Grand Valley State University
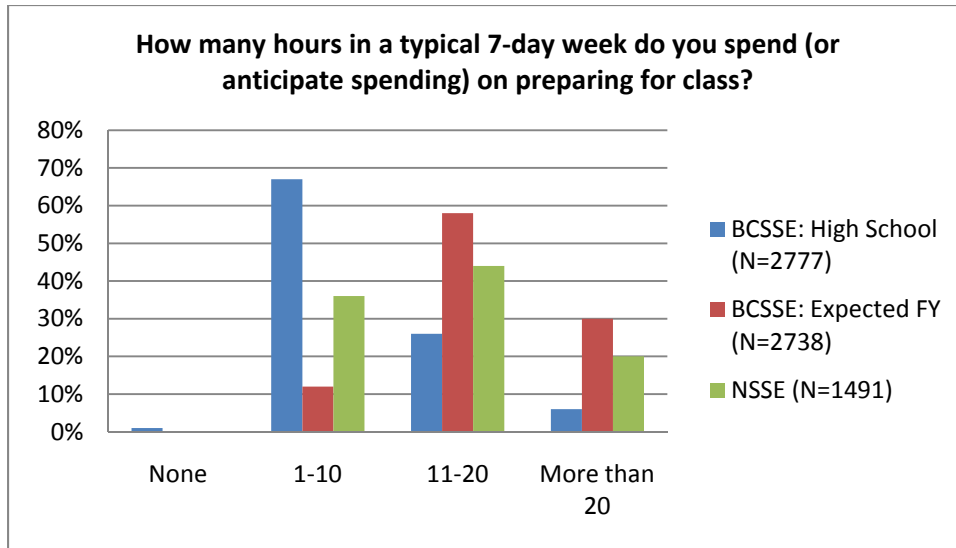**Results from 2009 Beginning College Survey of Student Engagement**

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The Beginning College Survey of Student Engagement (BCSSE) is a national survey of entering college students' high school academic experiences as well as their expectations for their first college year. It is designed to be paired with the National Survey of Student Engagement (NSSE) to provide an in-depth understanding of first-year student engagement. In Summer 2009, 2,789 incoming first-year GVSU students took the BCSSE survey. In February 2010 we invited both first year students and seniors to participate in the 2010 NSSE.   There were 1,613 first-year students who participated. 1,149 students were matched as taking both the BCSSE 2009 and NSSE 2010.
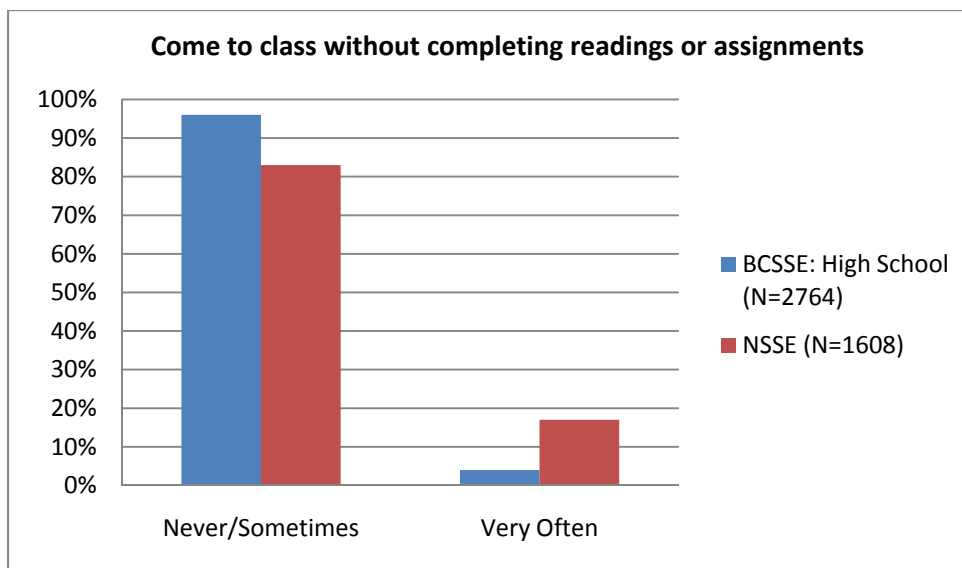
This report has three sections. The cross-sectional results are based on all first-year student respondents. The cross-sectional results show that students spend more time per week preparing for class than they did in high school, yet a higher percent reported coming to class unprepared. Students spent less time in co-curricular activities in college but spent the same amount of time relaxing and socializing. Respondents expected more course-related activity (course presentations, discussions with faculty, working with others on assignments, etc) than what they actually experienced. The longitudinal results take a look at only the 1,149 matched respondents. The longitudinal results show that there is a connection between high school engagement and college engagement. Overall, a student who is more engaged in high school will continue with that engagement in college. The predictive results show that there is a relationship between GPA and expected academic perseverance as well as a relationship between academic preparation and earned hours. The BCSSE scales were not predictive of student retention. For more detailed BCSSE and NSSE results, please visit www.gvsu.edu/ia/nsse.

Results: Cross-Sectional:

The data in the graph below shows that a majority (67%) of respondents spent between 1-10 hours per week preparing for class in high school. 58% of the respondents expected to spend between 11-20 hours preparing for class in college and 44% of students reported doing so. Students reported spending more time per week preparing for class in college than they did in high school although the amount of time that they spent was less than they had expected.

How many hours in a typical 7-day week do you spend (or anticipate spending) on preparing for class?

Legend:
- BCSSE: High School (N=2777)
- BCSSE: Expected FY (N=2738)
- NSSE (N=1491)

Categories (x-axis): None, 1-10, 11-20, More than 20

The graph below shows that 17% of respondents indicated that they often attended class unprepared compared to 4% in high school.

Come to class without completing readings or assignments

Legend:
- BCSSE: High School (N=2764)
- NSSE (N=1608)

Categories (x-axis): Never/Sometimes, Very Often

42% of respondents spent 11-20 hours in co-curricular activities (arts, clubs, athletics, etc) in high school. 60% of students expected to spend 1-10 hours per week on these activities and 54% reported doing so. Students on average spent less time in co-curricular activities in college than in high school but spent the same amount of time as expected.

How many hours in a typical 7-day week do you spend (or anticipate spending) on participating in co-curricular activities?
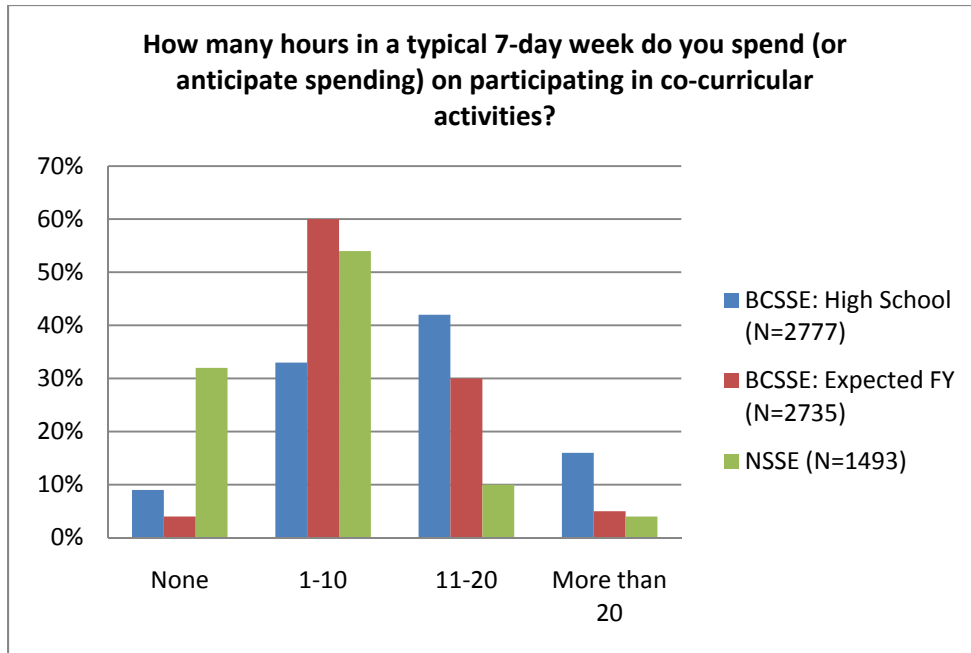
46% of the respondents spent 1-10 hours relaxing and socializing in high school and 53% spent the same amount of time relaxing and socializing in college. Overall, students spent approximately the same amount of time relaxing and socializing than they did in high school and as expected.

How many hours in a typical 7-day week do you spend (or anticipate spending) on relaxing and socializing?
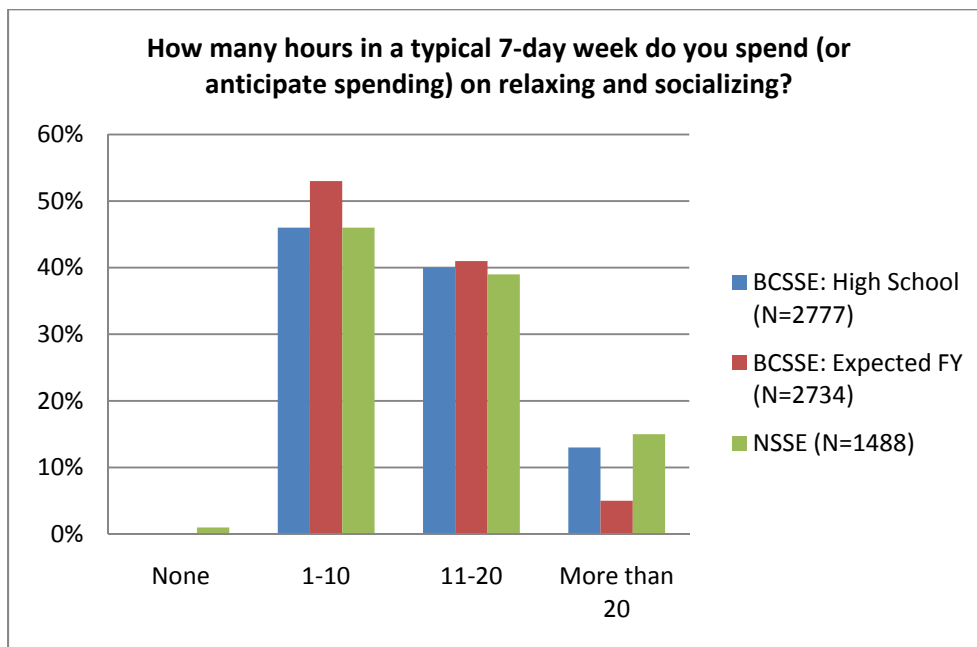
The data in the following table illustrate the comparative responses that first year students provide with regards to engagement in academic activities in high school, anticipated engagement during their first year of college, and actual engagement upon reflection at the end of their first year at GVSU. With the exception of out of class discussions, anticipated engagement for the "often/very often" category was higher than reported actual engagement in the first year.

How often did you do or expect to do each of the following?		BCSSE High School	BCSSE Expected FY	NSSE First Year
Ask questions in class or contribute to class discussions	Never/Sometimes	23%	22%	41%
	Often/Very often	77%	78%	59%
Make a class presentation	Never/Sometimes	47%	38%	80%
	Often/Very often	53%	62%	20%
Discuss grades or assignments with a teacher/instructor	Never/Sometimes	52%	38%	55%
	Often/Very often	48%	62%	45%
Work with other students on projects during class	Never/Sometimes	27%	40%	51%
	Often/Very often	73%	60%	49%
Work with classmates outside of class to prepare class assignments	Never/Sometimes	66%	27%	56%
	Often/Very often	34%	73%	44%
Have serious conversations with students of a different race or ethnicity than your own.	Never/Sometimes	58%	37%	58%
	Often/Very often	42%	63%	42%
Discuss ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	78%	58%	83%
	Often/Very often	22%	42%	17%
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.)	Never/Sometimes	54%	41%	41%
	Often/Very often	46%	59%	59%
Had serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	52%	30%	46%
	Often/Very often	48%	70%	54%

Results: Longitudinal

The BCSSE has six scales to measure student engagement. The following section explores the relationships between these pre-college scales and the five scales of college engagement measured by NSSE. The scales are High School Academic Engagement, Expected Academic Engagement, Expected Academic Perseverance, Expected Academic Difficulty, Perceived Academic Preparation, and Importance of Campus Environment. The five NSSE benchmarks are Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. For detailed information regarding the BCSSE and NSSE scales please refer to www.gvsu.edu/ia/nsse.

The table below shows the relationship between high school academic engagement (student engagement in educationally relevant activities during the last year of high school) and college engagement. Respondents with low levels of high school academic engagement were significantly less likely to be engaged in college, in all areas, when compared to respondents with high levels of high school academic engagement.

NSSE Benchmarks	High School Academic Engagement Quartiles									
	Lowest 25%	Low-Mid	Mid-High	Highest 25%						
	1	2	3	4	1v4	1v3	1v2	2v4	2v3	3v4
Academic Challenge	48.3	52.1	55.2	58.8	**	**	**	**	**	**
Active and Collaborative Learning	34.5	38.4	41.9	46.9	**	**	**	**	**	**
Student Faculty Interaction	24.5	29.3	32.4	37.5	**	**	**	**	**	**
Enriching Educational Experiences	20.7	23.9	26.1	28.3	**	**	**	**	**	**
Supportive Campus Environment	60.7	61.1	63.4	67.2	**			**		**

** = Significant at .05 level

Students expected academic engagement (expected engagement in educationally relevant behaviors during the first year of college) matches their actual engagement in college. Respondents with low levels of expected academic engagement also have lower levels of college engagement compared to those with higher levels.

NSSE Benchmarks	Expected Academic Engagement Quartiles									
	Lowest 25%	Low-Mid	Mid-High	Highest 25%						
	1	2	3	4	1v4	1v3	1v2	2v4	2v3	3v4
Academic Challenge	47.9	53.2	55.4	58.3	**	**	**	**	**	**
Active and Collaborative Learning	34.5	39.7	41.6	46.3	**	**	**	**		**
Student Faculty Interaction	24.5	31	30.4	38.3	**	**	**	**		**
Enriching Educational Experiences	20.8	25.3	25	28.1	**	**	**	**		**
Supportive Campus Environment	58.9	63.9	63.8	66.3	**	**	**			

** = Significant at .05 level

Looking at the relationship between academic perseverance (student certainty that they will persist in the face of academic adversity) and college engagement we see that respondents with low levels of academic perseverance (lowest 25%) were less likely than respondents who reported high levels of academic perseverance (highest 25%) to be engaged in educationally relevant behaviors in college.

NSSE Benchmarks	Academic Perseverance Quartiles									
	Lowest 25%	Low-Mid	Mid-High	Highest 25%						
	1	2	3	4	1v4	1v3	1v2	2v4	2v3	3v4
Academic Challenge	49.5	53.2	54.7	57.9	**	**	**	**		**
Active and Collaborative Learning	36.4	39.8	41.6	44.7	**	**	**	**		**
Student Faculty Interaction	26.1	30.1	31.4	36.7	**	**	**	**		**
Enriching Educational Experiences	22.6	24.8	25.5	26.6	**	**	**			
Supportive Campus Environment	60.5	62.1	64.3	66.4	**	**		**		

The next table shows the relationship between expected academic difficulty and college engagement.   There is no significant difference in the level of academic challenge for respondents with low expected academic difficulty compared to respondents with high expected academic difficulty. There is a significant difference between the lowest 25% and the highest 25% for all other areas of college engagement. Respondents with the lowest levels of expected academic difficulty have higher engagement in college than respondents with the highest level of expected academic difficulty.

| NSSE Benchmarks | Expected Academic Difficulty Quartiles | | | | | | | | | |
| | Lowest 25% | Low-Mid | Mid-High | Highest 25% | | | | | | |
	1	2	3	4	1v4	1v3	1v2	2v4	2v3	3v4
Academic Challenge	54.3	53.3	52.9	54.3						
Active and Collaborative Learning	42.4	40.8	40.3	38.3	**			**		
Student Faculty Interaction	33.2	30.5	30.3	30	**	**				
Enriching Educational Experiences	26.3	25.4	23.3	24.2	**	**			**	
Supportive Campus Environment	67.2	63.2	61.2	61.4	**	**	**			

** = Significant at .05 level

The relationship between academic preparation (student perception of their academic preparation) and college engagement shows that respondents with lower levels of academic preparation (lowest 25%) have lower levels of engagement in college in all areas when compared to respondents with higher levels of academic preparation (highest 25%).

| NSSE Benchmarks | Academic Preparation Quartiles | | | | | | | | | |
| | Lowest 25% | Low-Mid | Mid-High | Highest 25% | | | | | | |
	1	2	3	4	1v4	1v3	1v2	2v4	2v3	3v4
Academic Challenge	49.9	52.6	55.7	56.9	**	**	**	**	**	
Active and Collaborative Learning	36.5	40.1	41.7	43.7	**	**	**	**		
Student Faculty Interaction	27.5	31.2	33.1	32.1	**	**	**			
Enriching Educational Experiences	22	24.6	25.5	27.2	**	**	**	**		
Supportive Campus Environment	60.3	62.2	64.6	66.2	**	**		**		

** = Significant at .05 level

The last table shows the relationship between the importance of campus environment (student-rated importance that the institution provides a challenging and supportive environment) and college engagement. Respondents who rated the importance of campus environment the lowest (lowest 25%) were not as engaged in college compared to the respondents who rated the importance of campus environment the highest (highest 25%).

NSSE Benchmarks	Importance of Campus Environment Quartiles									
	Lowest 25%	Low-Mid	Mid-High	Highest 25%						
	1	2	3	4	1v4	1v3	1v2	2v4	2v3	3v4
Academic Challenge	50	53.7	54.2	57.4	**	**	**	**		**
Active and Collaborative Learning	39.3	40.2	40.4	42.4	**					
Student Faculty Interaction	28.3	30.5	31.6	34	**	**		**		
Enriching Educational Experiences	23.1	24.2	24.6	27.7	**			**		**
Supportive Campus Environment	60	61.9	64.2	66.7	**	**		**		

** = Significant at .05 level

Results: Predictive

The average GPA for respondents at the end of the first year of college was 3.07 and the median GPA is 3.18. Testing the associations between the BCSSE scales and GPA we find that there is a relationship between expected academic perseverance (student certainty that they will persist in the face of academic adversity) and GPA. The table below shows the mean first year GPA for the quartile groups for expected academic perseverance. Respondents with lower expected academic perseverance (lowest 25%) have lower first year GPAs when compared to respondents who reported higher levels of academic perseverance (25%-75% and Highest 25%). There was no significant relationship between the other BCSSE scales and first year GPA.

	Academic Perseverance Quartiles									
	Lowest 25%	Low-Mid	Mid-High	Highest 25%						
	1	2	3	4	1v4	1v3	1v2	2v4	2v3	3v4
GPA (first year college)	2.99	3.08	3.14	3.1	**	**				

** = Significant at .05 level

The average number of earned hours at the end of the second semester is 34 hours and the median is 32 hours. Testing the relationship between the BCSSE scales and earned hours we find that there is a relationship between perceived academic preparation (student perception of their academic preparation) and earned hours. Respondents who have a low level of academic preparation (lowest 25%) also have lower number of earned hours than respondents in all other quartiles. There was no significant relationship between the other BCSSE scales and earned hours.

	Academic Preparation Quartiles									
	Lowest 25%	Low-Mid	Mid-High	Highest 25%						
	1	2	3	4	1v4	1v3	1v2	2v4	2v3	3v4
Earned Hours at End of Second Semester	32.4	34.6	34	35.8	**	**	**			**

** = Significant at .05 level

90% of the respondents were retained through the first year of college. Testing the relationship between the BCSSE scales and retention showed that there was not a relationship between any of the BCSSE scales and retention.