

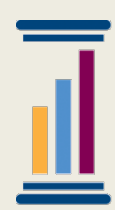
## *Using BCSSE and NSSE data to investigate first-year engagement and college readiness to be engaged*

Presented by:

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Wen Qi  
BCSSE Project Associate

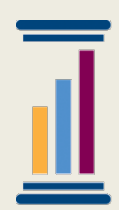




# Overview

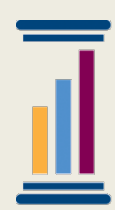
Today we will cover:

- ❖ Brief description of the *Beginning College Survey of Student Engagement* (BCSSE)
  - Purpose, survey content, administration, reports
- ❖ Using BCSSE and NSSE data to better understand the question: “Are our students ready to be engaged on our campus?”



# Purpose

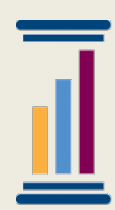
Purpose of BCSSE is to measure entering first-year students' pre-college academic and co-curricular experiences, as well as their expectations and attitudes for participating in educationally purposeful activities during the first college year.



# Survey Content

There are 3 sections to the BCSSE survey

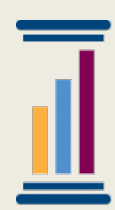
- 1) First section asks students about their high school experiences
- 2) Second section asks students about their expectations and beliefs regarding their first-year of college
- 3) The last section asks students about background characteristics.



# Administration

Paper, Web, or Mixed Modes

1. Paper group administration
  - Orientation, Welcome Week, etc.
2. Web group administration
  - While students are in computer lab, etc.
3. Web email administration
  - Web link emailed to students



# Survey Content

## High School Experiences

### High School Experiences

**1** Please write in the year you graduated from high school. (For example, "2010")

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**2** From which type of high school did you graduate? (Select only one.)

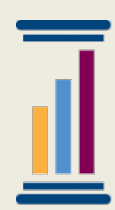
- |  |  |
|--|--|
| <input type="checkbox"/> Public                          | <input type="checkbox"/> Home school       |
| <input type="checkbox"/> Private, religiously-affiliated | <input type="checkbox"/> Other (e.g., GED) |
| <input type="checkbox"/> Private, independent            |  |

**3** What were most of your high school grades? (Select only one.)

- |                             |                             |  |
|-----------------------------|-----------------------------|--|
| <input type="checkbox"/> A  | <input type="checkbox"/> B  | <input type="checkbox"/> C               |
| <input type="checkbox"/> A- | <input type="checkbox"/> B- | <input type="checkbox"/> C- or lower     |
| <input type="checkbox"/> B+ | <input type="checkbox"/> C+ | <input type="checkbox"/> Grades not used |

**4** To date, in which of the following math classes did you earn a passing grade?

	Did not take	Passed	Did not pass
a. Algebra II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Pre-Calculus/Trigonometry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Calculus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Probability or Statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

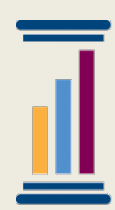


# Survey Content

## High School Experiences

**9** During your last year of high school about how often did you do each of the following?

	Very often	Some- often	Some- times	Never
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Came to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Discussed grades or assignments with a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Worked with other students on projects <b>during class</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Worked with classmates <b>outside of class</b> to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



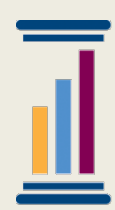
# Survey Content

## First-Year Expectations

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

	Very often	Often	Some- times	Never
	▼	▼	▼	▼
a. Ask questions in class or contribute to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Make a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Work on a paper or project that requires integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Work with other students on projects <b>during class</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Work with classmates <b>outside of class</b> to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





# Survey Content

## First-Year Expectations

**13** 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?

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							

b. Working for pay on- or off- campus

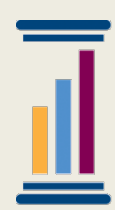
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							

c. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							

d. Relaxing and socializing (watching TV, partying, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							



# Survey Content

Many of these questions are designed to be matched with NSSE data.

BCSSE

**8** 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?

a. Preparing for class (studying, doing homework, rehearsing, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

Hours per week

b. Working for pay (before or after school, weekends)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

Hours per week

c. Participating in co-curricular activities (arts, clubs, athletics, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

Hours per week

d. Relaxing and socializing (watching TV, partying, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

Hours per week

**13** 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?

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

Hours per week

b. Working for pay on- or off- campus

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

Hours per week

c. Participating in co-curricular activities (organizations, campus organizations, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

Hours per week

d. Relaxing and socializing (watching TV, partying, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

Hours per week

NSSE

**9** About how many hours do you spend in a typical 7-day week doing each of the following?

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

Hours per week

b. Working for pay **on campus**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

Hours per week

c. Working for pay **off campus**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

Hours per week

d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

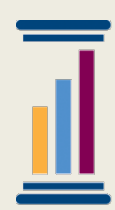
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

Hours per week

e. Relaxing and socializing (watching TV, partying, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

Hours per week



# Survey Content

BCSSE



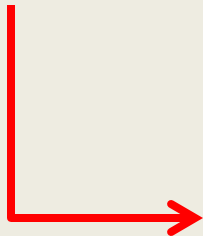
**14** During the coming school year, about how often do you expect to do each of the following?

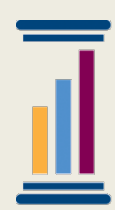
	Very often	Often	Some-times	Never
a. Ask questions in class or contribute to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Make a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NSSE



	Very often	Often	Some-times	Never
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





# Survey Content

## BCSSE Scales

*High School Academic Engagement*

Engagement in educationally relevant behaviors during the last year of high school.

*Expected Academic Engagement*

Expected engagement in educationally relevant behaviors during the first year of college.

*Expected Academic Perseverance*

Student certainty that they will persist in the face of academic adversity.

*Expected Academic Difficulty*

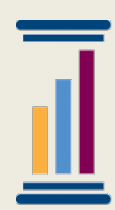
Expected academic difficulty during the first year of college.

*Perceived Academic Preparation*

Student perception of their academic preparation.

*Importance of Campus Environment*

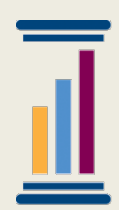
Student-rated importance that the institution provides a challenging and supportive environment.



# Reports

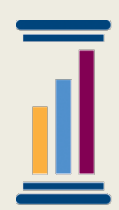
Four reports are provided:

1. BCSSE Report (Summer/Fall 2010)
2. BCSSE Advising (Summer/Fall 2010)
3. Grand Frequencies and Means (Fall 2010)
  - a) Overall
  - b) Institution types
4. BCSSE/NSSE report (Summer 2011)



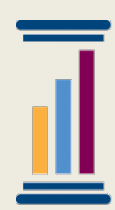
# College Readiness to be Engaged

- ❖ Indicators of college readiness (and need for remediation) include performance on placement exams, ACT/SAT scores, GPA, etc (Conley, 2007).
- ❖ These indicators however do not reflect the students' readiness to be meaningful engaged.
  - Meaningful academic engagement are important predictors of persistence and academic performance in the first year (e.g., Reason, Terenzini, & Domingo, 2006).



# College Readiness to be Engaged

- ❖ Research in behavioral consistency (Funder & Colvin, 1991), personality (Ickes, Snyder, & Garcia, 1997), and others provide causal explanations as to why past engagement is predictive of future engagement.
- ❖ Thus, just as academic proficiency is an indicator of readiness for college, prior high school engagement is an indicator of readiness to be engaged in college.

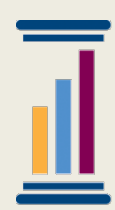


# College Readiness to be Engaged

The percent chance of reporting a NSSE Benchmark score in the top 50% at different levels of high school engagement

		AC	ACL	SFI
HS Academic Engagement	0 thru 2			
	3			
	4			
	5			
	6			
	7			
	8			
	9 or 10			

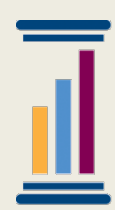




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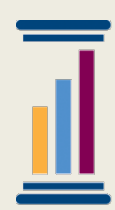
	AC	ACL	SFI
0 thru 2	23%	19%	30%
3	29%	22%	36%
4	40%	31%	46%
5	51%	44%	58%
6	63%	56%	68%
7	72%	67%	74%
8	78%	72%	82%
9 or 10	86%	84%	88%



# College Readiness to be Engaged

The percent chance of reporting a NSSE Benchmark score in the top 50% at different levels of high school engagement

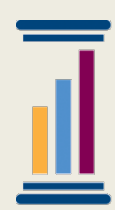
	AC	ACL	SFI
0 thru 2	23%	19%	30%
3	29%	22%	36%
4	40%	31%	46%
5	51%	44%	58%
6	63%	56%	68%
7	72%	67%	74%
8	78%	72%	82%
9 or 10	86%	84%	88%



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The percent chance of reporting a NSSE Benchmark score in the top 50% at different levels of high school engagement

	AC	ACL	SFI
0 thru 2	23%	19%	30%
3	29%	22%	36%
4	40%	31%	46%
5	51%	44%	58%
6	63%	56%	68%
7	72%	67%	74%
8	78%	72%	82%
9 or 10	86%	84%	88%

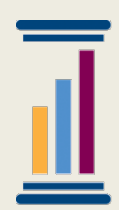


# College Readiness to be Engaged

Overall at NSSEville State

		AC	ACL	SFI	Count
HS Academic Engagement	0 thru 2	25%	29%	38%	44
	3	28%	19%	34%	197
	4	37%	32%	46%	414
	5	56%	46%	59%	450
	6	63%	55%	66%	301
	7	71%	75%	77%	135
	8	81%	71%	88%	41
	9 or 10	86%	79%	86%	14

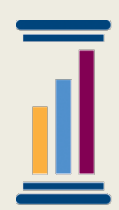




# College Readiness to be Engaged

Does a learning community help to remediate low past engagement?

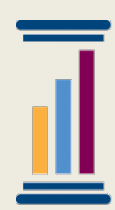
		AC		ACL		SFI		Count	
		LC-Yes	LC-No	LC-Yes	LC-No	LC-Yes	LC-No	LC-Yes	LC-No
HS Academic Engagement	0 thru 2	0%	28%					6	36
	3	28%	28%					29	162
	4	47%	36%					79	329
	5	73%	54%					56	384
	6	74%	60%					61	237
	7	80%	67%					39	94
	8	100%	72%					11	29
	9 or 10	83%	86%					6	7



# College Readiness to be Engaged

Does a learning community help to remediate low past engagement?

		AC		ACL		SFI		Count	
		LC-Yes	LC-No	LC-Yes	LC-No	LC-Yes	LC-No	LC-Yes	LC-No
HS Academic Engagement	0 thru 2	0%	28%	67%	25%			6	36
	3	28%	28%	28%	17%			29	162
	4	47%	36%	44%	27%			79	329
	5	73%	54%	64%	42%			56	384
	6	74%	60%	61%	54%			61	237
	7	80%	67%	90%	68%			39	94
	8	100%	72%	91%	66%			11	29
	9 or 10	83%	86%	100%	57%			6	7



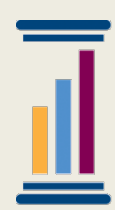
# College Readiness to be Engaged

Does a learning community help to remediate low past engagement?

		AC		ACL		SFI		Count	
		LC-Yes	LC-No	LC-Yes	LC-No	LC-Yes	LC-No	LC-Yes	LC-No
HS Academic Engagement	0 thru 2	0%	28%	67%	25%	50%	33%	6	36
	3	28%	28%	28%	17%	45%	32%	29	162
	4	47%	36%	44%	27%	56%	42%	79	329
	5	73%	54%	64%	42%	80%	55%	56	384
	6	74%	60%	61%	54%	82%	61%	61	237
	7	80%	67%	90%	68%	90%	72%	39	94
	8	100%	72%	91%	66%	100%	83%	11	29
	9 or 10	83%	86%	100%	57%	83%	86%	6	7



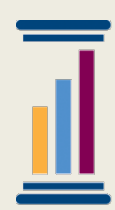




# College Readiness to be Engaged

Are there gender differences in how high school engagement relates to FY engagement?

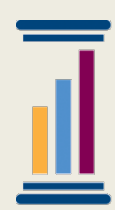
		AC		ACL		SFI		Count	
		Male	Female	Male	Female	Male	Female	Male	Female
HS Academic Engagement	0 thru 2	17%	31%					18	26
	3	27%	29%					93	104
	4	35%	39%					138	276
	5	48%	59%					143	307
	6	58%	64%					77	224
	7	70%	72%					33	102
	8	75%	83%					12	29
	9 or 10	100%	82%					3	11



# College Readiness to be Engaged

Are there gender differences in how high school engagement relates to FY engagement?

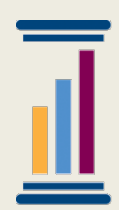
		AC		ACL		SFI		Count	
		Male	Female	Male	Female	Male	Female	Male	Female
HS Academic Engagement	0 thru 2	17%	31%	28%	30%			18	26
	3	27%	29%	22%	17%			93	104
	4	35%	39%	37%	29%			138	276
	5	48%	59%	47%	45%			143	307
	6	58%	64%	65%	52%			77	224
	7	70%	72%	82%	73%			33	102
	8	75%	83%	67%	72%			12	29
	9 or 10	100%	82%	67%	82%			3	11



# College Readiness to be Engaged

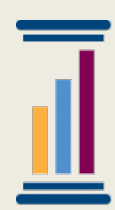
Are there gender differences in how high school engagement relates to FY engagement?

		AC		ACL		SFI		Count	
		Male	Female	Male	Female	Male	Female	Male	Female
HS Academic Engagement	0 thru 2	17%	31%	28%	30%	22%	48%	18	26
	3	27%	29%	22%	17%	32%	36%	93	104
	4	35%	39%	37%	29%	52%	42%	138	276
	5	48%	59%	47%	45%	58%	59%	143	307
	6	58%	64%	65%	52%	68%	65%	77	224
	7	70%	72%	82%	73%	76%	78%	33	102
	8	75%	83%	67%	72%	75%	93%	12	29
	9 or 10	100%	82%	67%	82%	67%	91%	3	11



# Questions?





# Thank you!

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Wen Qi

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