Beginning College Survey of Student Engagement (BCSSE) 2011

The University of North Carolina at Greensboro
Executive Summary
“By understanding the experiences and expectations of entering students, [universities] can better tailor programs and services to the needs and interests of these students.”

(Cole, Kennedy, & Ben-Avie, 2009)
What is the BCSSE?

The BCSSE is a survey that collects data on entering college students’ academic engagement experiences in the last year of high school, as well as their expectations for the first year of college. The 6 BCSSE scales are:

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

Information taken from: http://bcsse.iub.edu

Please visit the website for more information about the BCSSE.
## UNCG Means for BCSSE Scales

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean – Overall (1-10)</th>
<th>Mean – Female/Male (*sig&lt;.001)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Academic Engagement</td>
<td>5.32</td>
<td>5.42/5.10*</td>
</tr>
<tr>
<td>Expected Academic Engagement</td>
<td>6.45</td>
<td>6.49/6.37</td>
</tr>
<tr>
<td>Expected Academic Perseverance</td>
<td>7.34</td>
<td>7.41/7.19*</td>
</tr>
<tr>
<td>Expected Academic Difficulty</td>
<td>5.10</td>
<td>5.13/5.05</td>
</tr>
<tr>
<td>Perceived Academic Preparation</td>
<td>6.96</td>
<td>6.90/7.08</td>
</tr>
<tr>
<td>Importance of Campus Environment</td>
<td>7.76</td>
<td>7.96/7.35*</td>
</tr>
</tbody>
</table>

*Means were also available comparing 1st generation students with others, but there were no statistically significant differences.*
Demographics

Racial/Ethnic Representation

- Black or African American: 25%
- White (non-Hispanic): 55%
- Multiracial: 6%
- Other Hispanic or Latino: 2%
- Puerto Rican: 1%
- Mexican or Mexican American: 2%
- American Indian or other Native American: 1%
- Asian, Asian American, or Pacific Islander: 4%
- Other: 2%
- I prefer not to respond: 2%

- 2404 Surveys Completed = 98% of 1st Year SOAR Participants
- 67% are Female
- 3% are International or Foreign National
- 92% Graduated from a Public High School
- 34% Report No Friends attending UNCG w/ them
- 40% Hail from < 50 miles
- 32% Hail from > 100 miles
66% took at least one AP course while in high school
80% took 4 or more honors classes while in high school
25% wrote papers longer than 5 pages
40% wrote more than one draft of papers

27% worked with peers outside of class on projects
27% read books for pleasure
71% spent 0-10 hours per week on schoolwork
40% work > 10 hours per week
Students anticipate a fair amount of difficulty in college.

BCSSE 2011
Academic Engagement

H.S. Experiences and FY Expectations

Often or Very Often

- Serious Conversations with Peers of Different Religious or Political Belief: FY College Expec - 79%, H.S. Reality - 53%
- Discussed Ideas from Readings or Class with Others Outside of Class: FY College Expec - 65%, H.S. Reality - 45%
- Discussed Ideas from Readings or Class with Teacher Outside of Class: FY College Expec - 75%, H.S. Reality - 26%
- Serious Conversations with Peers of Different Race/Ethnicity: FY College Expec - 75%, H.S. Reality - 59%
- Worked with Peers Outside of Class: FY College Expec - 81%, H.S. Reality - 27%
- Worked with Peers In Class: FY College Expec - 71%, H.S. Reality - 56%
- Discussed Grades or Assignments with Teacher: FY College Expec - 75%, H.S. Reality - 63%
- Made a Class Presentation: FY College Expec - 70%, H.S. Reality - 58%
- Asked ?s or Contributed in Class: FY College Expec - 85%, H.S. Reality - 76%

BCSSE 2011
Perceived Academic Preparation (H.S.)

84% of incoming students expect to earn B’s or better in college.
High School
Co-curricular Involvement

- 96% expect some level of collegiate co-curricular involvement
- 75% expect to spend 6+ hours per week involved in co-curricular activities
- 90% indicate it is important - very important that the university provide campus activities and events for students
Incoming students rate academic support services of utmost importance.

Opportunities to attend campus events and activities and multi-cultural experiences are also very important to students.
Exploring Feedback from Students of Color

Why?

- 42% of the UNCG Incoming First Year Students are students of color (compared to 26% at all U.S. Doctoral Institutions)

Misconceptions regarding students of color

- Their H.S. GPA’s are lower
- Their motivation or commitment to higher education is lower
- Their expectations regarding use of support services is lower

Our BCSSE data contradicts each of these misconceptions! Incoming students of color responded to the BCSSE with optimism about college success and with even higher expectations for connections with faculty and support services than their white peers.
Comparing Students of Color & White Students’ Responses

Mean Comparisons
Range 1-5
1 = Never/None
5 = Very Much/Very Often
*p < .05

Students of Color Includes:
American Indian or Other Native American, Asian, Asian American, Pacific Islander, Black, African American, Mexican, Mexican American, Puerto Rican, Other Hispanic or Latino, and Multiracial
Students of color were less involved in performing arts and religious youth groups, but more involved in student government, academic/vocational clubs, and community service while in high school.
Students of Color & White Students - Collegiate Expectation Comparisons

BCSSE 2011
Students of Color & White Students - Collegiate Expectation Comparisons

Students of color also expect more support services (academic, personal & social), multiculturalism, and campus activities than their white peers.
Graduation Expectations vs. Reality

Data from The University of North Carolina Greensboro Institutional Research Office:

**UNCG Four-Year Graduation Rates and Goals**

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 (2008)</td>
<td>28.9%</td>
</tr>
<tr>
<td>2005 (2009)</td>
<td>27.9%</td>
</tr>
<tr>
<td>2006 (2010)</td>
<td>29.4%</td>
</tr>
<tr>
<td>2007 (2011)</td>
<td>29.5%</td>
</tr>
<tr>
<td>2008 (2012)</td>
<td>32.9%</td>
</tr>
<tr>
<td>2009 (2013)</td>
<td>34.0%</td>
</tr>
</tbody>
</table>

**UNCG Six-Year Graduation Rates and Goals**

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002 (2008)</td>
<td>52.5%</td>
</tr>
<tr>
<td>2003 (2009)</td>
<td>51.6%</td>
</tr>
<tr>
<td>2004 (2010)</td>
<td>52.8%</td>
</tr>
<tr>
<td>2005 (2011)</td>
<td>53.4%</td>
</tr>
<tr>
<td>2006 (2012)</td>
<td>58.1%</td>
</tr>
<tr>
<td>2007 (2013)</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

All Students’ Intent to Graduate from UNCG

- Yes: 76%
- Uncertain: 20%
- No: 4%

There is opportunity here!
Differences Between 2010 & 2011 Results

Academic Expectations for the 1st Year in College

Students’ 2011 responses indicated a slightly increased expectation of:

- Working with peers on projects during class and outside of class
- Discussing grades and assignments with instructors
- Discussing ideas from reading or class with faculty outside of class
- Receiving prompt feedback from faculty on academic performance

Feelings of Academic Preparation For the 1st Year in College

Students’ 2011 responses indicated a slightly decreased sense of preparation for:

- Working with others
- Learning on my own
Comparing UNCG and All Doctoral Institutions

Top five Strengths

• Expect to Ask ?s in Class during 1st Year College
  – 85% UNCG vs. 78% U.S.

• Expect to Make Class Presentations during 1st Year College
  – 70% UNCG vs. 63% U.S.

• Expect to Try to Better Understand Someone Else’s Views during 1st Year College
  – 88% UNCG vs. 82% U.S.

• Expect to Receive Prompt Feedback from Faculty during 1st Year College
  – 73% UNCG vs. 66% U.S.

• Expect to Ask Instructors for Help during 1st Year College
  – 74% UNCG vs. 66% U.S.

Top five Challenges

• H.S. Experience writing short papers
  – 61% UNCG vs. 75% U.S.

• Expect to Struggle Managing Time in 1st Year College
  – 58% UNCG vs. 50% U.S.

• Feel Well or Very Prepared for Math during 1st Year College
  – 33% UNCG vs. 46% U.S.

• Importance of College Providing Coping Assistance for non-academic responsibilities
  – 54% UNCG vs. 43% U.S.

• Importance of College Providing Academic Support Services
  – 90% UNCG vs. 84% U.S.
The Good News

Past engagement patterns have been found to be fairly good predictors of future engagement patterns.

Overall, first year UNCG students appear to have significantly higher expectations for engagement in college (academically and otherwise) than the behaviors that they reported exhibiting during their last year of high school.
The Challenge

Our challenge is to ensure an educational experience, in class and outside of class, that capitalizes on the students’ high expectations for college engagement.

We know their collegiate expectations are high regarding:
• Contact with faculty
• The need for academic support services
• First year academic achievement
• Co-curricular involvement
• Participation in classes
• Multicultural interaction
• Availability of campus activities/events
We Might Ask Ourselves

- Are first-year classes providing opportunities for group work outside of class?
- How are we preparing or supporting first-year students for the reality that their grades might be lower than they expect?
- Are first-year classes providing opportunities for students to ask questions and be involved in class?
- Do we engage as many first-year students as possible in co-curricular activities?
- Are faculty as available to first-year students as they could be?
- Are first-year students experiencing multiculturalism as intensively as they expected?
- Are we providing enough quality academic support services, and are first-year students utilizing them?
- Are we providing enough campus activities and events to meet first-year student needs?
- How do we address and/or mitigate unrealistic expectations for the first year of college?
Resources

BCSSE Website – hosted by the University of Indiana
http://bcsse.iub.edu


UNCG Student Affairs Assessment Website:
http://studentaffairs.unCG.edu/assessment