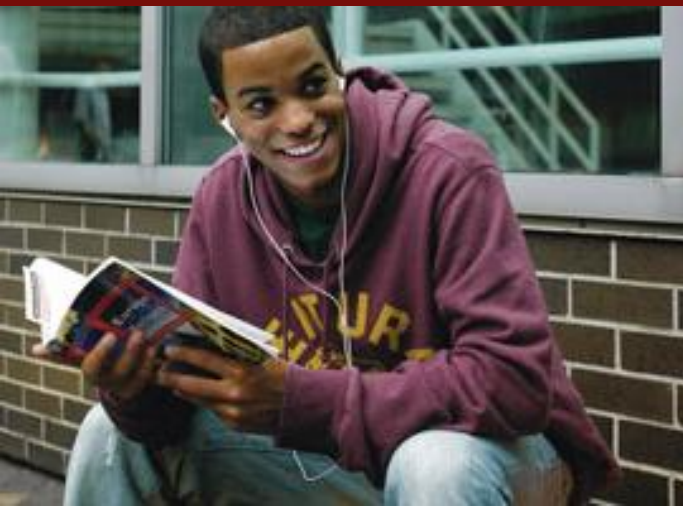




# Pre-College student expectations for academic engagement:

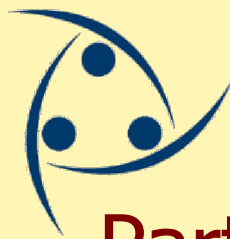
Are we prepared to teach these students?

Indiana University  
Center for Postsecondary  
Research



James S. Cole  
Tom Nelson Laird





# Objectives

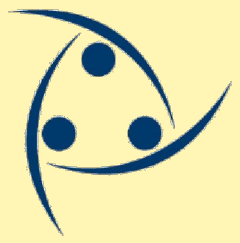
Participants will learn about:

- The expectations of incoming first-year college students to engage in academically relevant activities.
- The expectations of faculty regarding student engagement in academically relevant activities.
- The relationship between student expectations and faculty perceptions and the implications for teaching and learning.

# Overview

- Student Engagement
- Description of BCSSE & FSSE
- Student and Faculty Expectations and Attitudes
- Discussion regarding how to improve teaching practice and student learning.





# What is Student Engagement?





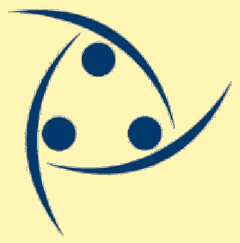
# BCSSE Purpose

- Measure entering first-year students' pre-college academic and co-curricular experiences.
- Expectations and attitudes for participating in educationally purposeful activities during the first college year.



# BCSSE Content

- High school academic and co-curricular engagement.
- High school academic preparation (e.g., AP courses).
- 5 scales
  - High School Academic Engagement
  - Expected First-Year Academic Engagement
  - Academic Persistence
  - Academic Preparation
  - Importance of Campus Environment

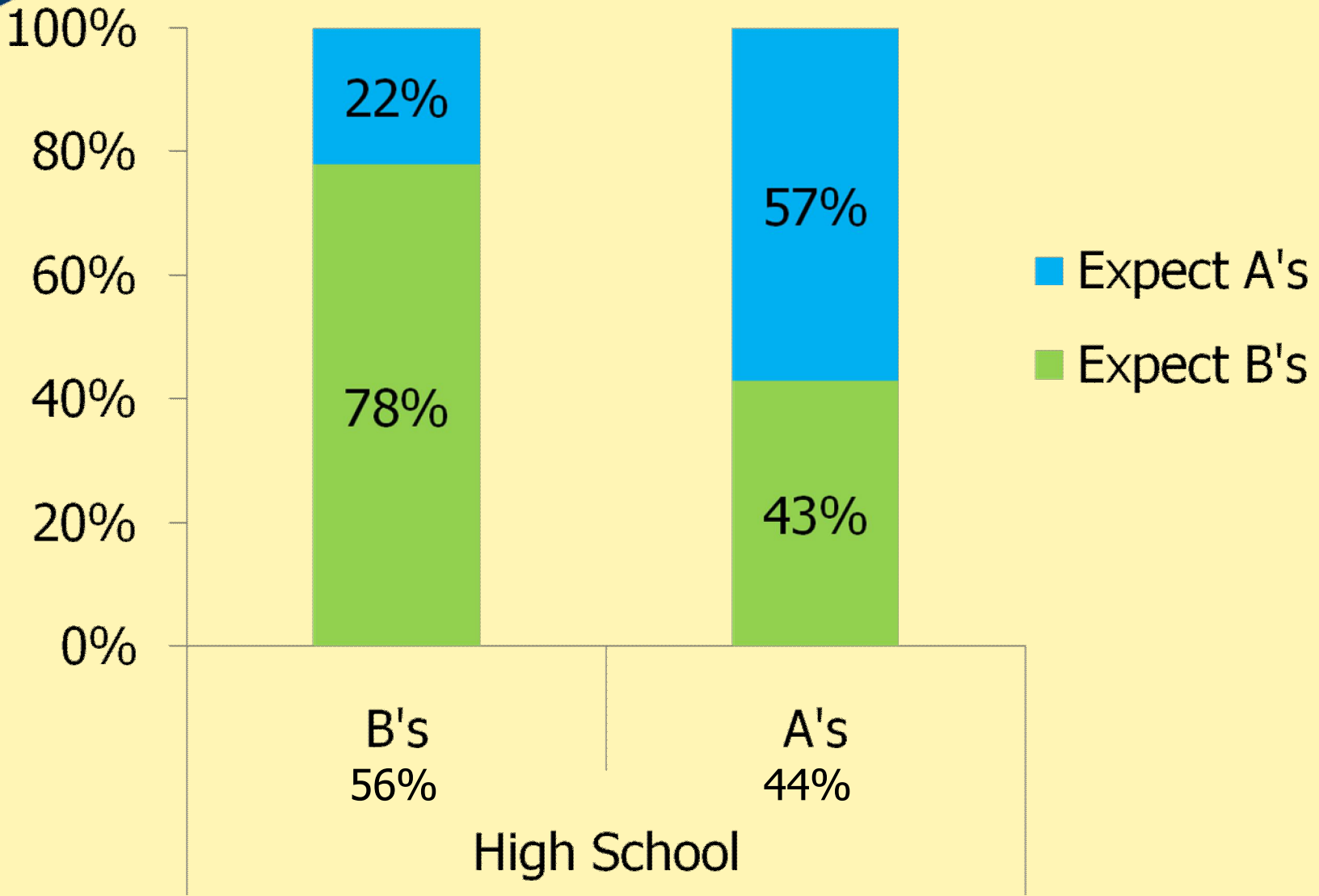
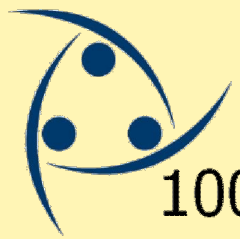


# Student Expectations and Attitudes

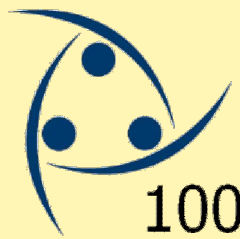
## Quiz:

1. Percentage of first-year students who said they were 'A' students in high school?
2. Percentage who completed calculus or statistics in HS?
3. Percentage that reported spending 5 hours or less per week preparing for classes their last year of HS?

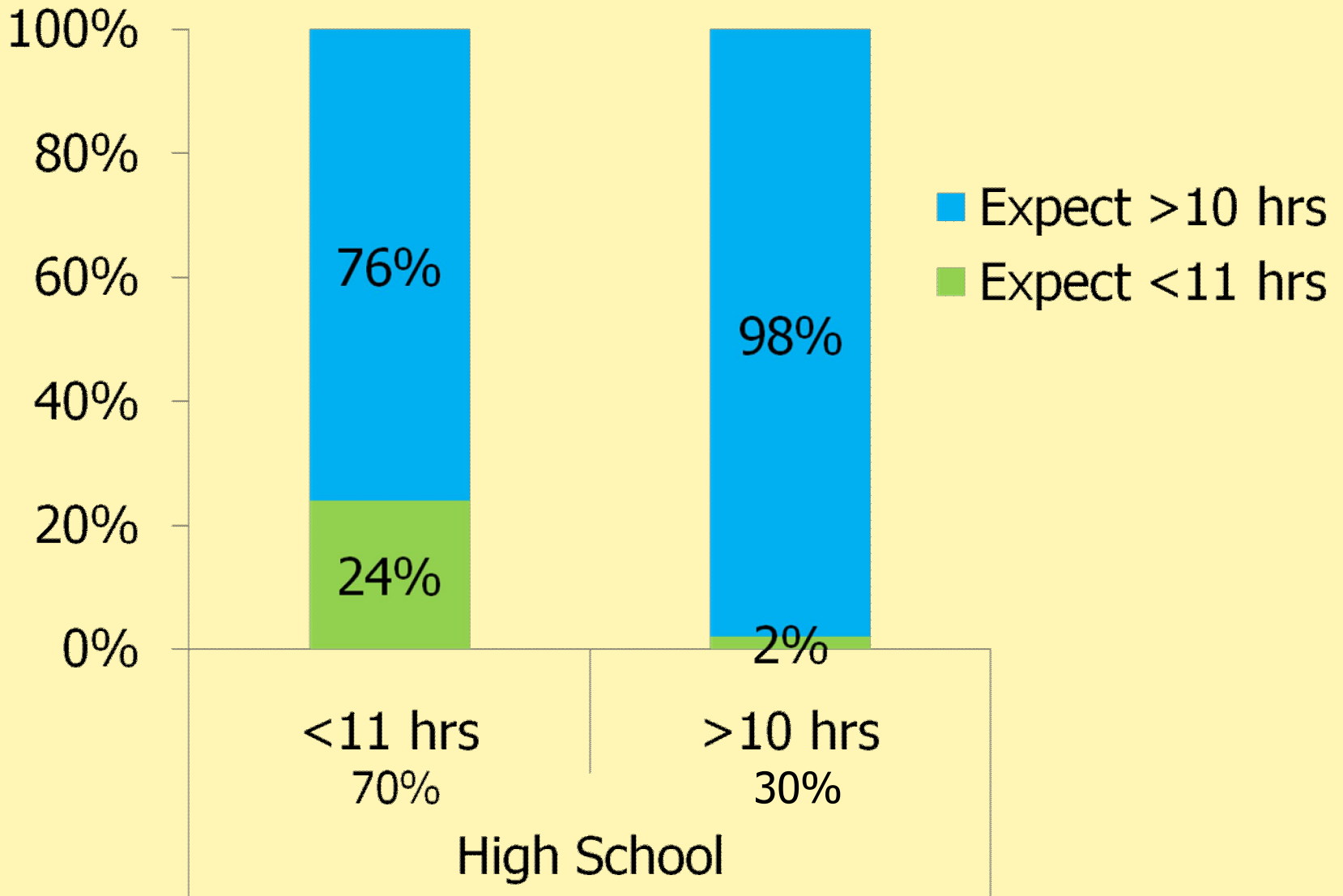
# Grades

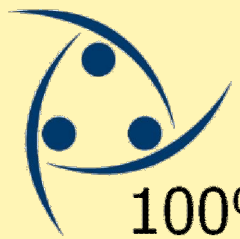




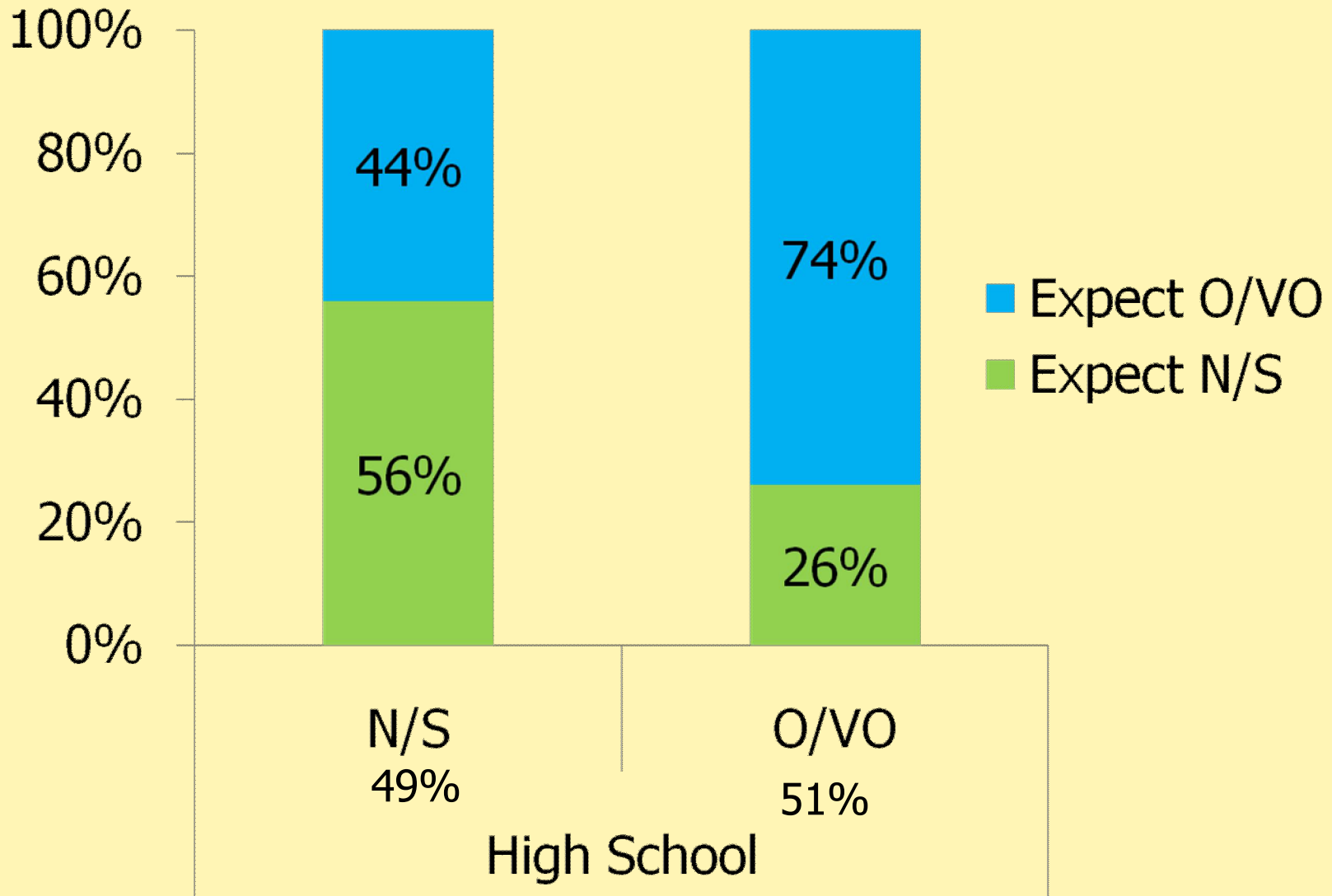


# Class Preparation



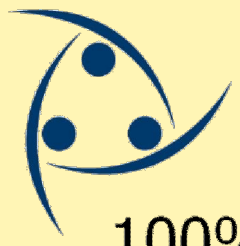


# Class Presentations

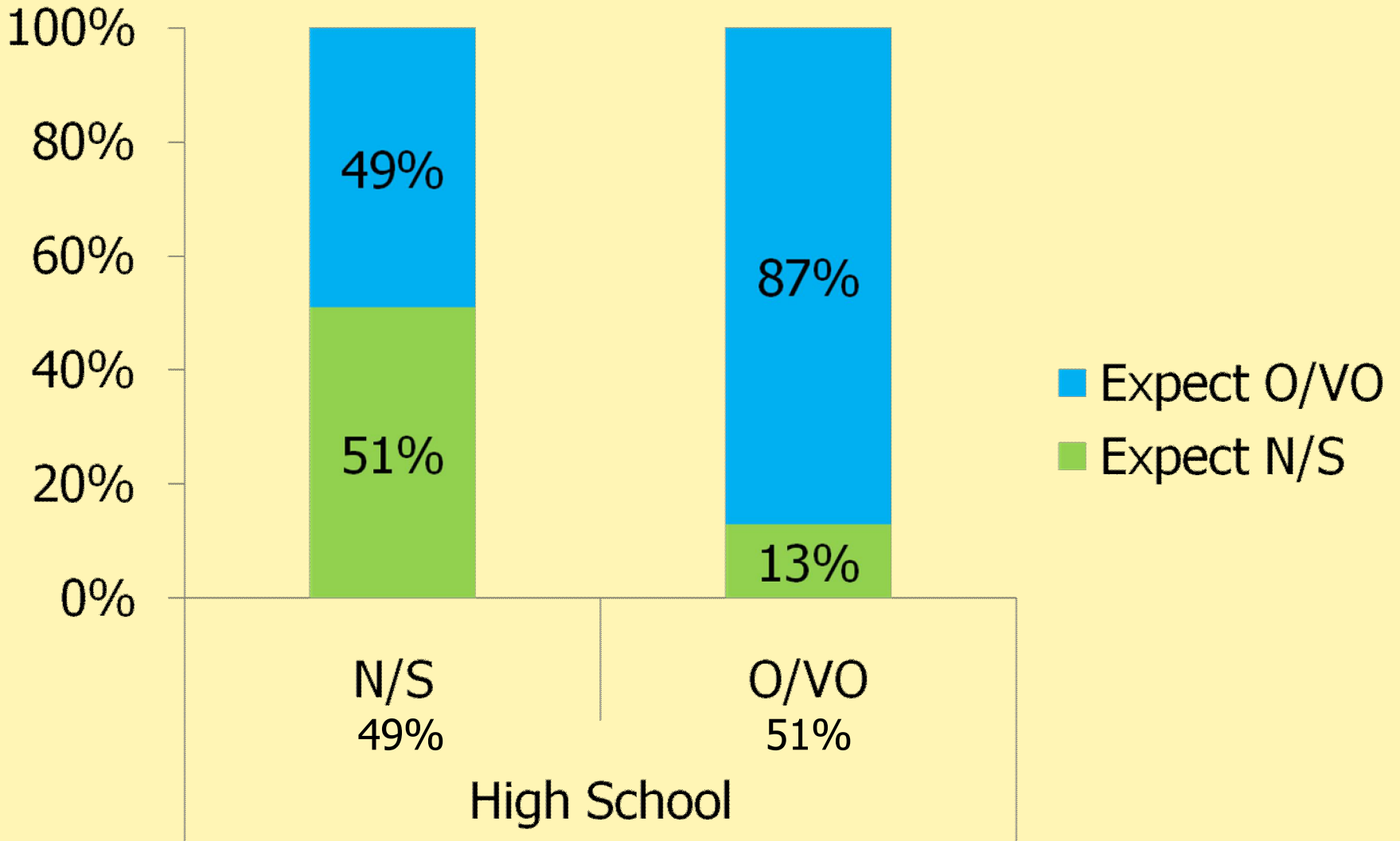


N/S = Never/Sometimes

O/VO = Often/Very Often

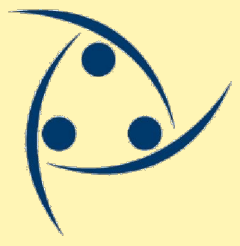


# Interact w/ Different Students

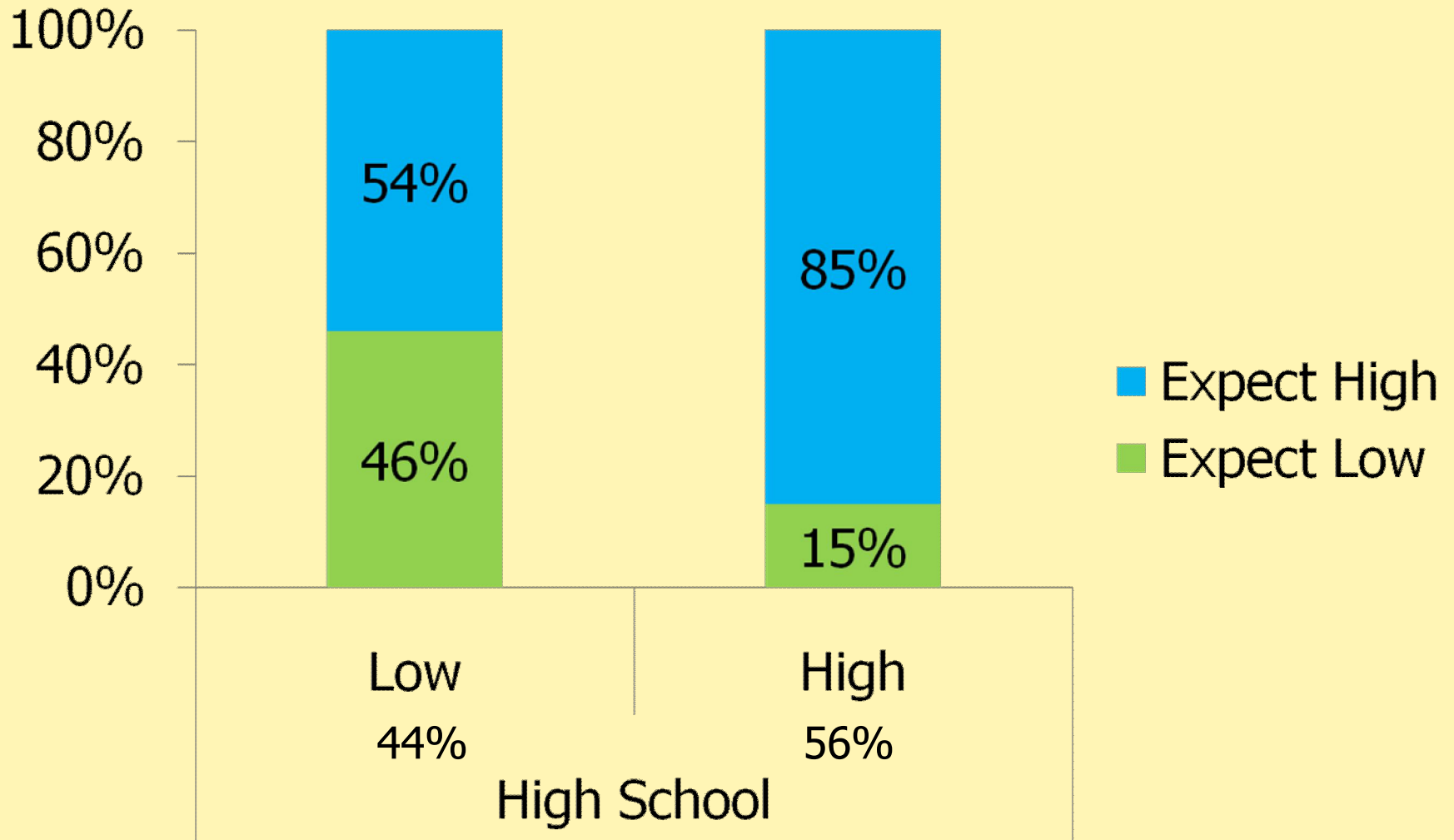


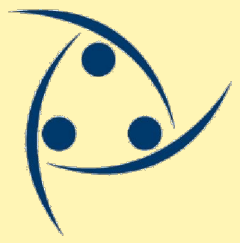
N/S = Never/Sometimes

O/VO = Often/Very Often



# Academic Engagement

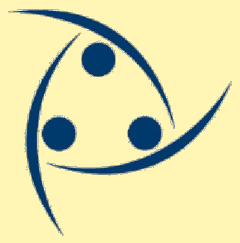




# Student Expectations and Attitudes

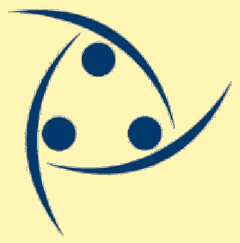
## Summary

- Students who report high levels of activity generally expect to maintain behavior in college.
- Overall, 20% of students indicate low levels of HS academic engagement and expect to continue this low level of academic engagement their first-year of college.

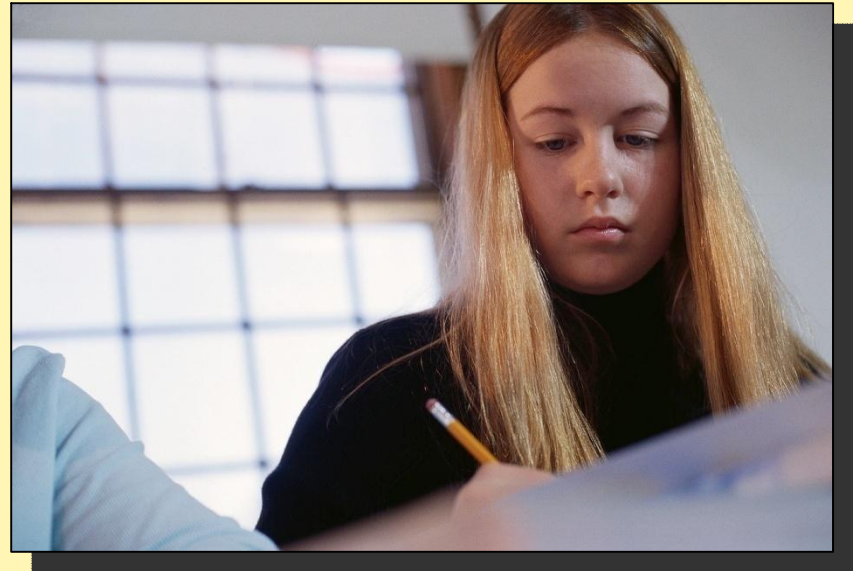


# Discussion

- How do these findings fit with your experience?
- What are the implications of these findings?



# Faculty expectations and attitudes





# Why FSSE?

- Include faculty in the discussion of effective educational practices
- To understand faculty expectations and perceptions as institutions seek to target areas of improvement
- Some previous homegrown faculty surveys that paralleled NSSE seem to work



The logo consists of a blue stylized arc with three dots inside, resembling a smile or a path. 

# FSSE Survey

- Faculty perceptions of how often their students engage in different activities
- The importance faculty place on various areas of learning and development
- The nature and frequency of interactions faculty have with students
- How faculty members organize class time

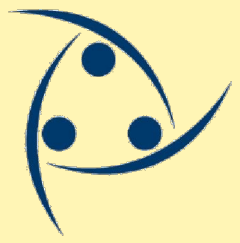




- 24,000+ faculty
  - 46% Female
  - 82% White
  - 6% Asian
  - 5% Black/African Amer
  - 4% Hispanic
  - 84% full-time
  - 74% Asst, Assoc, or Full
- 162 institutions
  - 18% Doctoral Research
  - 48% Master's
  - 18% Bac Arts & Sci
  - 16% Bac Diverse
  - 50% Private

#### Field of Study

28%	Arts & Hum	8%	Education	8%	Professional
6%	Biology	3%	Engineering	15%	Social Sciences
8%	Business	11%	Physical Sci	13%	Other



# Importance of Ed Activities

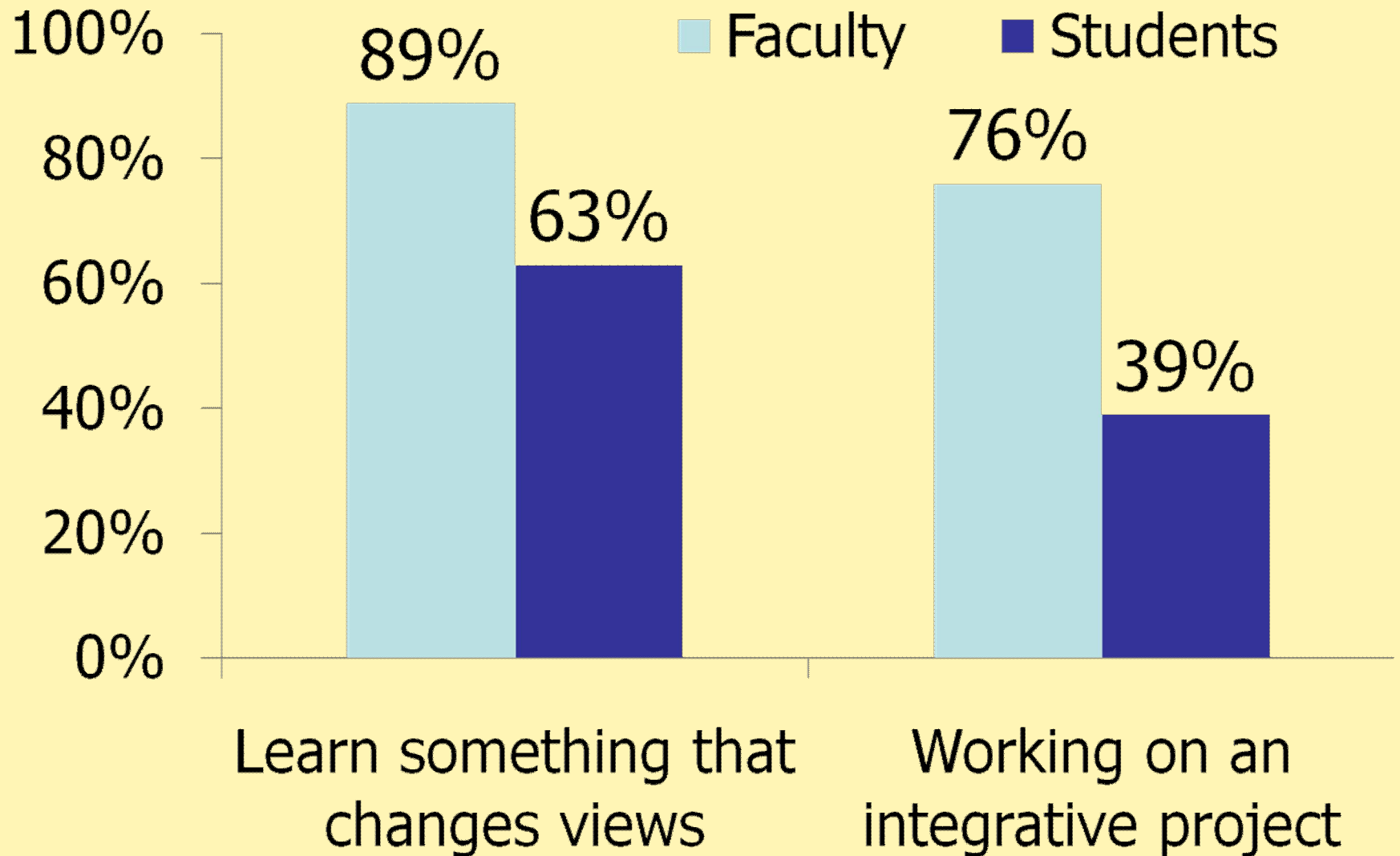
- Faculty who indicate activity is important

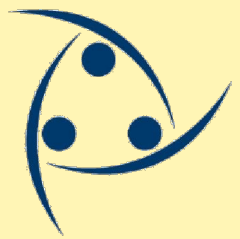
## Top 6

- |    |                                      |     |
|----|--------------------------------------|-----|
| 1. | Learn something that changes views   | 89% |
| 2. | Working on an integrative project    | 76% |
| 3. | Examine own views                    | 71% |
| 4. | Try to understand others views       | 69% |
| 5. | Putting together ideas and concepts  | 60% |
| 6. | Discussing ideas with others outside | 53% |

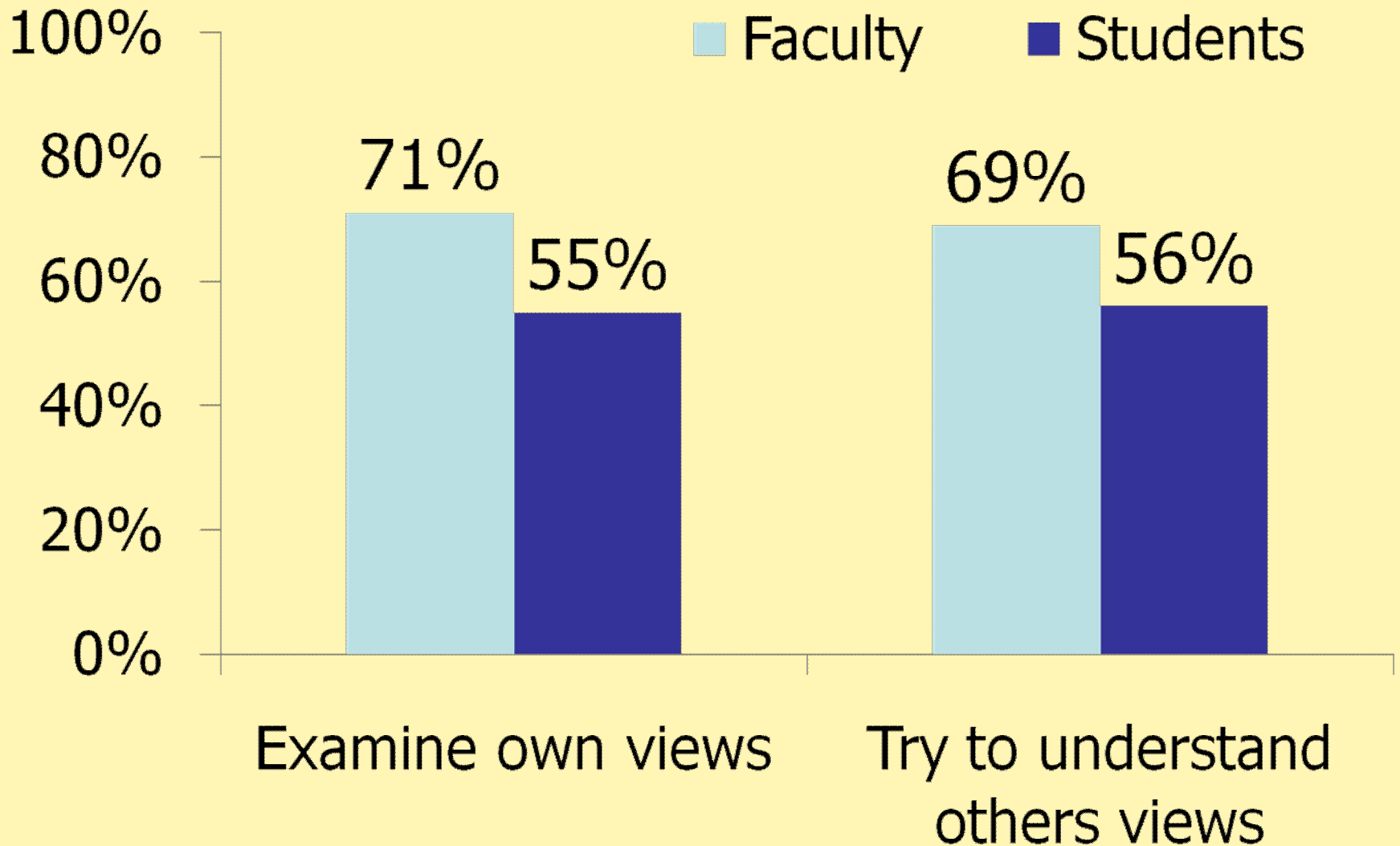


# Importance of Ed Activities



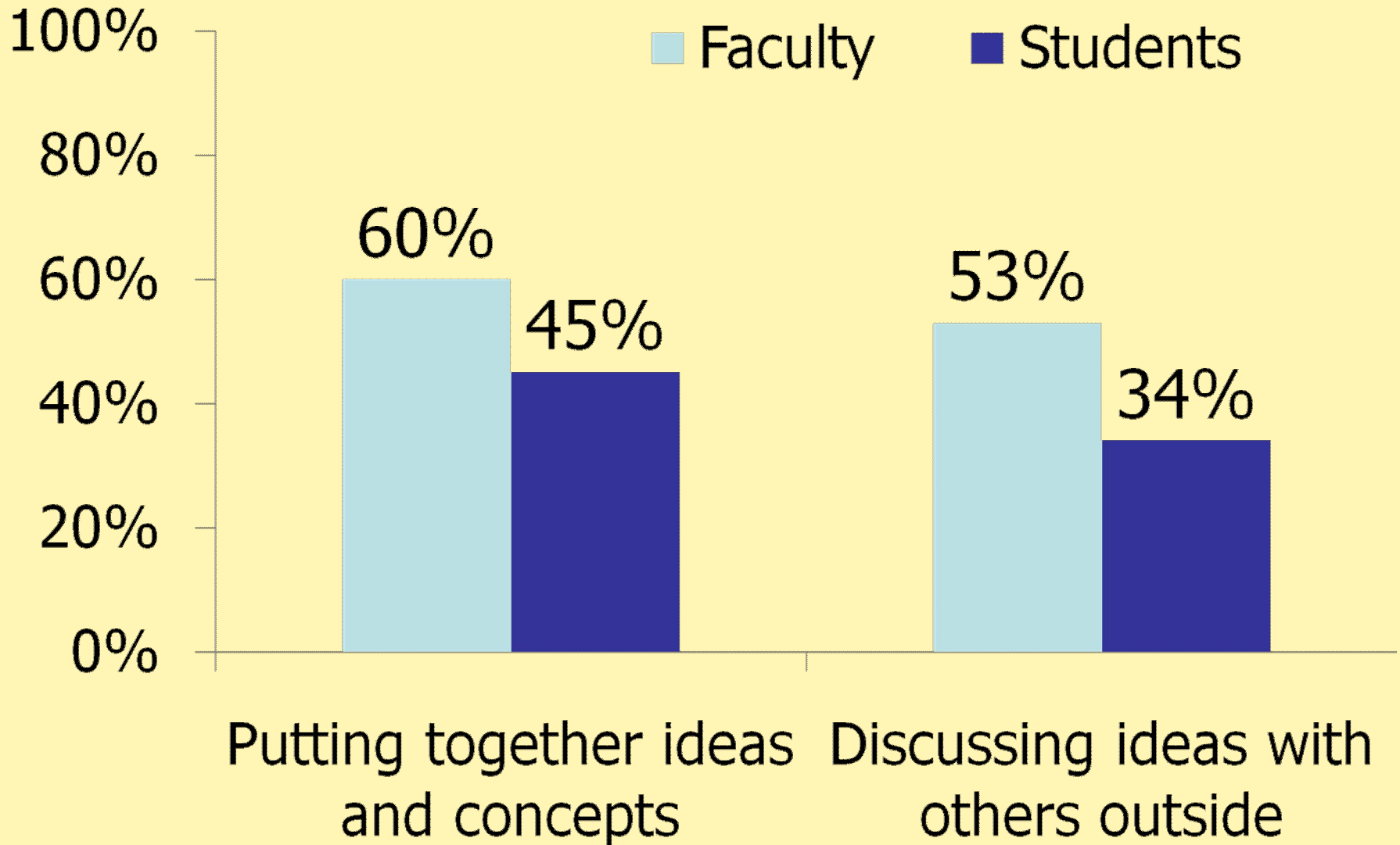


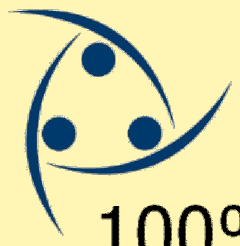
# Importance of Ed Activities



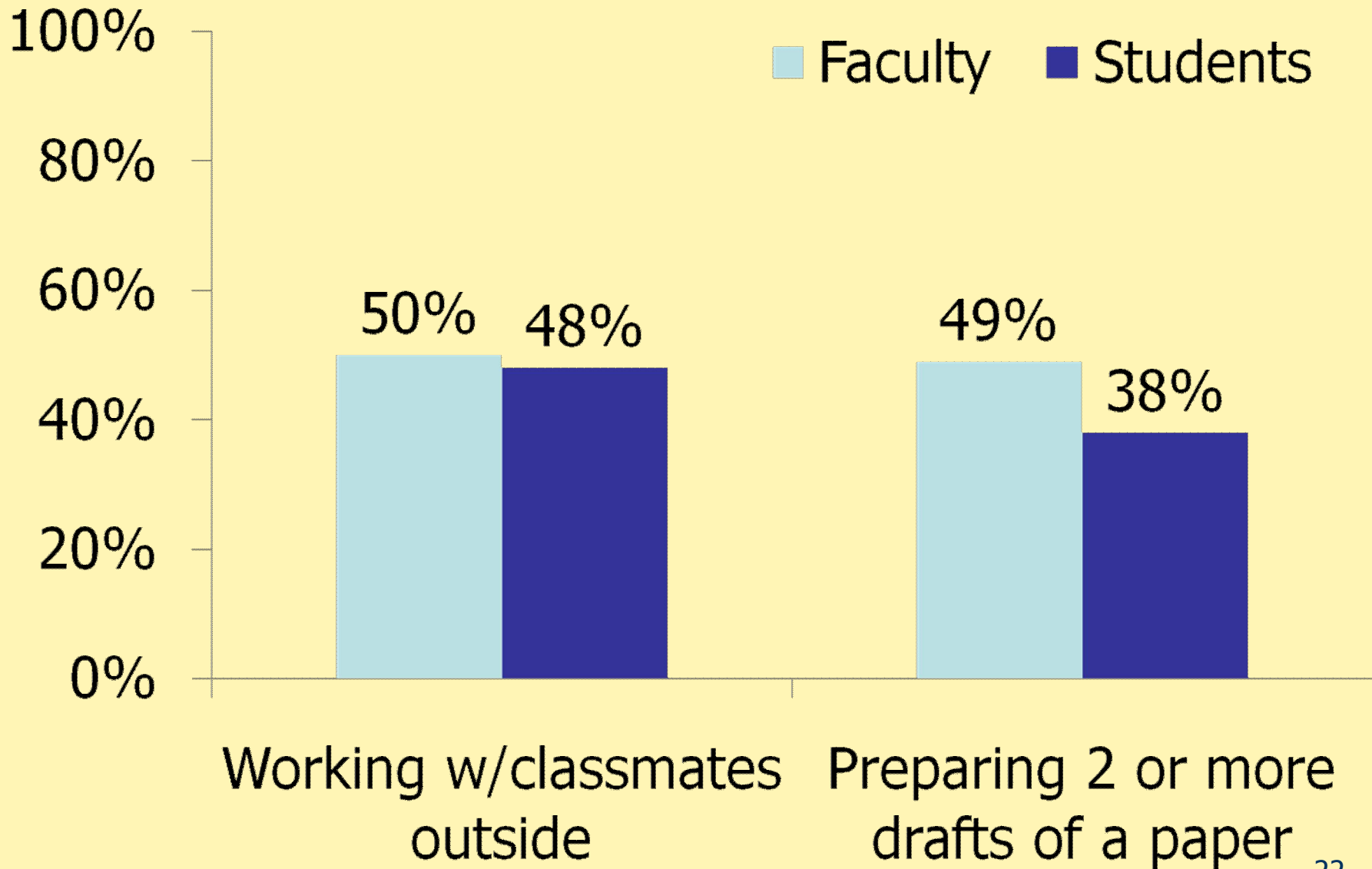


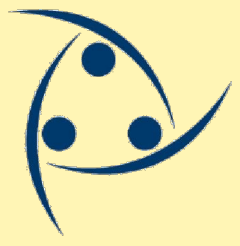
# Importance of Ed Activities





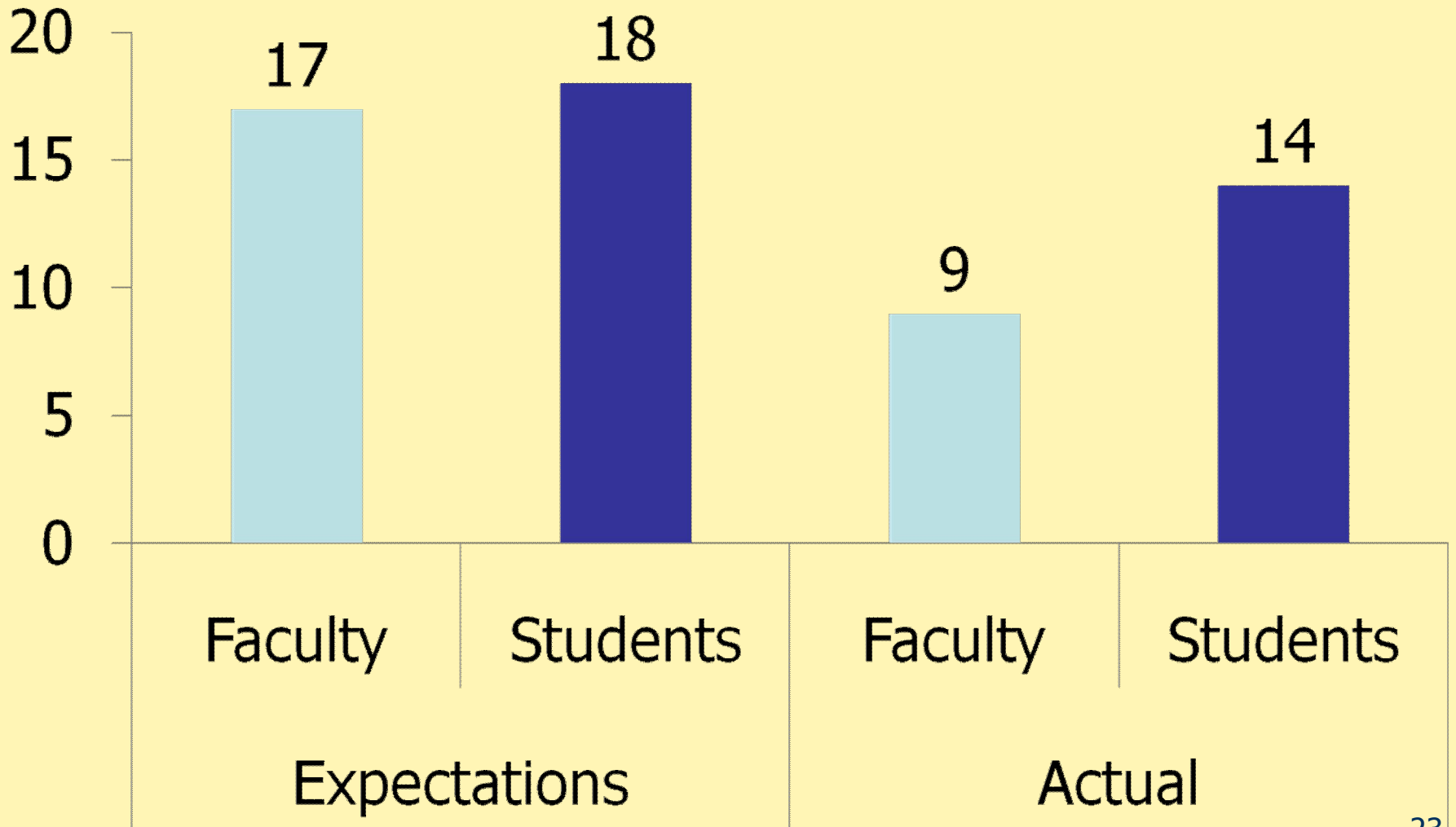
# Importance of Ed Activities



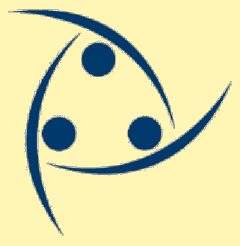


# Hours in typical week

## Preparing for class

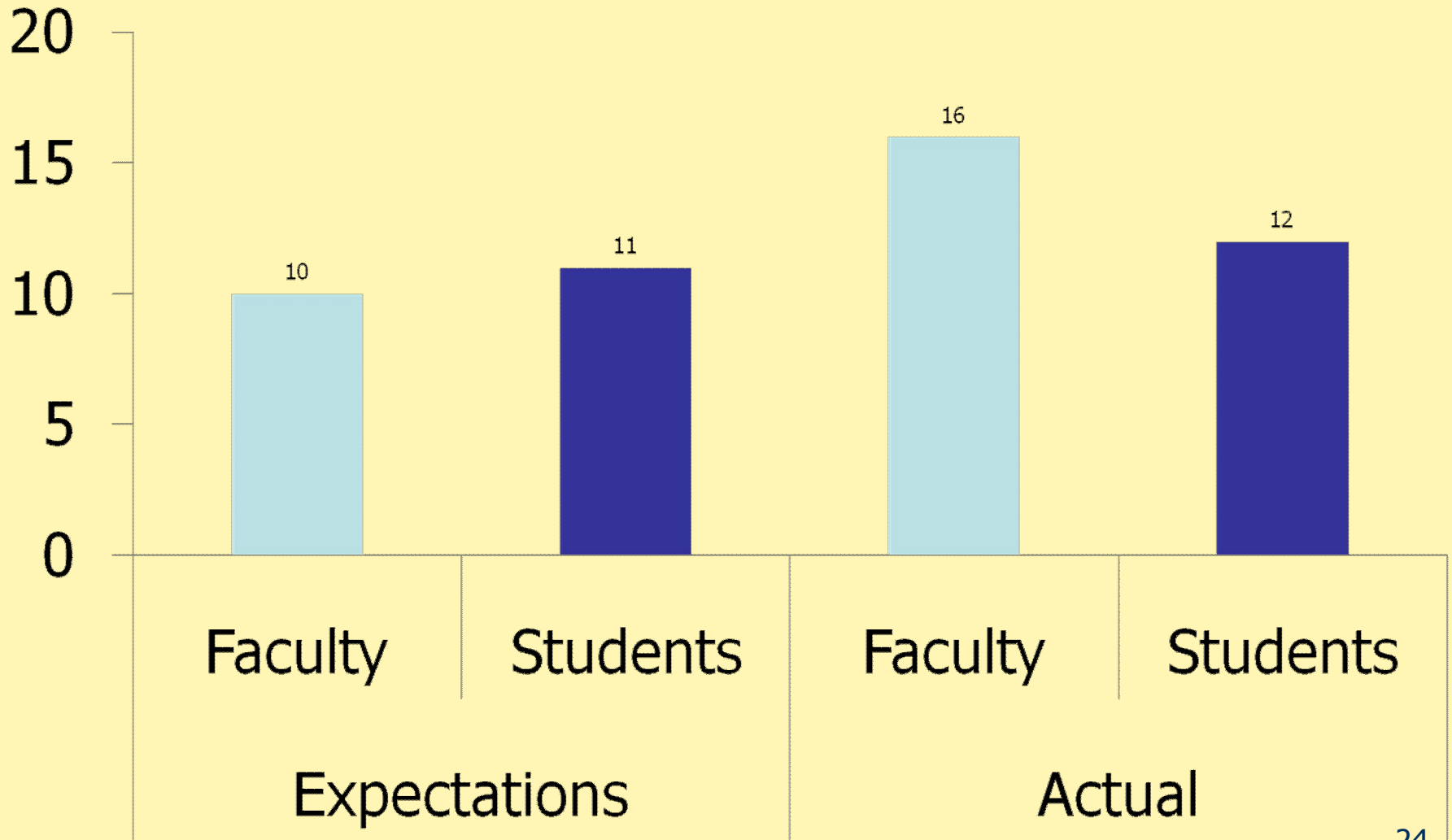


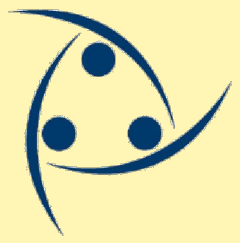




# Hours in typical week

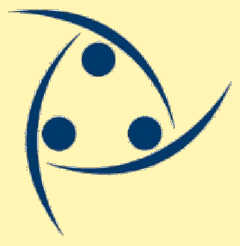
## Relaxing and socializing





# Discussion

- How do these findings fit with your experience?
- What are the implications of these findings?



# Other final thoughts or comments?





# Contact Us

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