Beginning College Survey of Student Engagement (BCSSE) 2010

The University of North Carolina at Greensboro

Executive Summary
What is the BCSSE?

The BCSSE is a survey that collects data on entering college students’…

- High school academic and co-curricular experiences
- Expectations for participating in educationally purposeful activities during the first college year

Information taken from: bcsse.iub.edu
Please visit the website for more information about the BCSSE.
The BCSSE was administered to incoming undergraduates at SOAR (orientation) prior to the start of the Fall 2010 semester:

- Number of SOAR Participants: 2410
- Percentage of SOAR Participants that Completed the BCSSE: 98.7%
“By understanding the experiences and expectations of entering students, student affairs staff can better tailor programs and services to the needs and interests of these students.”

(Cole, Kennedy, & Ben-Avie, 2009)
Demographics of Incoming UNCG Students
Race/Ethnicity and Gender

What is your racial or ethnic identity? (Select only one.)

- White: 59%
- Black or African American: 25%
- Asian, Asian American, or Pacific Islander: 4%
- American Indian or other Native American: 1%
- Multi-racial: 5%
- Other Hispanic or Latino: 2%
- Other: 2%
- Puerto Rican: 0%
- Mexican or Mexican American: 1%
- I prefer not to respond: 2%
- Other Hispanic or Latino: 2%
- I prefer not to respond: 2%

Your Sex

- Male: 31%
- Female: 69%

International or Foreign National Student

- Yes: 3%
- No: 97%
# Race/ Ethnicity and Gender Cross Tabulation

<table>
<thead>
<tr>
<th></th>
<th>American Indian or other Native American</th>
<th>Asian, Asian American, or Pacific Islander</th>
<th>Black or African American</th>
<th>White</th>
<th>Mexican or Mexican American</th>
<th>Puerto Rican</th>
<th>Other Hispanic or Latino</th>
<th>Multiracial</th>
<th>Other</th>
<th>I prefer not to respond</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong> % within Your sex:</td>
<td>.5%</td>
<td>5.5%</td>
<td>19.4%</td>
<td>60.0%</td>
<td>1.8%</td>
<td>.7%</td>
<td>3.0%</td>
<td>4.8%</td>
<td>1.1%</td>
<td>3.3%</td>
<td>100%</td>
</tr>
<tr>
<td>% within What is your racial or ethnic identification? (Select only one.)</td>
<td>30.8%</td>
<td>38.8%</td>
<td>24.3%</td>
<td>31.6%</td>
<td>37.1%</td>
<td>41.7%</td>
<td>50.0%</td>
<td>32.1%</td>
<td>36.4%</td>
<td>46.2%</td>
<td>31.0%</td>
</tr>
<tr>
<td><strong>Female</strong> % within Your sex:</td>
<td>.6%</td>
<td>3.9%</td>
<td>27.1%</td>
<td>58.3%</td>
<td>1.3%</td>
<td>.4%</td>
<td>1.3%</td>
<td>4.5%</td>
<td>.9%</td>
<td>1.7%</td>
<td>100%</td>
</tr>
<tr>
<td>% within What is your racial or ethnic identification? (Select only one.)</td>
<td>69.2%</td>
<td>61.2%</td>
<td>75.7%</td>
<td>68.4%</td>
<td>62.9%</td>
<td>58.3%</td>
<td>50.0%</td>
<td>67.9%</td>
<td>63.6%</td>
<td>53.8%</td>
<td>69.0%</td>
</tr>
<tr>
<td><strong>Totals</strong> % within Your sex:</td>
<td>.5%</td>
<td>4.4%</td>
<td>24.7%</td>
<td>58.9%</td>
<td>1.5%</td>
<td>.5%</td>
<td>1.9%</td>
<td>4.6%</td>
<td>.9%</td>
<td>2.2%</td>
<td>100%</td>
</tr>
</tbody>
</table>
International or Foreign National and First Generation Students by Race/Ethnicity

* Student indicated that neither parent completed a four-year degree
Additional Demographic Information

- 99% report graduating high school in 2010
- 99.8% report being enrolled full-time at UNCG
- 93% report graduating from a public high school
- 29% of student reported that UNCG is between 51 and 100 miles away from home

How far is your home from this college?

<table>
<thead>
<tr>
<th>Distance</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 miles or less</td>
<td>472</td>
</tr>
<tr>
<td>21-50 miles</td>
<td>473</td>
</tr>
<tr>
<td>51-100 miles</td>
<td>684</td>
</tr>
<tr>
<td>101-200 miles</td>
<td>437</td>
</tr>
<tr>
<td>201-400 miles</td>
<td>187</td>
</tr>
<tr>
<td>More than 400 miles</td>
<td>111</td>
</tr>
</tbody>
</table>
Question Responses
Overall, what do we know about first year UNCG students’ high school experiences?
What were most of your high school grades? (Select only one.)

- A to A-: 42%
- B+ to B: 49%
- B- or Below: 9%

Overall, almost ½ report being a B+ to B student.

Overall, how academically challenging was your high school?

- Not Very Challenging (1 and 2): 13%
- Very Challenging (5 and 6): 22%
- Moderately Challenging (3 and 4): 65%

Many report not being very challenged academically.
To date, in which of the following math classes did you earn a passing grade?

- Algebra II: 99%
- Pre-calculus/Trigonometry: 66%
- Calculus: 21%
- Probability or Statistics: 24%

During high school, how many years of the following subjects did you complete?

- Math: 0-1 year (blue), 2-3 years (red), 4-5 or more years (green)
- Science: 0-1 year (blue), 2-3 years (red), 4-5 or more years (green)
- History/Social Sciences: 0-1 year (blue), 2-3 years (red), 4-5 or more years (green)
- Foreign Language: 0-1 year (blue), 2-3 years (red), 4-5 or more years (green)
During high school, how many of the following types of classes did you complete?

- Advanced Placement (AP) classes
- Honors classes (not AP) taught at your high school
- College courses for credit

What does all this say about how academically prepared incoming students are?

- 68% of students surveyed reported having taken at least one AP course while in high school
- 76% report taking 5 or more honors classes while in high school
During your last year of high school, about how much reading and writing did you do?

- **Almost 1 in 10** incoming UNCG students reported never having written a paper more than 5 pages while in their last year high school.
- Approximately **65%** of students reported writing papers of 5 pages or fewer quite a bit or very much.

- **62%** report doing assigned readings quite a bit or very much while **9%** of incoming UNCG students report doing so very little or not at all.
- **1 in 10** report never reading books on their own (not assigned) for personal enjoyment or academic enrichment.
During your last year of high school, about how many hours did you spend in a typical 7-day week doing each of the following?

- **42%** reported spending less than 5 hours per week preparing for class
- **41%** reported not working for pay (before or after school or on weekends)
- **9%** reported not participating in co-curricular, activities (arts clubs, athletics, etc.) while **26%** reported spending over 16 hours per week

What implications does this have for engagement behaviors in college?
During your last year of high school, about how often did you do each of the following?

**Often or Very Often**

- Came to class without complete assignments: 8%
- Missed a day of school: 11%
- Prepared 2 or more drafts: 41%
- Made class presentation: 58%
- Discussed grades or assignments with teacher: 62%
- Worked with others during class: 70%
- Asked questions or contributed in class: 76%

- **27%** reported never coming to class without completing readings or assignments.
- **15%** reported never having prepared 2 or more drafts of a paper or assignment before handing it in.

Looking at this slide and the next: How prepared are incoming UNCG students to engage meaningfully academically?
During your last year of high school, about how often did you do each of the following?

- **20%** reported never working with classmates outside of class to prepare assignments
- **12%** reported never missing a day of school
- **12%** reported never having serious conversations with students of a different race or ethnicity
- **29%** reported never discussing ideas from readings or classes with teachers outside of class

![Bar chart showing the percentage of students who reported different levels of engagement in high school.](chart.png)
SAT Composite Score Distribution (ACT scores converted to SAT scale)
During your high school years, how involved were you in the following activities at your school or elsewhere?

- Community service or volunteer work
- Religious youth groups
- Vocational clubs
- Academic clubs
- Academic honor societies
- Publications
- Student government
- Athletic teams
- Performing or visual arts programs

What implications does this have for engagement behaviors here at UNCG?
Overall, what do we know about first year UNCG students’ expectations for college?
Overall, students expect slightly lower grades in college than they report receiving in high school.
During the coming school year, about how many hours do you think you will spend in a typical 7-day week doing each of the following?

- **86%** reported expecting to spend over 11 hours per week studying, which sharply contrasts the **30%** who reported studying that amount in their last year of high school.
- **27%** report that they do not plan to work for pay on- or off-campus.
- Students reported similar expectations for participation in co-curricular activities in college (**43%** over 11 hours) as they reported participating in their last year of high school (**41%** over 11 hours).

Faded columns indicate responses when asked about their last year of high school.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Over 20 hours per week</th>
<th>16-20 hours per week</th>
<th>11-15 hours per week</th>
<th>6-10 hours per week</th>
<th>1-5 hours per week</th>
<th>0 hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for class</td>
<td>7</td>
<td>15</td>
<td>29</td>
<td>41</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Working for pay on- or off-campus</td>
<td>8</td>
<td>36</td>
<td>27</td>
<td>23</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Participating in co-curricular activities</td>
<td>15</td>
<td>20</td>
<td>12</td>
<td>21</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Relaxing and socializing</td>
<td>15</td>
<td>12</td>
<td>12</td>
<td>3</td>
<td>22</td>
<td>1</td>
</tr>
</tbody>
</table>

BCSSE 2010
During the coming school year, about how often do you expect to do each of the following?

- **Work with others during class**: 51%
- **Receive prompt feedback from faculty on your academic performance**: 68%
- **Make class presentation**: 72%
- **Discuss grades or assignments with an instructor**: 73%
- **Put together ideas or concepts from different courses for class work**: 82%
- **Ask questions or contribute in class**: 87%
- **Learn something that changes the way you understand an issue or idea**: 88%
- **Work on a paper or project that requires integrating from various sources**: 95%

BCSSE 2010
During the coming school year, about how often do you expect to do each of the following?

**Often or Very Often**

- **Work with faculty members on activities other than coursework**: 50%
- **Discuss ideas from class work with faculty outside class**: 52%
- **Discuss ideas from class work with others outside class**: 65%
- **Have serious conversations with student of different race/ethnicity**: 75%
- **Work with other students on class work outside of class**: 78%
- **Have serious conversations with students very different from you**: 78%
- **Try to better understand someone else's views by imagining how an issue looks from his or her perspective**: 89%
During the coming school year, how difficult do you expect the following to be?

Very Difficult to Difficult
(rating of 5 or 6 on a 6 point scale)

This chart indicates areas where students could benefit from university help and support.

Overall, students do not appear to be very worried about making new friends and getting help with school work, but they anticipate managing their time and paying college expenses to be difficult.
How prepared are you to do the following in your academic work at this college?

Analyzing math and quantitative problems sticks out as an area where incoming UNCG students do not feel very prepared. Speaking and writing clearly and effectively are 2 other areas where students indicate feeling relatively less prepared.
How important is it to you that your college or university provides each of the following?

- Incoming students are overwhelming demanding that UNCG provide **academic support**.

- Opportunities to attend **campus events and activities** and have **multi-cultural experiences** are also very important to students.
BCSSE Graduation Expectations Compared to Real Graduation Data and Goals

Do you intend to graduate from this college?

- Yes: 77%
- No: 4%
- Uncertain: 19%

Data from The University of North Carolina General Administration 1-07-2010 and The University of North Carolina at Greensboro State of the Campus 2010:

### UNCG Four-Year Graduation Rates Goals and Performance

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>28.9%</td>
<td>27.9%</td>
<td>30.6%</td>
<td>31.7%</td>
<td>32.9%</td>
<td>34.0%</td>
</tr>
</tbody>
</table>

### UNCG Six-Year Graduation Rates Goals and Performance

<table>
<thead>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>52.5%</td>
<td>51.6%</td>
<td>53.9%</td>
<td>55.9%</td>
<td>58.1%</td>
<td>60.0%</td>
</tr>
</tbody>
</table>
How many of your close friends will attend this college during the coming year?

- None: 40%
- 1: 30%
- 2: 20%
- 3: 10%
- 4 or more: 10%

What is the highest academic degree you intend to obtain at this or any college?

- Master's: 35%
- Bachelor's: 31%
- Doctoral: 20%
- Uncertain: 13%
- Associate's: 1%
Patterns in the Differences in Responses by Gender
High School Experiences by Gender

Reported High School Grades

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Female</th>
<th>Male</th>
<th>Difference (Female - Male)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B- or Below</td>
<td>6.3%</td>
<td>14.6%</td>
<td>-8.3%</td>
</tr>
<tr>
<td>B+ to B</td>
<td>47.7%</td>
<td>52.7%</td>
<td>-5.0%</td>
</tr>
<tr>
<td>A to A-</td>
<td>45.9%</td>
<td>32.6%</td>
<td>13.3%</td>
</tr>
</tbody>
</table>

Passed Calculus

Female incoming students report...

• Higher overall grades than males
• Completing assigned readings more often than males
• But passing calculus less often than males
High School Experiences by Gender (Continued)

<table>
<thead>
<tr>
<th>% that spent over 11 hours in a typical 7-day week...</th>
<th>Preparing for Class</th>
<th>Working for Pay</th>
<th>Participating in co-curricular activities</th>
<th>Relaxing and socializing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>31.6</td>
<td>41.2</td>
<td>38.0</td>
<td>50.9</td>
</tr>
<tr>
<td>Male</td>
<td>22.9</td>
<td>34.1</td>
<td>49.0</td>
<td>65.4</td>
</tr>
<tr>
<td>Difference (Female-Male)</td>
<td>8.6</td>
<td>7.1</td>
<td>-11.0</td>
<td>-14.5</td>
</tr>
</tbody>
</table>

Never came to class without completing assignments during last year of high school

- Female: 31%
- Male: 19%

Female incoming students report...

- Spending more time preparing for class and working than males but
- Spending less time participating in co-curricular activities and relaxing
- A higher percentage of never going to class without completed assignments
- Lower overall SAT scores than males

SAT Scores (ACT Converted to SAT Scale)
Although females generally report spending fewer hours per week participating in co-curricular activities than males, they report being more highly involved in all activities except for athletic teams.

What could explain this discrepancy?

• Different expectations for and definitions of involvement
• More females involved overall and in a wider variety of activities but just spend fewer hours per week
First-Year Expectations by Gender

Difficulty Paying for College Expenses

Males tend to expect less academic difficulty and be less concerned with the campus environment when looking ahead into the first year of college.

Females tend to be more worried about paying for college expenses.

BCSSE Mean Scale Scores

Expected Academic Difficulty (EAD)
- Female: 5.29
- Male: 4.92

Importance of Campus Environment (ICE)
- Female: 8.00
- Male: 7.37
First-Year Expectations by Gender (Continued)

### Very Prepared to...

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Difference (Female-Male)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write clearly and effectively</td>
<td>24</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Speak clearly and effectively</td>
<td>24</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>Think critically and analytically</td>
<td>21</td>
<td>27</td>
<td>-6</td>
</tr>
<tr>
<td>Analyze math or quantitative problems</td>
<td>12</td>
<td>19</td>
<td>-7</td>
</tr>
<tr>
<td>Use computing and information technology</td>
<td>23</td>
<td>33</td>
<td>-9</td>
</tr>
<tr>
<td>Work effectively with others</td>
<td>49</td>
<td>38</td>
<td>11</td>
</tr>
<tr>
<td>Learn effectively on your own</td>
<td>31</td>
<td>29</td>
<td>2</td>
</tr>
</tbody>
</table>

UNCG first-year females are significantly more likely than males to have one or both parents or guardians that have not completed a 4-year degree.

While males overall feel more prepared than females to analyze math problems, interact with technology, and think critically, females feel more prepared to write and work with others.
There is Good News

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.

BCSSE 2010
Analyzing Expectations: Rationalizing Conflicting Findings

• There has been found to be a continuity between expectations and experiences. People tend to seek out and favor experiences that align with their expectations.

• Students have a propensity to overestimate their expectations when one looks at what they actually experience. Students generally expect to work harder and adjust better than they actually do.

(Cole, Kennedy, & Ben-Avie, 2009)
Past engagement patterns have been found to be fairly good predictors of future engagement patterns. For example, Students who were highly engaged in high school tend to be highly engaged in college, and students who were not very engaged in high school tend to be not very engaged in college. (There are always exceptions!)

But one should not underestimate the importance of the campus environment in influencing actual student engagement…
Factors that Influence First-Year Engagement

(Cole, Kennedy, & Ben-Avie, 2009)
After looking at this BCSSE data which gives us information on the needs, experiences and expectations of UNCG’s first-year students…

What can Student Affairs professionals do to tailor services to student needs and engage students?