



Beginning College Survey of Student Engagement

Washington State University

**Mean Scale Scores and Selected Student Comparisons
2007**



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**BCSSE 2007 Mean Scale Scores and Selected Student Comparisons
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Scale ^a	Variable	All Students			Gender Comparisons				First Generation ^d Comparisons			
		WsU			Means by Gender		Tests of mean differences		Means by First Generation		Tests of mean differences	
		Mean	SD	N	Female	Male	Sig ^b	Effect size ^c	Yes	No	Sig ^b	Effect size ^c
High School Academic Engagement <i>Engagement in educationally relevant behaviors during high school</i>	HS_acad	5.35	1.28	2,005	5.51	5.18	***	.26	5.33	5.38		-.04
Expected First-Year Academic Engagement <i>Expected engagement in educationally relevant behaviors during the first-year of college</i>	Exp_acad	6.05	1.43	2,005	6.09	6.02		.06	6.12	6.03		.06
Academic Persistence <i>Student certainty that they will persist in the midst of difficult circumstances</i>	Acad_per	6.93	1.43	2,005	6.96	6.91		.04	7.01	6.90		.07
Academic Preparation <i>Student perception of their academic preparation</i>	Acad_prep	6.95	1.35	2,005	6.87	7.04	**	-.13	6.91	7.00		-.07
Importance of Campus Environment <i>Student-rated importance that the institution provides a challenging and supportive environment</i>	Imp_env	7.17	1.50	2,005	7.50	6.84	***	.45	7.22	7.15		.05

^a Scale scores are expressed in 0 (minimum) to 10 (maximum) point scales. See page 4 for complete scale descriptions and component items.

^b T-test results (2-tailed): * p<.05, ** p<.01, *** p<.001. The smaller the significance level, the less likely that the difference is due to chance.

^c Effect size is the mean difference divided by overall standard deviation. It indicates the *practical* significance of the mean difference (approx. .2 is considered small, .5 moderate, and .8 large). A positive sign indicates that at your institution, females score higher than males, or first generation students scored higher than non-first generation students.

^d First generation is defined as no parent or guardian having graduated with a 4-year college degree.



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BCSSE 2007 Scale Descriptions

High School Academic Engagement

Students learn more when engaged in their learning and other purposeful activities. This scale measures student involvement in educationally relevant behaviors during the last year of high school – behavior patterns that often persist into the first-year. Items include:

- Amount of assigned reading and writing
- Time spent preparing for class
- Asked questions or contributed to class discussions
- Made a class presentation
- Discussed grades or assignments with a teacher
- Worked with other students on projects during class
- Worked on assignments with classmates outside of class
- Prepared 2+ drafts of a paper before turning it in
- Discussed ideas from readings or classes with teachers outside of class
- Discussed ideas from readings or classes with others outside of class

Expected First-Year Academic Engagement

Expectations for the first year set the stage for upcoming experiences and influence behaviors. This scale combines expectations for a variety of educationally relevant practices that contribute to student success. Items include student expectations to:

- Spend time preparing for class
- Ask questions or contribute to class discussions
- Make a class presentation
- Discuss grades or assignments with an instructor
- Work with other students on projects during class
- Work on assignments with classmates outside of class
- Discuss ideas from readings or classes with faculty outside of class
- Discuss ideas from readings or classes with others outside of class

Academic Persistence

The first year can be challenging. Successful students can overcome difficult situations with appropriate strategies and problem solving skills. This scale represents student perceptions of their ability to persist in the midst of difficult circumstances. Items include how certain students are to:

- Study when there are other interesting things to do
- Find info for assignments when they don't understand the material
- Participate regularly in course discussions, even when they don't feel like it
- Ask instructors for help when they struggle with assignments
- Finish something when they encounter challenges
- Stay positive, even when they do poorly on a test or assignment

Academic Preparation

Self-reports of academic preparedness may signal a student's likelihood of success. This scale measures the degree of confidence students have in their academic abilities. Items include how prepared students are to:

- Write clearly and effectively
- Speak clearly and effectively
- Think critically and analytically
- Analyze math or quantitative problems
- Use computing and information technology
- Work effectively with others
- Learn effectively on your own

Importance of Campus Environment

Campuses can do many things to support students both in and out of the classroom. This scale gauges the importance new students' assign to various institutional emphases and opportunities, including:

- A challenging academic experience
- Support for academic success
- Opportunities to interact with students from different backgrounds
- Assistance coping with non-academic responsibilities
- Support to help them thrive socially
- Opportunities to attend campus events and activities