Beginning College Survey of Student Engagement

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Summer 2018 Results and Summary
Collected data about first time college student’s high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the first college year.

**Timeframe:** May – August (prior to fall classes)

Designed to be paired with NSSE

**BCSSE results may be used in many ways, including:**
- Recruitment
- Assessment and Improvement
- Curricular Reform
- Academic Advising
- Retention
- Faculty Development
- Accreditation and Self-Studies
- First Year Program evaluation
1. Background characteristics
2. Frequency distributions
3. Overall institutional means for the nine BCSSE scales

### Nine BCSSE Scales and Descriptions

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Reasoning</td>
<td>High school engagement with analysis and numerical information</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>Use of effective learning strategies in high school</td>
</tr>
<tr>
<td>Collaborative Learning</td>
<td>Expectation to interact and collaborate with peers</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>Expectation to interact and engage with faculty</td>
</tr>
<tr>
<td>Discussions with Diverse Others</td>
<td>Expectation to engage in discussions with diverse others</td>
</tr>
<tr>
<td>Academic Perseverance</td>
<td>Student certainty that they will persist in the face of academic adversity</td>
</tr>
<tr>
<td>Academic Difficulty</td>
<td>Student perception of their academic preparation</td>
</tr>
<tr>
<td>Importance of Campus Environment</td>
<td>Student-rated importance that the institution provides a challenging and supportive environment</td>
</tr>
</tbody>
</table>
Using your BCSSE Data-Advising Report

UMSL.edu/firstyear

✓ UMSL BCSSE Student Advising Sheets

These reports are uploaded into Starfish for use during the advising process beginning at Orientation.

✓ UMSL BCSSE Conversation Catalyst Sheets

Suggestions for academic advisors to ask when looking at the BCSSE advising reports and in their conversations with new students.
Student Characteristics
Self-reported n=528 completed web surveys

Asian, Black or African American, Hispanic or Latino trending increase
Which of the following sources are you paying for your educational expenses (tuition, fees, books, room and board, etc.)

<table>
<thead>
<tr>
<th>Source Type</th>
<th>Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants/Scholarships</td>
<td>81%</td>
</tr>
<tr>
<td>Support from parents/relatives</td>
<td>63%</td>
</tr>
<tr>
<td>Employment on or off campus</td>
<td>59%</td>
</tr>
<tr>
<td>Personal savings or other sources</td>
<td>55%</td>
</tr>
<tr>
<td>Loans</td>
<td>36%</td>
</tr>
</tbody>
</table>
### Student Expectation

<table>
<thead>
<tr>
<th>Year</th>
<th>1st Choice</th>
<th>2nd Choice</th>
<th>3rd Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>64%</td>
<td>28%</td>
<td>8%</td>
</tr>
<tr>
<td>2017</td>
<td>65%</td>
<td>27%</td>
<td>9%</td>
</tr>
<tr>
<td>2016</td>
<td>67%</td>
<td>24%</td>
<td>6%</td>
</tr>
<tr>
<td>2015</td>
<td>60%</td>
<td>27%</td>
<td>6%</td>
</tr>
</tbody>
</table>

#### Plan to Graduate from UMSL

- **YES (415)**: 88%
- **NO (12)**: 3%
- **Uncertain (45)**: 9%

58% said none of their friends are coming to UMSL, 21% said 1 friend.
High School Involvement

- Performing or Visual Arts (band, chorus, theater): 19%
- Athletic Team (varsity, JV, club sport): 24%
- Student Government: 7%
- Academic Clubs/Honor: 16%
- Religious Youth Groups: 7%
- Vocational Clubs: 5%
- Publications (yearbook, newspaper): 5%
- Community Service: 20%
Do you know your major?

- 85% said yes they know what their major will be.

**12 Major Categories**

- Undecided: 31
- Social Service Professions: 23
- Health Professions: 70
- Engineering: 28
- Education: 27
- Communication, Media & Public Relations: 8
- Business: 70
- Social Sciences: 41
- Physical Sciences, Mathematics, & Computer Sciences: 41
- Biological Sciences, Agriculture, & Natural Resources: 57
- Arts & Humanities: 18

**Student responses**
33% of students wrote 3-5 (5 pages) papers in high school.
38% of students wrote 1-2 (6-10 pages) papers in high school.
72% of students wrote zero (11 pages or more) papers in high school.
21% of students wrote 1-2 (11 pages or more) papers in high school.
First Gen Comparison

Wrote High School Papers: Up to 5 pages

- None: 17 First Gen, 22 Not First Gen
- 1-2 papers: 34 First Gen, 47 Not First Gen
- 3-5 papers: 74 First Gen, 70 Not First Gen
- 6-10 papers: 50 First Gen, 54 Not First Gen
- 11-15 papers: 14 First Gen, 21 Not First Gen
- 16-20 paper: 6 First Gen, 8 Not First Gen
- More than 20 papers: 10 First Gen, 20 Not First Gen
First Gen Comparison

Wrote High School Papers: Up to 6 and 10 pages

- None: 66
- 1-2 papers: 87
- 3-5 papers: 32
- 6-10 papers: 14
- 11-15 papers: 6
- 16-20 papers: 2
- More than 20 papers: 4

First Gen vs. Not First Gen
Typical 7-day week in High School
Preparing for class (studying, reading, doing homework)
Typical 7-day week in High School

Working for Pay

- 0 hour per week: 36%
- 1-5 hours per week: 7%
- 6-10 hours per week: 10%
- 11-15 hours per week: 13%
- 16-20 hours per week: 12%
- 21-25 hours per week: 9%
- 26-30 hours per week: 7%
- More than 30 hours: 6%
Typical 7-day week in High School

Participating in co-curricular activities (organizations, school publications, government, sports, etc.)

- 0 hour per week: 17%
- 1-5 hours per week: 25%
- 6-10 hours per week: 17%
- 11-15 hours per week: 15%
- 16-20 hours per week: 11%
- 21-25 hours per week: 5%
- 26-30 hours per week: 4%
- More than 30 hours: 6%
During your last year of high school, about how often did you do the following?

- Identified key information from reading assignments
  - Never: 11
  - Sometimes: 116
  - Often: 220
  - Very often: 157

- Used numerical information to examine a real-world problem or issue (unemployment, climate changes, public health, etc.)
  - Never: 75
  - Sometimes: 212
  - Often: 151
  - Very often: 68

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics)
  - Never: 37
  - Sometimes: 185
  - Often: 193
  - Very often: 94

- Prepared 2 or more drafts of paper before turning it in
  - Never: 91
  - Sometimes: 227
  - Often: 138
  - Very often: 52

- Came to class without completing readings or assignments
  - Never: 223
  - Sometimes: 256
  - Often: 191
  - Very often: 191

*Real world problems & drafts of papers – be aware for classroom success*
During your last year of high school, about how often did you do the following?

- Review your notes after class: 13 (Never), 127 (Sometimes), 223 (Often), 145 (Very often)
- Summarize what you learned in class or from course materials: 26 (Never), 161 (Sometimes), 209 (Often), 110 (Very often)
- Include diverse perspectives (political, religious, racial/ethnic, gender) in course discussions or assignments: 62 (Never), 180 (Sometimes), 155 (Often), 110 (Very often)
- Examine the strengths & weaknesses of your own views on a topic or issue: 32 (Never), 131 (Sometimes), 214 (Often), 129 (Very often)
- Try to better understand someone else's views by imagining how an issue looks from their perspective: 29 (Never), 146 (Sometimes), 194 (Often), 138 (Very often)

*Diverse perspectives in course discussions not in high school, but looking for this experience at UMSL*
UMSL Expectations – Academic Success

- **Work with other students on course projects or assignments**: 7
  - Never: 14
  - Sometimes: 138
  - Often: 238
  - Very Often: 104

- **Prepare for exams by discussing or working through course material with other students**: 14
  - Never: 14
  - Sometimes: 137
  - Often: 234
  - Very Often: 105

- **Explain course material to one or more students**: 11
  - Never: 11
  - Sometimes: 213
  - Often: 214
  - Very Often: 52

- **Ask student for help to understand course material**: 14
  - Never: 14
  - Sometimes: 192
  - Often: 217
  - Very Often: 66
UMSL Expectations – Academic Success

- Come to class without completing readings or assignments: 238 Never, 172 Sometimes, 207 Often, 111 Very Often
- Prepare two or more drafts of a paper or assignments before turning it in: 17 Never, 172 Sometimes, 207 Often, 91 Very Often
- Discuss your academic performance with a faculty member: 12 Never, 213 Sometimes, 190 Often, 73 Very Often
- Work with a faculty member on activities other than coursework: 51 Never, 239 Sometimes, 144 Often, 54 Very Often
- Talk about career plans with a faculty member: 6 Never, 194 Sometimes, 191 Often, 99 Very Often
UMSL Expectations - discussions with other people

- People with political views other than your own
  - Never: 15
  - Sometimes: 120
  - Often: 180
  - Very Often: 170

- People with religious beliefs other than your own
  - Never: 13
  - Sometimes: 96
  - Often: 193
  - Very Often: 183

- People from economic background other than your own
  - Never: 10
  - Sometimes: 78
  - Often: 207
  - Very Often: 191

- People of a race or ethnicity other than you own
  - Never: 12
  - Sometimes: 79
  - Often: 194
  - Very Often: 198
UMSL Expectations – Academic Success

- Stay positive, even when you do poorly on a test or assignment
- Finish something you have started when you encounter challenges
- Ask instructors for help when you struggle with courses assignments
- Participate regularly in course discussions, even when you don’t feel like it
- Find additional information for course assignments when you don’t understand the material
- Study when there are other interesting things to do
UMSL Expectations

- 44% of students say they will ‘often’ ask another student to help them understand the course material
- 21% of students said they will ‘very often’ prepare for exams by discussing or working through course material with other students
- 10% of students said they will ‘never’ work with a faculty member on activities other than coursework (committees, student groups, etc.)
- 44% of students said they will ‘sometimes’ discuss their academic performances with a faculty member
During the coming year, how difficult do you expect the following to be?

- Learning course material: 13%
- Managing your time: 28%
- Paying for college expenses: 34%
- Getting help with school work: 5%
- Making new friends: 15%
- Interacting with faculty: 5%
How often do you expect to seek help with coursework from the following sources?

<table>
<thead>
<tr>
<th>Source</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other persons or offices</td>
<td>48</td>
<td>286</td>
<td>103</td>
<td>39</td>
</tr>
<tr>
<td>Family members</td>
<td>86</td>
<td>121</td>
<td>112</td>
<td>68</td>
</tr>
<tr>
<td>Friends or other students</td>
<td>28</td>
<td>123</td>
<td>218</td>
<td>128</td>
</tr>
<tr>
<td>Learning support services (tutoring, writing center, success coach, etc.)</td>
<td>28</td>
<td>206</td>
<td>166</td>
<td>78</td>
</tr>
<tr>
<td>Academic advisors</td>
<td>11</td>
<td>180</td>
<td>200</td>
<td>84</td>
</tr>
<tr>
<td>Faculty members</td>
<td>4</td>
<td>186</td>
<td>205</td>
<td>84</td>
</tr>
</tbody>
</table>

*Students will seek out friends, academic advisors, and faculty for help first; not family or learning support services*
How prepared are you to do the following in your academic work at this institution?

- **LEARN EFFECTIVELY ON YOUR OWN**: 2 Not at all prepared, 43 Very prepared
- **USE COMPUTING AND INFORMATION TECHNOLOGY**: 3 Not at all prepared, 51 Very prepared
- **WORK EFFECTIVELY WITH OTHERS**: 5 Not at all prepared, 51 Very prepared
- **ANALYZE NUMERICAL AND STATISTICAL INFORMATION**: 4 Not at all prepared, 77 Very prepared
- **THINK CRITICALLY AND ANALYTICALLY**: 4 Not at all prepared, 77 Very prepared
- **SPEAK CLEARLY AND EFFECTIVELY**: 5 Not at all prepared, 59 Very prepared
- **WRITE CLEARLY AND EFFECTIVELY**: 6 Not at all prepared, 61 Very prepared
Campus Environment. How important is it to you that your institution provide each of the following?

- A challenging academic experience
- Support to help students succeed academically
- Opportunities to interact with students from different backgrounds (social, racial/ethnic, religious)
- Help managing your non-academic responsibilities (work, family, etc.)
- Opportunities to be involved socially
- Opportunities to attend campus activities and events
- Learning support services (tutoring, writing center)
- Support to help students succeed academically
- A challenging academic experience

<table>
<thead>
<tr>
<th>2018</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Support Services (tutoring, writing center)</td>
<td>Support to help students academically</td>
<td>Support to help students academically</td>
</tr>
<tr>
<td>Interact w/different backgrounds</td>
<td>Learning Support Services</td>
<td>Learning Support Services (tutoring, writing center)</td>
</tr>
<tr>
<td>Learning support services &amp; campus events</td>
<td>Interact w/different backgrounds</td>
<td>Opportunities to interact with students from different backgrounds (social, racial/ethnic)</td>
</tr>
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BCSSE Survey – Next Steps

Action Items Completed:
✓ Individual BCSSE student responses uploaded into Starfish
✓ Summary powerpoint presentation & handout created

Action Items:
• SSTF collaborate with New Student Programs to develop:
  • a fall and spring marketing campaign (email/poster) to highlight specific themes to new students
  • Sharing of data plan (presentation & handouts) to faculty and staff.
    • November:
      • NSP is presenting to each academic advising group meetings
      • NSP is presenting to NSP steering committee & Student Affairs Leadership Team
      • Other ideas?