

High School Disrupted: First-Year Expectations of 2020 High School Graduates

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SAIR 2020

Overview

- **Data Source and Sample**
- **The Spring High School Experience**
- **Transitions, Expectations, and the Future**
- **Conclusion**



Beginning College Survey of Student Engagement

Purpose: To measure prior academic and co-curricular experiences, as well as expectations and beliefs about participating in educationally purposeful activities during the upcoming academic year, for all **entering students including first-year, transfer, and older students who have little or no college experience.**

BCSSE results are used in many ways including:

- Academic advising
- Retention efforts and predictive analytics
- First-year program design and evaluation
- Faculty and staff development
- And more. . . .



See Using Your BCSSE Data: bcsse.indiana.edu/usingBCSSEData.cfm

and other examples of NSSE, FSSE, and BCSSE Data Use: nsse.indiana.edu/html/using_nsse_db

Beginning College Survey of Student Engagement

High School experiences such as:

- Hours Writing, Reading, Studying; Engagement with Learning Strategies; Engagement with Quantitative Reasoning

Expectations for the coming year such:

- Expected hours preparing for class and working; Expectation for Student-Faculty Interactions; Expected Academic Difficulty; Academic Perseverance; Academic Help-Seeking; Perceived Academic Preparation (confidence)

During the coming school year, about how often do you expect to do the following?

Ask another student to help you understand course material

Very often Often Sometimes Never

Explain course material to one or more students

Very often Often Sometimes Never

Prepare for exams by discussing or working through course material with other students

Very often Often Sometimes Never

Work with other students on course projects or assignments

Very often Often Sometimes Never

Talk about career plans with a faculty member

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COVID-19 Item Set for 2020 High School Graduates

Design and Purpose: Intended for 2020 high school graduates entering college or university this summer or fall to provide important data amid COVID-19 disruptions regarding your entering students' high school online learning experiences, the impact on their college choices, their expectations for the first year of college, and their attitudes about future online learning.

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For more information about BCSSE:
nsse.indiana.edu/bcsse/index.html

3. Thinking about your experience this past spring, do you prefer online or classroom-based courses?

Response options: 5=Strongly prefer online; 4=Somewhat prefer online; 3=No preference; 2=Somewhat prefer classroom-based; 1=Strongly prefer classroom-based

4. Compared to classroom-based instruction, how challenging was it to learn in an entirely online environment?

Response options: 5=Much more; 4=More; 3=About the same; 2=Less; 1=Much less

5. Compared to classroom-based instruction, how much effort did you put into your online high school courses?

Response options: 5=Much more; 4=More; 3=About the same; 2=Less; 1=Much less

6. Compared to classroom-based instruction, how much did you learn in your online high school courses?

Response options: 5=Much more; 4=More; 3=About the same; 2=Less; 1=Much less

7. Compared to classroom-based instruction, how would you describe your high school teachers' standards (e.g., grading, participation, deadlines, etc.) after moving courses online?

Response options: 5=Much higher; 4=Higher; 3=About the same 2=Lower; 1=Much lower

8. Compared to classroom-based courses, how did you perform on your online course tests or exams?

Response options: 3=Better than classroom-based, 2=About the same, 1=Worse than classroom-based

Data Source and Sample

BCSSE 2020

Summer and early fall administration

Online students only

- 67 Institutions
- 36,000+ students

Institution characteristics

Public	44.8%
Private	55.2%
Baccalaureate	38.8%
Masters	38.8%
Doctoral	22.4%

Student Demographics

Man	39.0%
Woman	59.6%
Another gender identity	0.6%
I prefer not to respond	0.7%
American Indian or Alaska Native	0.4%
Asian	6.8%
Black or African American	8.5%
Hispanic or Latino	8.3%
Middle Eastern or North African	0.9%
Native Hawaiian or Other Pacific Islander	0.1%
White	61.0%
Another	0.3%
Multiracial	13.8%
First generation	36.0%
Not first generation	64.0%

The Spring 2020 High School Experience

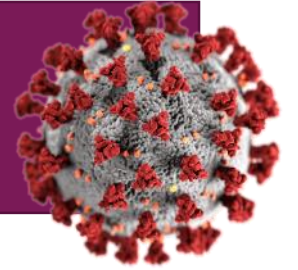
The Coronavirus Spring: The Historic Closing of U.S. Schools

What did the rapid shift to remote instruction mean for...

- the quality of student learning?
- how hard students worked?
- how prepared students are for online learning in college?

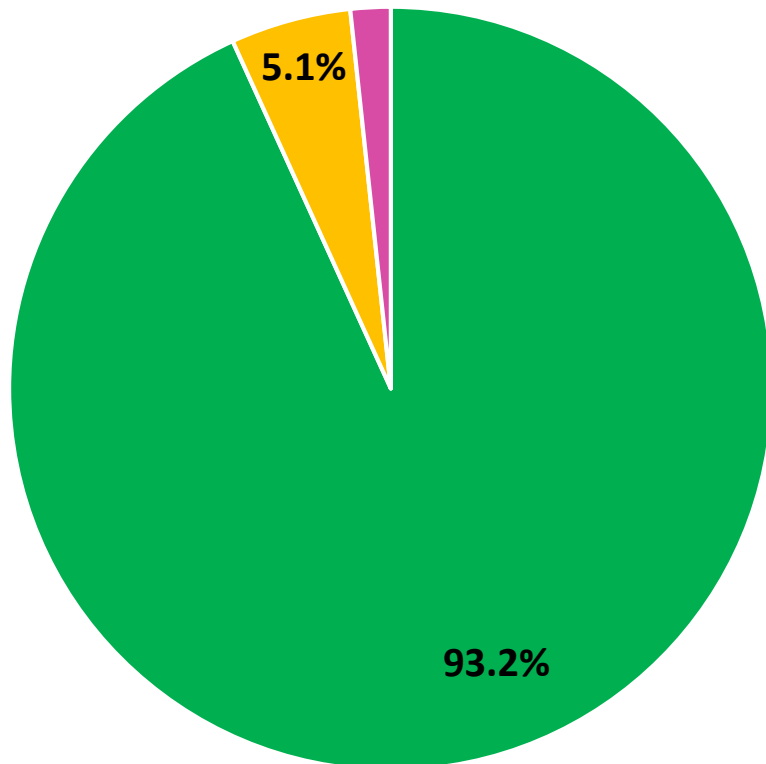


The Spring High School Experience



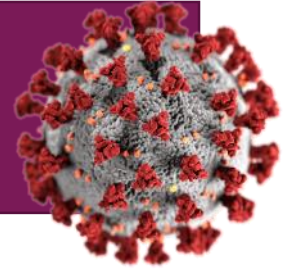
This past spring, did your high school courses change from classroom-based instruction to entirely online instruction?

■ Yes ■ No ■ NA



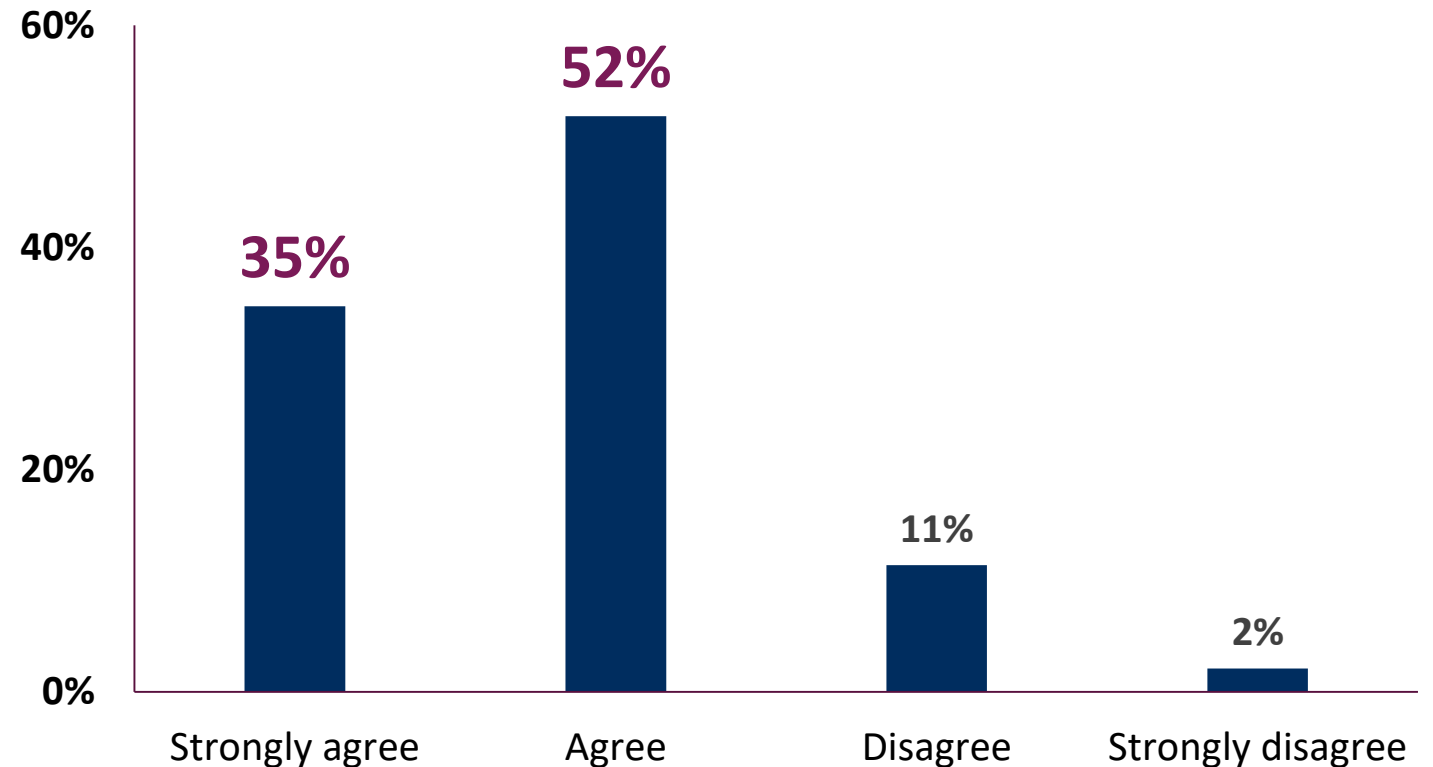
Not surprisingly, almost all high seniors went entirely online

The Spring High School Experience

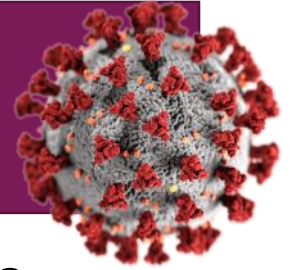


You were able to plan and implement a schedule to complete your online courses

Three quarters were able to plan and implement a schedule



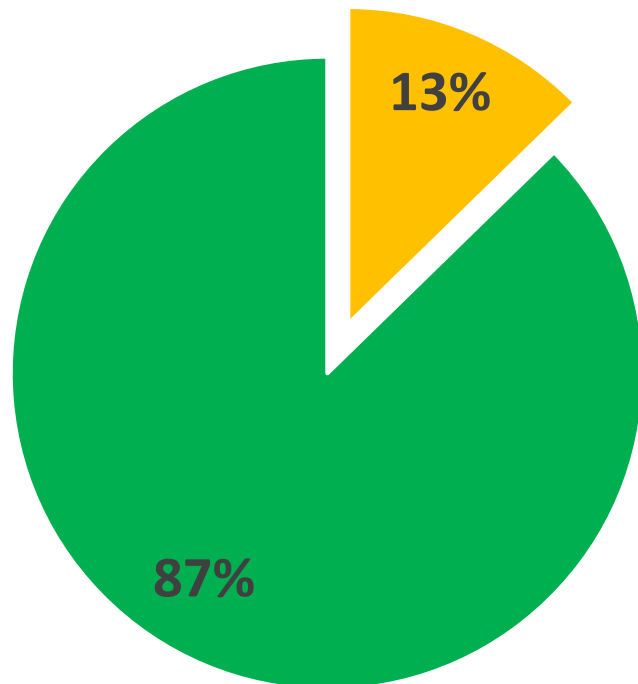
The Spring High School Experience



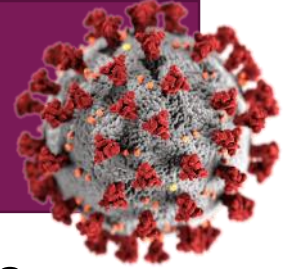
This past spring, you had sufficient/available home internet and hardware to complete your coursework

 Agree

 Disagree

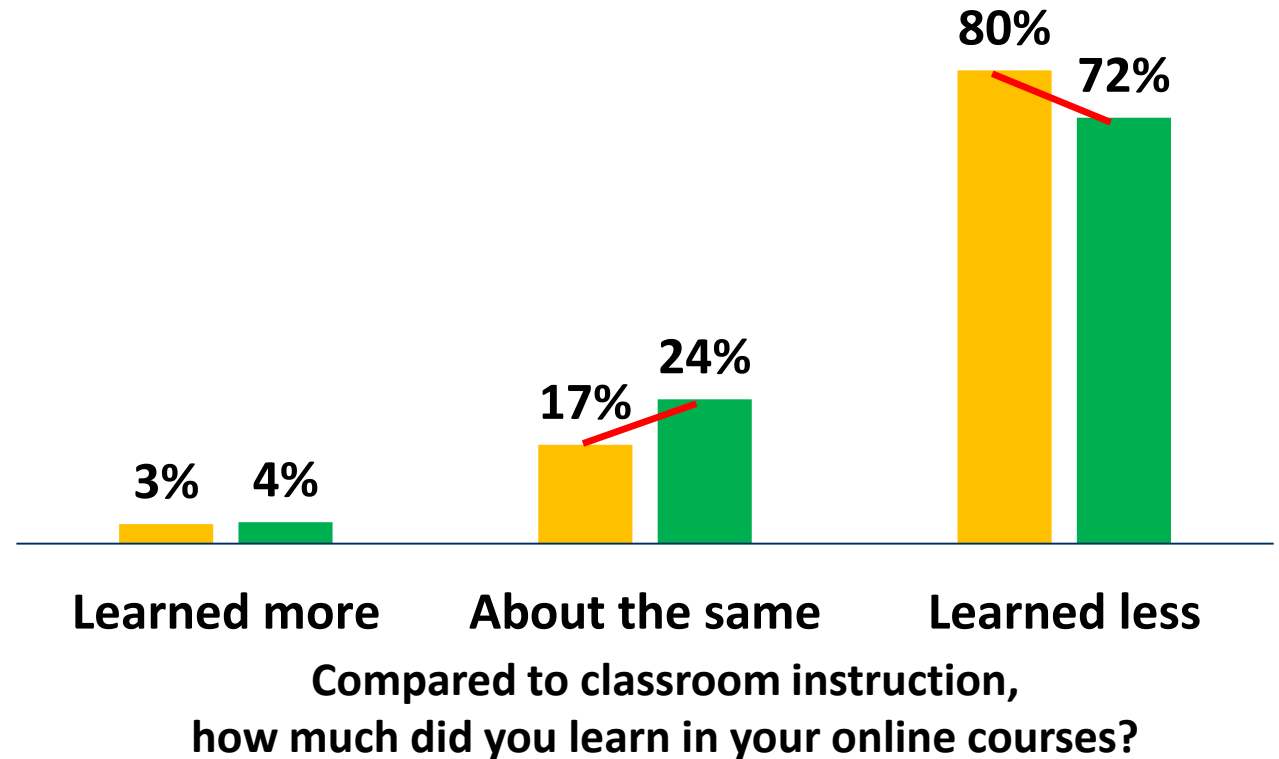
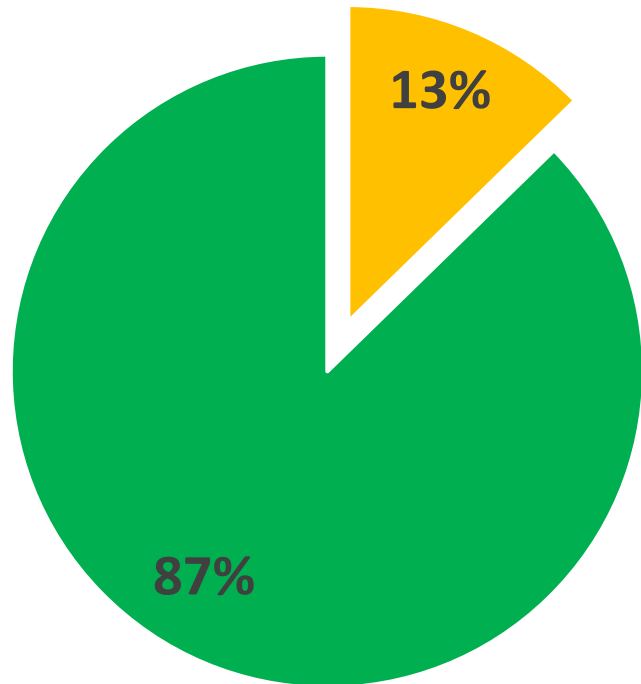


The Spring High School Experience



This past spring, you had sufficient/available home internet and hardware to complete your coursework

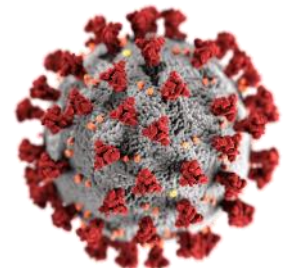
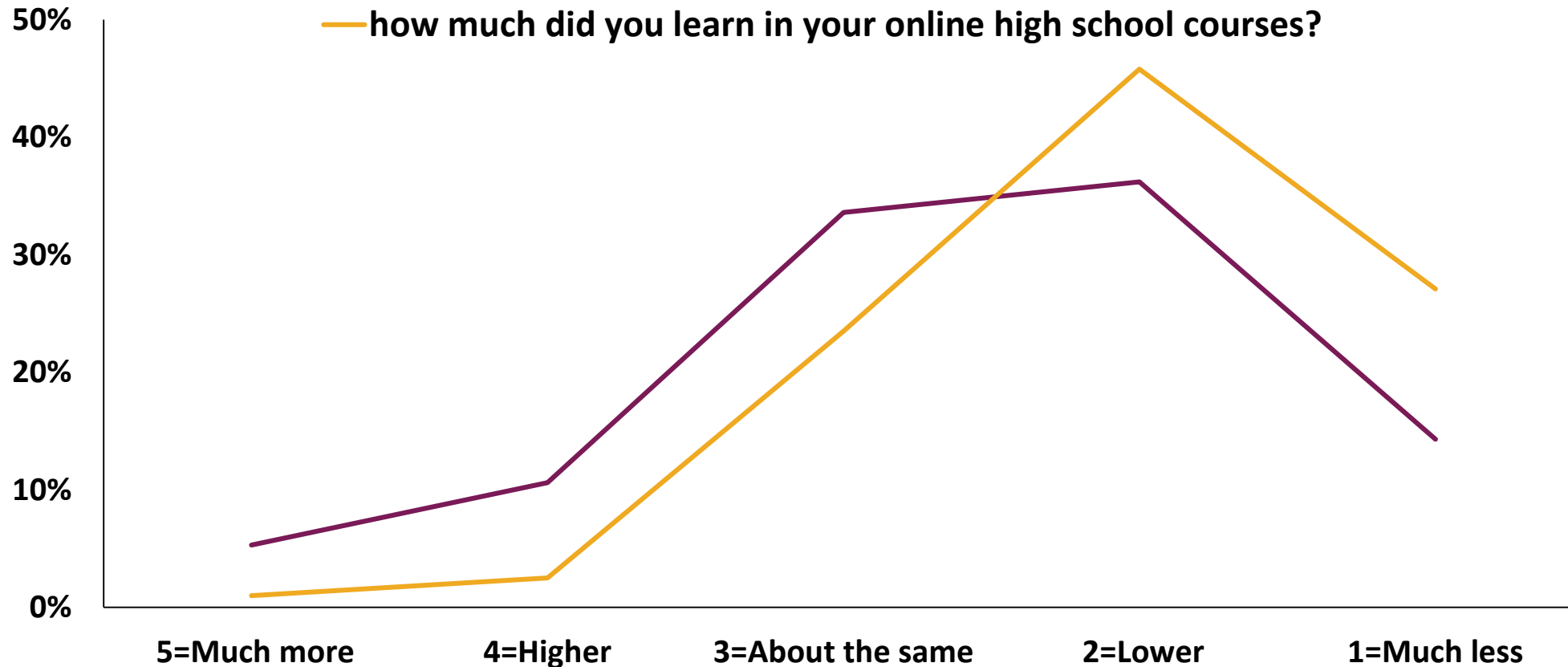
■ Agree ■ Disagree



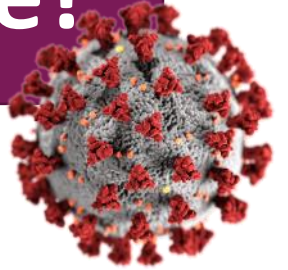
The Spring High School Experience

Compared to classroom-based instruction:

- how much effort did you put into your online high school courses?
- how much did you learn in your online high school courses?



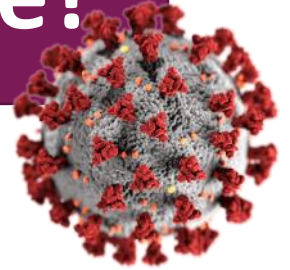
Are They Looking Forward to Going to College?



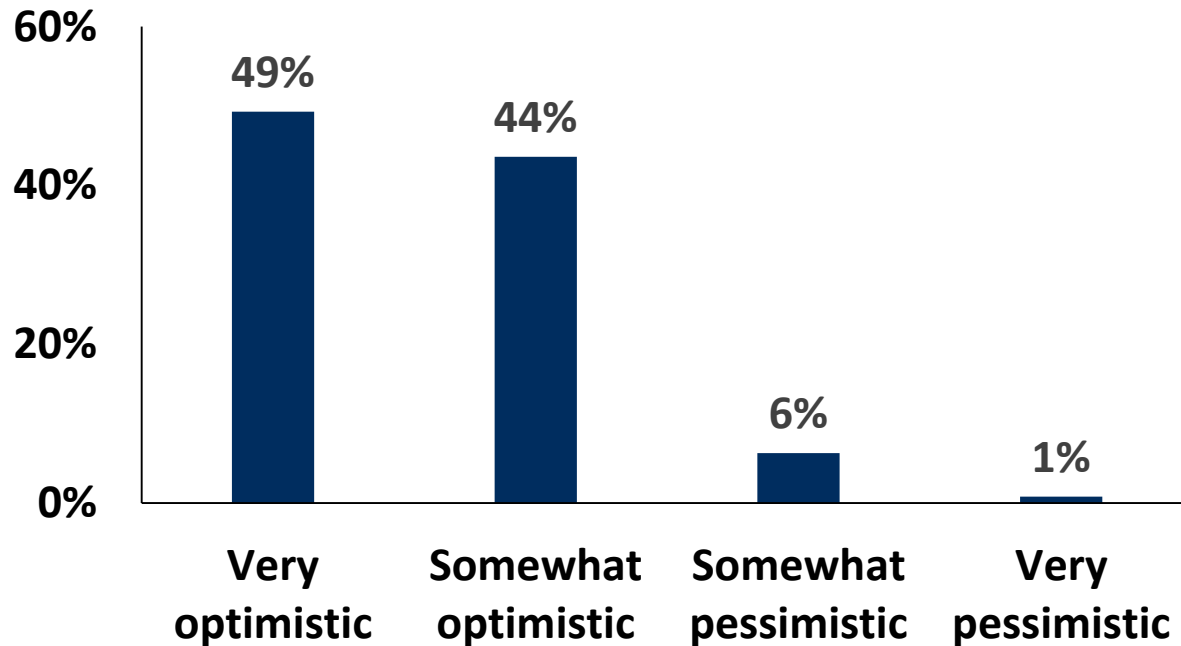
What percent of entering students do you think were “**very optimistic**” for a successful first year of college?



Are They Looking Forward to Going to College?



Almost one-half (49%)
started the school year “very optimistic”



How optimistic are you about having a successful first year of college or university?



Colleges & Universities had to intentionally consider what their new, entering students experienced prior to college and redesign the first year

How do we offer orientation?

How will new students interact with faculty? peers?

How do we create community in the first year?

What do students need for remote learning support?





Prepared for Online Learning?

Not surprisingly, after their spring high school experience:

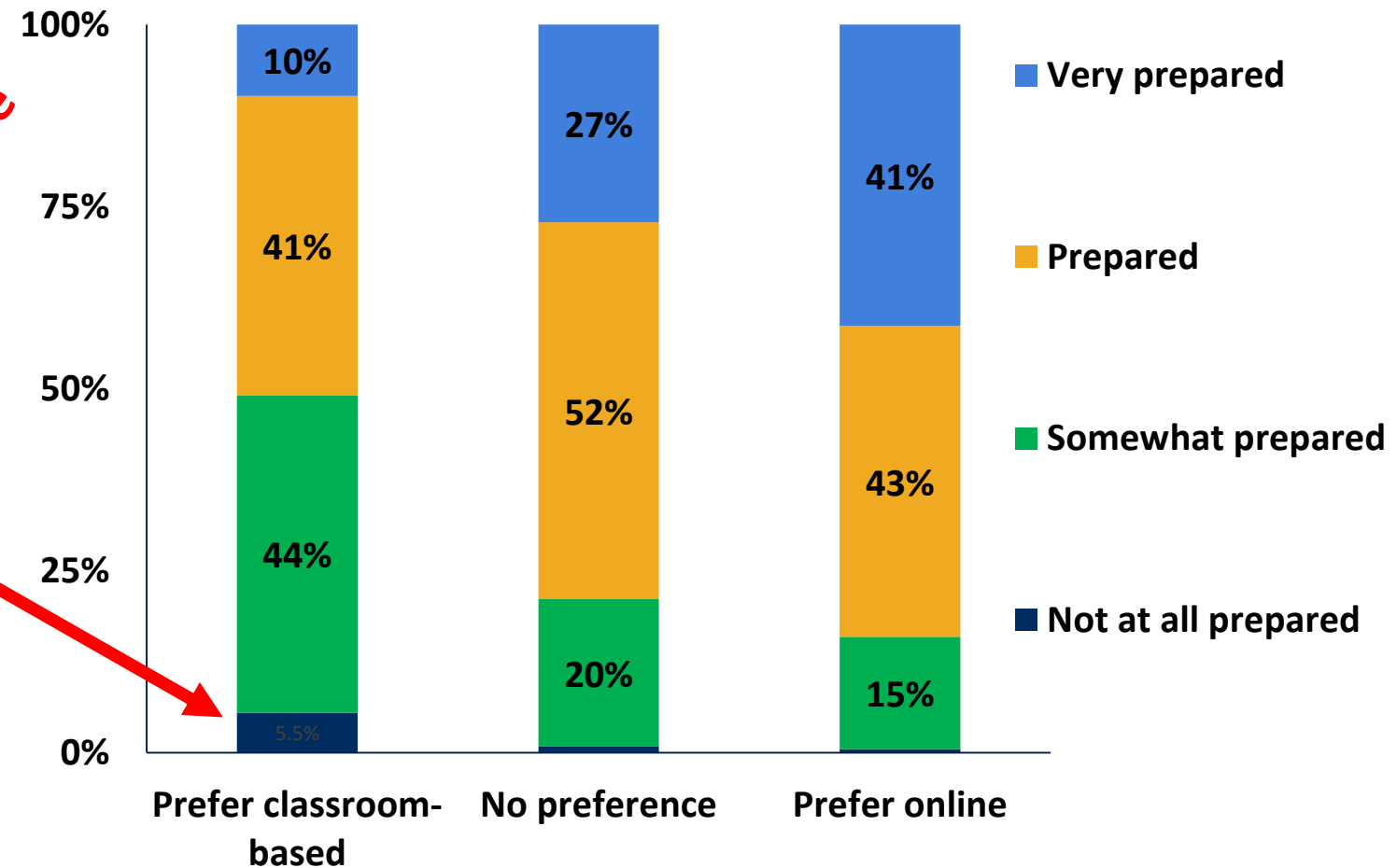
81% prefer classroom-based instruction

10% online preference

9% no preference

Prepared for Online Learning?

How prepared are you to take online courses in the future?



Not surprisingly, after their spring high school experience:

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10% online preference

9% no preference

Even though most prefer classroom-based learning, very few were "Not at all prepared" to take online courses in the future



Fall 2020 New Students had experience with online learning.

***How has your institution adapted for this?
prepared students for online/blended instruction
in college?***



Prepared for Online Learning

The next three slides shows how feeling prepared for online learning is associated with:

- **Academic Confidence**
- **Expected Academic Perseverance and**
- **Expected Academic Difficulty**

Example items for each scale



BCSSE Scale

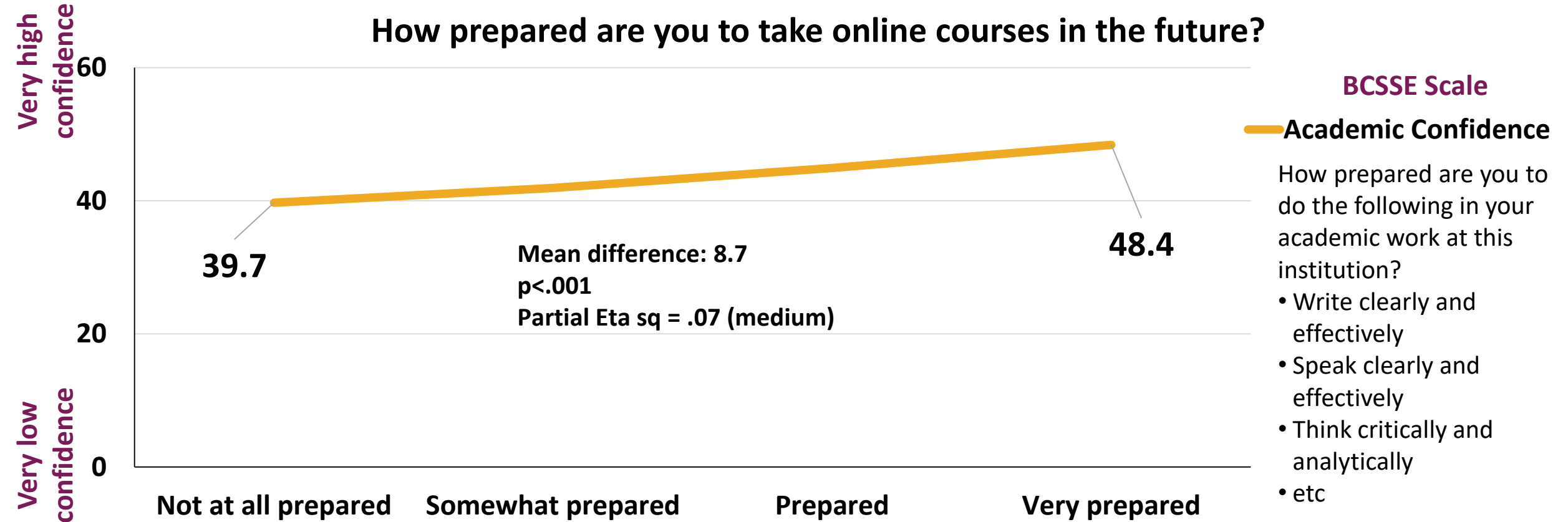
— Academic Confidence

How prepared are you to do the following in your academic work at this institution?

- Write clearly and effectively
- Speak clearly and effectively
- Think critically and analytically
- etc

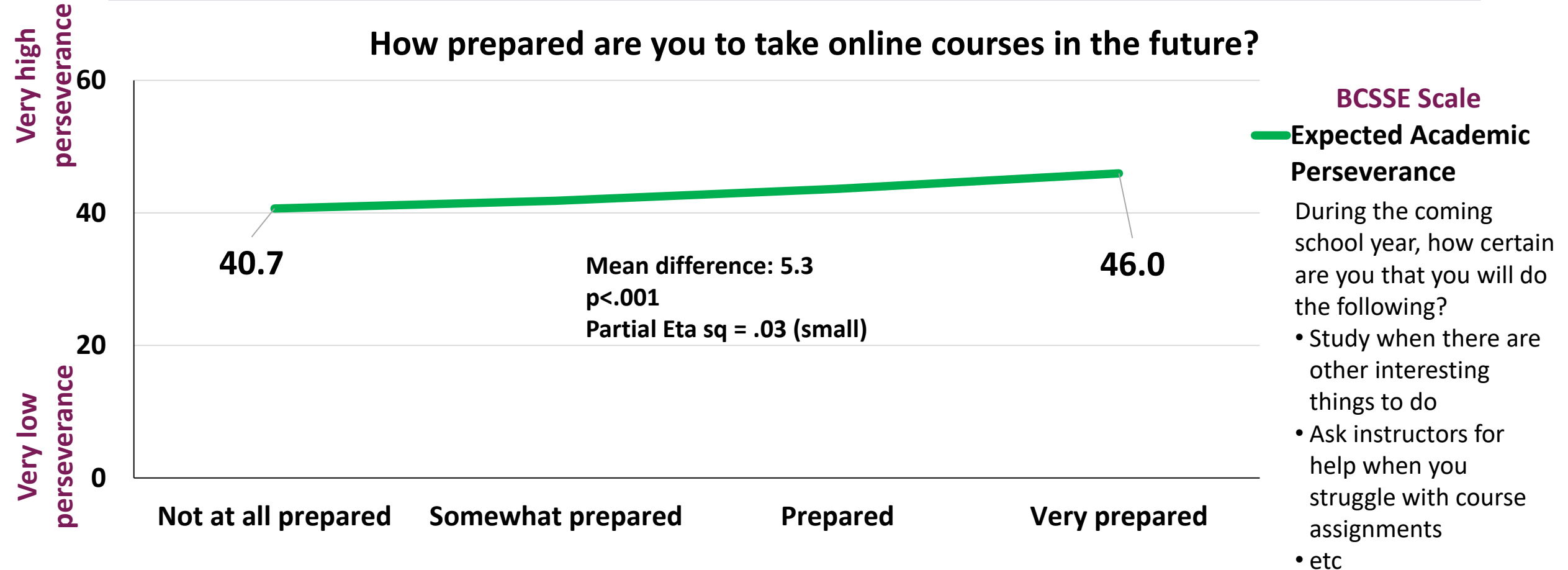
Academic Confidence by Prepared for Online Learning

How prepared are you to take online courses in the future?



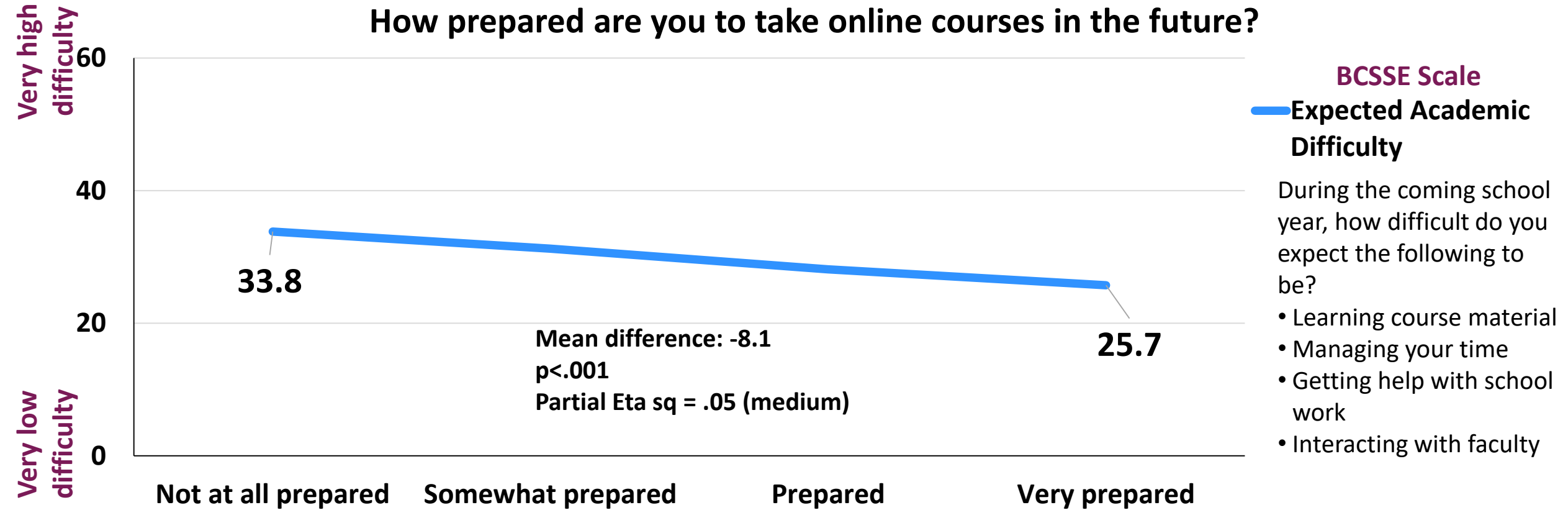
Expected Academic Perseverance by Prepared for Online Learning

How prepared are you to take online courses in the future?



Expected Academic Difficulty by Prepared for Online Learning

How prepared are you to take online courses in the future?



Implications for the First College Year?

Given HS experience with online learning, preparedness for online in college, and relationships between preparedness and academic confidence, perseverance, and expected difficulty...

- ✓ **Faculty teaching FY courses:** ask students at week 3-4 about online learning; is support sufficient? different than HS?
- ✓ **Student life:** more learning support outreach, programming
- ✓ **Learning support services:** targeted outreach about study spaces, how to stay motivated
- ✓ **IR/IT:** FY learning analytics checks, LMS quick surveys

What Does This Mean for Student Success?

Did CV-19 alter students' enrollment plans and will they reconsider?

How worried should we be about FY student attrition?

How does the double disruption of HS & College influence intent to graduate?





Intention to Graduate

Did the events related to the coronavirus change where you planned to attend college or university?

No - 91.5%

Yes - 8.5%

Of the Yes (top 4),

41% Wanted closer to home

28% No longer afford previous choice

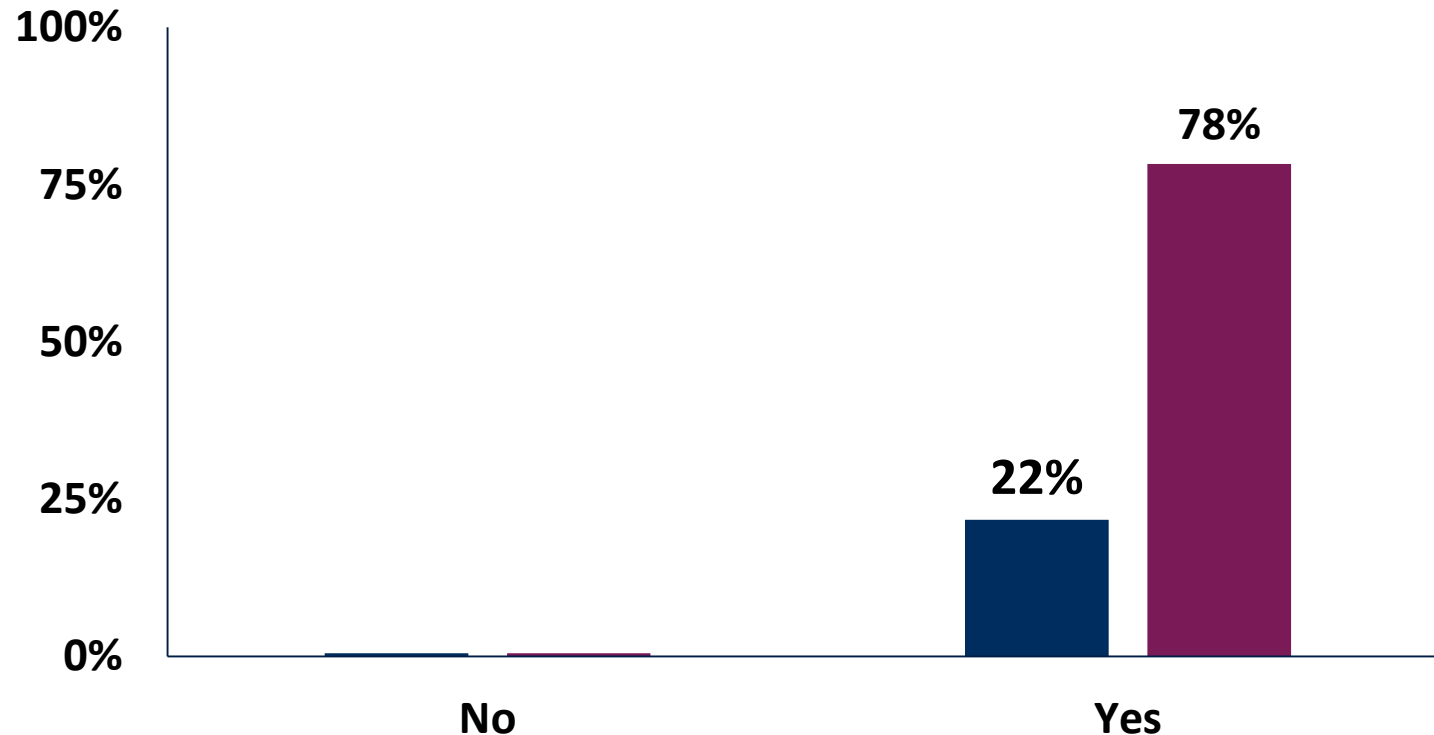
26% Need to live at home

14% Want more remote setting

Intention to Graduate

Do you expect to graduate from this institution?

■ No/Unsure ■ Yes



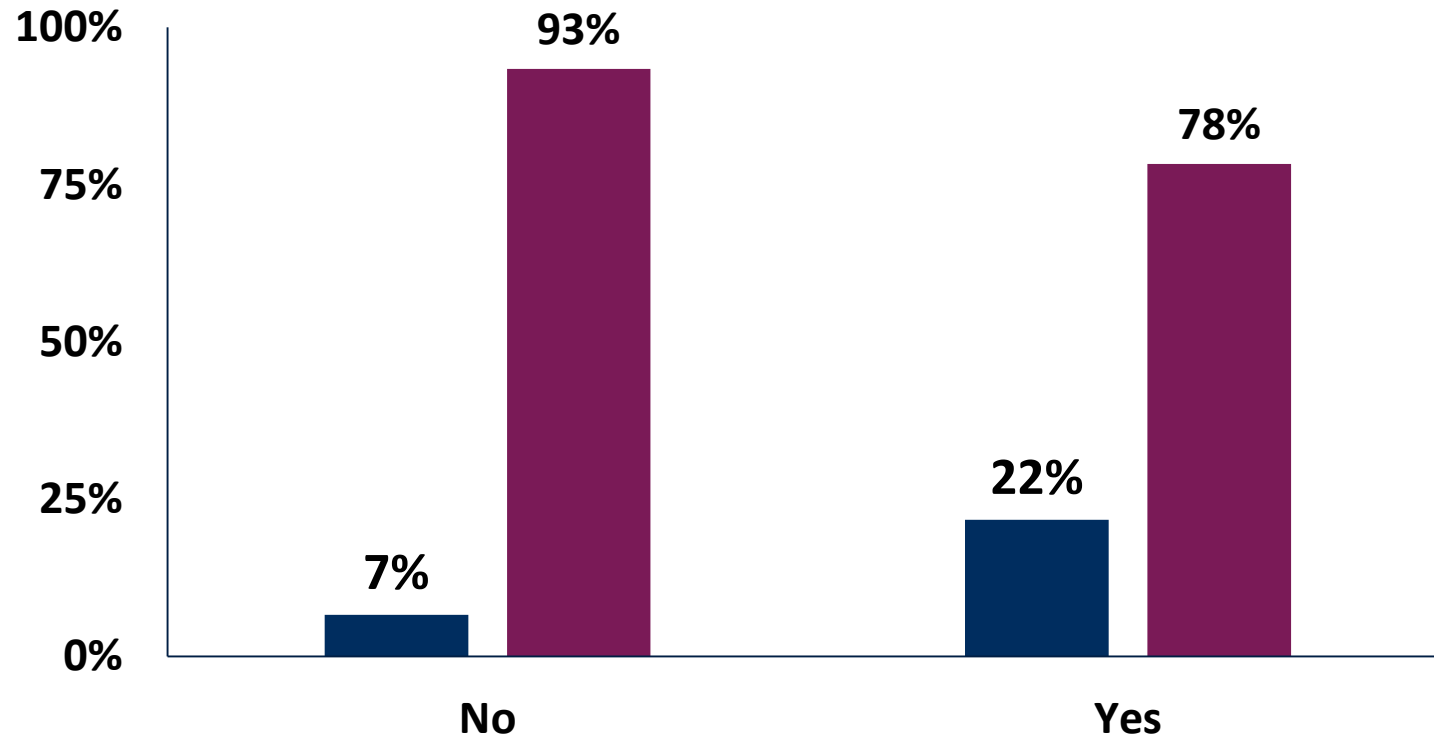
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Did the events related to the coronavirus change where you planned to attend college or university?



What are the longer term effects for students doubly disrupted? What does this mean for instruction and learning support? institutional commitment? persistence?

How is your institution preparing for this?





Thanks so much for joining us!

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**National Survey of Student
Engagement (NSSE)**
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Postsecondary Research**

nsse.indiana.edu

