BCSSE 2008 Results

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The Beginning College Survey of Student Engagement (BCSSE) collects data about first year college students' high school academic and co-curricular experiences, in addition to their expectations for the first year of college.

The 2008 BCSSE consisted of questions regarding student high school experiences, and anticipated college experiences, which are broken down into the following six scales:

- High School Academic Engagement
- Expected Academic Engagement
- Expected Academic Perseverance
- Expected Academic Difficulty
- Perceived Academic Preparation
- Importance of Campus Environment

What is BCSSE?

The BCSSE has been used in addition to the National Survey of Student Engagement since 2007 at 4 year colleges and institutions around the country. 2008 was the first year of administration of the BCSSE at TAMU-CC. The BCSSE is designed to be paired with the NSSE administration at the end of the students' first year, so that comparisons can be made between expectations and actual experiences.

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TAMU-CC BCSSE Administration

The BCSSE survey instrument was administered in first year seminar courses (UCCP) during the first week and a half of the Fall 2008 semester (August 28th – September 5th). UCCP courses were randomly selected, and the surveys were given during the class periods. 1,200 surveys were distributed, and 93% of the contacted students completed the survey (**n=1,119**).

The Office of Planning and Institutional Effectiveness has compiled the results of the BCSSE 2008 survey in power point format with frequency percentage scores for TAMU-CC all first year students collectively. Because the survey is relatively new nationwide and has never been administered at TAMU-CC, there are no peer groups or national data for direct comparison.

If additional information is needed, please contact the Office of Planning and Institutional Effectiveness at extension 2242.

Key Findings

TAMU-CC First Year Students: High School Experiences

- Incoming students report an average of B+ on the majority of their HS grades.

- 41.2% took 3 or more AP classes, and 37.2% report taking more than 3 Honors courses.

- The most common high school co-curricular activity was athletic teams (44.8% highly involved), and the least common was student government (4.0% highly involved).
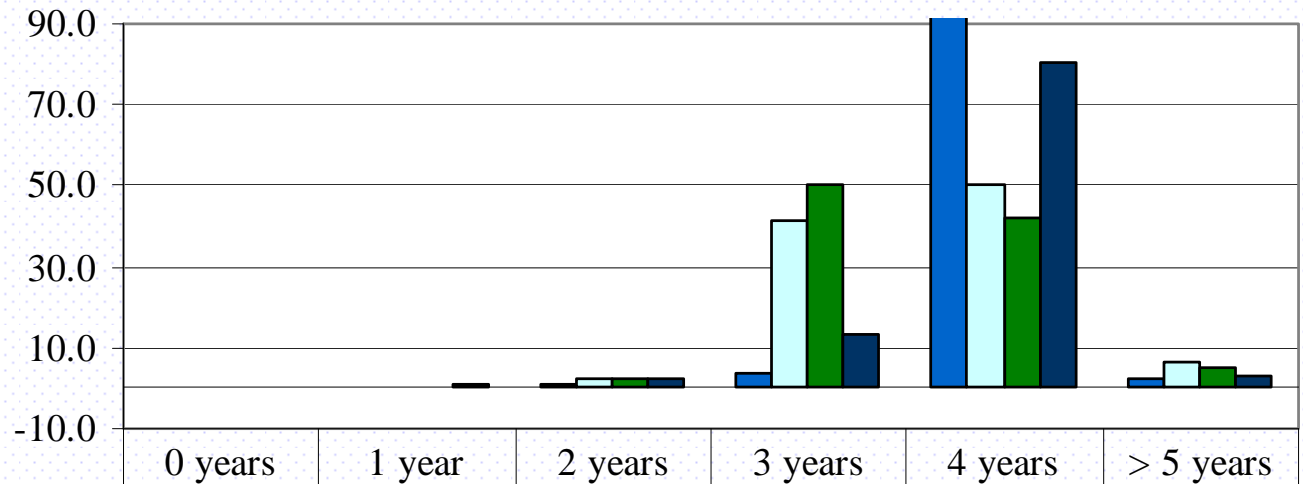
Finding: The majority of incoming first year students did not participate in math courses higher than Pre-Calculus/Trigonometry while in high school.
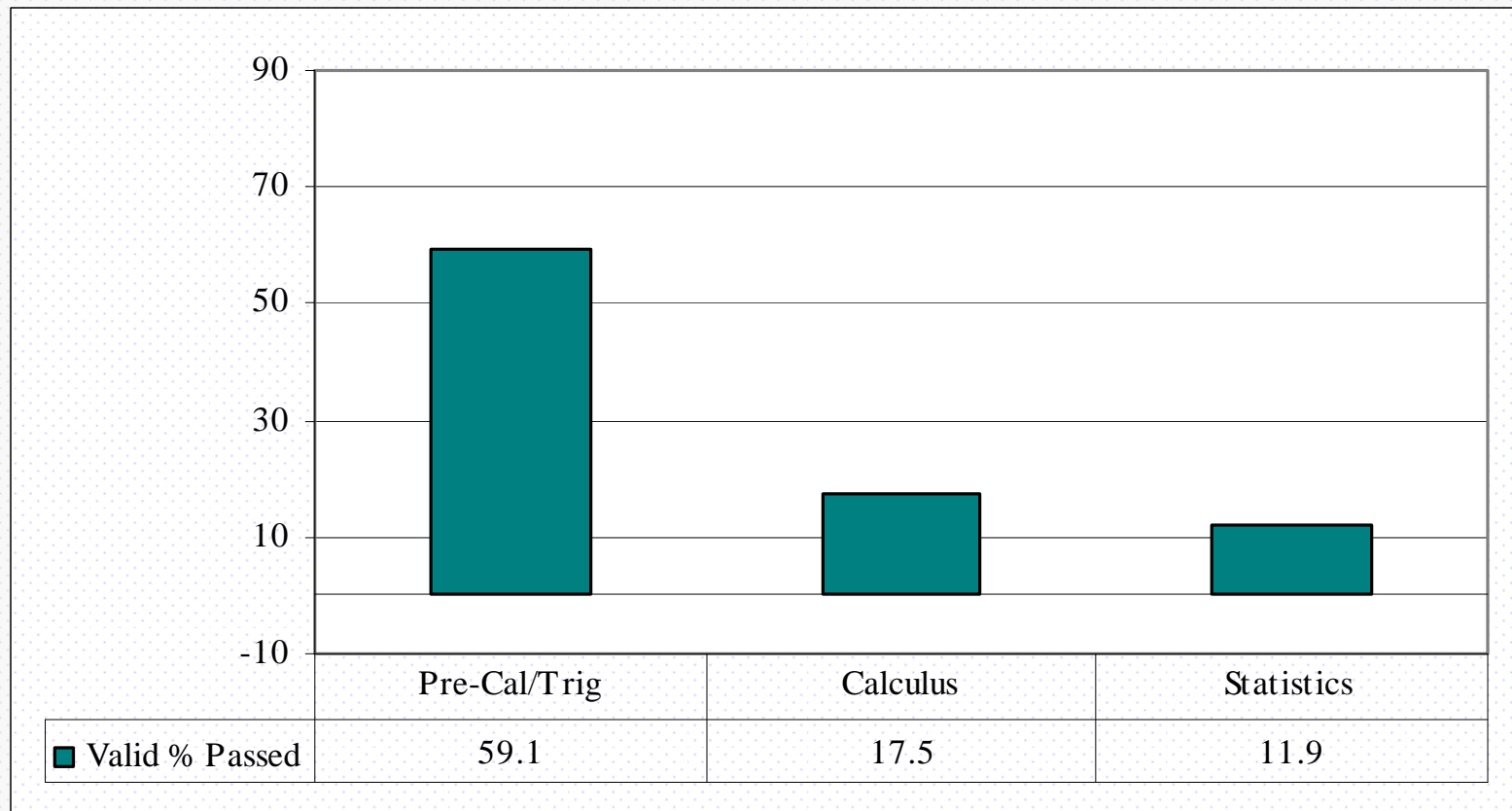
	Pre-Cal/Trig	Calculus	Statistics
■ Valid % Passed	59.1	17.5	11.9

Finding: The majority of incoming first year students took between 3 and 4 years of their core courses in high school.

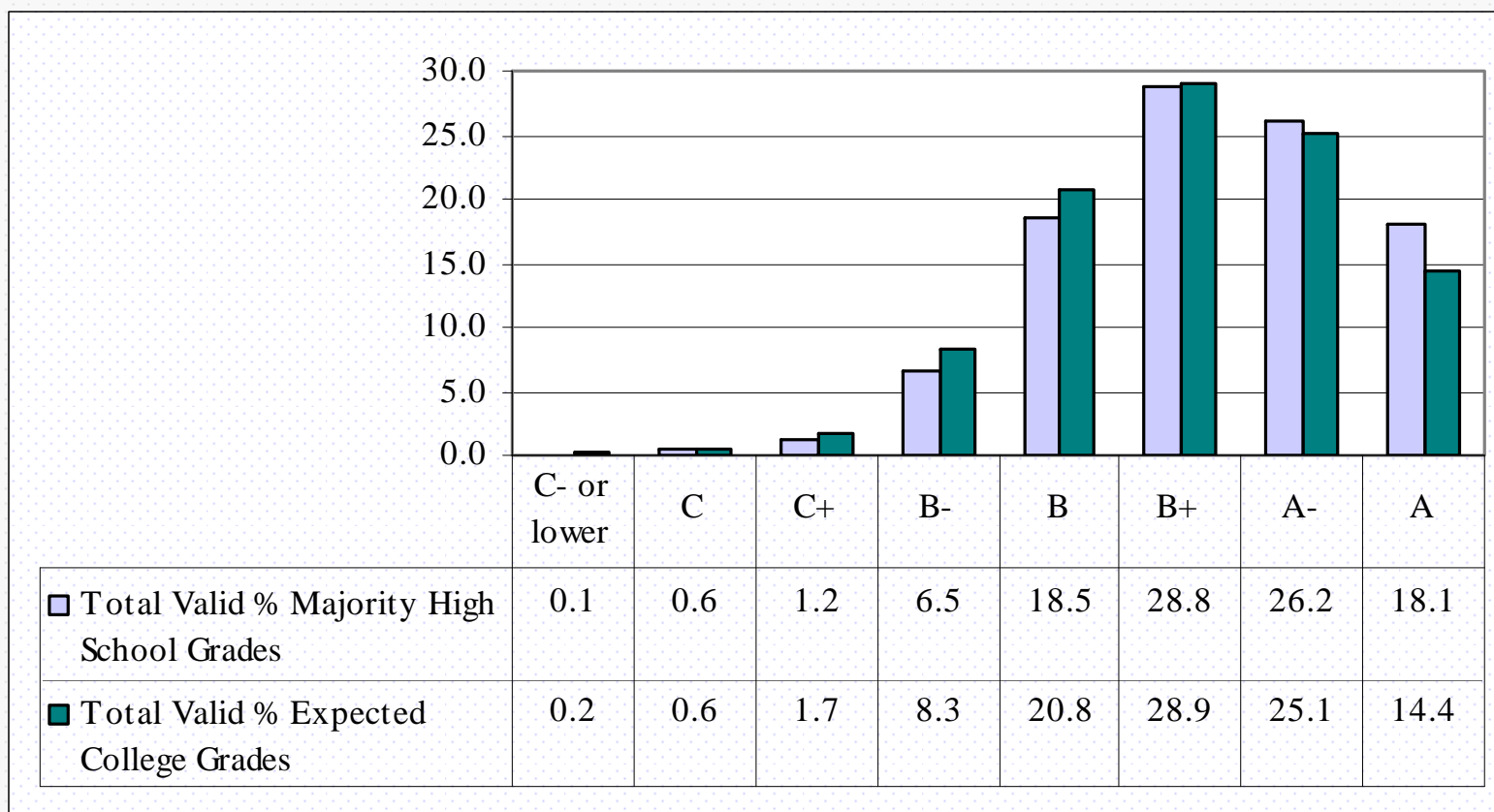|	0 years	1 year	2 years	3 years	4 years	> 5 years
■ Total Valid % English	0.3	0.1	0.8	3.7	92.9	2.2
□ Total Valid % Math	0	0.1	2.3	41.5	50.0	6.2
■ Total Valid % Science	0.1	0.1	2.3	50.2	41.9	5.4
■ Total Valid % History/Social Sciences	0.1	0.6	2.4	13.5	80.4	3.0

Finding: The majority of incoming first year students expect their college grades to be similar to the grades they received in high school.
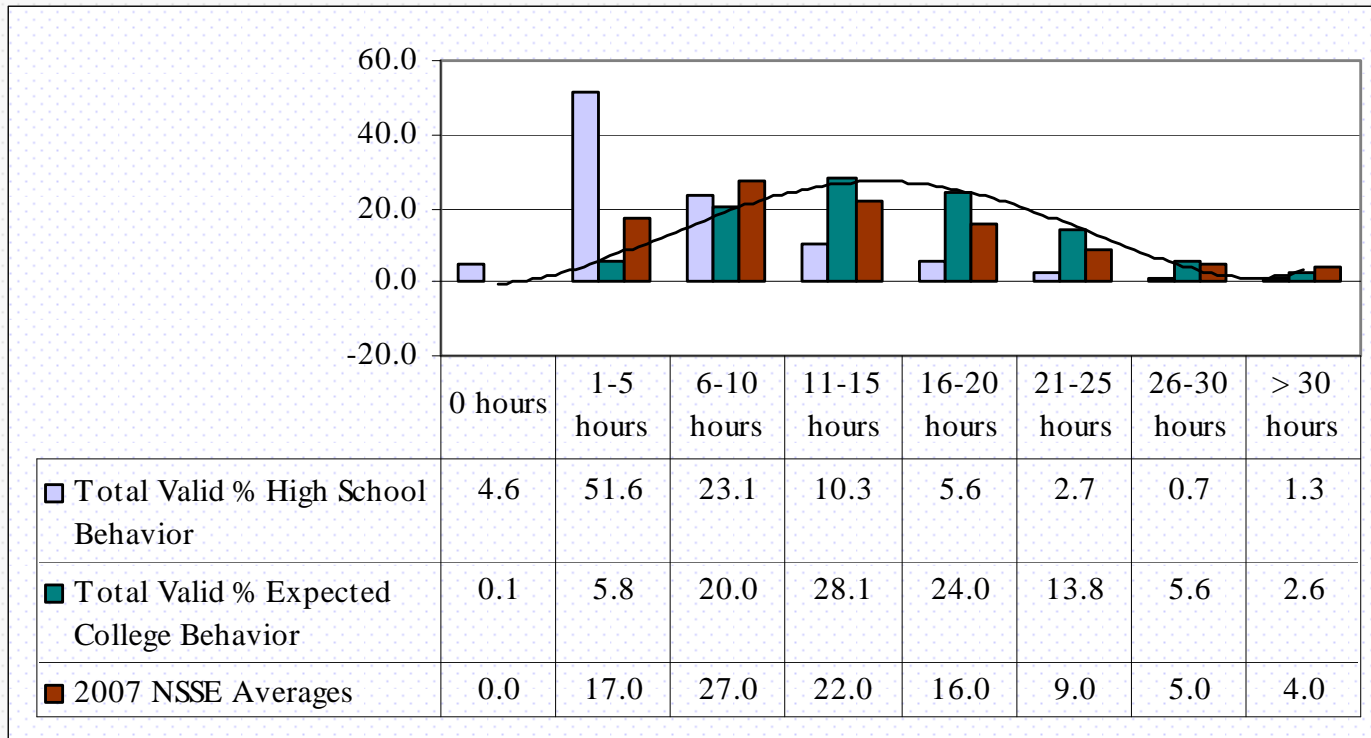
	C- or lower	C	C+	B-	B	B+	A-	A
☐ Total Valid % Majority High School Grades	0.1	0.6	1.2	6.5	18.5	28.8	26.2	18.1
■ Total Valid % Expected College Grades	0.2	0.6	1.7	8.3	20.8	28.9	25.1	14.4

Paired Samples T-test (p = <.05)

Finding: The majority of incoming first year students expect **to spend more time preparing for class** (per week) in college than in High School.
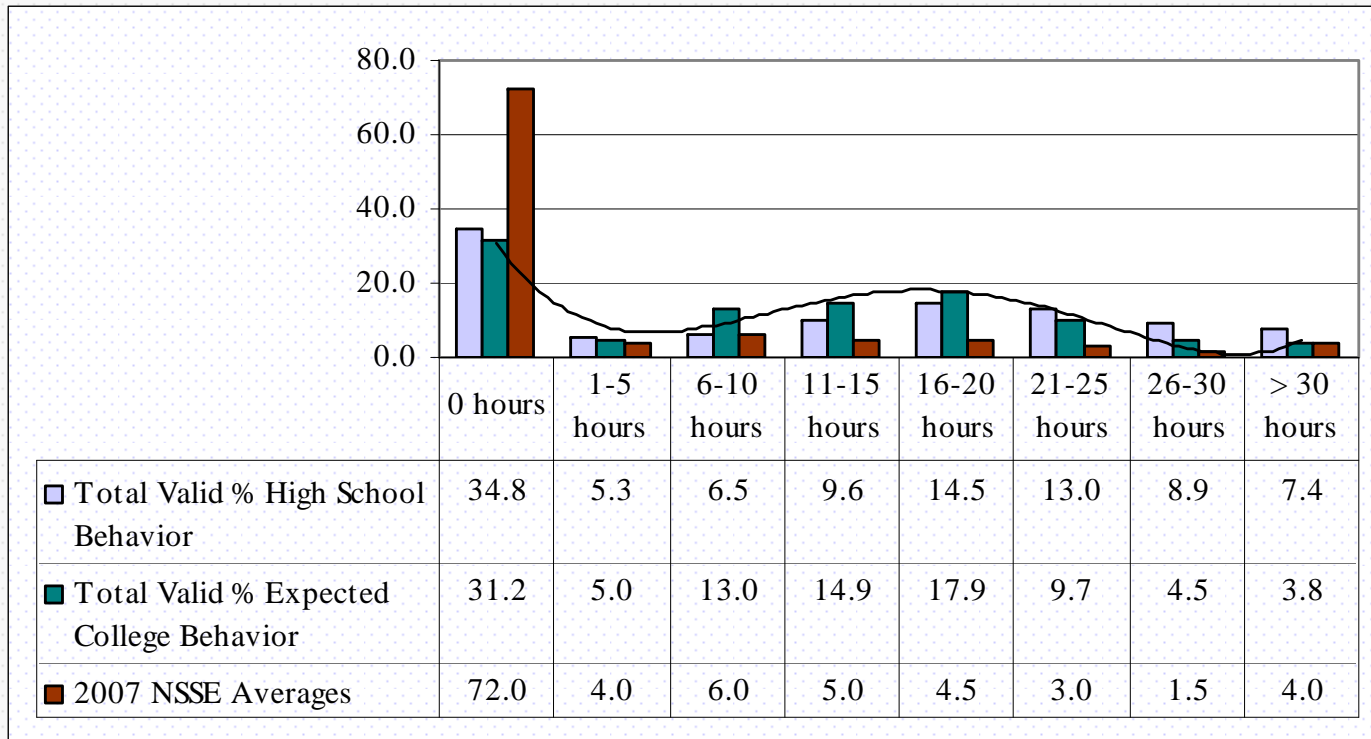
	0 hours	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	26-30 hours	> 30 hours
☐ Total Valid % High School Behavior	4.6	51.6	23.1	10.3	5.6	2.7	0.7	1.3
☐ Total Valid % Expected College Behavior	0.1	5.8	20.0	28.1	24.0	13.8	5.6	2.6
■ 2007 NSSE Averages	0.0	17.0	27.0	22.0	16.0	9.0	5.0	4.0

Mean High School Behavior = 2.78 (6-10 Hours) : Mean Expected College Behavior = 4.47 (11-15 Hours): (p = <.001)

Finding: The majority of incoming first year students **expect to spend about the same time working for pay** (per week) in college as in High School. Very few students expect to work full time (more than 30 hours per week), but over twice as many TAMU-CC students expect to work at least some hours than were reported nationwide on the 2007 NSSE.
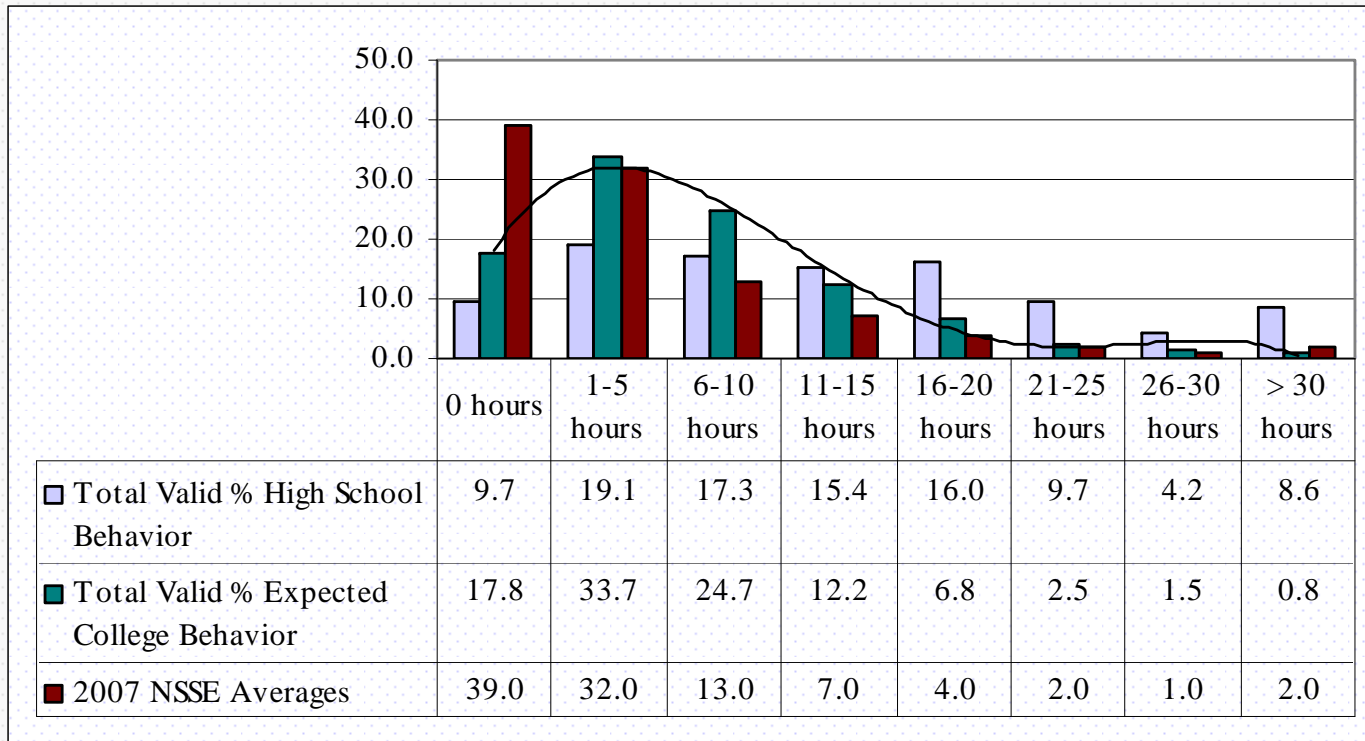
	0 hours	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	26-30 hours	> 30 hours
☐ Total Valid % High School Behavior	34.8	5.3	6.5	9.6	14.5	13.0	8.9	7.4
☐ Total Valid % Expected College Behavior	31.2	5.0	13.0	14.9	17.9	9.7	4.5	3.8
☐ 2007 NSSE Averages	72.0	4.0	6.0	5.0	4.5	3.0	1.5	4.0

Mean High School Behavior = 3.76 (6-10 Hours): Mean Expected College Behavior = 3.51(6-10 Hours): (p = <.001)

Finding: The majority of incoming first year students **expect to spend less time participating in co-curricular activities weekly** (per week) in college than in High School.
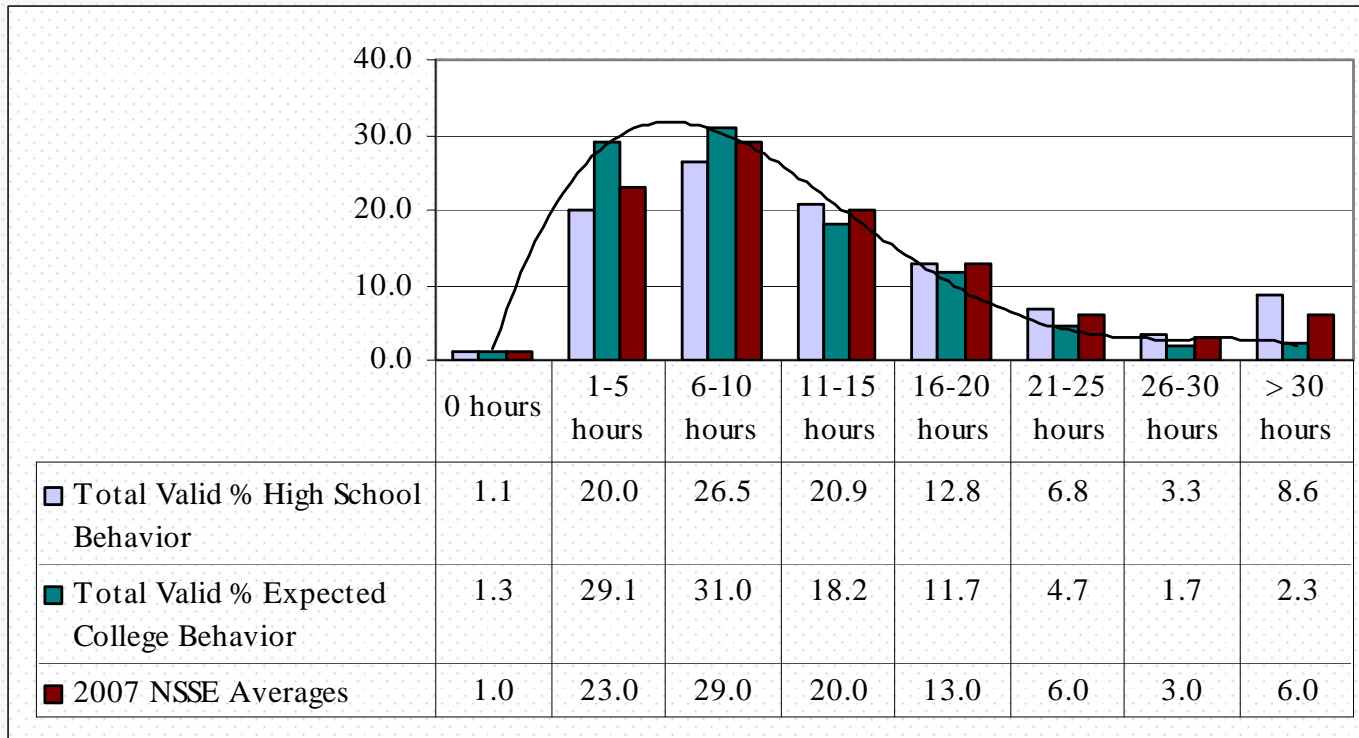
	0 hours	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	26-30 hours	> 30 hours
☐ Total Valid % High School Behavior	9.7	19.1	17.3	15.4	16.0	9.7	4.2	8.6
■ Total Valid % Expected College Behavior	17.8	33.7	24.7	12.2	6.8	2.5	1.5	0.8
■ 2007 NSSE Averages	39.0	32.0	13.0	7.0	4.0	2.0	1.0	2.0

Mean High School Behavior = 3.97(6-10 hours): Mean Expected College Behavior = 2.74 (1-5 hours): (p = <.001)

Finding: The majority of incoming first year students **expect to spend less time relaxing and socializing** in college than in High School.

	0 hours	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	26-30 hours	> 30 hours
Total Valid % High School Behavior	1.1	20.0	26.5	20.9	12.8	6.8	3.3	8.6
Total Valid % Expected College Behavior	1.3	29.1	31.0	18.2	11.7	4.7	1.7	2.3
2007 NSSE Averages	1.0	23.0	29.0	20.0	13.0	6.0	3.0	6.0

Mean High School Behavior = 4.0 (11-15 hours): Mean Expected College Behavior = 3.42 (6-10 hours): (p = <.001)

High School Academic Engagement~
During last year of high school, about how much:

	None	Very Little	Some	Quite a Bit	Very Much
assigned reading (textbooks/ other items)	2.9	15.3	33.6	28.6	19.6
Writing short papers/ reports ($\leq$5 pages)	1.3	12.8	31.0	31.9	23.0
Writing longer papers/ reports (>5 pages)	16.5	35.4	28.7	12.3	7.1

High School Academic Engagement~
During last year of high school, about how often:

	Never	Sometimes	Often	Very Often
Come to class not prepared	23.5	63.4	10.2	2.9

TAMU-CC First Year Students: College Expectations

- Students expect a B+ on the majority of their grades in the coming year. This is statistically significant with the grades that the student earned in high school (p<.05).

- 63.2% of incoming students state that they intend to graduate from TAMU-CC. Students with lower high school grades indicate more uncertainty about completion of their degree at the university.

- 46.4% of incoming first year students expect managing their time to present a difficulty.

- Students do not foresee problems making friends.

- 57.8% of students report that it is "Very Important" to them that the University provide support to help him/her succeed academically.

Results

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High School Academic Engagement

Year student graduated from high school

	2005 or earlier	2006	2007	2008
■ Total Valid %	2.0	2.6	7.4	88.0
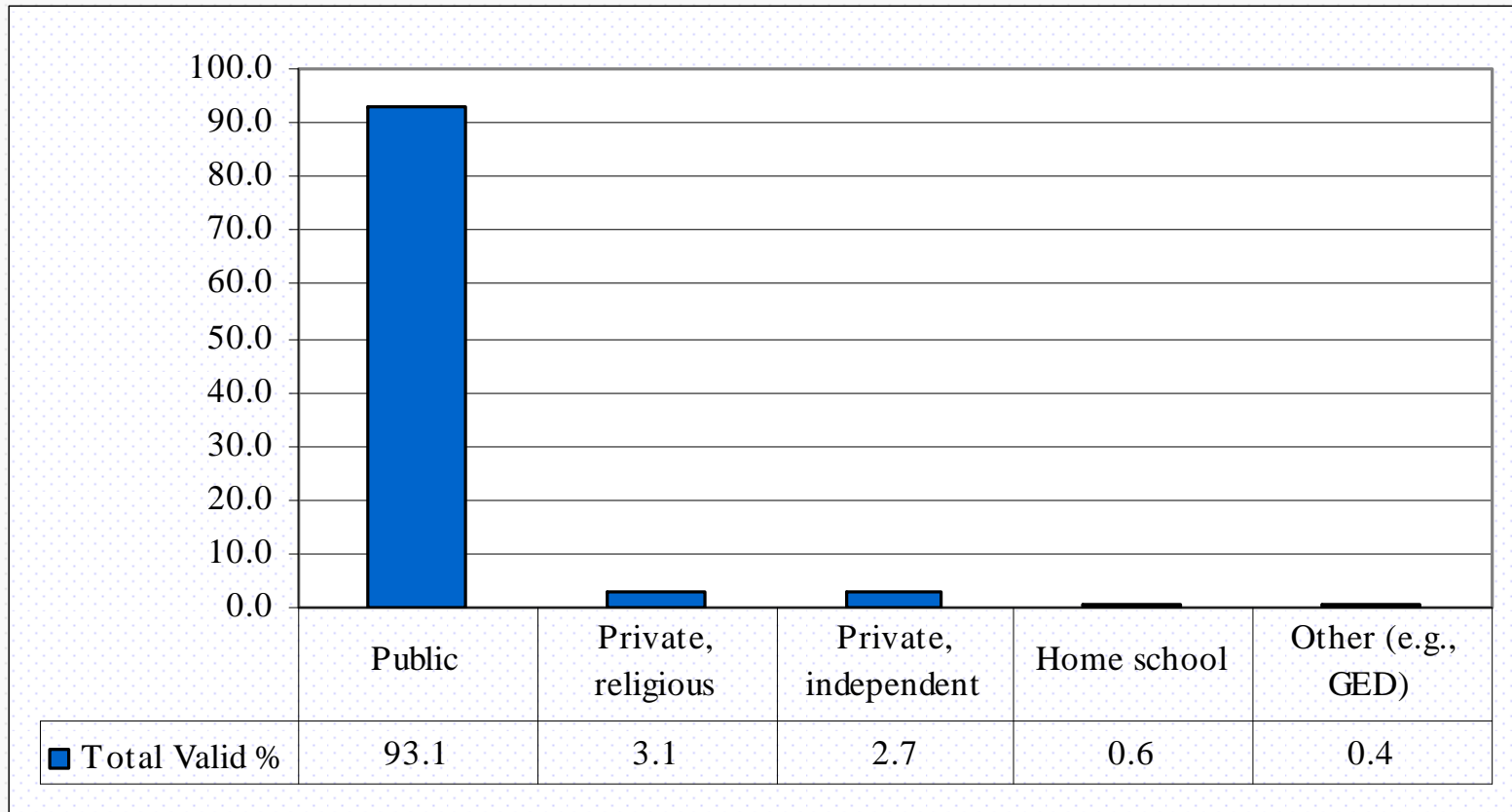
Majority of high school grades
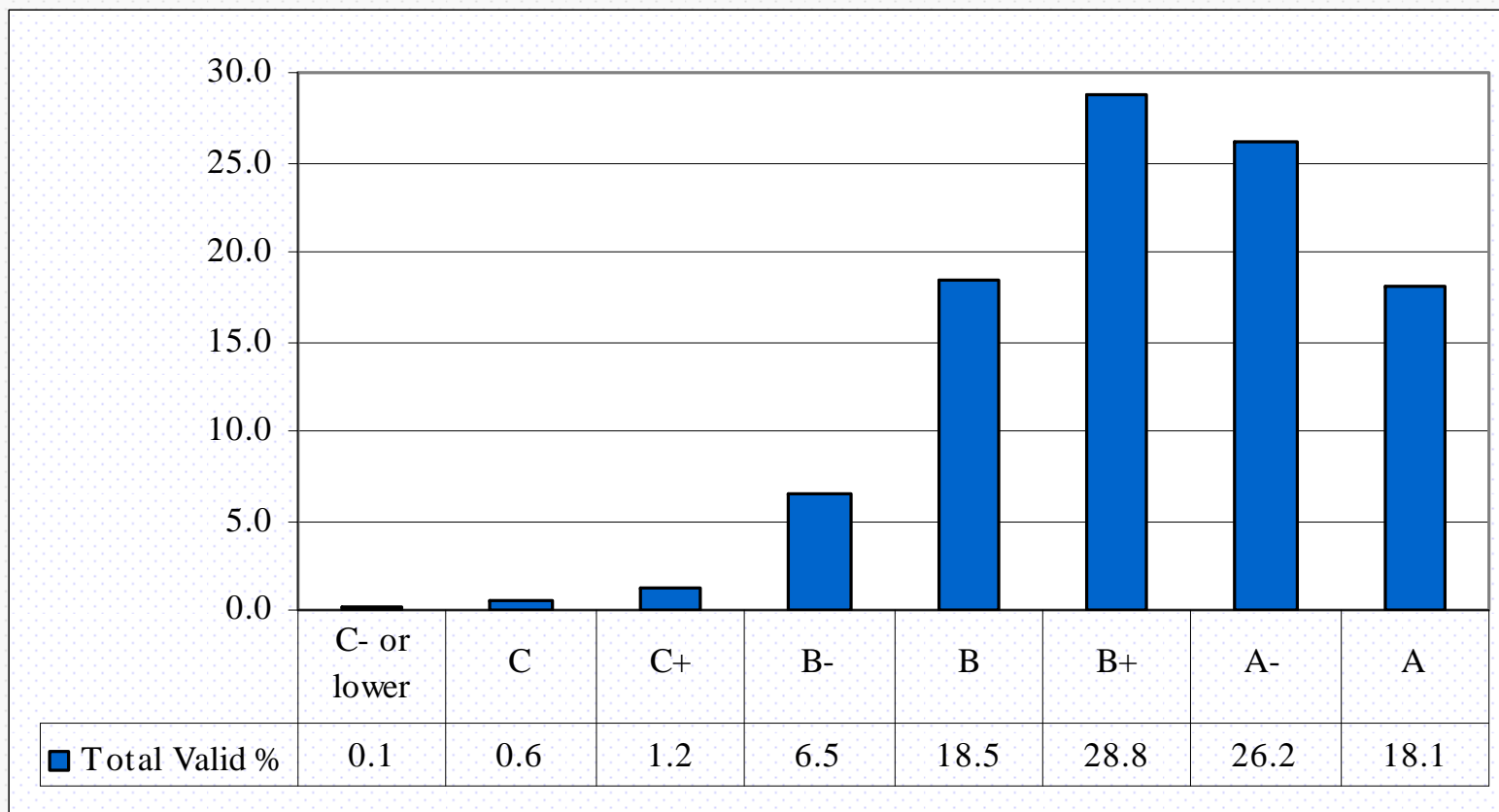
	C- or lower	C	C+	B-	B	B+	A-	A
■ Total Valid %	0.1	0.6	1.2	6.5	18.5	28.8	26.2	18.1

Beginning College Survey of Student Engagement

To date, has student earned a passing grade in *Pre-Calculus/Trigonometry?*
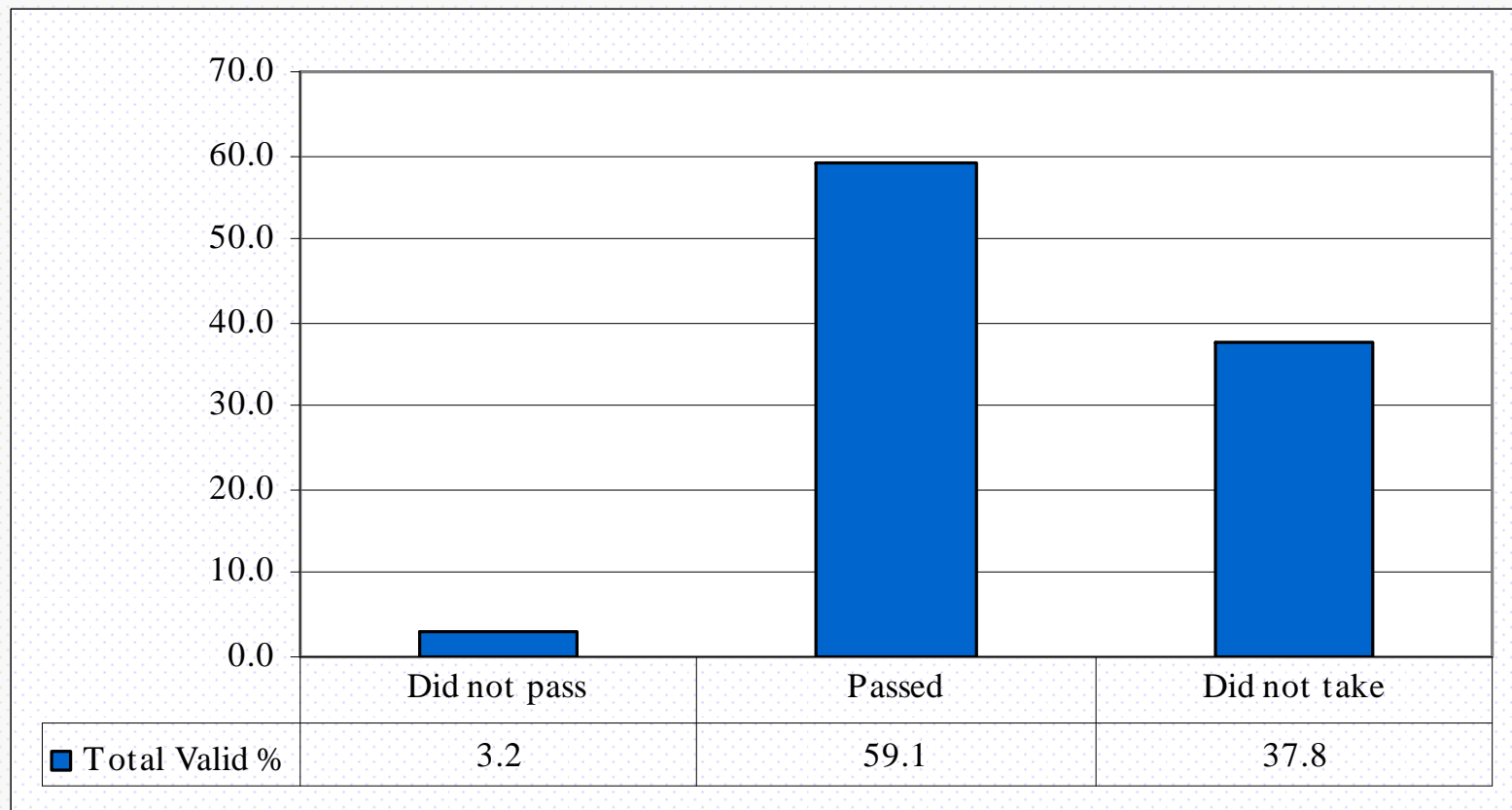
	Did not pass	Passed	Did not take
Total Valid %	3.2	59.1	37.8

Beginning College Survey of Student Engagement

To date, has student earned a passing grade in *Calculus*?

	Did not pass	Passed	Did not take
■ Total Valid %	1.9	17.5	80.6
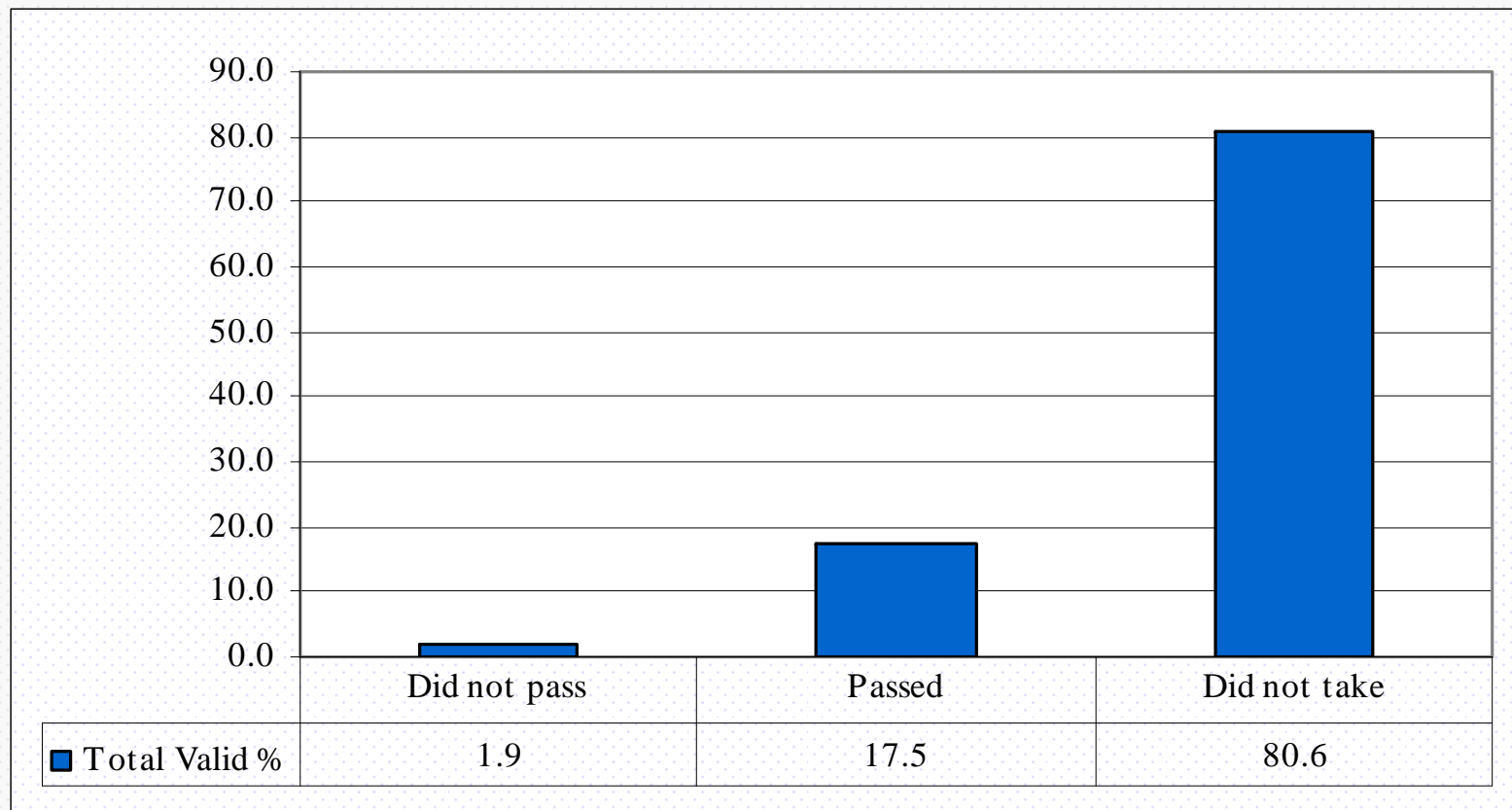
To date, did student earn a passing grade in *Probability or Statistics*?

	Did not pass	Passed	Did not take
■ Total Valid %	1.0	11.9	87.1
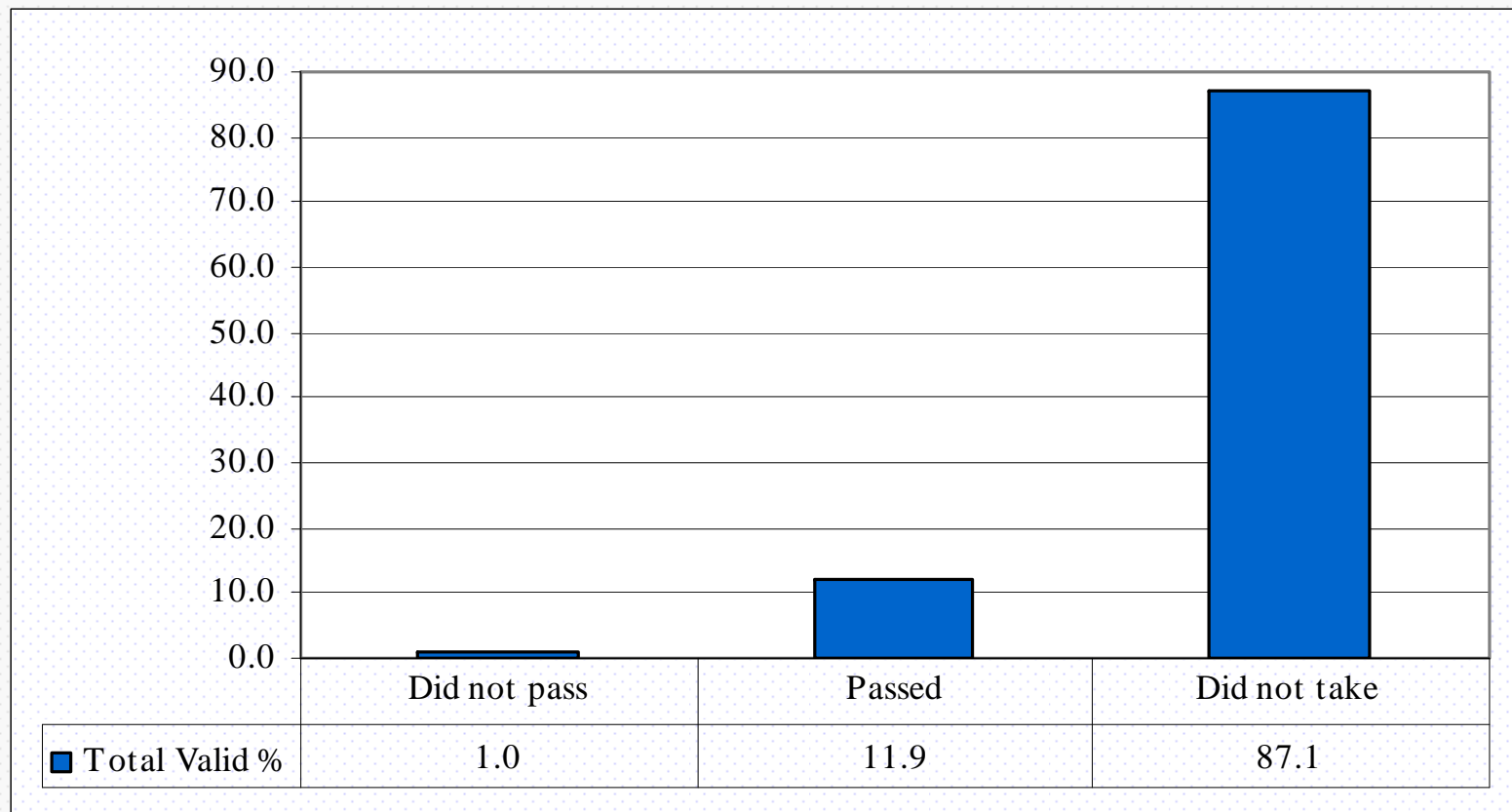
During high school, how many years of *English/Literature* did student complete?

	0 years	1 year	2 years	3 years	4 years	> 5 years
■ Total Valid %	0.3	0.1	0.8	3.7	92.9	2.2
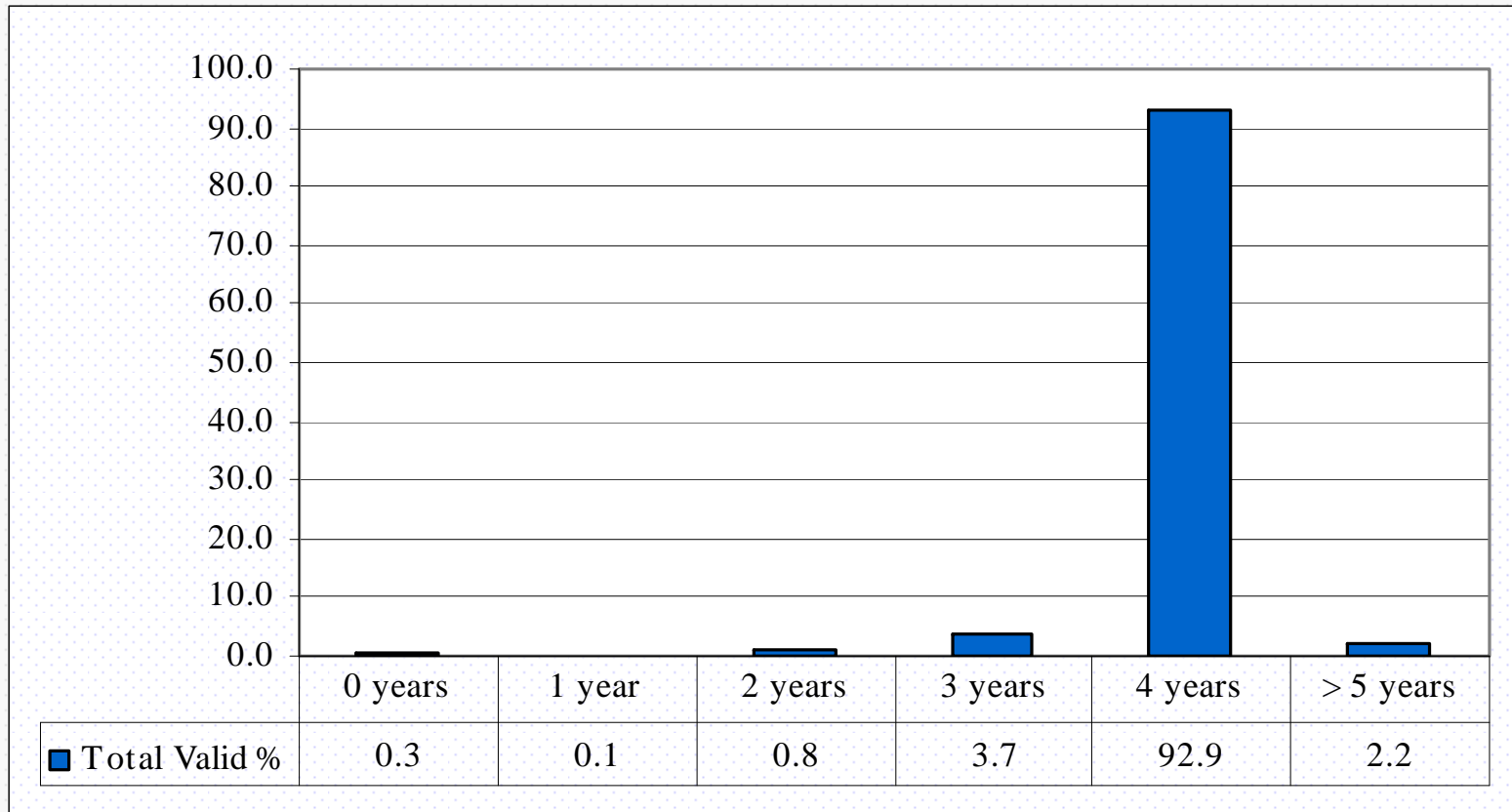
During high school, how many years of *Math* did student complete?

	1 year	2 years	3 years	4 years	> 5 years
■ Total Valid %	0.1	2.3	41.5	50.0	6.2
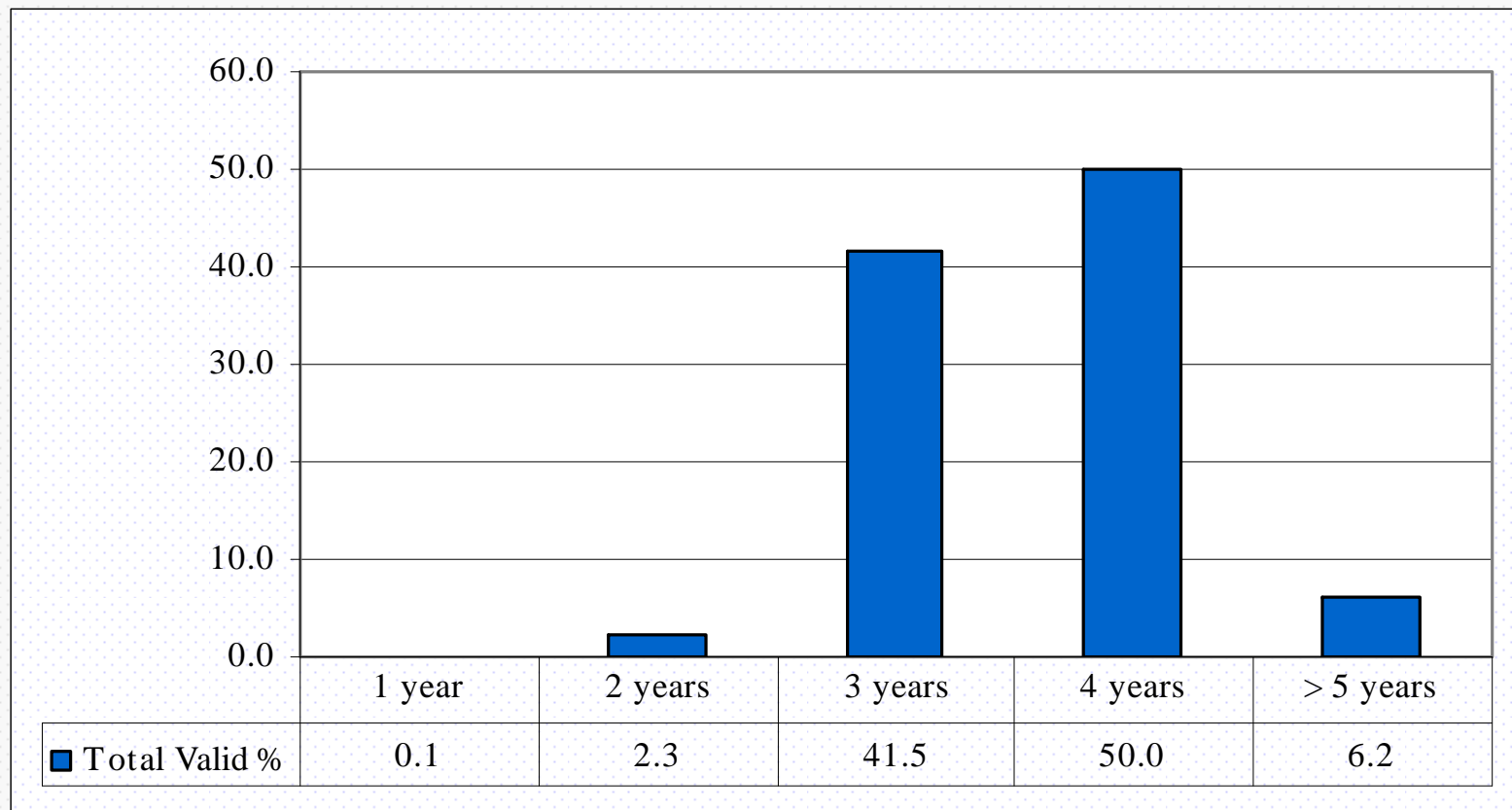
During high school, how many years of *Science* did student complete?

	0 years	1 year	2 years	3 years	4 years	> 5 years
■ Total Valid %	0.1	0.1	2.3	50.2	41.9	5.4
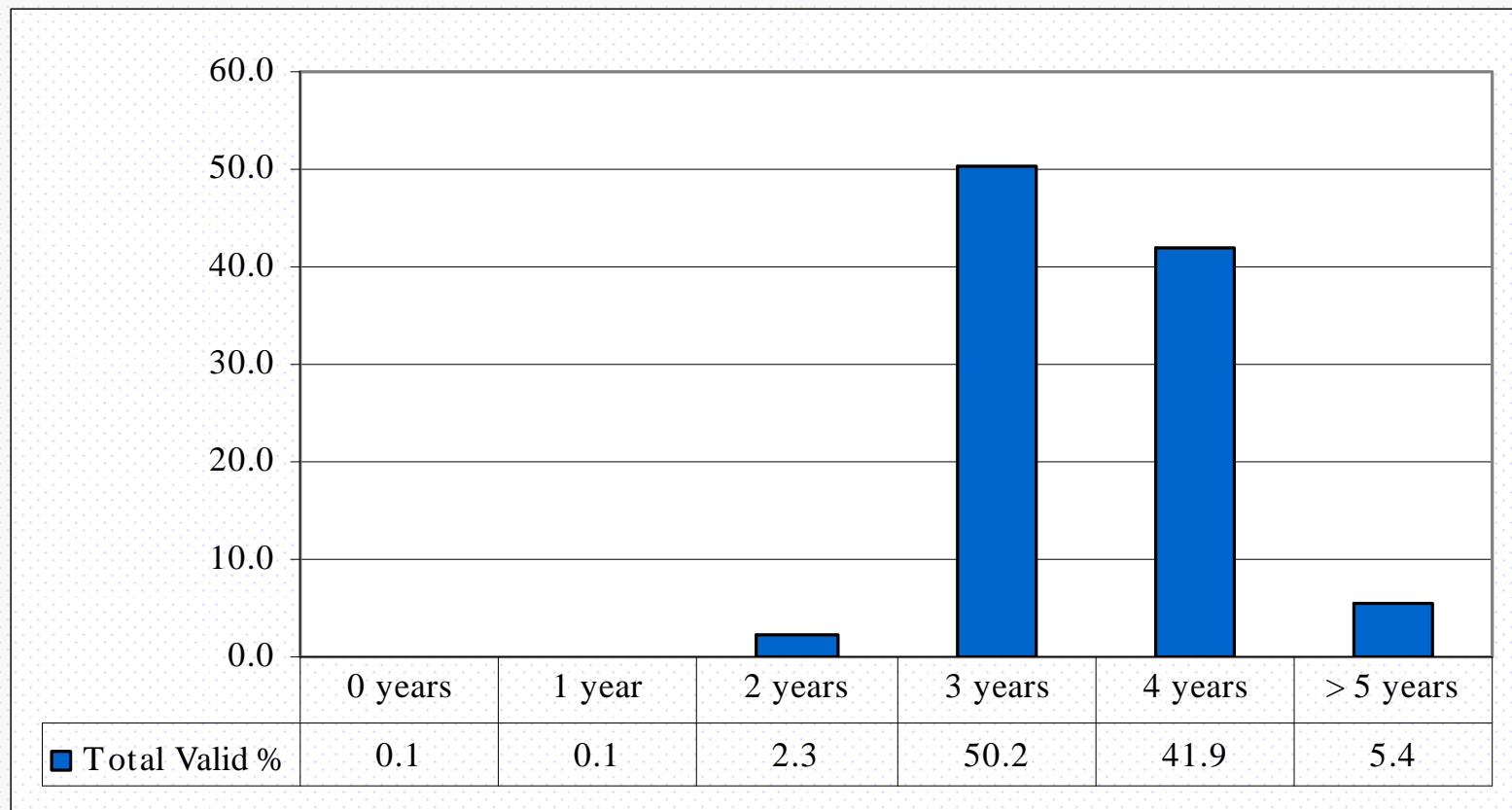
During high school, how many years of *History/Social Sciences* did student complete?

■ Total Valid %	0 years	1 year	2 years	3 years	4 years	> 5 years
	0.1	0.6	2.4	13.5	80.4	3.0
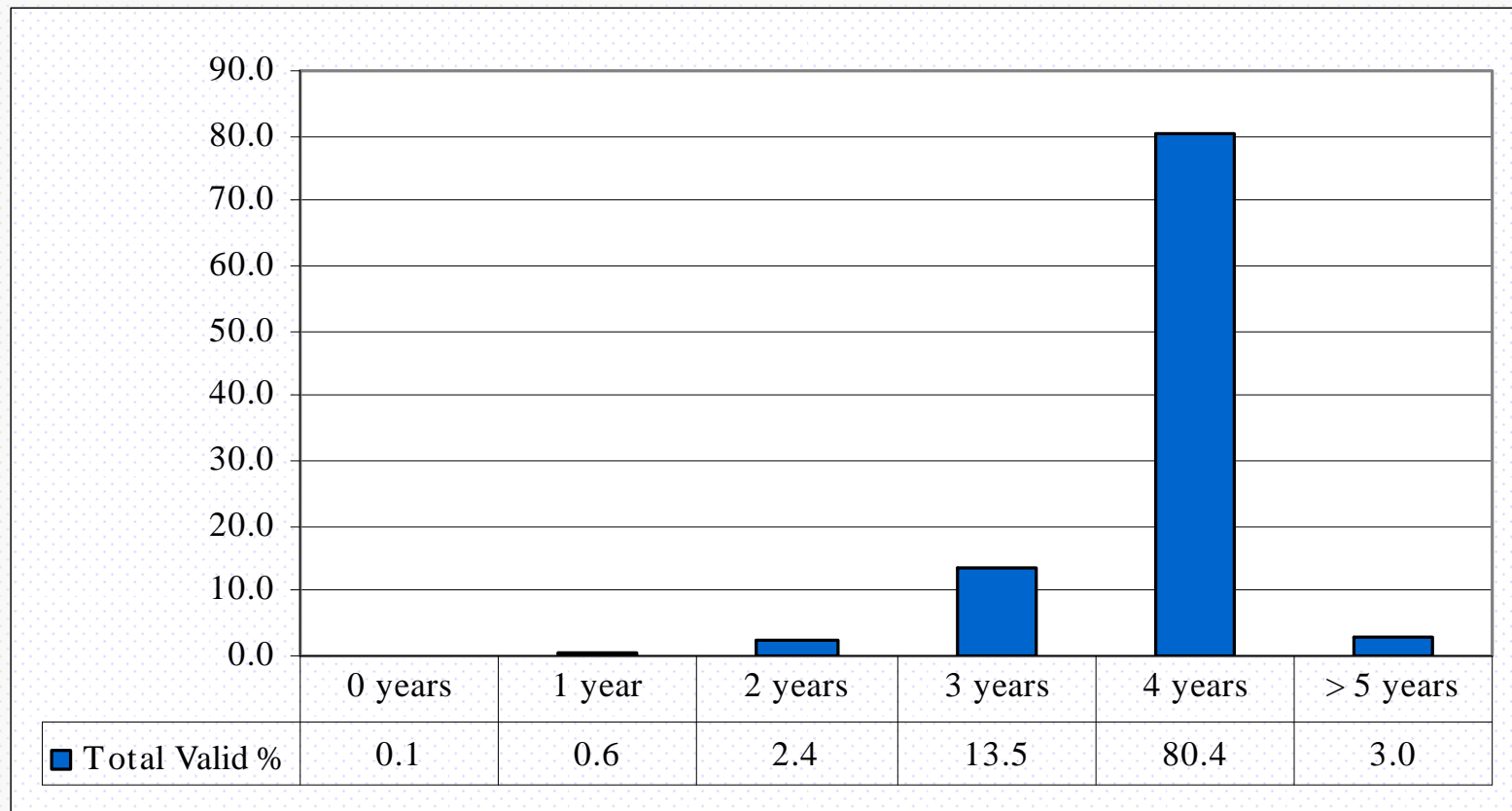
During high school, how many years of *Foreign Language* did student complete?

	0 years	1 year	2 years	3 years	4 years	> 5 years
Total Valid %	1.7	2.2	47.3	39.5	6.9	2.4
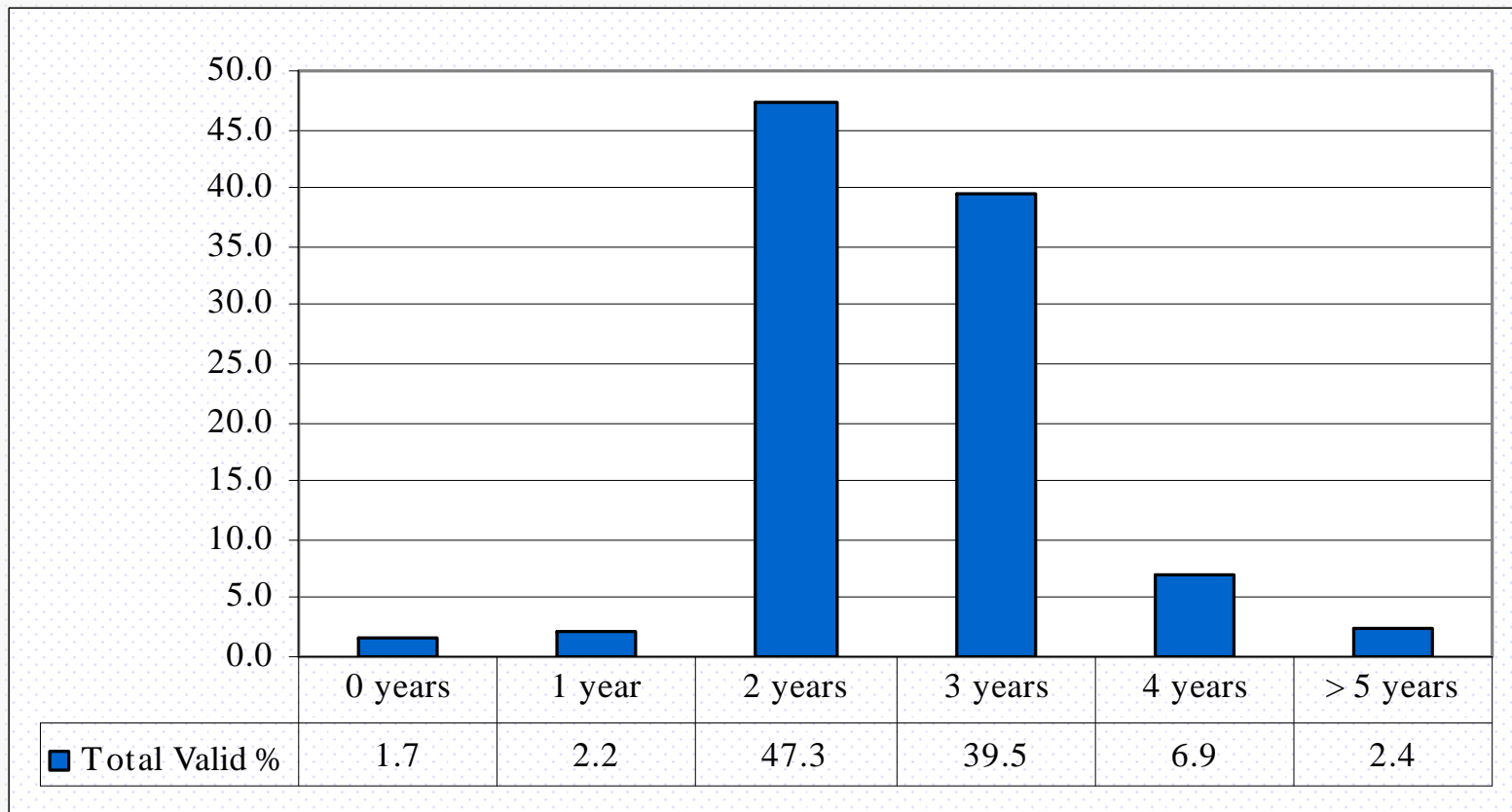
During high school, how many *Advanced Placement (AP)* did student complete?

	0 classes	1 class	2 classes	3 classes	4 classes	> 5 classes
■ Total Valid %	31.5	14.5	12.9	11.7	9.2	20.3
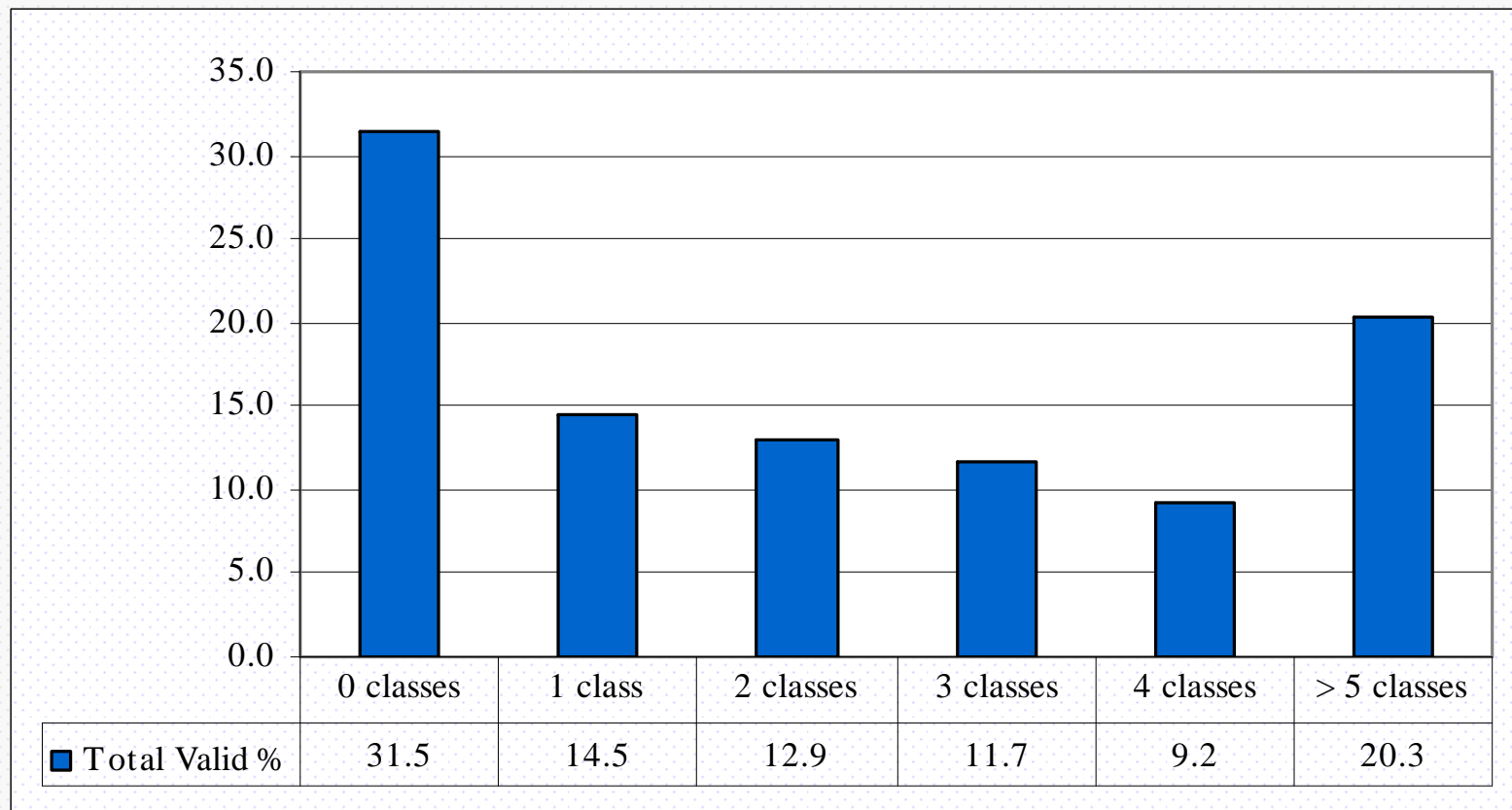
During high school, how many *Honors Classes (Not AP)* did student complete?

Total Valid %	0 classes	1 class	2 classes	3 classes	4 classes	> 5 classes
	45.8	7.4	9.8	7.2	5.6	24.4
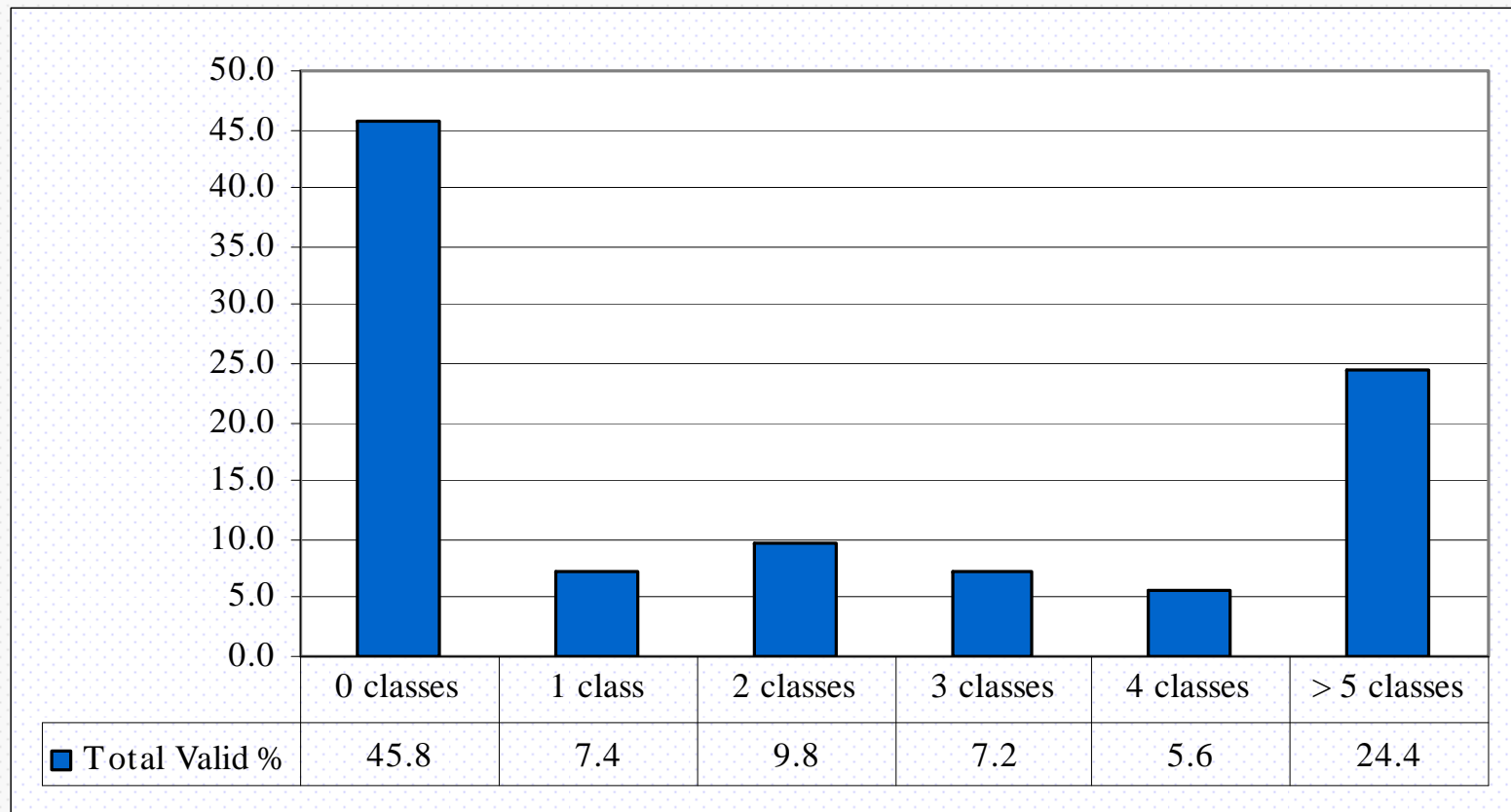
First Generation Status
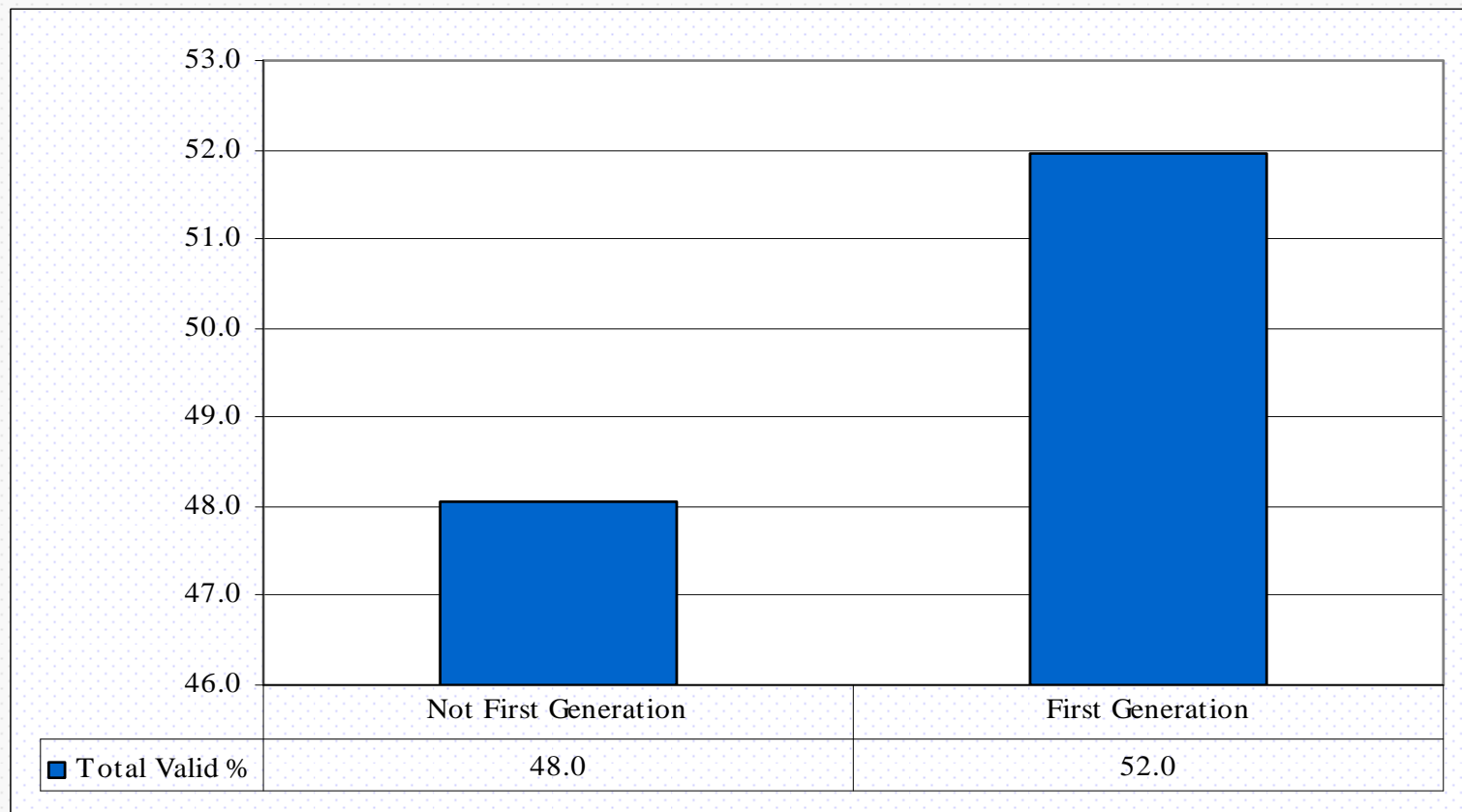
	Not First Generation	First Generation
■ Total Valid %	48.0	52.0

Gender

	Male	Female
■ Total Valid %	42.1	57.9
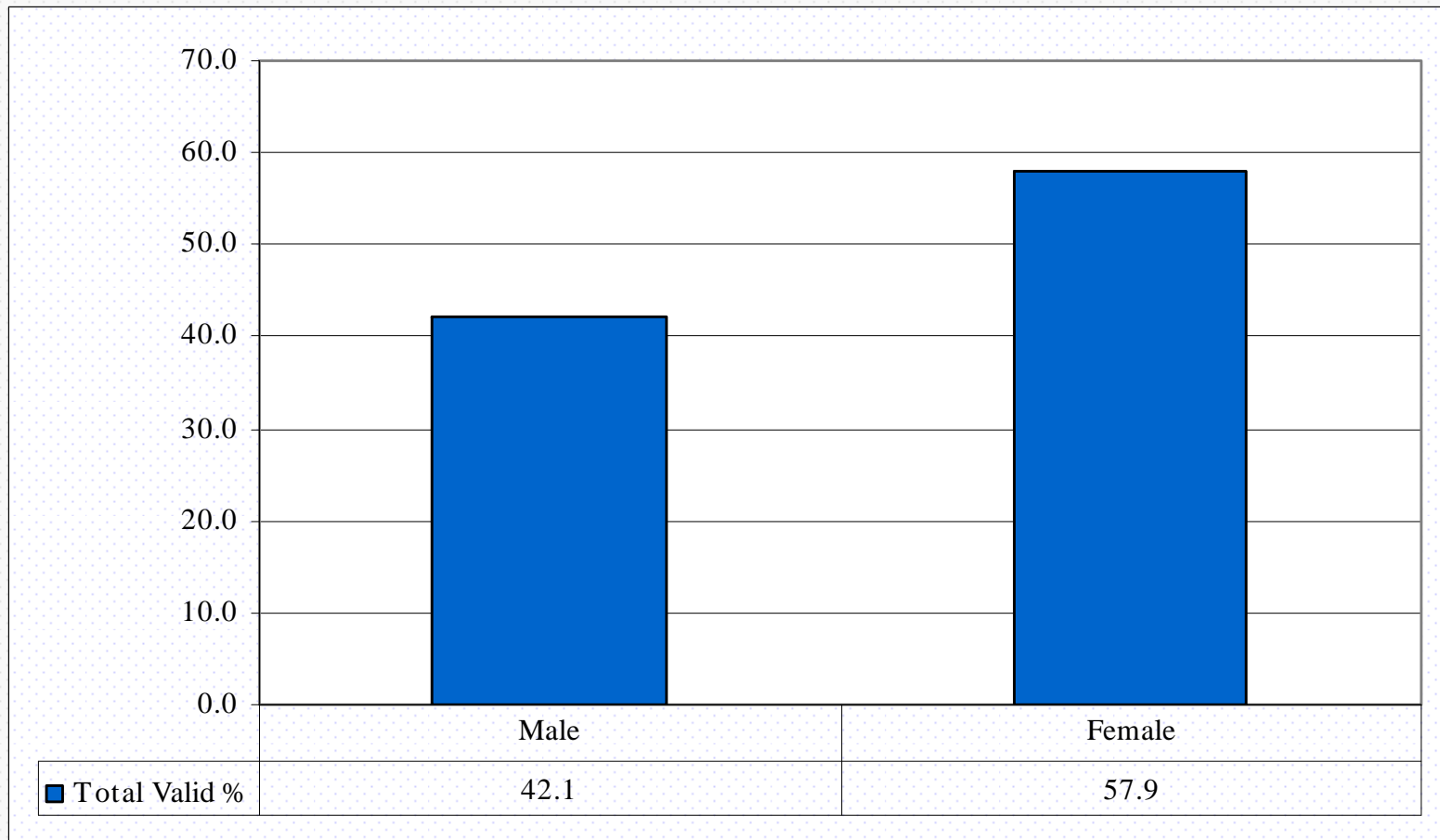
Is student an international student or foreign national?

■ Total Valid %	No	Yes
	94.2	5.8
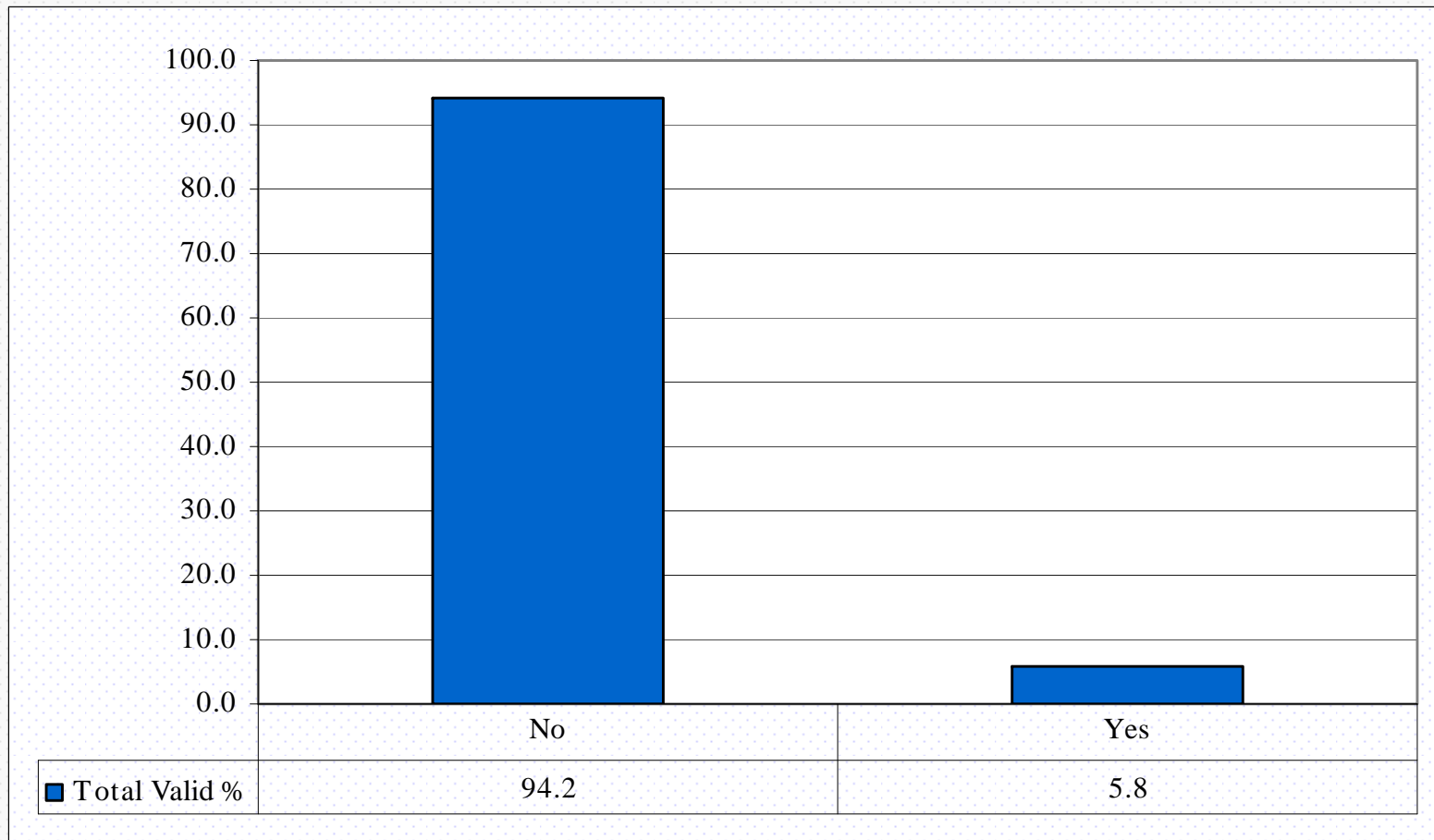
Racial or ethnic identification
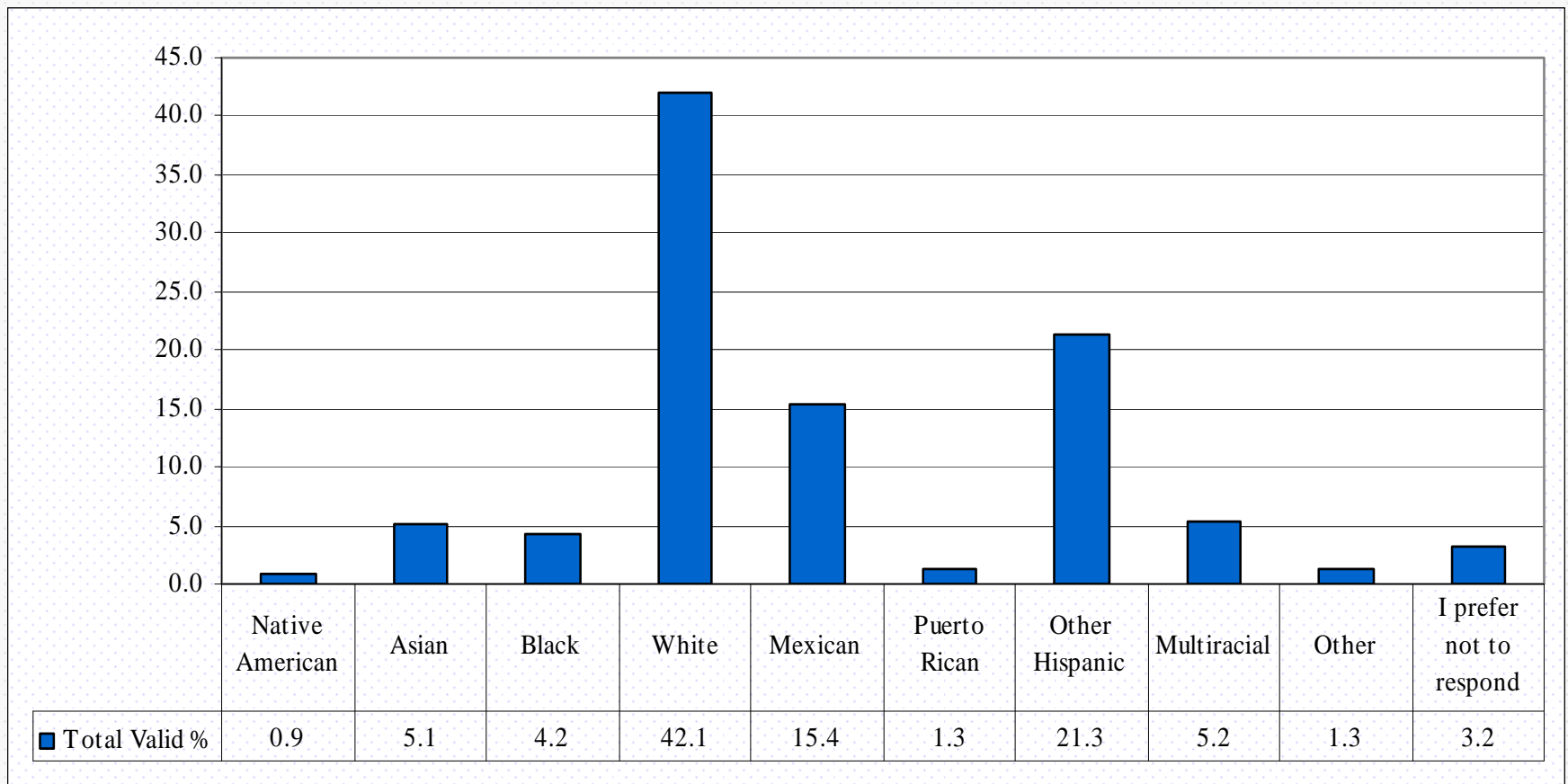
|	Native American	Asian	Black	White	Mexican	Puerto Rican	Other Hispanic	Multiracial	Other	I prefer not to respond
■ Total Valid %	0.9	5.1	4.2	42.1	15.4	1.3	21.3	5.2	1.3	3.2

During last year of high school, about how much *assigned reading (textbooks or other course materials)* did student do?
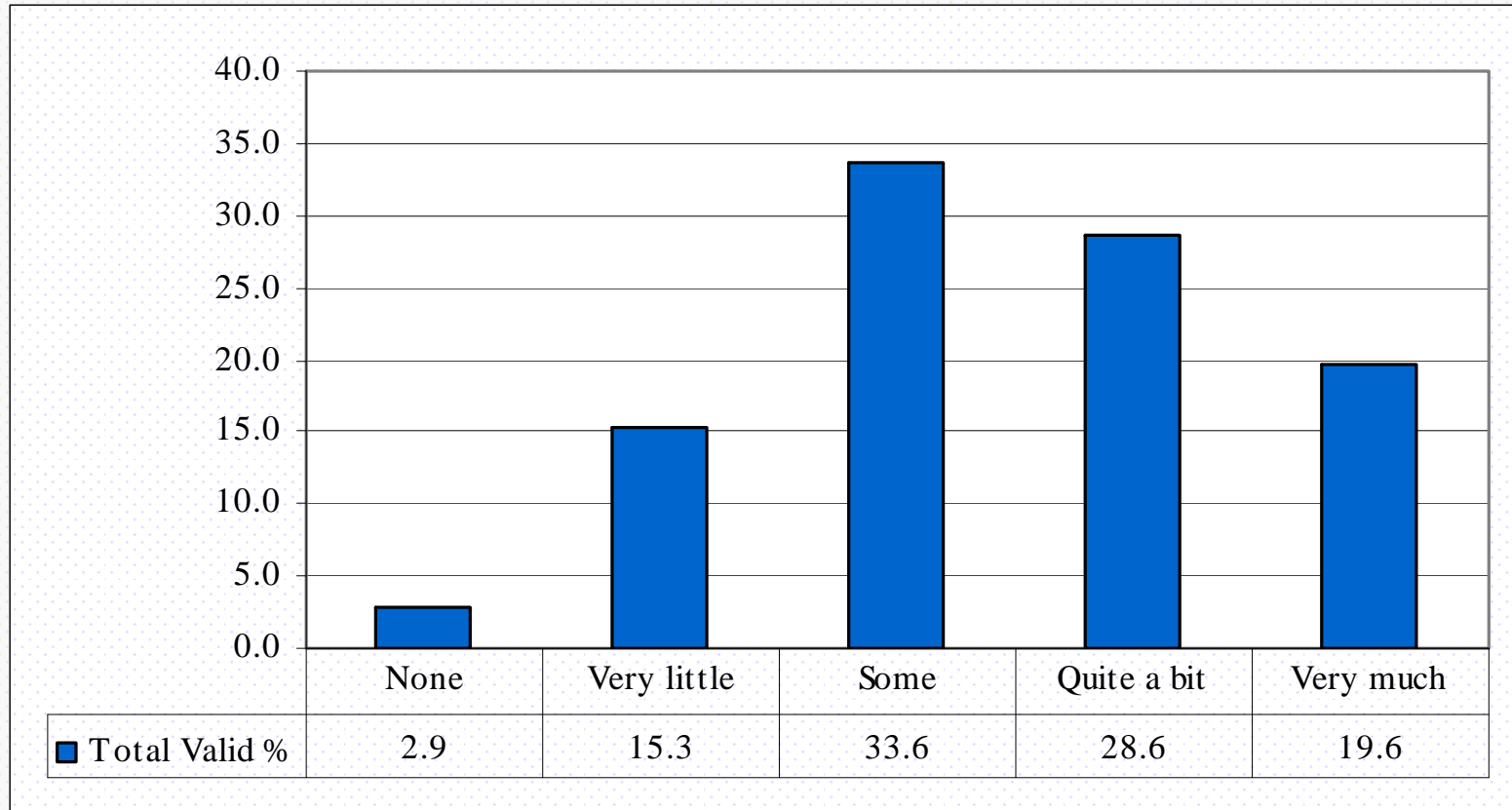
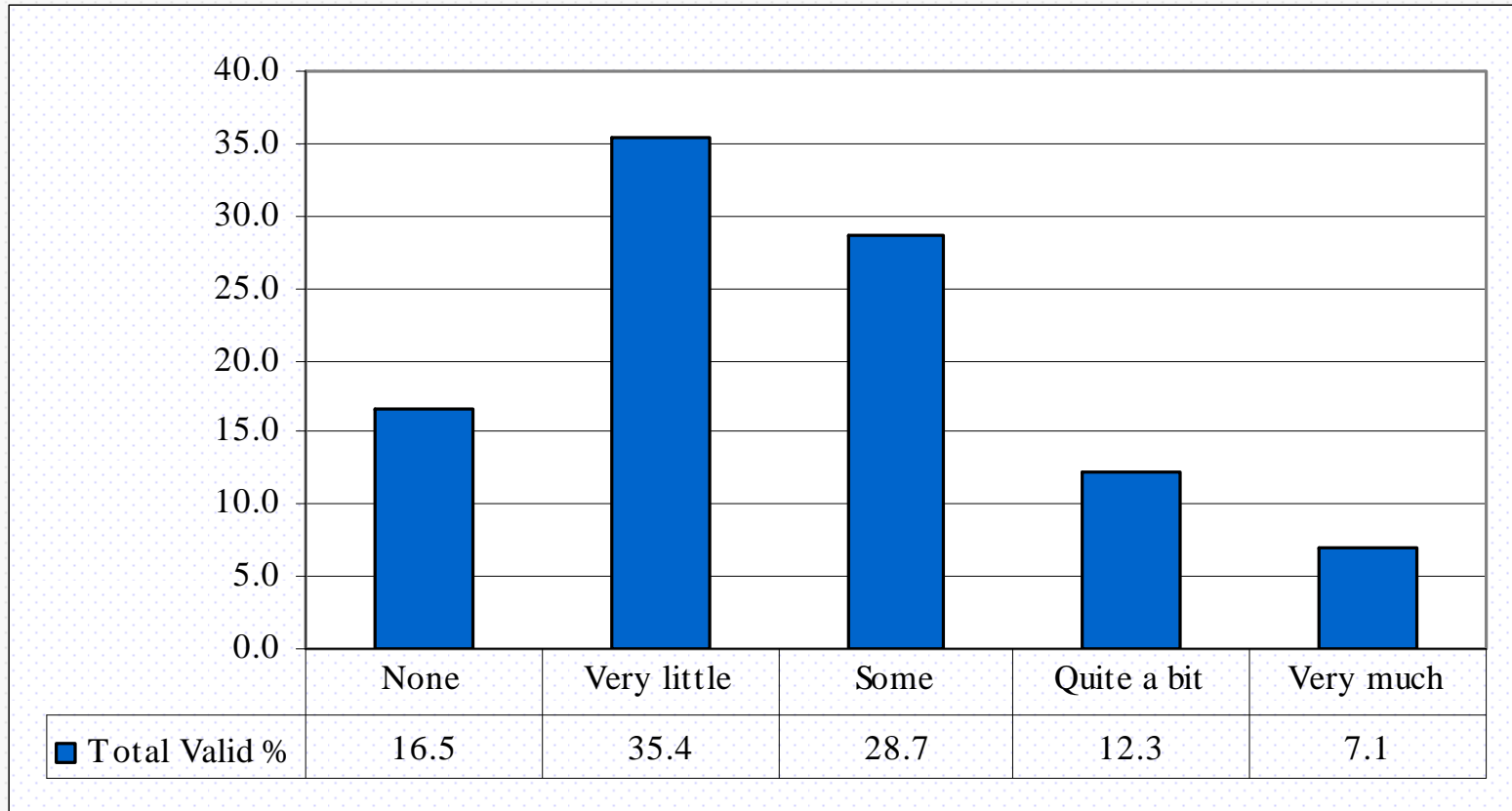|	None	Very little	Some	Quite a bit	Very much
■ Total Valid %	2.9	15.3	33.6	28.6	19.6

During last year of high school, about how much *writing short papers or reports (5 or fewer pages)* did student do?
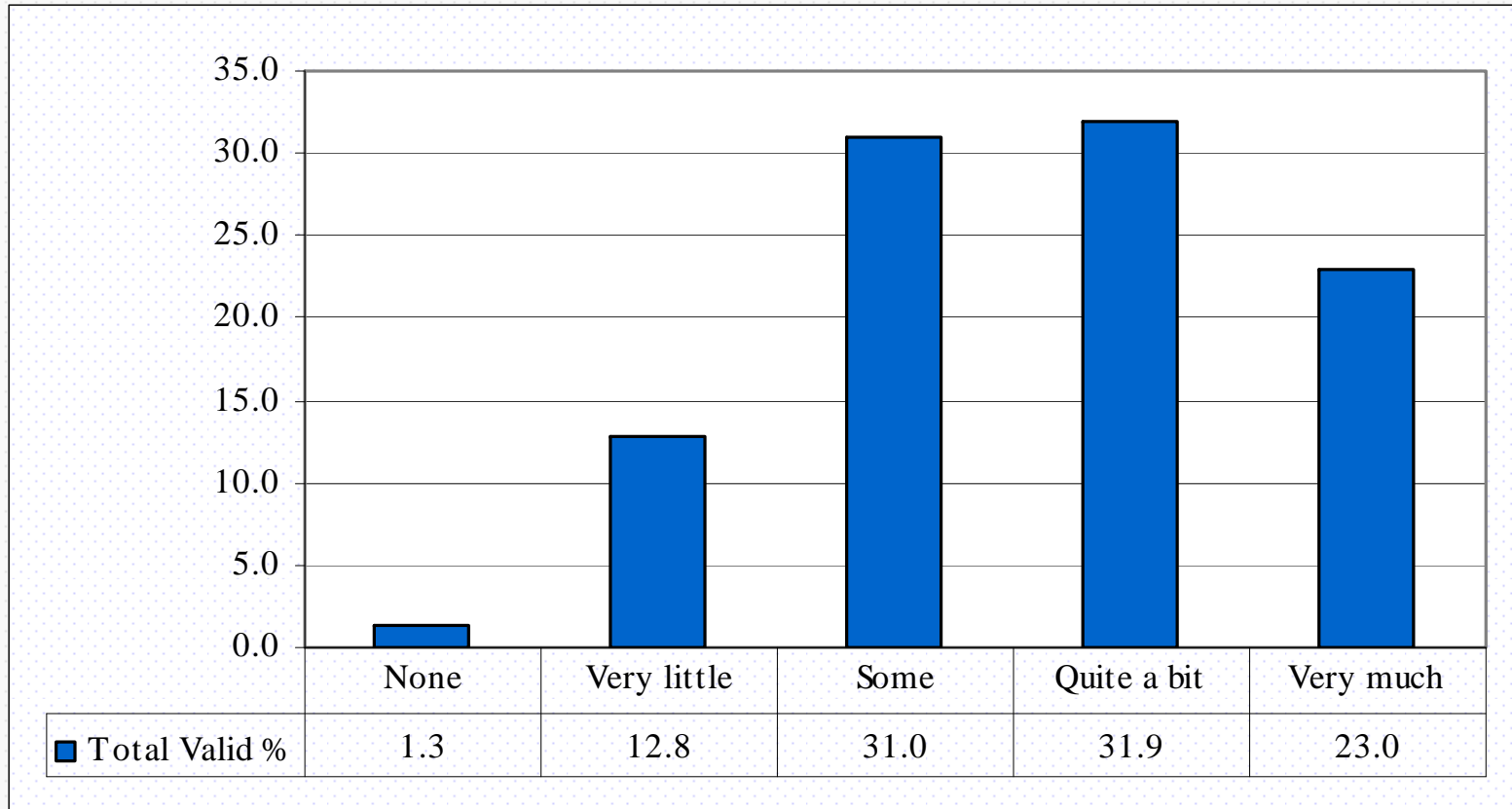
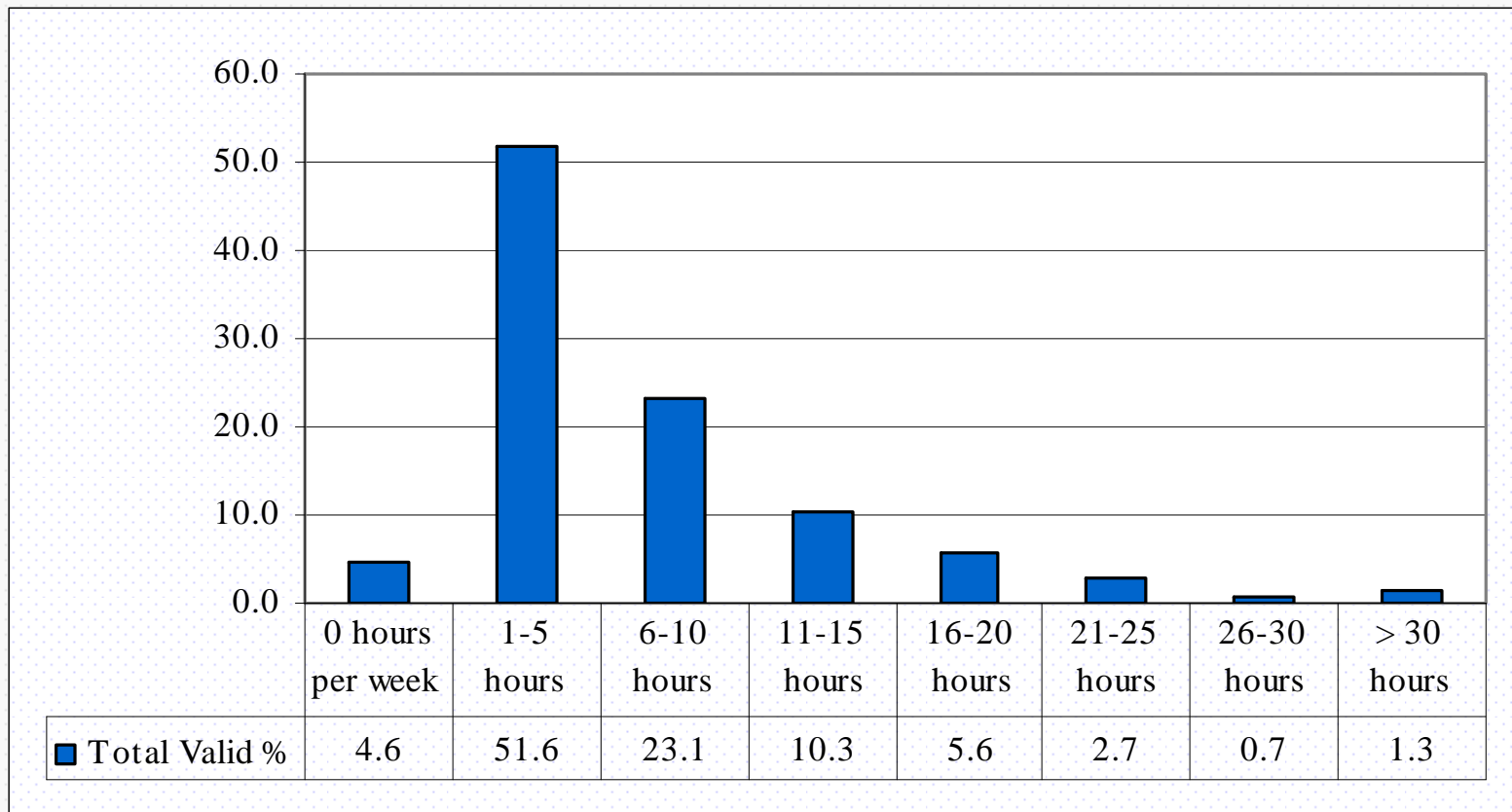|	None	Very little	Some	Quite a bit	Very much
■ Total Valid %	1.3	12.8	31.0	31.9	23.0

During last year of high school, about how much *writing longer papers or reports (more than 5 pages)* did student do?

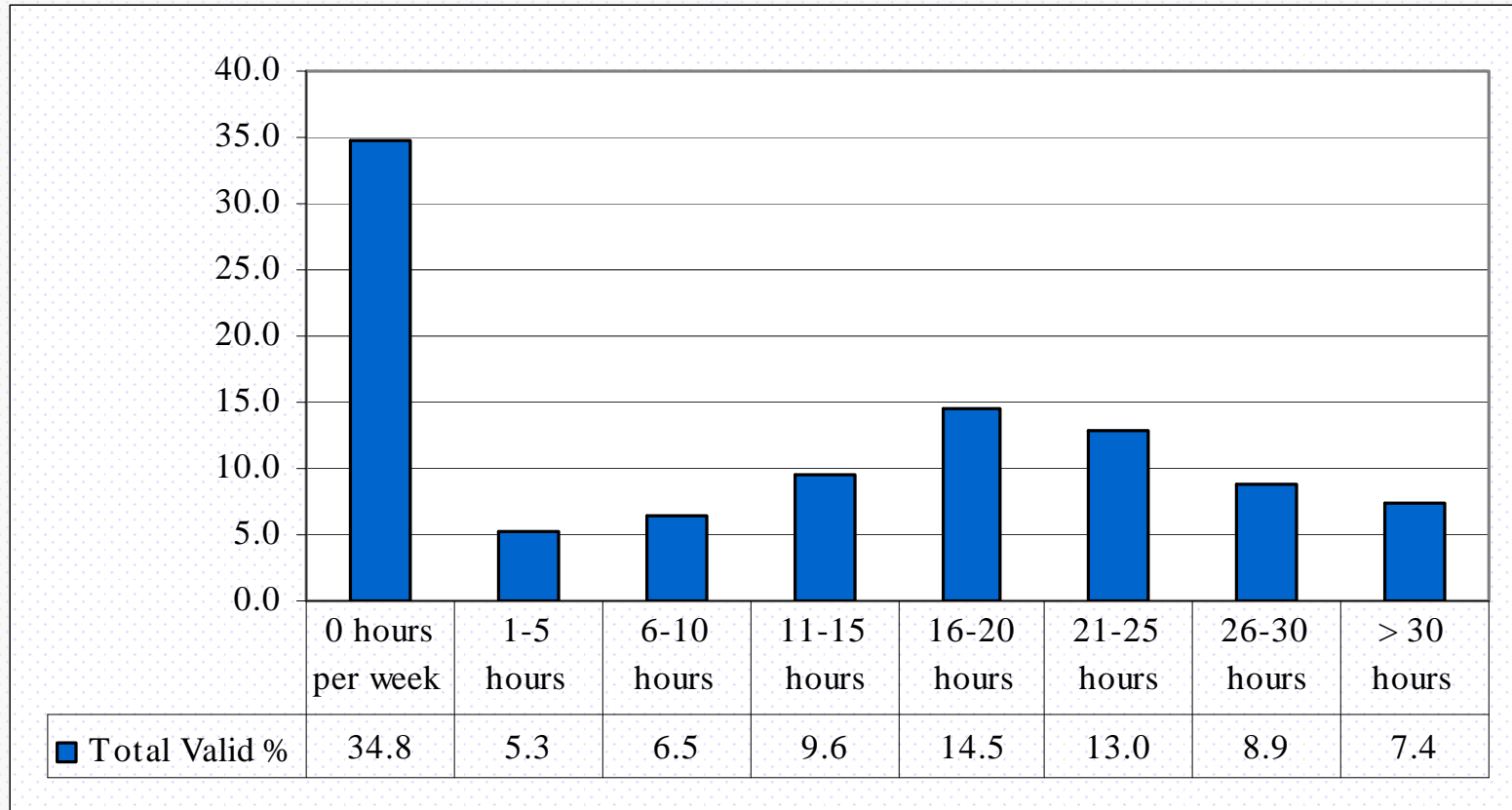|	None	Very little	Some	Quite a bit	Very much
■ Total Valid %	16.5	35.4	28.7	12.3	7.1

During student's last year of high school, about how many hours were spent in the typical week *preparing for class (studying, doing homework, rehearsing, etc.)?*

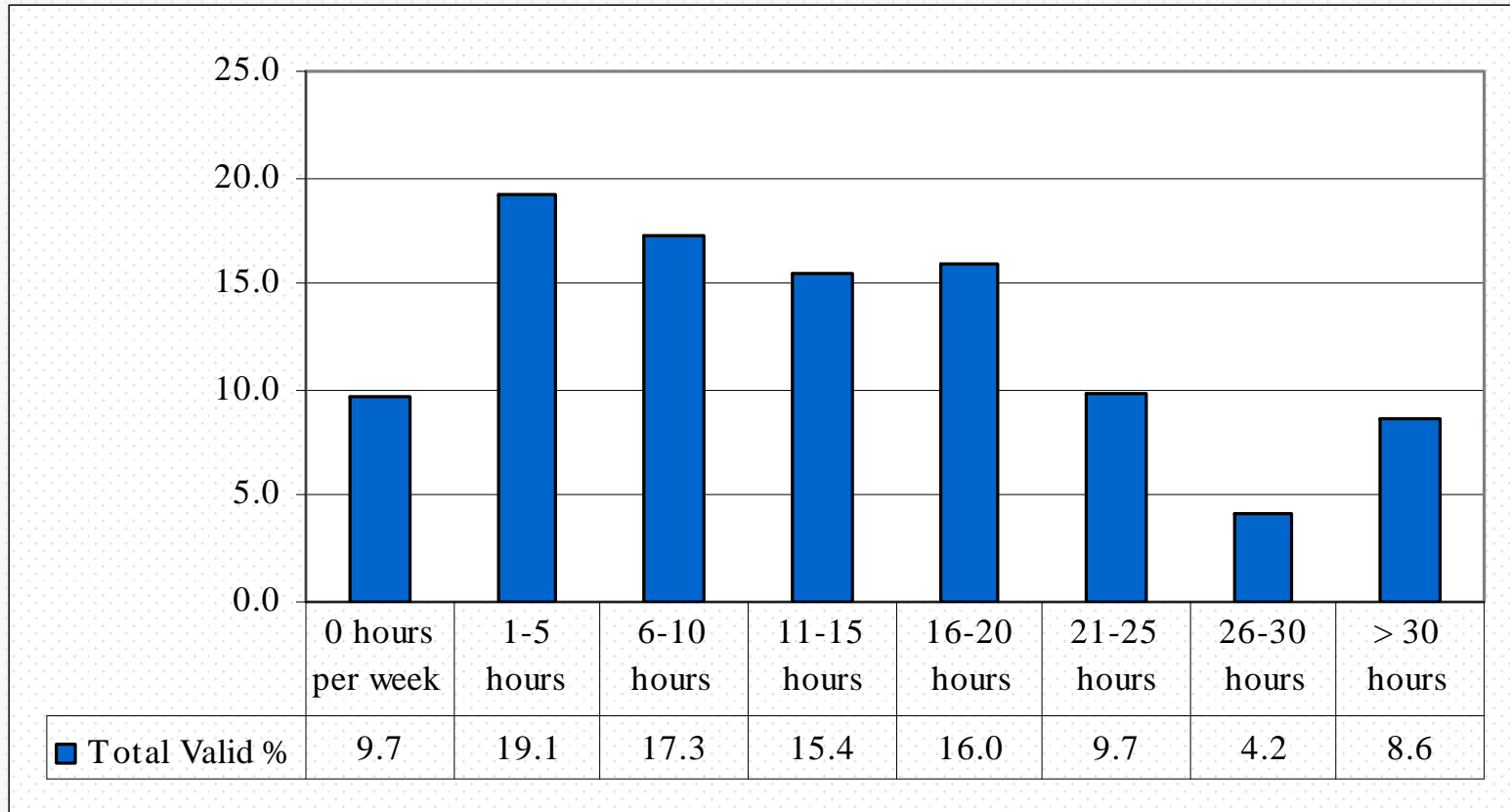|	0 hours per week	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	26-30 hours	> 30 hours
■ Total Valid %	4.6	51.6	23.1	10.3	5.6	2.7	0.7	1.3

During student's last year of high school, about how many hours were spent in the typical week *working for pay (before or after school, weekends)?*

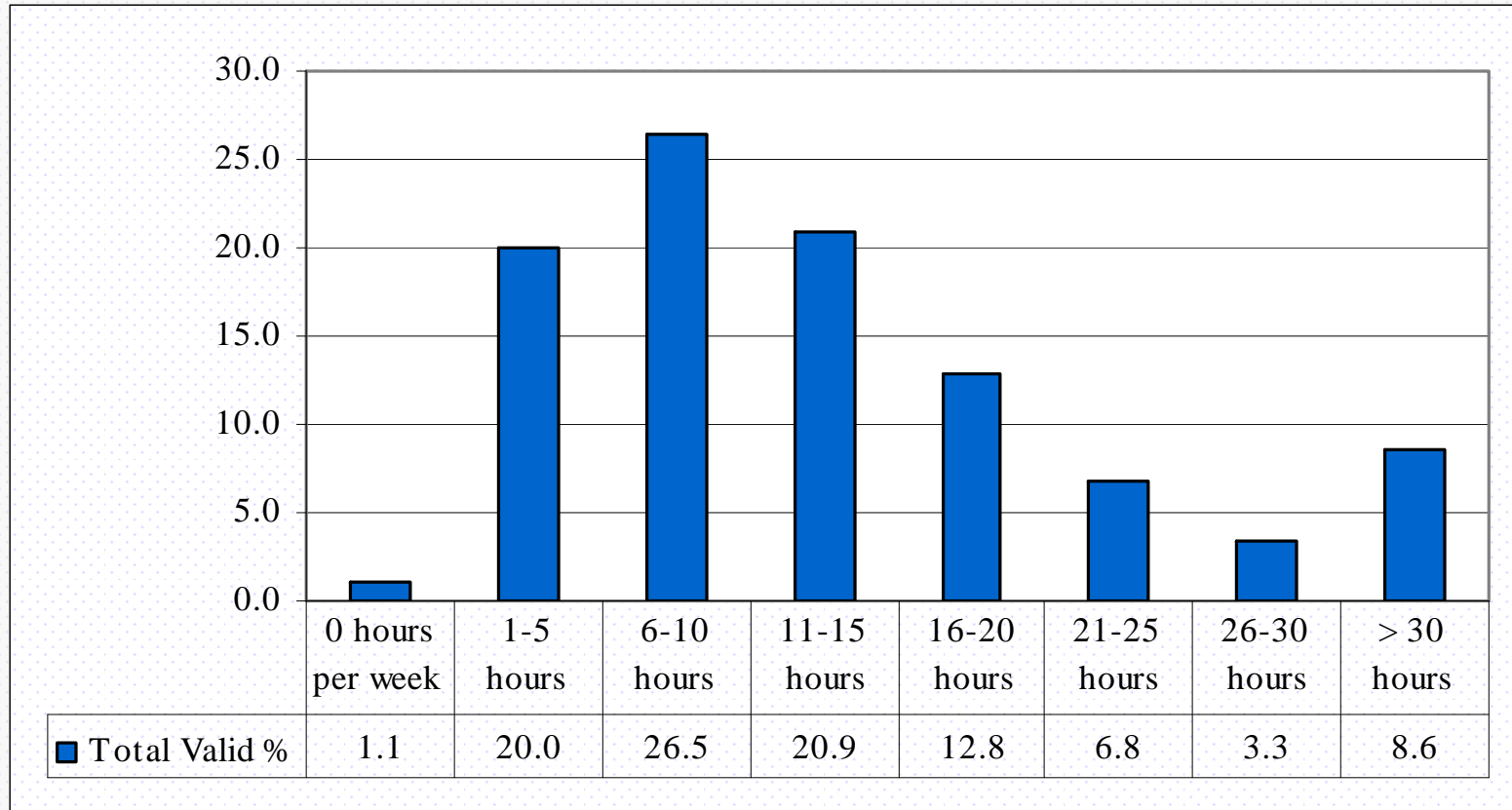|	0 hours per week	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	26-30 hours	> 30 hours
■ Total Valid %	34.8	5.3	6.5	9.6	14.5	13.0	8.9	7.4

During student's last year of high school, about how many hours were spent in the typical week *participating in co-curricular activities (arts, clubs, athletics, etc.)?*

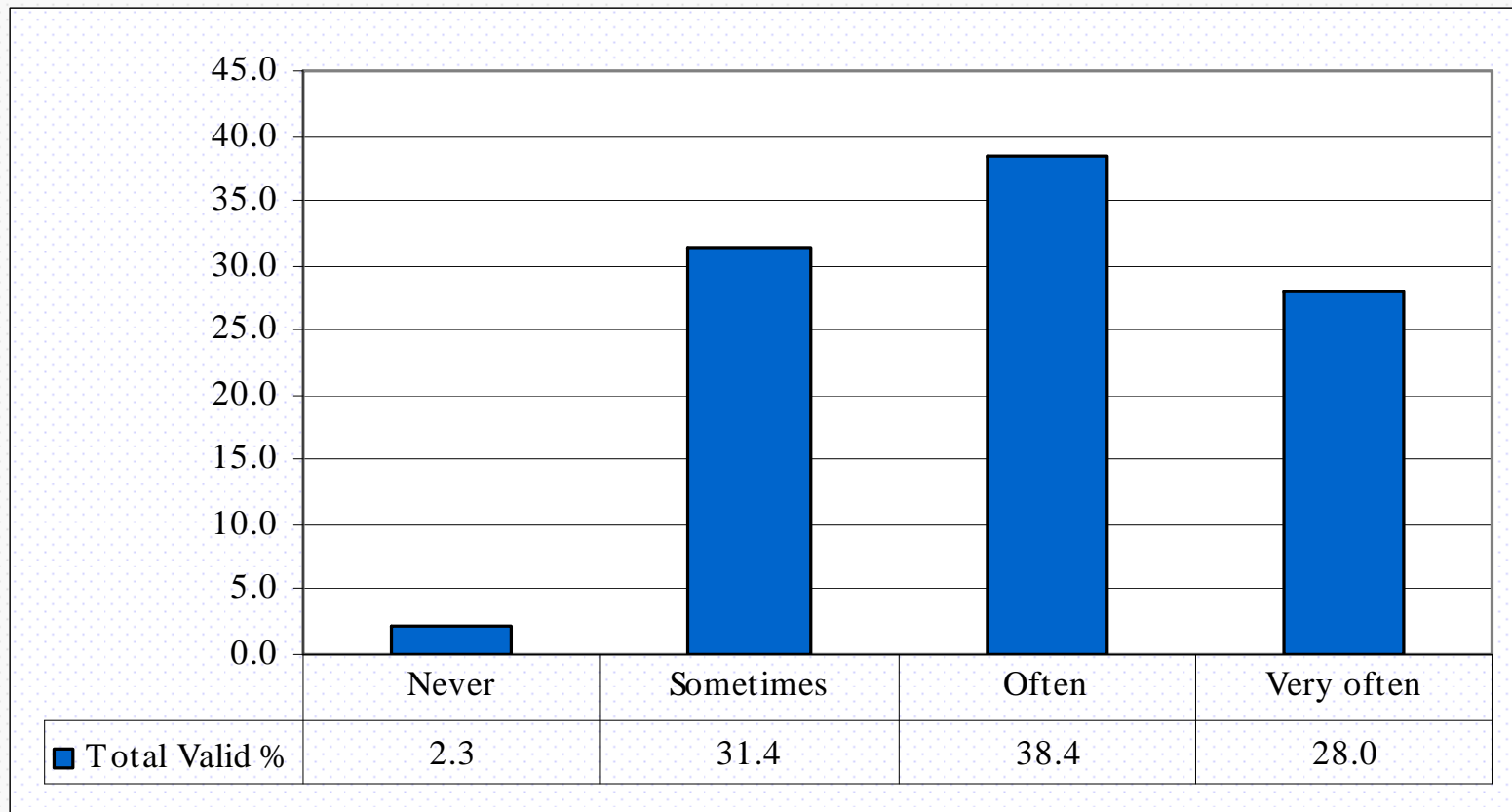|	0 hours per week	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	26-30 hours	> 30 hours
■ Total Valid %	9.7	19.1	17.3	15.4	16.0	9.7	4.2	8.6

During student's last year of high school, about how many hours were spent in the typical week *relaxing and socializing (watching TV, partying, etc.)?*

|	0 hours per week	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	26-30 hours	> 30 hours
Total Valid %	1.1	20.0	26.5	20.9	12.8	6.8	3.3	8.6

During student's last year of high school, about how often did he/she *ask questions in class or contribute to a class discussion?*

	Never	Sometimes	Often	Very often
■ Total Valid %	2.3	31.4	38.4	28.0

During student's last year of high school, about how often did he/she *make a class presentation?*
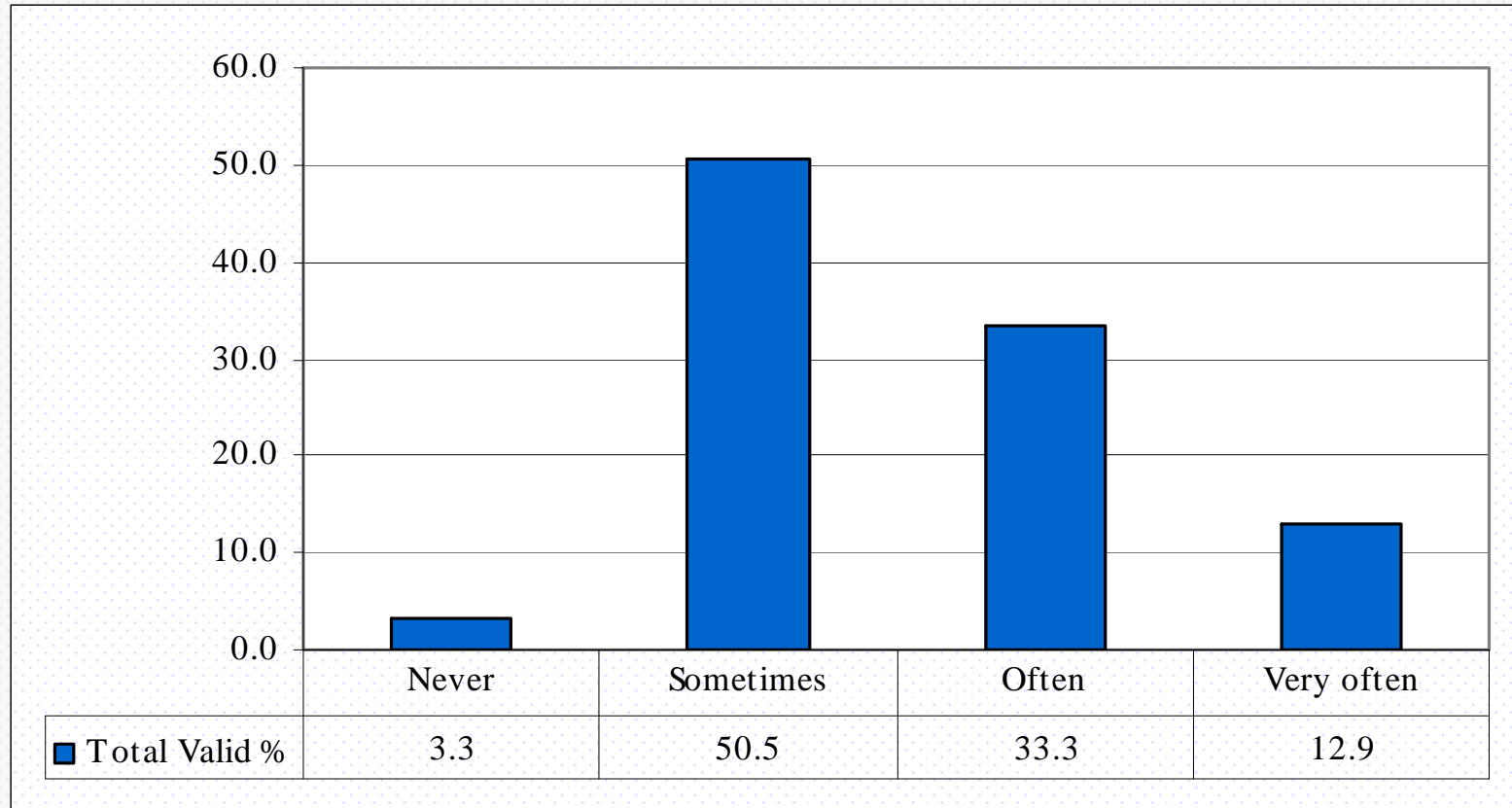
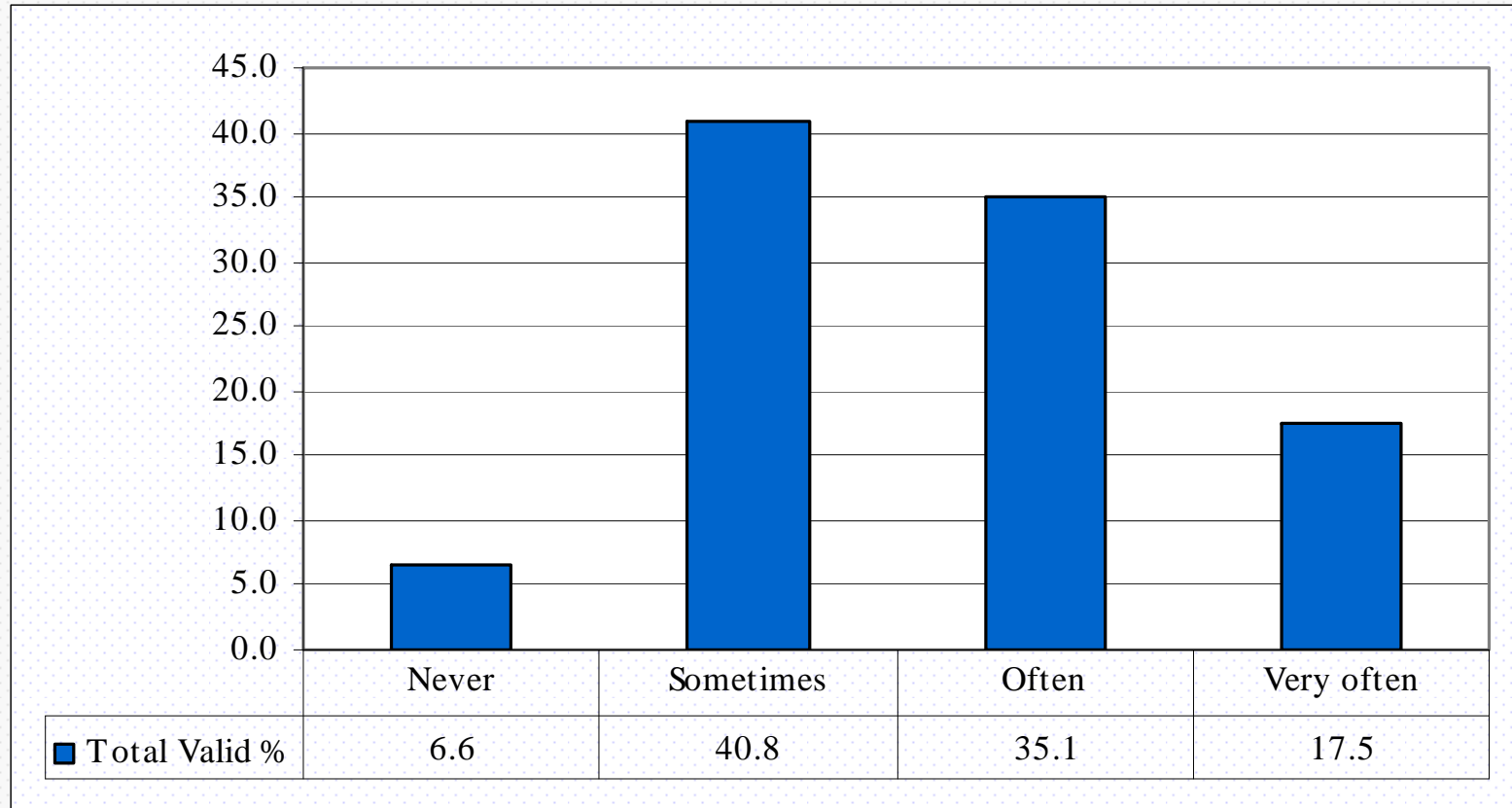|	Never	Sometimes	Often	Very often
■ Total Valid %	3.3	50.5	33.3	12.9

Beginning College Survey of Student Engagement

During student's last year of high school, about how often did he/she *come to class without completing readings or assignments?*
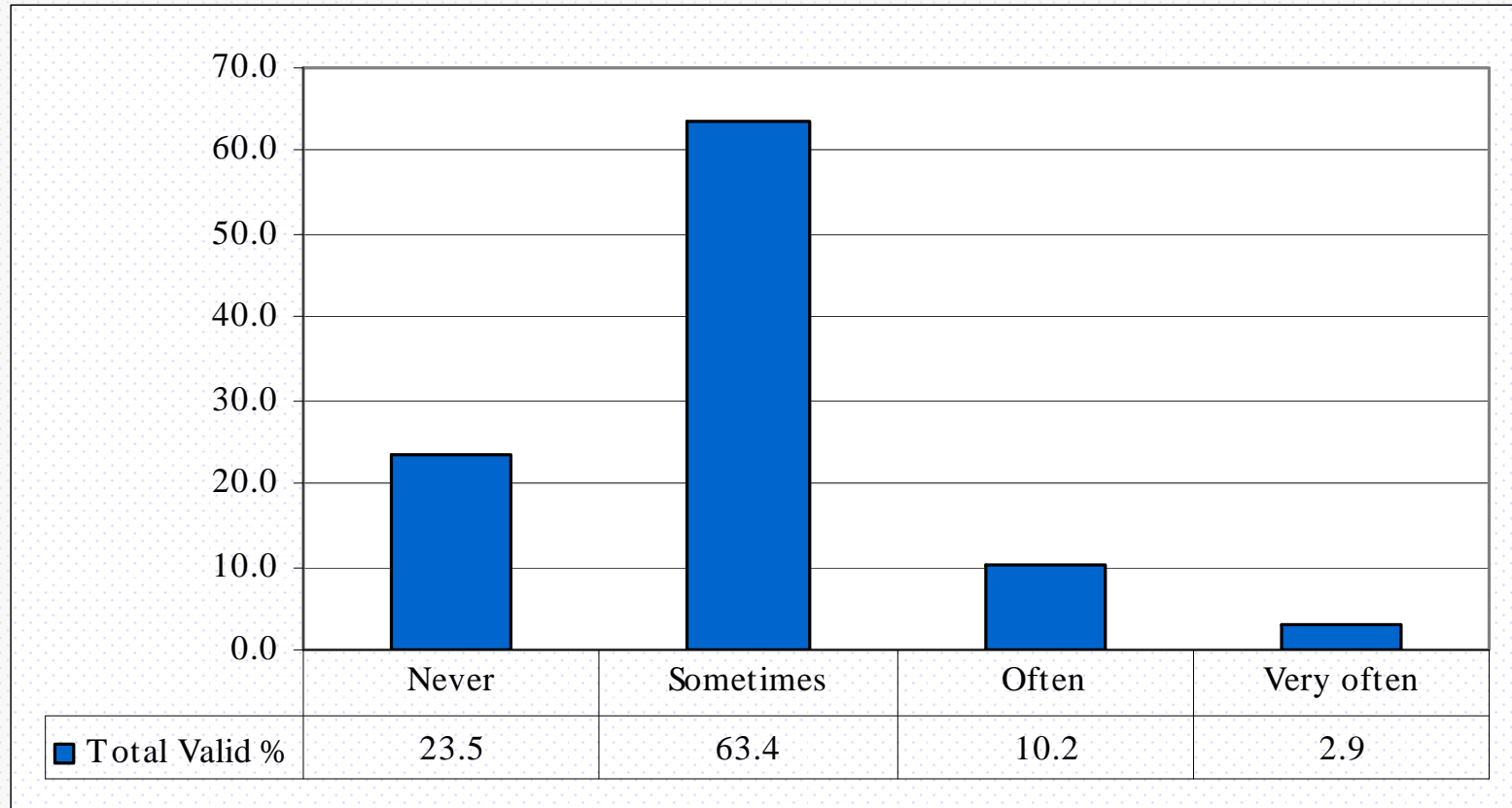
|	Never	Sometimes	Often	Very often
■ Total Valid %	23.5	63.4	10.2	2.9

During student's last year of high school, about how often did he/she *discuss grades or assignments with a teacher?*

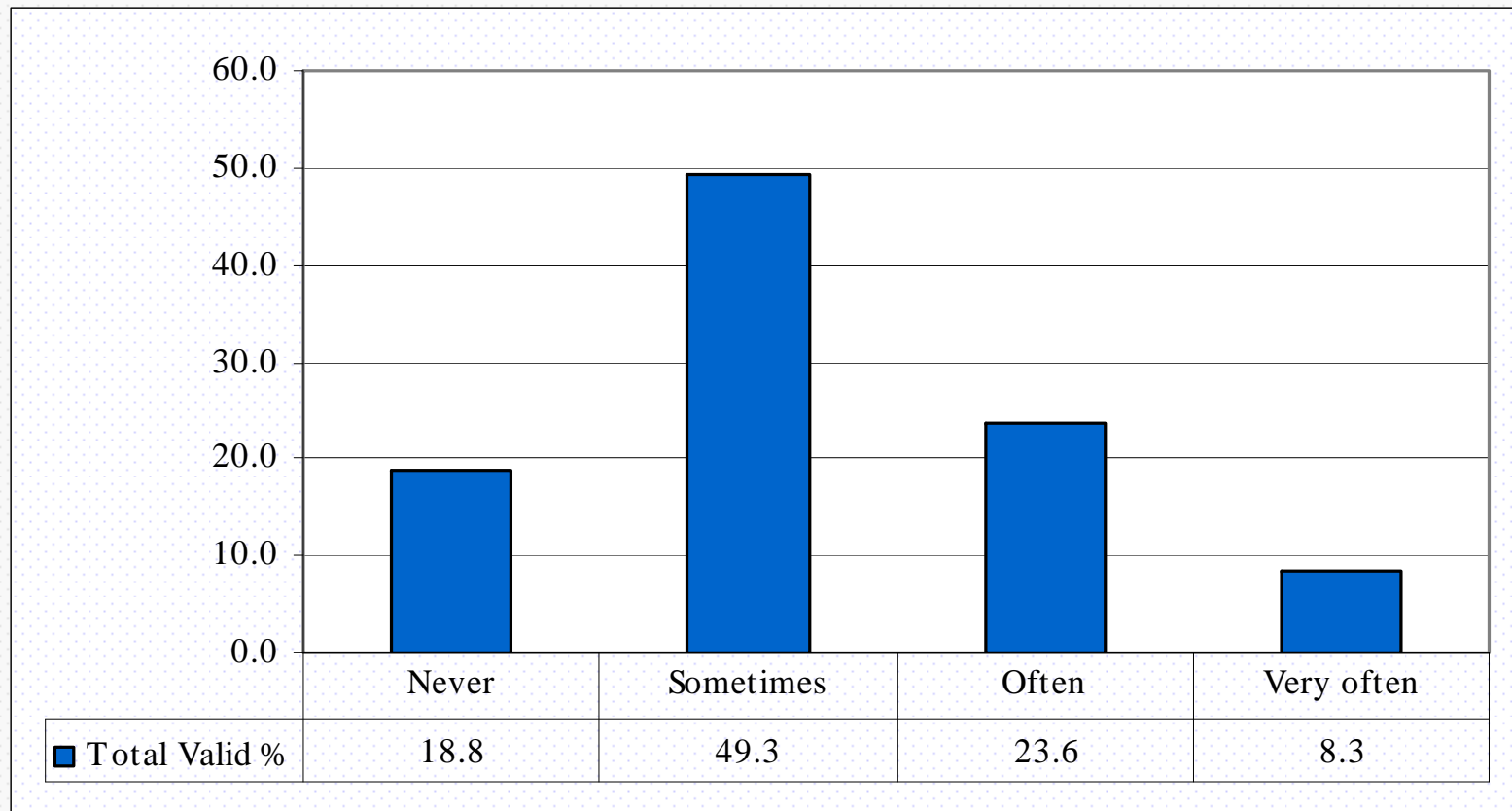|	Never	Sometimes	Often	Very often
Total Valid %	6.6	40.8	35.1	17.5

Beginning College Survey of Student Engagement

During student's last year of high school, about how often did he/she *work with other students on projects during class?*
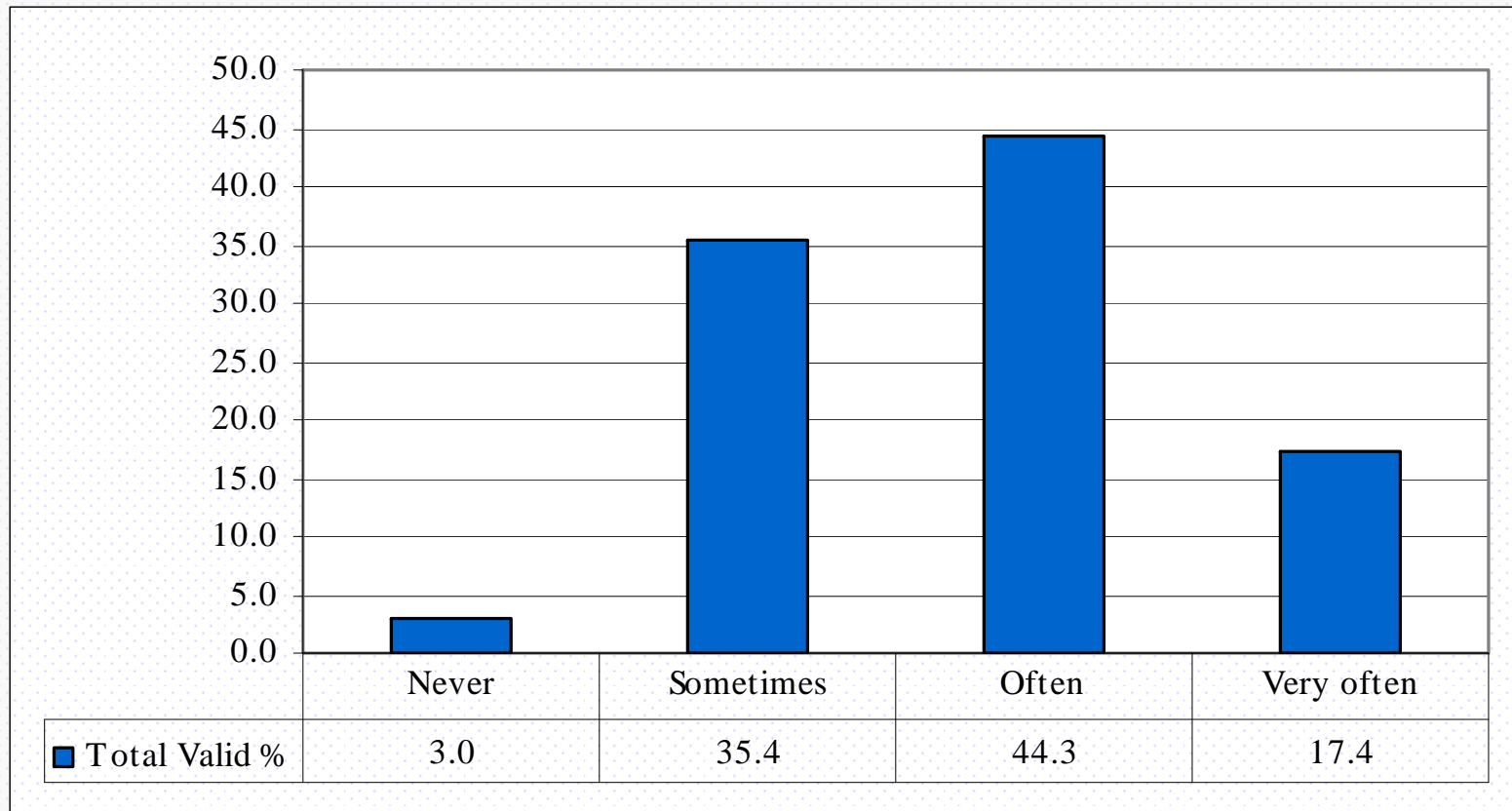
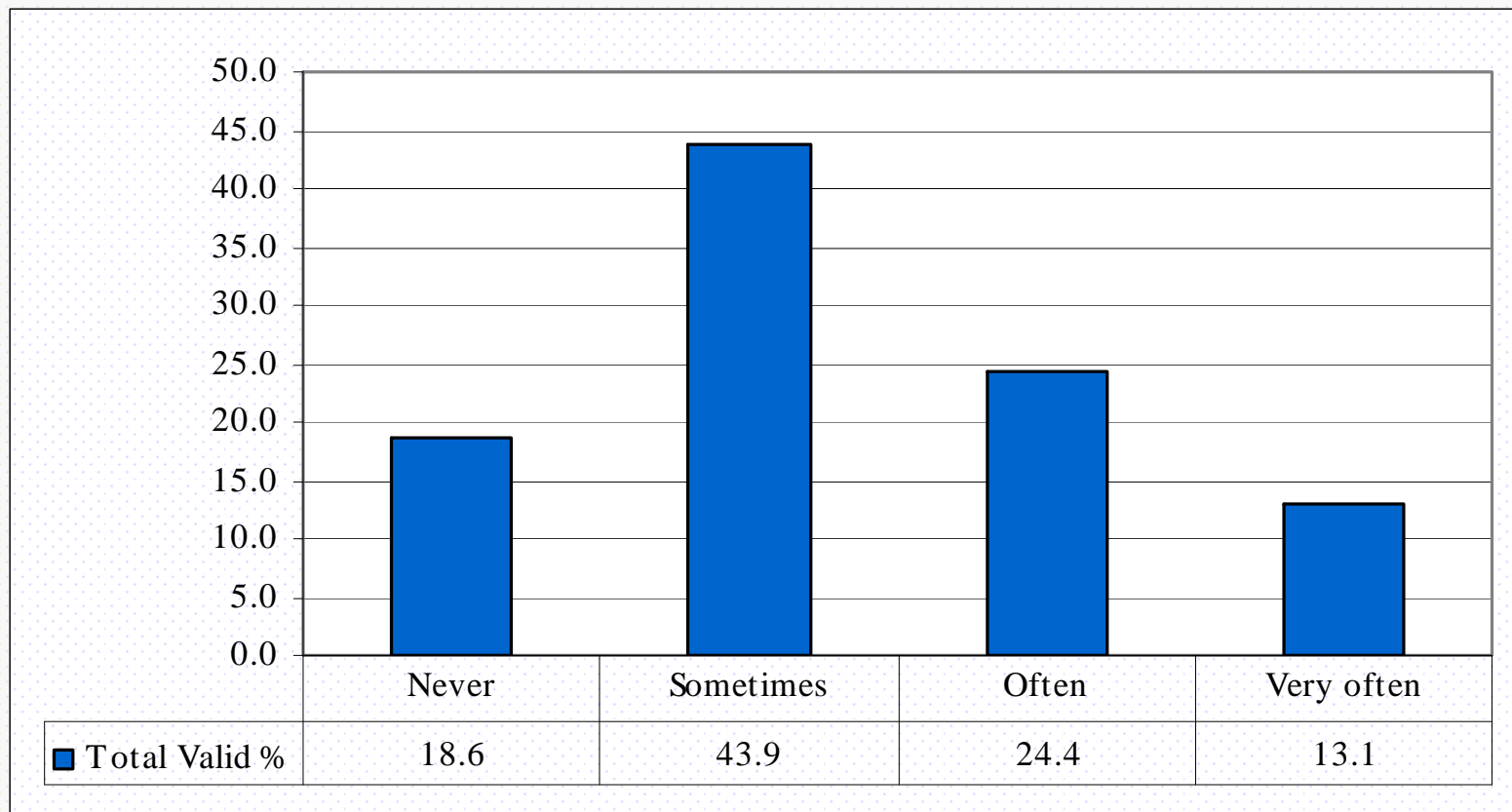|	Never	Sometimes	Often	Very often
■ Total Valid %	3.0	35.4	44.3	17.4

During student's last year of high school, about how often did he/she *work with classmates outside of class to prepare class assignments?*

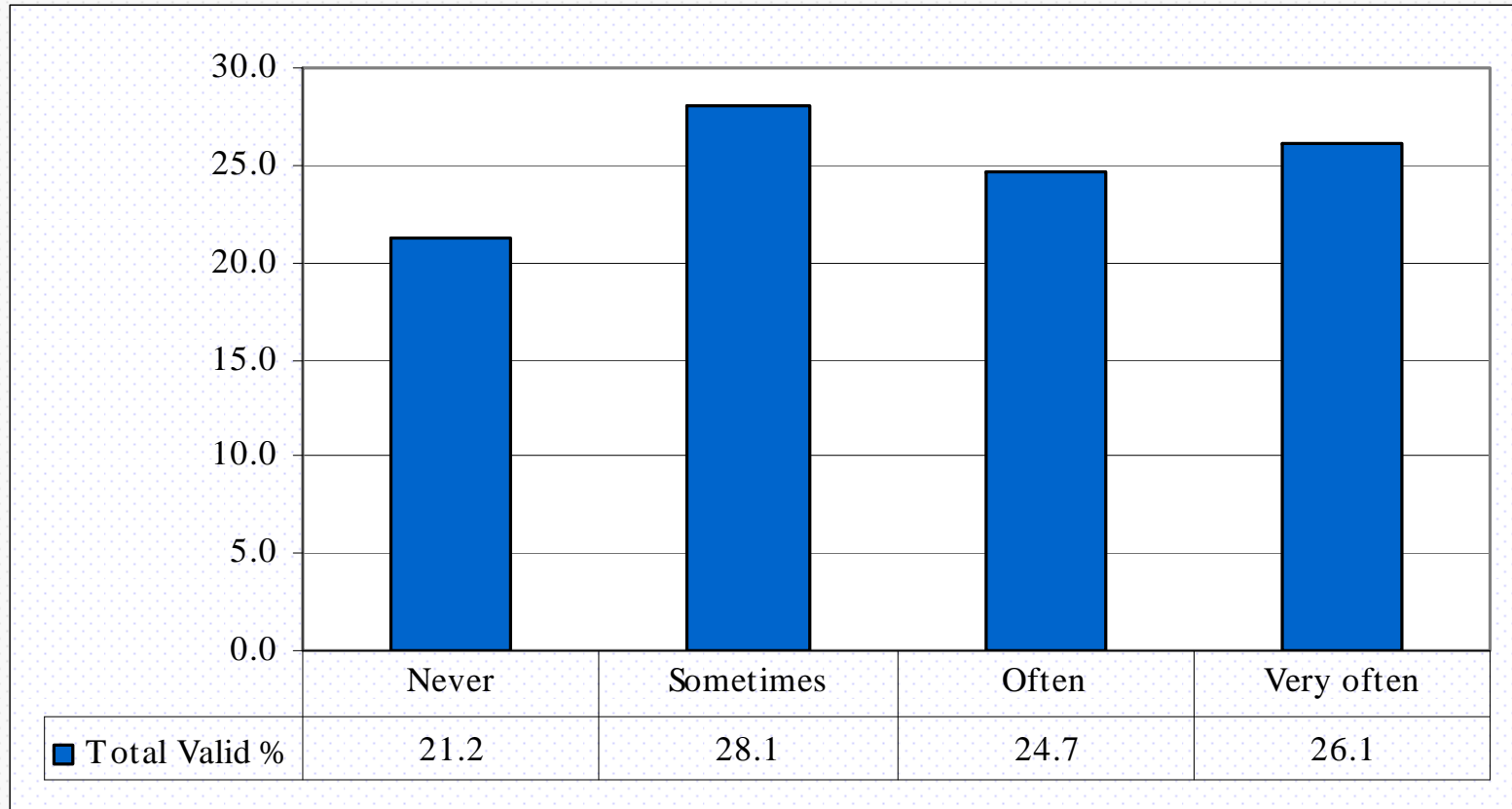| ■ Total Valid %	Never	Sometimes	Often	Very often
	18.8	49.3	23.6	8.3

During student's last year of high school, about how often did he/she *prepare two or more drafts of a paper or assignment before turning it in?*

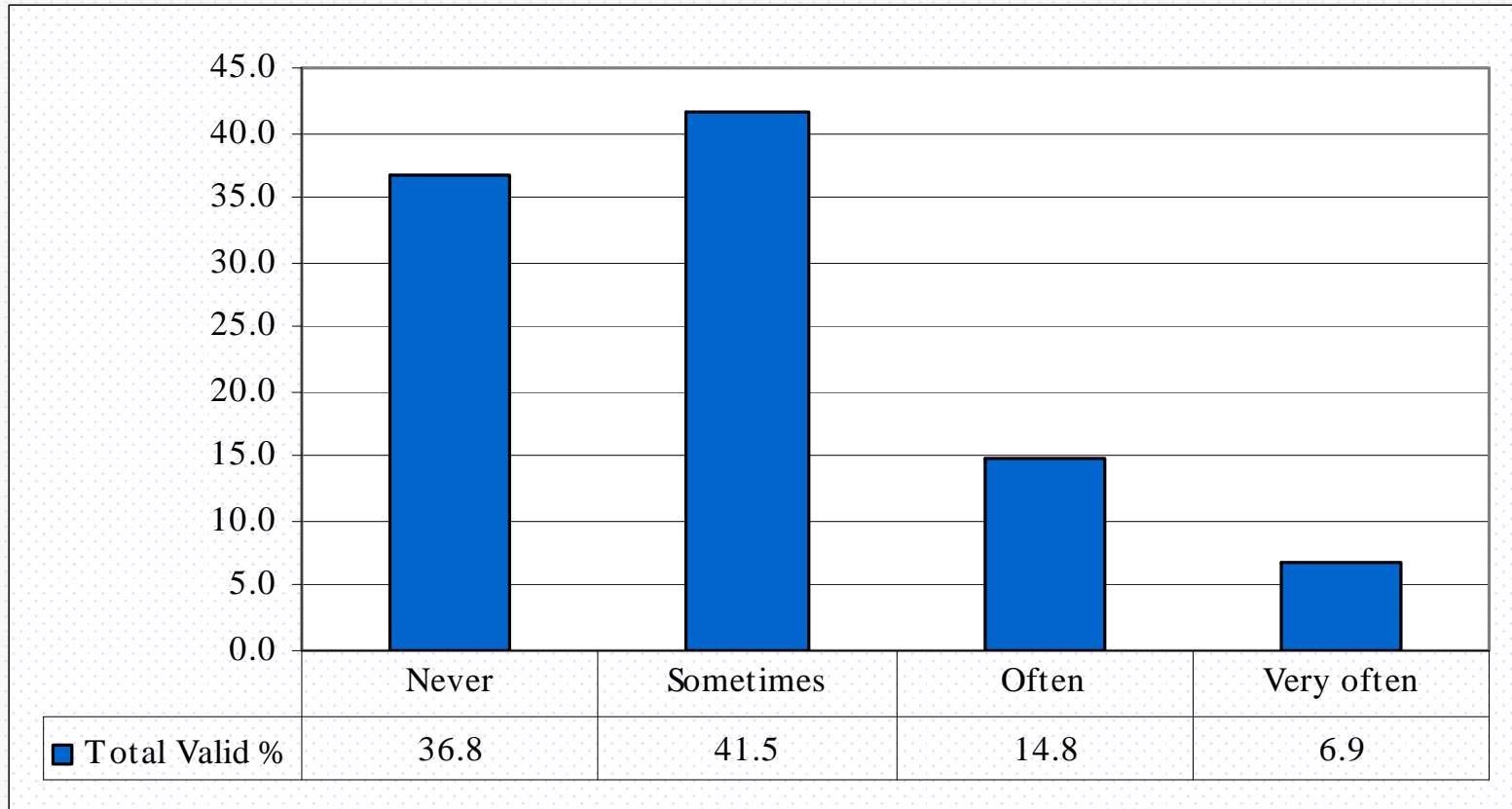|	Never	Sometimes	Often	Very often
■ Total Valid %	18.6	43.9	24.4	13.1

Beginning College Survey of Student Engagement

During student's last year of high school, about how often did he/she *have serious conversations with students of a different race or ethnicity than his/her own?*

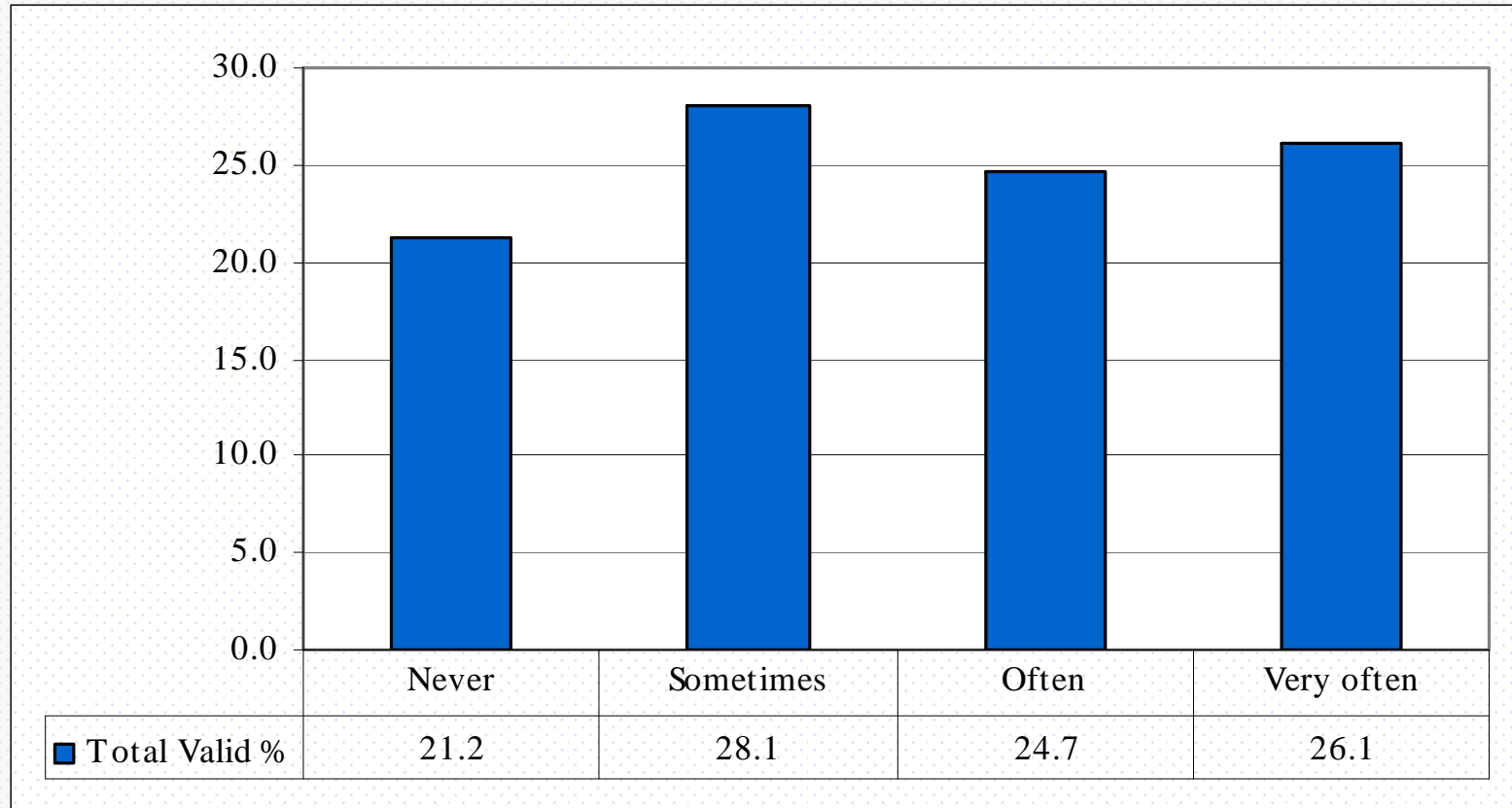|	Never	Sometimes	Often	Very often
■ Total Valid %	21.2	28.1	24.7	26.1

During student's last year of high school, about how often did he/she *discuss ideas from readings or classes with teachers outside of class*?

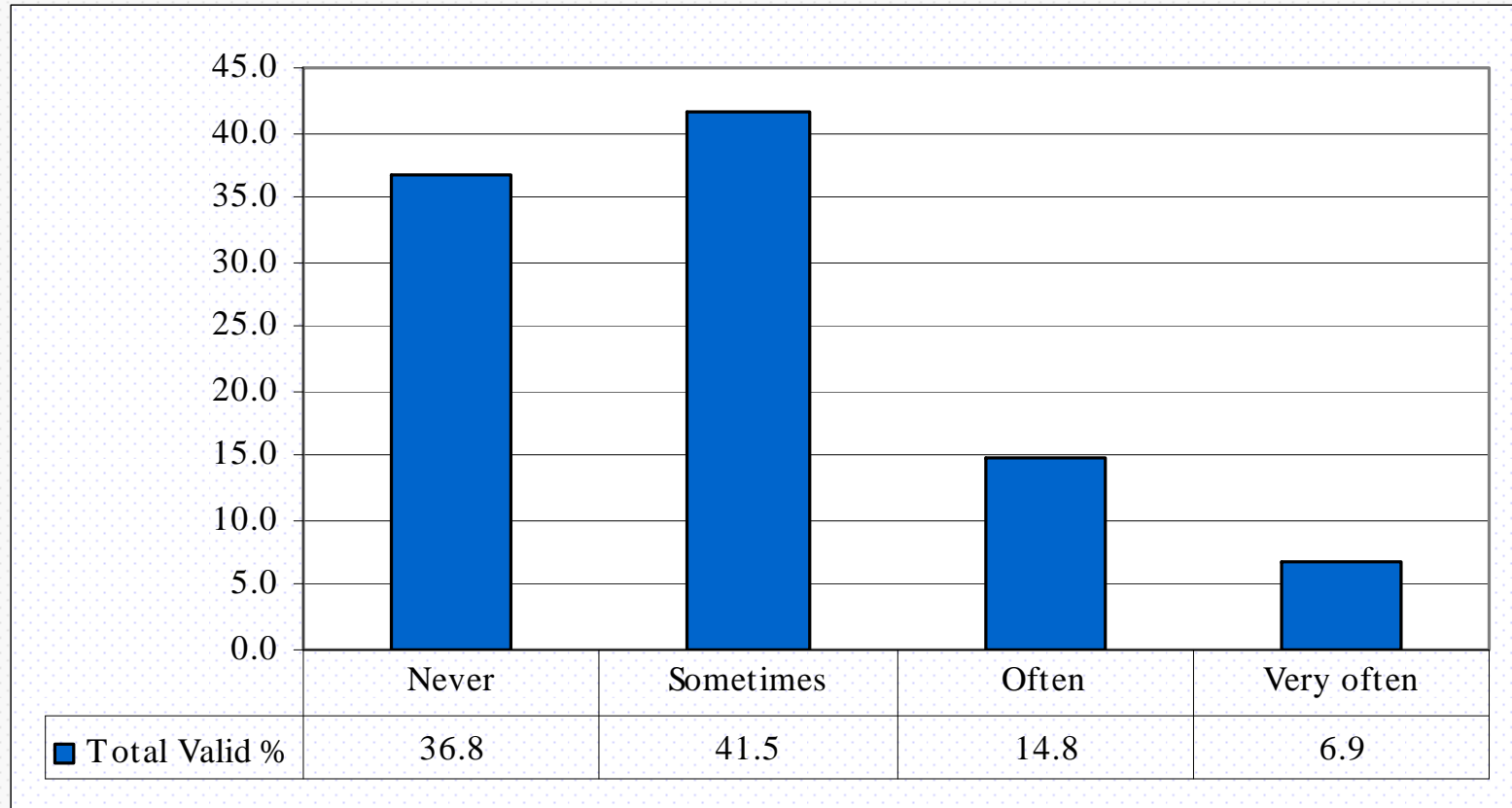|	Never	Sometimes	Often	Very often
■ Total Valid %	36.8	41.5	14.8	6.9

Beginning College Survey of Student Engagement

During student's last year of high school, about how often did he/she *have serious conversations with students of a different race or ethnicity than his/her own?*

	Never	Sometimes	Often	Very often
Total Valid %	21.2	28.1	24.7	26.1

During student's last year of high school, about how often did he/she *discuss ideas from readings or classes with teachers outside of class?*

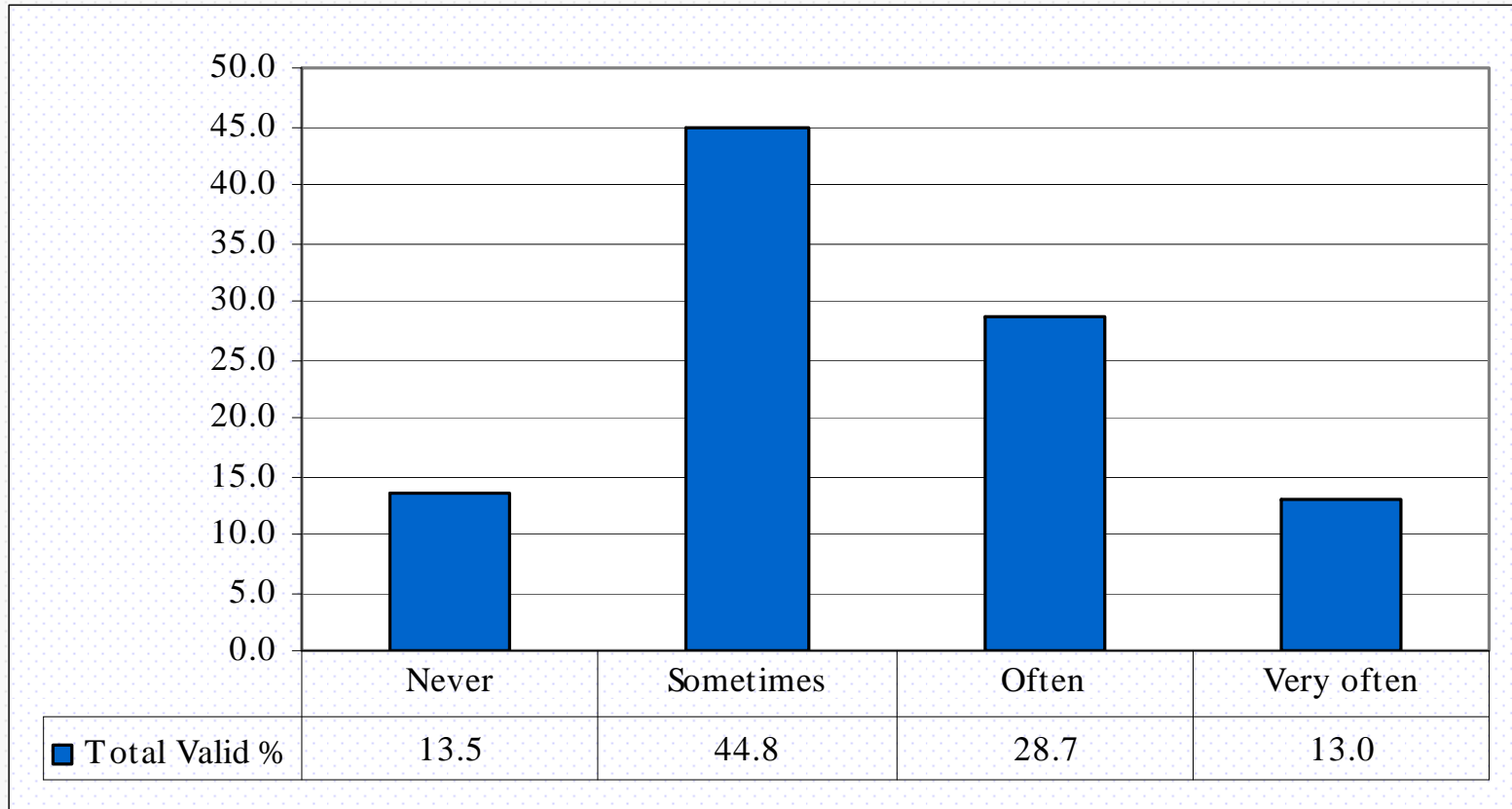|	Never	Sometimes	Often	Very often
■ Total Valid %	36.8	41.5	14.8	6.9

During student's last year of high school, about how often did he/she *discuss ideas from readings or classes with others outside of class (students, family members, etc.)?*

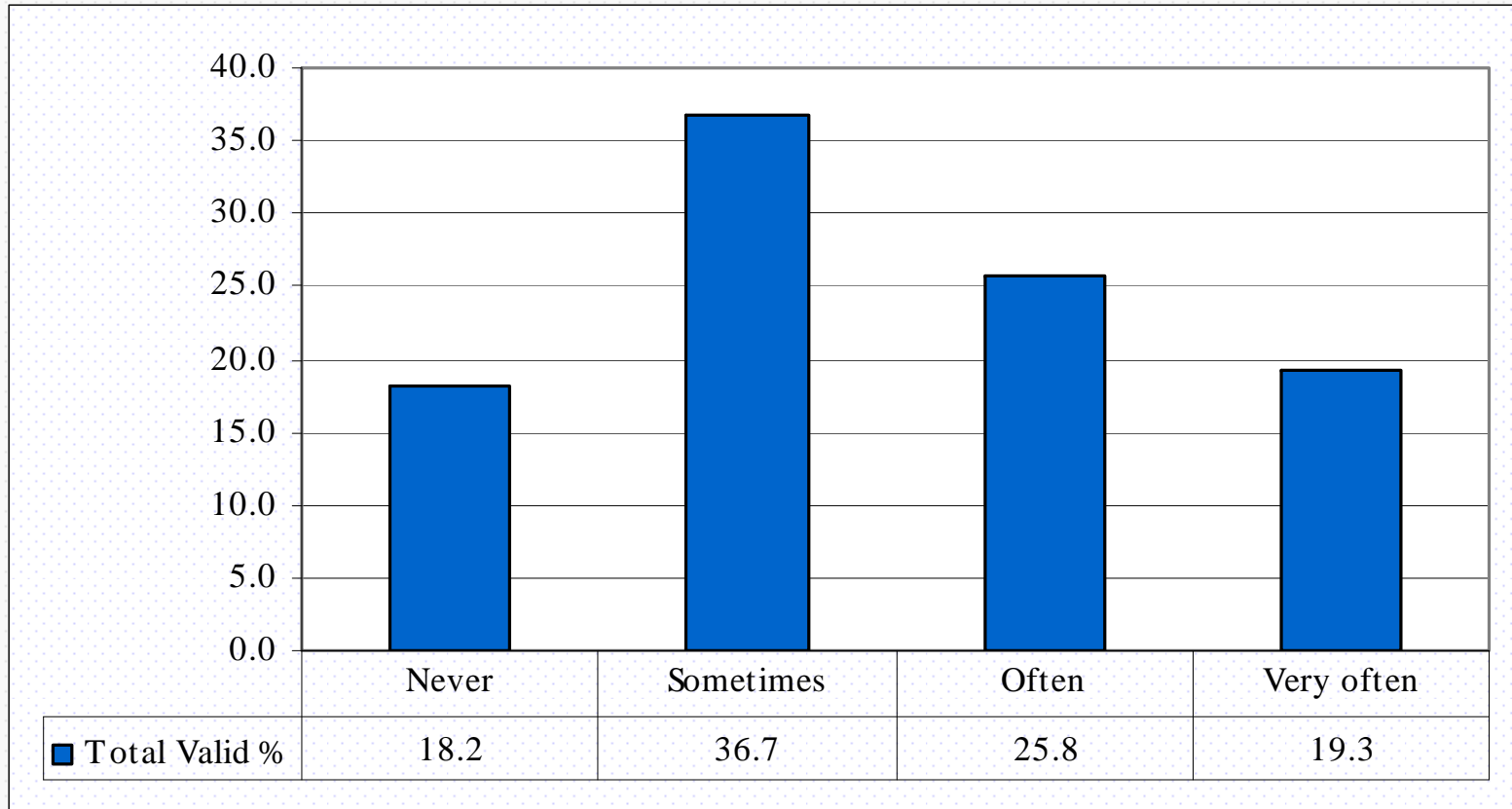|	Never	Sometimes	Often	Very often
■ Total Valid %	13.5	44.8	28.7	13.0

During student's last year of high school, about how often did he/she *talk with a counselor, teacher, or other staff member about college or career plans?*
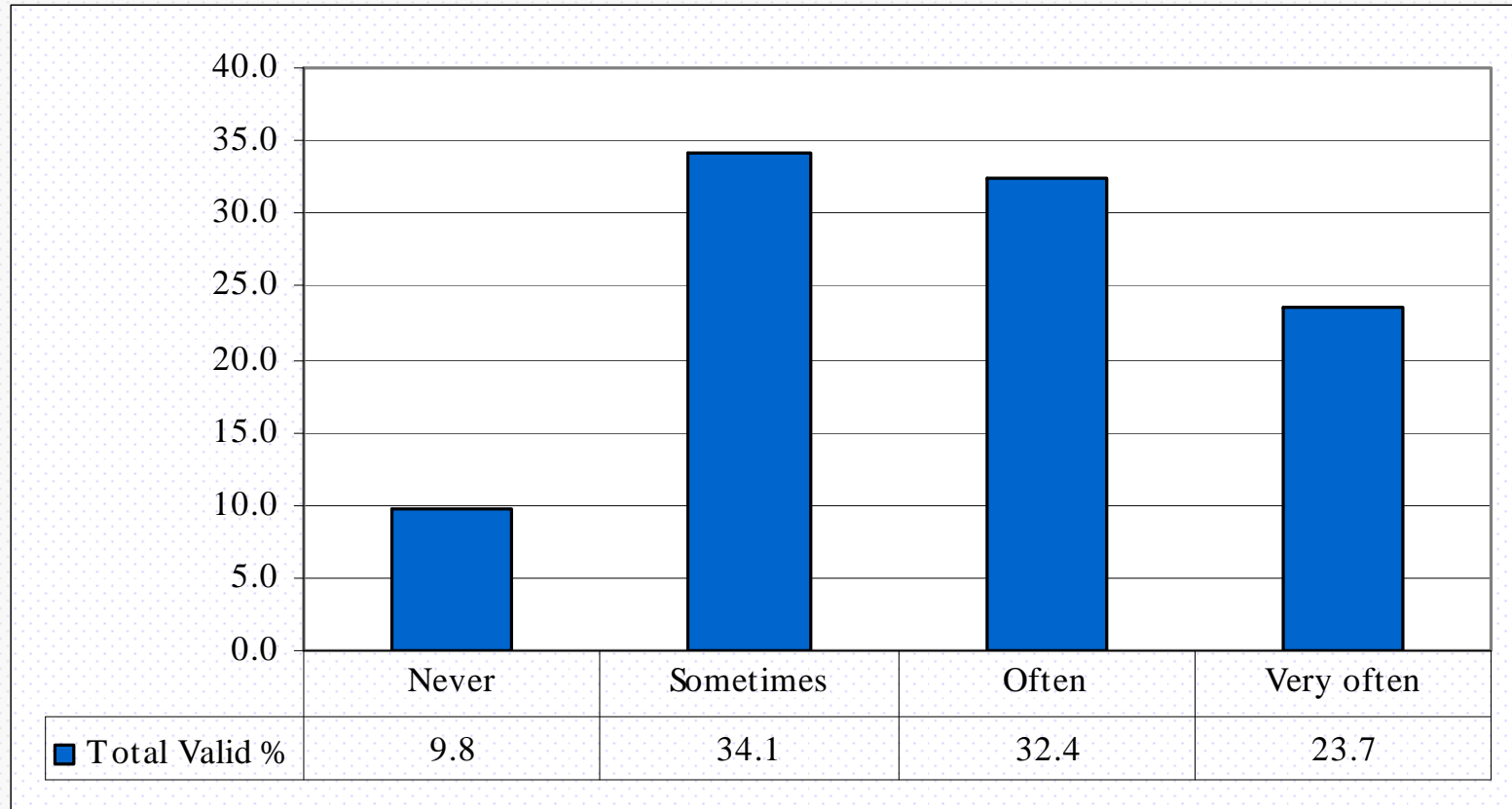
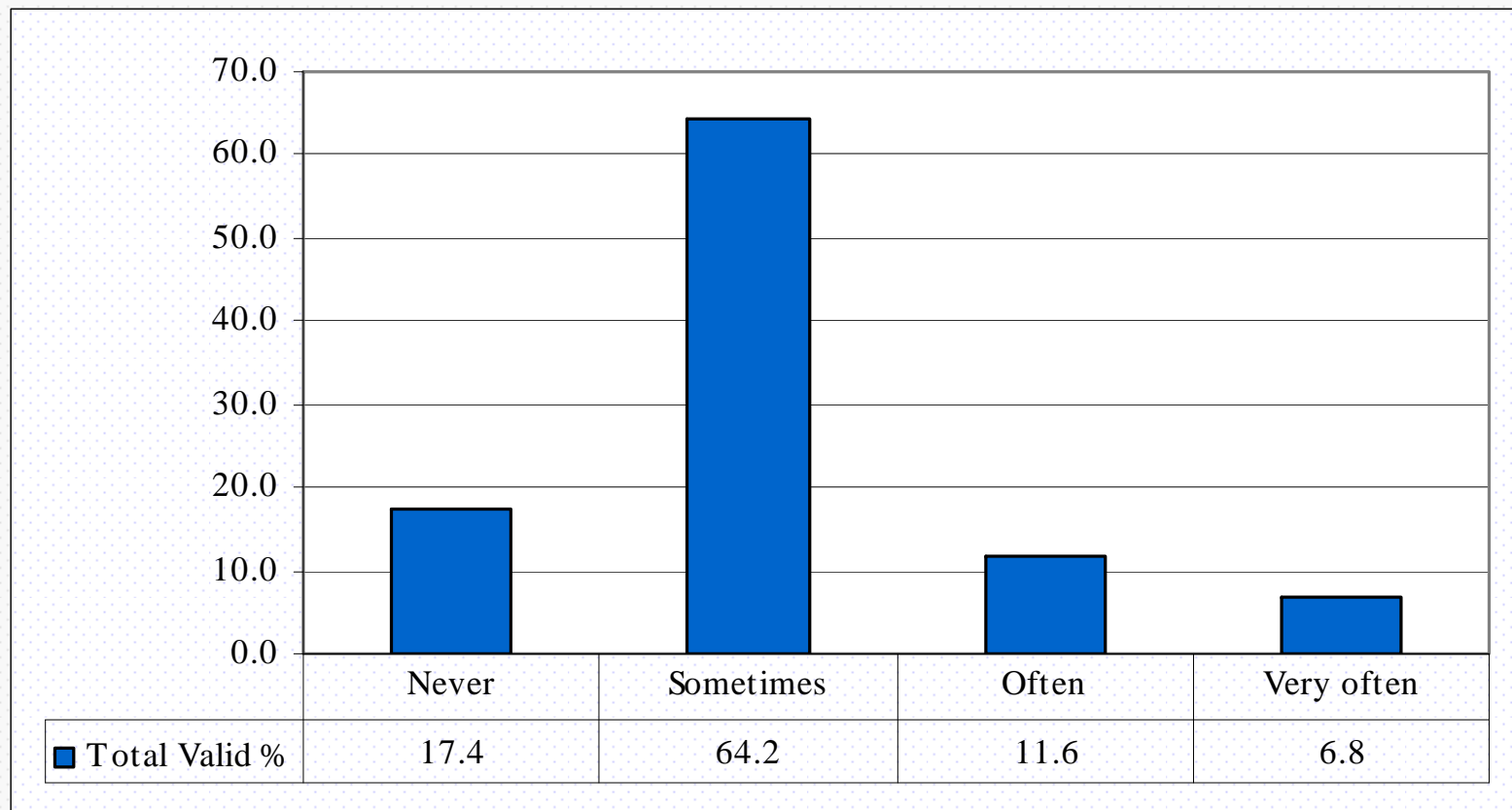|	Never	Sometimes	Often	Very often
■ Total Valid %	9.8	34.1	32.4	23.7

During student's last year of high school, about how often did he/she *have serious conversations with students who are very different in terms of their religious beliefs, political opinions, or personal values?*

	Never	Sometimes	Often	Very often
Total Valid %	18.2	36.7	25.8	19.3

During student's last year of high school, about how often did he/she *miss a day of school?*

	Never	Sometimes	Often	Very often
■ Total Valid %	17.4	64.2	11.6	6.8

Beginning College Survey of Student Engagement

SAT Composite Score (SAT/ACT scores converted to SAT scale)
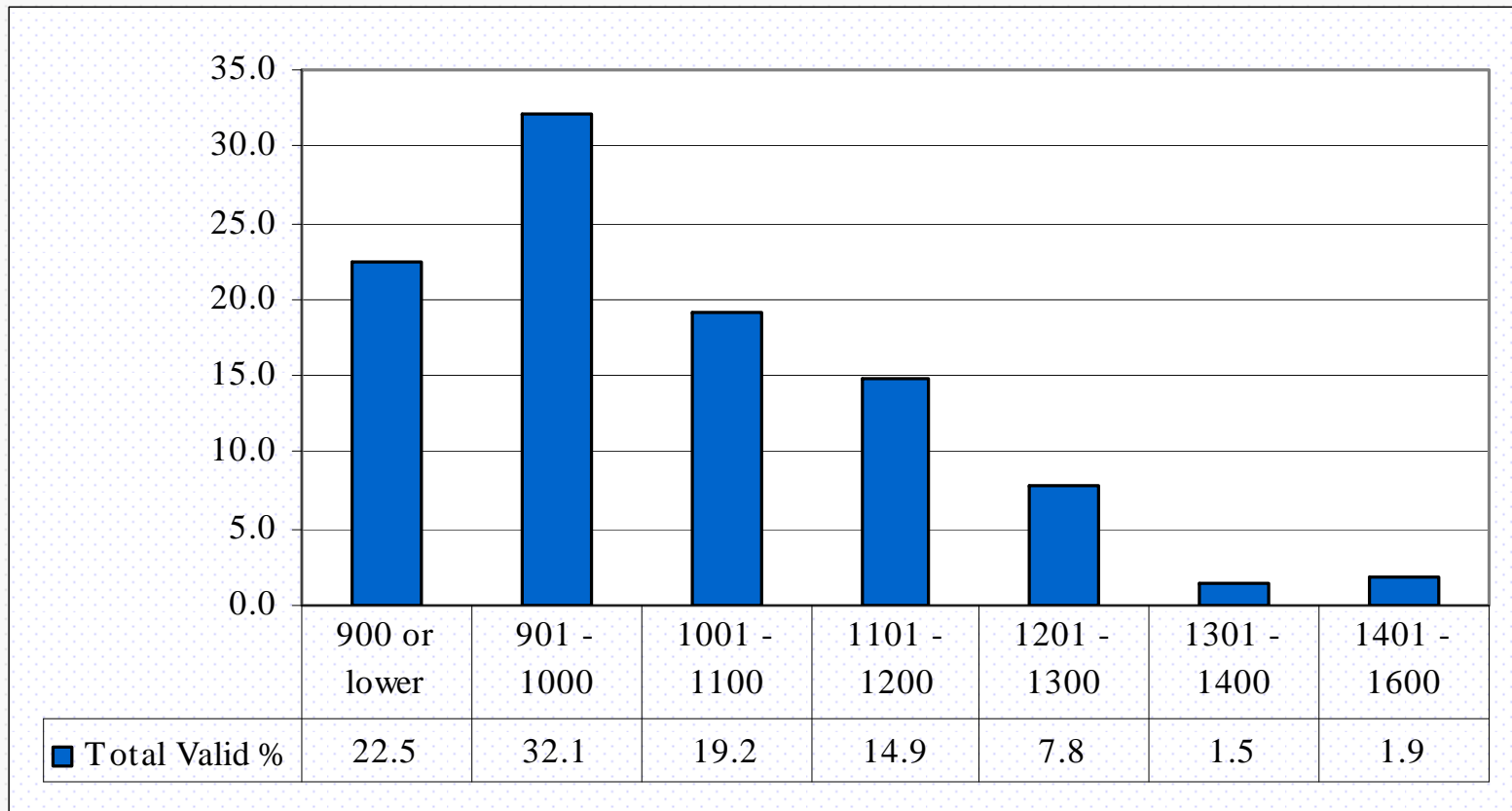
	900 or lower	901 – 1000	1001 – 1100	1101 – 1200	1201 – 1300	1301 – 1400	1401 – 1600
■ Total Valid %	22.5	32.1	19.2	14.9	7.8	1.5	1.9

During student's high school years, how involved was he/she in *performing or visual arts programs (band, chorus, theater, art, etc.)*?
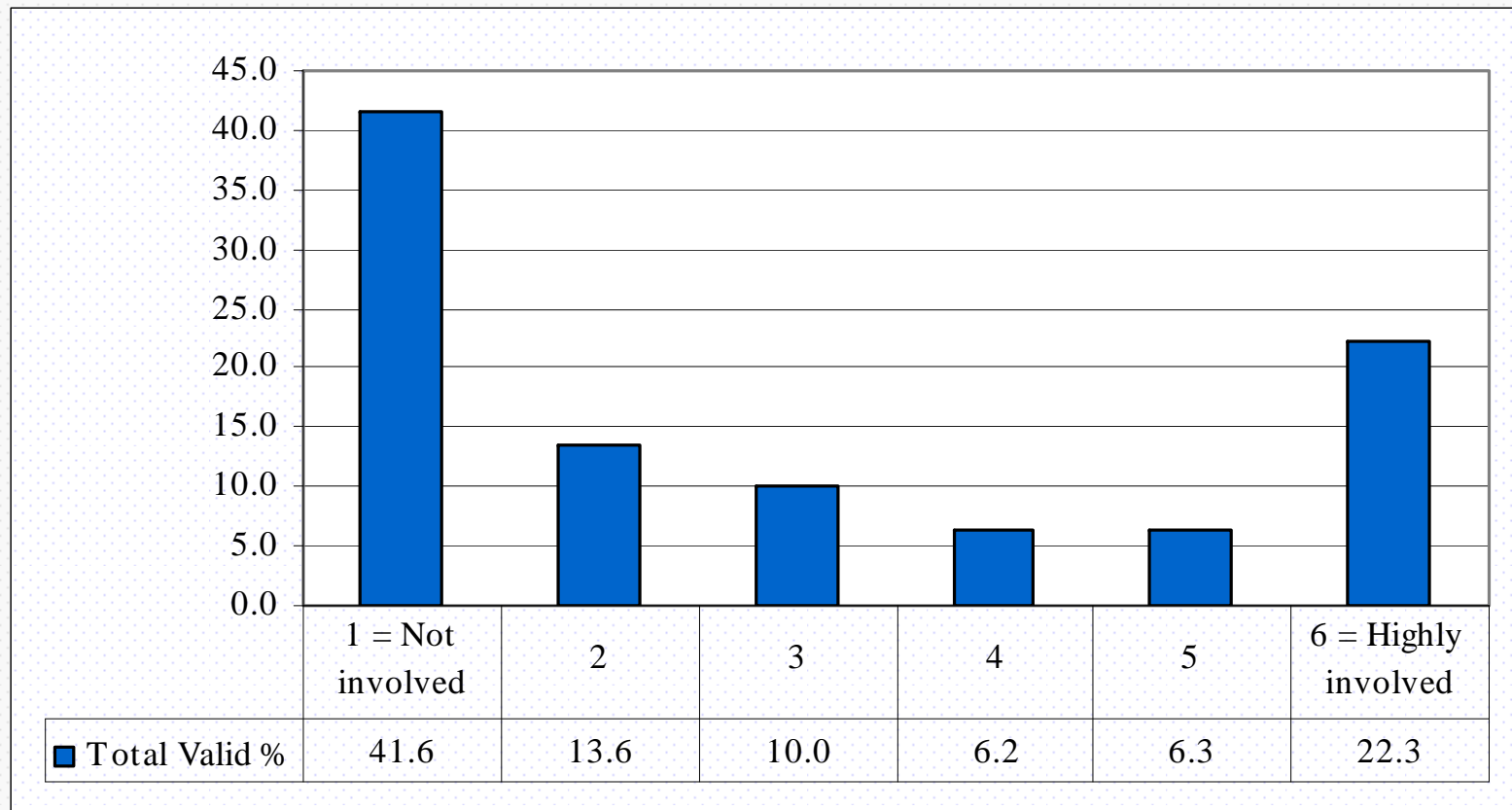
	1 = Not involved	2	3	4	5	6 = Highly involved
■ Total Valid %	41.6	13.6	10.0	6.2	6.3	22.3

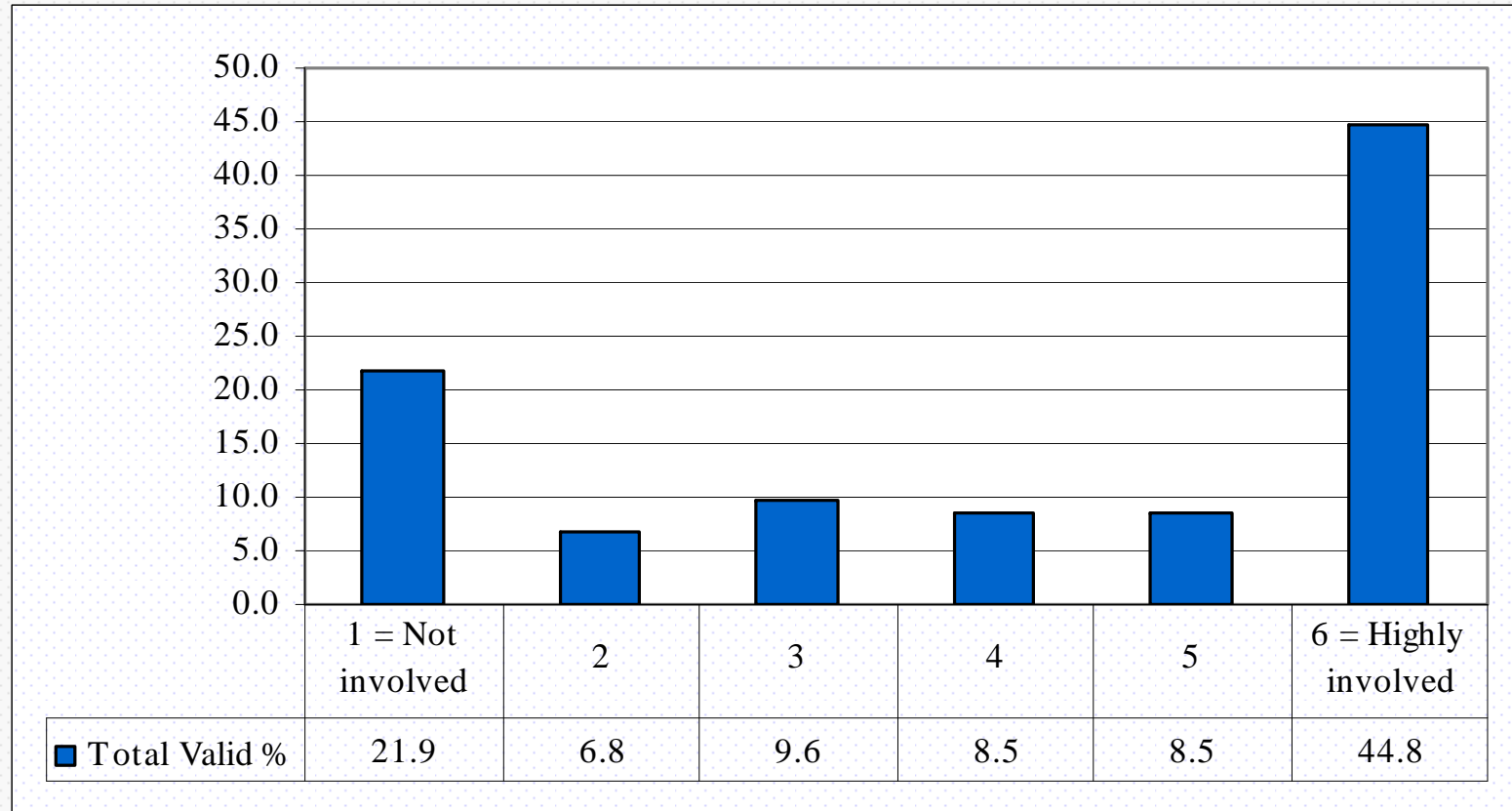During student's high school years, how involved was he/she in *athletic teams (varsity, junior varsity, club sport, etc.)?*

	1 = Not involved	2	3	4	5	6 = Highly involved
■ Total Valid %	21.9	6.8	9.6	8.5	8.5	44.8

During student's high school years, how involved was he/she in *student government?*
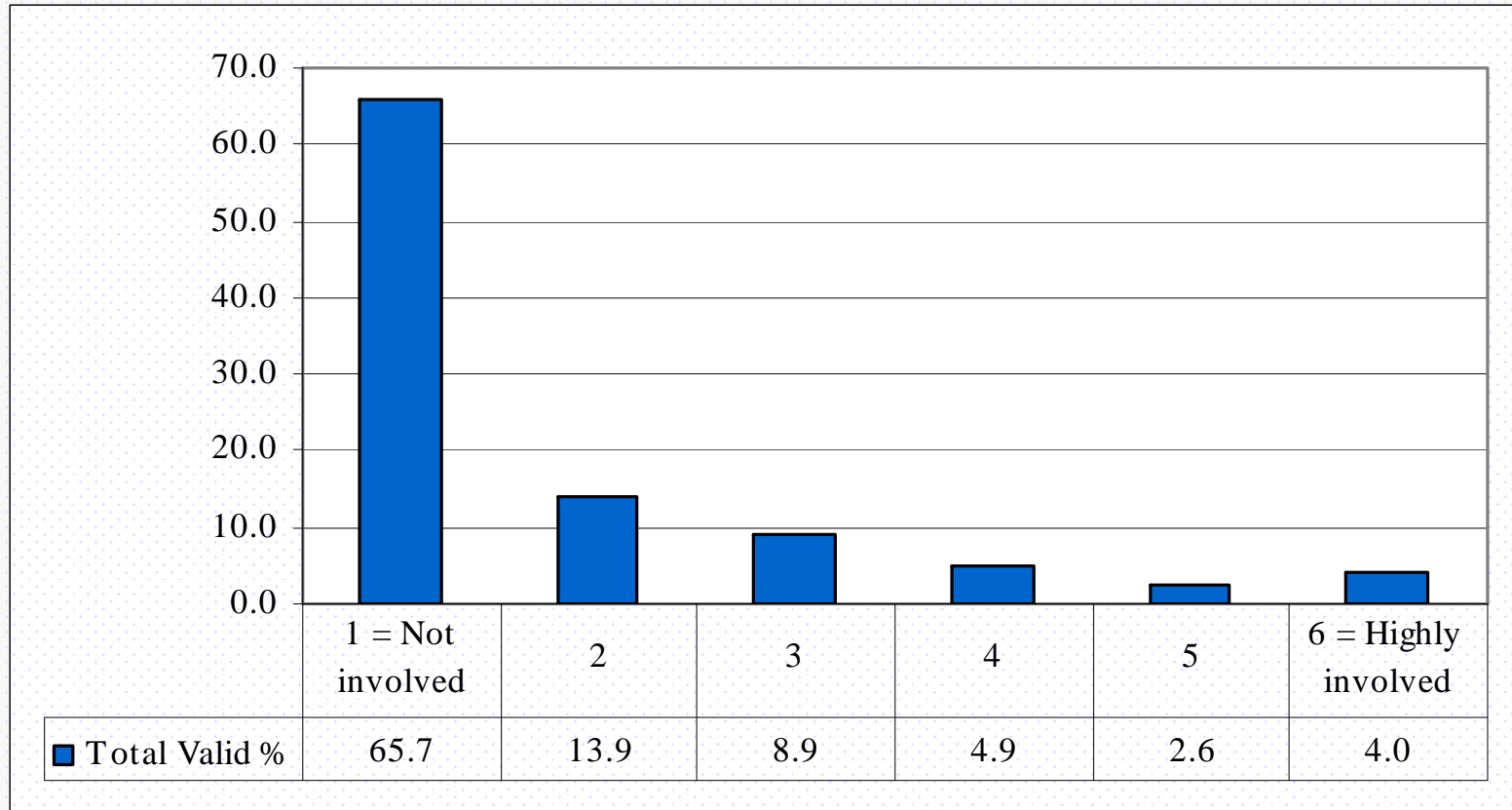
	1 = Not involved	2	3	4	5	6 = Highly involved
■ Total Valid %	65.7	13.9	8.9	4.9	2.6	4.0

During student's high school years, how involved was he/she in *publications (student newspaper, yearbook, etc.)?*
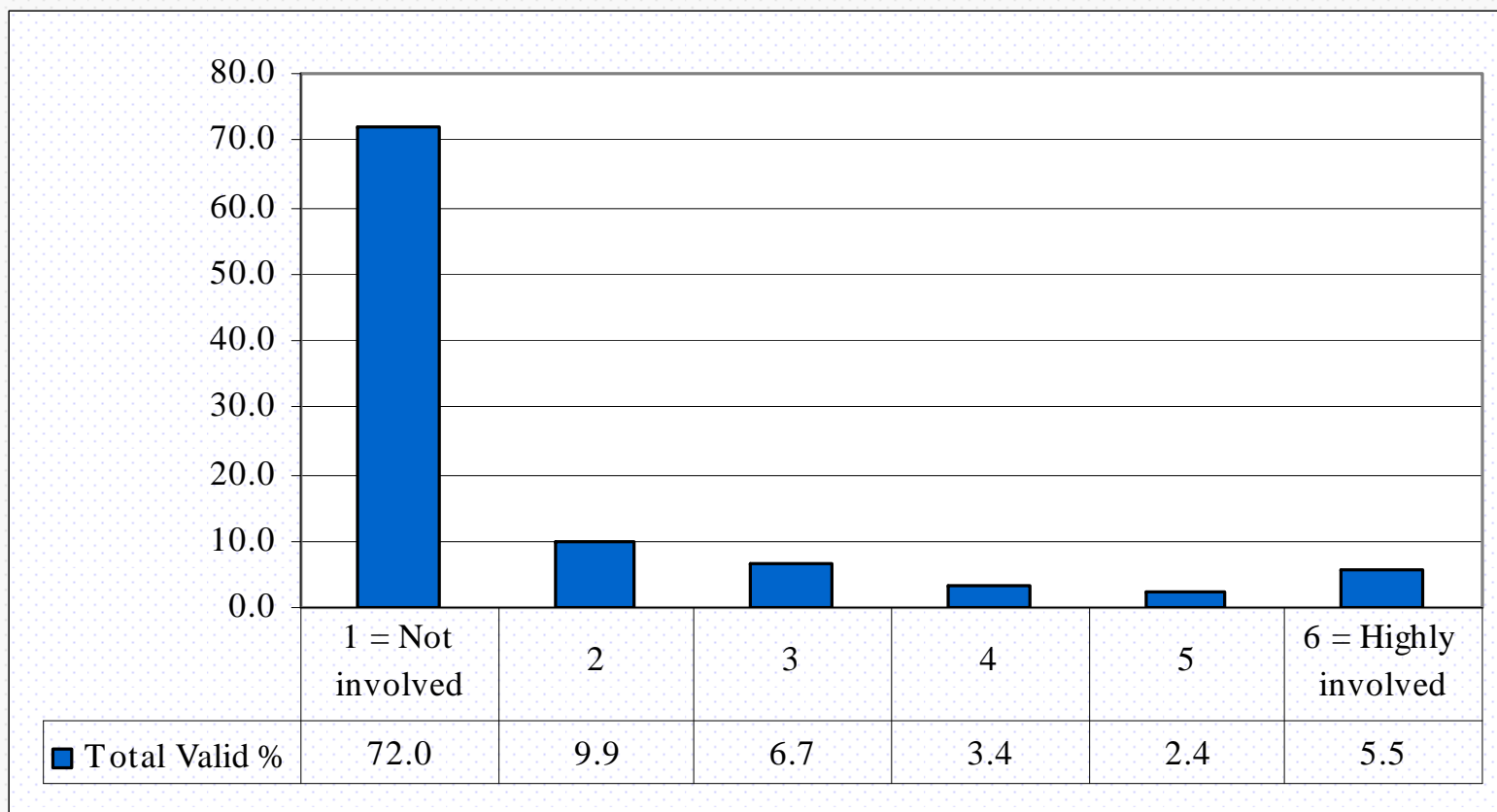
■ Total Valid %	1 = Not involved	2	3	4	5	6 = Highly involved
	72.0	9.9	6.7	3.4	2.4	5.5

During student's high school years, how involved was he/she in *academic honor societies?*
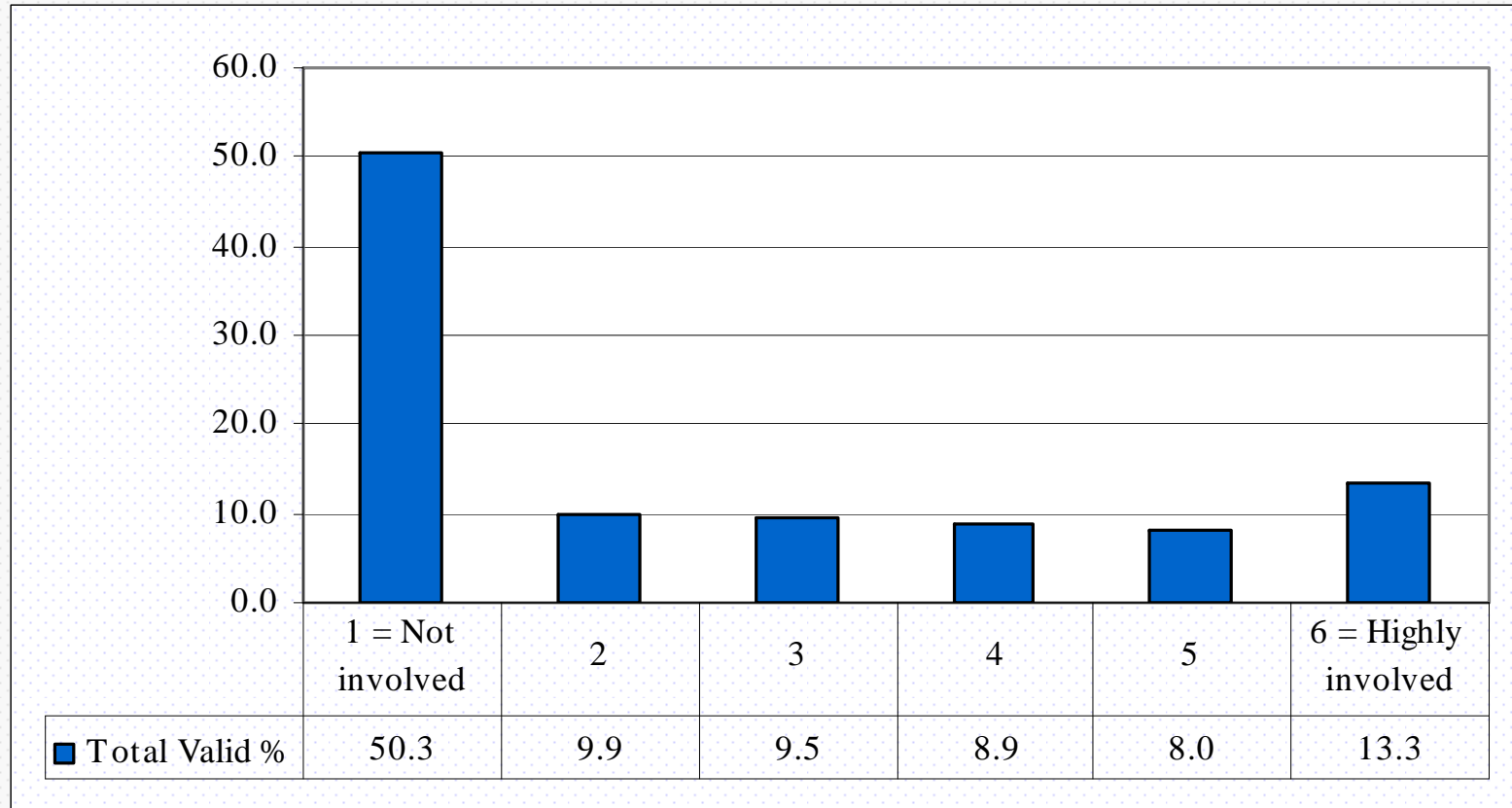
	1 = Not involved	2	3	4	5	6 = Highly involved
■ Total Valid %	50.3	9.9	9.5	8.9	8.0	13.3

During student's high school years, how involved was he/she in *academic clubs (debate, mathematics, science, etc.)*
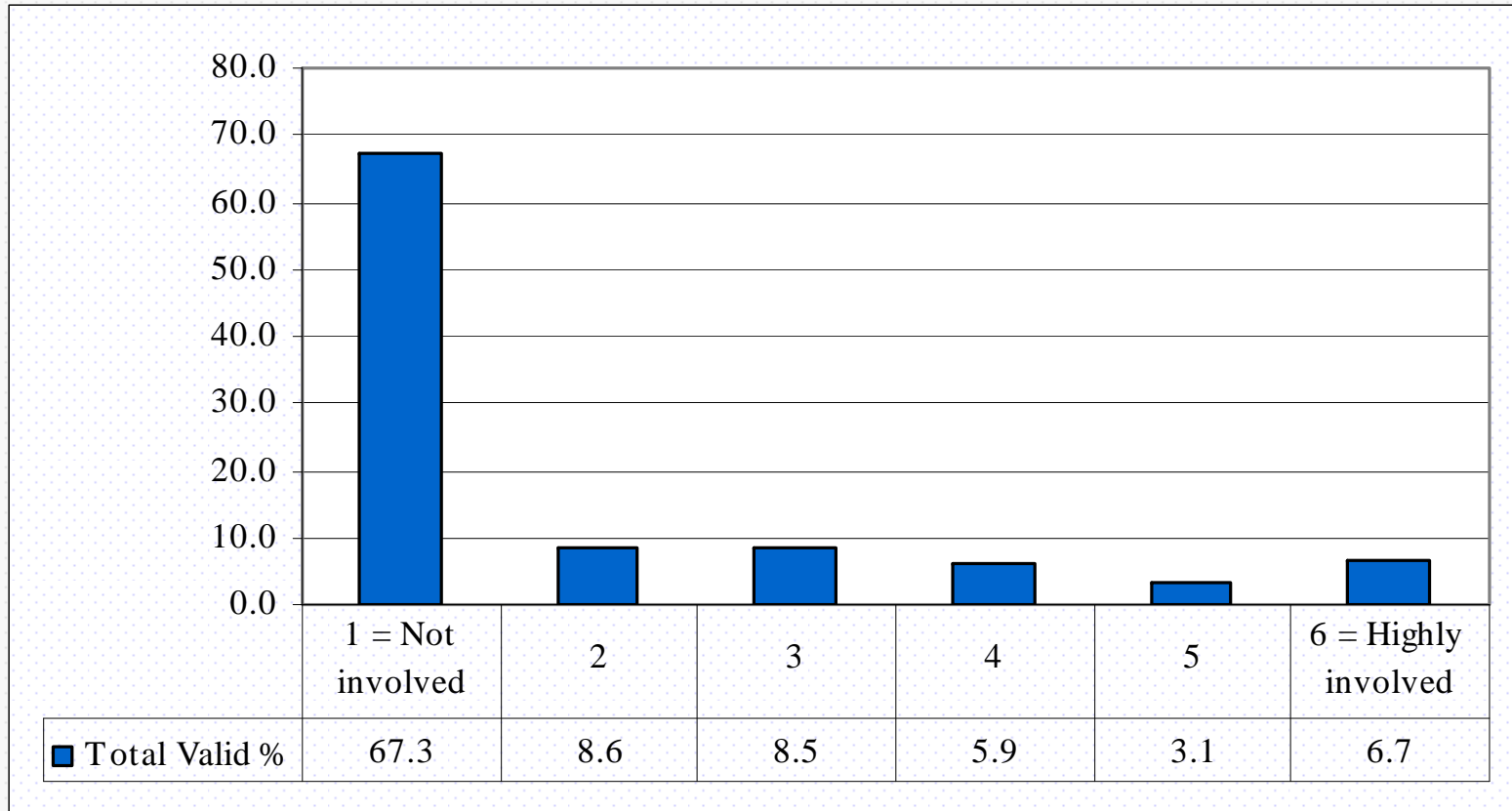
	1 = Not involved	2	3	4	5	6 = Highly involved
Total Valid %	67.3	8.6	8.5	5.9	3.1	6.7

During student's high school years, how involved was he/she in
vocational clubs (business, health, technology, etc.)?
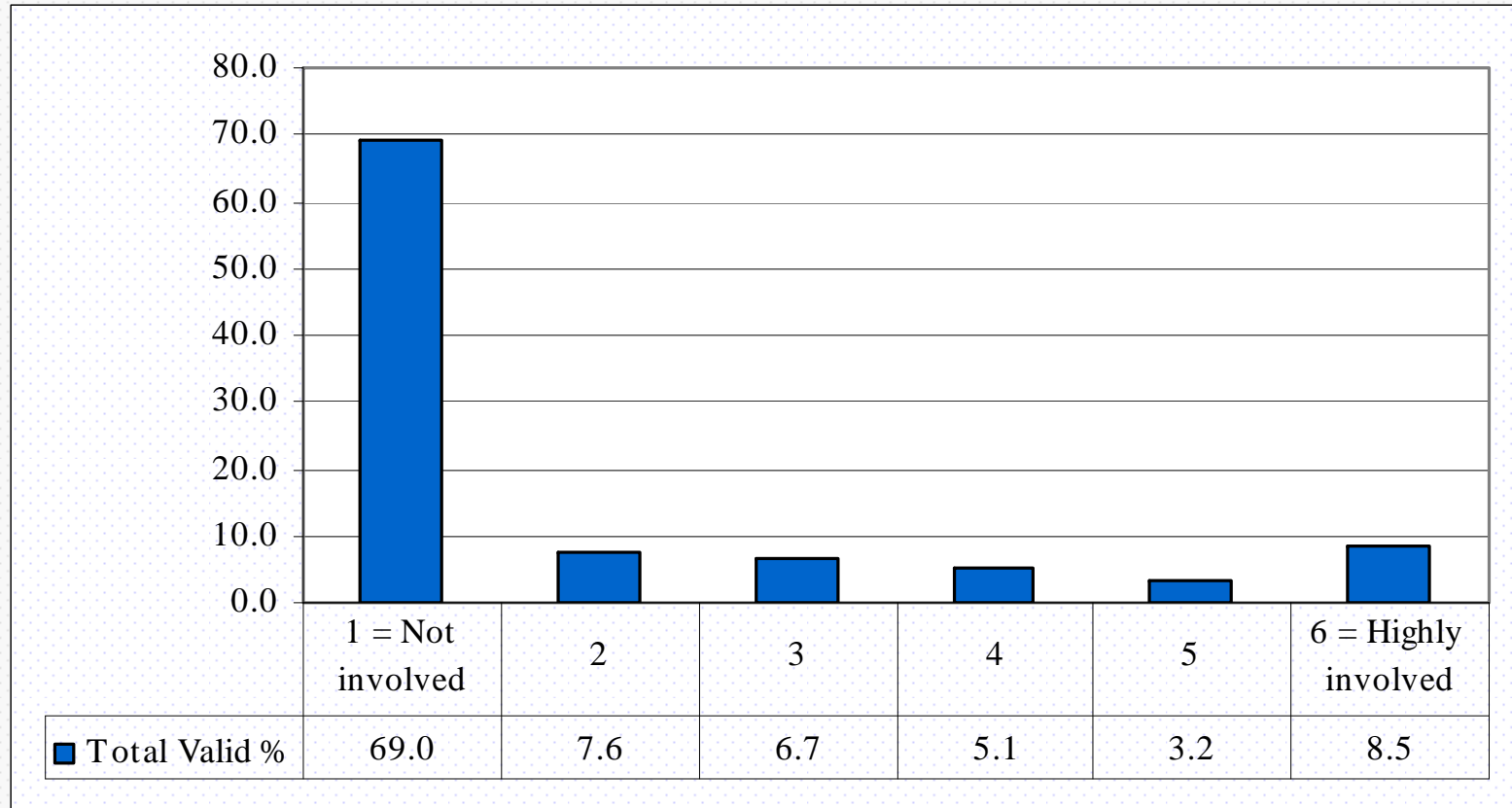
Total Valid %	1 = Not involved	2	3	4	5	6 = Highly involved
	69.0	7.6	6.7	5.1	3.2	8.5

During student's high school years, how involved was he/she in *religious youth groups?*

	1 = Not involved	2	3	4	5	6 = Highly involved
■ Total Valid %	54.4	8.5	11.7	8.1	5.0	12.3
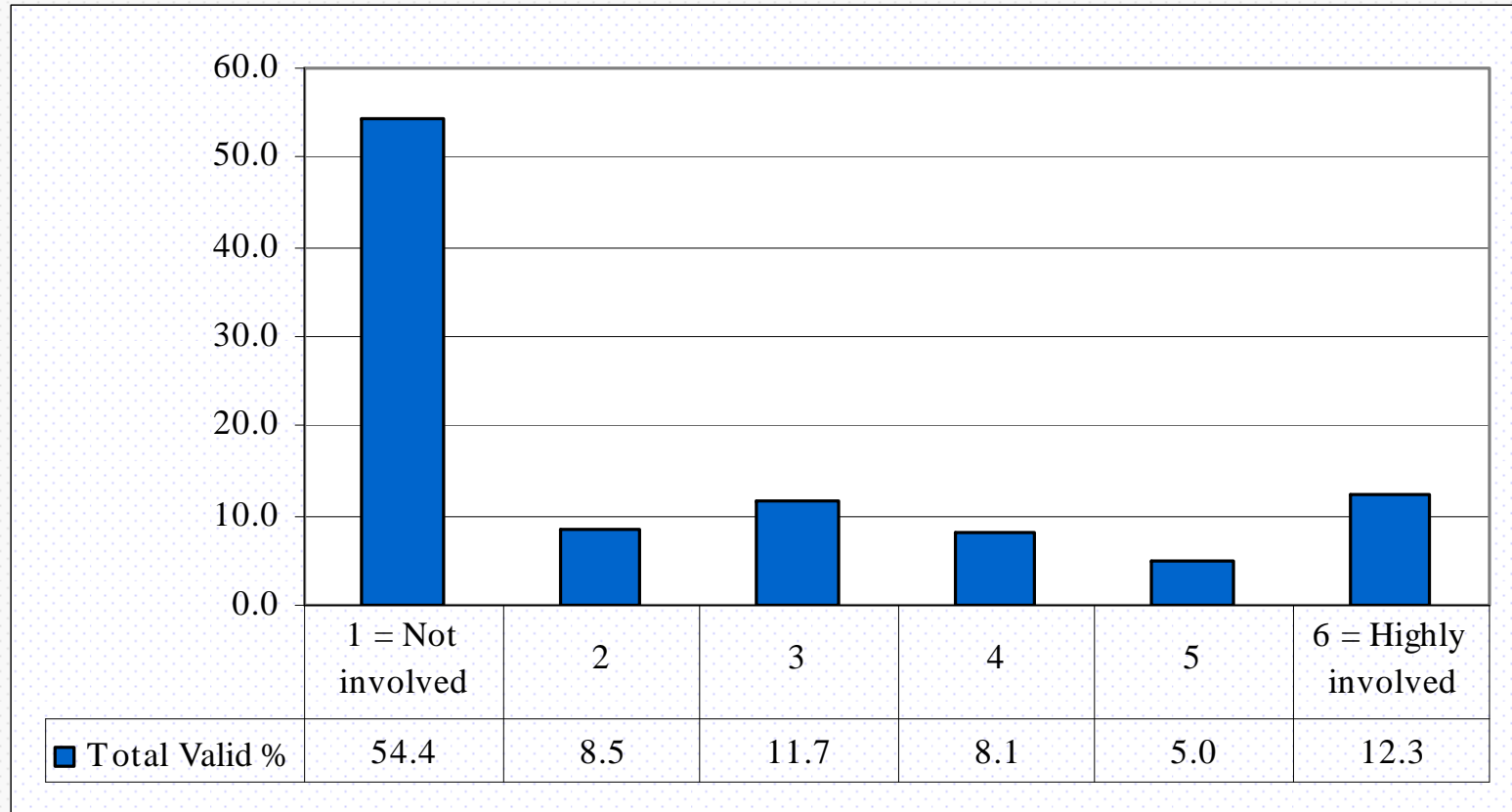
Overall, how academically challenging did student perceive his/her high school to be?
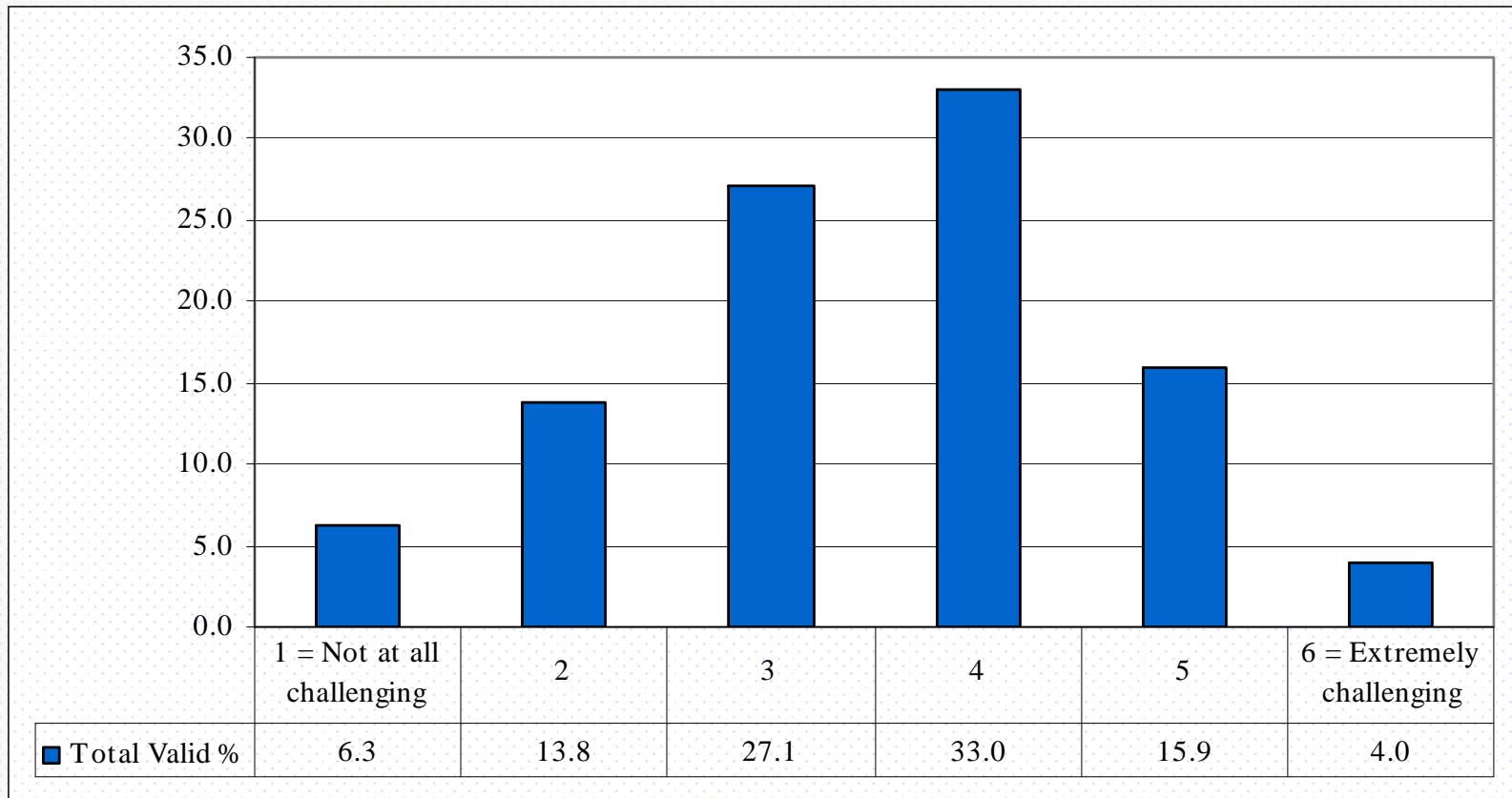
	1 = Not at all challenging	2	3	4	5	6 = Extremely challenging
■ Total Valid %	6.3	13.8	27.1	33.0	15.9	4.0

Expected Academic Engagement

During the coming school year, about how many hours does the student think he/she will spend in a typical week *preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?*

	0 hours	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	26-30 hours	> 30 hours
Total Valid %	0.1	5.8	20.0	28.1	24.0	13.8	5.6	2.6

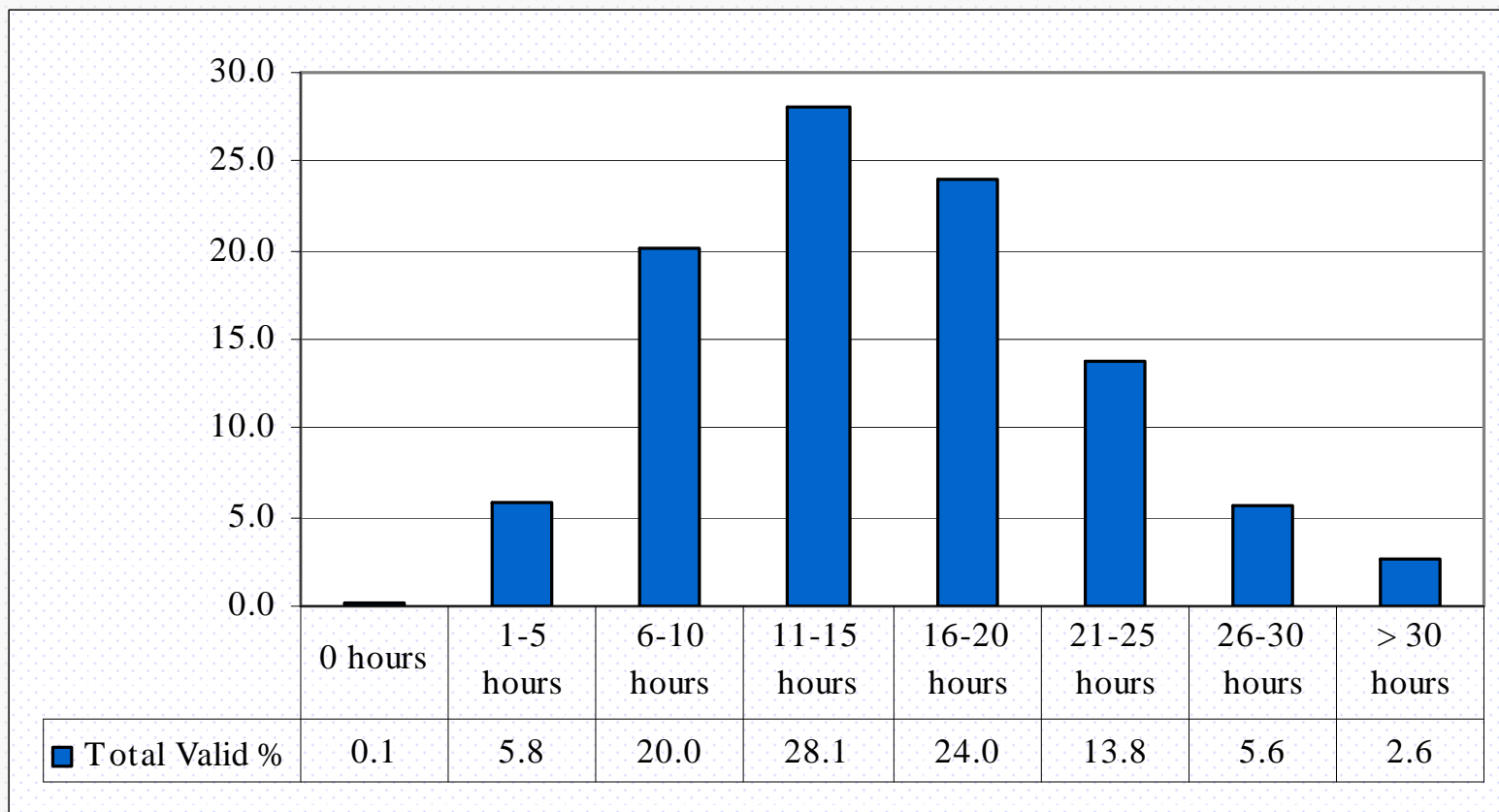## Beginning College Survey of Student Engagement

During the coming school year, about how many hours does the student think he/she will spend in a typical week *working for pay on- or off-campus?*

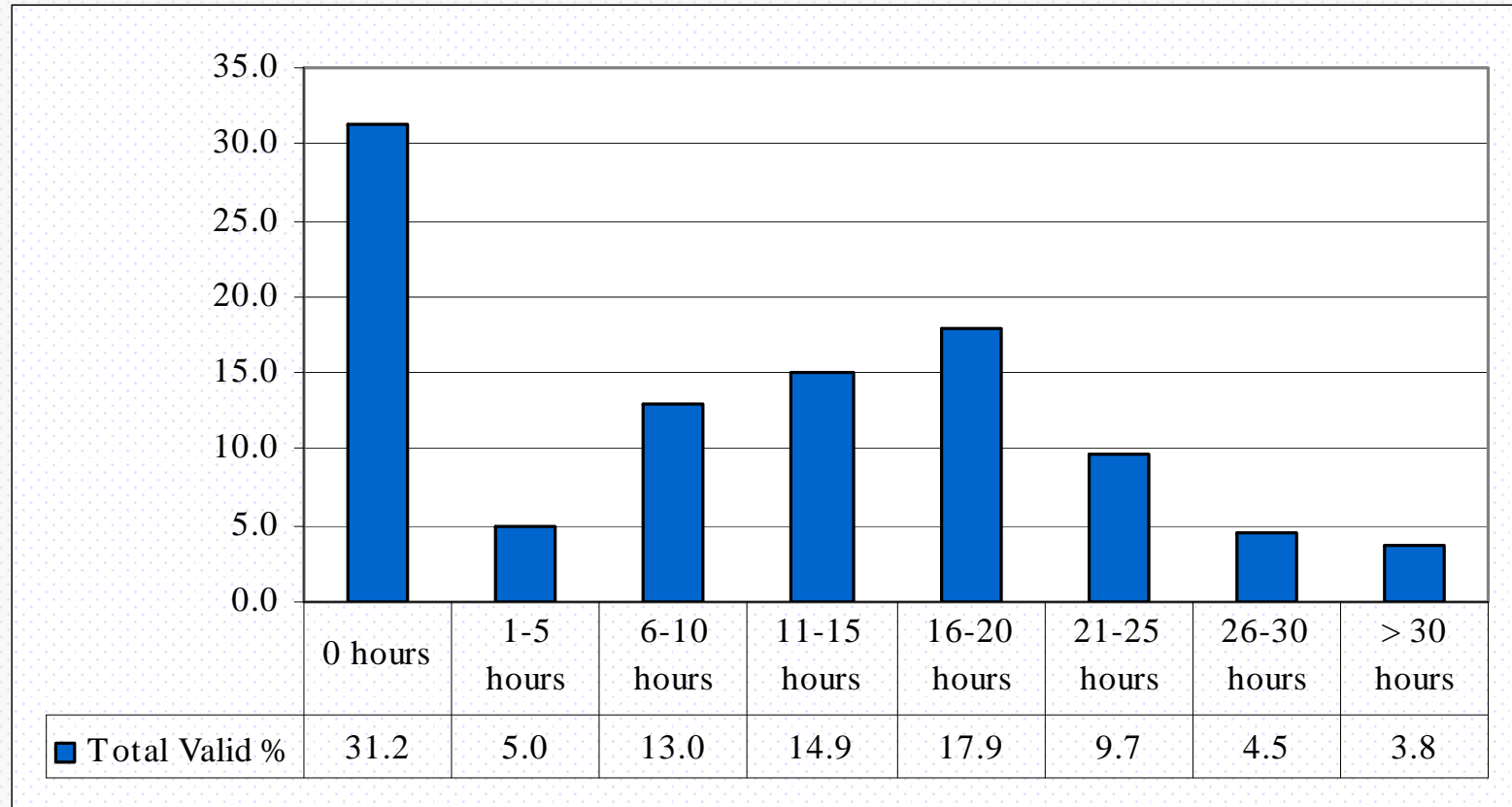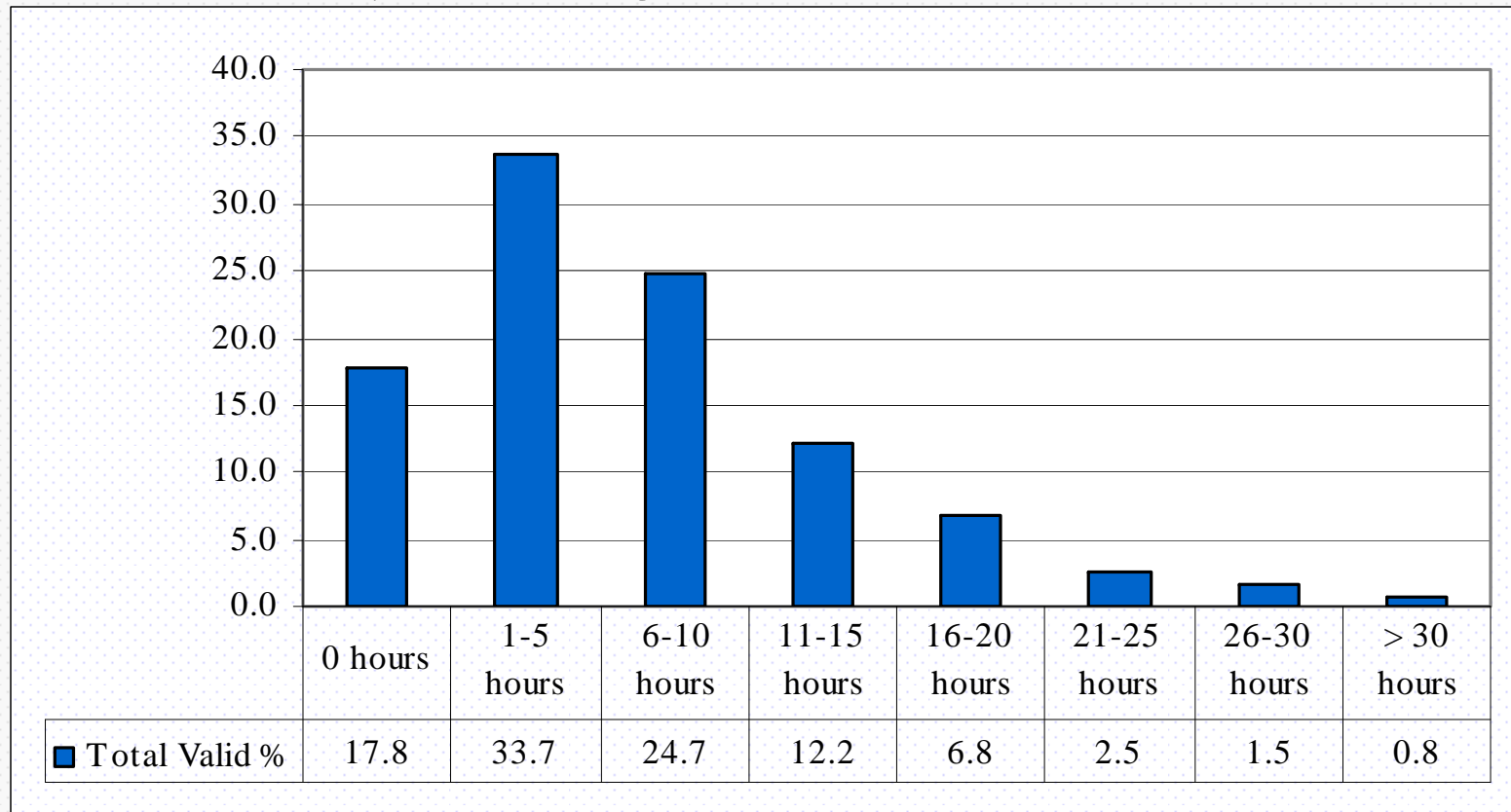|	0 hours	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	26-30 hours	> 30 hours
Total Valid %	31.2	5.0	13.0	14.9	17.9	9.7	4.5	3.8

During the coming school year, about how many hours does the student think he/she will spend in a typical week *participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)?*

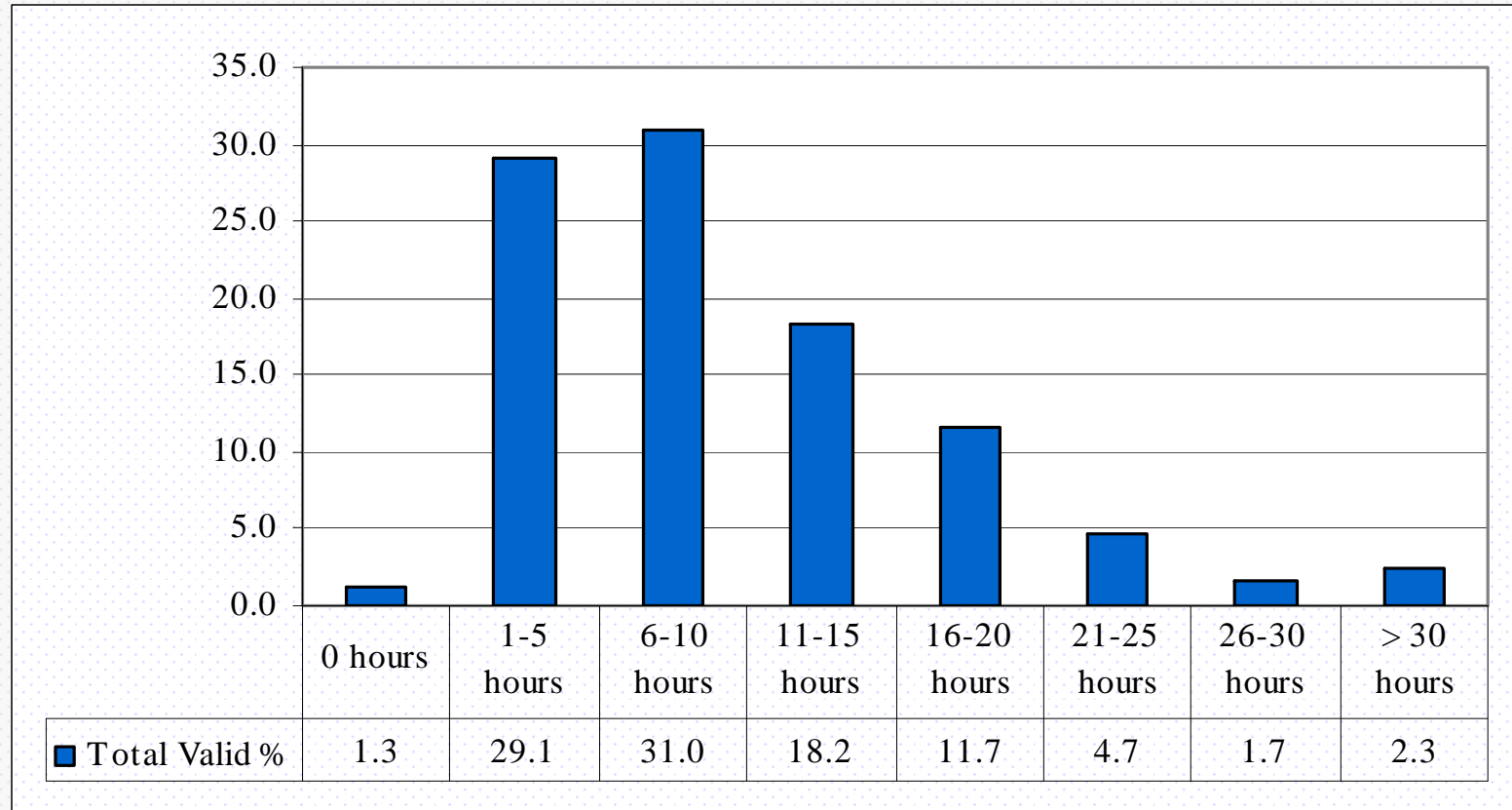|	0 hours	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	26-30 hours	> 30 hours
■ Total Valid %	17.8	33.7	24.7	12.2	6.8	2.5	1.5	0.8

During the coming school year, about how many hours does the student think he/she will spend in a typical week *relaxing or socializing (watching TV, partying, etc.)?*

	0 hours	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	26-30 hours	> 30 hours
Total Valid %	1.3	29.1	31.0	18.2	11.7	4.7	1.7	2.3

During the coming school year, about how often does the student expect to *ask questions in class or contribute to class discussions?*
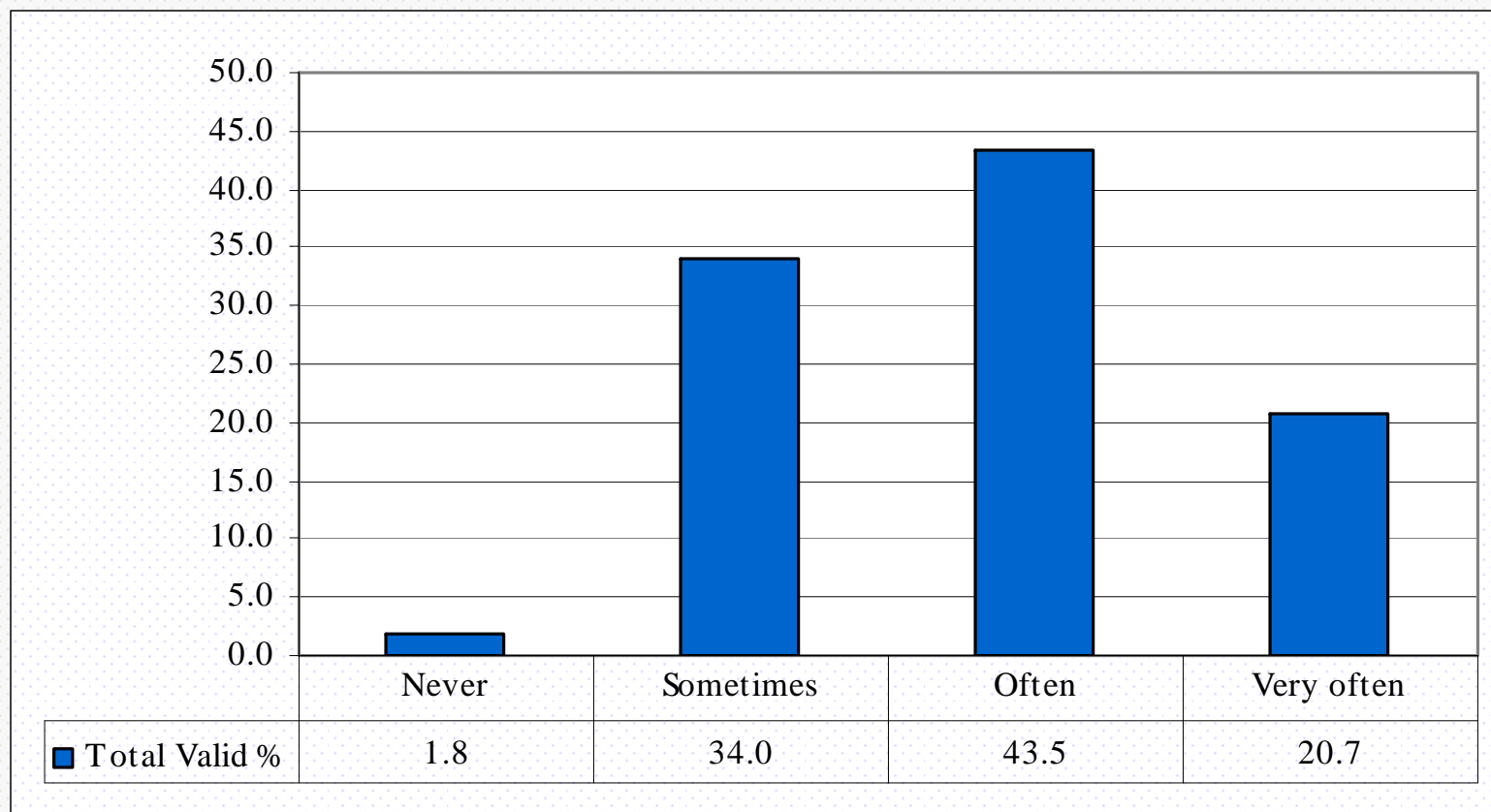
	Never	Sometimes	Often	Very often
■ Total Valid %	1.8	34.0	43.5	20.7

During the coming school year, about how often does the student expect to *make a class presentation?*
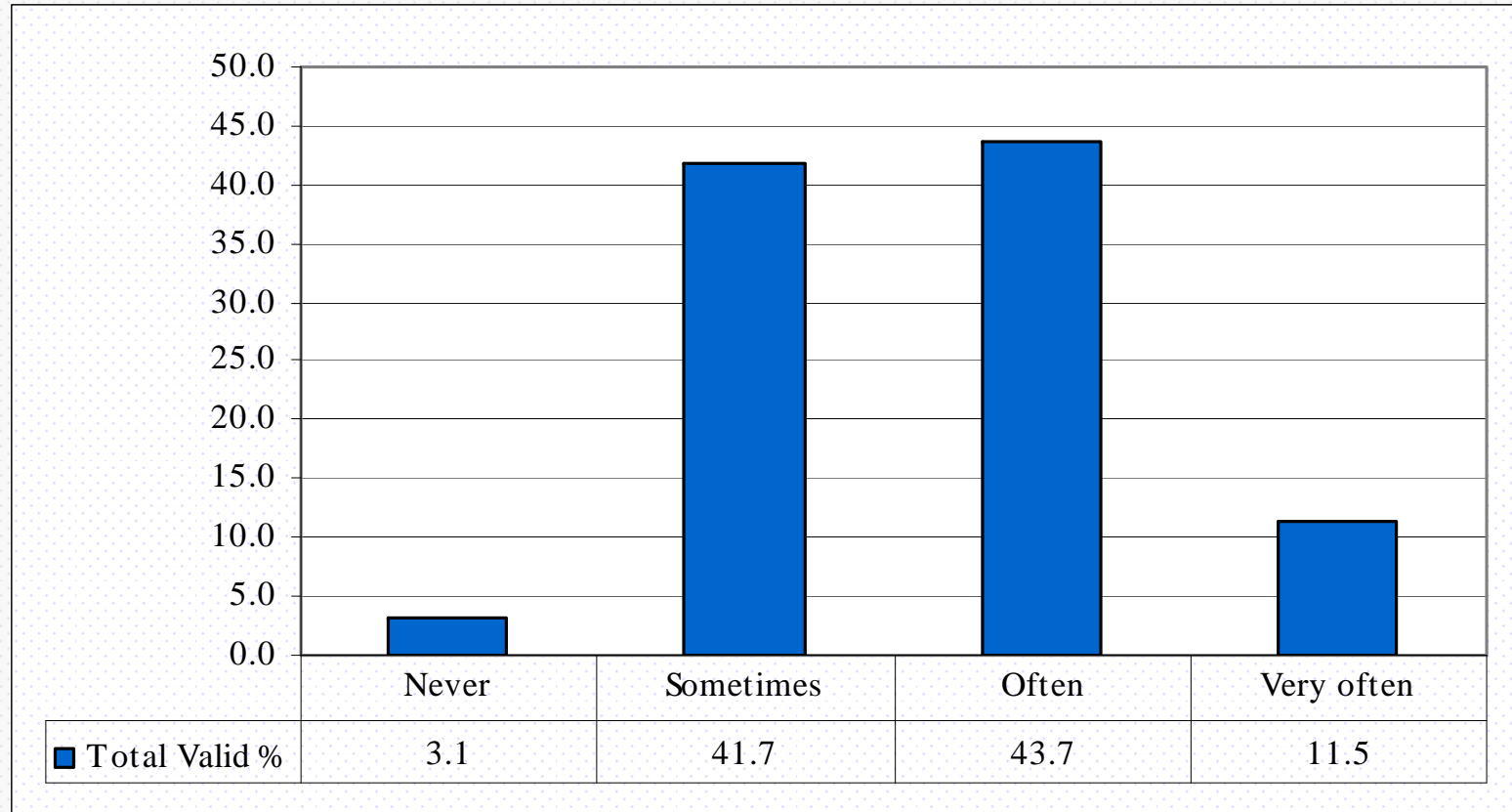
	Never	Sometimes	Often	Very often
■ Total Valid %	3.1	41.7	43.7	11.5

Beginning College Survey of Student Engagement

During the coming school year, about how often does the student expect to *work on a paper or project that requires integrating ideas or information from various sources?*

	Never	Sometimes	Often	Very often
■ Total Valid %	0.4	10.5	46.7	42.4
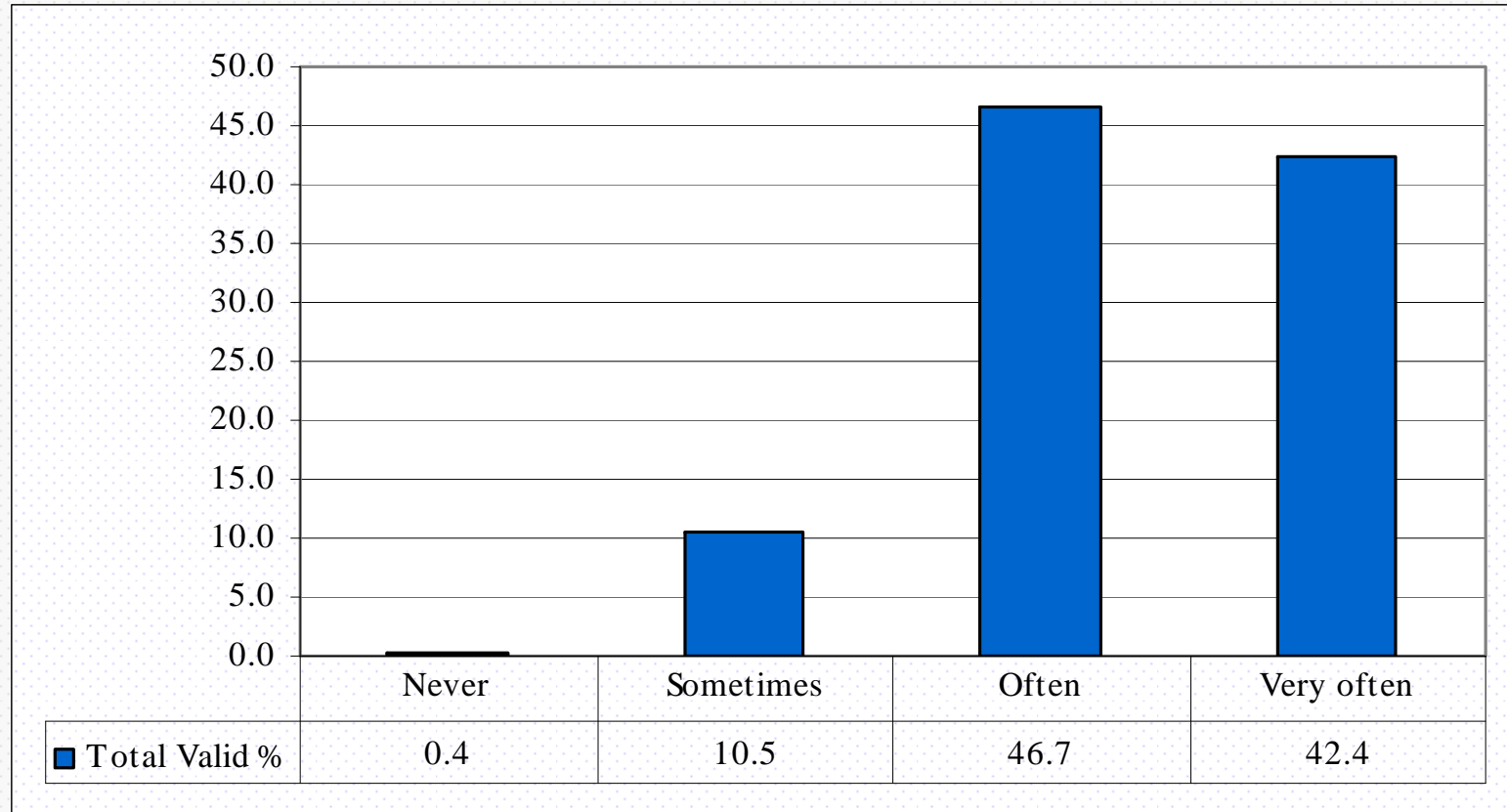
Beginning College Survey of Student Engagement

During the coming school year, about how often does the student expect to *work with other students on projects during class?*
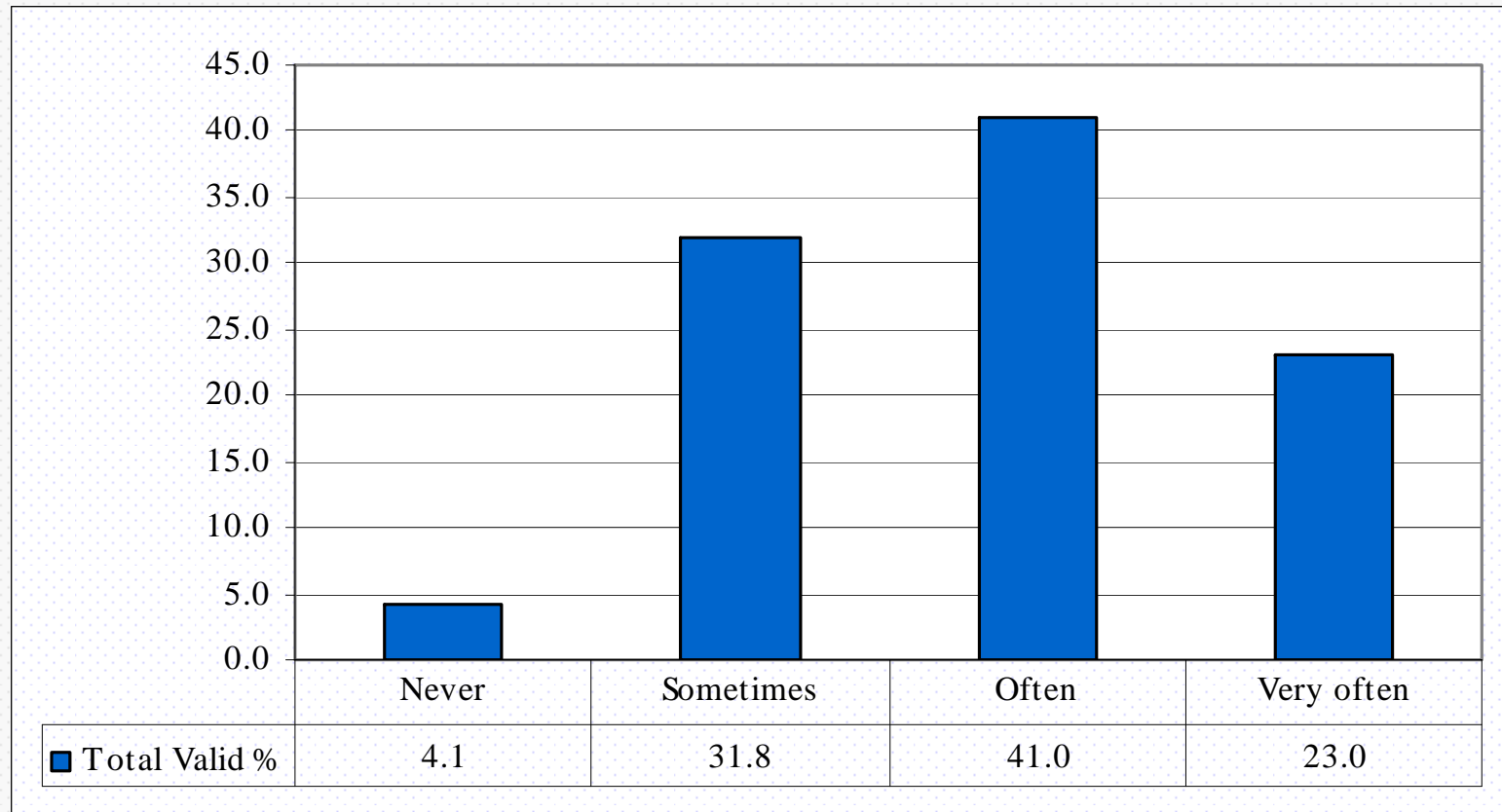
	Never	Sometimes	Often	Very often
■ Total Valid %	4.1	31.8	41.0	23.0

Beginning College Survey of Student Engagement

During the coming school year, about how often does the student expect to *work with classmates outside of class to prepare class assignments?*
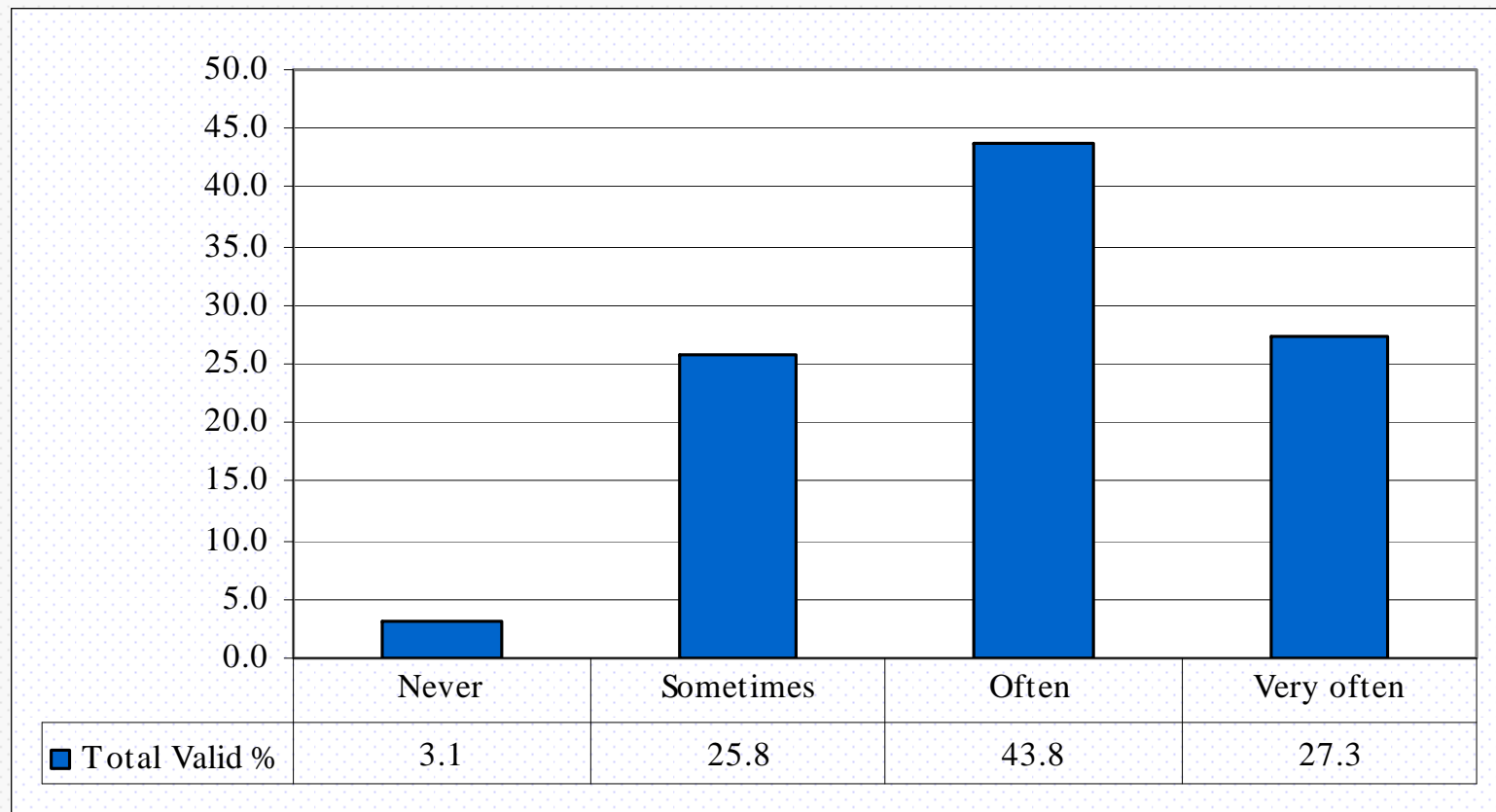
Total Valid %	Never	Sometimes	Often	Very often
	3.1	25.8	43.8	27.3

During the coming school year, about how often does the student expect to *put together ideas or concepts from different courses when completing assignments or during class discussions?*

Total Valid %	Never	Sometimes	Often	Very often
	1.1	22.2	48.0	28.7
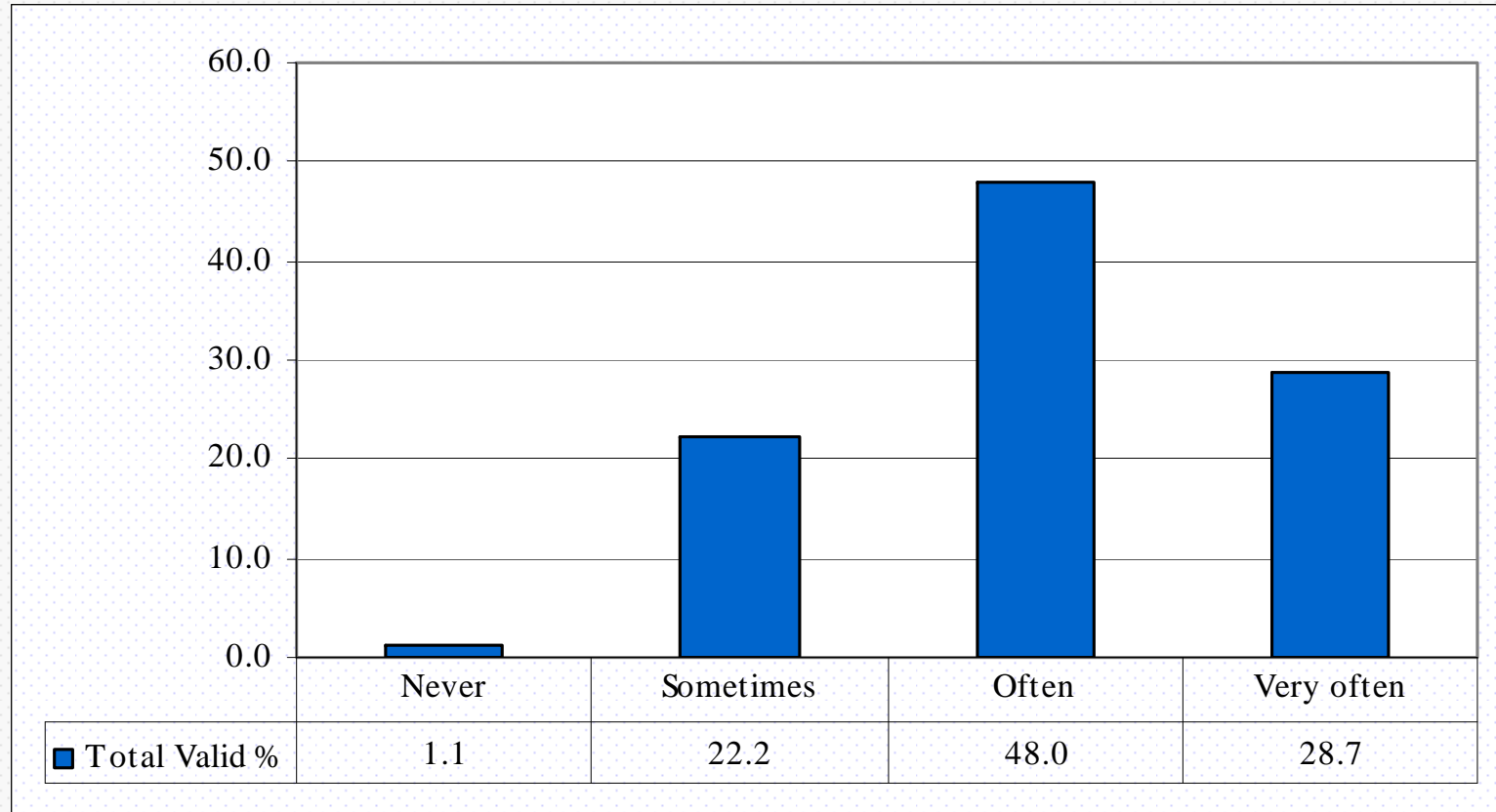
During the coming school year, about how often does the student expect to *discuss grades or assignments with an instructor?*
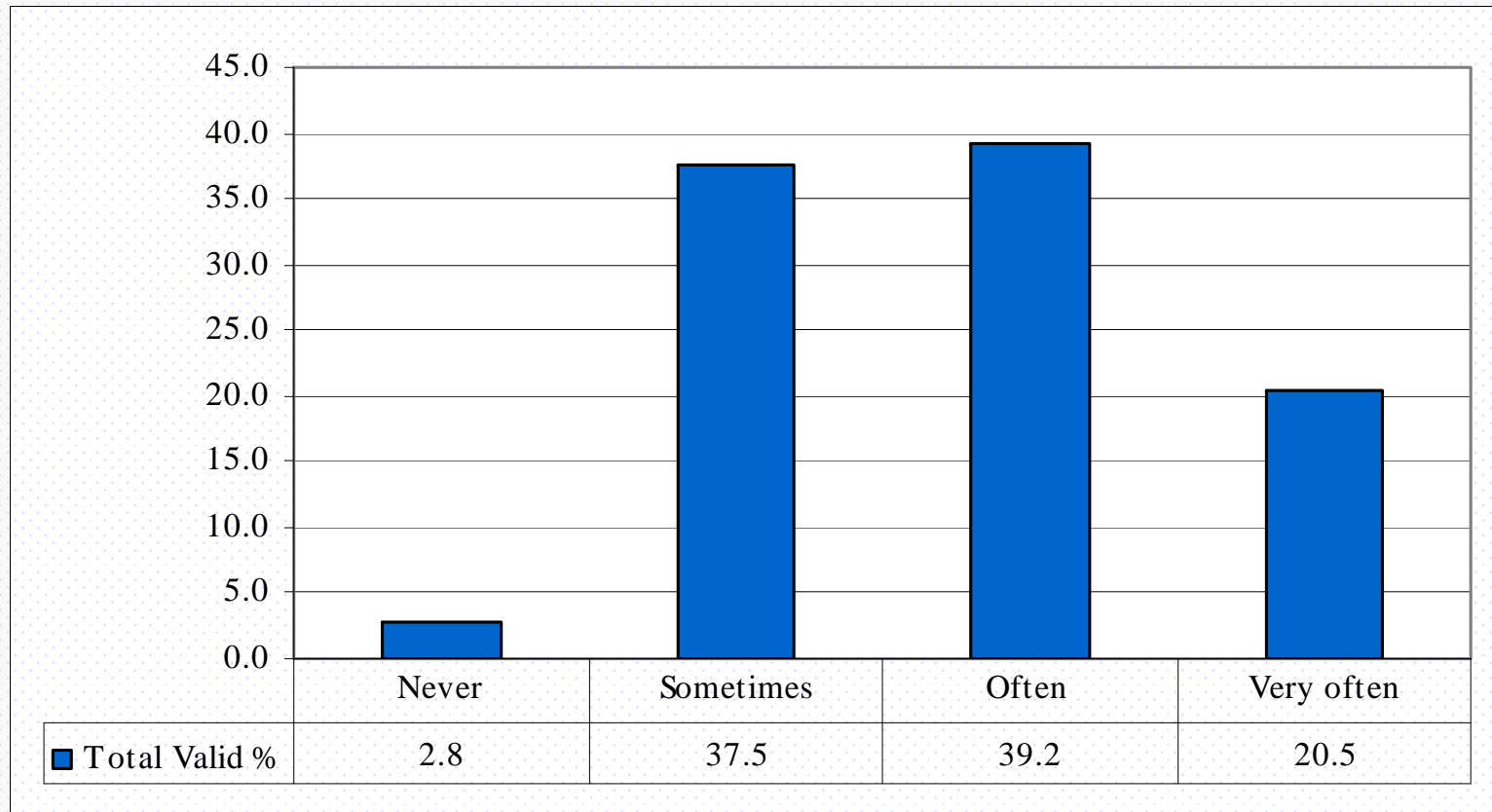
	Never	Sometimes	Often	Very often
■ Total Valid %	2.8	37.5	39.2	20.5

Beginning College Survey of Student Engagement

During the coming school year, about how often does the student expect to *discuss ideas from readings or classes with faculty members outside of class?*
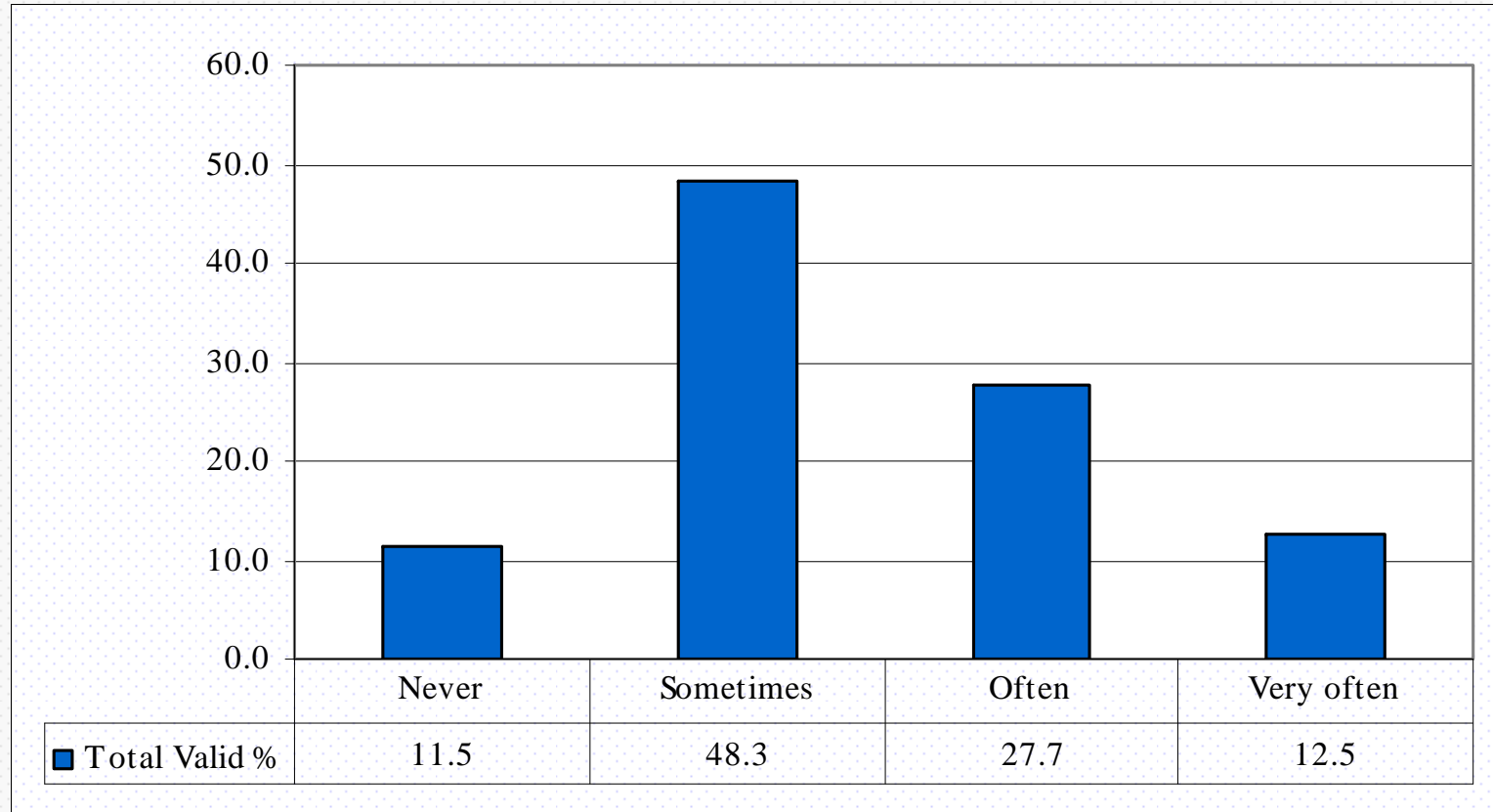
Total Valid %	Never	Sometimes	Often	Very often
	11.5	48.3	27.7	12.5

Beginning College Survey of Student Engagement

During the coming school year, about how often does the student expect to *work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)?*

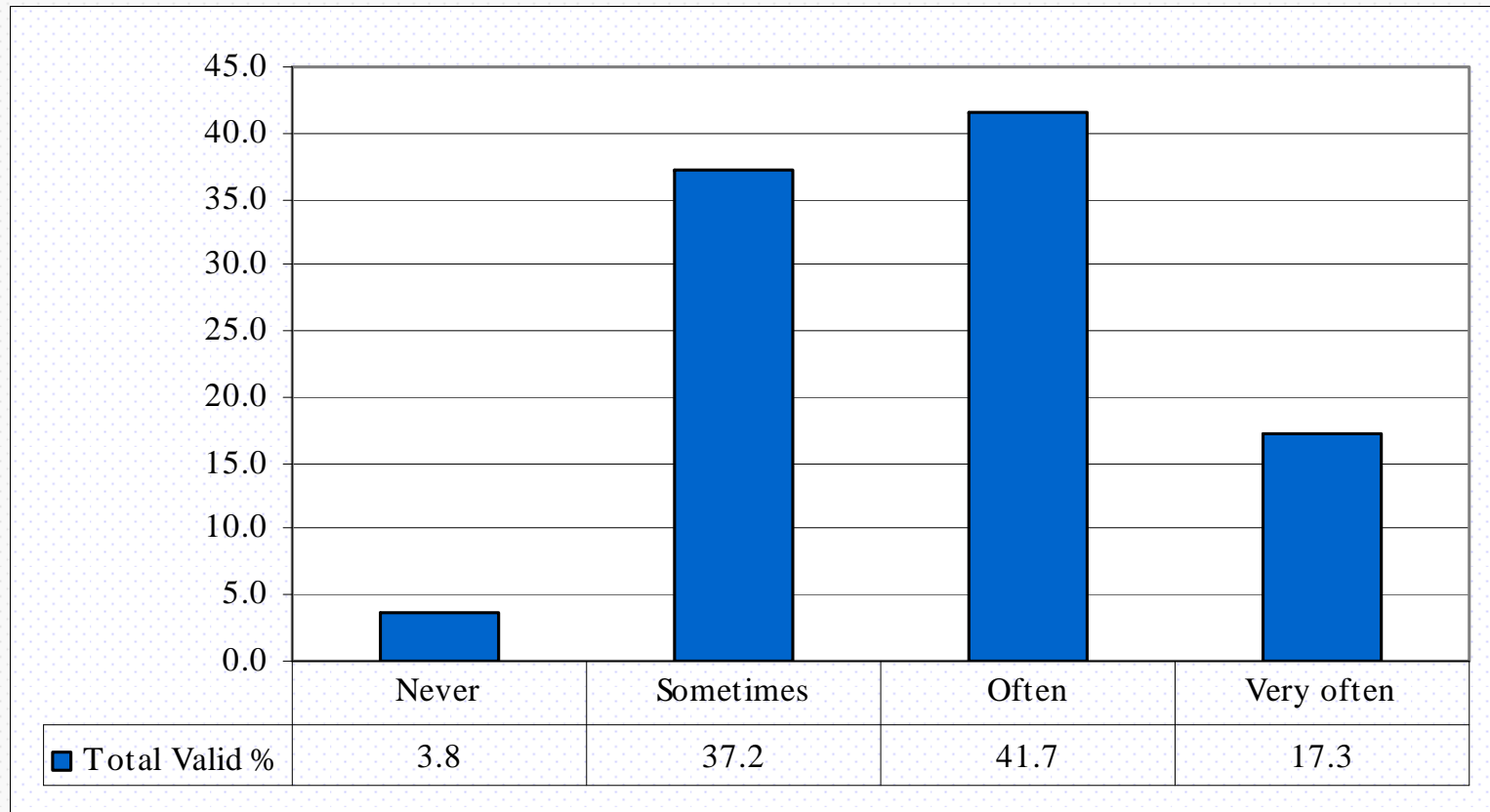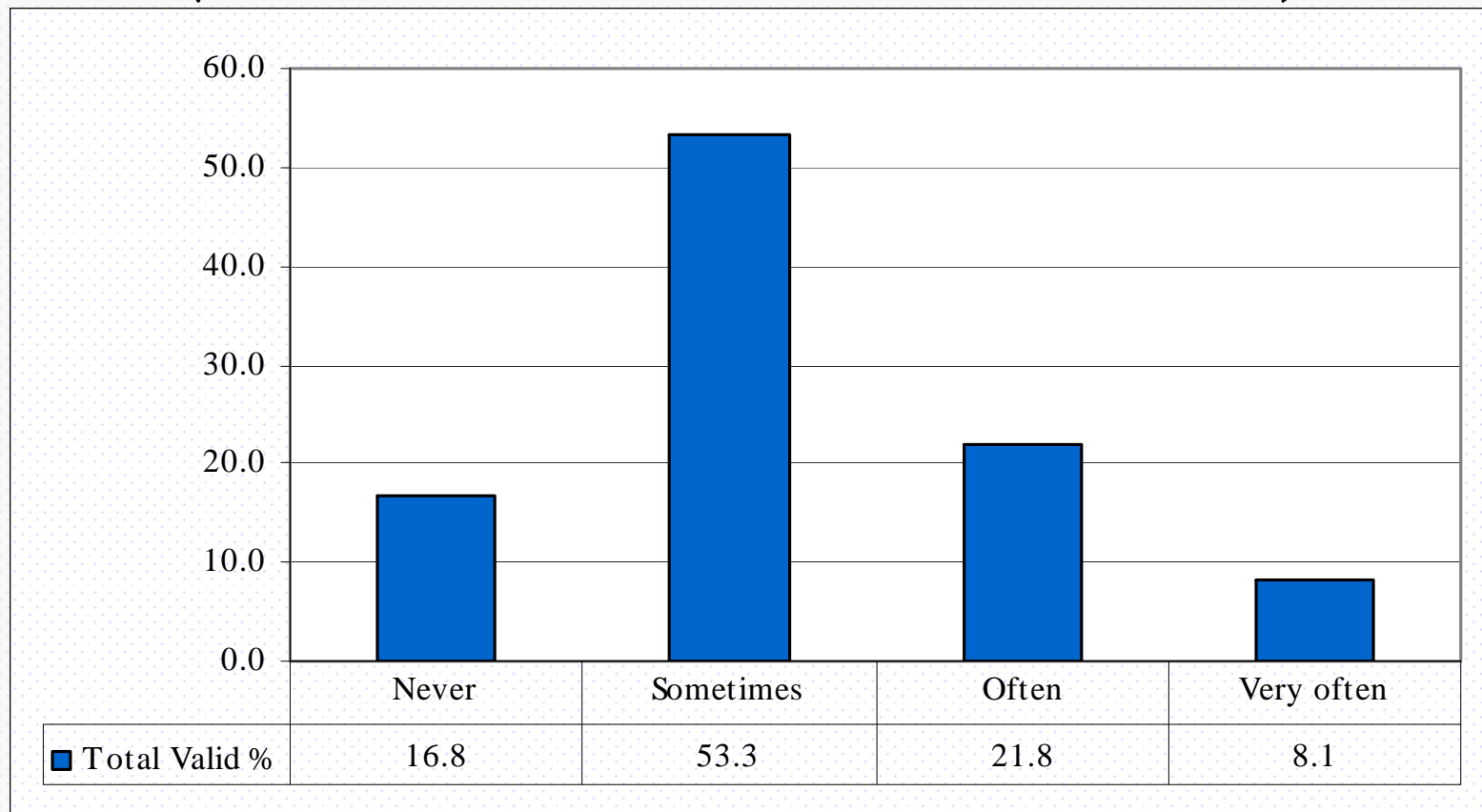|	Never	Sometimes	Often	Very often
■ Total Valid %	16.8	53.3	21.8	8.1

During the coming school year, about how often does the student expect to *discuss ideas from readings or classes with others outside of class (students, family members, co-workers, etc.)?*

	Never	Sometimes	Often	Very often
■ Total Valid %	3.4	34.7	39.9	21.9
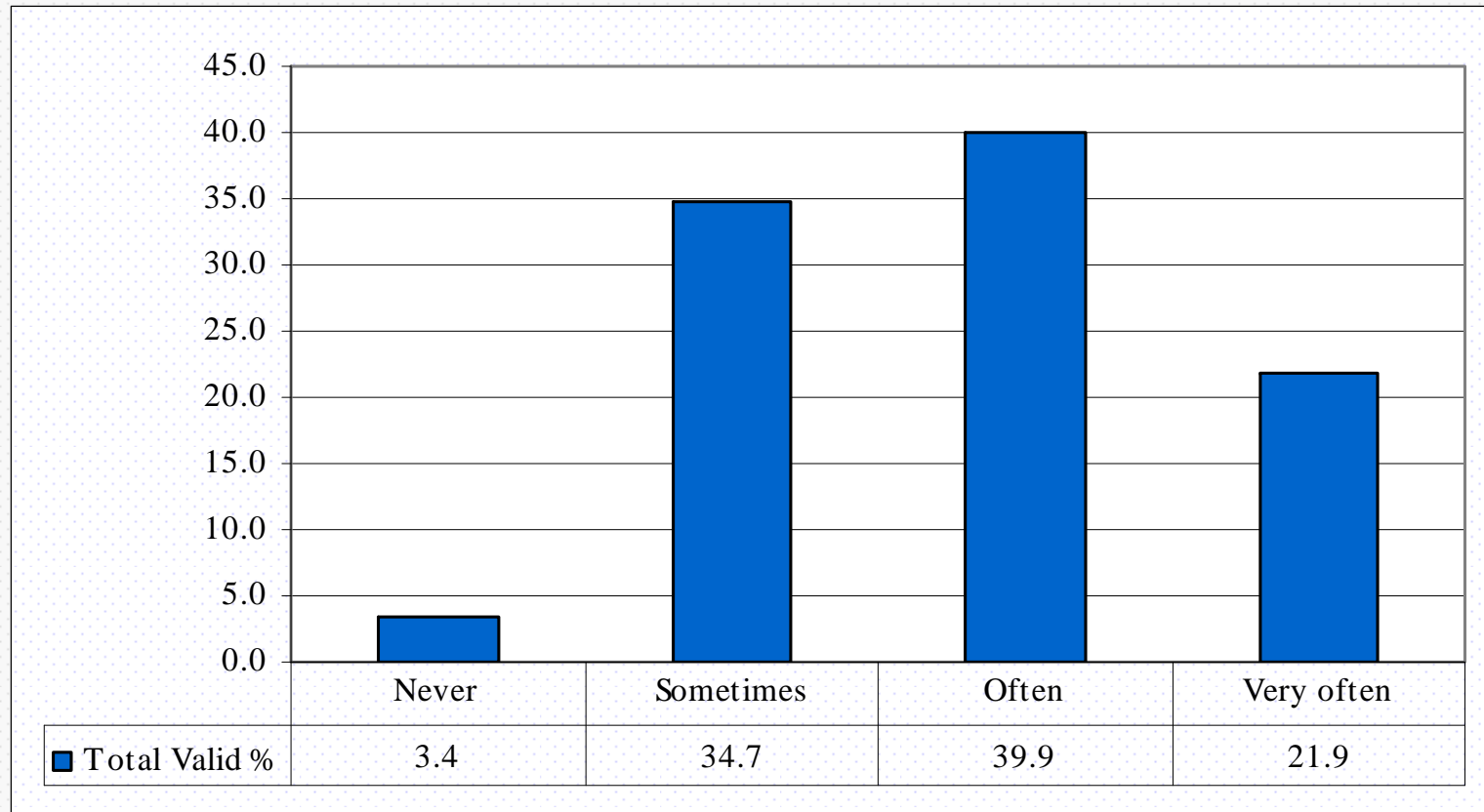
During the coming school year, about how often does the student expect to *have serious conversations with students of a different race or ethnicity than his/her own?*

	Never	Sometimes	Often	Very often
■ Total Valid %	8.1	32.7	33.1	26.1
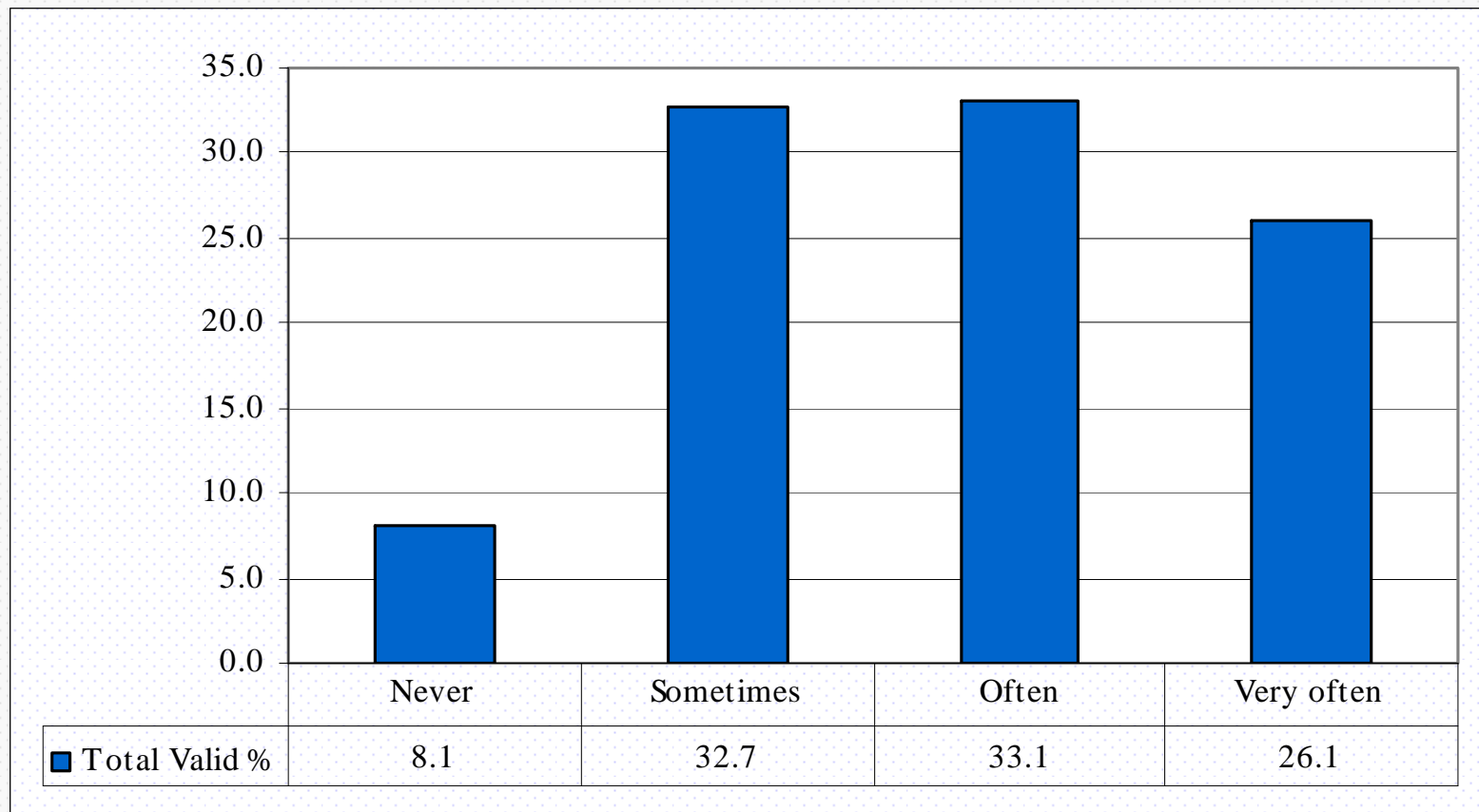
During the coming school year, about how often does the student expect to *try to better understand someone else's views by imagining how an issue looks from his or her perspective?*

	Never	Sometimes	Often	Very often
■ Total Valid %	2.1	24.0	43.8	30.1
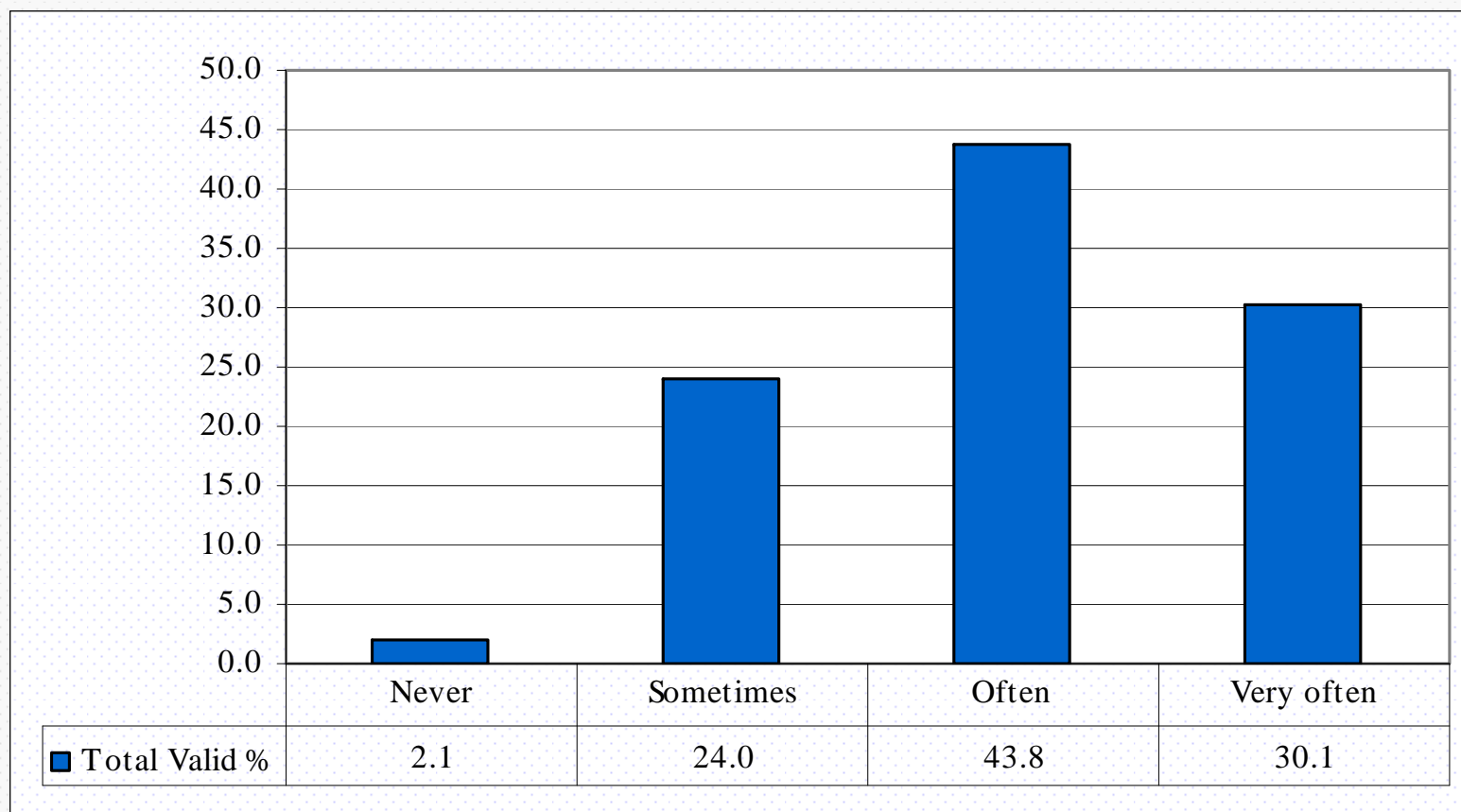
During the coming school year, about how often does the student expect to *learn something that changes the way he/she understands an issue or idea?*

	Never	Sometimes	Often	Very often
■ Total Valid %	1.1	20.7	45.4	32.8
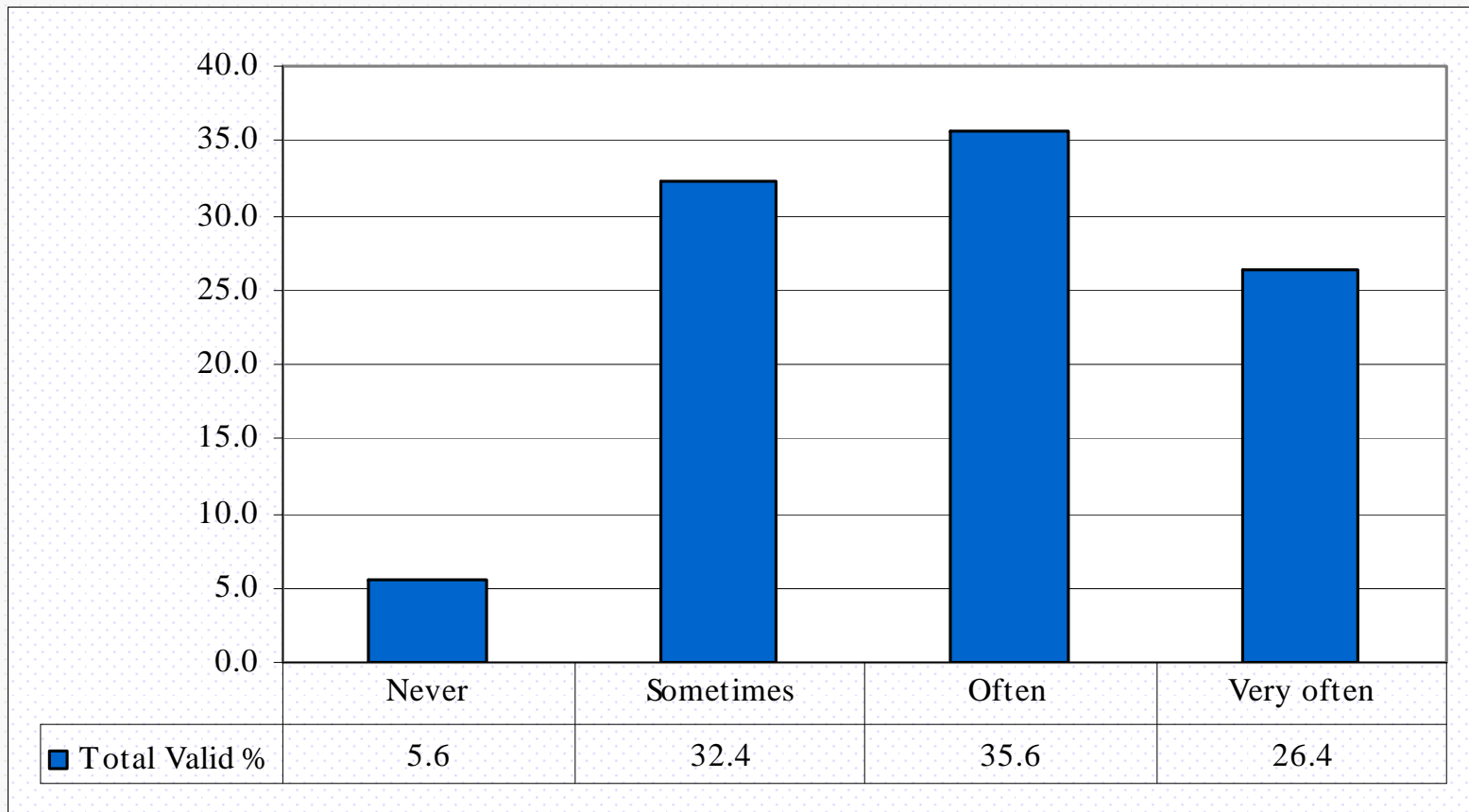
Beginning College Survey of Student Engagement

Number of close friends attending TAMU-CC during the coming year

	None	1	2	3	4 or more
Total Valid %	28.0	17.4	16.0	9.6	29.1
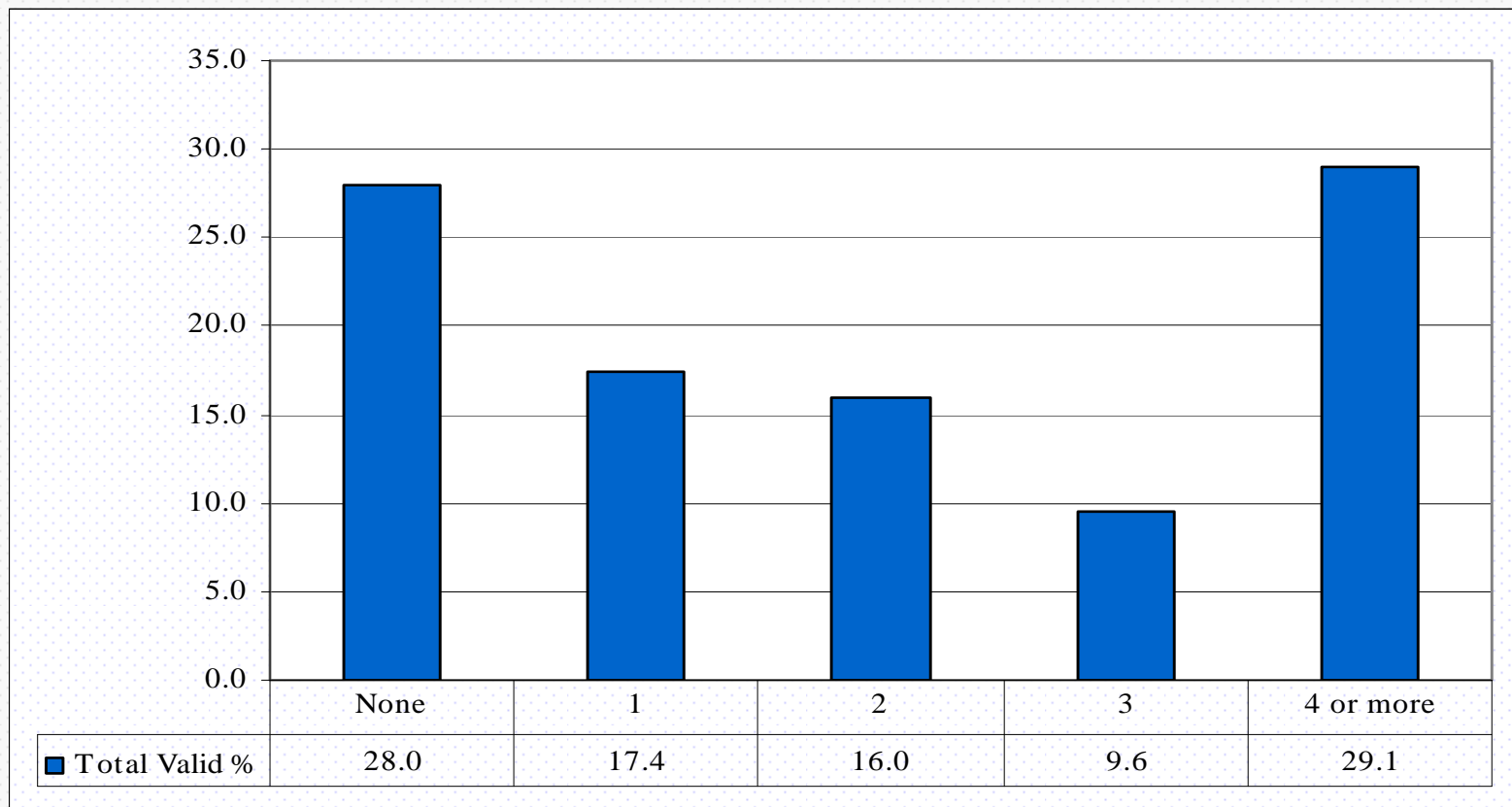
How far TAMU-CC is from student's home?

	20 miles or less	21-50 miles	51-100 miles	101-200 miles	201-400 miles	> 400 miles
■ Total Valid %	27.7	13.2	4.4	22.1	20.4	12.3
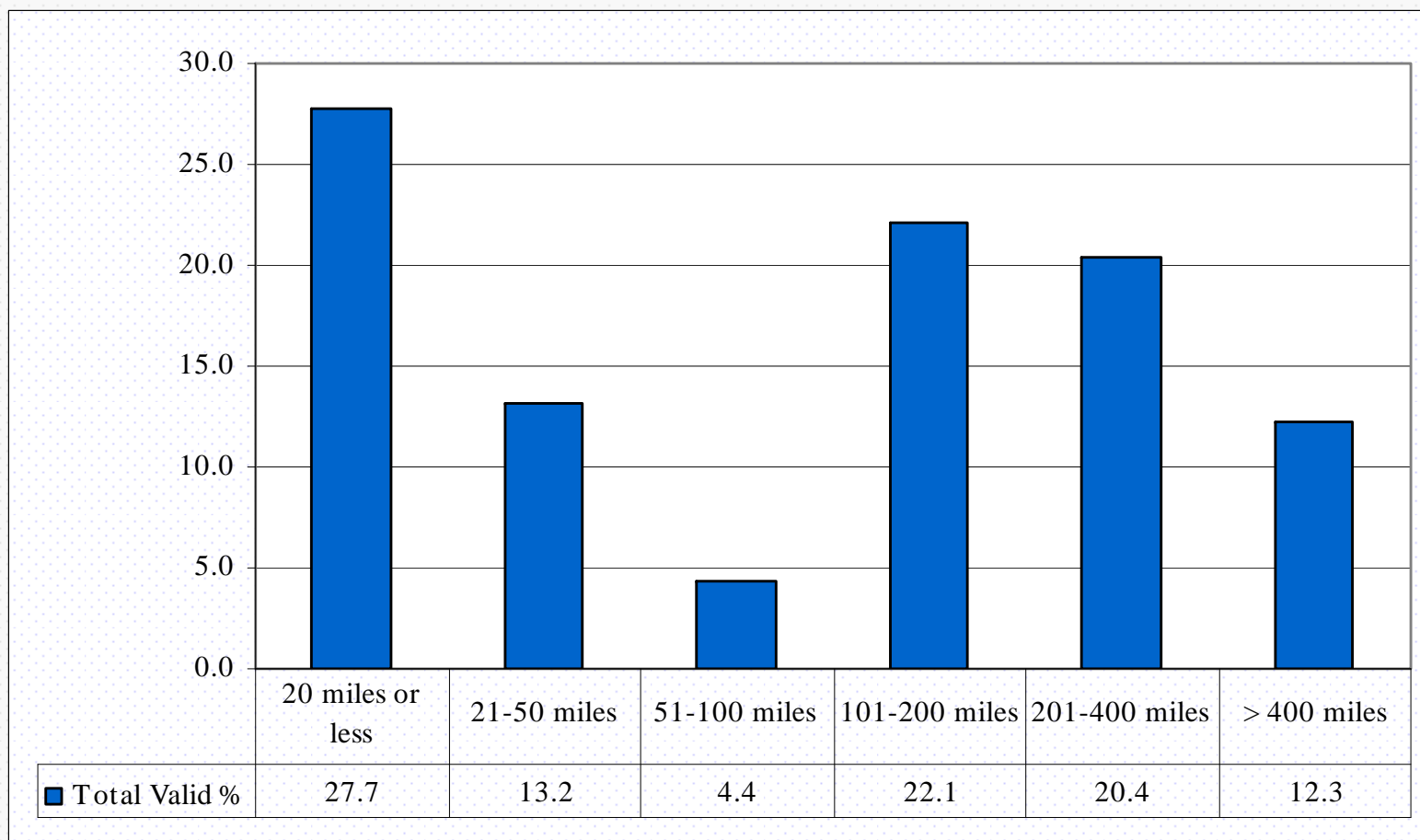
Expected Academic Perseverance

Beginning College Survey of Student Engagement

Does the student intend to graduate from *this college*?
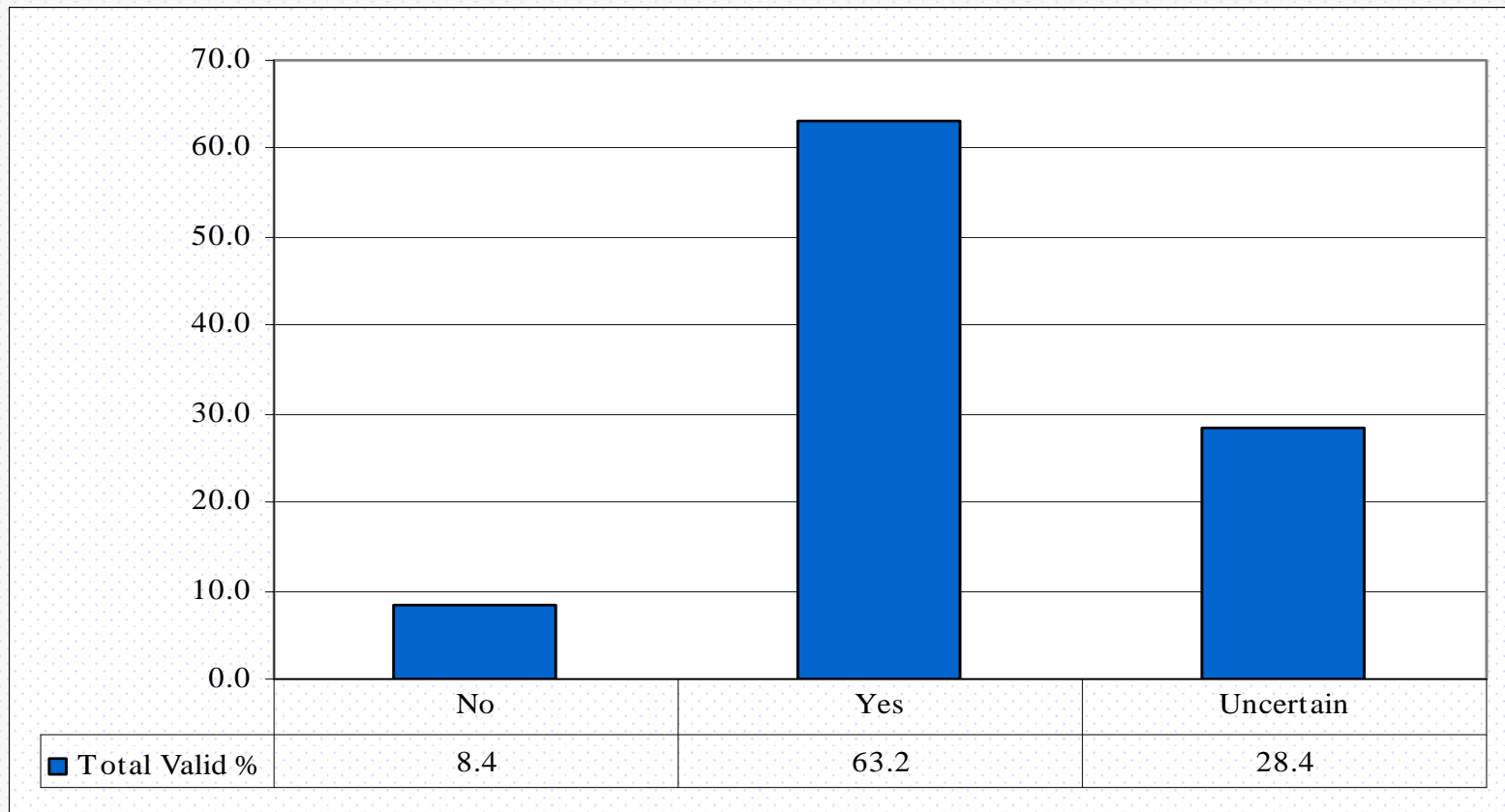
	No	Yes	Uncertain
■ Total Valid %	8.4	63.2	28.4

Beginning College Survey of Student Engagement

During the coming school year, about how certain is the student that he/she will *study when there are other interesting things to do?*
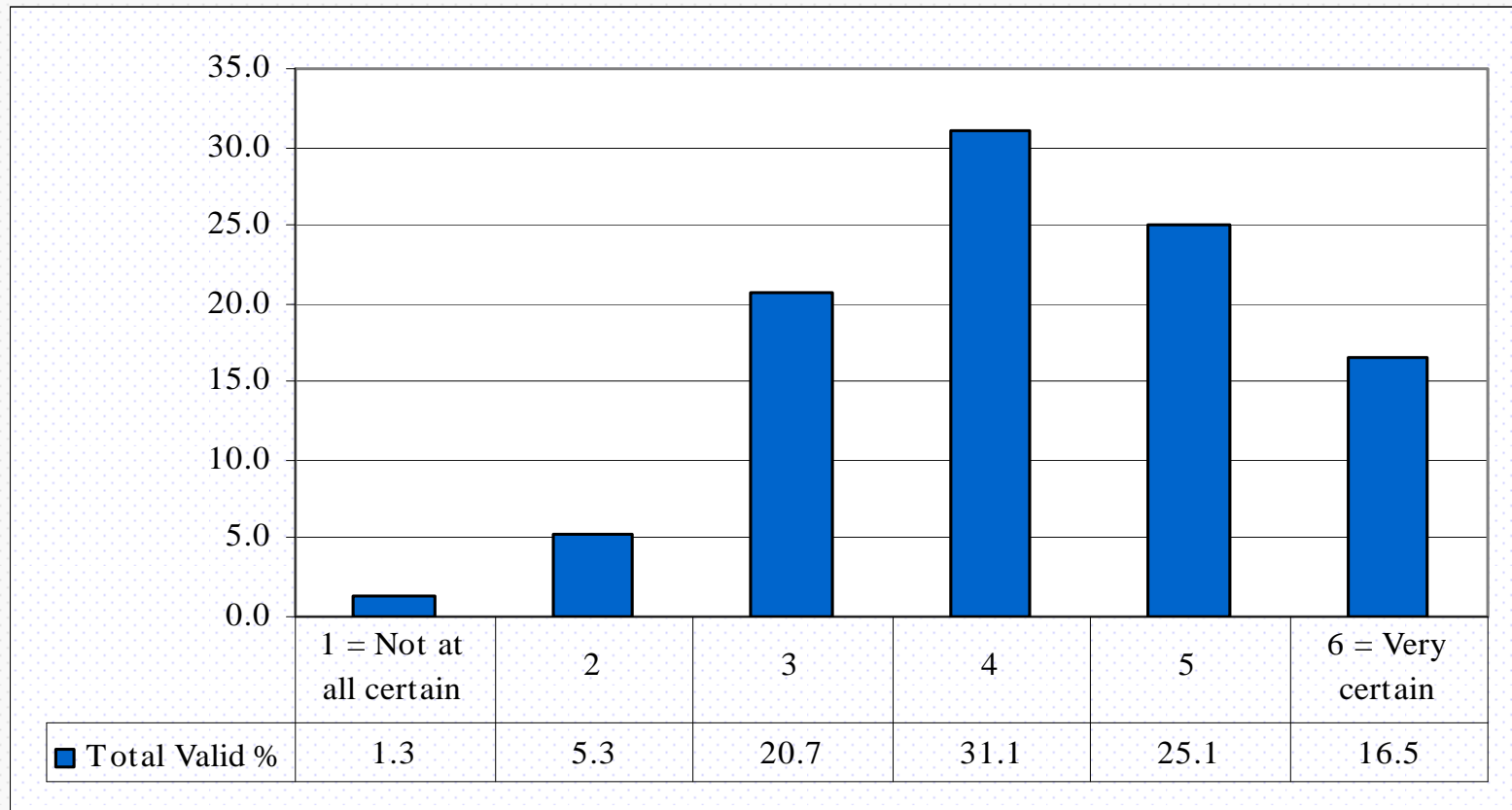
Total Valid %	1 = Not at all certain	2	3	4	5	6 = Very certain
	1.3	5.3	20.7	31.1	25.1	16.5

During the coming school year, about how certain is the student that he/she will *find additional information for course assignments when he/she does not understand the material?*
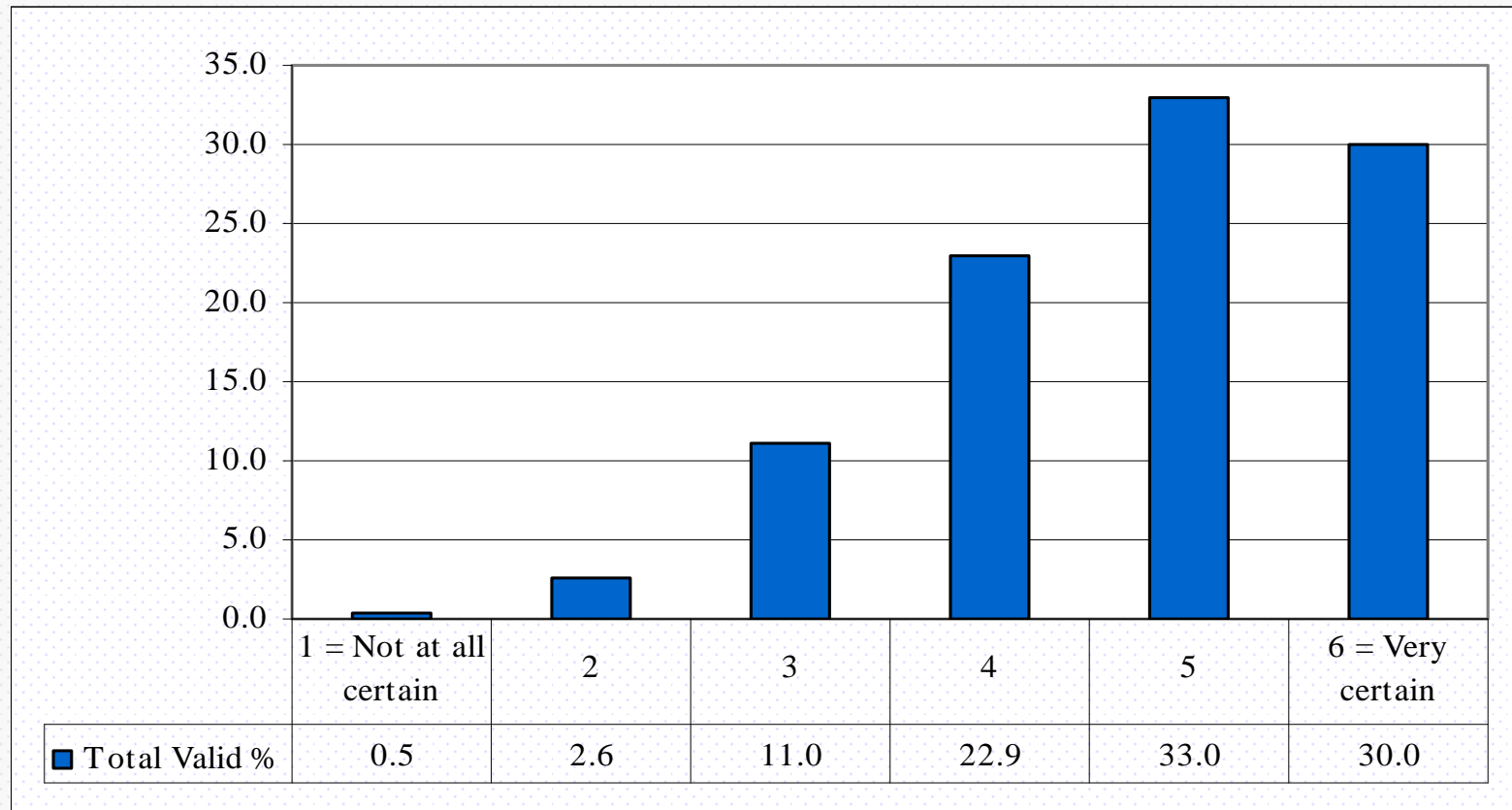
	1 = Not at all certain	2	3	4	5	6 = Very certain
■ Total Valid %	0.5	2.6	11.0	22.9	33.0	30.0

Beginning College Survey of Student Engagement

During the coming school year, about how certain is the student that he/she will *participate regularly in course discussions, even when he/she does not feel like it?*
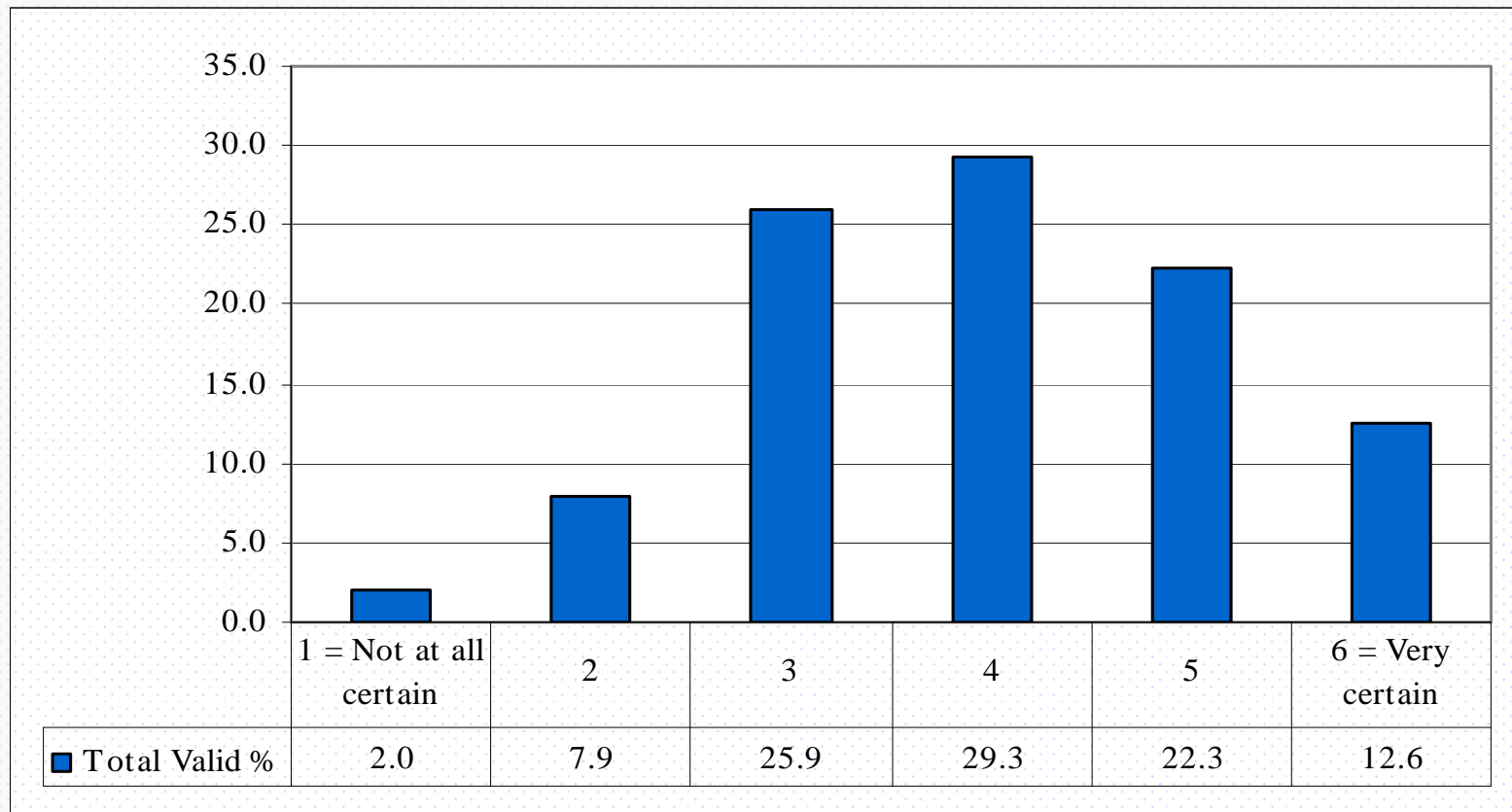
	1 = Not at all certain	2	3	4	5	6 = Very certain
■ Total Valid %	2.0	7.9	25.9	29.3	22.3	12.6

Beginning College Survey of Student Engagement

During the coming school year, about how certain is the student that he/she will *ask instructors for help when he/she struggles with course assignments?*
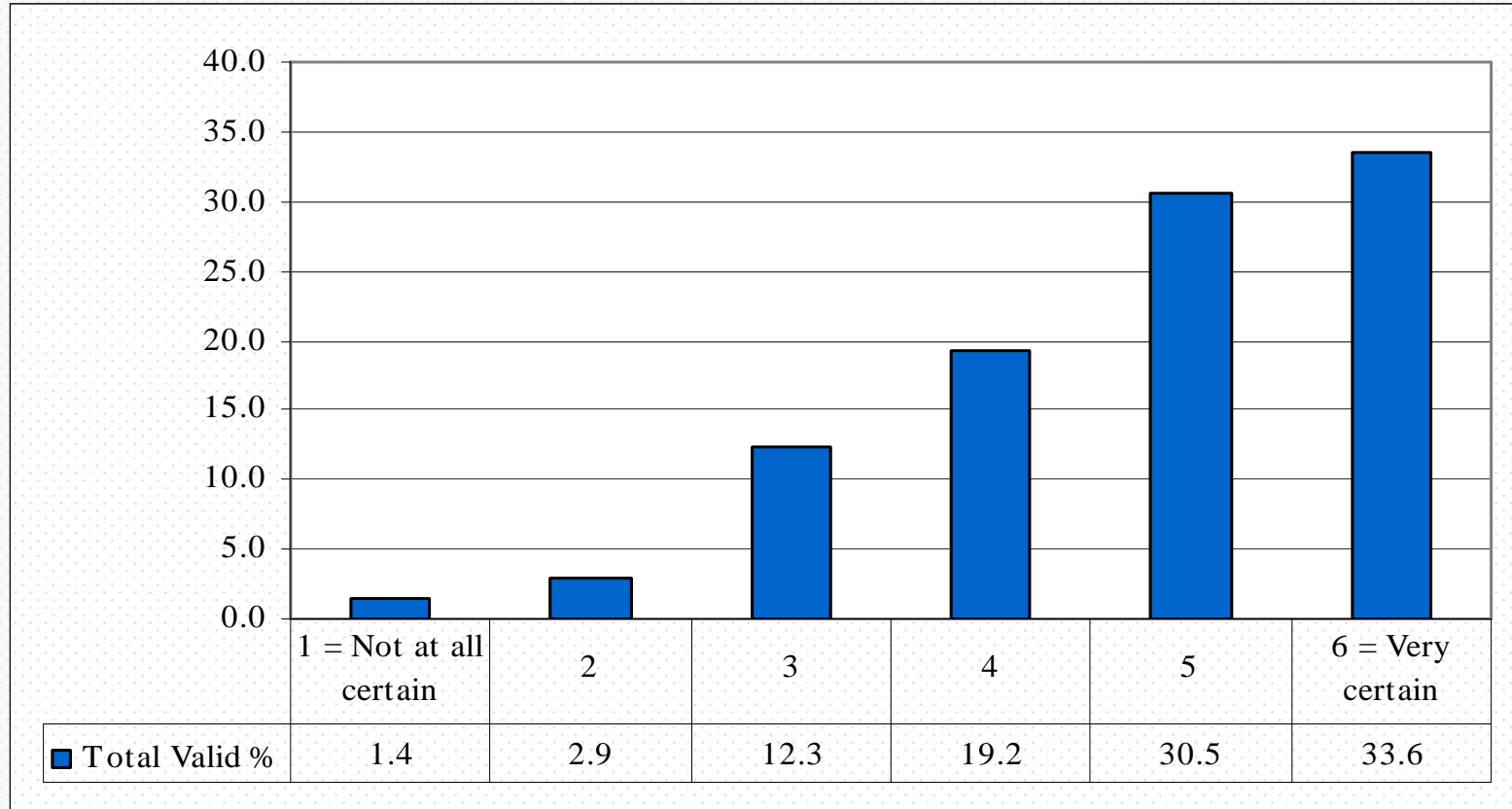
	1 = Not at all certain	2	3	4	5	6 = Very certain
■ Total Valid %	1.4	2.9	12.3	19.2	30.5	33.6

Beginning College Survey of Student Engagement

During the coming school year, about how certain is the student that he/she will *finish something that has already been started when he/she encounters challenges?*
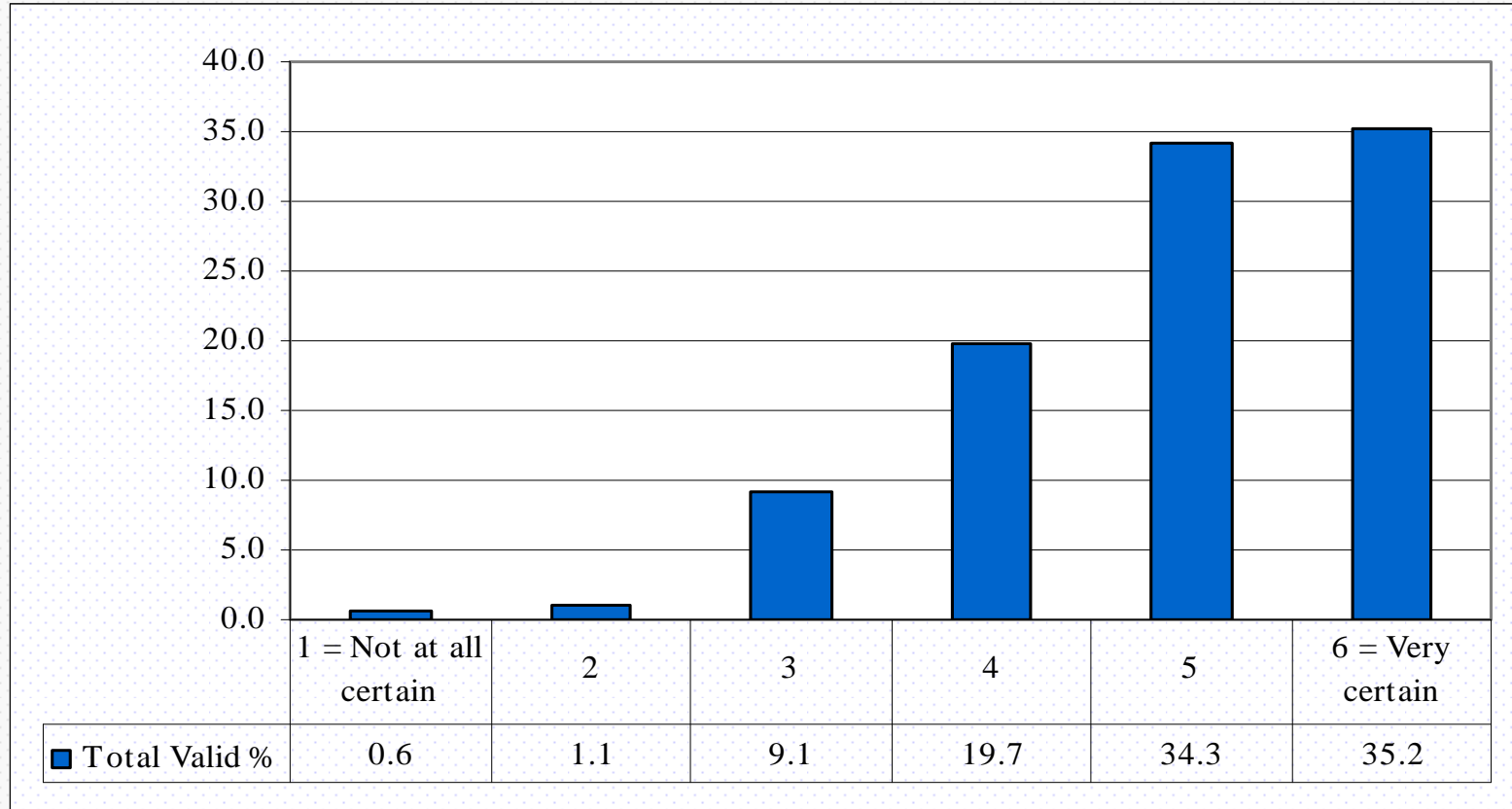
	1 = Not at all certain	2	3	4	5	6 = Very certain
■ Total Valid %	0.6	1.1	9.1	19.7	34.3	35.2

During the coming school year, about how certain is the student that he/she will *stay positive, even after doing poorly on a test assignment?*
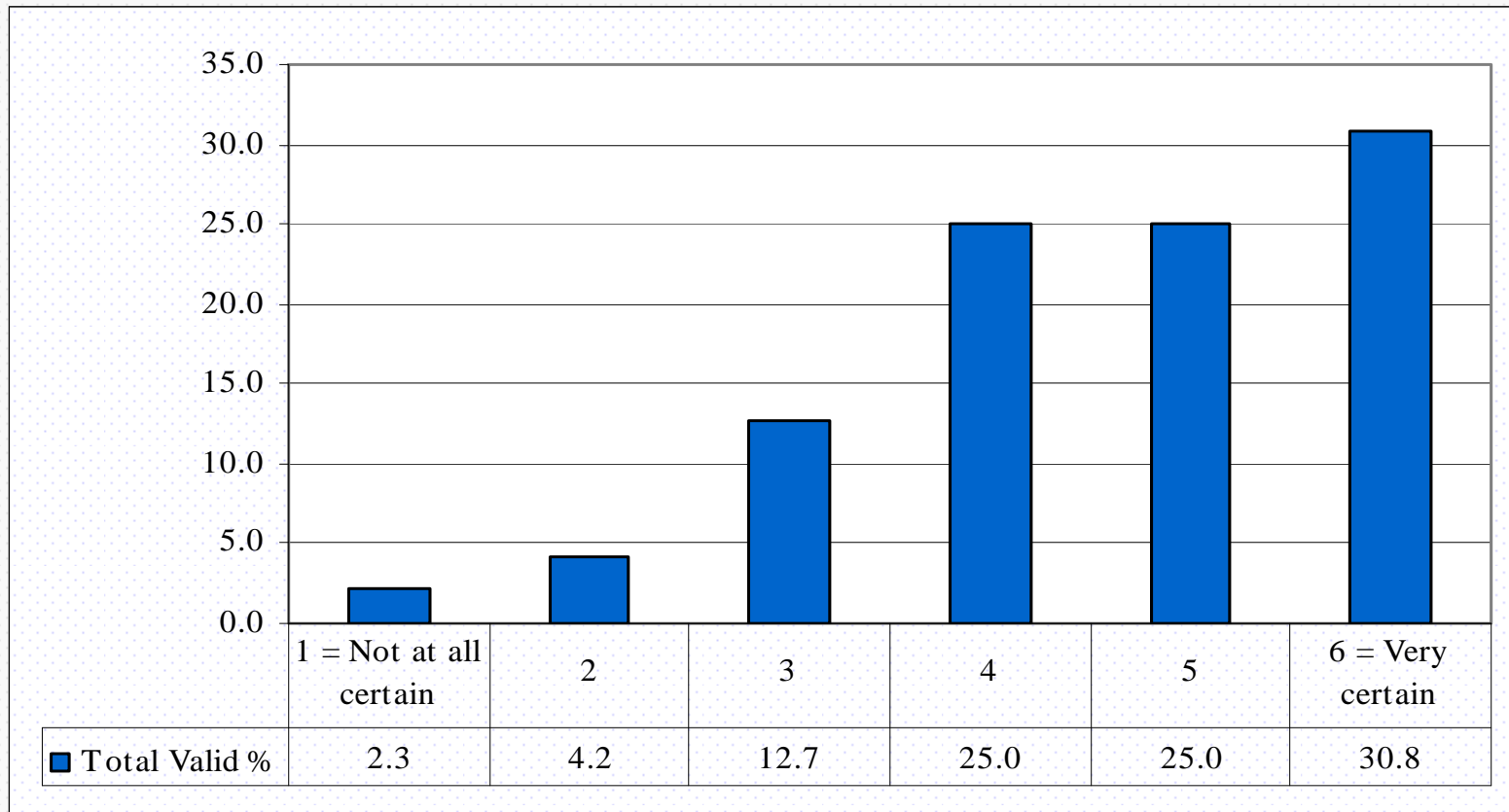
	1 = Not at all certain	2	3	4	5	6 = Very certain
■ Total Valid %	2.3	4.2	12.7	25.0	25.0	30.8

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Expected Academic Difficulty

During the coming school year, about how difficult does the student expect *learning course material* to be?
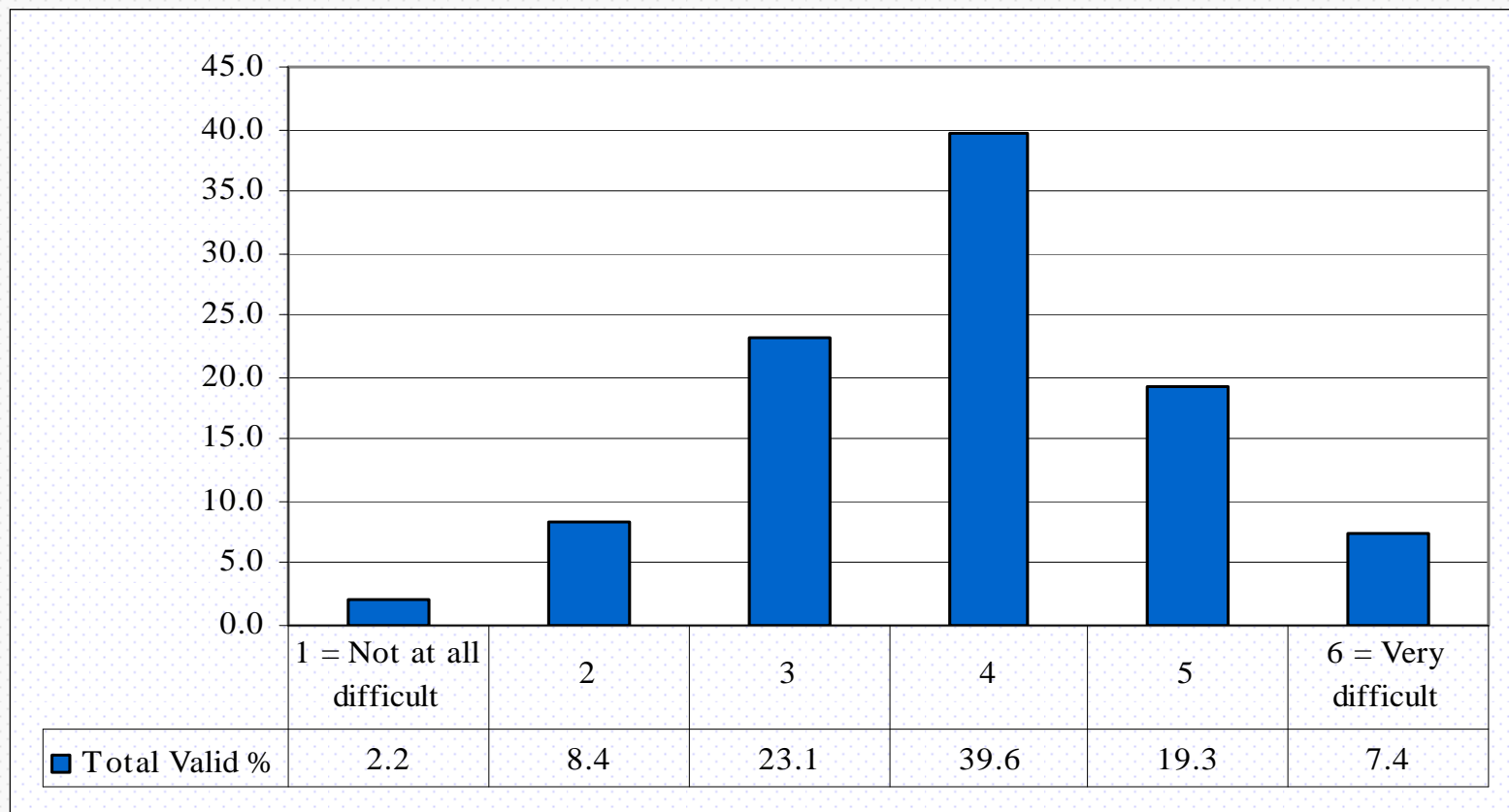
	1 = Not at all difficult	2	3	4	5	6 = Very difficult
■ Total Valid %	2.2	8.4	23.1	39.6	19.3	7.4

Beginning College Survey of Student Engagement

During the coming school year, about how difficult does the student expect *managing his/her time* to be?
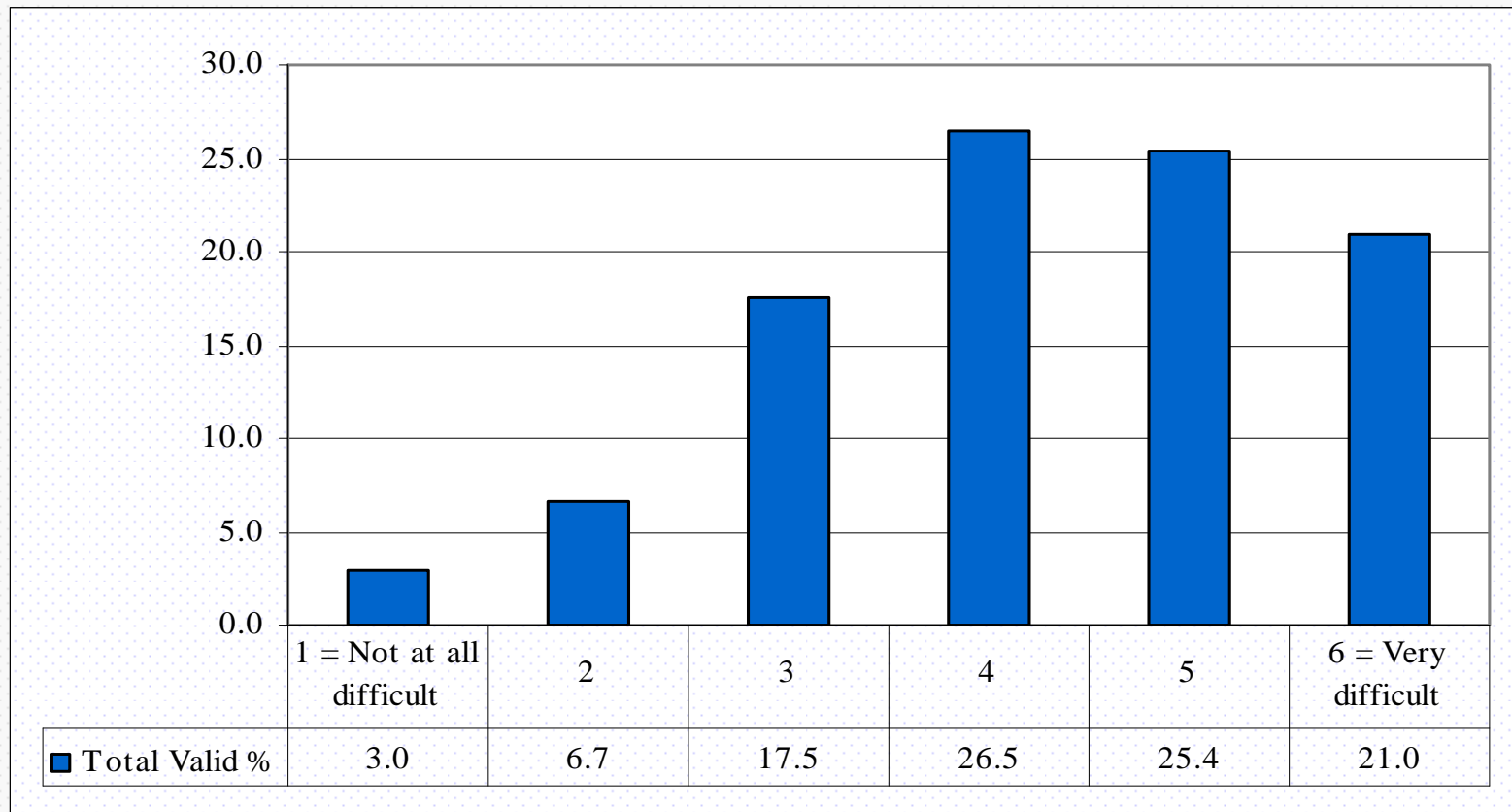
	1 = Not at all difficult	2	3	4	5	6 = Very difficult
Total Valid %	3.0	6.7	17.5	26.5	25.4	21.0

Beginning College Survey of Student Engagement

During the coming school year, about how difficult does the student expect *paying college expenses* to be?
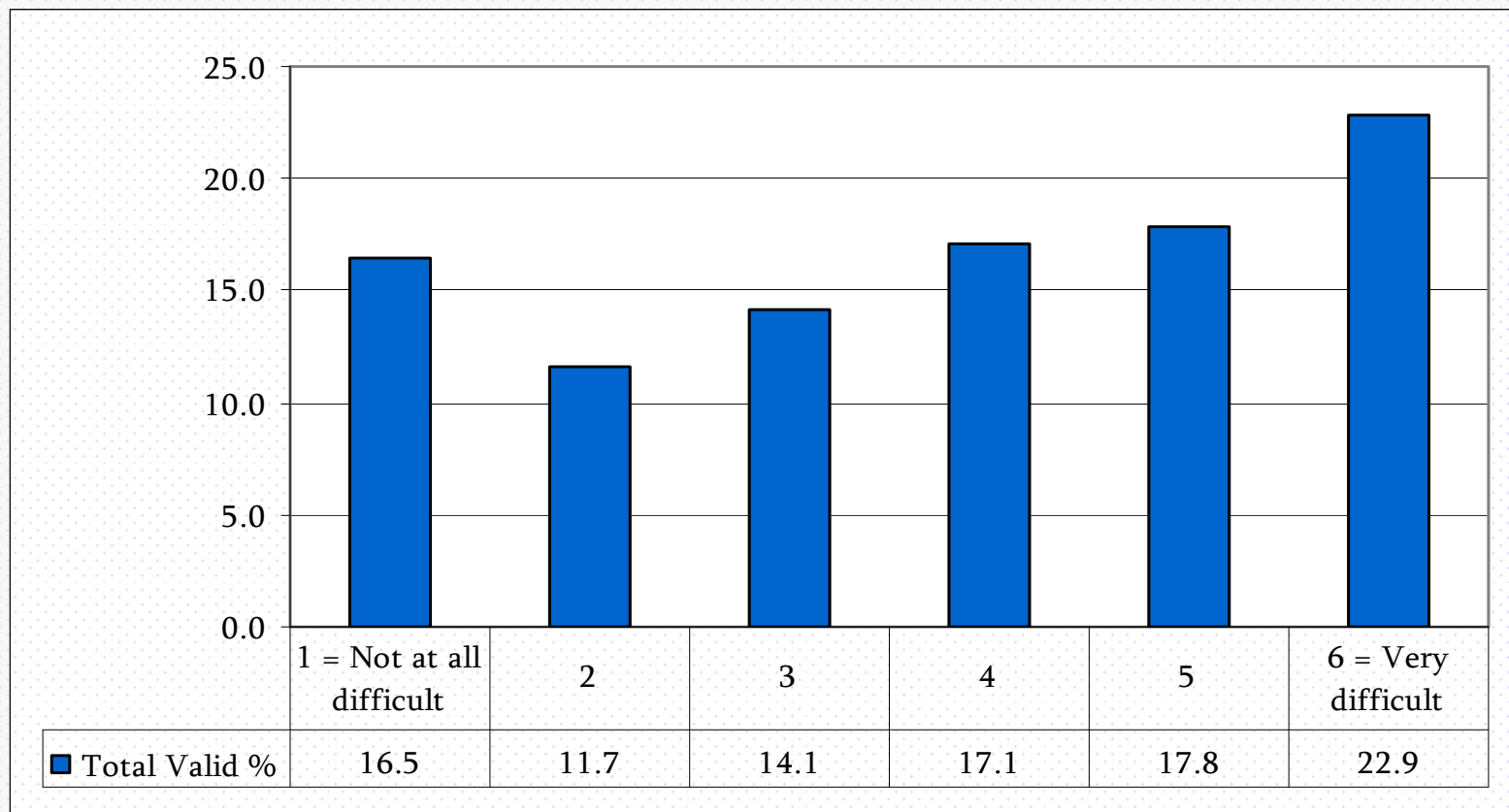
	1 = Not at all difficult	2	3	4	5	6 = Very difficult
■ Total Valid %	16.5	11.7	14.1	17.1	17.8	22.9

During the coming school year, about how difficult does the student expect *getting help with school work* to be?
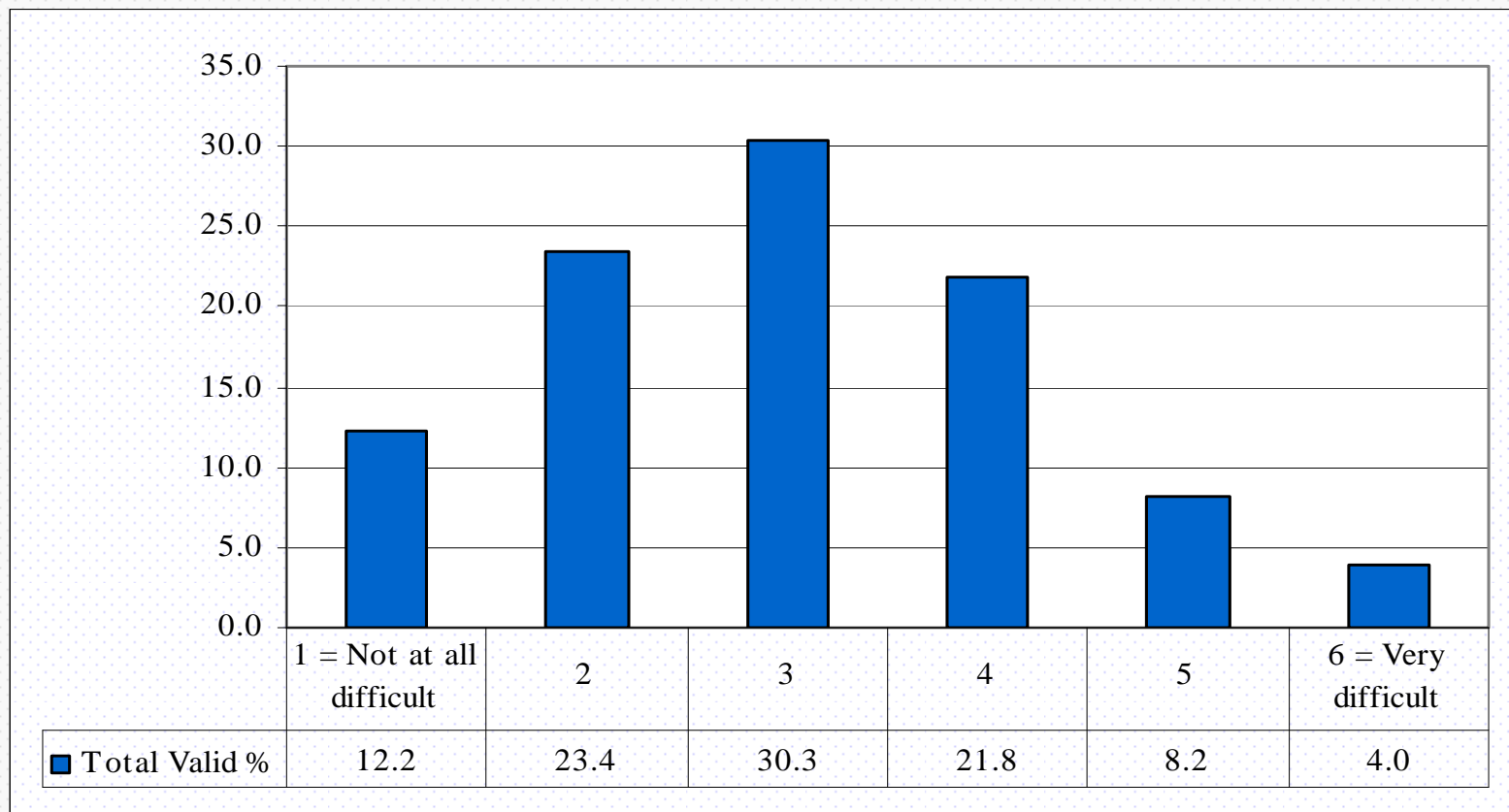
Total Valid %	1 = Not at all difficult	2	3	4	5	6 = Very difficult
	12.2	23.4	30.3	21.8	8.2	4.0

Beginning College Survey of Student Engagement

During the coming school year, about how difficult does the student expect *making new friends* to be?
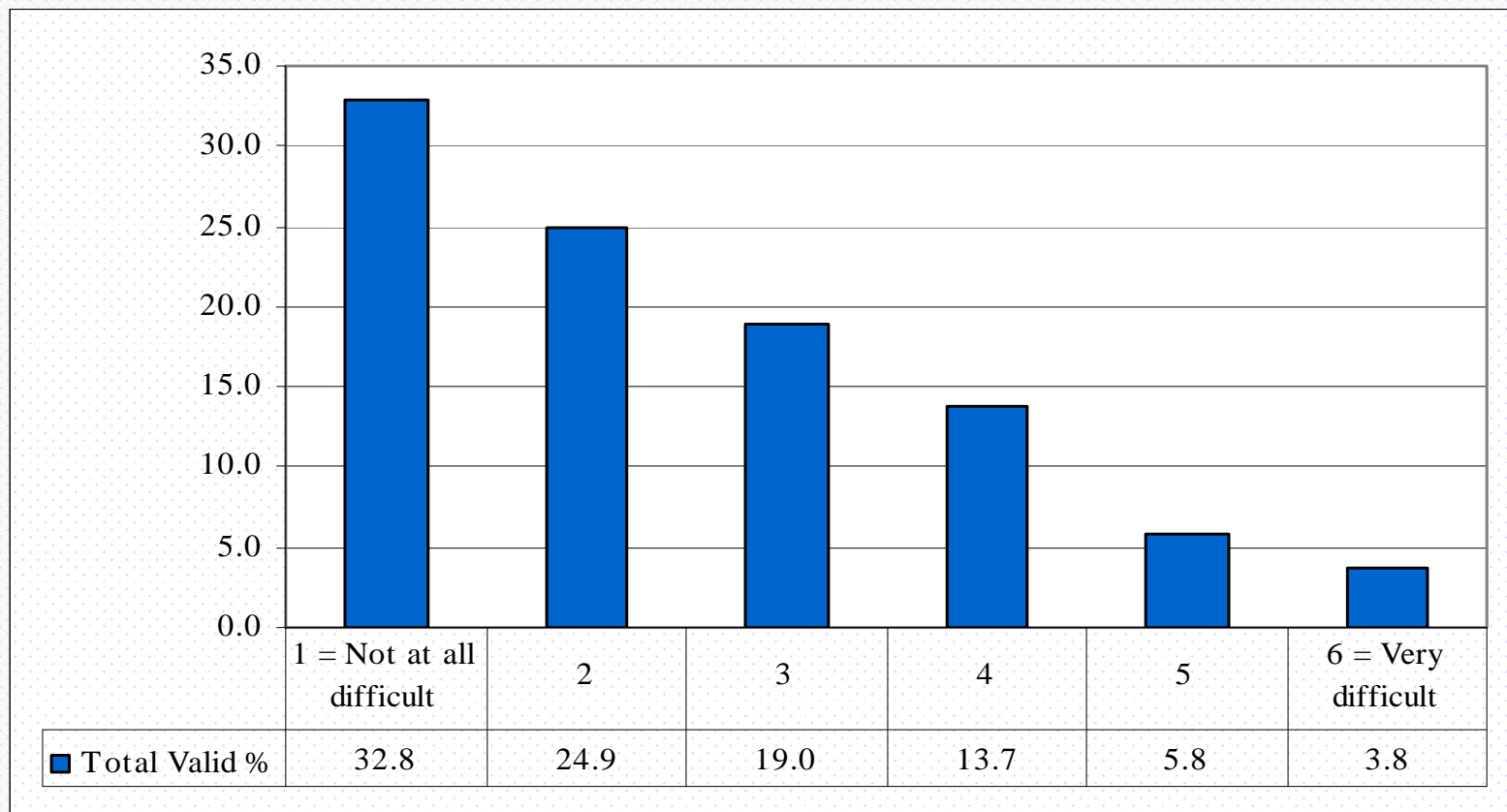
	1 = Not at all difficult	2	3	4	5	6 = Very difficult
■ Total Valid %	32.8	24.9	19.0	13.7	5.8	3.8

During the coming school year, about how difficult does the student expect *interacting with faculty* to be?
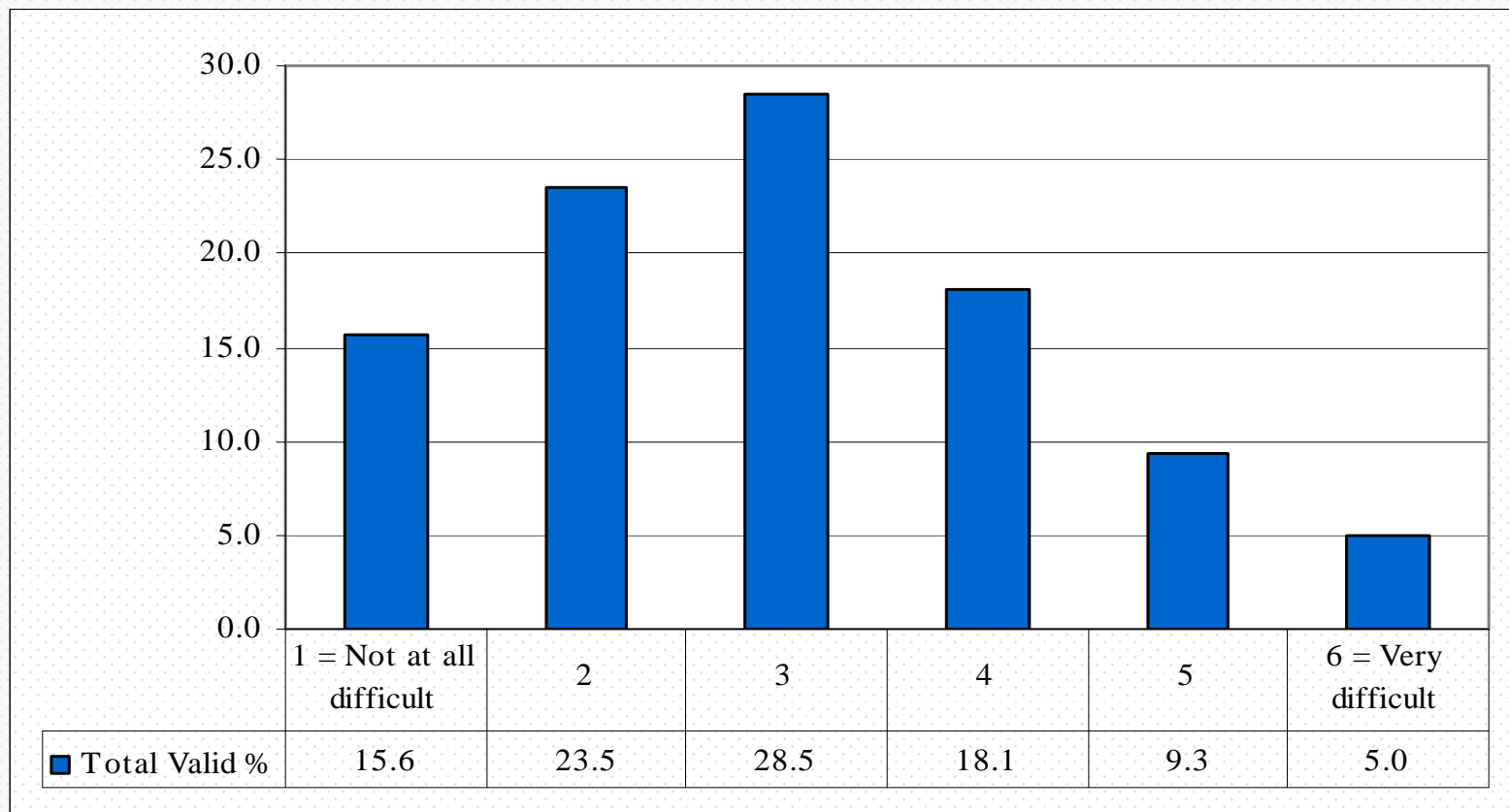
Total Valid %	1 = Not at all difficult	2	3	4	5	6 = Very difficult
	15.6	23.5	28.5	18.1	9.3	5.0

Perceived Academic Preparation

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What do the student expect most of his/her grades will be at this college during the coming year?

	C- or lower	C	C+	B-	B	B+	A-	A
■ Total Valid %	0.2	0.6	1.7	8.3	20.8	28.9	25.1	14.4
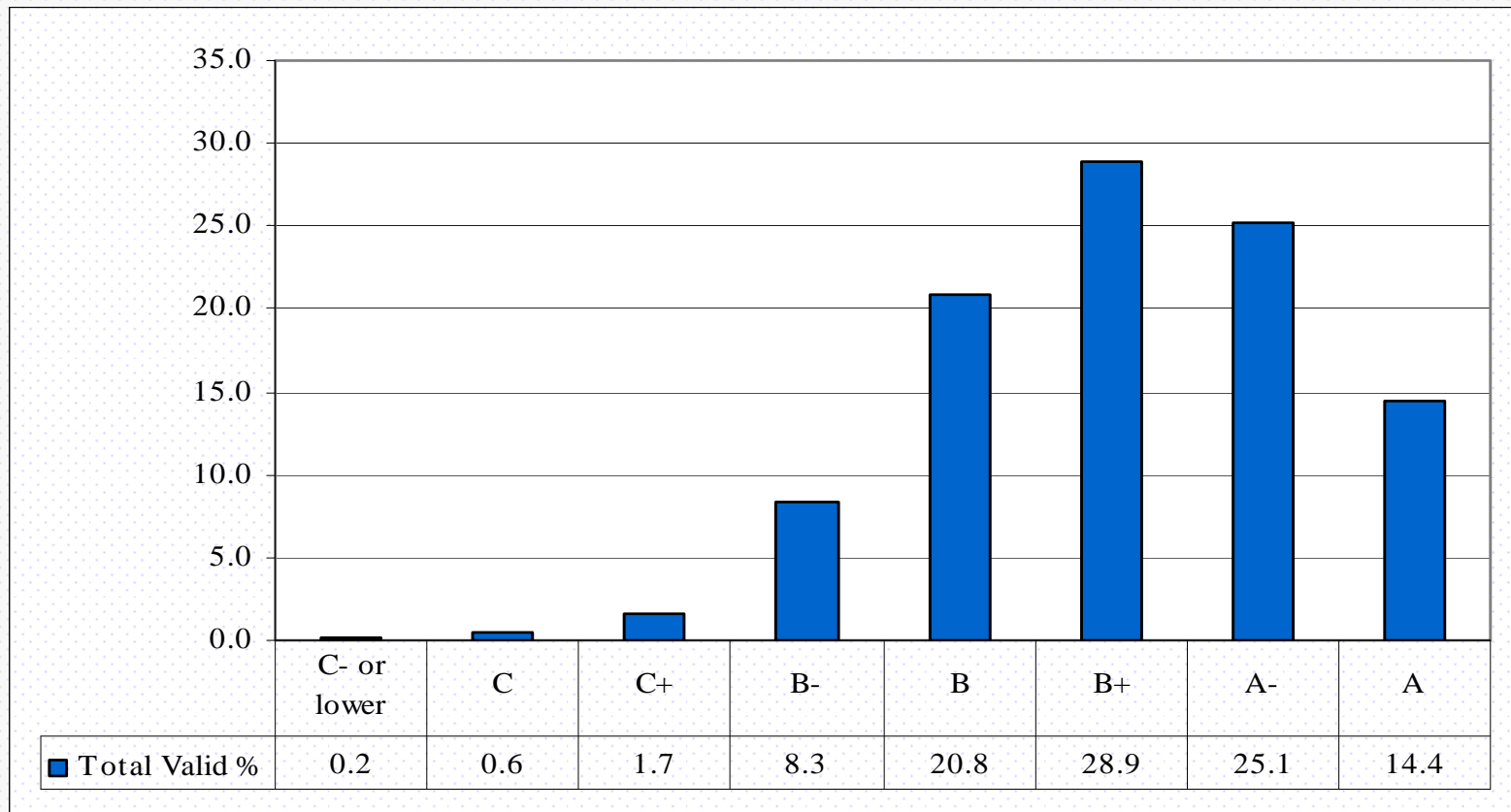
How prepared is the student to *write clearly and effectively* in his/her academic work at this college?

	1 = Not at all prepared	2	3	4	5	6 = Very prepared
■ Total Valid %	2.3	5.7	20.6	34.4	20.4	16.7
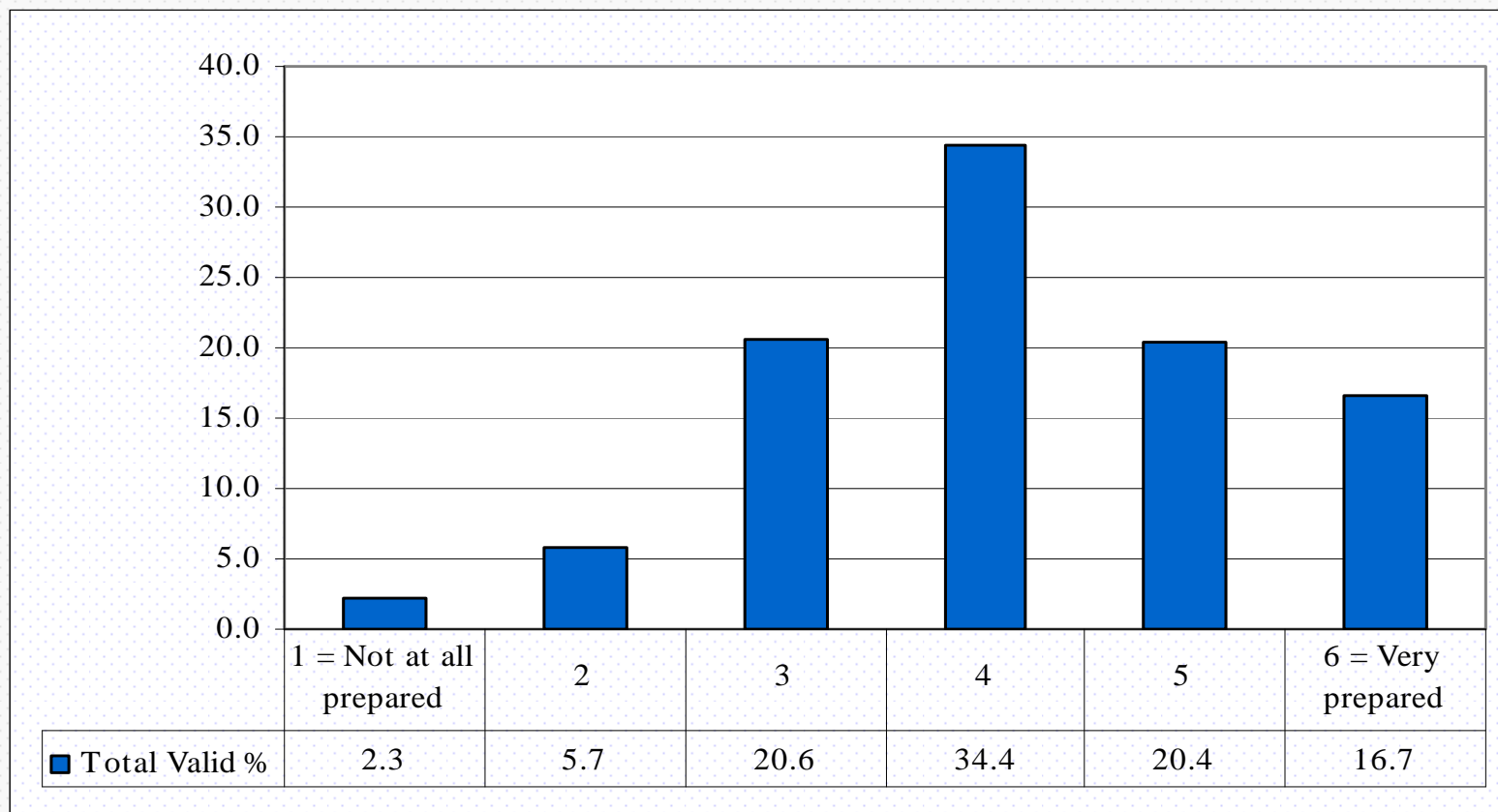
How prepared is the student to *speak clearly and effectively* in his/her academic work at this college?

	1 = Not at all prepared	2	3	4	5	6 = Very prepared
■ Total Valid %	1.5	4.3	17.8	31.9	25.0	19.5
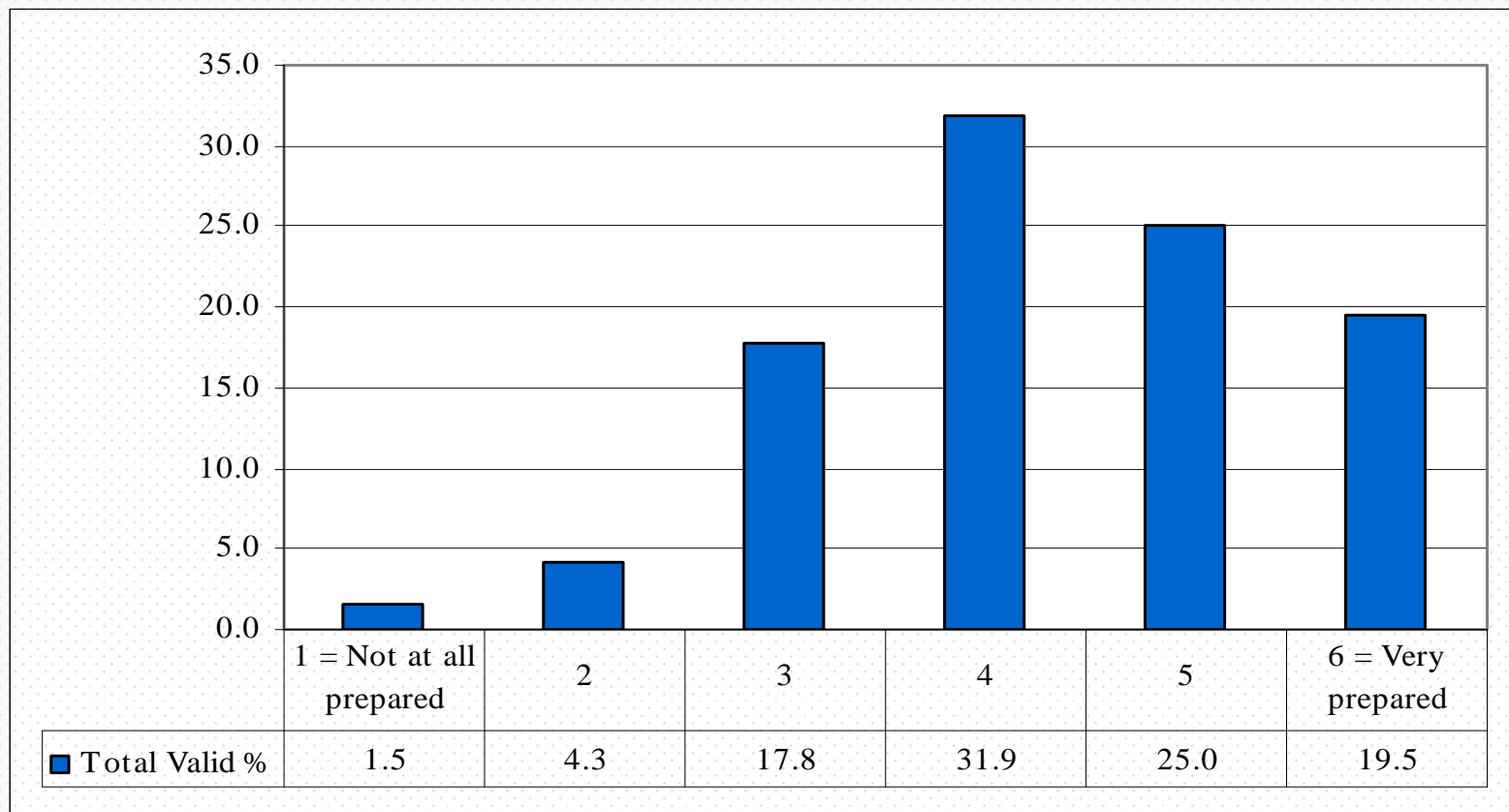
How prepared is the student to *think critically and analytically* in his/her academic work at this college?

	1 = Not at all prepared	2	3	4	5	6 = Very prepared
■ Total Valid %	0.6	4.8	21.5	34.5	21.7	16.8
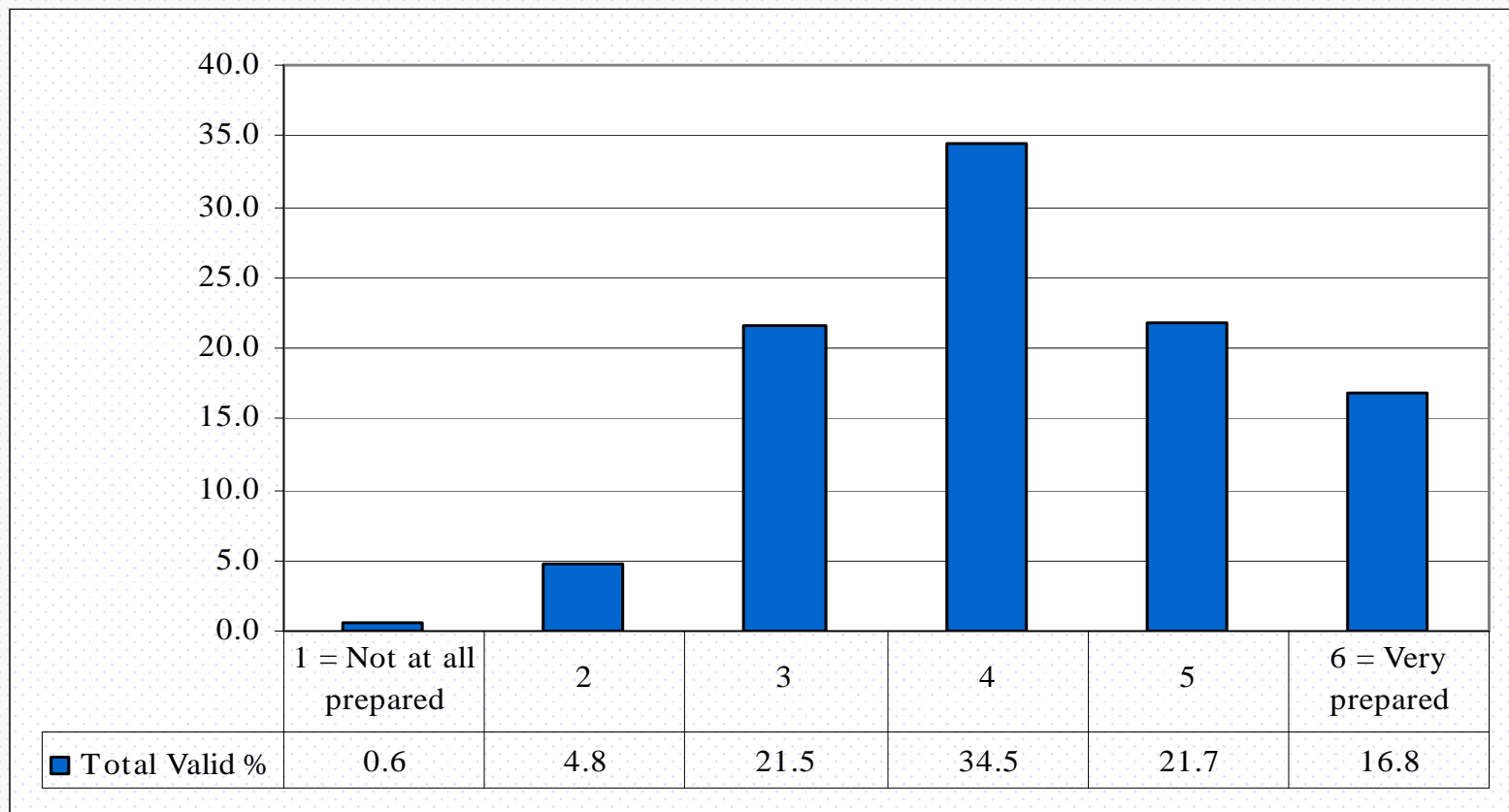
How prepared is the student to *analyze math or quantitative problems* in his/her academic work at this college?

	1 = Not at all prepared	2	3	4	5	6 = Very prepared
Total Valid %	5.3	12.9	23.2	25.8	20.8	12.0
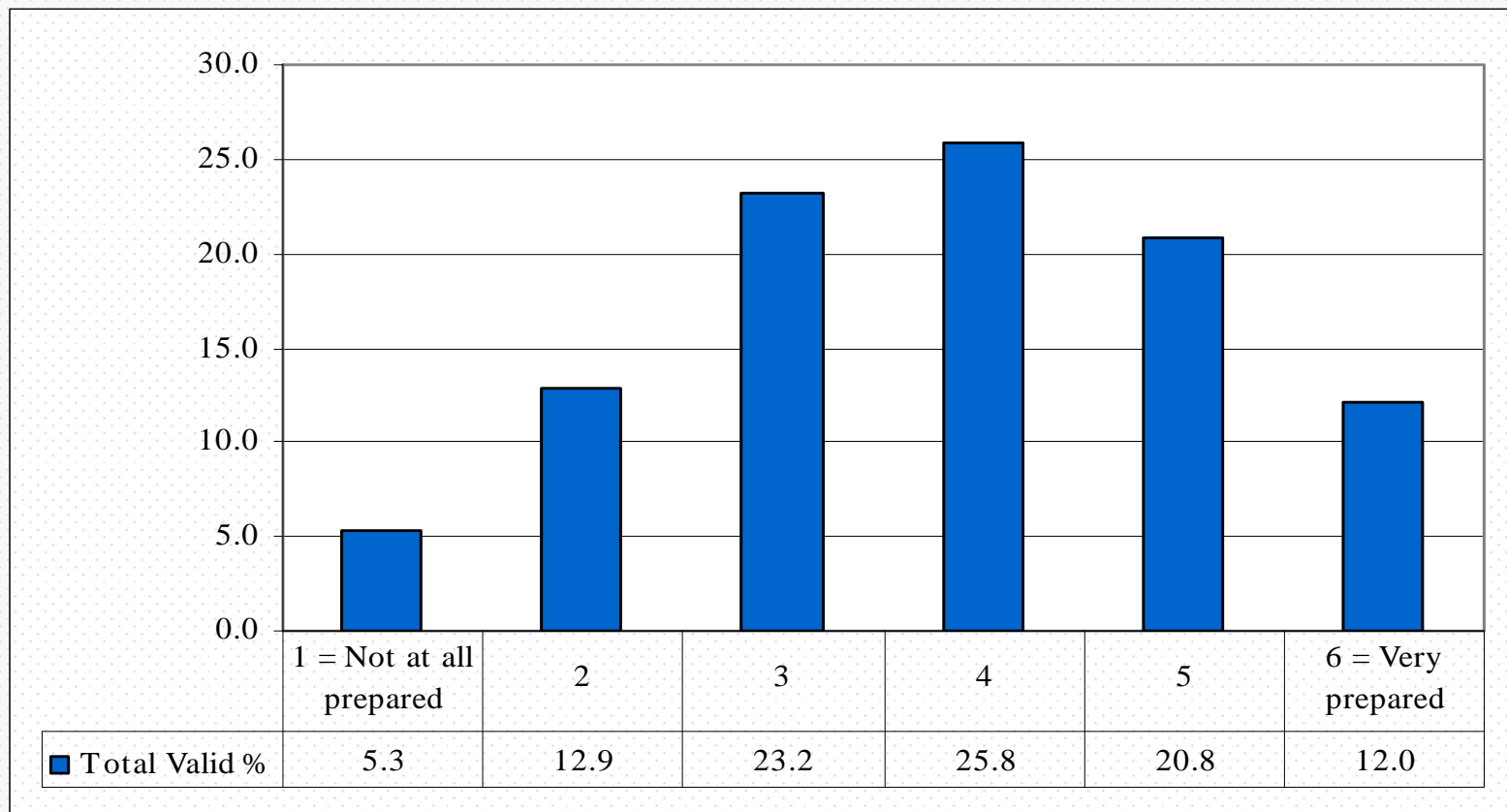
How prepared is the student to *use computing and information technology* in his/her academic work at this college?

Total Valid %	1 = Not at all prepared	2	3	4	5	6 = Very prepared
	1.5	6.1	18.5	28.2	27.7	18.1
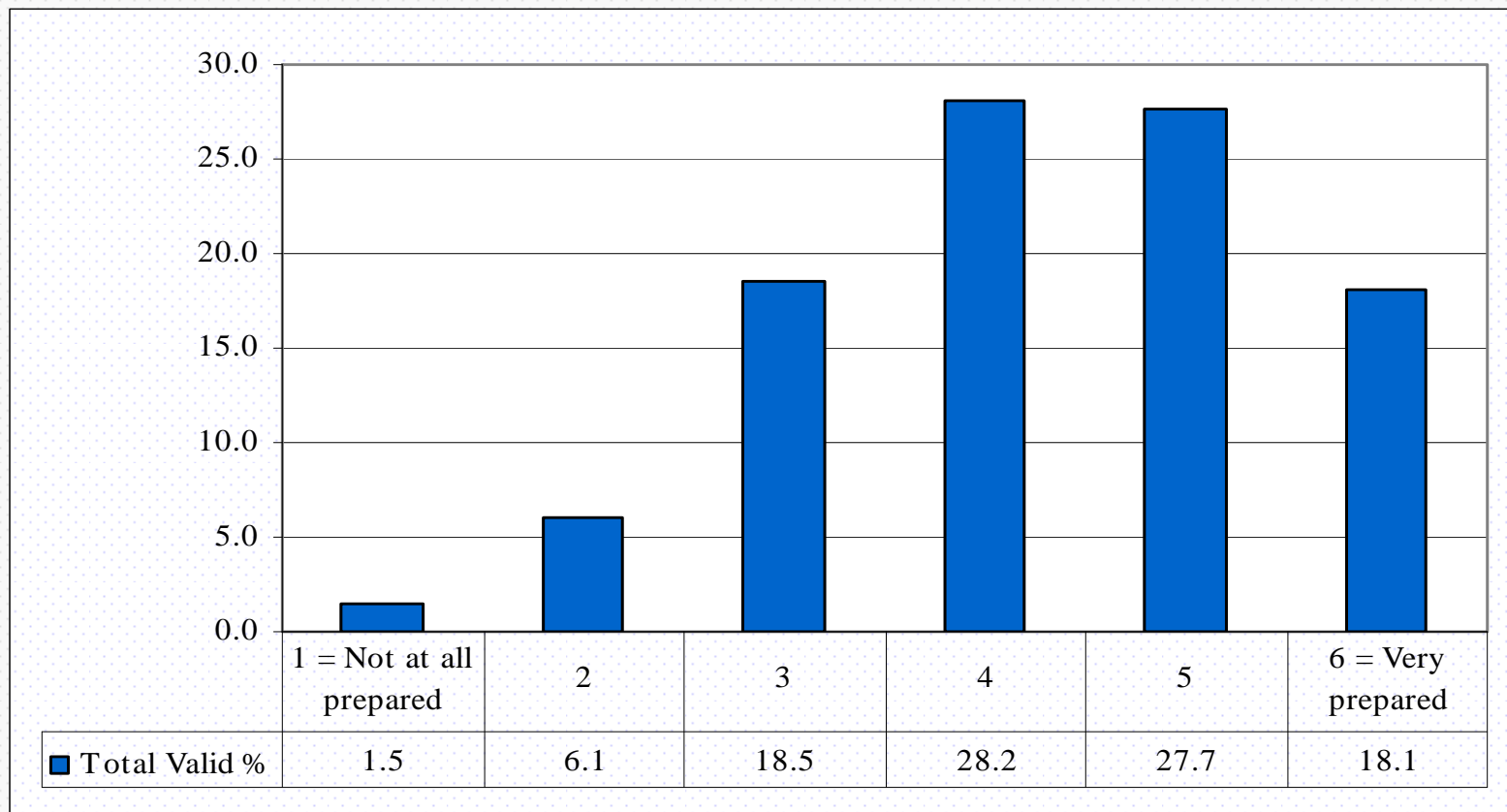
How prepared is the student to *work effectively with others* in his/her academic work at this college?

	1 = Not at all prepared	2	3	4	5	6 = Very prepared
■ Total Valid %	0.6	1.8	7.6	23.7	32.8	33.5
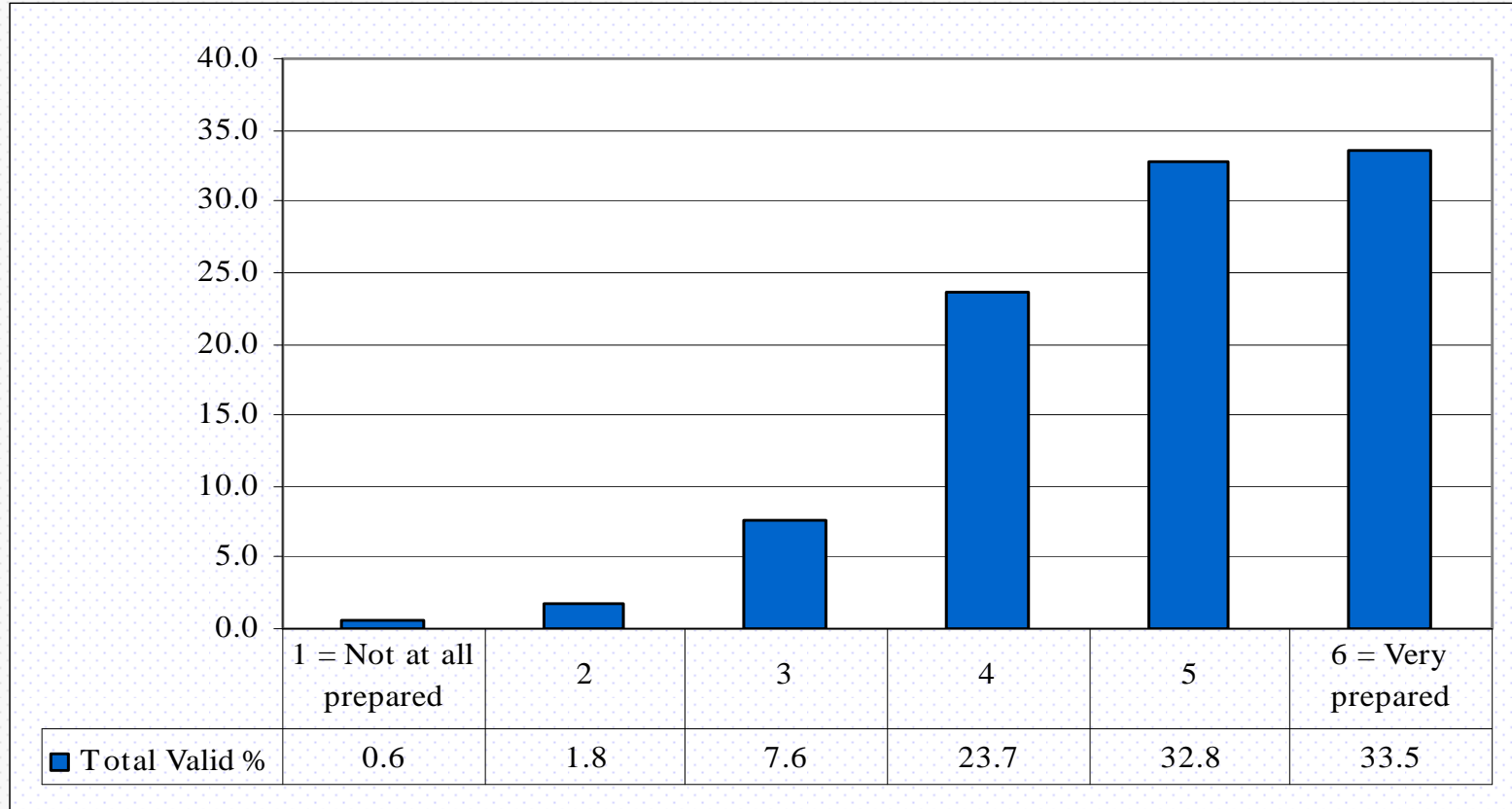
How prepared is the student to *learn effectively on his/her own* for academic work at this college?

	1 = Not at all prepared	2	3	4	5	6 = Very prepared
■ Total Valid %	0.4	4.2	15.0	28.1	29.3	23.0
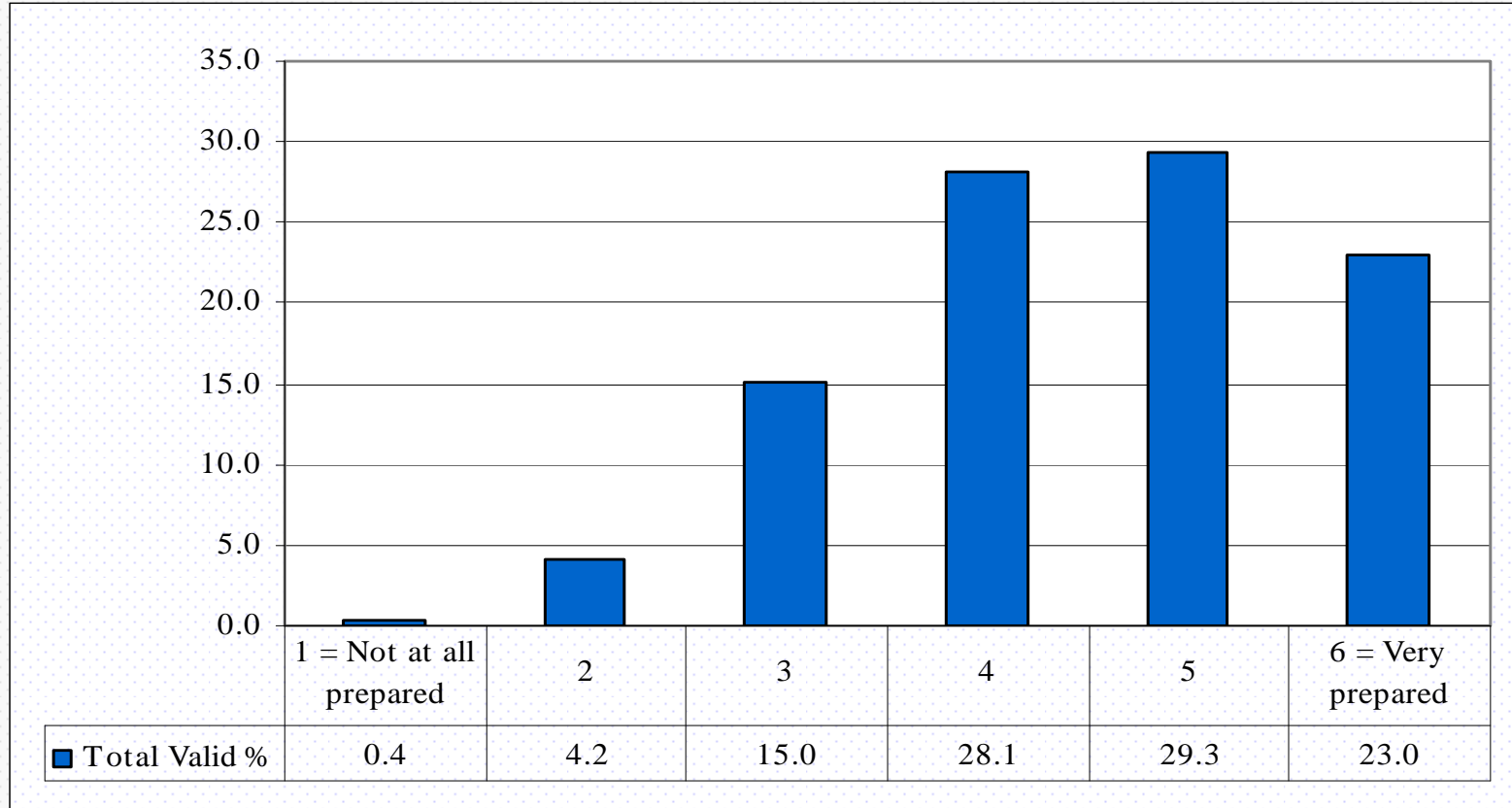
Beginning College Survey of Student Engagement

Importance of Campus Environment

How important is it to the student that his/her university provide *a challenging academic experience*?

	1 = Not important	2	3	4	5	6 = Very important
Total Valid %	0.9	2.6	17.1	30.5	26.3	22.6

How important is it to the student that his/her university provide *support to help him/her succeed academically?*

	1 = Not important	2	3	4	5	6 = Very important
■ Total Valid %	0.2	0.8	4.7	14.2	22.3	57.8
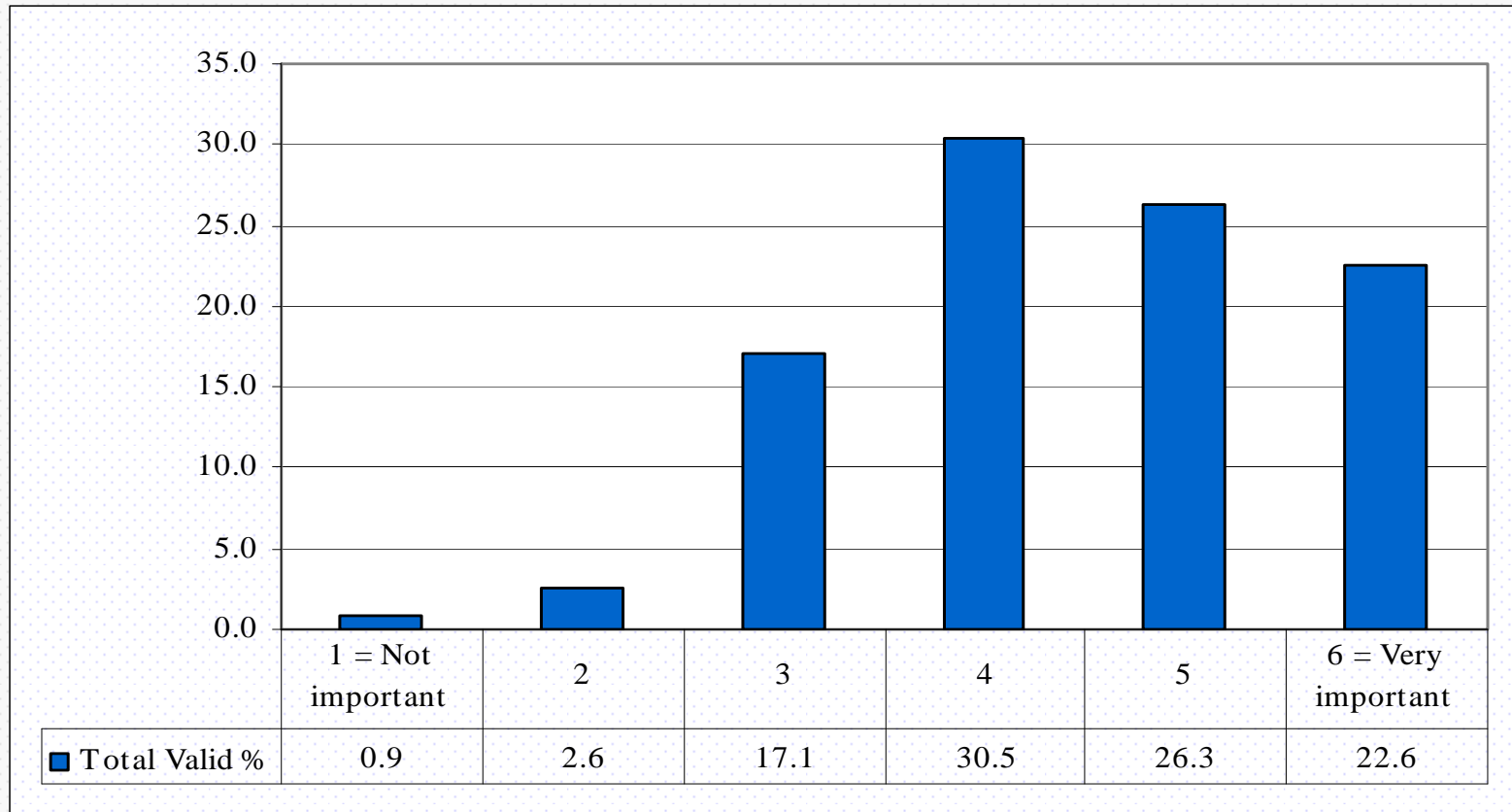
Beginning College Survey of Student Engagement

How important is it to the student that his/her university provide *opportunities to interact with students from different economic, social, and racial or ethnic backgrounds?*

	1 = Not important	2	3	4	5	6 = Very important
Total Valid %	2.3	4.6	12.8	24.1	25.1	31.2

How important is it to the student that his/her university provide *assistance coping with non-academic responsibilities (work, family, etc.)?*

	1 = Not important	2	3	4	5	6 = Very important
■ Total Valid %	4.0	8.9	17.6	24.2	21.9	23.4

How important is it to the student that his/her university provide *support to help him/her thrive socially?*

	1 = Not important	2	3	4	5	6 = Very important
■ Total Valid %	4.7	8.7	15.3	26.2	20.6	24.4

About how much of student's college expenses (tuition, fees, books, room and board) this year will be provided by *scholarships and grants?*

	None	Less than half	Half or more	All or nearly all	Do not know
■ Total Valid %	31.3	26.8	18.6	19.9	3.4

About how much of student's college expenses (tuition, fees, books, room and board) this year will be provided by *student loans?*

	None	Less than half	Half or more	All or nearly all	Do not know
Total Valid %	47.2	14.9	18.5	15.5	3.9
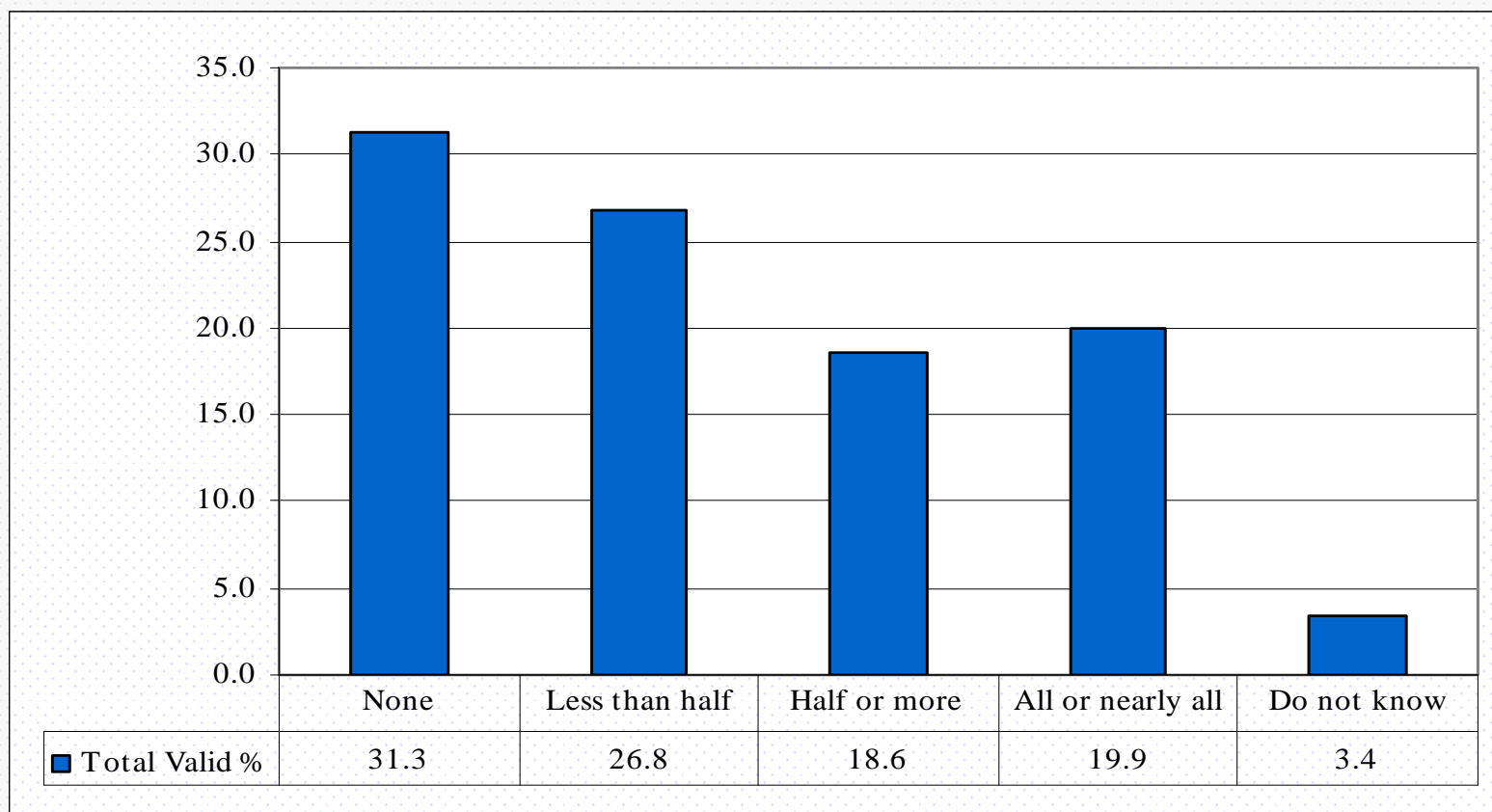
Beginning College Survey of Student Engagement

About how much of student's college expenses (tuition, fees, books, room and board) this year will be provided by *parents/family?*

	None	Less than half	Half or more	All or nearly all	Do not know
■ Total Valid %	22.3	26.0	15.9	32.1	3.7

About how much of student's college expenses (tuition, fees, books, room and board) this year will be provided by *self (work on-campus or off-campus, savings)?*

	None	Less than half	Half or more	All or nearly all	Do not know
■ Total Valid %	37.9	39.7	10.0	6.2	6.1
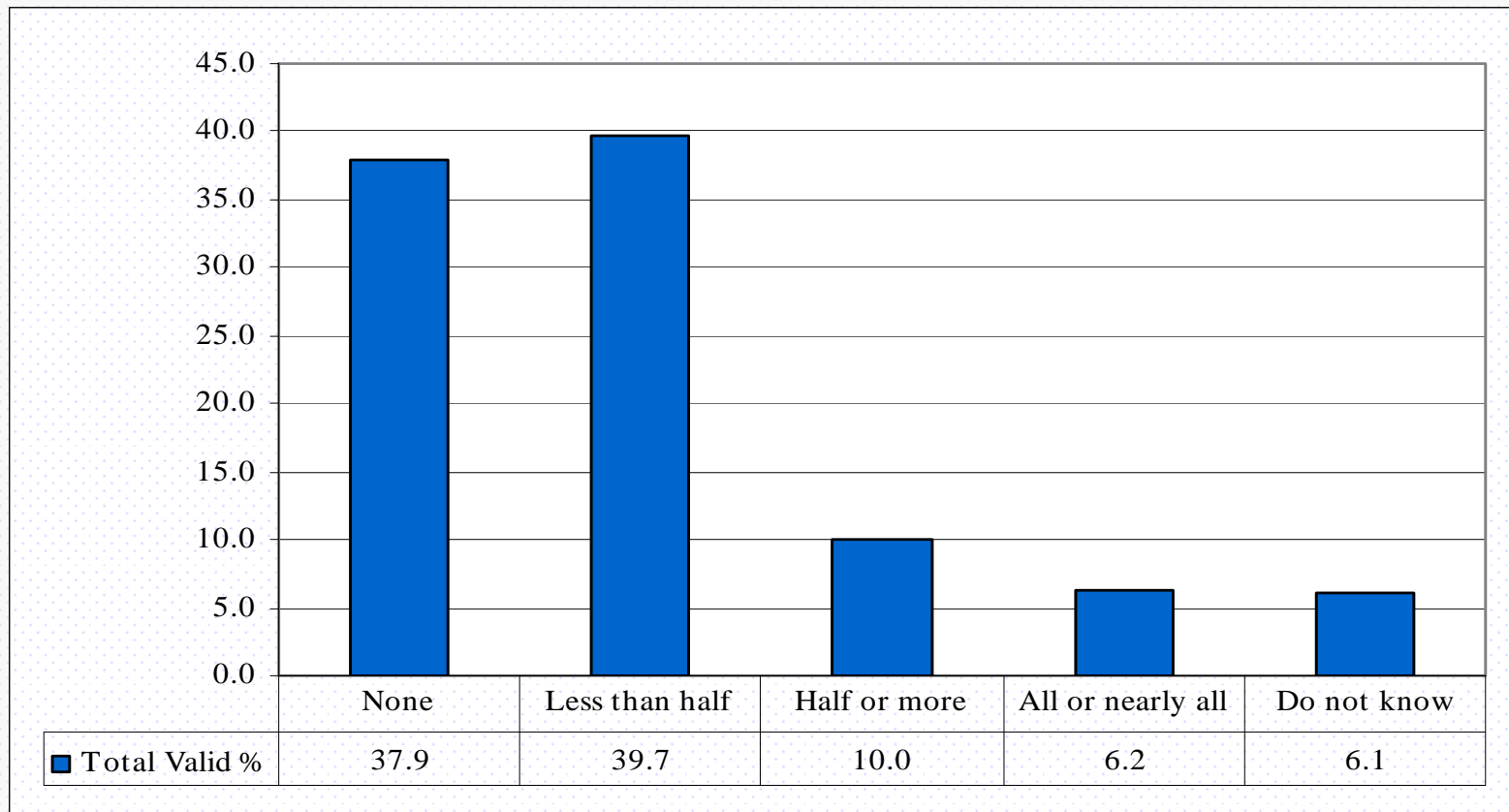
Beginning College Survey of Student Engagement

Did the student receive a Federal Pell Grant?

	No	Yes	Do not know
Total Valid %	47.5	29.7	22.8
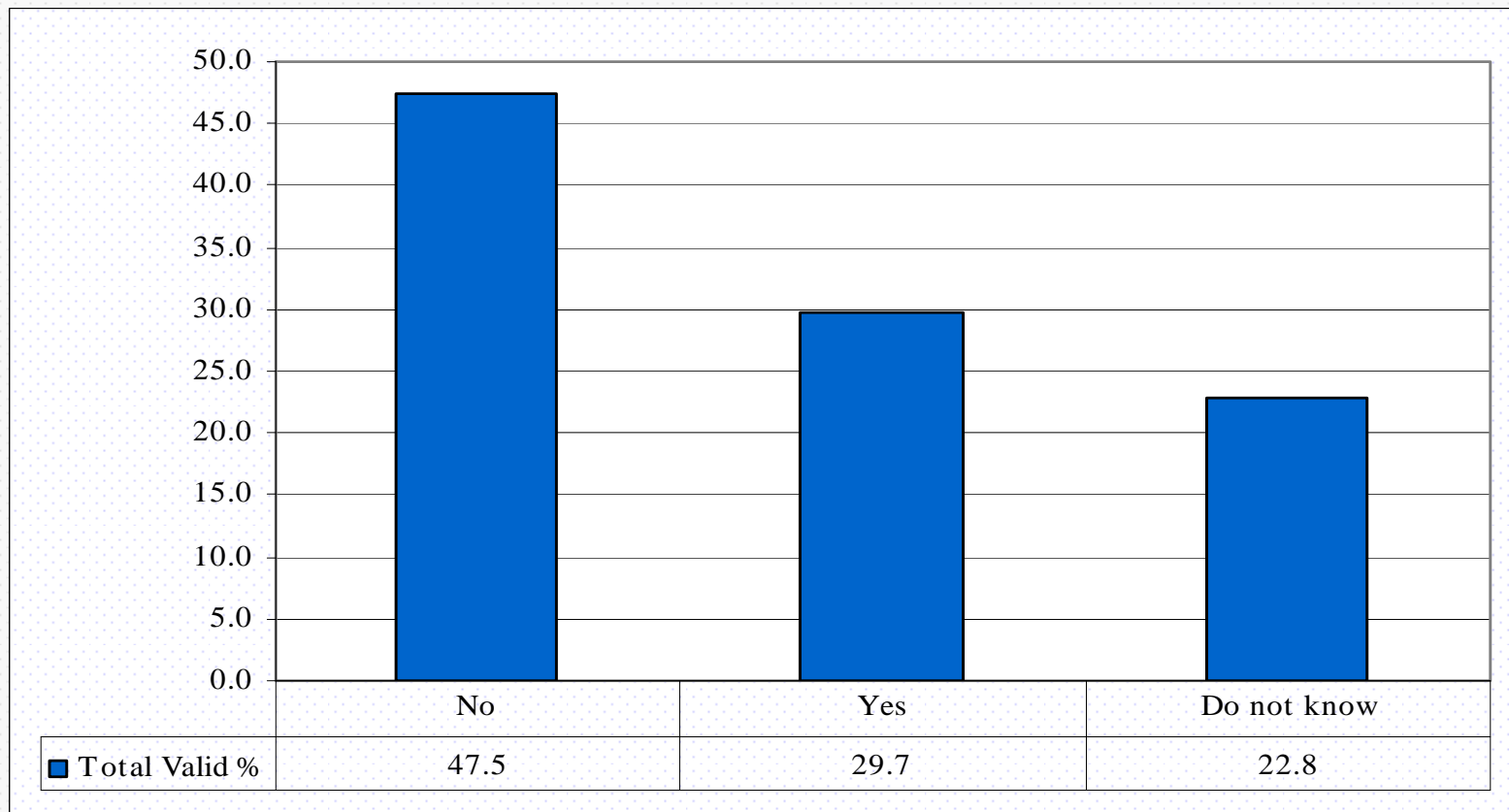
What is the highest academic degree the student intends to obtain at this _or any_ college?

	Associate's degree	Bachelor's degree	Master's degree	Doctoral/ Professional degree	Uncertain
■ Total Valid %	1.9	34.2	33.6	18.3	12.1
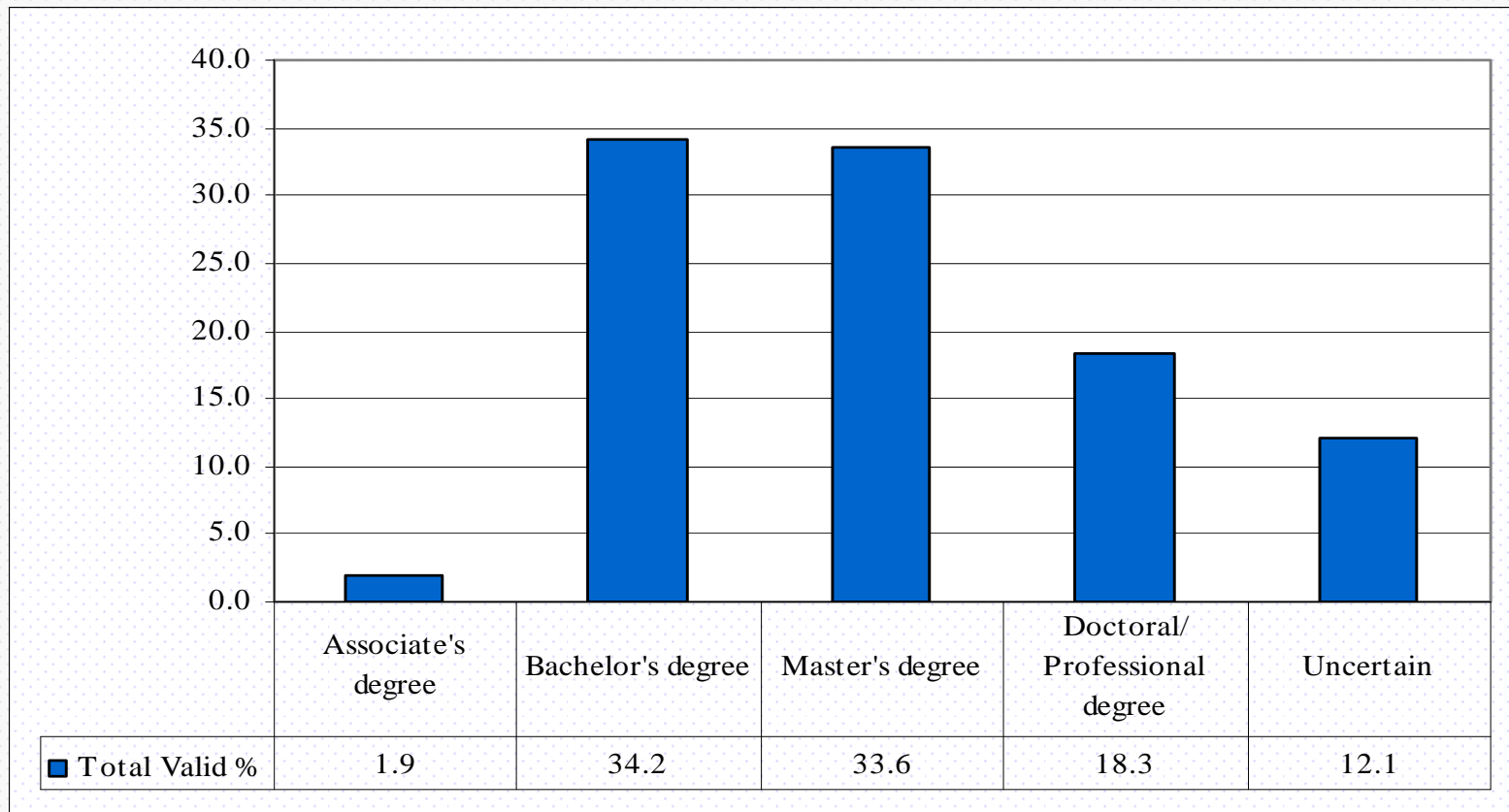
Findings: Significance Between Groups

Beginning College Survey of Student Engagement

Statistically Significant findings by Group **(First Generation)**

	Not First Gen (Average)	First Gen (Average)	P-value
During HIGH SCHOOL, how many **years**: English/Literature	3.91	3.99	**
During HIGH SCHOOL, how many **years**: Foreign language	2.62	2.51	*
During LAST YEAR OF HIGH SCHOOL, how much reading and writing: Writing short papers or reports (5 OR FEWER PAGES)	3.70	3.55	*
	Scale 1 -5(1 = None, 5 = Very Much)		
During LAST YEAR OF HIGH SCHOOL, how many HOURS in typical week: Working for pay (before or after school, weekends)	3.58	3.89	*
	6 - 10 Hours per Week	*6 - 10 Hours per Week*	
During LAST YEAR OF HIGH SCHOOL, how often you: Discussed ideas from your readings or classes with others outside of class (students, family members, etc.)	2.48	2.36	*
	Scale 1 -4(1 = Never, 4 = Very Often)		

Significance levels: * = p< .05: ** = p< .01: *** = p< .001

Statistically Significant findings by Group **(First Generation)**

	Not First Gen (Average)	First Gen (Average)	P-value
During LAST YEAR OF HIGH SCHOOL, how often you: Talked with a counselor, teacher, or other staff member about college or career plans	2.54	2.85	***
	Scale 1 -4(1 = Never, 4 = Very Often)		
Recode of SAT Composite Score variable SAT_ACT into categories	2.90	2.52	*
	Score Range 1001 -1100	*Score Range 1001 -1100*	
During COMING SCHOOL YEAR, how many HOURS in typical week: Working for pay on- or off-campus	3.22	3.77	***
	11 - 15 Hours per Week	*11 - 15 Hours per Week*	
During COMING SCHOOL YEAR, how certain that you will: Stay positive, even when you do poorly on a test or assignment	4.47	4.67	*
	Scale 1 -6 (1 = Not at all certain, 6 = Very certain)		
During COMING SCHOOL YEAR, how difficult you expect: Paying college expenses	3.47	4.06	***
	Scale 1 -6 (1 = Not at all difficult, 6 = Very difficult)		

Significance levels: * = p< .05: ** = p< .01: *** = p< .001

Statistically Significant findings by Group **(First Generation)**

	Not First Gen (Average)	First Gen (Average)	P-value
How important that college provides: Assistance coping with your non-academic responsibilities (work, family, etc.)	**4.10**	**4.32**	*
	Scale 1 -6 (1 = Not important, 6 = Very important)		
How important that college provides: Support to help you thrive socially	**4.07**	**4.32**	**
	Scale 1 -6 (1 = Not important, 6 = Very important)		
What do you expect most of your grades will be at this college during the coming year? (Select only one.)	**6.31**	**5.91**	***
	B+	B	

Significance levels: * = p< .05: ** = p< .01: *** = p< .001

Statistically Significant findings on Construct Indexes, by Group **(First Generation)**

	High School Academic Engagement	Expected Academic Engagement	Expected Academic Perseverance	Expected Academic Difficulty	Perceived Academic Preparation	Importance of Campus Environment *
Overall	4.86	5.72	7.07	5.07	6.62	7.11
First Generation	4.79	5.78	7.17	5.14	6.6	7.23
Not First Generation	4.95	5.74	6.99	5.03	6.69	6.99

Index: Possible score 0 – 10

Significance levels: * = p< .05: ** = p< .01: *** = p< .001

Beginning College Survey of Student Engagement

Statistically Significant Findings by Group **(Gender)**

	Male (Average)	Female (Average)	P-value
What were most of your high school grades? (Select only one.)	**6.13**	**6.33**	**
	B+	*B+*	
During HIGH SCHOOL, how many years: Foreign language	**2.48**	**2.60**	*
During HIGH SCHOOL, how many **CLASSES**: Advanced Placement (AP) classes	**1.84**	**2.34**	***
	1 Course	*2 Courses*	
During LAST YEAR OF HIGH SCHOOL, how much reading and writing: Assigned reading (textbooks or other course materials)	**3.34**	**3.56**	***
	Scale 1 -5(1 = None, 5 = Very Much)		
During LAST YEAR OF HIGH SCHOOL, how much reading and writing: Writing short papers or reports (5 OR FEWER PAGES)	**3.53**	**3.69**	**
	Scale 1 -5(1 = None, 5 = Very Much)		
During LAST YEAR OF HIGH SCHOOL, how many HOURS in typical week: Preparing for class (studying, doing homework, rehearsing, etc.)	**2.61**	**2.91**	***
	6 - 10 Hours per Week	*6 - 10 Hours per Week*	

Significance levels: * = p< .05: ** = p< .01: *** = p< .001

Beginning College Survey of Student Engagement

Statistically Significant Findings by Group **(Gender)**

	Male (Average)	Female (Average)	P-value
During LAST YEAR OF HIGH SCHOOL, how many HOURS in typical week: Relaxing and socializing (watching TV, partying, etc.)	**4.34**	**3.77**	***
	11 - 15 Hours per Week	*6 - 10 Hours per Week*	
During LAST YEAR OF HIGH SCHOOL, how often you: Came to class without completing readings or assignments	**2.01**	**1.87**	***
	Scale 1 -4(1 = Never, 4 = Very Often)		
During LAST YEAR OF HIGH SCHOOL, how often you: Prepared two or more drafts of a paper or assignment before turning it in	**2.22**	**2.40**	**
	Scale 1 -4(1 = Never, 4 = Very Often)		
During LAST YEAR OF HIGH SCHOOL, how often you: Discussed ideas from your readings or classes with others outside of class (students, family members, etc.)	**2.34**	**2.46**	*
	Scale 1 -4(1 = Never, 4 = Very Often)		
During LAST YEAR OF HIGH SCHOOL, how often you: Talked with a counselor, teacher, or other staff member about college or career plans	**2.58**	**2.79**	***
	Scale 1 -4(1 = Never, 4 = Very Often)		
Recode of SAT Composite Score variable SAT_ACT into categories	**2.82**	**2.52**	**
	Score Range 1001 -1100	*Score Range 1001 -1100*	

Significance levels: * = p< .05: ** = p< .01: *** = p< .001

Statistically Significant Findings by Group **(Gender)**

	Male (Average)	Female (Average)	P-value
During HIGH SCHOOL YEARS, how involved in: Performing or visual arts programs (band, chorus, theater, art, etc.)	2.49	3.17	***
	Scale 1 -6 (1 = Not involved, 6 = Highly involved)		
During HIGH SCHOOL YEARS, how involved in: Athletic teams (varsity, junior varsity, club sport, etc.)	4.27	3.97	*
	Scale 1 -6 (1 = Not involved, 6 = Highly involved)		
During HIGH SCHOOL YEARS, how involved in: Student government	1.60	1.89	***
	Scale 1 -6 (1 = Not involved, 6 = Highly involved)		
During HIGH SCHOOL YEARS, how involved in: Publications (student newspaper, yearbook, etc.)	1.55	1.82	**
	Scale 1 -6 (1 = Not involved, 6 = Highly involved)		
During HIGH SCHOOL YEARS, how involved in: Academic honor societies	2.14	2.83	***
	Scale 1 -6 (1 = Not involved, 6 = Highly involved)		
During HIGH SCHOOL YEARS, how involved in: Vocational clubs (business, health, technology, etc.)	1.76	2.01	*
	Scale 1 -6 (1 = Not involved, 6 = Highly involved)		

Significance levels: * = p< .05: ** = p< .01: *** = p< .001

Beginning College Survey of Student Engagement

Statistically Significant Findings by Group **(Gender)**

	Male (Average)	**Female (Average)**	**P-value**
Overall, how academically challenging was your high school?	3.38	3.59	**
	Scale 1 -6 (1 = Not at all challenging, 6 = Extremely challenging)		
During COMING SCHOOL YEAR, how many HOURS in typical week: Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, other academic activities)	4.35	4.56	*
	11 - 15 Hours per Week	*11 - 15 Hours per Week*	
During COMING SCHOOL YEAR, how many HOURS in typical week: Relaxing and socializing (watching TV, partying, etc.)	3.67	3.26	***
	6 - 10 Hours per Week	*6 - 10 Hours per Week*	
During COMING SCHOOL YEAR, how often expect to: Work on a paper or project that requires integrating ideas or information from various sources	3.22	3.38	***
	Scale 1 -4(1 = Never, 4 = Very Often)		
During COMING SCHOOL YEAR, how often expect to: Put together ideas or concepts from different courses when completing assignments or during class discussions	2.96	3.10	**
	Scale 1 -4(1 = Never, 4 = Very Often)		
During COMING SCHOOL YEAR, how often expect to: Discuss ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.73	2.86	**
	Scale 1 -4(1 = Never, 4 = Very Often)		

Significance levels: * = p< .05: ** = p< .01: *** = p< .001

Beginning College Survey of Student Engagement

Statistically Significant Findings by Group **(Gender)**

	Male (Average)	Female (Average)	P-value
During COMING SCHOOL YEAR, how often expect to: Try to better understand someone else's views by imagining how an issue looks from his or her perspective	2.91	3.10	***
	Scale 1 -4(1 = Never, 4 = Very Often)		
During COMING SCHOOL YEAR, how often expect to: Learn something that changes the way you understand an issue or idea	3.01	3.17	***
	Scale 1 -4(1 = Never, 4 = Very Often)		
During COMING SCHOOL YEAR, how often expect to: Have serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2.75	2.88	*
	Scale 1 -4(1 = Never, 4 = Very Often)		
During COMING SCHOOL YEAR, how certain that you will: Study when there are other interesting things to do	4.07	4.34	***
	Scale 1 -6 (1 = Not at all certain, 6 = Very certain)		
During COMING SCHOOL YEAR, how certain that you will: Find additional information for course assignments when you don't understand the material	4.56	4.90	***
	Scale 1 -6 (1 = Not at all certain, 6 = Very certain)		
During COMING SCHOOL YEAR, how certain that you will: Ask instructors for help when you struggle with course assignments	4.61	4.86	***
	Scale 1 -6 (1 = Not at all certain, 6 = Very certain)		

Significance levels: * = p< .05: ** = p< .01: *** = p< .001

Statistically Significant Findings by Group **(Gender)**

	Male (Average)	Female (Average)	P-value
During COMING SCHOOL YEAR, how certain that you will: Finish something you have started when you encounter challenges	4.78	5.02	***
	Scale 1 -6 (1 = Not at all certain, 6 = Very certain)		
During COMING SCHOOL YEAR, how difficult you expect: Learning course material	3.76	3.96	**
	Scale 1 -6 (1 = Not at all difficult, 6 = Very difficult)		
During COMING SCHOOL YEAR, how difficult you expect: Paying college expenses	3.60	3.88	**
	Scale 1 -6 (1 = Not at all difficult, 6 = Very difficult)		
How prepared are you to do the following in your work: Write clearly and effectively	4.02	4.24	**
	Scale 1 -6 (1 = Not at all prepared, 6 = Very prepared)		
How prepared are you to do the following in your work: Think critically and analytically	4.38	4.11	***
	Scale 1 -6 (1 = Not at all prepared, 6 = Very prepared)		
How prepared are you to do the following in your work: Analyze math or quantitative problems	3.96	3.68	***
	Scale 1 -6 (1 = Not at all prepared, 6 = Very prepared)		

Significance levels: * = p< .05: ** = p< .01: *** = p< .001

Beginning College Survey of Student Engagement

Statistically Significant Findings by Group **(Gender)**

	Male (Average)	Female (Average)	P-value
How prepared are you to do the following in your work: Work effectively with others	**4.69**	**5.00**	***
	Scale 1 -6 (1 = Not at all prepared, 6 = Very prepared)		
How important that college provides: A challenging academic experience	**4.30**	**4.58**	***
	Scale 1 -6 (1 = Not important, 6 = Very important)		
How important that college provides: Support to help you succeed academically	**5.13**	**5.44**	***
	Scale 1 -6 (1 = Not important, 6 = Very important)		
How important that college provides: Opportunities to interact with students from different economic, social, and racial or ethnic backgrounds	**4.37**	**4.74**	***
	Scale 1 -6 (1 = Not important, 6 = Very important)		
How important that college provides: Assistance coping with your non-academic responsibilities (work, family, etc.)	**4.02**	**4.35**	**
	Scale 1 -6 (1 = Not important, 6 = Very important)		
How important that college provides: Support to help you thrive socially	**4.06**	**4.35**	***
	Scale 1 -6 (1 = Not important, 6 = Very important)		

Significance levels: * = p< .05: ** = p< .01: *** = p< .001

Beginning College Survey of Student Engagement

Statistically Significant Findings by Group **(Gender)**

	Male (Average)	Female (Average)	P-value
How important that college provides: Opportunities to attend campus events and activities	**4.34**	**4.67**	***
	Scale 1 -6 (1 = Not important, 6 = Very important)		
What do you expect most of your grades will be at this college during the coming year? (Select only one.)	**6.22**	**5.99**	**
	B+	*B*	

Significance levels: * = p< .05: ** = p< .01: *** = p< .001

Statistically Significant findings on Construct Indexes, by Group **(Gender)**

	High School Academic Engagement**	Expected Academic Engagement	Expected Academic Perseverance***	Expected Academic Difficulty	Perceived Academic Preparation	Importance of Campus Environment***
Overall	4.86	5.72	7.07	5.07	6.62	7.11
Male	4.72	5.71	6.85	5.01	6.62	6.74
Female	4.96	5.73	7.24	5.1	6.61	7.37

Index: Possible score 0 – 10

Significance levels: * = p< .05: ** = p< .01: *** = p< .001