

NSSE
national survey of student engagement

Welcome to the 2011 NSSE Webinar Series

We will begin at 3pm Eastern Time.
Before we begin please review the following:

- > You may want to print the BCSSE survey for reference during the Webinar.
- > The survey can be found at: http://bcse.iub.edu/survey_instruments.cfm
- > Please turn up your computer speakers or plug in your headphones to listen to the presentation.
- > Please close all other applications as they may interfere with the audio feed for this webinar.
- > If you cannot hear anything, click on "Meeting" in left of dark grey tool bar at the top of the screen and select "Audio Setup Wizard". Complete the first part of the Wizard, which ends with a speaker test, in order to ensure you are properly connected for webinar audio. If you cannot hear anything after this, please consult your technology support person.
- > The Chat window will be available throughout the presentation so that you can interact with participants. You will be able to use the chat window to submit questions to the presenter during the Q & A session.

BCSSE
Beginning College Survey of Student Engagement

Welcome to the 2011 NSSE Webinar Series

Today's Webinar:

Engagement Readiness of First-Year Students

Presented by:

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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.

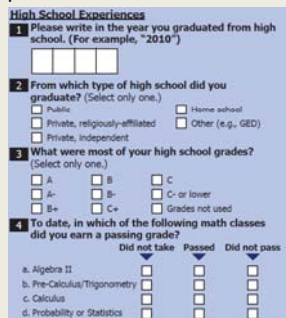
Survey Content

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")

2 From which type of high school did you graduate? (Select only one.)

Public Home school
 Private, religiously-affiliated Other (e.g., GED)
 Private, independent

3 What were most of your high school grades? (Select only one.)

A B C
 A- B- C- or lower
 B+ C+ 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	Sometimes	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	Sometimes	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?

	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
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"/>
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"/>
c. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, interscholastic 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"/>
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"/>

Administration

Paper, Web, or Mixed Modes

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

Reports

Four reports are provided:

- BCSSE Report (Summer/Fall 2011)
- BCSSE Advising (Summer/Fall 2011)
- BCSSE/NSSE report (Summer 2012)
- Grand Frequencies and Means (Fall 2011)
 - Overall
 - 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

Hours studying per week	HS	Exp FY	End of FY
5hrs or fewer	36%	3%	36%
6-10 hrs	28%	14%	28%
11hrs or more	36%	14%	83%

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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

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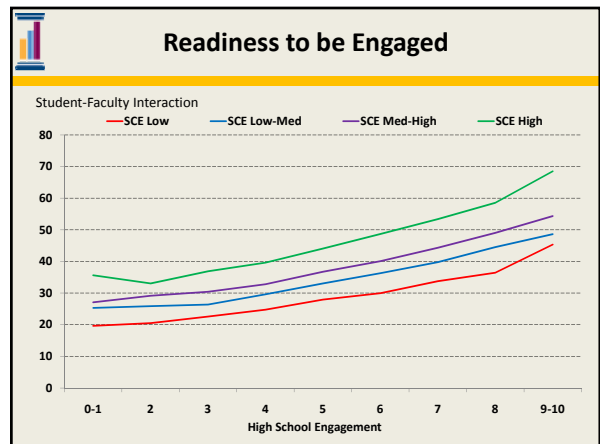
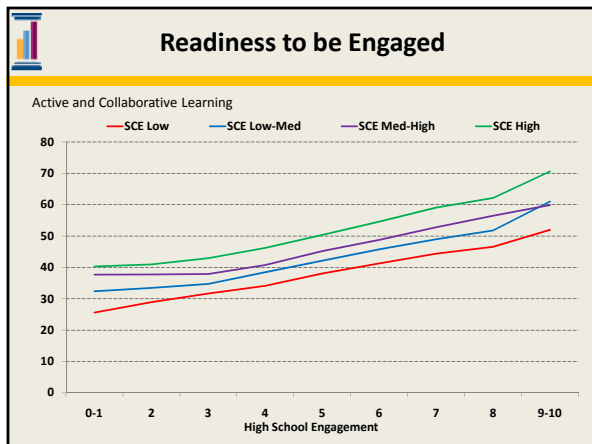
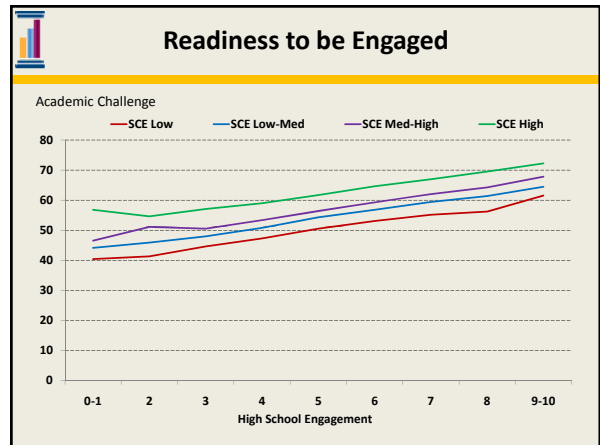
Using several years of BCSSE-NSSE data, we know the answer is **YES!**


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


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!

It is not too late!

Join your colleagues at the [Spring 2011 NSSE Users Workshop](#) to be held on the campus of the University of San Francisco
April 26-27, 2011
 The registration fee for the one-and-a-half day workshop is \$100

For more information: www.nsse.iub.edu/institute



Copy of this and all upcoming and past webinars can be found at: www.nsse.iub.edu/webinars

Feel free to contact me with any questions.

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