in MyConnect (Starfish)
- 3 piece email/poster campaign addressed to students
- Will also be sending to FYE instructors for awareness to bring the message into the classroom to expand further.
- If you are looking for specific groups of students around a topic covered today, send us an email and we can send you the list of students to create your own campaign or outreach.
Questions