2011 Beginning College Survey of Student Engagement

University of North Dakota

Office of Institutional Research

Sue Erickson
Carmen Williams
Michael Braget

November 29, 2012
Table of Contents

Table of Contents .......................................................................................................................................... i
Executive Summary ...................................................................................................................................... ii
BCSSE Dashboard ....................................................................................................................................... iii

I. 2011 Beginning College Survey of Student Engagement at UND .................................................. 1
II. UND Administration and Timeline ............................................................................................... .. 1
III. Data Methodology ............................................................................................................................ 2
IV. About the Respondents .................................................................................................................... 2
V. High School Preparation ..................................................................................................................... 3
VI. High School Reading & Writing ...................................................................................................... 4
VII. How Time Is Spent .......................................................................................................................... 4
VIII. Enhancing Classroom Success ..................................................................................................... 5
IX. High School Involvement ................................................................................................................ 5
X. Expectation for Spending Time in College ....................................................................................... 6
XI. College Interaction Expectations .................................................................................................... 7
XII. Persistence With Difficult Work .................................................................................................... 8
XIII. Expected Difficulties at College .................................................................................................. 8
XIV. Student Preparation ......................................................................................................................... 9
XV. Expected University Provision ....................................................................................................... 9
XVI. Financing Education ...................................................................................................................... 10
XVII. Expected Academic Success ....................................................................................................... 10
XVIII. BCSSE Benchmark Scales ......................................................................................................... 10
XIX. BCSSE-NSSE Comparison ............................................................................................................ 12
XX. Summary Conclusions ................................................................................................................... 15
XXI. Appendices ..................................................................................................................................... 19
   a. Survey Instrument ......................................................................................................................... a1
   b. BCSSE Results Data Table ........................................................................................................... b1
   c. BCSSE Benchmark Summary ....................................................................................................... c1
Executive Summary

The Beginning College Survey for Student Engagement (BCSSE) has a goal to measure and predict student engagement based on high school experiences and attitudes toward college. The survey, administered by the Indiana Center for Postsecondary Research, is similar to the National Survey of Student Engagement (NSSE) which measures engagement at college of first year and senior students. The University of North Dakota participated in BCSSE during both the summers of 2010 and 2011. For the 2011 administration, a total of 1,822 incoming students were invited to participate, with 685 completing the survey for a response rate of 38%.

- One third of UND’s respondents indicated they were first-generation students, with neither parent having obtained a Bachelor’s degree.
- UND respondents are coming from homes relatively far from campus; 59% of UND respondents report they are 200 or more miles from home, while nationally 27% indicate college is more than 200 miles from their home.
- UND respondents are more likely than national respondents to indicate they have taken courses for college credit during high school (54% versus 38%).
- While 82% of respondents indicate they have taken 4 or more years of math during high school, just 29% indicate they have taken Calculus and 32% have taken Probability or Statistics; 73% report having taken Pre-calculus or Trigonometry.
- UND respondents are less likely than their Doctoral peers to report they have taken Advanced Placement Courses during high school, however they are more likely to have taken a college course for credit, with 54% of UND’s respondents indicating so.
- Sixty-nine percent of respondents report they work for pay during high school. Three-quarters (77%) indicate they plan on working for pay while attending college.
- Incoming students spend relatively little time preparing for class in high school, with 36% indicating they study 1-5 hours per week and 28% indicating 6-10 hours per week is spent studying. These students do, however, report they plan on dedicating more time once they get to college, with 51% planning on spending 11-20 hours per week and 35% planning to spend more than 20 hours per week preparing for class.
- When ranking their level of preparation on key areas of academic factors, UND respondents indicate they are most prepared for “Work effectively with others”, while they report being least prepared for “Analyze math or quantitative problems”. As a general rule, UND respondents indicate they feel less prepared for college than their counterparts from Doctoral institutions.
- UND respondents report they plan to rely on student loans to finance their education, with 38% indicating at least half their education with be paid for with loans.
- Eighty-eight percent of UND respondents indicate they plan to graduate from UND.

The 2010 BCSSE administration is compared to the 2011 NSSE administration revealing some interesting trends. Quite often, BCSSE respondents report they expect to be much more engaged in college than they were in high school, however NSSE responses from these students tend to show first-year student behaviors mirror those reported in high school rather than the college expectation.
A total of 685 incoming first year students completed the BCSSE prior to beginning classes at UND; Response rate was 38%.

**BCSSE Benchmark Scores**

UND generally scores lower when compared to their national counterparts.

![Benchmark scores chart](chart.png)

*Benchmark scores are calculated by summarizing several survey component questions. Scores are measured on a scale of 1 to 10.*

**How Will You Finance Your Education**

(\% Responding More than Half)

UND students are much more reliant on student loans and less on scholarships and parents than national counterparts.

![Finance chart](chart.png)

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

(1 = never, 2 = sometimes, 3 = often, 4 = very often)

<table>
<thead>
<tr>
<th>Activity</th>
<th>UND</th>
<th>DOC</th>
<th>PUB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked questions in class or contributed to class discussions</td>
<td>3.12</td>
<td>3.16</td>
<td>3.10</td>
</tr>
<tr>
<td>Worked with other students on projects during class</td>
<td>2.91</td>
<td>2.84</td>
<td>2.85</td>
</tr>
<tr>
<td>Made a class presentation</td>
<td>2.62</td>
<td>2.70</td>
<td>2.68</td>
</tr>
<tr>
<td>Talked with a counselor, teacher, or other staff about college or career plans</td>
<td>2.59</td>
<td>2.74</td>
<td>2.72</td>
</tr>
<tr>
<td>Discussed grades or assignments with a teacher</td>
<td>2.53</td>
<td>2.66</td>
<td>2.68</td>
</tr>
<tr>
<td>Prepared two or more drafts of an assignment before turning it in</td>
<td>2.47</td>
<td>2.45</td>
<td>2.46</td>
</tr>
<tr>
<td>Had serious conversations with students very different from you</td>
<td>2.38</td>
<td>2.72</td>
<td>2.64</td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes with others outside of class</td>
<td>2.35</td>
<td>2.60</td>
<td>2.53</td>
</tr>
<tr>
<td>Worked with classmates outside of class to prepare assignments</td>
<td>2.33</td>
<td>2.36</td>
<td>2.31</td>
</tr>
<tr>
<td>Had serious conversations with students of a different race/ethnicity</td>
<td>2.16</td>
<td>2.73</td>
<td>2.67</td>
</tr>
<tr>
<td>Missed a day of school</td>
<td>1.91</td>
<td>1.98</td>
<td>2.02</td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes with teachers outside of class</td>
<td>1.84</td>
<td>2.13</td>
<td>2.09</td>
</tr>
<tr>
<td>Came to class without completing readings or assignments</td>
<td>1.68</td>
<td>1.74</td>
<td>1.77</td>
</tr>
</tbody>
</table>

*UND higher than Doctoral and Public  UND lower than Doctoral and Public*
I. 2011 Beginning College Survey of Student Engagement at UND

The Beginning College Survey for Student Engagement (BCSSE, pronounced “Bessie”) has been developed to collect data about entering first-year students’ high school academic and co-curricular experiences, as well as their expectations for participating in purposeful activities during their first year of college. This portrait of entering students is designed to link to results from the National Survey of Student Engagement (NSSE), administered during the spring semester to first-year students, to provide institutions with a more complete understanding of the first-year experience on their campus.

UND first participated in BCSSE during the summer of 2010; a second administration occurred during the summer of 2011. This report will present the results of the 2011 BCSSE administration. It will also compare the results of the 2010 BCSSE administration to the 2011 NSSE results for first-year respondents, as those students participating in the 2010 BCSSE were also invited to participate in the 2011 NSSE.

II. UND Administration Timeline and Response Rate

In early July, 2011, UND’s Office of Institutional Research (OIR) identified a pool of students who had enrolled for the fall 2012 semester as first-time first-year students. On July 18th, OIR emailed a survey invitation including a web link to BCSSE to the personal email of 1,859 of these incoming students; 37 messages bounced back as undeliverable, creating a pool of 1,822 invitees. Three additional reminder email messages were sent to the invitees, an announcement was placed on UND Enrollment Services Facebook page, and a postcard was mailed to the students’ homes.
The survey closed on September 1, 2011; 685 invitees responded for a response rate of 38%. Figure 1 outlines the survey administration and periodic response rates.

UND chose to administer the BCSSE using the web-based survey format as opposed to paper-and-pencil. Nationally, just 37% of respondents from Doctoral institutions completed the BCSSE via the web application, while 63% administered the survey via paper. Paper surveys are typically administered on campus during orientation sessions to a captive audience and generally produce a higher response rate.

III. Data Methodology

BCSSE results reported to UND included frequency response for all survey items. Summary frequencies were downloaded from the BCSSE website for Doctoral institutions and public institutions and merged with UND data. Mean scores were calculated for survey items when appropriate.

The Office of Institutional Research staff completed statistical significance testing, using a two-tailed T-test to evaluate means throughout the survey. When statistical significance is indicated throughout this report, it is at a minimum at the p < .05 level.

Effect size is also mentioned throughout the report. Since the BCSSE has large numbers of respondents, small differences in mean can be calculated to be statistically significant. Effect size is a measure of the practical significance of the mean difference. An effect size of 0.2 is often considered to be a small significance, 0.5 a moderate significance, and 0.8 a large practical significance.

IV. About the Respondents

With regard to demographics, respondents to the BCSSE are representative of UND’s 2011 entering first-year freshmen. With few exceptions all of both groups plan on attending full time. Most of both groups indicate their race as White (90% of BCSSE and 87% of entering class). Twenty-three percent of both groups are coming in undecided about a major. One exception is with regard to sex, with 55% of survey respondents being female while females make up just 49% of the incoming class.

The incoming students invited to participate in the UND’s BCSSE administration look quite like typical first-year students nationally. Nearly all (98%) graduated in 2010 and all (100%) were enrolled full-time; similar numbers are reported by all Doctoral institutions participating in the BCSSE. A majority of UND respondents (88%) indicate their race as being white; nationally, respondents were more racially diverse with 67% indicating their race was white.

BCSSE defines first generation as no parent or guardian having graduated with a 4-year college degree. Over one-third (35%) of UND respondents indicate they are a first generation student, while at Doctoral institutions, 30% of respondents indicate such.
BCSSE asks for respondents’ SAT/ACT scores. The ACT score is converted to the SAT scale. The scores are then ranked on a 7-point scale, with 1 = 900 or lower through 7 = 1401-1600. UND respondent mean score of 3.67 is significantly lower than their counterparts from Doctoral institutions, with a mean of 4.27.

At both UND and Doctoral institutions, similar numbers report receiving Federal Pell Grants. One-quarter (25%) of UND respondents have received Pell Grants.

Over three-quarters of respondents (78%) report they know what their major will be.

All respondents taking the BCSSE will be full-time students in the fall.

UND and Doctoral institutions report similar results when asked how many close friends will also be attending the same school. One-third (34%) indicate no close friends will also be attending UND, with 21% reporting four or more close friends. Mean scores indicate UND incoming students average 1.62 close friends also attending.

UND respondents are coming from relatively far distances, with 59% stating they are more than 200 miles from home. At Doctoral institutions, just 27% come from more than 200 miles away.

V. High School Preparation

Academic preparation received in high school is a good indicator of success in college. Nearly all UND BCSSE respondents graduated from a public high school (93%) in 2011. Over one-half of respondents (55%) report most of their grades in high school were A’s (34%) or A-‘s (21%) while only 9% report getting grades of B-‘s or lower.

Nearly all UND respondents report taking three or more years of math in high school (99%), with 82% reporting four or more years and 15% reporting five or more years. Almost all respondents (98%) report taking an Algebra II class in high school. Fewer report taking higher-level math including Pre-calculus or Trigonometry (73%), Calculus (29%), and Probability or Statistics (32%). With few exceptions, all students taking the above courses report passing them.

Almost all respondents (98%) report taking 4 years or more of English or Literature in high school. About three-quarters report taking 4 or more years of Science (73%) and History or Social Science (74%). Eighty-four percent of UND respondents say they have taken at least two years of a foreign language.

The most stark difference between UND responses and those from Doctoral institutions is in regard to high school math coursework. At Doctoral institutions, 90% report taking at least four years of math during high school compared to 82% at UND (79% in 2010). Respondents from all Doctoral institutions are also more likely to report taking Pre-Calculus /Trigonometry (83% versus 73%) and Calculus (42% versus 29%) when compared to UND respondents.
Over half (53%) of UND BCSSE respondents indicate they have taken Advanced Placement (AP) classes during high school, and 37% indicate they have taken non-AP Honors classes. They are less likely to have taken AP courses than Doctoral BCSSE respondents, and of those who do take AP classes, UND respondents indicate they take fewer. UND respondents are also less likely to have taken honors classes in high school but are much more likely to report having taken college courses for credit, with 54% (up from 46% in 2010) of UND BCSSE respondents indicating they have compared to 38% at Doctoral institutions.

When asked to rate how academically challenging their high school was, UND respondents report a mean score of 3.59 on a 6-point scale (1 = not at all challenging through 6 = extremely challenging). This mean is significantly lower than the mean of 3.98 recorded by Doctoral institution respondents. Interestingly, overall mean is down from 2010 for both UND (3.62) and Doctoral institutions (3.98).

VI. High School Reading and Writing

Three-fifths of UND BCSSE respondents (60%) report they have at least done “quite a bit” of assigned reading during their last year of high school, with 8% indicating they did “very little” or “none”. This is quite different from BCSSE results at Doctoral institutions where 67% indicate they have at least “quite a bit” of assigned reading during high school.

At both UND and Doctoral institutions, similar numbers of students report reading books on their own for personal enjoyment, with 15% indicating “very much” and 38% indicating “very little” or “none.”

With regard to writing, 33% of UND respondents report they did “very much” writing short papers during their last year of high school while just 8% indicate they did “very much” writing longer papers (more than 5 pages). Just slightly more writing was reported by Doctoral institution respondents, with 38% indicating “very much” writing of short papers and 11% indicating “very much” writing of longer papers during high school. In both groups, over 90% report doing at least “some” writing of short papers, while over 60% of both groups report doing at least “some” writing of papers longer than five pages.

VII. How Time is Spent

When asked how much time is spent preparing for class during their last year of high school, the largest percentages of UND BCSSE respondents indicate 1-5 hours (36%) or 6-10 hours (28%). Just 6% indicate they spend more than 20 hours per week preparing for class. UND respondents report slightly less prep time than Doctoral institution BCSSE respondents.

On the other hand, UND respondents are more likely to report working for pay during high school, with 69% saying they do such compared to 60% at Doctoral institutions. Eleven percent of UND BCSSE respondents report working more than 20 hours during their high school years.
UND respondents mirror those from Doctoral institutions with regard to time spent participating in co-curricular activities, with 93% indicating they do such. Two-fifths (40%) (39% Doctoral) report spending less than 10 hours participating in co-curricular activities, while 17% (19% Doctoral) report spending more than 20 hours per week.

Almost all respondents report they spend some time relaxing and socializing (watching TV, partying, etc.), with the largest percentage being 30% who spend 6-10 hours per week on leisure; 13% report they spend more than 20 hours per week relaxing and socializing. Overall, 2011 UND respondents report less time relaxing and socializing than 2010 UND respondents (Mean 2.80 versus 2.93) and less time than 2011 Doctoral institution respondents (2.80 versus 3.06).

VIII. Enhancing Classroom Success

BCSSE asks students to indicate the frequency in which they partake in 13 activities tied to academic success. The items are measured on a 4-point scale (1 = “never,” 2 = “sometimes,” 3 = “often,” and 4 = “very often.”) Mean scores are calculated on these items to gauge an average frequency for respondents.

UND BCSSE respondents are most likely to report “Asked a question in class or contributed to class discussions” with a mean of 3.13. “Worked with other students on projects during class” also scored high with a mean score of 2.87.

Items happening least frequently include:

- Came to class without completing readings or assignments (Mean = 1.64)
- Missed a day of school (Mean = 1.89)
- Discussed ideas from your readings or classes with teachers outside of class (Mean = 1.96)

It is positive to see two of the three lowest rated items are actually a positive reflection of student learning.

UND responses are similar to those from Doctoral institutions with the exceptions of questions relating to having conversations and discussions with persons of a different race or ethnicity and having conversations with students very different from them in terms of religious beliefs, political opinions, or personal values. These results are not surprising considering the homogeneity of both North Dakota’s and Minnesota’s population in general, which is where the majority of incoming students reside.

IX. High School Involvement

Theoretically, BCSSE believes students involved in extra- or co-curricular activities in high school will seek out similar activities once they enter college. BCSSE asks respondents to indicate their levels of involvement in eleven different types of activities during high school. Involvement is ranked on a 6-point
scale, where 1 = not involved and 6 = highly involved. Mean scores are calculated on these items to determine a general level of involvement.

Three of the eleven items score means greater than 3.0. These include:

- Athletic teams (varsity, junior varsity, club sport, etc.) (mean = 4.24)
- Community service or volunteer work (mean = 3.44)
- Performing or visual arts programs (band, chorus, theater, art, etc.) (mean = 3.24)

Other UND surveys show many students continue to participate in athletic opportunities and exercise once they begin college. Surveys also show UND students have a propensity to participate in community service once college begins.

Low on the list of involvement are:

- Publications (student newspaper, yearbook, etc.) (mean = 1.71)
- Student government (mean = 1.76)
- Vocational clubs (business, health, technology, etc.) (mean = 1.78)

When compared to responses from Doctoral institutions, UND respondents score significantly higher means for involvement in “Athletic teams” and “Performing or visual arts”. They have significantly lower involvement in “Community service or volunteer work,” “Academic honor societies,” “Academic clubs,” and “Student government.”

**X. Expectation for Spending Time During College**

BCSSE asks respondents to predict how much time they will spend on activities that will impact their success in college. First, students are asked how much time they plan on spending preparing for class which includes studying, reading, writing, doing lab work, analyzing data, rehearsing and other academic activities. Over one-half of UND respondents (51%) indicate they plan on spending between 11 and 20 hours on class preparation. Over one-third of UND respondents (35%) indicate they plan on spending more than 20 hours per week on class preparation, while 14% say they will spend 10 or fewer hours per week on preparing for class. There is a positive correlation (+0.42) between the amount of time a student reported they spent preparing for class in high school and the amount of time they report they plan on spending preparing for class in college.

Research shows a minimal amount of time spent working can be beneficial to student achievement while working many hours is harmful to student success. About one-quarter of BCSSE respondents (23%) indicate they do not plan on working at all while attending UND, while just 4% plan on working more than 20 hours per week. Large portions of students plan on working part-time, with 37% planning on working 10 or fewer hours and 36% working between 11 and 20 hours. Similar work levels are planned by Doctoral institution respondents.

Moderate participation is planned for co-curricular activities which includes organizations, campus publications, student government, fraternity or sorority, and intercollegiate or intramural sports. Just 6%
plan on no participation in these activities, while two-thirds (65%) plan on spending 10 hours or fewer. UND respondents report significantly lower participation in these activities compared to Doctoral institution respondents.

Moderate time is also planned for relaxing and socializing such as watching TV or partying. Over one-half (57%) of respondents plan on spending less than 10 hours per week relaxing, with 36% planning on spending between 11 and 20 hours and 7% more than 20 hours. These amounts are less than that reported by Doctoral respondents where 9% plan on spending more than twenty hours relaxing and socializing, 40% planning on spending between eleven and twenty hours, and 51% planning on spending less than ten hours per week relaxing and socializing.

XI. College Interaction Expectations

BCSSE lists 15 items that are key to student engagement in the classroom, and asks respondents how often they expect to do these items during the coming school year. Respondents indicate their frequency level on a 4-point scale, where 1 equals “never” and 4 equals “very often”. Mean scores are calculated for each item to measure an overall level of frequency for the population.

The highest level of frequency for UND respondents is for the item “work on a paper or project that requires integrating ideas or information from various sources” with a mean of 3.32. Three other items score frequency scores greater than 3.00: “Learn something that changes the way you understand an issue or idea” (mean = 3.08), “Put together ideas or concepts from different courses when completing assignments or during class discussions” (mean = 3.05), and “Ask questions in class or contribute to class discussion” (mean = 3.02).

The lowest levels of frequency are measured for:

- Work with faculty members on activities other than coursework (mean = 2.39)
- Discuss ideas from your readings or classes with faculty members outside of class (mean = 2.51)
- Have serious conversations with students of a different race or ethnicity than your own (mean = 2.67)
- Discuss ideas from your readings or classes with others outside of class (mean = 2.68)
- Make a class presentation (mean = 2.71)

UND respondents record lower expectation mean scores for 13 of the 15 frequency items when compared to Doctoral institution respondents. The two exceptions are “Receive prompt feedback from faculty on your academic performance” (UND mean = 2.79, Doctoral mean = 2.78) and “Work with other students on projects during class” where UND’s mean is 2.75 and Doctoral institutions is 2.63. The greatest differences are for the following:

- Have serious conversations with students of a different race or ethnicity than your own (UND mean = 2.67, Doctoral mean = 3.89)
- Have serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (UND mean = 2.82, Doctoral mean = 3.08)
• Try to better understand someone else’s views by imagining how an issue looks from his or her perspective (UND mean = 2.95, Doctoral mean 3.21)

Recall earlier in the report that students coming to UND have had limited interactions to persons different than themselves during their high school years. This outlook continues into their college years. Outside these diversity-related differences, the largest gaps between UND and Doctoral respondents include:

• Learn something that changes the way you understand an issue or idea (UND mean = 3.08, Doctoral mean = 3.25)
• Work with faculty members on activities other than coursework (committees, orientation, student life, etc.) (UND mean = 2.39, Doctoral mean = 2.55)
• Discuss ideas from your readings or classes with faculty members outside of class (UND mean = 2.68, Doctoral mean = 2.83)
• Discuss grades or assignments with an instructor (UND mean = 2.80, Doctoral mean = 2.95)

XII. Persistence With Difficult Work

Six BCSSE items ask students about their ability to persist at difficult tasks and ask for assistance when needed. These items ask students to indicate how certain they are that they will do the listed items, and rate their certainty on a 6-point scale (1 = “not at all certain”, 6 = “very certain.”) UND respondents have the highest certainty they will “Finish something you have started when you encounter challenges,” with a mean of 4.96. They are least certain they will “Participate in course discussions, even when you don’t feel like it” which scores a mean of 4.08. All 6 tasks score higher means than the UND respondents of 2010.

UND scores lower certainty means than Doctoral institutions for all but one of the six items, “Study when there are other things to do” (UND mean = 4.27, Doctoral mean = 4.26).

XIII. Expected Difficulties at College

Students are asked how difficult they expect six items to be during their first year of college. Items are rated on a 6-point scale (1 = “not at all difficult” through 6 = “very difficult.”) These items, rated from most difficult to least, include:

• Managing your time (mean = 3.98)
• Learning course material (mean = 3.86)
• Paying college expenses (mean = 3.77)
• Getting help with school work (mean = 2.93)
• Interacting with faculty (mean = 2.92)
• Making new friends (mean = 2.45)
UND scores differ from those at Doctoral institutions for all items. For the largest difference, UND students expect “Managing your time” to be less difficult than their Doctoral peers (3.98 versus 4.36). UND respondents also feel “Learning course material” and “paying college expenses” will be less difficult than their Doctoral peers. On the other hand, UND students expect “Interacting with faculty,” “Making new friends,” and “Getting help with school work” to be more difficult than their peers.

XIV. Student Preparation

BCSSE asks students how prepared they feel they are for several key academic factors. Items are rated on a 6-point scale (1 = “not at all prepared” through 6 = “very prepared.”) Mean scores are calculated for each item. Scores for UND respondents range from 4.10 to 4.87 for “Analyze math or quantitative problems” and “Work effectively with others,” respectively. For “Analyze math or quantitative problems,” UND scores fall below the Doctoral mean of 4.26. This may indicate incoming students could struggle with doing college-level math work.

When further compared to Doctoral institutions, UND mean scores are lower on all other items with the largest differences for:

- Think critically and analytically (UND mean = 4.47, Doctoral mean = 4.73)
- Learn effectively on your own (UND mean = 4.68, Doctoral mean = 4.87)
- Write clearly and effectively (UND mean = 4.41, Doctoral mean = 4.60)

XV. Expected University Provisions

Students come to college expecting universities to provide them an atmosphere in which they can be successful. BCSSE asks students to rate six of these items with regard to how important it is that the university provides this support. The items are rated on a 6-point scale (1 = not important through 6 = very important). While UND students record lower mean scores than their Doctoral counterparts, the items are ranked in the same relative order for both groups. The items, from greatest to least importance:

- Support to help you succeed academically (UND mean = 5.32, Doctoral mean = 5.38)
- Opportunities to attend campus events and activities (UND mean = 4.75, Doctoral mean = 4.97)
- A challenging academic experience (UND mean = 4.47, Doctoral mean = 4.64)
- Opportunities to interact with students from different economic, social, and racial or ethnic backgrounds (UND mean = 4.25, Doctoral mean = 4.68)
- Support to help you thrive socially (UND mean = 4.20, Doctoral mean = 4.39)
- Assistance coping with your non-academic responsibilities (UND mean = 4.03, Doctoral mean = 4.20)
XVI. Financing Education

When asked how they plan to finance their college education, UND BCSSE respondents are relying most heavily on student loans and parents/family. Thirty-eight percent of respondents plan to finance at least half their education through student loans, with just 31% saying none of their expenses will be paid for with loans. Forty-five percent indicate more than half of their expenses will be paid for by parents or family, with 18% indicating none will be financed by parents.

UND students are more likely to rely on student loans and themselves either by working on or off campus or savings than their Doctoral counterparts. They are less likely to report parents being a source of finances and less likely to report scholarships being a source of financing their education.

XVII. Expected Academic Success

UND respondents are generally expecting to make good grades when they attend college. Forty-four percent predict they will receive grades of A or A- during their first year. Over half (54%) report they expect to score B grades, with just three percent indicating they will get C grades. UND students are slightly less confident they will record high grades in college than respondents from Doctoral institutions, where 52% report they will score A’s during the first year of college (44% UND).

Most respondents (88%) intend on graduating from UND.

When asked about the highest degree they plan on obtaining at either this or another institution, 40% of UND BCSSE respondents say Bachelor’s degree, with 29% stating Master’s degree and 20% stating Doctoral degree. Doctoral institution responses trend to more higher-level degrees, with just 25% reporting Bachelor’s degree being their goal, 34% reporting Master’s degree and 26% reporting Doctoral degree.

XVIII. BCSSE Benchmark Scales

BCSSE combines select survey responses into six benchmark areas. These benchmark scales provide an overall picture of incoming student preparation and attitudes. The scales are developed by converting responses for specific survey items to a 10-point scale and evaluating the average for all elements combined. The scales include:

- **High School Academic Engagement** – Engagement in relevant behaviors during the last year of high school.
- **Expected Academic Engagement** – Expected engagement in educationally relevant behaviors during the first year of college.
• **Expected Academic Perseverance** – Student certainty that they will persist in the face of academic adversity.
• **Expected Academic Difficulty** – Expected academic difficulty during the first year of college.
• **Perceived Academic Preparation** – Student perception of their academic preparation.
• **Importance of Campus Environment** – Student-rated importance that the institution provides a challenging and supportive environment.

Figure 2 shows overall performance on the benchmark scores for UND, Doctoral institutions, and public institutions participating in 2011 BCSSE. 2011 BCSSE respondents scored higher than 2010 respondents in all categories except “Expected Academic Difficulty” (2011= 4.85, 2010 = 4.99). Benchmark scores indicate incoming UND students tend to be less engaged during high school and will expect to be less engaged as college students than their national peers. It is noteworthy, however, that UND respondents expect to be no more or less academically prepared than students elsewhere as the *Expected Academic Difficulty* score for UND matches that of Doctoral and Public institutions.

**Figure 2. 2011 BCSSE Benchmark Scores**
UND scores significantly lower than Doctoral and Public Institutions for all areas except Expected Academic Difficulty

<table>
<thead>
<tr>
<th></th>
<th>High School Academic Engagement</th>
<th>Expected Academic Engagement</th>
<th>Expected Academic Perseverance</th>
<th>Expected Academic Difficulty</th>
<th>Perceived Academic Preparation</th>
<th>Importance of Campus Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>UND 2010</td>
<td>5.17</td>
<td>5.37</td>
<td>5.92</td>
<td>4.99</td>
<td>6.94</td>
<td>7.00</td>
</tr>
<tr>
<td>UND 2011</td>
<td>5.32</td>
<td>5.50</td>
<td>6.14</td>
<td>4.85</td>
<td>6.94</td>
<td>7.42</td>
</tr>
<tr>
<td>Doctoral Institutions</td>
<td>5.36</td>
<td>6.09</td>
<td>7.06</td>
<td>7.23</td>
<td>7.17</td>
<td>7.32</td>
</tr>
<tr>
<td>Public Institutions</td>
<td>5.81</td>
<td>6.09</td>
<td>7.06</td>
<td>7.23</td>
<td>7.17</td>
<td>7.32</td>
</tr>
</tbody>
</table>

UND’s performance on BCSSE benchmarks may help explain UND’s performance on the NSSE survey. Similar to the above graph, UND’s NSSE benchmark scores are typically lower than the national norms. It appears that in general, students enter UND with lower engagement-type behaviors (as measured by these surveys), and these trends continue throughout their college experience.

Interesting results appear when benchmark scores for first generation students are compared to those of non-first generation. Respondents from both Doctoral and Public institutions show statistically significant differences for all benchmark areas when first generation students are compared to non-first generation (Table 1). Completely different are UND results, where just one benchmark areas is statistically different when first generation status is accounted for. This indicates first generation students at UND may not be susceptible to some of the support issues other research suggests exists.
Table 1. 1st Generation Students Performance on BCSSE Benchmarks

Benchmark means are calculated using multiple survey responses; Results are based on a scale of 0(minimum) to 10(maximum)

<table>
<thead>
<tr>
<th></th>
<th>UND 1st Gen</th>
<th>Non 1st Gen</th>
<th>Sig.</th>
<th>Effect size</th>
<th>UND 1st Gen</th>
<th>Non 1st Gen</th>
<th>Sig.</th>
<th>Effect size</th>
<th>UND 1st Gen</th>
<th>Non 1st Gen</th>
<th>Sig.</th>
<th>Effect size</th>
<th>Doctoral Institutions</th>
<th>Non 1st Gen</th>
<th>Sig.</th>
<th>Effect size</th>
<th>Doctoral Institutions</th>
<th>Non 1st Gen</th>
<th>Sig.</th>
<th>Effect size</th>
<th>Public Institutions</th>
<th>Non 1st Gen</th>
<th>Sig.</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.31</td>
<td>5.36</td>
<td></td>
<td>-0.04</td>
<td>5.45</td>
<td>5.53</td>
<td>***</td>
<td>-0.05</td>
<td>5.32</td>
<td>5.39</td>
<td>***</td>
<td>-0.05</td>
<td>5.32</td>
<td>5.39</td>
<td>***</td>
<td>-0.05</td>
<td>5.32</td>
<td>5.39</td>
<td>***</td>
<td>-0.05</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Academic Engagement</td>
<td>5.94</td>
<td>5.88</td>
<td>0.04</td>
<td></td>
<td>6.27</td>
<td>6.08</td>
<td>***</td>
<td>0.12</td>
<td>6.20</td>
<td>6.01</td>
<td>***</td>
<td>0.12</td>
<td>6.20</td>
<td>6.01</td>
<td>***</td>
<td>0.12</td>
<td>6.20</td>
<td>6.01</td>
<td>***</td>
<td>0.12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected Academic Engagement</td>
<td>7.11</td>
<td>7.05</td>
<td>0.04</td>
<td></td>
<td>7.38</td>
<td>7.18</td>
<td>***</td>
<td>0.12</td>
<td>7.29</td>
<td>7.11</td>
<td>***</td>
<td>0.11</td>
<td>7.29</td>
<td>7.11</td>
<td>***</td>
<td>0.11</td>
<td>7.29</td>
<td>7.11</td>
<td>***</td>
<td>0.11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected Academic Perseverance</td>
<td>4.78</td>
<td>4.88</td>
<td>-0.06</td>
<td></td>
<td>5.01</td>
<td>4.98</td>
<td>0.02</td>
<td></td>
<td>4.91</td>
<td>4.94</td>
<td>-0.02</td>
<td></td>
<td>4.91</td>
<td>4.94</td>
<td>-0.02</td>
<td></td>
<td>4.91</td>
<td>4.94</td>
<td>-0.02</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perceived Academic Preparation</td>
<td>6.79</td>
<td>7.05</td>
<td>*</td>
<td>-0.17</td>
<td>7.20</td>
<td>7.36</td>
<td>***</td>
<td>-0.11</td>
<td>7.09</td>
<td>7.24</td>
<td>***</td>
<td>-0.10</td>
<td>7.09</td>
<td>7.24</td>
<td>***</td>
<td>-0.10</td>
<td>7.09</td>
<td>7.24</td>
<td>***</td>
<td>-0.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Importance of Campus Environment</td>
<td>7.06</td>
<td>7.00</td>
<td>0.03</td>
<td></td>
<td>7.55</td>
<td>7.37</td>
<td>***</td>
<td>0.11</td>
<td>7.42</td>
<td>7.27</td>
<td>***</td>
<td>0.09</td>
<td>7.42</td>
<td>7.27</td>
<td>***</td>
<td>0.09</td>
<td>7.42</td>
<td>7.27</td>
<td>***</td>
<td>0.09</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

T-test significance: * p<.05; *** p < 0.001 level; Effect size 0.2 is considered small, 0.5 is moderate, and 0.8 is large

XIX. 2010 BCSSE – 2011 NSSE Comparison

One of the benefits of the BCSSE is its alignment with the National Survey of Student Engagement (NSSE) administered to first-year students. Key items asked on both surveys are paried, allowing institutions to see what students report they did during high school and what they expected to do in college through BCSSE and then see what they report doing during their first year with NSSE. Pairing these items paints a picture of first-year student engagement.

This section uses student responses from the 2010 BCSSE and matches those same students to their 2011 NSSE results. Only those students responding to both surveys are used in this section. A total of The following paragraphs will compare responses from UND’s 2010 BCSSE administration with the first-year responses on the 2011 NSSE. A total of 225 students responded to both surveys.

As shown in figure 3, incoming students report they expect to spend much more time preparing for class during their first year of college than they did in high school, however the actual time reported during the first year, while more than what was reported in high school is less than incoming students expected. On the other hand, students generally expected to be slightly less involved, but still involved in co-curricular activities during their first year of college, however first year students report significantly less time is spent on co-curricular activities, with nearly one-third (32%) reporting no involvement in co-curricular activities during their first year of college. The amount of time reported spent relaxing and socializing is one area where a students are generally consistent, with the time spent during high school mirroring the time expected during college and the first-year college reported level.

A large majority of incoming students (70%) indicate they worked for pay during high school. A similar majority (75%) expected to work for pay during their first year of college. When first-year students are asked about working for pay, just 47% indicated they do so.
Engagement in the classroom shows some troubling trends, in that respondents tend to report being fairly involved in classroom activities during high school, and expect to be equally involved during college, yet when first year responses are evaluated, they are significantly less likely to report activities such as asking questions in class and making class presentations during their first year (Figure 4). Conversely, students are equally as likely to discuss grades with faculty during their first year as they were during high school, however these students expected to have these discussions more frequently than they are.

Figure 3. Time Spent On Activities

Figure 4. Engaging In the Classroom
One additional area of concern is the amount of students reporting they are coming to class without completing readings or assignments; during high school, just 5% of respondents indicated they often came to class without doing the work assigned, however during their first year of college 18% of respondents indicate they frequently come to class without completing assignments.

As Figure 5 shows, students show similar collaboration with fellow students as they reported in high school, however they expected to do so much more. Also, students were highly unlikely to discuss course topics with faculty during high school and this trend continues during the first year.

When it comes to interacting with diverse populations, a majority of students report rarely having conversations during high school with students of a different race or ethnicity (67%) or students very different from themselves in terms of religion, politics, or values (59%). These same students report they expect to have much different experiences during their first year of college, with less than half indicating they will rarely have these discussions (45% on race, 37% on religion/politics). NSSE results show that actual first year is quite similar to that reported in high school, with 61% reporting they rarely had discussions with someone of a different race and 57% reporting they rarely had discussions with someone of a different ethnicity.

Lastly, BCSSE asks students to report their high school grades and what they expect to receive in college. As shown in Figure 6, respondents expect their college grades to be just slightly lower than they were in high school, indicating they feel coming in that college will be harder academically. When asked on NSSE, however, most students report their grades to be much more like they were in high school as opposed to the lower grades they expected to receive.
XX. Summary Conclusions

The Beginning College Survey of Student Engagement collects data to provide a picture of an incoming first year class. The data can aid UND with planning first-year experiences and providing services for first-year students. When used in conjunction with the National Survey of Student Engagement, which is administered to first-year students during the spring of their freshman year, the surveys will provide campuses with a picture of their first-year students and potentially point out areas of strength and weakness.

UND’s BCSSE results present a first-year picture of students who lack confidence in their abilities to succeed in college when compared to national peers. Many of UND’s incoming students are first generation, and typical research suggests these students may lack key support structures to persevere while at college. UND’s results, however, indicate little difference between first generation students and those whose parents have graduated with a Bachelor’s degree.

UND results also show students who report that, while they have taken math throughout their high school careers, significantly fewer report they are taking higher-level high school math such as calculus or probability and statistics. UND students also report having less confidence in their math abilities compared to Doctoral university respondents.

It is interesting that large percentages report receiving good grades in high school while nearly four out of ten students spend less than five hours per week studying. Fortunately, these students predict they will be spending a greater amount of time studying once they get to college. NSSE results show that actual time spent studying in college is more than what took place in high school, however less than what students
expected to be doing their first year. It may be beneficial to reiterate the importance of dedicating significant amounts of time studying during student orientation programs.

Nearly three-quarters of incoming students report having worked for pay while in high school, and a similar percentage intends to do so during their first year of college. Generally these students will be working part-time. Research suggests that working part-time is actually a benefit to students attending college, with the greatest benefit coming from meaningful on-campus work experiences. Since many incoming students will be looking for employment, work study or other on-campus work options should be highlighted to incoming first-year students who may not be familiar with on-campus work opportunities.

UND students report that financing their education is less of a concern than Doctoral respondents, however UND students are also more likely to report they are relying heavily on students loans to finance their educations. UND may want to look at programs to help students realize the impact student loan debt so they can continue to be comfortable financing their educations in this manner.

BCSSE also provides a template for institutions to use in creating an advisor report for individual incoming students. UND could look at ways to maximize the utilization of this report when it comes to advising incoming students.

**XXI. Appendices**

Copies of the survey tool and correspondence are included as appendices to this report. Survey summary data is also provided.

If not attached to this report, appendices can be found on UND’s Office of Institutional Research website at [www.und.edu/dept/datacol](http://www.und.edu/dept/datacol).