2009

Beginning College Survey of Student Engagement

Institutional Effectiveness

College of Charleston

The Beginning College Survey of Student Engagement (BCSSE)
College of Charleston Summary of 2009 Results

Background

The Beginning College Survey of Student Engagement (BCSSE) collects data about entering college students' high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the first college year.

BCSSE focuses on six scale scores, designed to capture prior student experiences and expectations held for their first-year experience. The six scale scores summarized in this report are:

High School Academic Engagement (HSE)	*Engagement in educationally relevant behaviors during the last year of high school.*
Expected Academic Engagement (EAE)	*Expected engagement in educationally relevant behaviors during the first year of college.*
Expected Academic Perseverance (EAP)	*Student certainty that they will persist in the face of academic adversity.*
Expected Academic Difficulty (EAD)	*Expected academic difficulty during the first year of college.*
Perceived Academic Preparation (PAP)	*Student perception of their academic preparation.*
Importance of Campus Environment (ICE)	*Student-rated importance that the institution provides a challenging and supportive environment.*

Date of Administration: Summer orientation 2009

Sample Used: 2175 First-time in college students

Table 1. Respondent Characteristics

	Count	%
Number of Surveys Completed	1711	*78*
Student Characteristics		
Enrollment Status		
Full-time	1671	*100*
Less than full-time	4	*0*
Gender		
Female	1197	*71*
Male	491	*29*
Race/Ethnicity		
American Indian or other Native American	6	*0*
Asian, Asian American, or Pacific Islander	35	*2*
Black or African American	94	*6*
White (non-Hispanic)	1415	*84*
Mexican or Mexican American	14	*1*
Puerto Rican	6	*0*
Other Hispanic or Latino	22	*1*
Multiracial	32	*2*
Other	16	*1*
I prefer not to respond	49	*3*
First Generation Status		
Yes	308	*19*
No	1299	*81*

BCSSE 2009 Comparison Report

Gender and First-Generation Status Comparison: Summary Table

The BCSSE report offers comparisons of surveyed students by gender and first-generation status. The table below summarizes all student scores, comparisons between male and female students, and comparisons between first and non-first-generation students. The table includes significant values associated with the comparisons and effect size of the comparisons.

Scale scores are expressed in 0 to 10 point scales. Lower scores indicate weak agreement with the measured outcome, while higher scores indicate strong agreement with the measured outcome.

The scales seen below are composed of several individual items, all of which are described in the subsequent pages of this report. Individual items within a scale measure the same underlying concept. Scale scores are utilized because they are often more reliable than individual item scores. Grouping individual items into a well-constructed scale will reduce the random measurement error associated with individual items.

BCSSE Scales	All Students			Gender Comparisons				First-Generation[c] Comparisons			
				Means		Tests of mean differences		Means		Tests of mean differences	
	Mean	*SD*	*N*	*Female*	*Male*	*Sig[a]*	*Effect size[b]*	*FG*	*Non-FG*	*Sig[a]*	*Effect size[b]*
High School Academic Engagement (HSE) *Engagement in educationally relevant behaviors during the last year of high school.*	5.50	1.40	1,711	5.56	5.35	**	.15	5.55	5.50		.04
Expected Academic Engagement (EAE) *Expected engagement in educationally relevant behaviors during the first year of college.*	5.99	1.48	1,711	5.97	6.03		-.04	6.32	5.91	***	.27
Expected Academic Perseverance (EAP) *Student certainty that they will persist in the face of academic adversity.*	7.00	1.50	1,711	7.03	6.91		.08	7.32	6.94	***	.26
Expected Academic Difficulty (EAD) *Expected academic difficulty during the first year of college.*	4.84	1.51	1,711	4.85	4.82		.02	4.87	4.83		.03
Perceived Academic Preparation (PAP) *Student perception of their academic preparation.*	7.23	1.49	1,711	7.21	7.29		-.05	7.38	7.21		.12
Importance of Campus Environment (ICE) *Student-rated importance that the institution provides a challenging and supportive environment.*	7.32	1.70	1,711	7.47	6.93	***	.32	7.57	7.26	**	.18

[a] T-test results (2-tailed): * p<.05, ** p<.01, *** p<.001. The smaller the significance level, the less likely that the difference is due to chance.
[b] Effect size is the mean difference divided by pooled standard deviation. It indicates the *practical* significance of the mean difference (effect size .2 is often considered small, .5 is moderate, and .8 is large).
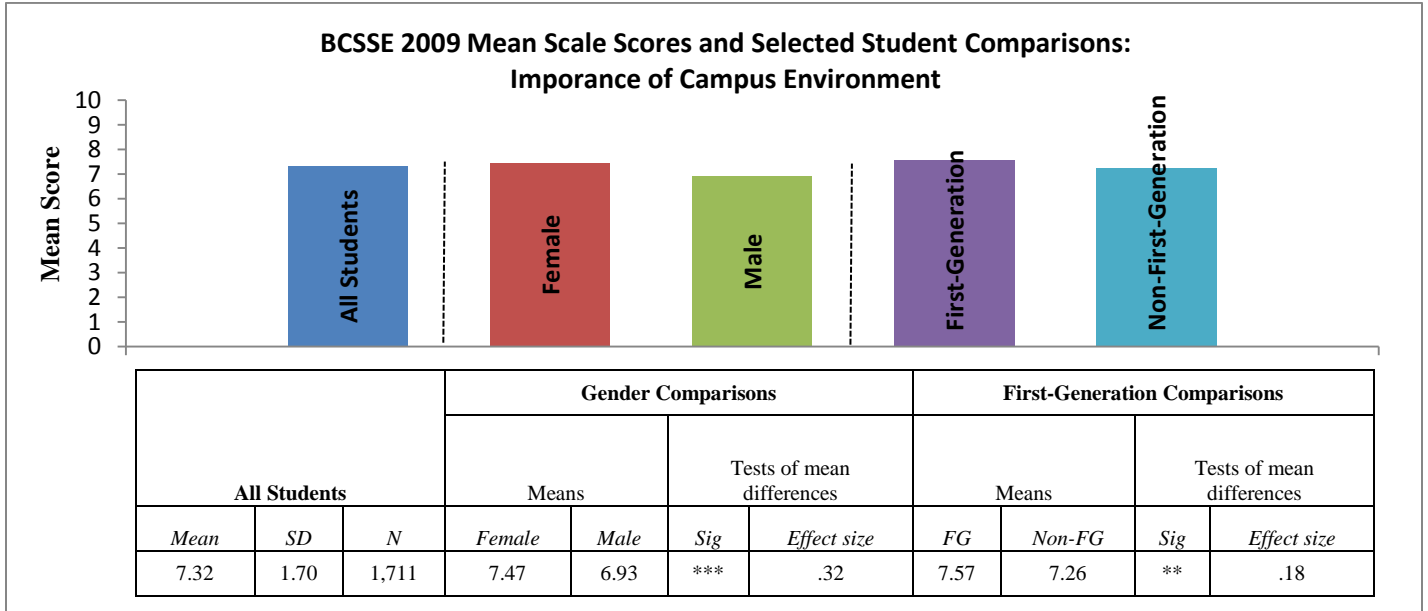[c] First generation is defined as no parent or guardian having graduated with a 4-year college degree.

1) **Importance of Campus Environment –** *Measures student-rated importance that the institution provides a challenging and supportive environment.*

   Key Points:
   - The mean score for all students (7.32) indicates moderately strong importance of campus environment.
   - Female students reported significantly higher importance of campus environment than male students.
   - First-generation students reported significantly higher importance of campus environment than non-first-generation students.
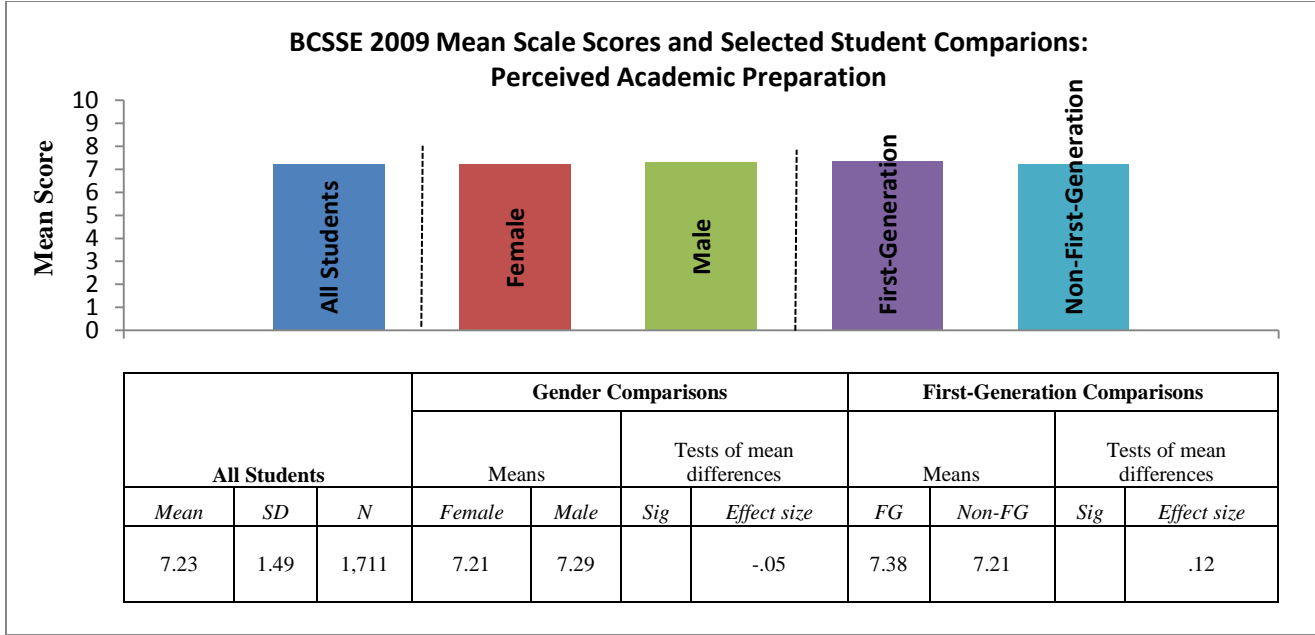

BCSSE 2009 Mean Scale Scores and Selected Student Comparisons: Imporance of Campus Environment

	All Students			Gender Comparisons				First-Generation Comparisons			
				Means		Tests of mean differences		Means		Tests of mean differences	
Mean	*SD*	*N*		*Female*	*Male*	*Sig*	*Effect size*	*FG*	*Non-FG*	*Sig*	*Effect size*
7.32	1.70	1,711		7.47	6.93	***	.32	7.57	7.26	**	.18

Importance of Campus Environment (ICE) Individual Items	Respondent Means				
	Overall	**Female**	**Male**	**FG**	**Non-FG**
How important that college (university) provides: Support to help you succeed academically. [Range: 1 to 6; M = 586, F = 1322]	5.19	5.27	4.99	4.64	4.59
How important that college (university) provides: Opportunities to attend campus events and activities. [Range: 1 to 6; M = 587, F = 1322]	4.89	4.99	4.64	5.01	4.86
How important that college (university) provides: Opportunities to interact with students from different economic, social, and racial or ethnic backgrounds. [Range: 1 to 6; M = 587, F = 1322]	4.71	4.81	4.45	4.91	4.67
How important that college (university) provides: A challenging academic experience. [Range: 1 to 6; M = 587, F = 1324]	4.59	4.61	4.54	4.64	4.59
How important that college (university) provides: Support to help you thrive socially. [Range: 1 to 6; M = 584, F = 1321]	4.38	4.46	4.16	4.42	4.36
How important that college (university) provides: Assistance coping with your non-academic responsibilities. (work, family, etc.) [Range: 1 to 6; M = 583, F = 1319]	4.20	4.28	4.01	4.39	4.15

2) **Perceived Academic Preparation** – *Measures student perception of their academic preparation.*

Key Points:
- The mean score for all students (7.23) indicates moderately strong perceptions of academic preparation.
- There were no significant differences between female and male students.
- There were no significant differences between first and non-first-generation students.
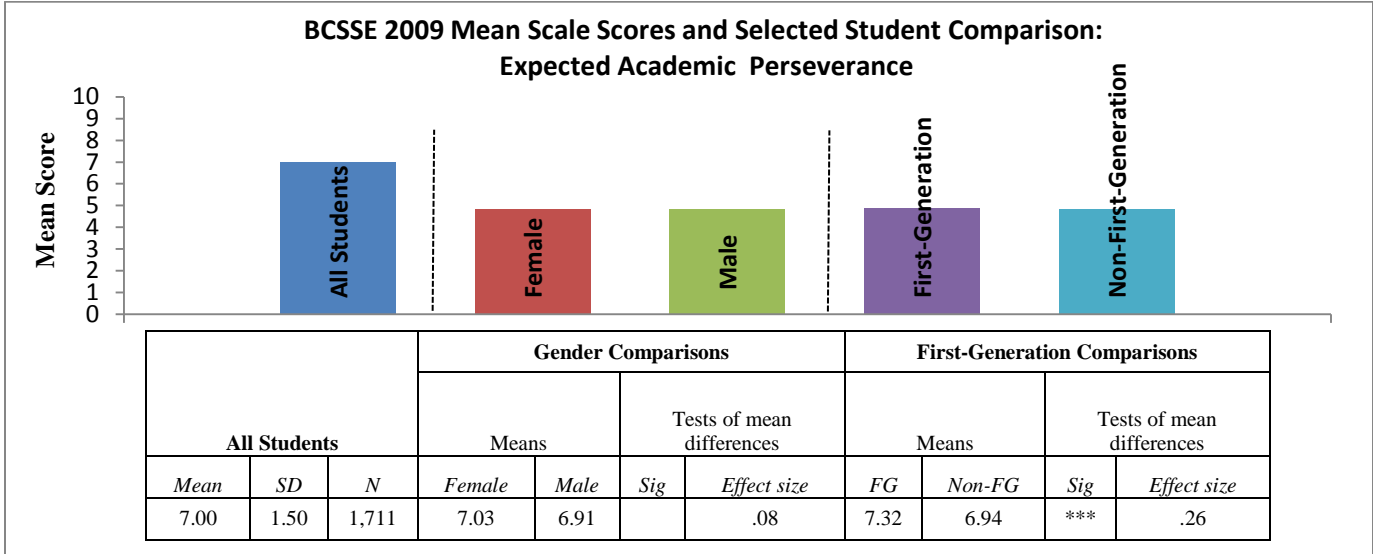

BCSSE 2009 Mean Scale Scores and Selected Student Comparions: Perceived Academic Preparation

			Gender Comparisons				First-Generation Comparisons			
			Means		Tests of mean differences		Means		Tests of mean differences	
All Students										
Mean	*SD*	*N*	*Female*	*Male*	*Sig*	*Effect size*	*FG*	*Non-FG*	*Sig*	*Effect size*
7.23	1.49	1,711	7.21	7.29		-.05	7.38	7.21		.12

Perceived Academic Preparation (PAP) Individual Items	Respondent Means				
	Overall	**Female**	**Male**	**FG**	**Non- FG**
How prepared are you to do the following in your work: Work effectively with others. [Range: 1 to 6; M = 582, F = 1326]	5.05	5.12	4.87	5.08	5.05
How prepared are you to do the following in your work: Learn effectively on your own. [Range: 1 to 6; M = 582, F = 1325]	4.92	4.92	4.93	4.97	4.91
How prepared are you to do the following in your work: Think critically and analytically. [Range: 1 to 6; M = 579, F = 1323]	4.71	4.65	4.86	4.79	4.71
How prepared are you to do the following in your work: Write clearly and effectively. [Range: 1 to 6; M = 579, F = 1325]	4.60	4.66	4.44	4.62	4.60
How prepared are you to do the following in your work: Speak clearly and effectively. [Range: 1 to 6; M = 580, F = 1325]	4.58	4.59	4.56	4.62	4.59
How prepared are you to do the following in your work: Use computing and information technology. [Range: 1 to 6; M = 483, F = 1188]	4.39	4.32	4.56	4.54	4.35
How prepared are you to do the following in your work: Analyze math or quantitative problems. [Range: 1 to 6; M = 579, F = 1324]	4.07	3.98	4.28	4.24	4.71

3) Expected Academic Perseverance – *Measures student certainty that they will persist in the face of academic adversity.*

    Key Points:
- The mean score for all students (7.00) indicates moderately strong certainty that they will persist in the face of academic diversity.
- First-generation students indicated significantly higher expectations to persevere academically than non-first-generation students.
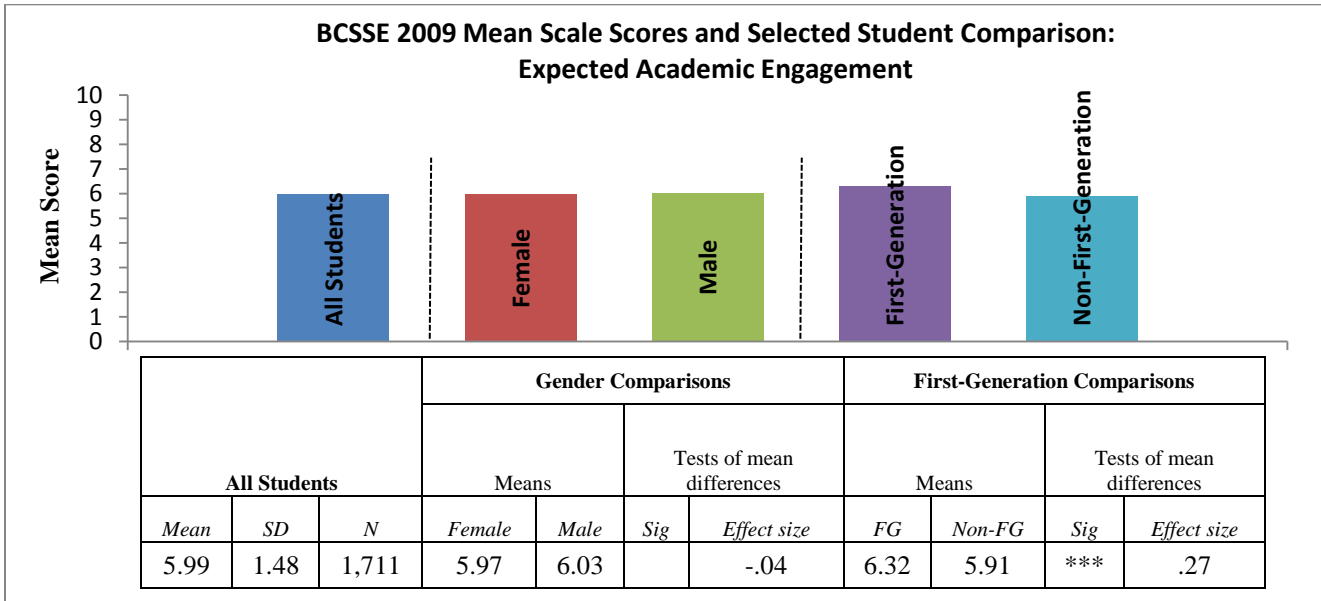- There were no significant differences between female and male students.

BCSSE 2009 Mean Scale Scores and Selected Student Comparison: Expected Academic Perseverance

	All Students		Gender Comparisons				First-Generation Comparisons			
			Means		Tests of mean differences		Means		Tests of mean differences	
Mean	*SD*	*N*	*Female*	*Male*	*Sig*	*Effect size*	*FG*	*Non-FG*	*Sig*	*Effect size*
7.00	1.50	1,711	7.03	6.91		.08	7.32	6.94	***	.26

Expected Academic Perseverance (EAP) Individual Items	Respondent Means				
	Overall	**Female**	**Male**	**FG**	**Non-FG**
During the COMING SCHOOL YEAR, how certain that you will: Finish something you have started when you encounter challenges. [Range: 1 to 6; M = 582, F = 1323]	4.85	4.86	4.81	5.02	4.82
During the COMING SCHOOL YEAR, how certain that you will: Ask instructors for help when you struggle with course assignments. [Range: 1 to 6; M = 581, F = 1323]	4.81	4.87	4.67	5.05	4.76
During the COMING SCHOOL YEAR, how certain that you will: Stay positive, even when you do poorly on a test or assignment. [Range: 1 to 6; M = 583, F = 1320]	4.58	4.55	4.66	4.72	4.57
During the COMING SHOOL YEAR, how certain that you will: Find additional information for course assignments when you don't understand the material. [Range: 1 to 6; M = 581, F = 1325]	4.61	4.66	4.49	4.79	4.56
During the COMING SCHOOL YEAR, how certain that you will: Participate regularly in course discussions, even when you don't feel like it. [Range: 1 to 6; M = 581, F = 1322]	4.08	4.05	4.14	4.18	4.06
During the COMING SCHOOL YEAR, how certain that you will: Study when there are other interesting things to do. [Range: 1 to 6; M = 582, F = 1324]	4.07	4.11	3.97	4.20	4.05

4) **Expected Academic Engagement –** *Measures expected engagement in educationally relevant behaviors during the first year of college.*

Key Points:
- The mean score for all students (5.99) indicates moderate expectations of engagement in educationally relevant behaviors during the first year of college.
- There were no significant differences between male and female students.
- First-generation students indicated significantly higher expectations of engagement in educationally relevant behaviors than non-first-generation students.
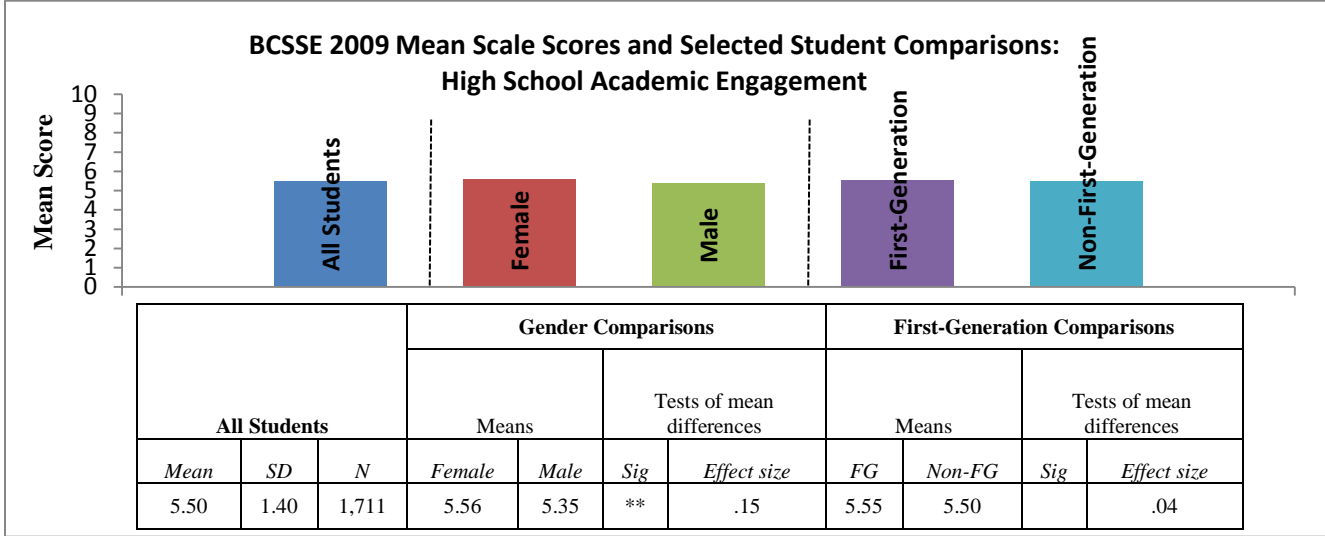

BCSSE 2009 Mean Scale Scores and Selected Student Comparison: Expected Academic Engagement

	All Students			Gender Comparisons				First-Generation Comparisons			
				Means		Tests of mean differences		Means		Tests of mean differences	
Mean	*SD*	*N*		*Female*	*Male*	*Sig*	*Effect size*	*FG*	*Non-FG*	*Sig*	*Effect size*
5.99	1.48	1,711		5.97	6.03		-.04	6.32	5.91	***	.27

Expected Academic Engagement (EAE) Individual Items	Respondent Means				
	Overall	**Female**	**Male**	**FG**	**Non -FG**
During the COMING SCHOOL YEAR, how often expect to: Ask questions in class or contribute to class discussions. [Range: 1 to 4; M = 583, F = 1326]	3.14	3.13	3.16	3.23	3.13
During the COMING SCHOOL YEAR, how often expect to: Discuss grades or assignments with an instructor. [Range: 1 to 4; M = 583, F =1 325]	2.94	2.95	2.93	3.07	2.71
During the COMING SCHOOL YEAR, how often expect to: Work with classmates OUTSIDE OF CLASS to prepare class assignments. [Range: 1 to 4; M = 583, F = 1326]	2.93	2.96	2.88	3.07	2.90
During the 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.) [Range: 1 to 4; M = 582, F = 1322	2.79	2.80	2.76	2.91	2.76
During the COMING SCHOOL YEAR, how often expect to: Make a class presentation. [Range: 1 to 4; M = 582, F = 1327]	2.73	2.71	2.77	2.83	2.71
During the COMING SCHOOL YEAR, how often expect to: Work with other students on projects DURING CLASS. [Range: 1 to 4; M = 582, F = 1324]	2.66	2.63	2.74	2.73	2.64
During the COMING SCHOOL YEAR, how often expect to: Discuss ideas from your readings or classes with faulty members outside of class. [Range: 1 to 4; M = 583, F = 1324]	2.62	2.59	2.7	2.75	2.59
During COMING SCHOOL YEAR, how many hours in a typical week: Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing and other academic activities). [Range: 1 to 8; M = 577, F = 1312]	4.61	4.63	4.55	4.66	4.61

5) **High School Academic Engagement** – *Measures engagement in educationally relevant behaviors during the last year of high school.*

Key Points:
- The mean score for all students (5.50) indicates moderate engagement in educationally relevant behaviors during the last year of high school.
- Female students indicated being significantly more engaged in high school academics than male students.
- There were no significant differences between first and non-first-generation students.

BCSSE 2009 Mean Scale Scores and Selected Student Comparisons: High School Academic Engagement

	All Students			Gender Comparisons				First-Generation Comparisons			
				Means		Tests of mean differences		Means		Tests of mean differences	
Mean	*SD*	*N*	*Female*	*Male*	*Sig*	*Effect size*	*FG*	*Non-FG*	*Sig*	*Effect size*
5.50	1.40	1,711	5.56	5.35	**	.15	5.55	5.50		.04

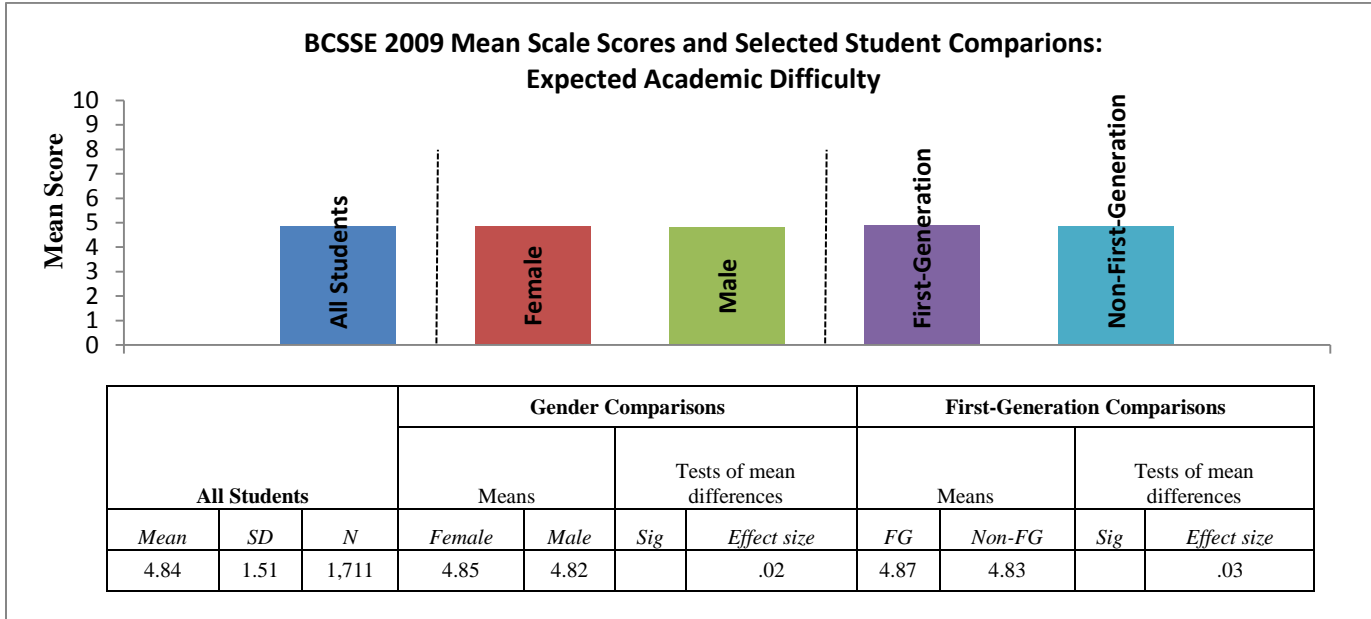| High School Academic Engagement (HSE) Individual Items	Respondent Means				
	Overall	Female	Male	FG	Non-FG
During last year of high school, how often you: Asked questions in class or contributed to class discussions. [Range: 1 to 4; M = 585, F = 1333]	3.17	3.19	3.13	3.25	3.16
During last year of high school, how often you: Worked with other students on projects during class. [Range: 1 to 4; M = 586, F = 1329]	2.78	2.78	2.78	2.81	2.77
During last year of high school, how often you: Discussed grades or assignments with a teacher. [Range: 1 to 4; M = 582, F = 1331]	2.69	2.69	2.70	2.76	2.68
During last year of high school, how often you: Made a class presentation. [Range: 1 to 4; M = 584, F = 1333]	2.64	2.64	2.63	2.70	2.62
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.) [Range: 1 to 4; M = 584, F = 1330]	2.61	2.62	2.58	2.67	2.61
During last year of high school, how often you: Prepared two or more drafts of a paper or assignment before turning it in. [Range: 1 to 4; M = 586, F = 1331]	2.45	2.53	2.26	2.42	2.45
During last year of high school, how often you: worked with classmates outside of class to prepare class assignments. [Range: 1 to 4; M = 585, F = 1331]	2.28	2.30	2.23	2.33	2.27
During last year of high school, how often you: Discussed ideas from your readings or classes with teachers outside of class. [Range: 1 to 4; M = 583, F = 1330]	2.20	2.17	2.28	2.29	2.18
During last year of high school, how much reading and writing: Writing short papers or reports. (5 or fewer pages) [Range: 1 to 5; M = 580, F = 1328]	4.10	4.12	4.04	2.87	3.04
During last year of high school, how much reading and writing: Assigned reading (textbooks or other course materials). [Range: 1 to 5; M = 686, F = 1328]	3.94	4.01	3.75	3.92	3.94
During last year of high school, how much reading and writing: Writing longer papers or reports. (More than 5 pages) [Range: 1 to 5; M = 578, F = 1325]	3.01	3.02	2.98	2.87	3.04
During last year of high school, how many hours in typical week: Preparing for class. (studying, doing homework, rehearsing, etc.) [Range: 1 to 8; M = 584, F = 1328]	3.20	3.31	2.95	3.04	3.27

6) **Expected Academic Difficulty** – *Measures expected academic difficulty during the first year of college.*

Key Points:
- The mean score for all students (4.84) indicates moderate expectations of academic difficulty during the first year of college.
- There were no significant differences between female and male students.
- There were no significant differences between first and non-first-generation students.

BCSSE 2009 Mean Scale Scores and Selected Student Comparions: Expected Academic Difficulty

	All Students			Gender Comparisons				First-Generation Comparisons			
				Means		Tests of mean differences		Means		Tests of mean differences	
	Mean	*SD*	*N*	*Female*	*Male*	*Sig*	*Effect size*	*FG*	*Non-FG*	*Sig*	*Effect size*
	4.84	1.51	1,711	4.85	4.82		.02	4.87	4.83		.03

Expected Academic Difficulty (EAD) Individual Items	Respondent Means				
	Overall	Female	Male	FG	Non-FG
During the COMING SCHOOL YEAR, how difficult you expect: Managing your time. [Range: 1 to 6; M = 582, F = 1320]	4.24	4.21	4.33	4.28	4.23
During the COMING SCHOOL YEAR, how difficult you expect: Learning course material. [Range: 1 to 6; M = 581, F = 1319]	3.82	3.87	3.7	3.86	3.81
During the COMING SCHOOL YEAR, how difficult you expect: Getting help with school work. [Range: 1 to 6; M = 580, F = 1320]	2.88	2.87	2.93	2.93	2.87
During the COMING SCOOL YEAR, how difficult you expect: Interacting with faculty. [Range: 1 to 6; M = 580, F = 1321]	2.74	2.77	2.66	2.68	2.76