

# 2012

## Beginning College Survey of Student Engagement



Institutional Effectiveness  
College of Charleston

# The Beginning College Survey of Student Engagement (BCSSE) College of Charleston Summary of 2012 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)	<i>Engagement in educationally relevant behaviors during the last year of high school.</i>
Expected Academic Engagement (EAE)	<i>Expected engagement in educationally relevant behaviors during the first year of college.</i>
Expected Academic Perseverance (EAP)	<i>Student certainty that they will persist in the face of academic adversity.</i>
Expected Academic Difficulty (EAD)	<i>Expected academic difficulty during the first year of college.</i>
Perceived Academic Preparation (PAP)	<i>Student perception of their academic preparation.</i>
Importance of Campus Environment (ICE)	<i>Student-rated importance that the institution provides a challenging and supportive environment.</i>

**Date of Administration:** Summer orientation 2012

**Sample Used:** 2157 First-time in college students

**Table 1. Respondent Characteristics**

	<i>Count</i>	<i>%</i>
<b>Number of Surveys Completed</b>	1969	91%
<b>Student Characteristics</b>		
<i>Enrollment Status</i>		
Full-time	1905	100%
Less than full-time	7	0%
<i>Gender</i>		
Female	1334	69%
Male	588	31%
<i>Race/Ethnicity</i>		
American Indian or other Native American	13	1%
Asian, Asian American, or Pacific Islander	30	2%
Black or African American	125	7%
White (non-Hispanic)	1559	81%
Mexican or Mexican American	16	1%
Puerto Rican	18	1%
Other Hispanic or Latino	35	2%
Multiracial	69	4%
Other	20	1%
I prefer not to respond	31	2%
<i>First Generation Status</i>		
Yes	374	20%
No	1507	80%

<sup>a</sup> 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.

<sup>b</sup> 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).

## BCSSE 2012 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.

BCSSE Scales	All Students			Gender Comparisons				First-Generation <sup>c</sup> Comparisons			
				Means		Tests of mean differences		Means		Tests of mean differences	
	Mean	SD	N	Female	Male	Sig <sup>a</sup>	Effect size <sup>b</sup>	FG	Non-FG	Sig <sup>a</sup>	Effect size <sup>b</sup>
<b>Importance of Campus Environment</b> <i>Student-rated importance that the institution provides a challenging and supportive environment.</i>	7.37	1.67	1,969	7.6	6.85	***	0.45	7.68	7.30	***	0.23
<b>Perceived Academic Preparation</b> <i>Student perception of their academic preparation.</i>	7.26	1.59	1,969	7.29	7.19		0.06	7.2	7.28		-0.05
<b>Expected Academic Perseverance</b> <i>Student certainty that they will persist in the face of academic adversity.</i>	6.96	1.59	1,969	7.10	6.68	***	0.26	7.05	6.96		0.06
<b>Expected Academic Engagement</b> <i>Expected engagement in educationally relevant behaviors during the first year of college.</i>	6.15	1.54	1,969	6.19	6.06		0.08	6.27	6.12		0.10
<b>High School Academic Engagement</b> <i>Engagement in educationally relevant behaviors during the last year of high school.</i>	5.57	1.45	1,969	5.64	5.40	**	0.16	5.52	5.58		-0.04
<b>Expected Academic Difficulty</b> <i>Expected academic difficulty during the first year of college.</i>	4.67	1.54	1,969	4.71	4.59		0.08	4.72	4.66		0.04

<sup>a</sup> 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.

<sup>b</sup> 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).

<sup>c</sup> First generation is defined as no parent or guardian having graduated with a 4-year college degree.

### BCSSE 2009 and BCSSE 2012 Comparison: Summary Table

An independent-samples t-test was utilized to offer a comparison between BCSSE survey respondents in 2009 and 2012. The table below summarizes overall comparisons between the two cohorts and includes all significant values associated.

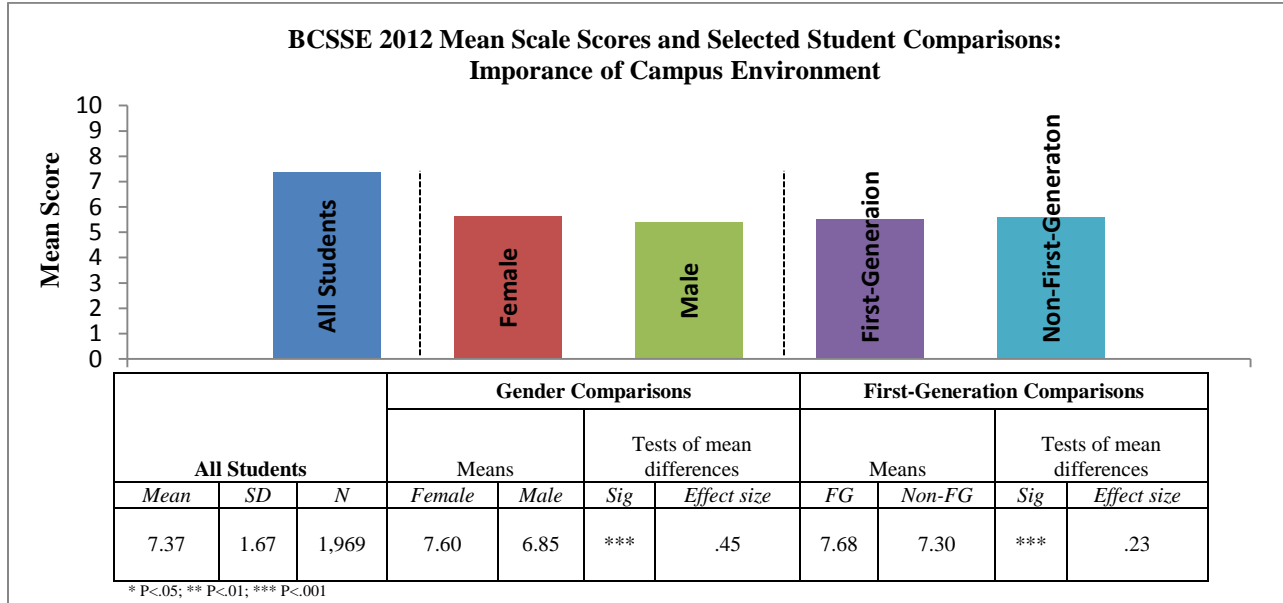
BCSSE Scales	Means		Test of Mean Differences	
	2009	2012	Sig <sup>a</sup>	Effect size <sup>b</sup>
<b>Importance of Campus Environment</b> <i>Student-rated importance that the institution provides a challenging and supportive environment.</i>	7.31	7.36		0.02
<b>Perceived Academic Preparation</b> <i>Student perception of their academic preparation.</i>	7.23	7.26		0.02
<b>Expected Academic Perseverance</b> <i>Student certainty that they will persist in the face of academic adversity.</i>	7.00	6.96		-0.02
<b>Expected Academic Engagement</b> <i>Expected engagement in educationally relevant behaviors during the first year of college.</i>	6.00	6.15	**	0.10
<b>High School Academic Engagement</b> <i>Engagement in educationally relevant behaviors during the last year of high school.</i>	5.50	5.57		0.04
<b>Expected Academic Difficulty</b> <i>Expected academic difficulty during the first year of college.</i>	4.83	4.67	**	-0.10

## BCSSE 2012 Scale Scores Report

**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 (7.37) 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.



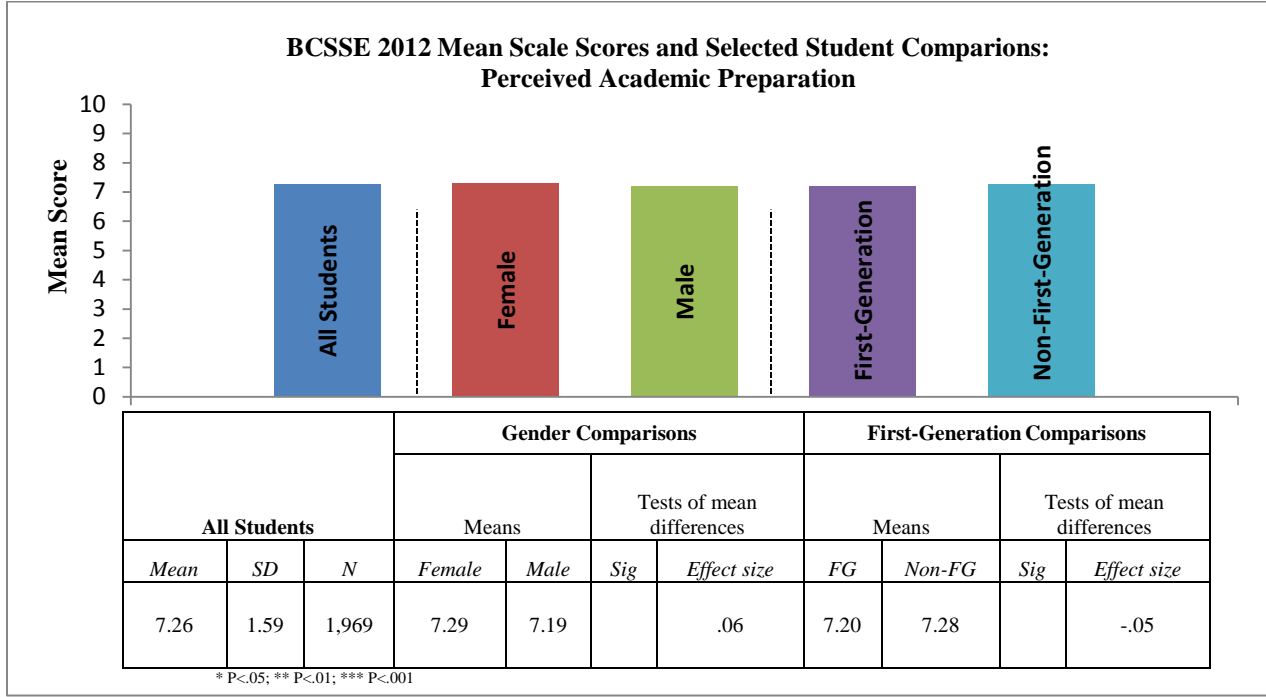
Importance of Campus Environment (ICE) Individual Items	Respondent Means				
	Overall	Female	Male	FG	Non-FG
<b>How important that college (university) provides: Support to help you succeed academically.</b> [Range: 1 to 6; M = 586, F = 1322]	5.14	5.27	4.85	5.34	5.11
<b>How important that college (university) provides: Opportunities to attend campus events and activities.</b> [Range: 1 to 6; M = 587, F = 1322]	4.96	5.09	4.65	5.05	4.94
<b>How important that college (university) provides: Opportunities to interact with students from different economic, social, and racial or ethnic backgrounds.</b> [Range: 1 to 6; M = 587, F = 1322]	4.74	4.86	4.48	4.88	4.71
<b>How important that college (university) provides: A challenging academic experience.</b> [Range: 1 to 6; M = 587, F = 1324]	4.55	4.62	4.40	4.60	4.55
<b>How important that college (university) provides: Support to help you thrive socially.</b> [Range: 1 to 6; M = 584, F = 1321]	4.49	4.63	4.18	4.67	4.45
<b>How important that college (university) provides: Assistance coping with your non-academic responsibilities (work, family, etc.).</b> [Range: 1 to 6; M = 583, F = 1319]	4.22	4.32	3.99	4.52	4.15

## BCSSE 2012 Scale Scores Report, Continued

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

**Key Points:**

- The mean score for all students (7.26) 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.



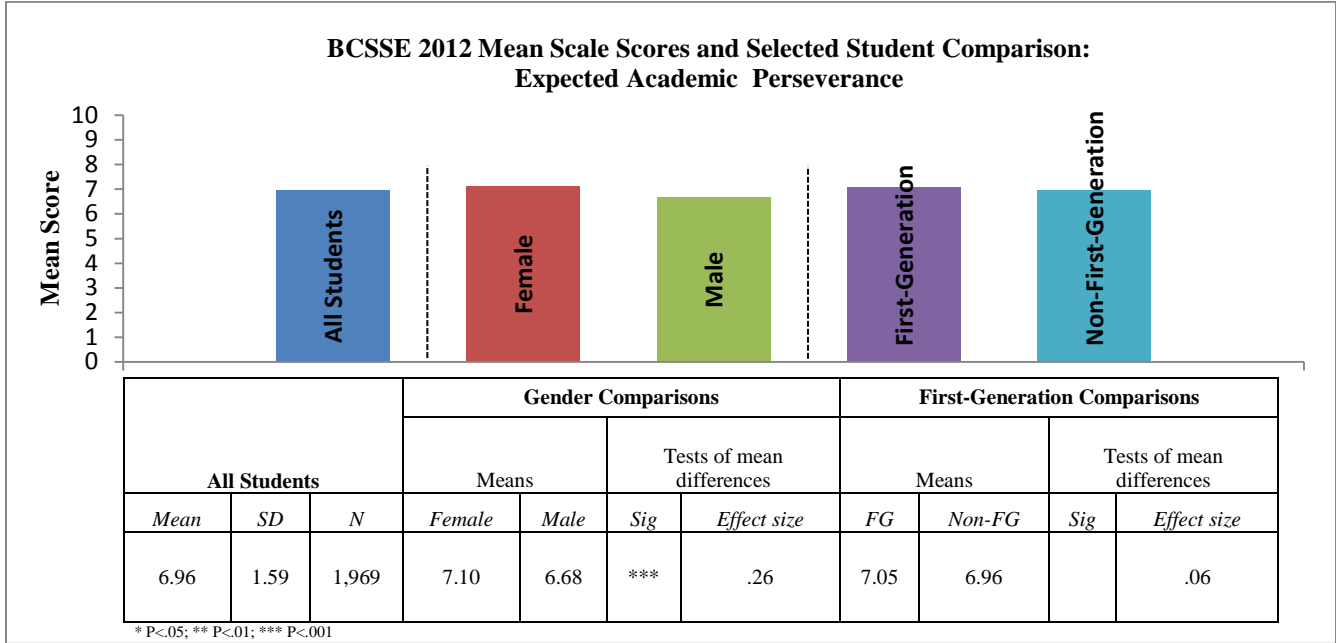
Perceived Academic Preparation (PAP) Individual Items	Respondent Means				
	Overall	Female	Male	FG	Non-FG
<b>How prepared are you to do the following in your work: Work effectively with others.</b> [Range: 1 to 6; M = 582, F = 1326]	5.03	5.10	4.85	4.96	5.04
<b>How prepared are you to do the following in your work: Learn effectively on your own.</b> [Range: 1 to 6; M = 582, F = 1325]	4.92	4.97	4.80	4.87	4.93
<b>How prepared are you to do the following in your work: Think critically and analytically.</b> [Range: 1 to 6; M = 579, F = 1323]	4.75	4.72	4.83	4.70	4.77
<b>How prepared are you to do the following in your work: Write clearly and effectively.</b> [Range: 1 to 6; M = 579, F = 1325]	4.66	4.75	4.45	4.57	4.69
<b>How prepared are you to do the following in your work: Speak clearly and effectively.</b> [Range: 1 to 6; M = 580, F = 1325]	4.60	4.60	4.60	4.51	4.63
<b>How prepared are you to do the following in your work: Analyze math or quantitative problems.</b> [Range: 1 to 6; M = 579, F = 1324]	4.12	4.06	4.25	4.10	4.12

## BCSSE 2012 Scale Scores Report, Continued

### 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 (6.96) indicates moderately strong certainty that they will persist in the face of academic adversity.
- Female students indicated significantly higher expectations to persevere academically than male students.
- There were no significant differences between first and non-first-generation students.



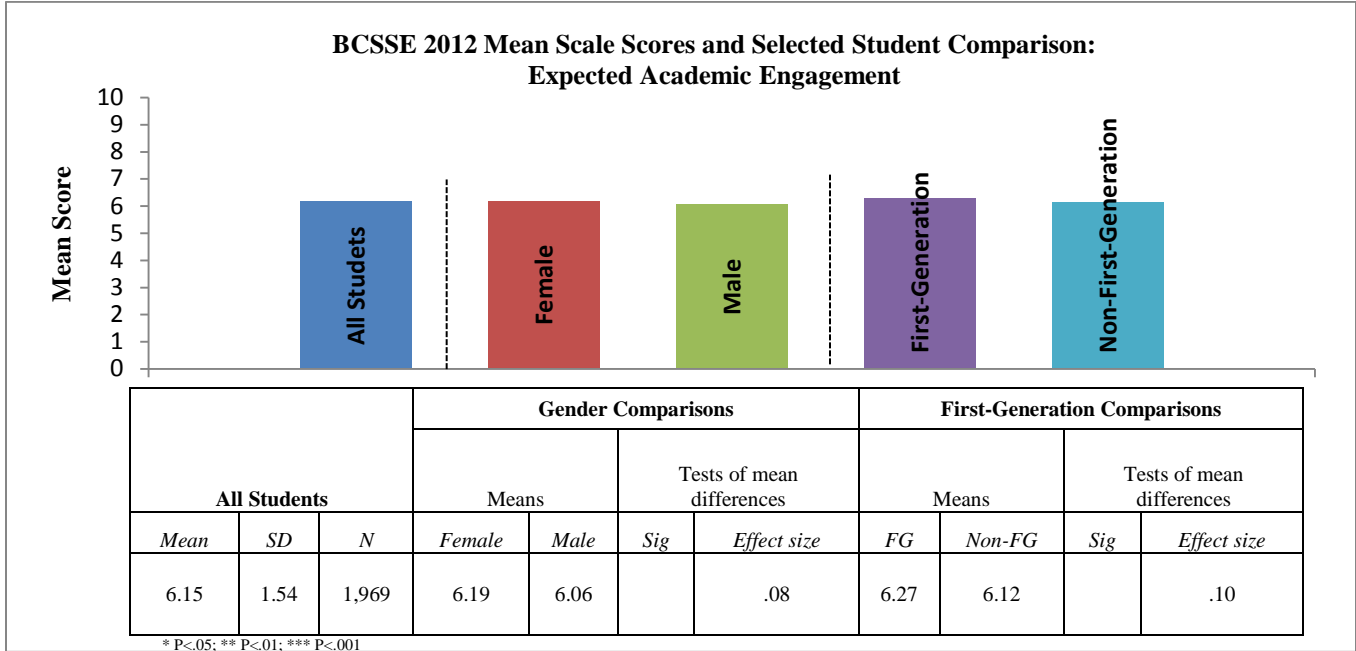
Expected Academic Perseverance (EAP) Individual Items	Respondent Means				
	Overall	Female	Male	FG	Non-FG
<b>During the COMING SCHOOL YEAR, how certain that you will: Finish something you have started when you encounter challenges.</b> [Range: 1 to 6; M = 582, F = 1323]	4.82	4.80	4.70	4.87	4.82
<b>During the COMING SCHOOL YEAR, how certain that you will: Ask instructors for help when you struggle with course assignments.</b> [Range: 1 to 6; M = 581, F = 1323]	4.80	4.90	4.56	4.92	4.77
<b>During the COMING SCHOOL YEAR, how certain that you will: Stay positive, even when you do poorly on a test or assignment.</b> [Range: 1 to 6; M = 583, F = 1320]	4.63	4.64	4.61	4.59	4.64
<b>During the COMING SCHOOL YEAR, how certain that you will: Find additional information for course assignments when you don't understand the material.</b> [Range: 1 to 6; M = 581, F = 1325]	4.56	4.66	4.33	4.64	4.54
<b>During the COMING SCHOOL YEAR, how certain that you will: Participate regularly in course discussions, even when you don't feel like it.</b> [Range: 1 to 6; M = 581, F = 1322]	4.10	4.16	3.96	4.10	4.10
<b>During the COMING SCHOOL YEAR, how certain that you will: Study when there are other interesting things to do.</b> [Range: 1 to 6; M = 582, F = 1324]	3.99	4.06	3.85	4.02	3.99

## BCSSE 2012 Scale Scores Report, Continued

**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 (6.15) 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.
- There were no significant differences between first and non-first-generation students.



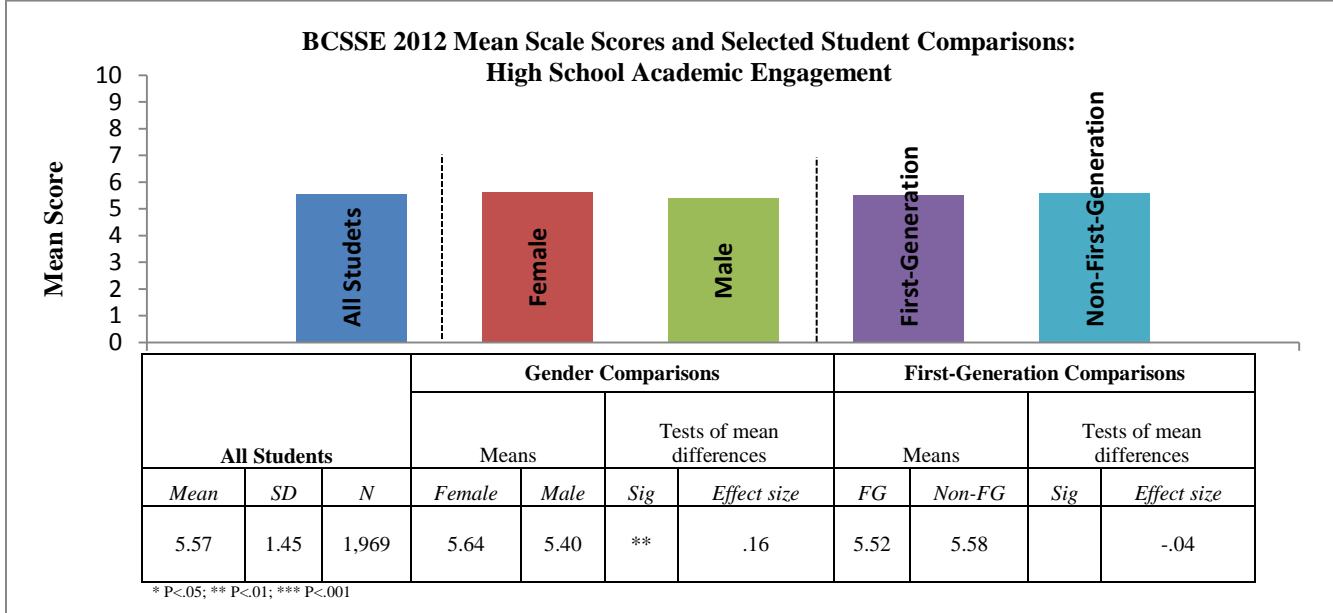
Expected Academic Engagement (EAE) Individual Items	Respondent Means				
	Overall	Female	Male	FG	Non-FG
<b>During COMING SCHOOL YEAR, how many hours in a typical week: Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing and other academic activities).</b> [Range: 1 to 8; M = 577, F = 1312]	4.64	4.70	4.52	4.65	4.65
<b>During the COMING SCHOOL YEAR, how often expect to: Ask questions in class or contribute to class discussions.</b> [Range: 1 to 4; M = 583, F = 1326]	3.13	3.14	3.11	3.17	3.12
<b>During the COMING SCHOOL YEAR, how often expect to: Work with classmates OUTSIDE OF CLASS to prepare class assignments.</b> [Range: 1 to 4; M = 583, F = 1326]	3.01	3.02	2.97	3.05	2.99
<b>During the COMING SCHOOL YEAR, how often expect to: Make a class presentation.</b> [Range: 1 to 4; M = 582, F = 1327]	2.80	2.82	2.77	2.85	2.79
<b>During the COMING SCHOOL YEAR, how often expect to: Discuss grades or assignments with an instructor.</b> [Range: 1 to 4; M = 583, F = 1325]	2.80	3.04	2.91	3.06	2.99
<b>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.).</b> [Range: 1 to 4; M = 582, F = 1322]	2.78	2.80	2.75	2.81	2.78
<b>During the COMING SCHOOL YEAR, how often expect to: Work with other students on projects DURING CLASS.</b> [Range: 1 to 4; M = 582, F = 1324]	2.75	2.74	2.77	2.80	2.73
<b>During the COMING SCHOOL YEAR, how often expect to: Discuss ideas from your readings or classes with faculty members outside of class.</b> [Range: 1 to 4; M = 583, F = 1324]	2.72	2.70	2.75	2.75	2.71

## BCSSE 2012 Scale Scores Report, Continued

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 (5.57) 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.



High School Academic Engagement (HSE) Individual Items	Respondent Means				
	Overall	Female	Male	FG	Non-FG
<b>During last year of high school, how many hours in typical week: Preparing for class (studying, doing homework, rehearsing, etc.).</b> [Range: 1 to 8; M = 584, F = 1328]	3.34	3.46	3.07	3.21	3.39
<b>During last year of high school, how much reading and writing: Writing short papers or reports (5 or fewer pages).</b> [Range: 1 to 5; M = 580, F = 1328]	4.04	4.07	3.96	3.95	4.06
<b>During last year of high school, how much reading and writing: Assigned reading (textbooks or other course materials).</b> [Range: 1 to 5; M = 686, F = 1328]	3.85	3.95	3.61	3.74	3.88
<b>During last year of high school, how much reading and writing: Writing longer papers or reports (More than 5 pages).</b> [Range: 1 to 5; M = 578, F = 1325]	3.10	3.10	3.09	2.96	3.13
<b>During last year of high school, how often you: Asked questions in class or contributed to class discussions.</b> [Range: 1 to 4; M = 585, F = 1333]	3.14	3.18	3.06	3.14	3.15
<b>During last year of high school, how often you: worked with other students on projects during class.</b> [Range: 1 to 4; M = 586, F = 1329]	2.81	2.82	2.80	2.87	2.79
<b>During last year of high school, how often you: Made a class presentation.</b> [Range: 1 to 4; M = 584, F = 1333]	2.73	2.75	2.69	2.72	2.73
<b>During last year of high school, how often you: Discussed grades or assignments with a teacher.</b> [Range: 1 to 4; M = 582, F = 1331]	2.72	2.72	2.72	2.81	2.70
<b>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.).</b> [Range: 1 to 4; M = 584, F = 1330]	2.56	2.58	2.51	2.54	2.57
<b>During last year of high school, how often you: Prepared two or more drafts of a paper or assignment before turning it in.</b> [Range: 1 to 4; M = 586, F = 1331]	2.46	2.49	2.37	2.47	2.46
<b>During last year of high school, how often you: Worked with classmates outside of class to prepare class assignments.</b> [Range: 1 to 4; M = 585, F = 1331]	2.37	2.37	2.36	2.35	2.37
<b>During last year of high school, how often you: Discussed ideas from your readings or classes with teachers outside of class.</b> [Range: 1 to 4; M = 583, F = 1330]	2.25	2.22	2.31	2.27	2.25

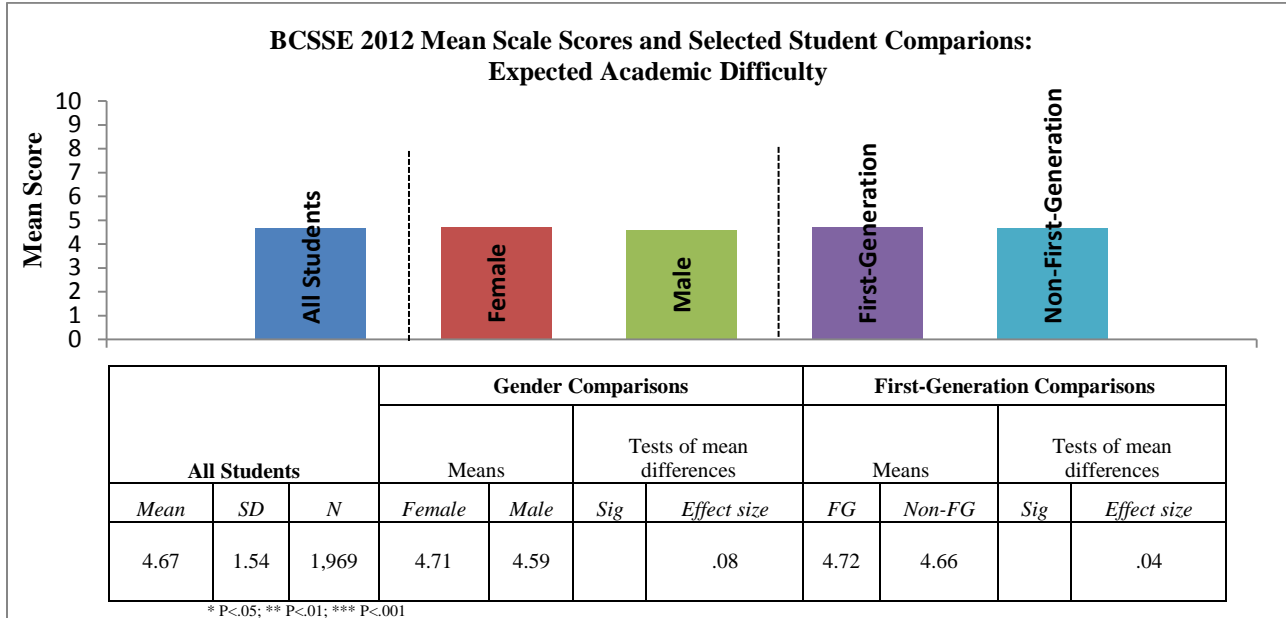


## BCSSE 2012 Scale Scores Report, Continued

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

**Key Points:**

- The mean score for all students (4.67) 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.



Expected Academic Difficulty (EAD) Individual Items	Respondent Means				
	Overall	Female	Male	FG	Non-FG
<b>During the COMING SCHOOL YEAR, how difficult you expect: Managing your time.</b> [Range: 1 to 6; M = 582, F = 1320]	4.13	4.13	4.13	4.17	4.13
<b>During the COMING SCHOOL YEAR, how difficult you expect: Learning course material.</b> [Range: 1 to 6; M = 581, F = 1319]	3.75	3.20	3.61	3.73	3.76
<b>During the COMING SCHOOL YEAR, how difficult you expect: Getting help with school work.</b> [Range: 1 to 6; M = 580, F = 1320]	2.80	2.77	2.86	2.85	2.78
<b>During the COMING SCHOOL YEAR, how difficult you expect: Interacting with faculty.</b> [Range: 1 to 6; M = 580, F = 1321]	2.66	2.71	2.56	2.69	2.65