

Using BCSSE and NSSE Data to Investigate College Readiness

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Overview

Today we will cover:

- ❖ Brief description of the *Beginning College Survey of Student Engagement* (BCSSE)
 - Purpose, survey content, administration, reports
- ❖ Engagement Readiness of First-Year Students



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.



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	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 during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Worked with classmates outside of class 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 during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Work with classmates outside of class 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							



Administration

Paper, Web, or Mixed Modes

1. Paper group administration
 - During orientation activities, etc.
2. Web group administration
 - While students are in computer lab, etc.
3. Web email administration
 - Web link emailed to students



Reports

Four reports are provided:

1. BCSSE Report (Summer/Fall 2011)
2. BCSSE Advising (Summer/Fall 2011)
3. BCSSE/NSSE report (Summer 2012)
4. Grand Frequencies and Means (Fall 2011)
 - a) Overall
 - b) Institution types

Examples of all these reports can be found on the BCSSE website: www.bcsse.iub.edu



Readiness to be Engaged

College Readiness

Traditional indicators of college readiness mainly focus on subject-specific high school academic preparation (Conley, 2007).

- ❖ student performance on math portions of standardized tests are used as indicator for readiness to participate college-level quantitative study (ACT, 2010)
- ❖ remedial courses students take after entering college are often used to indicate that many students are not ready for college-level coursework.

However, these indicators do not reflect the students' readiness to be meaningful engaged.

- ❖ Just as prior academic achievement is an indicator of readiness for academic study in college, prior high school engagement is an indicator of readiness to be engaged in college.

We know that engaged is linked with retention and graduation.

- ❖ DiRamio study and 6 year graduation rates (AERA, 2011)



Readiness to be Engaged

Questions . . .

If a student has never experienced high levels of engagement in high school, is it reasonable that they will all of a sudden be highly engaged in college?

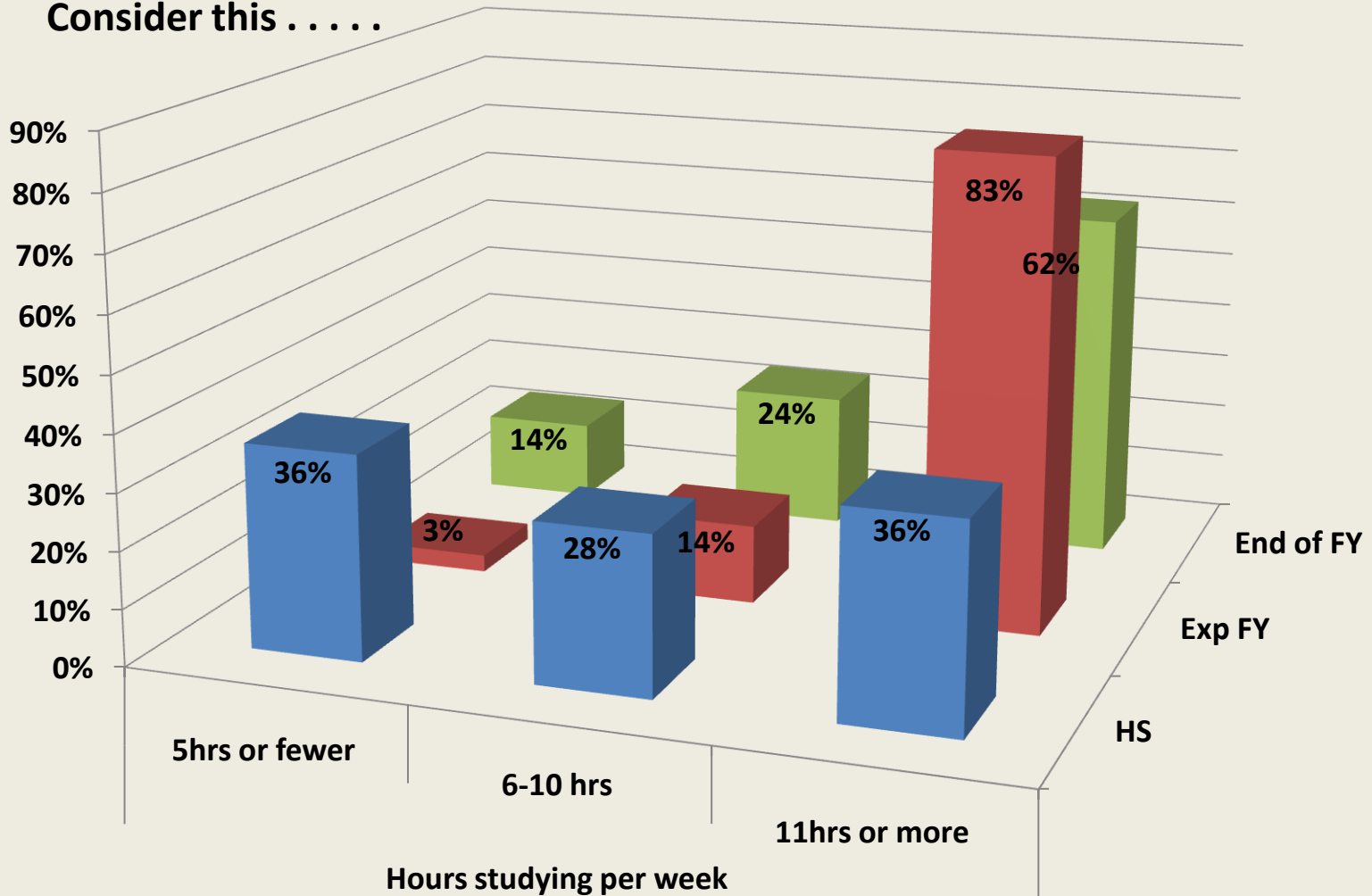
Do they know what it means to be highly engaged if they never experienced it?

Would you expect a first-year student to do well in college algebra if they struggled with high school algebra?



Readiness to be Engaged

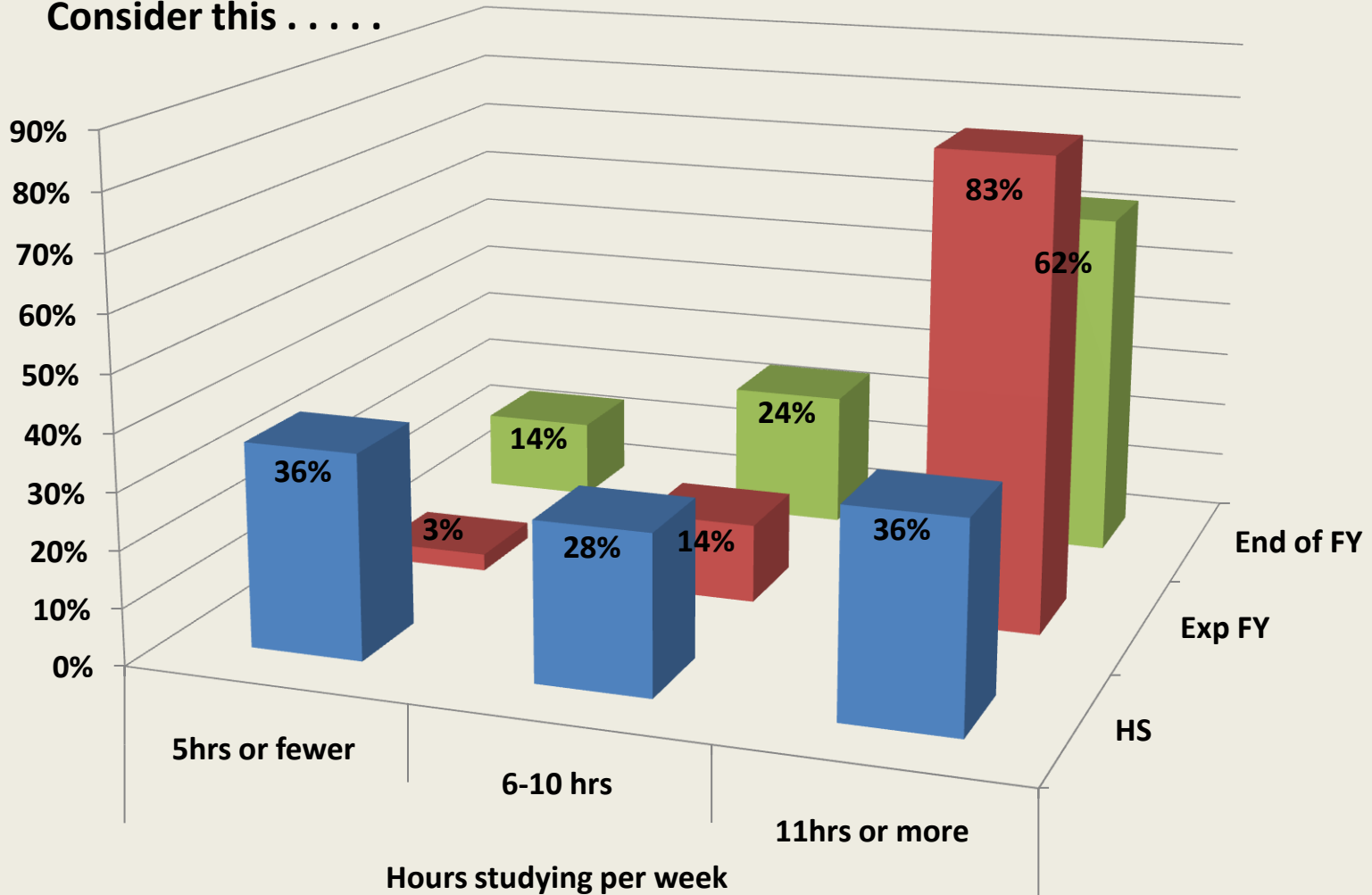
Consider this





Readiness to be Engaged

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Readiness to be Engaged

“Hours per week studying” is just one example. However, it highlights the point that student high school behaviors often persist into the first year of college.

Should we have high expectations for studying? Of course, but we need to be realistic that very few students are going to start spending time twice as much time studying in college as they did in high school.

We can think of academic engagement behaviors as learned. . . .



Readiness to be Engaged

Engagement behaviors can be scaffolded.

Scaffolding: “A support mechanism, provided by a more competent individual, that helps a learner successfully perform a task within his or her zone of proximal development” (Ormrod, 2006).

With regard to hours studying, we cannot “perform” the task for the student. However, we can help students to recognize the time, effort, and cost associated with studying, within the context of their past behaviors.



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Whether it is studying or other types of engagement, the “costs” might mean that a student:

- spends less time on other more enjoyable activities
- does not go home every weekend
- rearranges their schedule
- takes a chance, do something they are not used to doing (e.g., speak up in class)
- etc. . . .



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Think of the various forms of academic engagement we expect of students.

- Interaction with faculty

- Interaction with diverse student body

- Engagement in a totally new environment that is for most part unstructured (compared to high school).

Not all students are well-equipped to know how to be highly engaged in all these activities.



Readiness to be Engaged

Given that there is tendency toward behavioral consistency (Funder, & Colvin, 1991), is it realistic that we actually can influence student behaviors?



Readiness to be Engaged

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Using several years of BCSSE-NSSE data, we know the answer is **YES!**

The following are examples using the high school academic engagement scale from BCSSE and four benchmarks from NSSE.

Benchmarks include:

Engagement in academically challenging activities (LAC)

Engagement in active and collaborative learning (ACL)

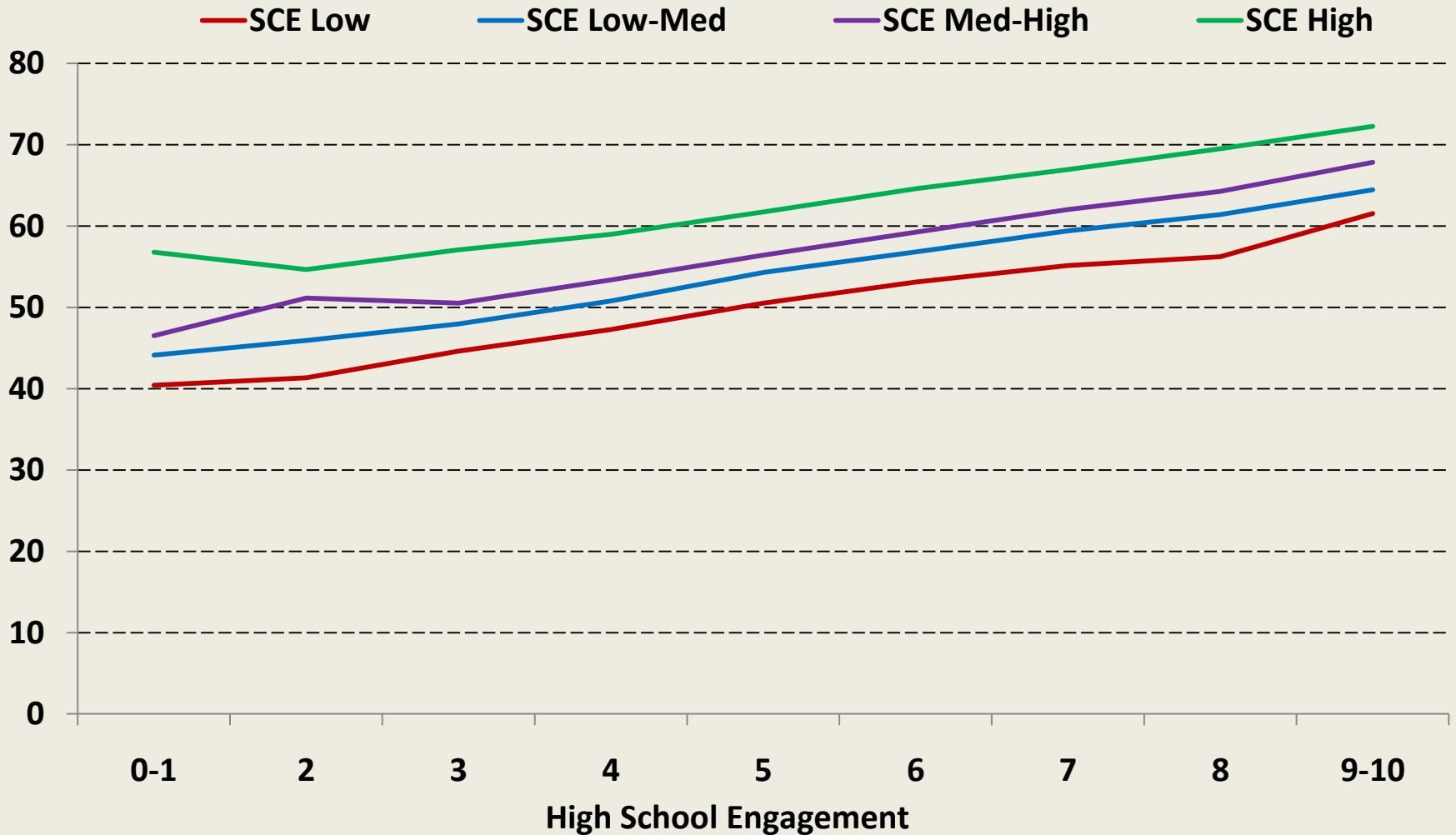
Interaction with faculty (SFI)

Also, Supportive Campus Environment



Readiness to be Engaged

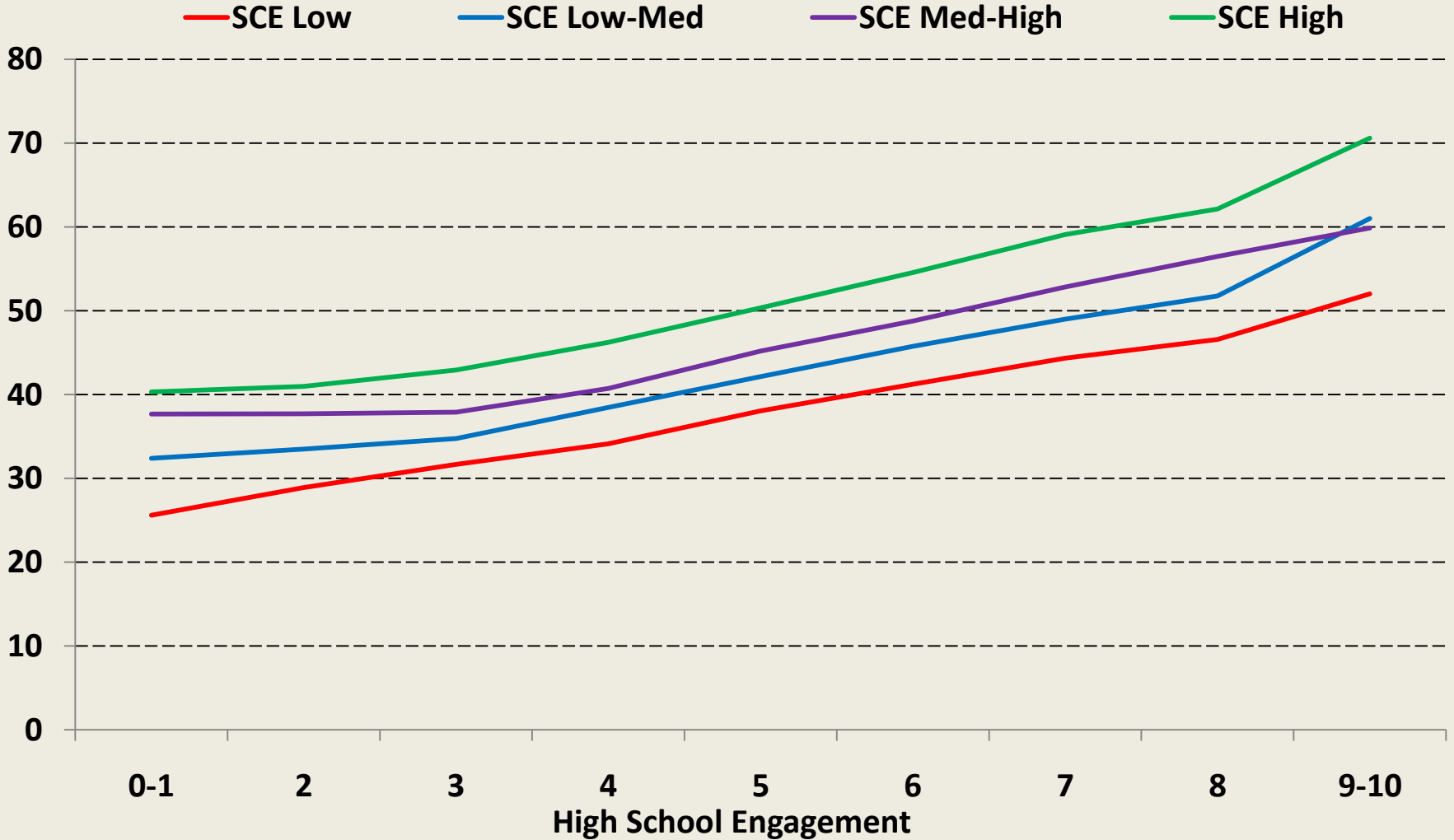
Academic Challenge





Readiness to be Engaged

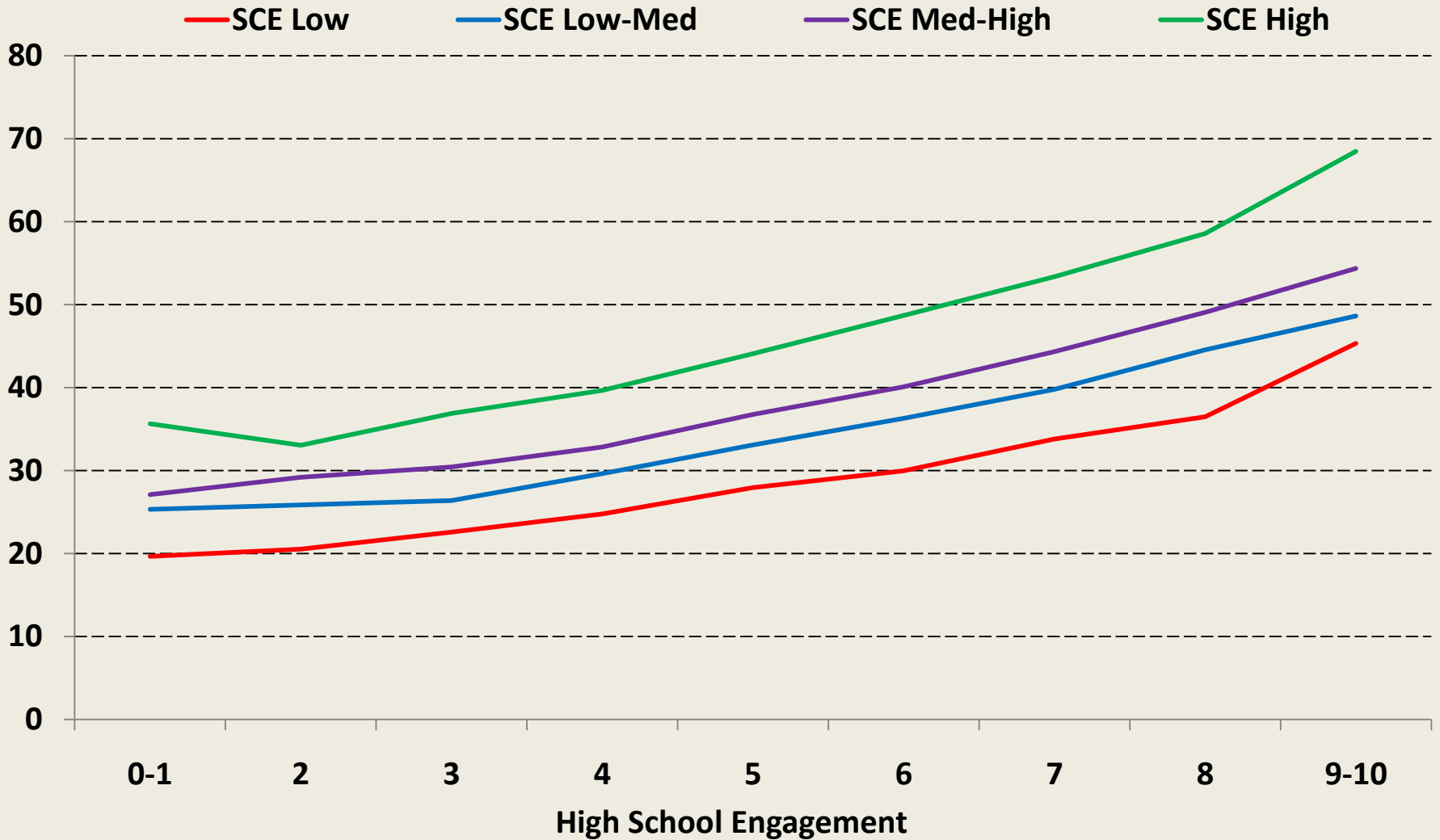
Active and Collaborative Learning





Readiness to be Engaged

Student-Faculty Interaction





Readiness to be Engaged

There is a good deal of behavioral consistency between high school and first year of college.

Understanding you're the past behaviors of your incoming FY students can help you to better align programs that are beneficial to them.

Use BCSSE and NSSE data to assess FY programmatic impacts on *changes* in student engagement.

Campus programs can have a positive, beneficial influence on student behavior

- However, it is an up hill battle.
- Don't expect dramatic changes.
- Student's can change, but it is incremental.



Readiness to be Engaged

Questions?

Comments?



Thank you!

Feel free to contact me with any questions.

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