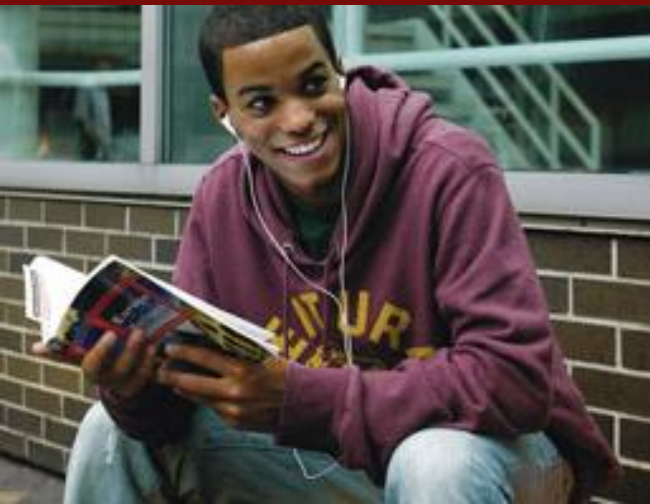




# Academic Confidence and First-Year Engagement: Implications for Orientation

Indiana University  
Center for Postsecondary  
Research



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# Overview

## **In this session we will explore:**

- The types of high school characteristics and experiences associated with students' academic confidence.
- How academic confidence relates to expectations, attitudes, and aspirations for the first-year of college.
- How academic confidence relates to engagement, grades, and gains during the first year.



# Introduction

*Academic confidence arises from past performance and predicts future performance*



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*Academic confidence arises from past performance and predicts future performance*

We know from years of research the important relationship of self-reported academic confidence and:

- future academic performance,
- academic motivation,
- use of effective learning strategies,
- and academic engagement.

*(Bandura, 1997; Schunk & Pajares, 2001; & Zimmerman, 2000)*



# Data Source

*Beginning College Survey of Student Engagement (BCSSE) in the summer of 2008 and their subsequent responses to the *National Survey of Student Engagement (NSSE) in the spring of 2009.**

## **What is BCSSE?**

BCSSE collects data about entering college students' high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the first college year.

BCSSE contains 3 sections: High School experiences, Expected FY Experiences, and Demographic/background data.

BCSSE administration usually takes place prior to start of fall classes and is designed to be paired with a NSSE administration at the end of the first college year, providing an in-depth understanding of first-year student engagement on your campus.



# Data Source

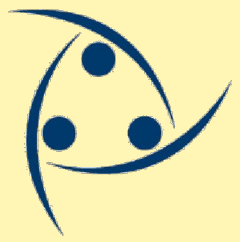
Along with the reporting results of individual items, BCSSE data are also used to create six scale scores:

- 1.high school academic engagement,
- 2.expected first-year academic engagement,
- 3.expected academic perseverance,
- 4.expected academic difficulty,
- 5.perceived academic preparation, and
- 6.importance of campus support.

For this presentation, 3 of the NSSE Benchmarks of Effective Educational Practice are used as indicators of academic engagement:

- 1.Level of Academic Challenge,
- 2.Active & Collaborative Learning, and
- 3.Student-Faculty Interaction.

In addition, self-reported high school and end-of-first year grades are included.



# Perceived Academic Preparation

**17** How prepared are you to do the following in your academic work at this college?

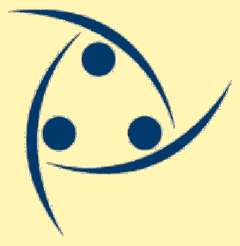
	Not at all prepared					Very prepared	
	1	2	3	4	5	6	
	▼	▼	▼	▼	▼	▼	
a. Write clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Speak clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Think critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Analyze math or quantitative problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Use computing and information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Work effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. Learn effectively on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

The Perceived Academic Preparation scale contains 7 items. The scale score ranges from 0 to 10.

Perceived academic preparation reflects the student's confidence that he or she is prepared to do academic work.

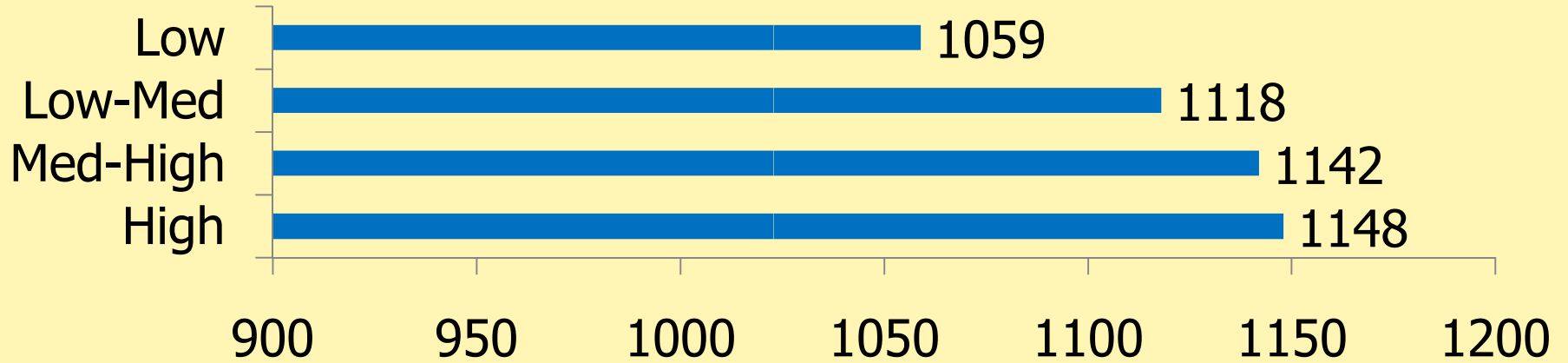
Four groups were created that reflect four levels of confidence:

1. High
2. High-Medium
3. Medium-Low
4. Low

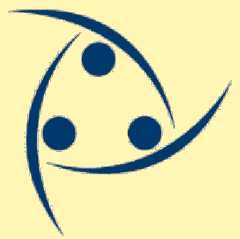


# High School & Academic Confidence

## SAT/ACT Scores

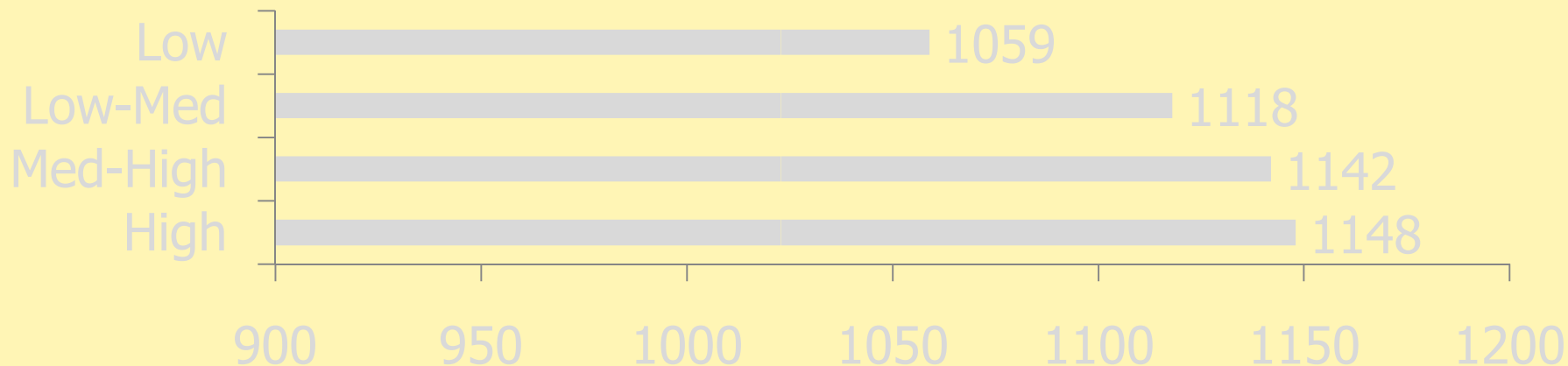




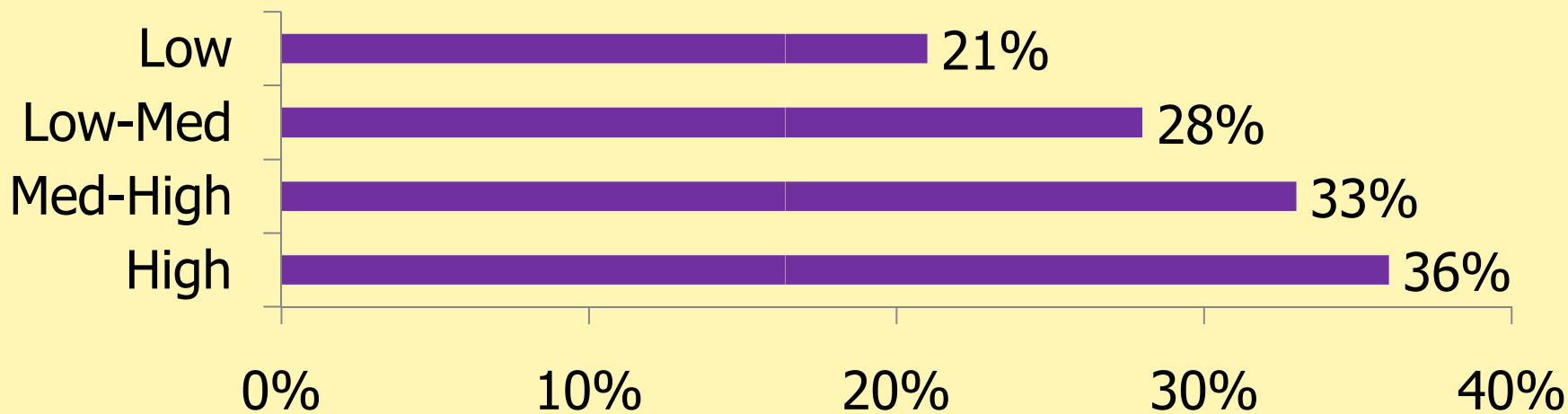


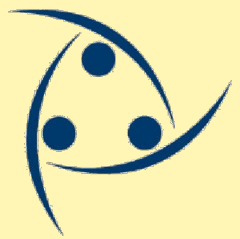
# High School & Academic Confidence

## SAT/ACT Scores



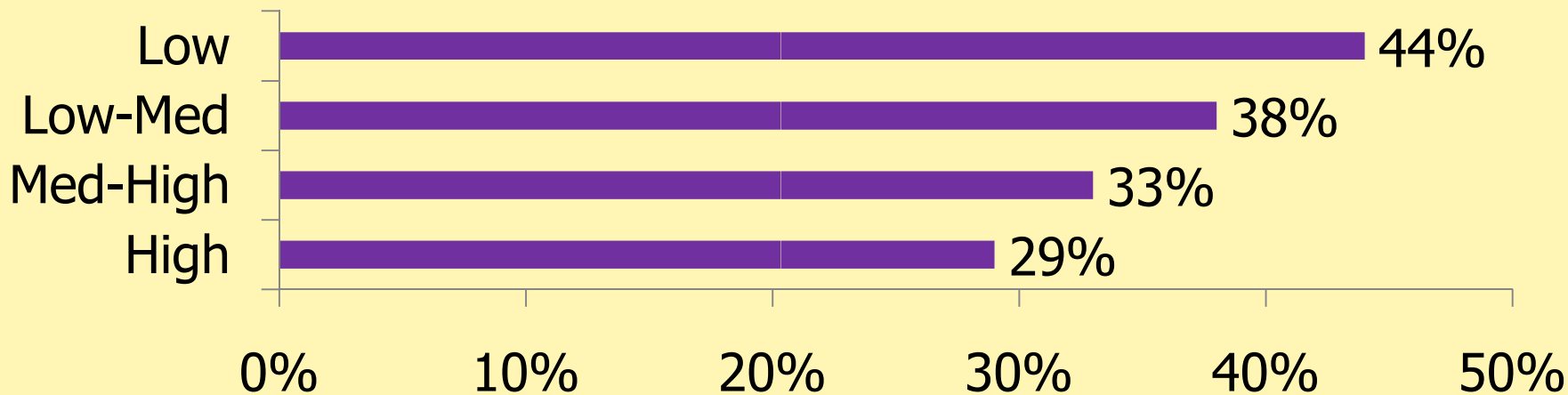
## Passed Calculus

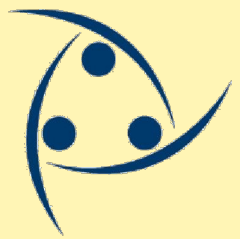




# High School & Academic Confidence

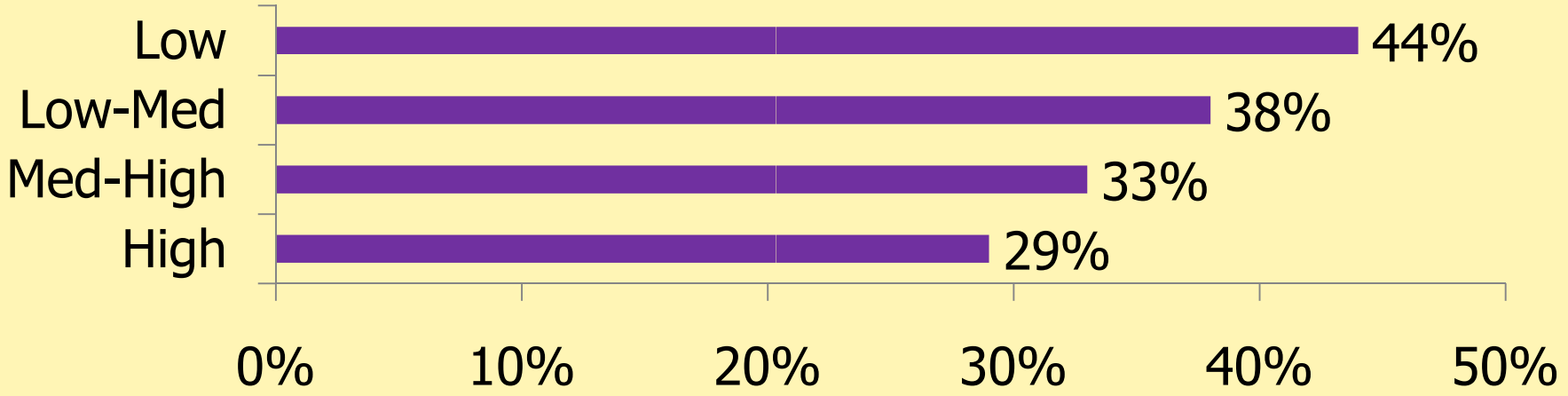
**Read none/very little for enjoy/acad enrich.**



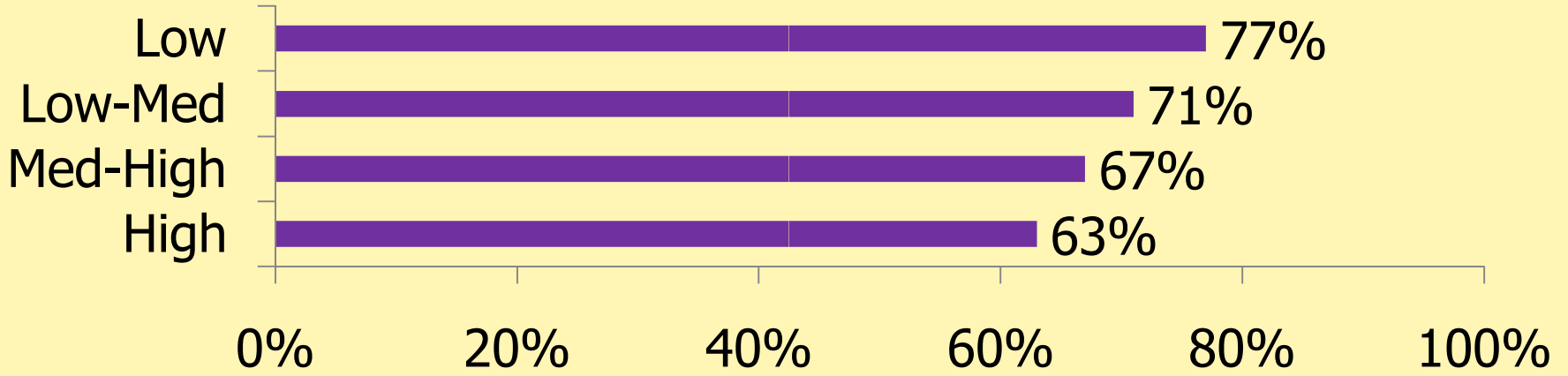


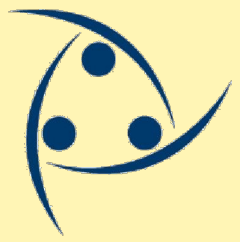
# High School & Academic Confidence

**Read none/very little for enjoy/acad enrich.**



**Studying 10 hours or less per week**



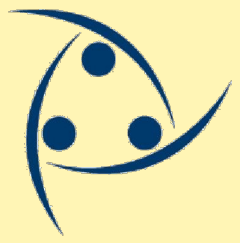


# High School & Academic Confidence

## High School Academic Engagement

During your last year of high school, about how often did you do each of the following:

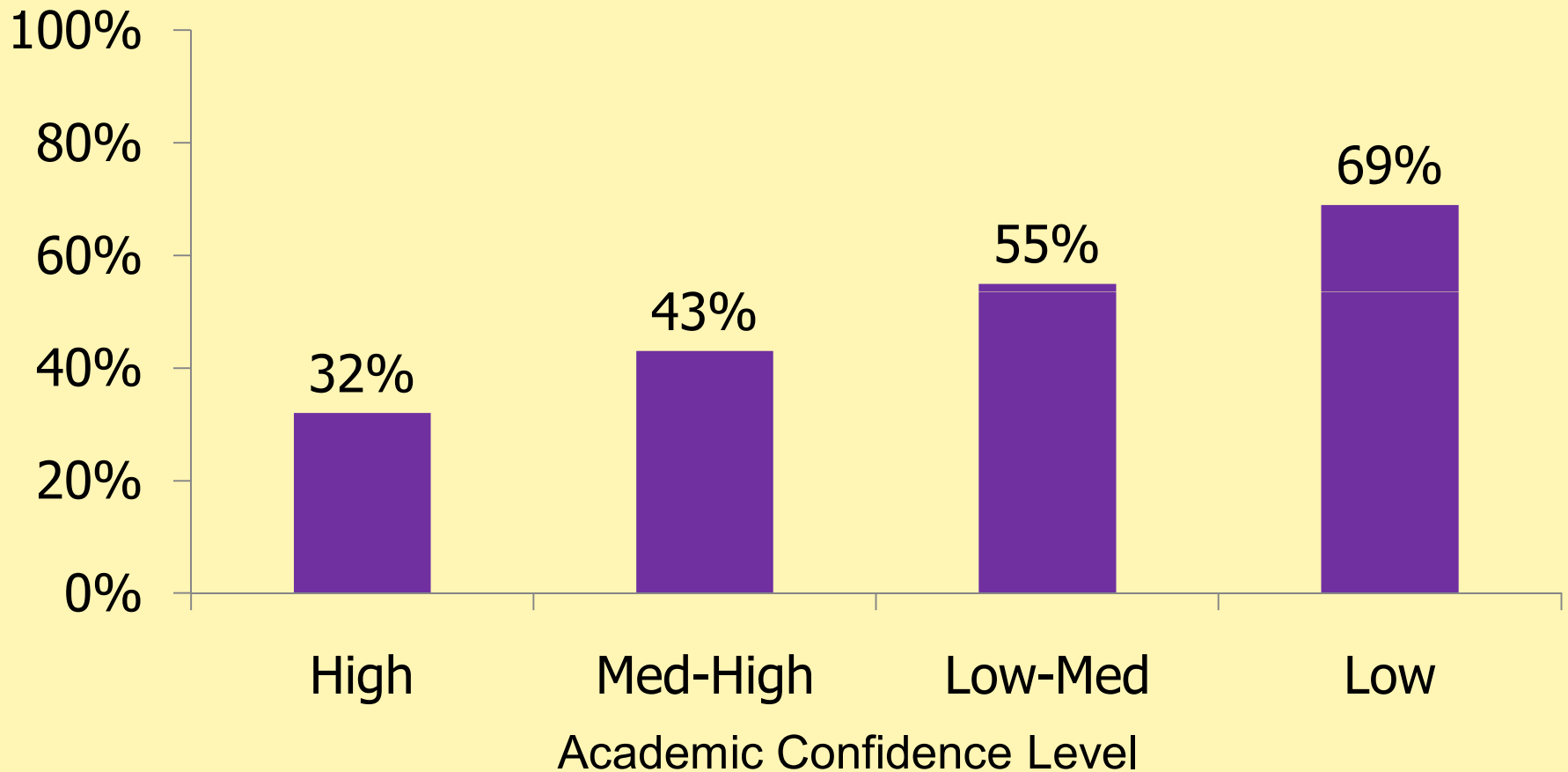
- 9a. “Asked questions in class or contributed to class discussions.”
- 9f. “Worked with classmates outside of class to prepare class assignments.”
- 9i. “Discussed ideas from your readings or classes with teachers outside of class.”

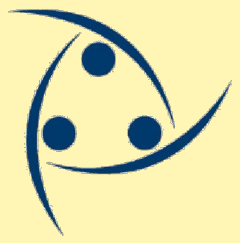


# High School & Academic Confidence

## High School Academic Engagement

*Percent below average on High School Academic Engagement*

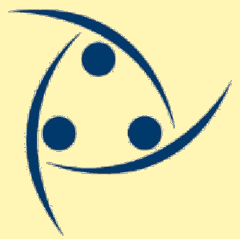




# High School & Academic Confidence

The results show that:

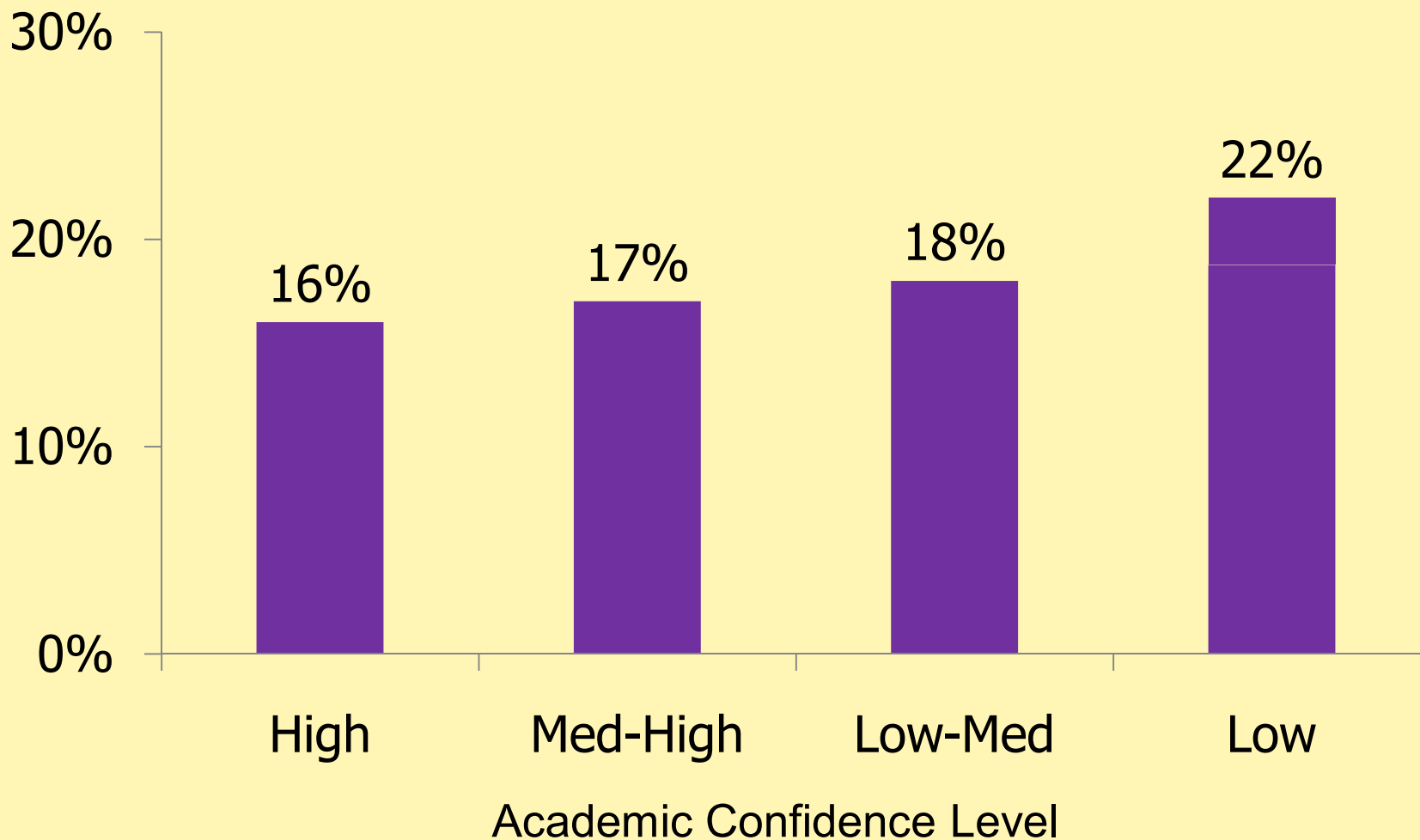
- In high school, low academic confidence students report lower:
  - levels of academic engagement,
  - lower test scores,
  - less reading,
  - few hours studying,
  - and general lower levels of academic preparedness.

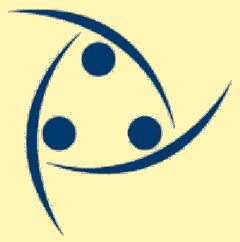


# Expectations & Academic Confidence

**Intend to graduate from this college.**

*Percent that indicated no/uncertain*





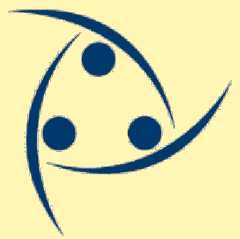
# Expectations & Academic Confidence

## Expected FY Academic Engagement

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

- 14a. “Ask questions in class or contribute to class discussions.”
- 14b. “Make a class presentation.”
- 14d. “Work with other students on projects during class.”

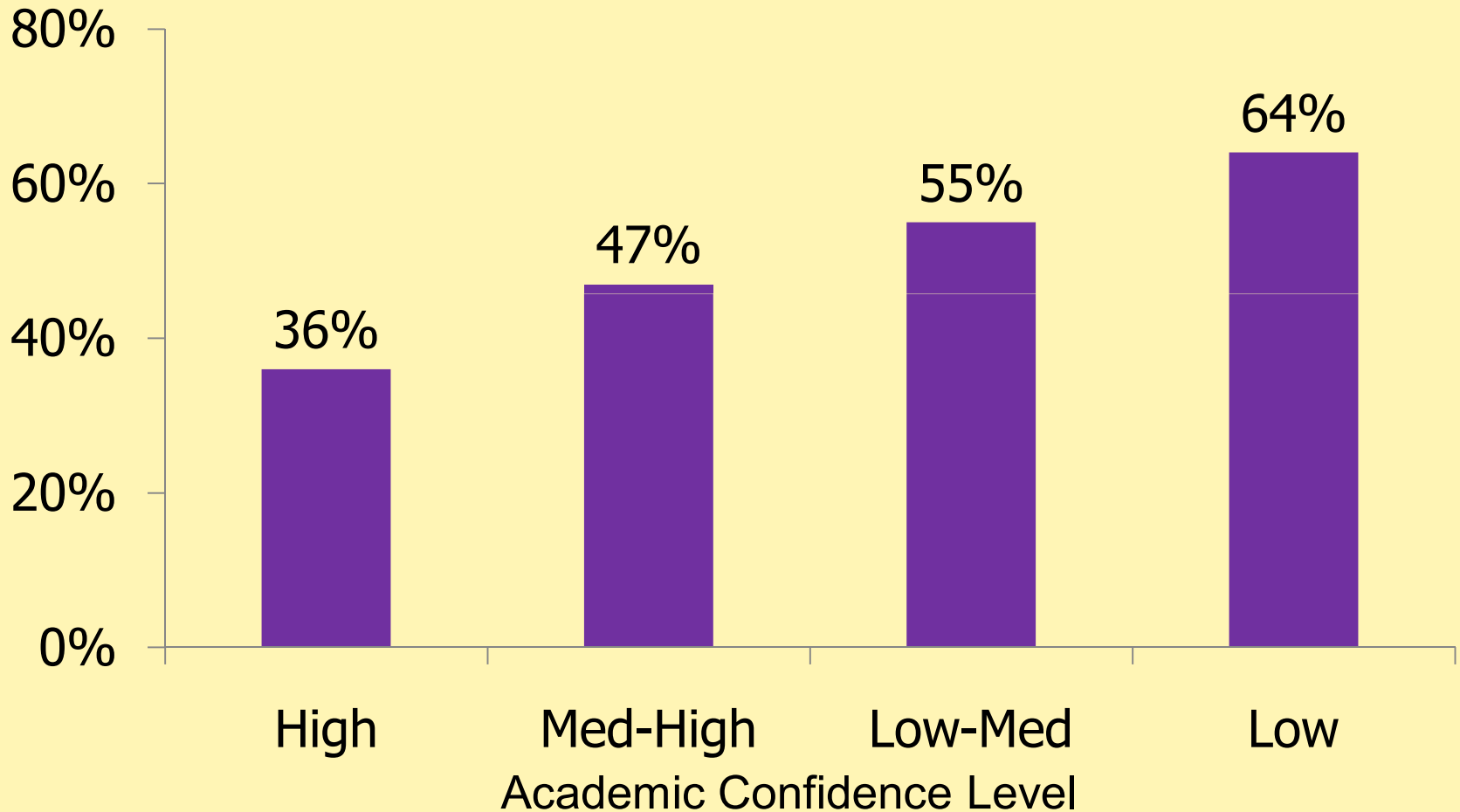


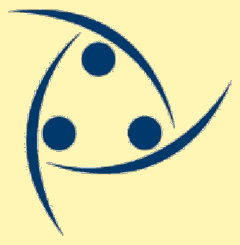


# Expectations & Academic Confidence

## Expected FY Academic Engagement

*Percent below average on Expected FY Academic Engagement*



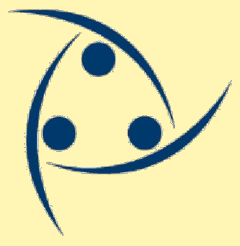


# Expectations & Academic Confidence

**Expected Academic Persistence:** e.g., “How certain that you will find additional information for course assignments when you don't understand the material”

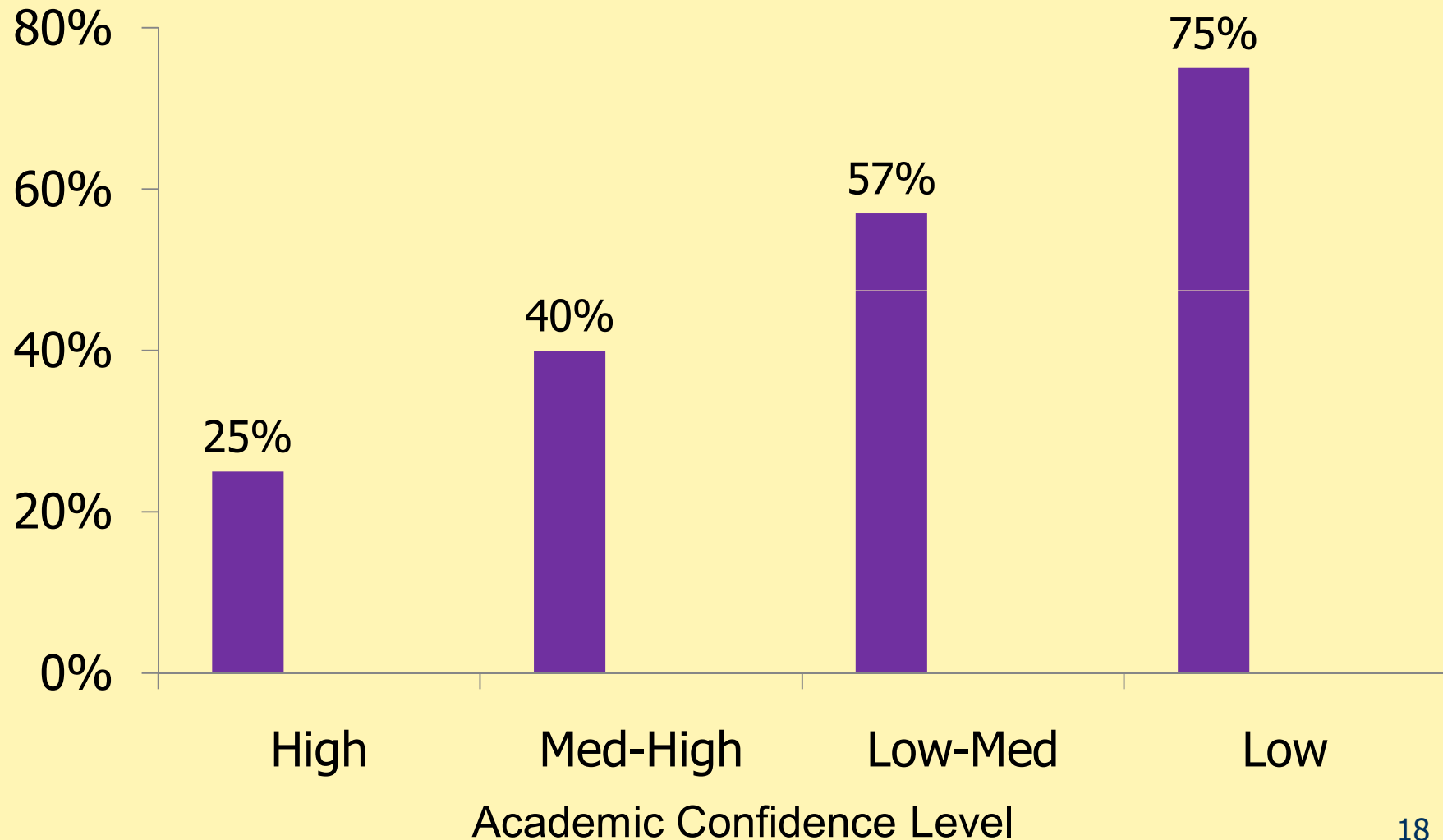
**Expected Academic difficulty:** e.g., “How difficult do you expect to learn course material;

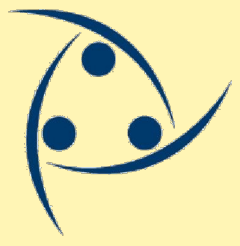
**Importance of Campus Environment:** e.g., “How important that the college (university) provides support to help you succeed academically”



# Expectations & Academic Confidence

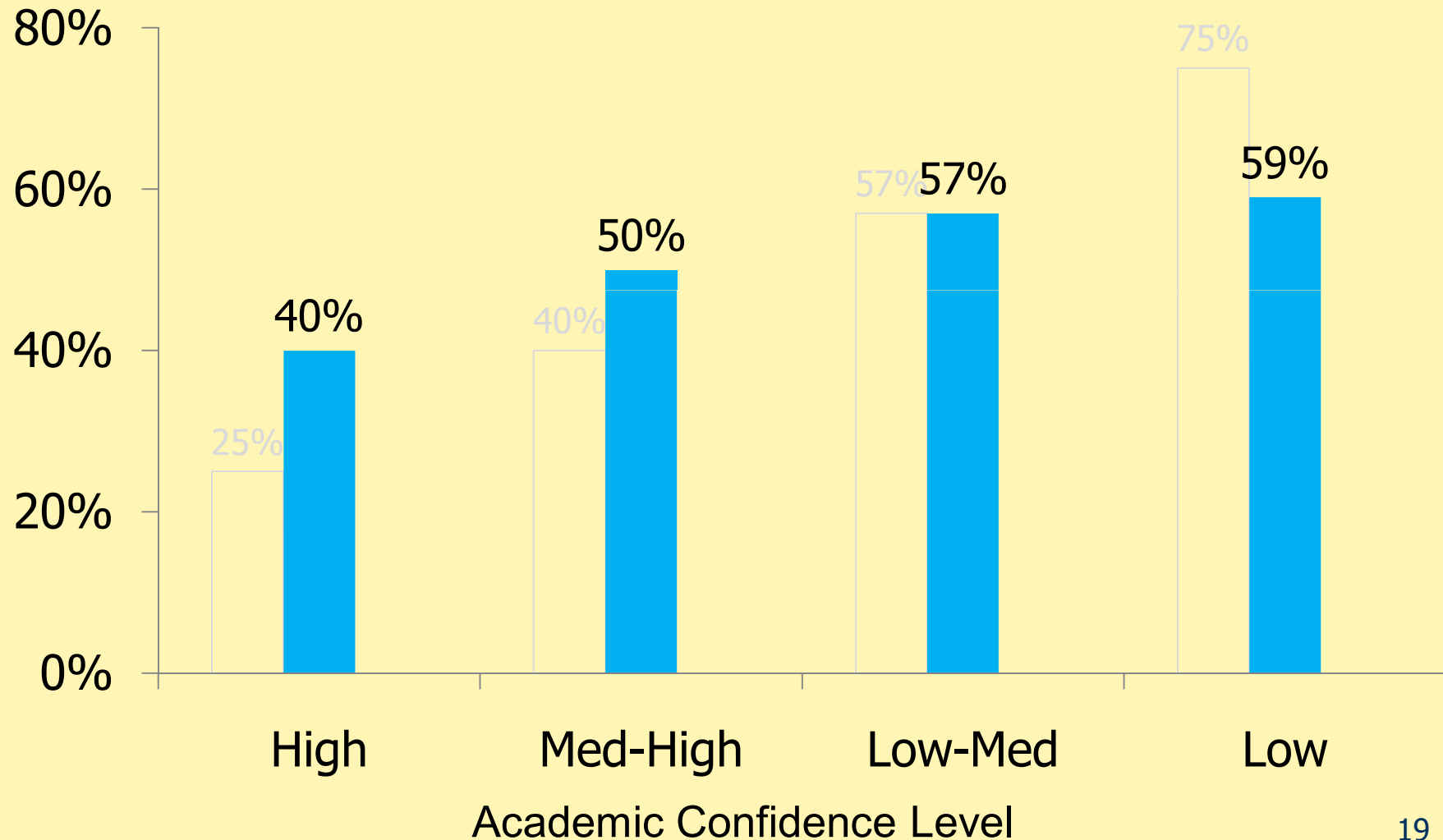
*Percent below average on Expected Academic Persistence*

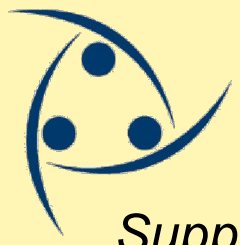




# Expectations & Academic Confidence

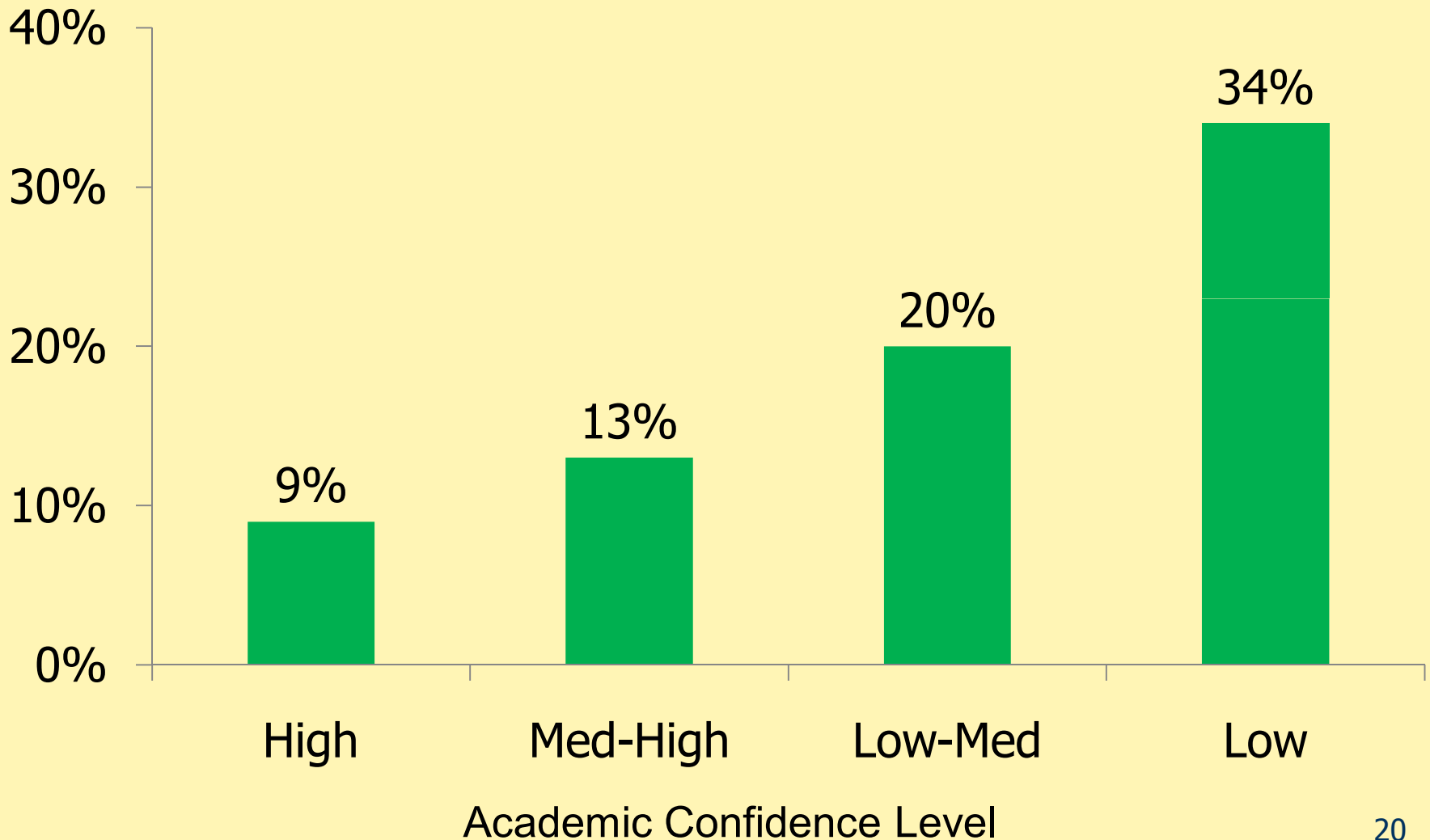
*Percent below average on Expected Academic Difficulty*

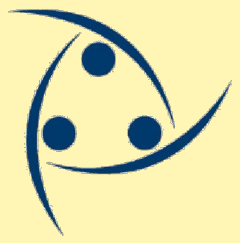




# Expectations & Academic Confidence

*Support to help you succeed academically: % below very important (5 or 6)*

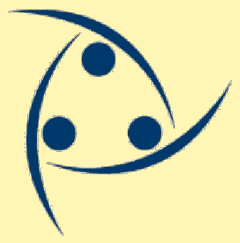




# Expectations & Academic Confidence

The results show that:

- Not surprisingly, these students also expect to be less engaged, expect to be less persistent, to experience more difficulty, and to place lower importance to be helped by the institution.
- Of particular concern is that low confidence students indicate that it is not important for institutions to support them (compared to high confident students), thus these students are less likely to seek the help they need.

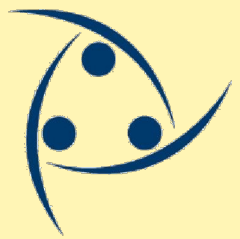


# First Year & Academic Confidence

**Level of Academic Challenge:** e.g., “Number of assigned textbooks, books, or book-length packs of course readings”

**Active & Collaborative Learning:** e.g., “Made a class presentation”

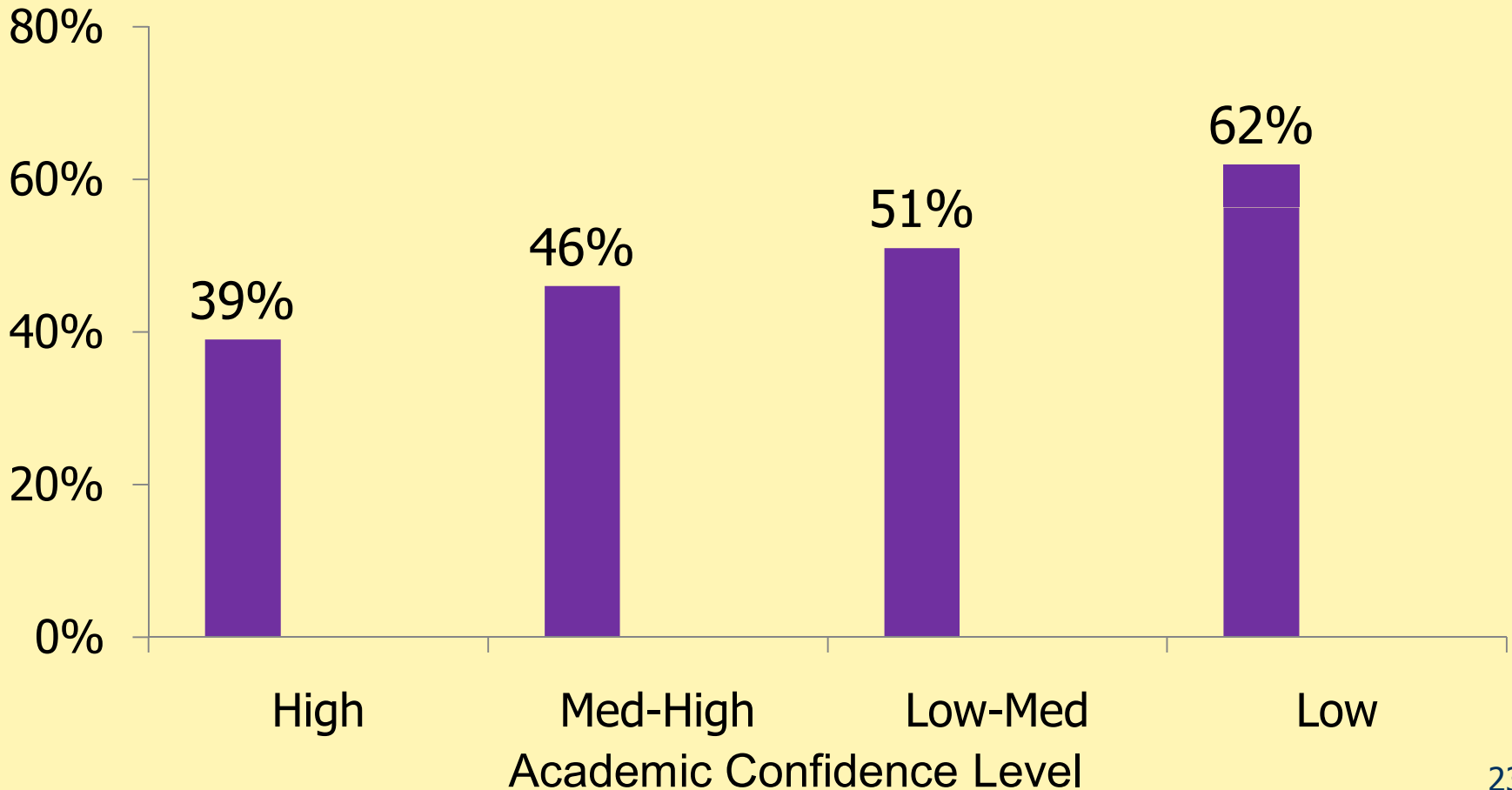
**Student-Faculty Interaction:** e.g., “Talked about career plans with a faculty member or advisor”



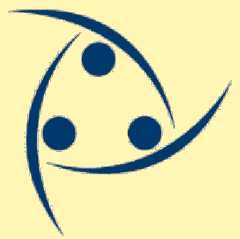
# First Year & Academic Confidence

**Level of Academic Challenge--Active & Collaborative Learning—  
Student-Faculty Interaction**

*Percent below average on Level of Academic Challenge*



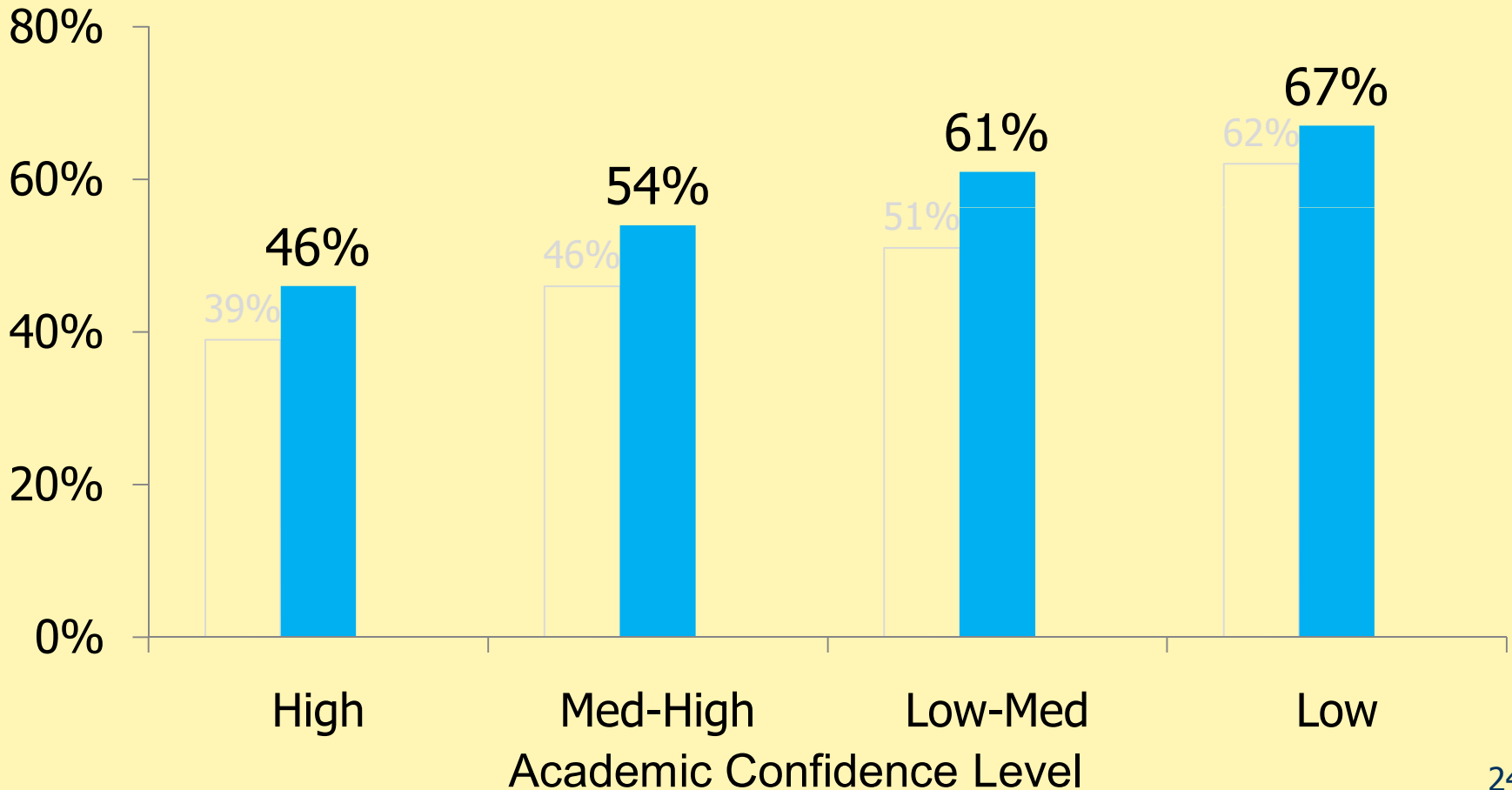


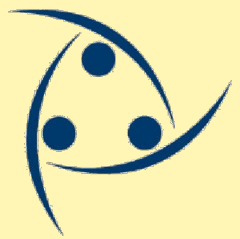


# First Year & Academic Confidence

**Level of Academic Challenge--Active & Collaborative Learning—  
Student-Faculty Interaction**

*Percent below average on Active & Collaborative Learning*

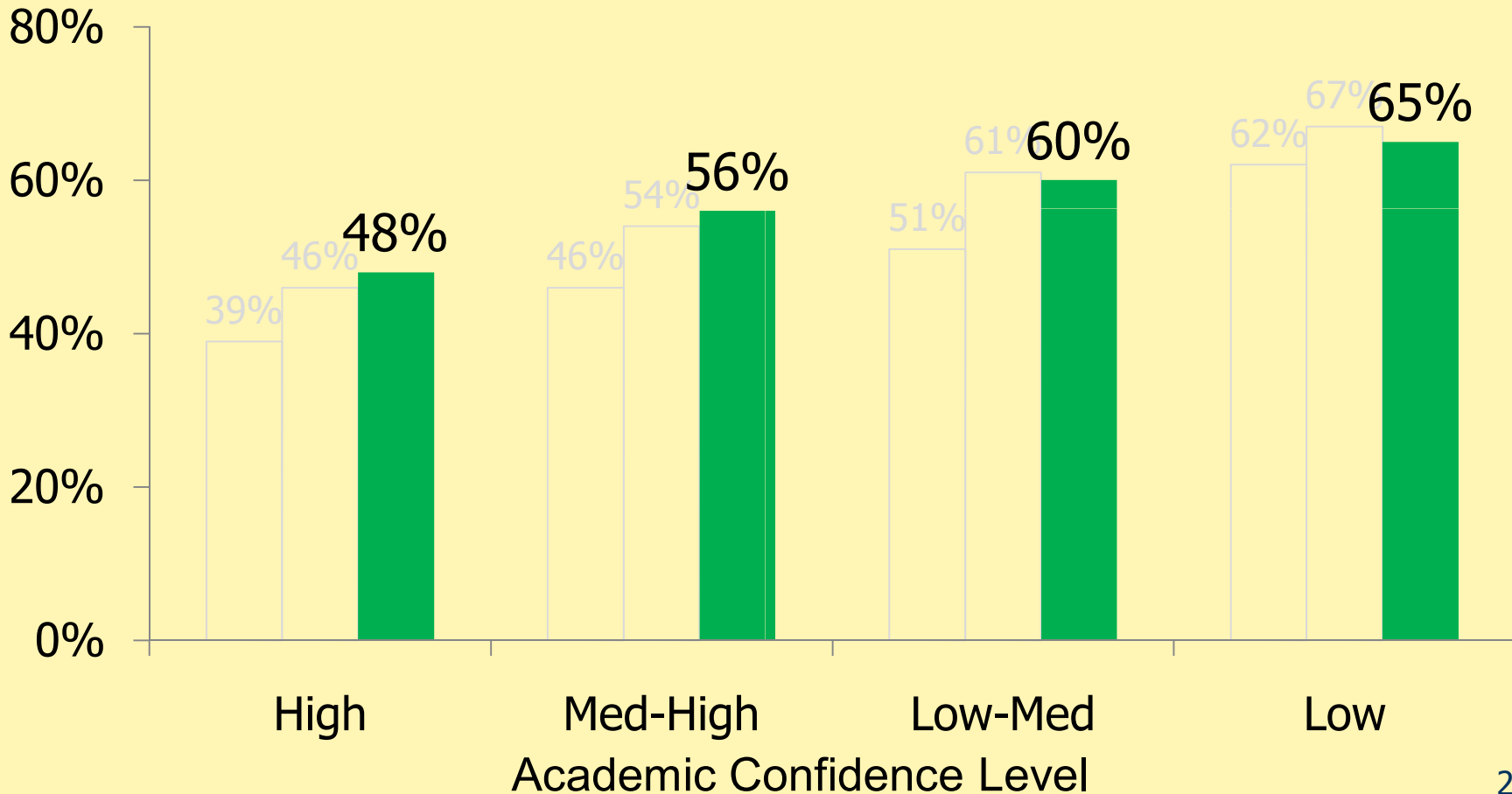


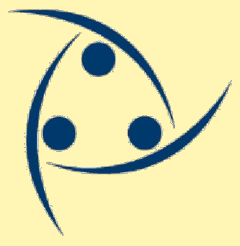


# First Year & Academic Confidence

**Level of Academic Challenge--Active & Collaborative Learning—  
Student-Faculty Interaction**

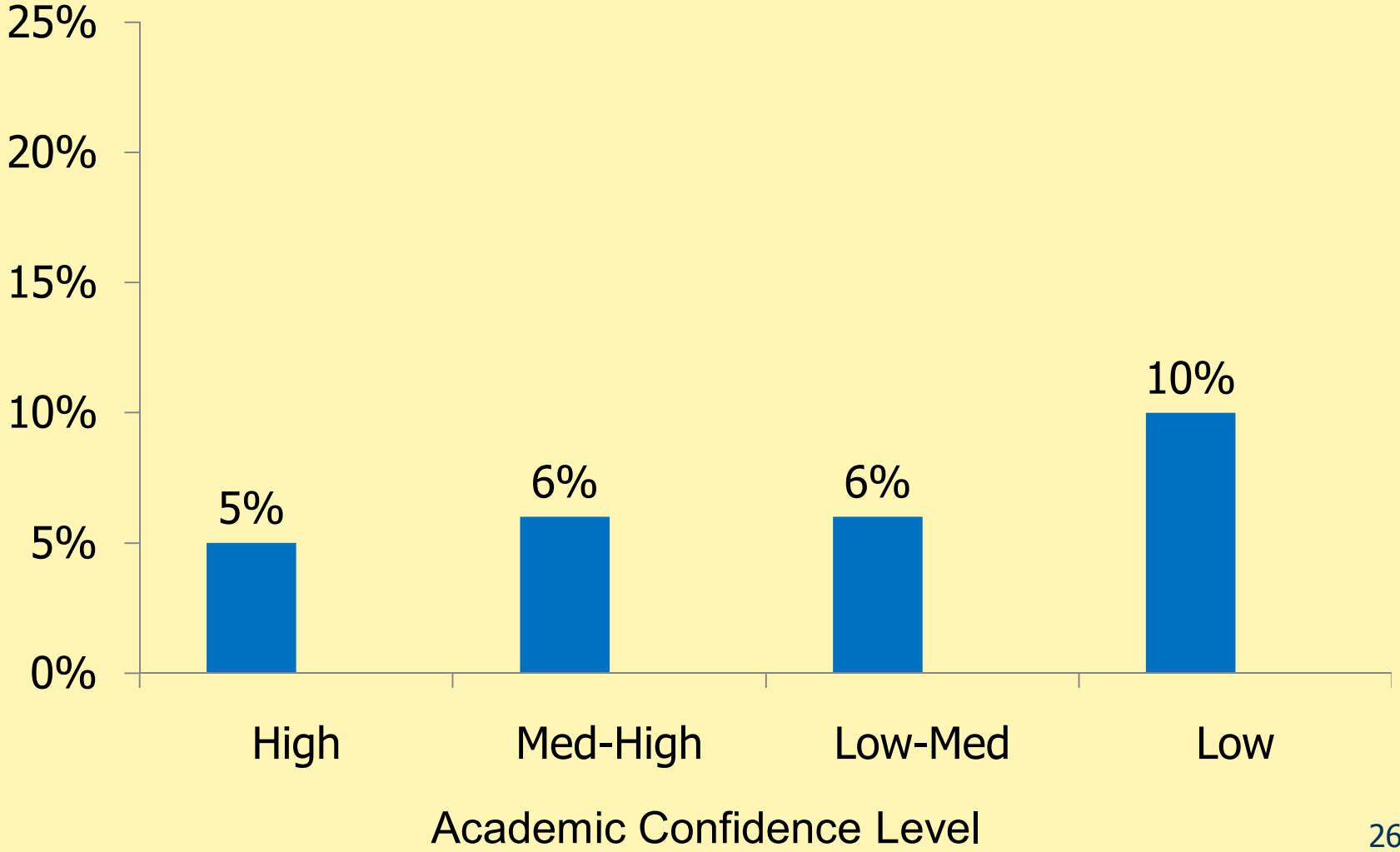
*Percent below average on Student-Faculty Interaction*

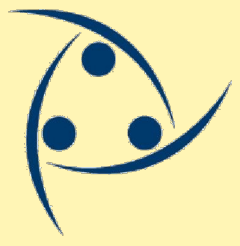




# Grades & Academic Confidence

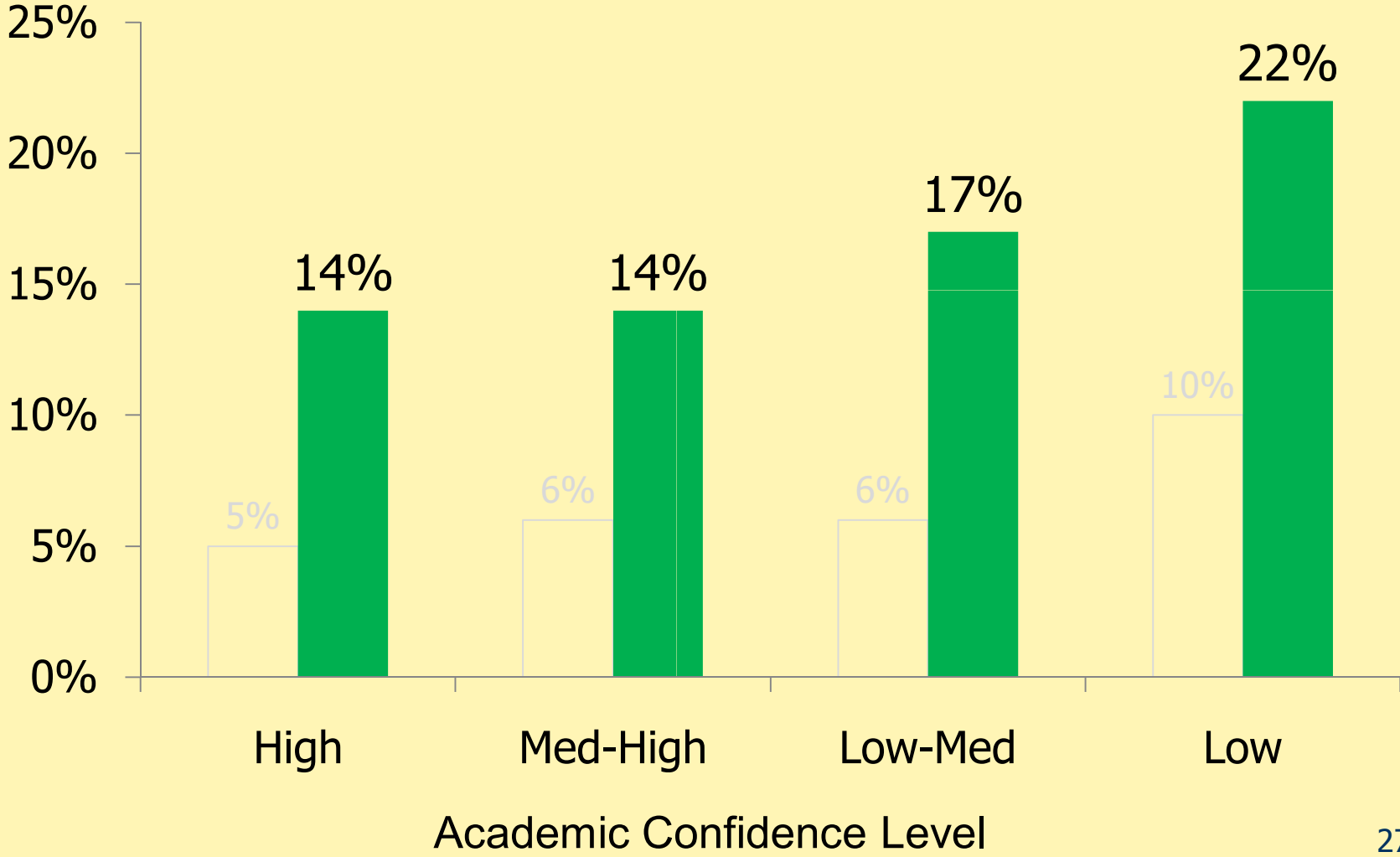
*Percent B- or lower for high school grades*

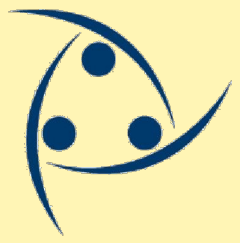




# Grades & Academic Confidence

*Percent B- or lower for first year grades*

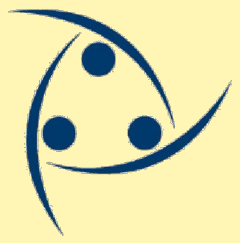




# Academic Confidence & the First Year

The results show that:

- At the end of the first-year, low confidence students report being less engaged in
  - academically challenging activities,
  - active/collaborative learning, and
  - less interaction with faculty.



# Academic Confidence and the First Year

Students with low academic confidence are at greater risk of not having a successful first-year.

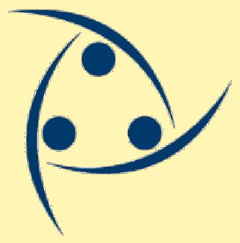
Some things you could do on your campus:

- Identify low confidence students when they first enter college using instrument such as BCSSE or similar questionnaire
- Students are often self-aware of their low confidence. Reinforce with them the importance of campus resources and how to access.
- ***Encourage high levels of academic engagement, especially for students with low academic confidence (compensatory effect).***



# Questions?





# Thank You

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***Copy of the PowerPoint can be found at:***

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