Beginning College Survey of Student Engagement (BCSSE) 2012 OSU Results

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Oregon State UNIVERSITY OSU

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**BEGINNING COLLEGE SURVEY OF STUDENT ENGAGEMENT (BCSSE)
2012 OSU RESULTS**

EXECUTIVE SUMMARY

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OSU entering first year students who attended at summer START session and were 17 years old or older were asked to participate in the Beginning College Survey of Student Engagement (BCSSE) survey. The BCSSE was designed to measure the high school experiences and college expectations of entering first year students. Further the BCSSE parallels the National Survey of Student Engagement (NSSE) which is administered to senior students and first year students during the winter and spring terms. Thus, by using both instruments, the experiences of first year students can be examined in terms of high school experiences, expected experiences in college, and actual college experiences. This report examined the responses of first year students on the BCSSE.

A total of 2,614 students were asked to participate in the survey with 2562 completions which is a return rate of 98%. Approximately 34% of these were first generation college students (defined as no parent or guardian had graduated with a 4-year college degree). Generally respondents reported that they would be full-time students and that they had a high school grade point average of B or better. Most (71%) reported their race as white (non-Hispanic) with about 27% reporting a race other than white. Most (88%) intended to graduate from Oregon State though about 11% were uncertain if they would graduate or not.

Six scales were developed to assess high school academic engagement, expected college academic engagement, perseverance, expected academic difficulty, perception of academic preparation, and the importance of the campus environment in providing both challenge and support. Three scales, achieved a mean of 7 or greater on a scale that ranged from 0 (minimum) to 10 (maximum). These scales included: Expected Academic Perseverance, Perceived Academic Preparation, and Importance of Campus Environment. The remaining three scales achieved a mean range of 5.18 to 5.91 with 0 (minimum) to 10 (maximum). These scale included: Expected Academic Difficulty, High School Academic Engagement, and Expected Academic Engagement.

Overall, students entered OSU with high expectations for their collegiate academic experience. They expected a high level of integrative academic experience in their first year that included interacting with faculty regularly about ideas from readings and class discussions. Further they expected from the beginning to have to write and participate in class discussions by pulling together information from multiple courses and resources. They expected to learn things that changed the way they thought about issues and to be challenged to examine ideas from different perspectives.

The importance of the academic environment in supporting their academic pursuits was evident as well. For the majority of students it was very important that supports were available to help them succeed academically and to a somewhat lessor degree socially. They wanted the opportunity to attend campus events and to interact meaningfully with other students.

They expected to spend more hours per week studying than they did in high school and they expected slightly lower grades. Nearly all students reported entering OSU with a B or better grade point average and they expected to get at least a B average their first year. They rated themselves overall well-prepared for college–level work, except perhaps in the area of mathematics. They believed that they would persevere in the face of obstacles and about 88% believed that they would graduate from OSU. Nevertheless over 75% reported that managing time would be substantially difficult for them.

In general entering students were not as involved in co-curricular activities in high school as they expected to be in college. Three areas of high school involvement, athletics, music/theater, and community service had the highest percentages of reported involvement for entering students. Student government, student media, clubs and organizations had substantially fewer students involved in high school than the previously mentioned groups of activities.

A little over 75% of students intended to work at least a few hours per week in order to help with college expenses at the time the survey was administered. Further about one-third of students reported that they did not know if they had received a Pell grant. Likewise 7% did not know if they had received a loan and 3% did know if they had received a scholarship. In terms of self-funding from savings about 55% reported that they would pay about half of their expenses. The majority of students (77%) expected their parents/family members would pay half to nearly all of their expenses for the first year.

How students experience what OSU has to offer and how this meets students' expectations will be addressed when these BCSSE results are compared to the results of the National Survey of Student Engagement which will be administered during Winter, 2013.

Recommendations

1. Continue to administer the BCSSE only on those years that NSSE is administered (every 2-4 years).
2. Return to the CIRP freshman survey on years the BCSSE is not administered.
3. Continue to use the BCSSE data with available BANNER data and the NSSE data to develop key indicators of attrition/retention for first year students.
4. Assess to what degree entering student expectations about the academic experience are met during their first year.

BEGINNING COLLEGE SURVEY OF STUDENT ENGAGEMENT
2012 OSU RESULTS

INTRODUCTION

OSU participated in the Beginning College Survey of Student Engagement (BCSSE) in 2009, 2010 and 2012. The BCSSE was designed to measure the experiences of entering first year students regarding their expectations for their first year as well as their beliefs about participating in purposeful educational activities in their first college year. Items related to their high school experiences both at the curricular and co-curricular areas were also asked.

The BCSSE was administered during the summer START program to 2,416 entering first year students who were 17 years old or older. The BCSSE paralleled the National Survey of Student Engagement and thus was used to compare first year student expectations about college with behaviors engaged in during the first year. The ability to compare student responses at the beginning of their collegiate experience with those obtained near the end of their first year can provide valuable information to inform programs and services for students' first year experience.

METHODOLOGY

Sample

Students who were 17 years old or older and who attended a summer START program for new entering OSU students were asked to participate in the study. Students were in a monitored large classroom setting when asked to participate.

Survey and Administration

The survey was developed by a team of experts in survey development and student engagement. The BCSSE parallels the National Survey of Student Engagement so that these two surveys can be used in tandem. The BCSSE survey contains four sections: high school experiences, expectations and beliefs about their first college year, and background characteristics.

The surveys were administered via paper and pencil format in a proctored setting. Participants were read a standard script prior to beginning the survey. They were also provided with a written explanation of the purpose of the survey, how information would be used and who to contact should they have questions.

Completed surveys were electronically scored at the Center for Survey Research at Indiana University.   Following scoring of surveys, data tables were available to OSU via a secure web environment.

Data Analysis

OSU was provided with frequency distribution tables for each item as well as a summary report of the various engagement scales developed for the BCSSE. In addition the complete data set was also provided. Further cross-tabulations as well as merging with some OSU Banner data (e.g., college1, college2, HSGPA) also occurred.

RESULTS

A total of 2,614 students were asked to participate in the study with 2,562 completing the survey for a return rate of 98%. The Results section of this report was divided into sections for ease and clarity of reporting. The next six sections correspond to the BCSSE Mean Scales described below. The final sections include:

- Co-curricular engagement during high school
- Use of time in the last year of high school and expected use of time during the first college year,
- Expectations of engagement during the first year of college, and
- Paying for college.

BCSSE Mean Scaled Scores

Six scales were developed by researchers at the National Survey of Student Engagement (NSSE) at Indiana University. The BCSSE is a project of the NSSE organization. These six standardized scales allow examination of high school experiences as well as student expectations for key aspects important to student engagement and success in college. The six scales include:
- High school academic engagement,
- Perceived academic preparation,
- Expected academic engagement,
- Expected academic perseverance,
- Expected academic difficulty, and
- Importance of campus environment.

Description of Respondents

As expected 99% of students completing the survey reported that they expected to be full-time students. More males (51%) than females (49%) reported taking the survey which reflected enrollment at OSU as well as prior results. The high response rate was due in large part because the survey was administered in a proctored setting.

Most respondents listed white (non-Hispanic) (71%) as their race which again is indicative of the OSU student population. Over 1/3 of respondents indicated that they were first generation college students, defined as no parent or guardian having graduated with a 4-year college degree.

Only about 1% reported that they were an international student. This likely is because of the timing of survey administration (during the summer) when entering international first year students might not have arrived yet in the United States.

Table 1 below contains further information about students who completed the survey. Unless noted, the information in Table 1 is self-reported.

Table 1

Respondent Self-Reported Characteristics

Characteristics	Count	Percent
Enrollment Status		
Full-Time	2506	99%
Sex		
Female	1229	49%
Male	1300	51%
Race		
American Indian or other Native American	33	1%
Asian, Asian American, or Pacific Islander	297	12%
Black or African American	39	2%
White (non-Hispanic)	1801	71%
Mexican or Mexican American	120	5%
Puerto Rican	3	0%
Other Hispanic or Latino	50	2%
Multiracial	120	5%
Other	17	1%
I prefer not to respond	55	2%
First Generation Status		
Yes	848	34%
International or Foreign Student		
Yes	37	1%
Pell Eligible (reported in Banner)		
Yes	771	30%
OSU College (reported in Banner)		
Agricultural Sciences	140	5%
Business/Pre-Business	304	12%
Earth, Ocean & Atmospheric Sciences	34	1%
Education	159	6%
Engineering	736	29%
Forestry	40	2%
Public Health and Human Sciences	264	10%
Liberal Arts	207	8%
Science	499	19%
University Honors College	139	5%
University Exploratory Studies Program	231	9%
Distance From Home		
50 miles or less	536	21%
51 miles-200 miles	1323	53%
201 miles or more	652	26%

Nearly all (98%) students who completed the survey reported that they had graduated from high school in 2012 with the remaining reporting they had graduated in 2011 or

earlier. As expected, 90% of entering students indicated that they had graduated from a public high school with 8% reporting graduation from a private, religiously-affiliated school. Compared to the 2010 BCSSE results, students entering this year reported overall somewhat higher high school grades than their 2010 peers. See Figure 1.

Figure 1

High School Grades of Entering Students by Year
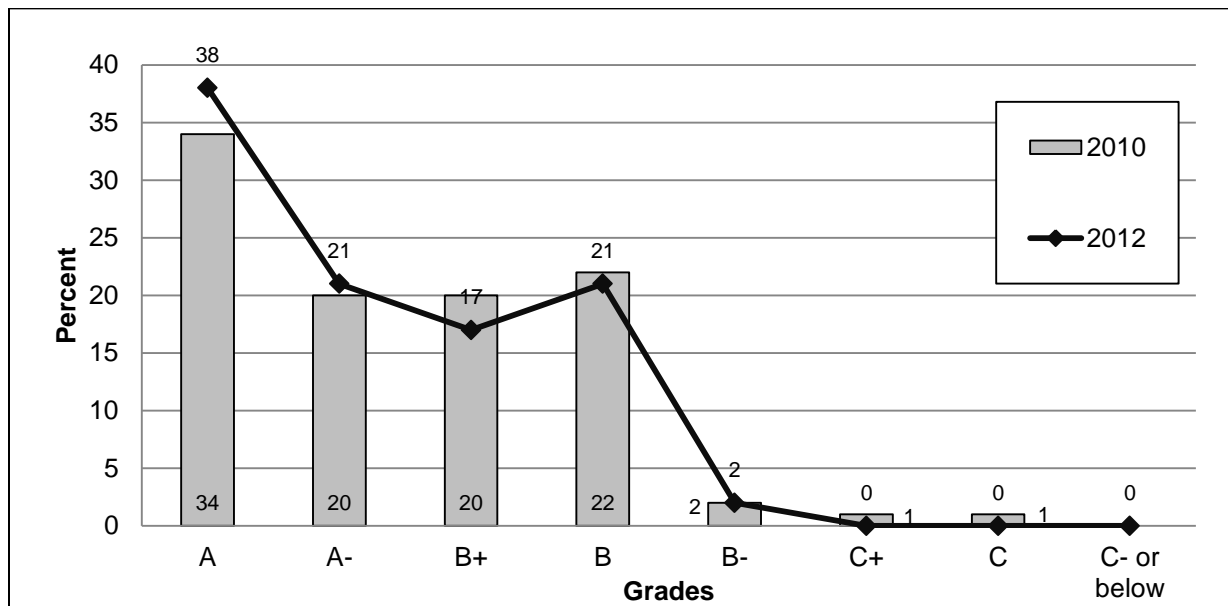
As in 2010, most students reported that they passed Algebra II as well as Pre-Cal/Trig in high school. Most students however indicated that they did not take Calculus or Probability/Statistics in high school. As expected as math courses became more complicated fewer students reported enrolling in the courses in high school.

Table 2

High School Math Classes

	Algebra II	Pre-Cal/Trig	Calculus	Probability or Stat
Did not pass	0%	1%	1%	1%
Passed	99%	82%	46%	28%
Did not take	1%	17%	53%	71%

About 97% of entering students reported taking four years of high school English with about 71% reporting taking four years of Math. Only about 55% reported taking four years of science. Nearly half of students reported taking at least two years of a foreign language while about 46% reported three years or more of high school history/social science. See Table 3 below.

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Table 3
Number of Years of Courses Taken in
Subject Area in High School

	English/ Literature	Math	Science	History/Social Science	Foreign Language
0 years	0%	0%	0%	0%	1%
1 year	0%	0%	0%	0%	2%
2 years	0%	1%	2%	7%	**49%**
3 years	1%	20%	32%	**46%**	31%
4 years	**97%**	**71%**	**55%**	44%	17%
5 + years	2%	8%	11%	2%	2%

Most students expected to have a first year grade point average of at least a B (93%) with no one expecting a C- or below GPA. Only 1% reported intending not to graduate from OSU with 11% reporting uncertainty about graduation. Overall 88% of entering students intended to graduate from Oregon State. About 20% of entering students reported that they intended to get a doctoral degree from OSU or elsewhere, 33% a master's degree and 31% a bachelor's degree. See Table 4 below.

Table 4
Respondent Academic Intentions

Category	Responses	Count	Percent
Expected first year grades	A	381	15%
	A-	743	30%
	B+	590	24%
	B	594	24%
	B-	119	5%
	C+	36	1%
	C	16	1%
	C- or below	0	0
Intend to graduate from OSU	No	27	1%
	Yes	2217	88%
	Uncertain	288	11%
Highest academic degree intended from any college	Associate's	13	1%
	Bachelor's	776	31%
	Master's	834	33%
	Doctoral	508	20%
	Uncertain	373	15%

The comparisons between reported high school grades and expected grades in their first year of college are contained in Figure 2 below. Generally students expected to attain fewer "A" grades than they did in high school however, they also expected to

attain more grades of "A-," "B+," "B," " B-" than in high school. Interestingly, very few students expected to get grades of less than a "B-" in their first year.

Figure 2
High School Grades and Expected First Year College Grades
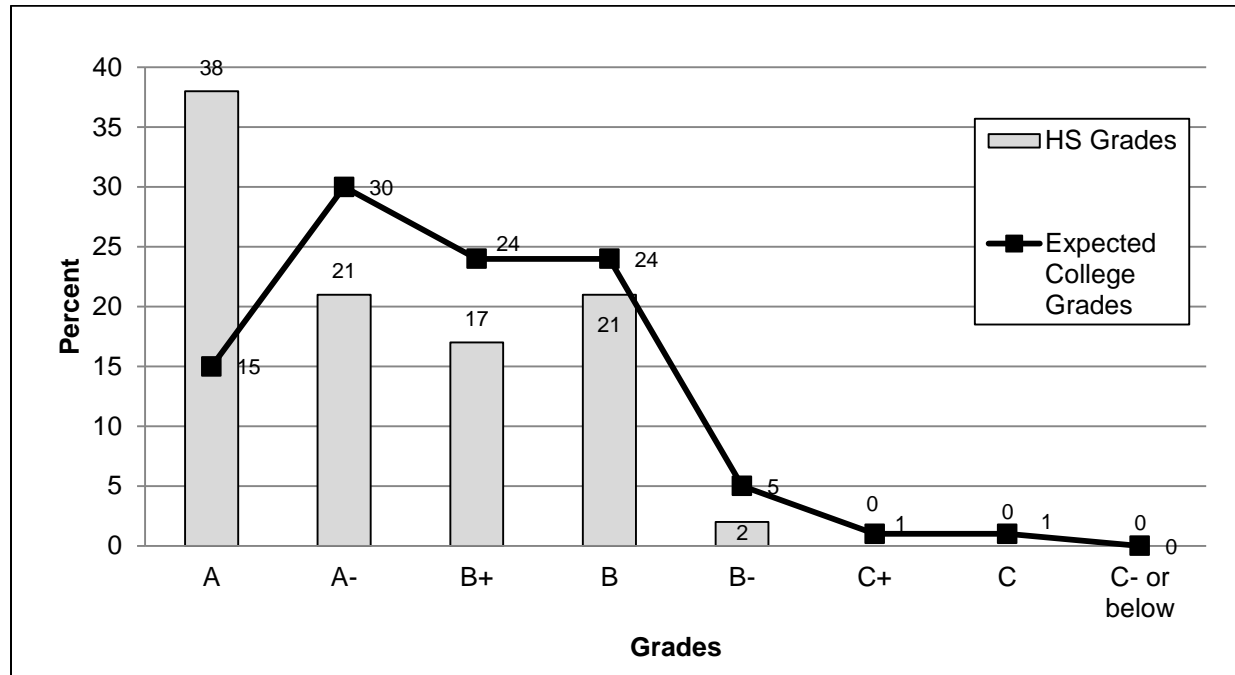
Many entering students reported that they had completed one Advanced Placement class (18%), Honors class (13%), or college course for credit (14%) while in high school. The frequency distribution for participation in these kinds of classes is contained in Table 5.

Table 5
**Advanced Placement, Honors, and College Credit Classes
Completed in High School**

	0 classes	1 class	2 classes	3 classes	4 classes	5+ classes
Advanced Placement (AP) classes	27%	18%	15%	13%	11%	16%
Honors Classes at your high school (not AP)	32%	13%	15%	10%	7%	23%
College Courses for Credit	45%	14%	12%	8%	6%	15%

Overall most (64%) entering students rated the academic challenge of their high school at a 4 or better on a 6 point scale. This was also true in 2010 when the BCSSE was last administered at OSU. Figure 3 below contains the 2010 and 2012 comparison frequency distribution.

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Figure 3

Academic Challenge of High School
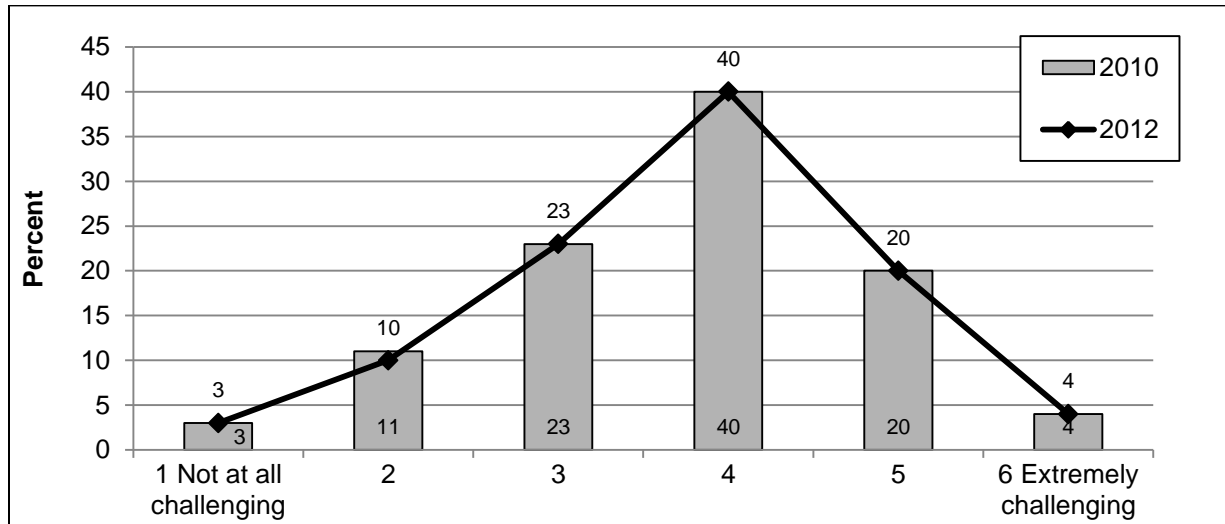
High School Academic Engagement

High school academic engagement was measured using a scale developed by the NSSE organization and composed of 12 items on the BCSSE survey. These items aligned with similar items on the NSSE. High school academic engagement was defined as "engagement in educationally relevant behaviors during the last year of high school." Table 6 below contains the items that composed this scale.

Table 6
Items Composing High School Academic Engagement Scale

| High School Academic Engagement (HSE)

Engagement in educationally relevant behaviors during the last year of high school	**During your last year of high school, about how much reading and writing did you to?** • Assigned reading (textbooks or other course materials) • Writing short papers or reports (5 or fewer pages) • Writing longer papers or reports (more than 5 pages)
	During your last year of high school, about how many hours did you spend in a typical 7-day week doing each of the following? • Preparing for class (studying, doing homework, rehearsing, etc.)
	During your last year of high school about how often did you do the following? • Asked questions in class 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 with classmates outside of class to prepare class assignments • Prepared two or more drafts of a paper or assignment before turning it in • Discussed readings or classes with teachers outside of class • Discussed ideas from your readings or classes with others outside of class (students, family members, etc.)

Table 7 below contains the mean scale core for High School Academic Engagement as well as comparisons to scores based on gender and first generation status. Each scale score had a range of 0 to 10. OSU's mean score for High School Academic Engagement was 5.48 as compared to the 2010 mean score of 5.36.

Table 7

BCSSE Mean Scale Scores and Selected Comparisons

BCSSE Scales [a]	OSU			OSU Gender Comparisons				OSU First-Generation[d] Comparisons			
High School Academic Engagement (HSE)	**All Students**			Means		Tests of mean differences		Means		Tests of mean differences	
	Mean	*SD*	*N*	*Female*	*Male*	*Sig[b]*	*Effect size[c]*	*FG*	*Non-FG*	*Sig [b]*	*Effect size[c]*
Engagement in educationally relevant behaviors during the last year of high school.	5.48	1.35	2562	5.59	5.38	***	.16	5.53	5.48		.04

[a] Scale scores are expressed in 0 (minimum) to 10 (maximum) point scales. A mean scale score was then calculated for each student using the items composing the scale.
[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 pooled standard deviation. It indicates the *practical* significance of the mean difference (effect size .2 is often considered small, .5 is moderate, and .8 is large).
[d] First generation is defined as no parent or guardian having graduated with a 4-year college degree.

High School Academic Engagement—Item Level Report

This section of the report provides information on the items composing the High School Academic Engagement Scale. Approximately 62% of entering first year students reported that they had quite a bit or very much assigned reading in their last year of high school. In addition 75% reported that they had written papers or reports of 5 or fewer pages quite a bit or very much in their last high school year.

Only 27% reported that they had written papers or reports of more than 5 pages quite a bit or very much in their last year of high school. Likely entering students will not be well-prepared to write longer papers when called upon to do so in college.

As expected female entering students indicated that they had written more papers of 5 or fewer pages (75% female: 73% male) as well as more papers of more than 5 pages (31% female: 24% male). Further, they indicated that they had been assigned more reading for their courses than male students reported. Reasons for this discrepancy are unknown unless female students took appreciably different high school courses than did male students. This data however provided no insight into that possibility.

Figure 4

Amount of Reading/Writing Done in Last Year of High School
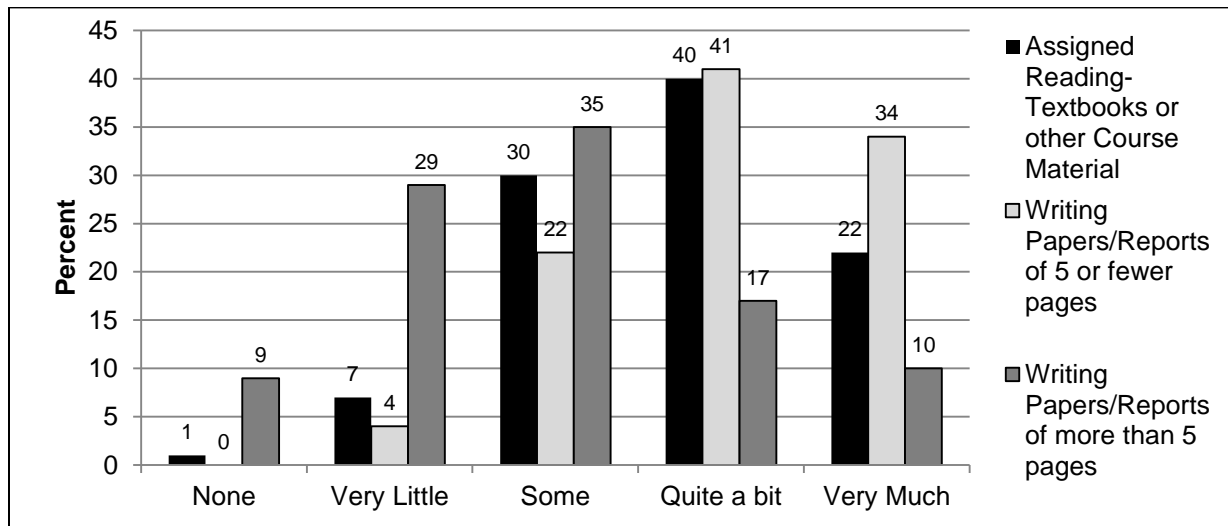
Nearly one-third of entering students reported that they devoted five hours or less per week studying and preparing for class their last year of high school. That percent changes to about 60% when those who reported studying 10 or less hours per week are added. Thus, overall, entering students generally are not accustomed to studying more than 10 hours per week to prepare for class when they entered OSU.

As expected female students reported spending more time studying per week than did male students. First generation students reported little difference in study time from students in general.

Figure 5

Hours Per Week Preparing for Class
(study, rehearse, homework)
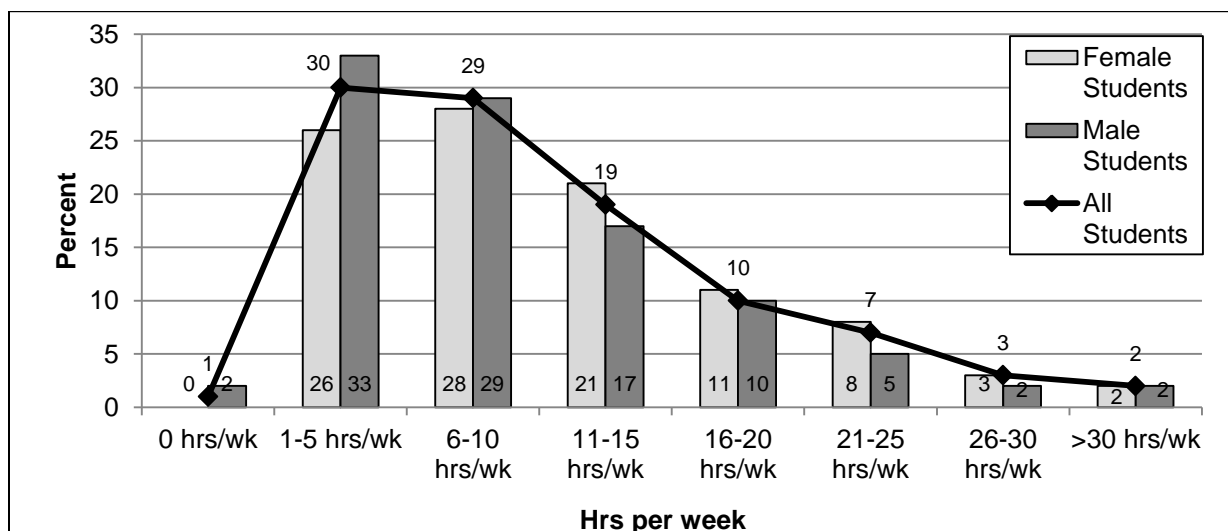
About 73% of first year students reported that in their last year of high school they often or very often asked questions in class or contributed to class discussion. Forty-nine percent reported that they often or very often made a class presentation during their last year of high school. Only 1% reported that they never asked questions in class or made a class presentation during their last year of high school.

Figure 6

Asked Questions or Made a Class Presentation
During Last Year of High School
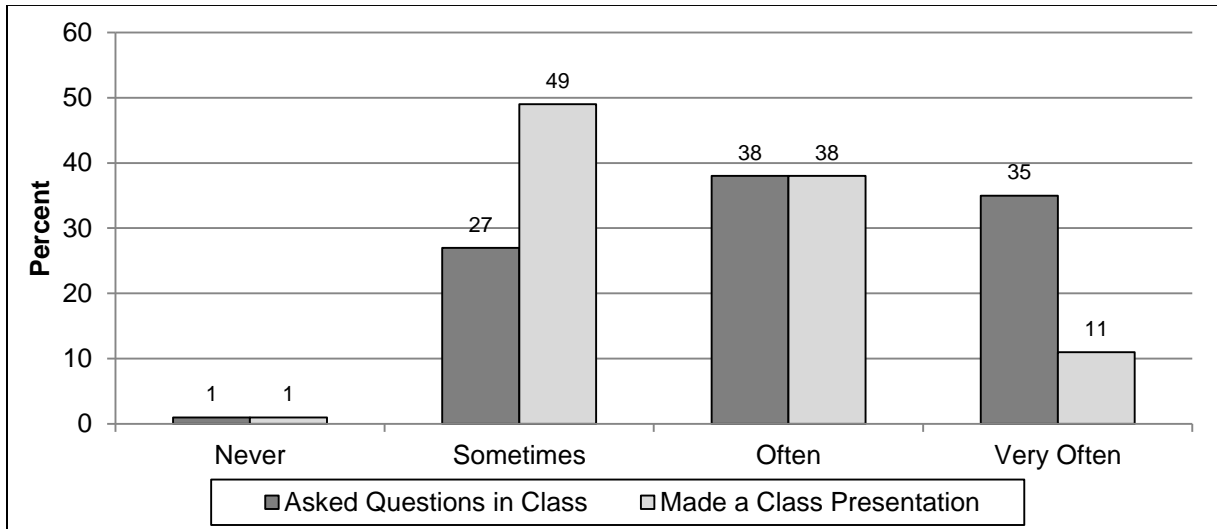
Not unexpectedly students were more likely to talk with teachers about grades or assignments than they were to talk with teachers outside of class about ideas from readings or assignments. Figure 7 contains information about the frequency with which students talked with high school teachers about these two areas.

Figure 7

Discussions with High School Teachers
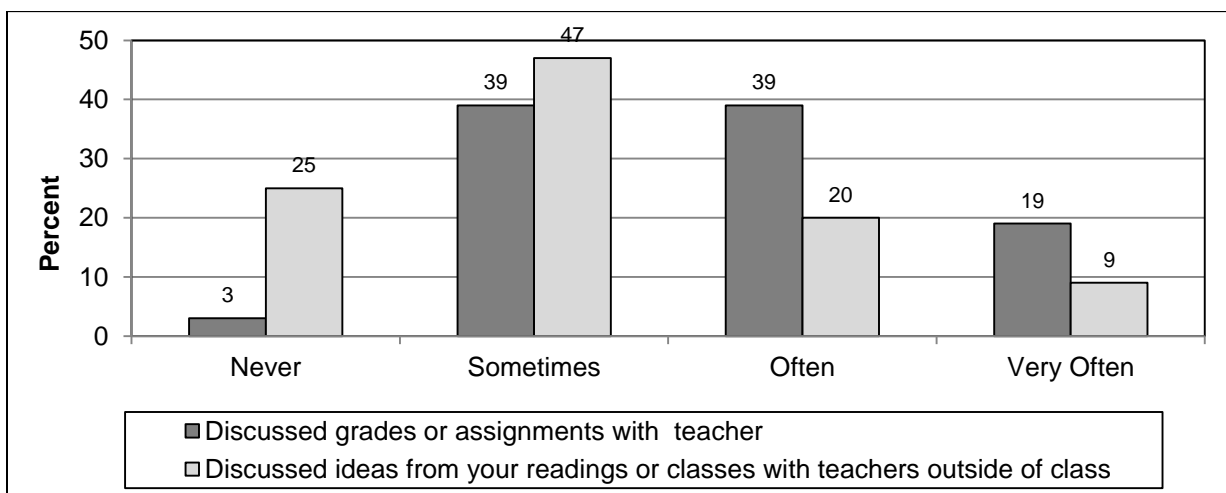
Overall, entering students reported engaging with academic material more frequently alone rather than in groups or after class. About 72% indicated that they worked often or very often with other students on projects in class but only 38% reported that they .worked with classmates outside of class to prepare assignments. Nearly half (49%) reported that they often or very often discussed readings or classes with others outside of class however. Lastly, about 47% reported that they often or very often prepared two or more drafts of a paper or assignment before turning it in.

Figure 8

Active Engagement with Academic Material
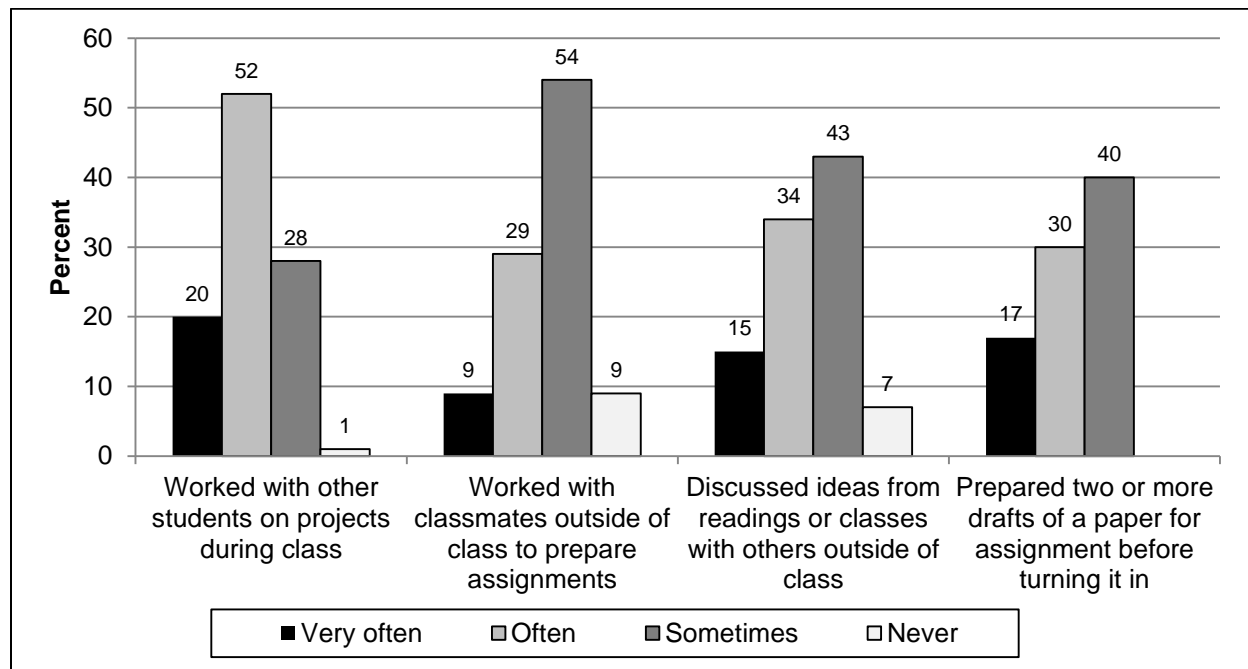
Perceived Academic Preparation (PAP) Scale

This section of the report focused on the students' perceptions of their academic preparation for college-level work. The scale was made up of seven items that focused on skills that are essential for academic success in college.

Students were asked how prepared they were to be successful in college with seven items determined to be essential skills for college success. Table 8 below contains the specific items that compose the Perceived Academic Preparation Scale of the BCSSE.

The mean scale score on the PAP was 7.09 on a scale of 0 (minimum) to 10 (maximum) for all entering first year student participants. Men reported a significantly higher estimate of their academic preparation than did all students while first generation students estimated their academic preparation significantly less than the students in general. In both cases the effect size was small. See Table 9.

Table 8

Items Composing Perceived Academic Preparation (PAP) Scale

Perceived Academic Preparation (PAP) Student perception of their academic preparation	How prepared are you to do the following in your academic work at this college? • 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

Table 9

BCSSE Mean Scale Scores and Selected Comparisons

BCSSE Scales [a]	OSU All Students			Gender Comparisons				First-Generation[d] Comparisons			
				Means		Tests of mean differences		Means		Tests of mean differences	
	Mean	*SD*	*N*	*Female*	*Male*	*Sig[b]*	*Effect size[c]*	*FG*	*Non-FG*	*Sig[b]*	*Effect size[c]*
Perceived Academic Preparation (PAP) *Student perception of their academic preparation.*	*7.09*	*1.36*	*2,562*	*6.99*	*7.19*	*****	*-.15*	*7.03*	*7.16*	***	*-.09*

[a] Scale scores are expressed in 0 (minimum) to 10 (maximum) point scales.
[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 pooled standard deviation. It indicates the *practical* significance of the mean difference (effect size .2 is often considered small, .5 is moderate, and .8 is large).
[d] First generation is defined as no parent or guardian having graduated with a 4-year college degree.

Perceived Academic Preparation—Item Level Report

Overall, entering students estimated that they were better prepared to write clearly and effectively than they were to speak clearly and effectively. However, students were very positive about their preparation in both of these two areas. About 75% of students rated their preparation for both writing and speaking at a four or better on a six point scale.

As expected, female students rated themselves better prepared than male students in these two areas. Interestingly first generation students tended to rate their preparation higher on speaking than on writing.

Figure 9

Writing and Speaking Preparation
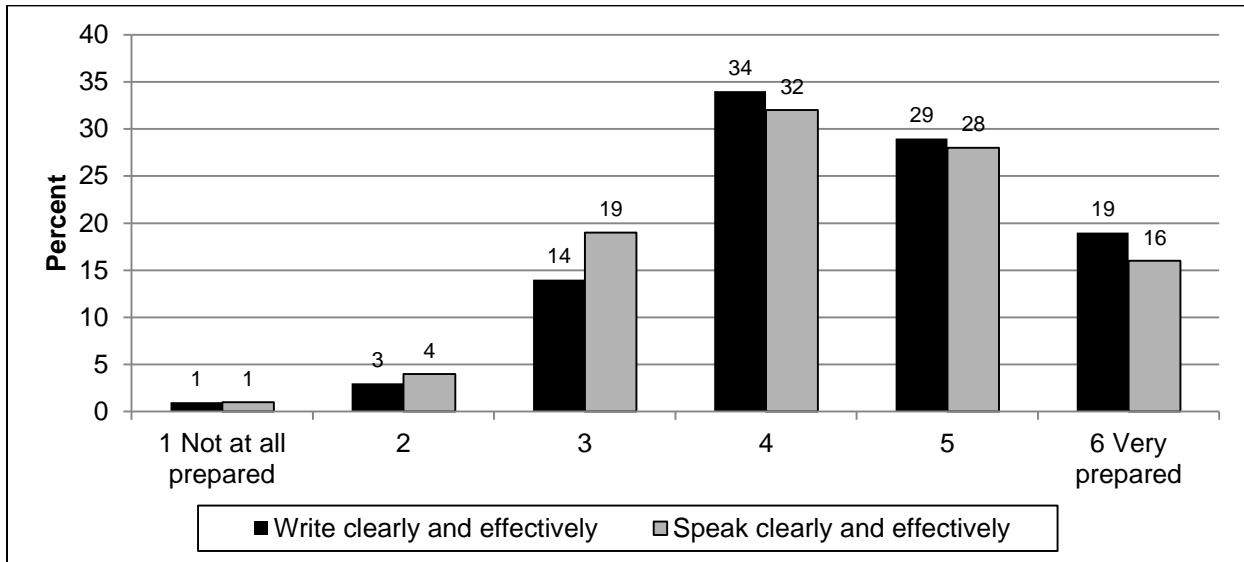
Overall students rated their preparation for thinking critically more positively than they did their preparation for analyzing math or quantitative problems. Figure 10 below contains the percent of students rating their preparation on these two areas on a six point scale.

Figure 10

**Preparation for Thinking Critically or
Analyzing Math Problems**
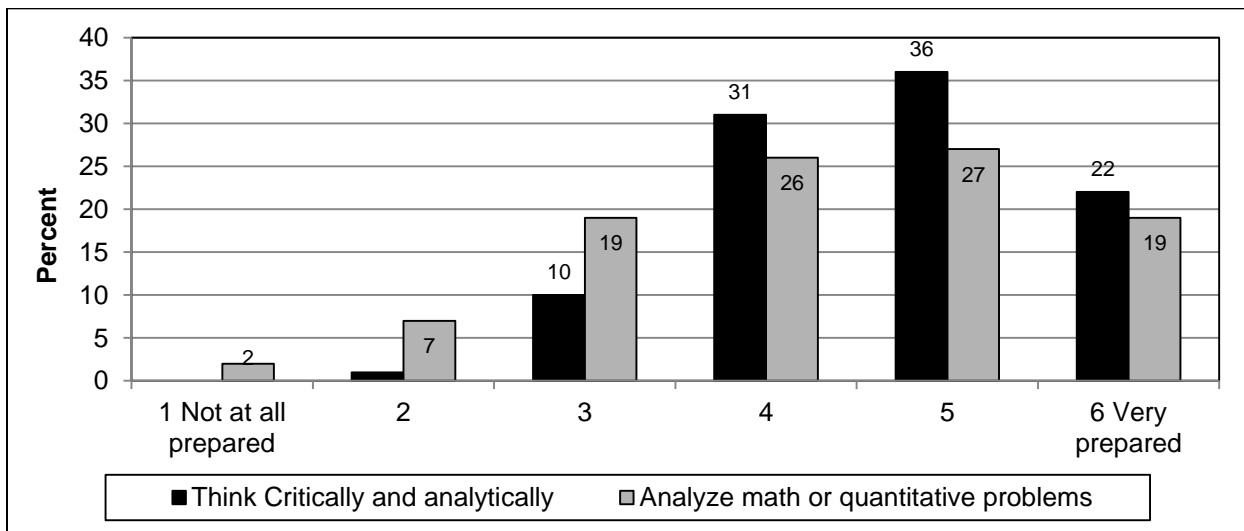
Entering student ratings of their preparation for using computing and information technology followed similar ratings for other areas in this section. Overall they rated themselves fairly positively with regard to their pre-college preparation in this area.

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Figure 11 below contains the frequency distribution of responses to this question for both the 2010 administration and the 2012 administration. Very little difference between the two administrations was notable.

Figure 11

Using Computing and Information Technology Preparation
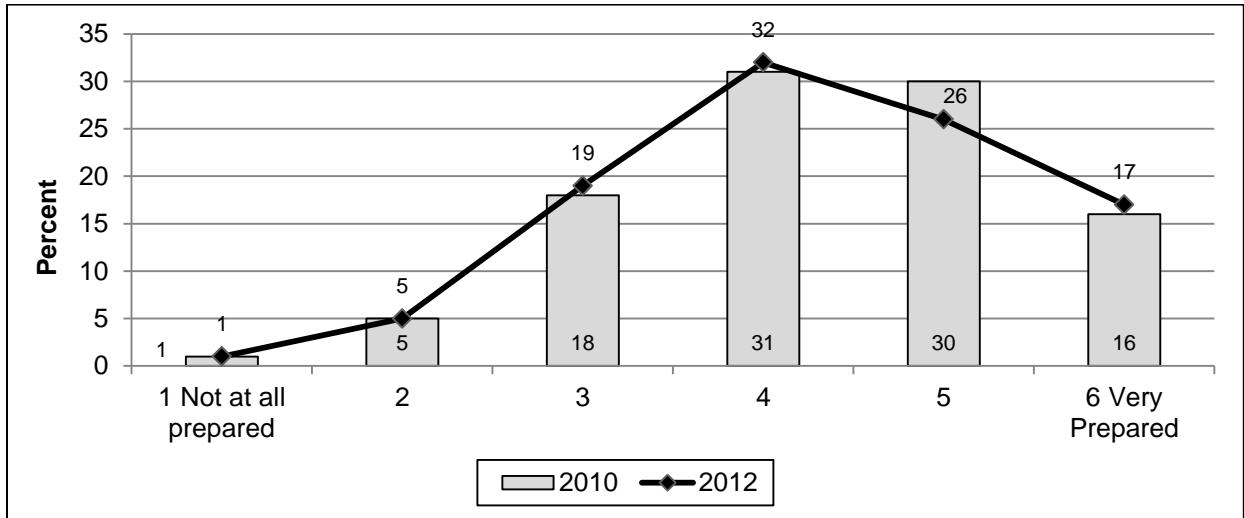
Again, entering OSU students rated themselves positively in terms of their preparation for working effectively with others as well as learning effectively on their own. Figure 12 below contains the frequency distribution of responses to these two items.

Figure 12

**Preparation for Learning Effectively on your Own
or Working Effectively with Others**

14
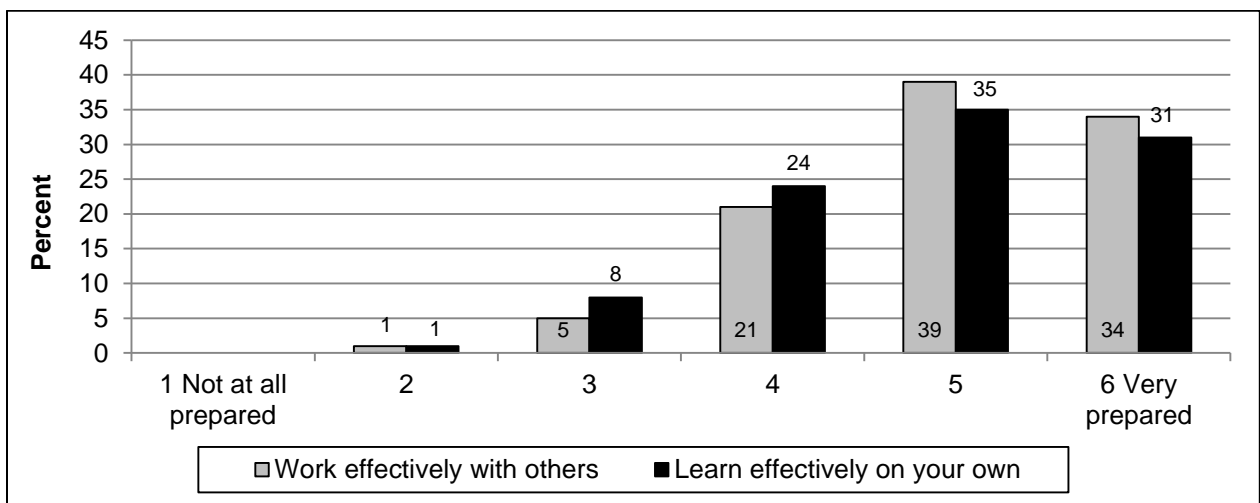
Expected Academic Engagement

Students were asked to estimate the frequency with which they would pursue specific academic engagement activities during their first year of college. Table 10 below contains the definition of Expected Academic Engagement as well as the specific survey items that composed this scale.

Table 10
Items Composing Expected Academic Engagement Scale

Expected Academic Engagement (EAE) Expected engagement in educationally relevant behaviors during the first year of college	**During the coming school year, about how many hours do you think you will spend in a typical 7-day week doing?** • Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities
	During the coming school year, about how often do you expect to do each of the following? • Ask questions in class or contribute to class discussions • Make a class presentation • Work with other students on projects during class • Work with classmates outside of class to prepare class assignments • Discussed grades or assignments with an instructor • Discuss ideas from your readings or classes with faculty members outside of class • Discuss ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Students expected to engage in educationally relevant behaviors during their first year to a medium degree. The mean rating was 5.91 with a scale range of 0 (minimum)-10 (maximum). Men and women showed a significant difference between their expected academic engagement with women expecting more engagement than did men. This has been the typical pattern for differences between men and women regarding expected engagement. First generation students showed a significant difference in expected academic engagement than did non-first generation students. Table 11 below contains the means, standard deviations, significance, and effect sizes for comparisons. While there were significant differences reported, the effect sizes were small.

Students overall expected to spend more time preparing for class in their first year of college than they had done in their last year of high school. During the last year of high school 59% reported studying 10 hours or less per week. In contrast, only 12% expected to study 10 hours or less per week in college. While 22% of students reported studying 16 hours or more during their last year of high school, 64% expected to study 16 or more hours per week in their first college year. Figure 14 below contains the graphic comparison of frequencies for time spent studying in the last year of high school and expected first year of college.

Table 11

BCSSE Mean Scale Scores and Selected Comparisons

BCSSE Scales [a]	OSU			OSU Gender Comparisons				OSU First-Generation[d] Comparisons			
	All Students			Means		Tests of mean differences		Means		Tests of mean differences	
	Mean	*SD*	*N*	*Female*	*Male*	*Sig[b]*	*Effect size[c]*	*FG*	*Non-FG*	*Sig[b]*	*Effect size[c]*
Expected Academic Engagement (EAE) *Expected engagement in educationally relevant behaviors during the first year of college.*	5.91	1.43	2,562	6.00	5.84	**	.11	6.11	5.82	***	.20

[a] Scale scores are expressed in 0 (minimum) to 10 (maximum) point scales. A mean scale score was then calculated for each student using the items composing the scale.

[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 pooled standard deviation. It indicates the *practical* significance of the mean difference (effect size .2 is often considered small, .5 is moderate, and .8 is large).

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

Expected Academic Engagement (EAE)—Individual Item Report

The following section reports on the individual items making up the EAE Scale. Figure 13 below contains the frequency distribution of reported hours spent studying in their last high school year as well as the frequency distribution of their anticipated number of hours studying per week for their first college year.

Figure 13

Time Spent Preparing for Class

16
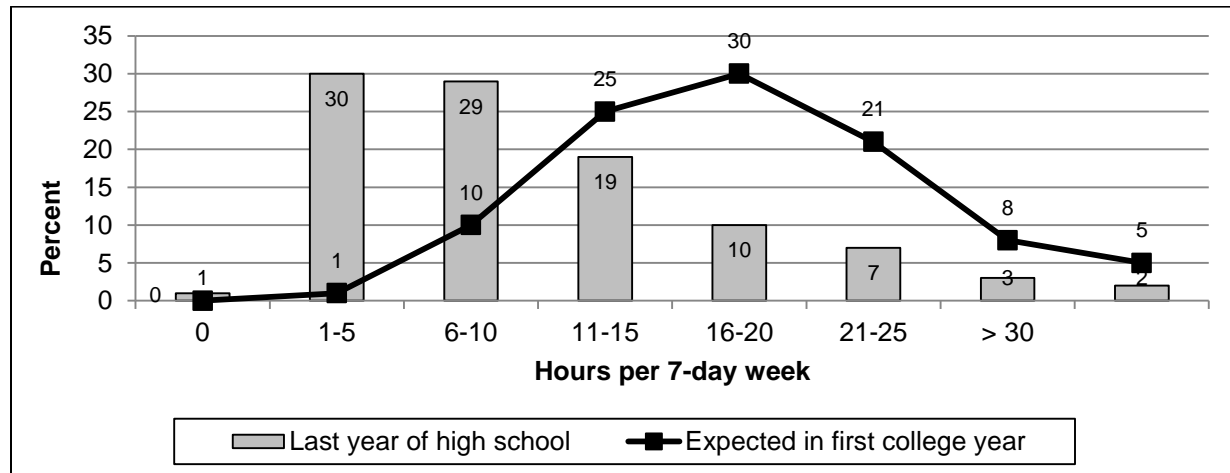
Students reported relatively high expectations regarding asking questions in class or contributing to class discussions. About 69% expected to engage in this behavior often or very often in their first year. Additionally, 51% expected to make a class presentation often or very often in their first year. These results nearly mirror those of the 2010 administration of the BCSSE.

Figure 14

**Expected Frequency of Asking Questions or
Making a Class Presentation during First College Year**
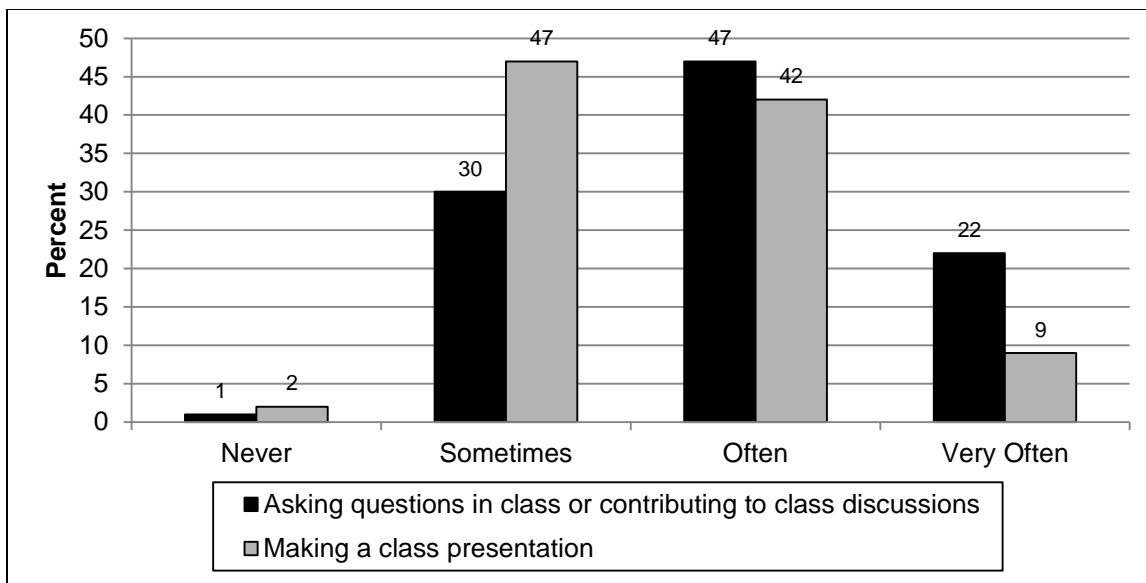
About 72% of entering students reported that in their last year of high school they had often or very often worked with other students on projects during class, however, only 56% expected to engage in this behavior often or very often during their first college year. Interestingly 38% also reported that in their last year of high school, they had often or very often worked with classmates outside of class to prepare class assignments, but 84% reported that they expected to engage in this behavior often or very often in their first college year. See Figure 15.

Most students (65%) reported that they expected to discuss ideas from readings or classes with others outside of class often or very often. This percentage has risen 5% since the 2010 administration when about 60% of entering students reported that they expected to have these discussions often or very often. Figure 16 below contains the frequency distribution for 2012 and 2010 on this item.

Figure 15

**Expect in First College Year to Work with Other Students
on Projects During Class and To Work with Classmates
Outside of Class to Prepare Class Assignments**
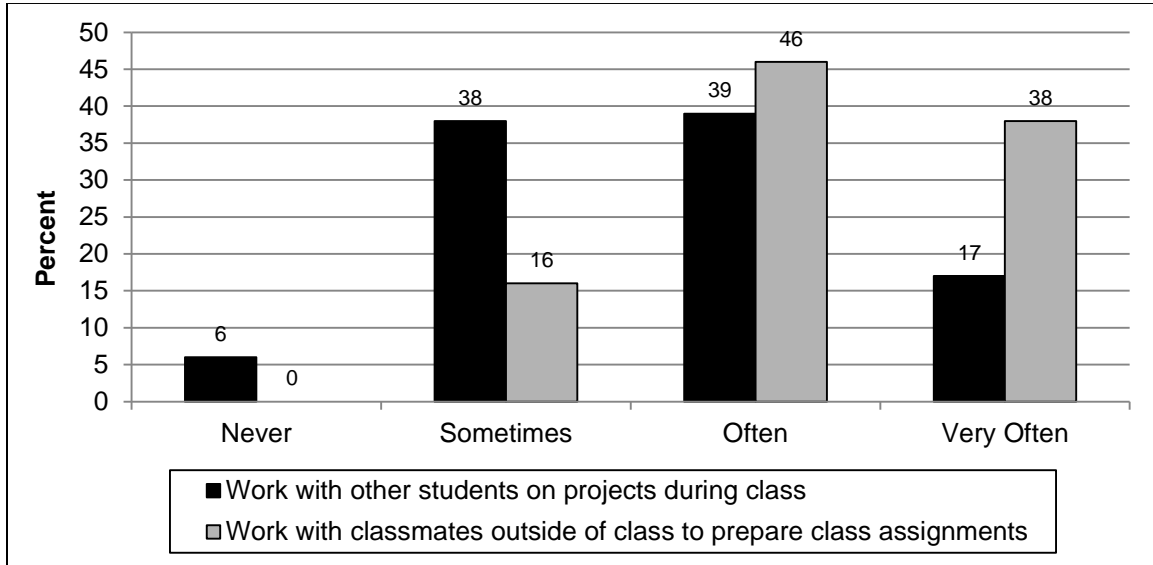
Figure 16

**Expect in First College Year to Discuss Ideas from Your
Readings or Classes with Others Outside of Class
(students, family, co-workers, etc.)**
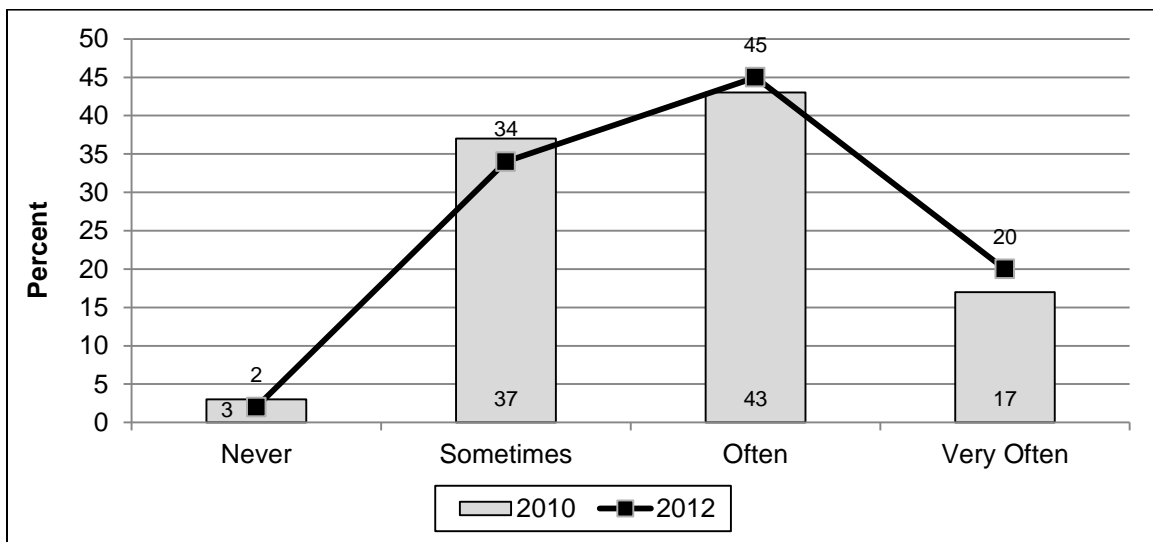
Most entering students (95%) expected at least some of the time to discuss ideas from classes or assignments with faculty members outside of class. Likewise, 99% expected

to talk with faculty members about grades or assignments at least some of the time during their first college year.

Figure 17

Expected Discussions with Faculty during First College Year
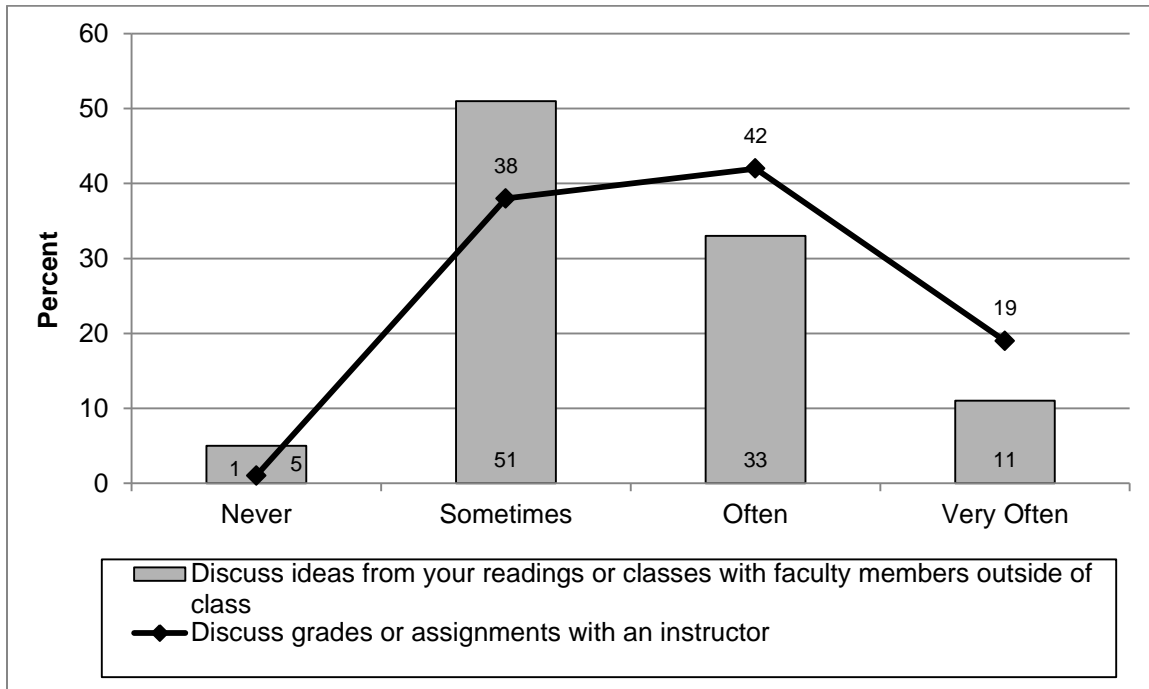
Expected Academic Perseverance

This scale represented the degree to which students believed they would persist even when they faced obstacles or difficult choices. Students who are able to face obstacles and work to overcome them have a better chance of continuing in school than those who are unable or do not know how to manage adversity. Table 12 below contains the definition and the specific questions that composed the Expected Academic Perseverance scale.

Table 12

Items Composing Expected Academic Perseverance Scale

Expected Academic Perseverance (EAP)	During the coming school year, how certain are you that you will do the following?
Student certainty that they will persist in the face of academic adversity	• Study when there are other interesting things to do • Find additional information for course assignments when you don't understand the material • Participate regularly in course discussions, even when you don't feel like it • Ask instructors for help when you struggle with course assignments • Finish something you have started when you encounter challenges • Stay positive, even when you do poorly on a test or assignment

The mean score of student certainty that they would persist in the face of obstacles was relatively high at 7.09 on a scale of 0 (minimum) to 10 (maximum). Women showed a significantly higher mean than did men as did first generation students when compared to non-first generation students. In both cases however the effect sizes were small. See Table 13 below.

Table 13

BCSSE Mean Scale Scores and Selected Comparisons

BCSSE Scales [a]	OSU All Students			OSU Gender Comparisons				OSU First-Generation[d] Comparisons			
				Means		Tests of mean differences		Means		Tests of mean differences	
	Mean	*SD*	*N*	*Female*	*Male*	*Sig[b]*	*Effect size[c]*	*FG*	*Non-FG*	*Sig[b]*	*Effect size[c]*
Expected Academic Perseverance (EAP) *Student certainty that they will persist in the face of academic adversity.*	7.09	1.43	2.562	7.18	7.00	**	.13	7.29	7.04	**	.12

[a] Scale scores are expressed in 0 (minimum) to 10 (maximum) point scales.
[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 pooled standard deviation. It indicates the *practical* significance of the mean difference (effect size .2 is often considered small, .5 is moderate, and .8 is large).
[d] First generation is defined as no parent or guardian having graduated with a 4-year college degree.

Expected Academic Perseverance (AEP)—Individual Item Report

Approximately 60% of students reported that they were certain (rating 5 or 6) on a 6 point scale that they would ask instructors for help when they encountered difficulties with course assignments. Another 37% were somewhat certain (rating of 3 or 4) that they would seek help from faculty.

Likewise 64% indicated that they were certain that they would find additional information for course assignments when they were not understood. Another 34% were somewhat certain that they would seek out additional information for course assignments that were not understood.

Figure 18

Expected Academic Help-Seeking in First Year
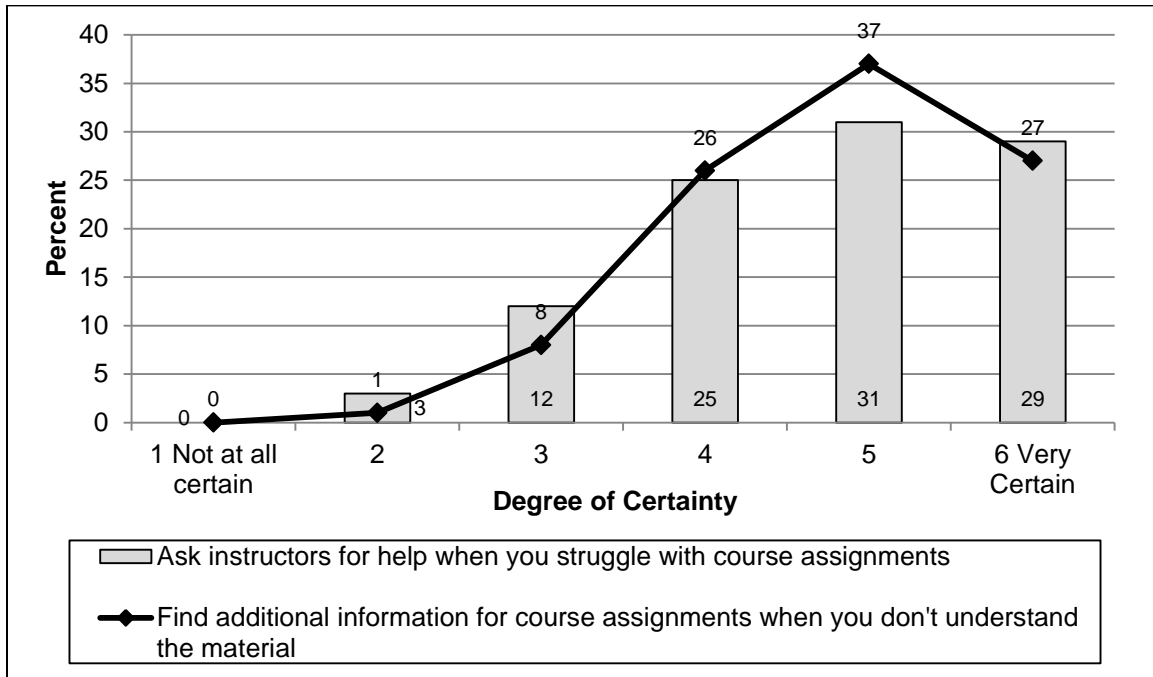
About 30% of students indicated a high degree of certainty (5 or 6 on a 6 point scale) that they would participate regularly in course discussions, even when they did not feel like it. Likewise 40% indicated with a high degree of certainty that they would study even when there were other interesting things to do (5 or 6 on a 6 point scale). With the myriad of distractions available on a campus, it seems likely that a large proportion of students will have difficulty choosing to study when there are other interesting things to do. See Figure 19 below.

Further Figure 20 below contains the frequency distributions for responses to two questions. The first asked students to report their level of certainty about staying positive even when they had done poorly on a test or assignment. About 56% indicated a high degree of certainty (5 or 6 on a 6 point scale) that they would remain positive under those circumstances.

Second, 72% reported that they were very certain (5 or 6 on a 6 point scale) that they would finish something they had started even in the face of challenges. Only about 2% were not certain that they would finish something they had started when faced with challenges. See Figure 20 below.

Figure 19

Expected Persistence in the Face of Obstacles (1)

Legend:
- Participate regularly in course discussions even when you don't feel like it
- Study when there are other interesting things to do
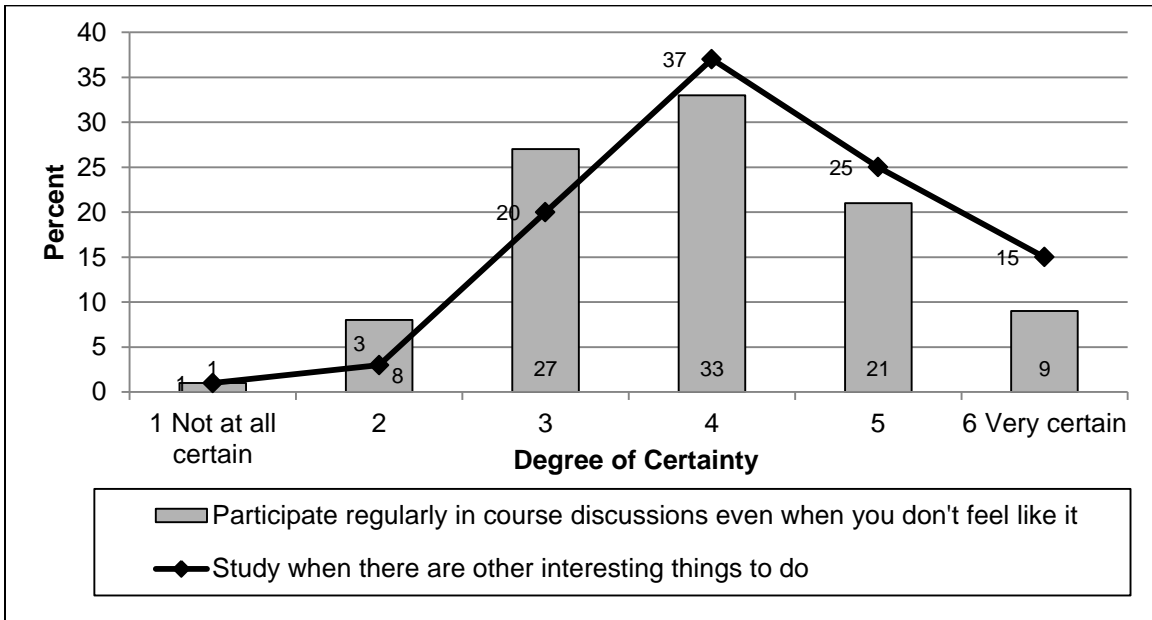
Figure 20

Expected Persistence in Face of Obstacles (2)

Legend:
- Stay positive, even when you do poorly on a test or assignment
- Finish something you have started when you encounter challenges
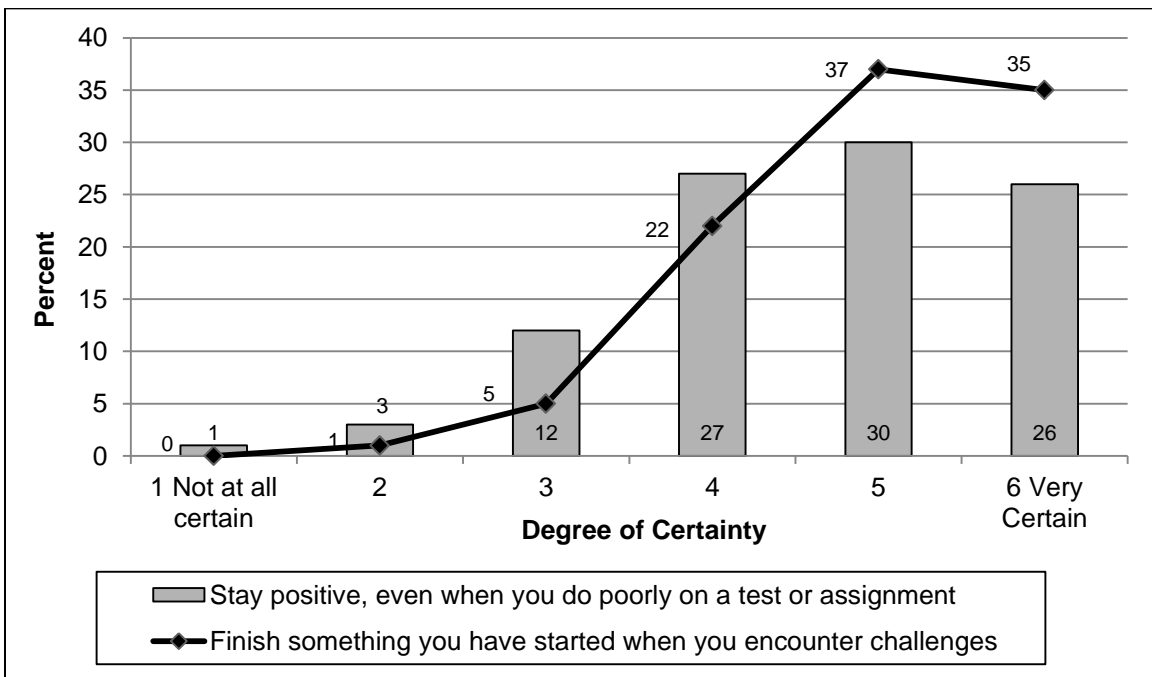
Expected Academic Difficulty

The academic experience at the college or university level is much different than the high school academic experience. Thus, students were asked to assess the level of expected difficulty they would have managing the collegiate academic environment. Table 14 below contains the definition and the survey items that made up this scale.

Table 14

Items Composing Expected Academic Difficulty (EAD)

Expected Academic Difficulty (EAD) Expected academic difficulty during the first year of college	During the coming school year, how difficult do you expect the following to be? • Learning course material • Managing your time • Getting help with school work • Interacting with faculty

Students mean rating of expected difficulty was 5.18 with a scale range of 0 (minimum) and 10 (maximum). Female students reported a significantly higher mean scale than did male students however, the effect size was small. Likewise first generation students reported a significantly higher mean score than did non-first generation students but again the effect size was small.

Table 15

BCSSE Mean Scale Scores and Selected Comparisons

BCSSE Scales [a]	**OSU All Students**			**OSU Gender Comparisons**				**OSU First-Generation[d] Comparisons**			
				Means		Tests of mean differences		Means		Tests of mean differences	
	Mean	*SD*	*N*	*Female*	*Male*	*Sig[b]*	*Effect size[c]*	*FG*	*Non-FG*	*Sig[b]*	*Effect size[c]*
Expected Academic Difficulty (EAD) *Expected academic difficulty during the first year of college.*	5.18	1.48	2.562	5.27	5.10	**	.11	5.34	5.10	***	.16

[a] Scale scores are expressed in 0 (minimum) to 10 (maximum) point scales.

[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 pooled standard deviation. It indicates the *practical* significance of the mean difference (effect size .2 is often considered small, .5 is moderate, and .8 is large).

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

Expected Academic Difficulties—Individual Item Report

Four items composed the Expected Academic Difficulties Scale. Figure 21 below contains the levels of difficulty and the frequency for two items. Approximately 26% rated learning course material as potentially quite difficult for them (rating of 5 or 6, on a 6-point scale), while only 7% rated learning course material as not very difficult for them (rating of 1 or 2, on a 6-point scale).

Interacting with faculty was not seen as particularly difficult for students with only 11% rating difficulty as a 5 or 6 on a 6-point scale. About 36% rated interacting with faculty members as not very difficult for them.

Figure 21

Expected Academic Difficulties in First College Year (1)
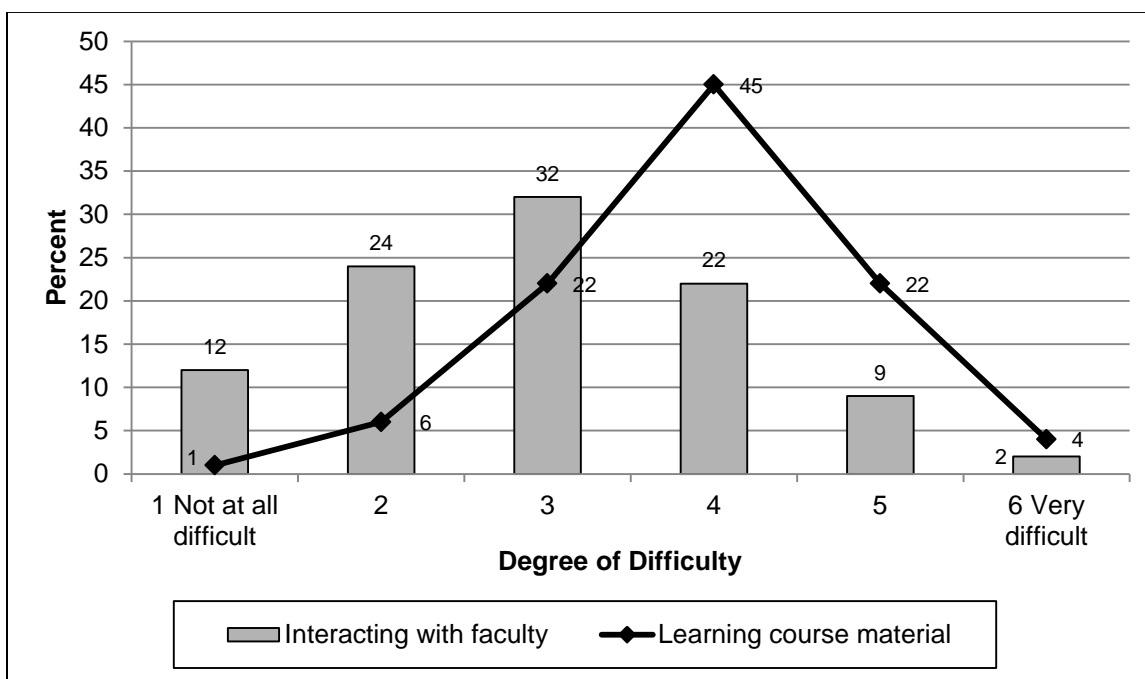
Only about 10% of students rated getting help with school work as very difficult (rating of 5 or 6, on a 6-point scale). However, 50% of students rated managing time as very difficult. Figure 22 below illustrates the difference in perceptions of students concerning finding help versus managing time. Likely for many entering first year students, managing their own time is a new experience for them. Only about 8% reported that managing time would not be very difficult for them.

Figure 22

Expected Academic Difficulties in First College Year (2)
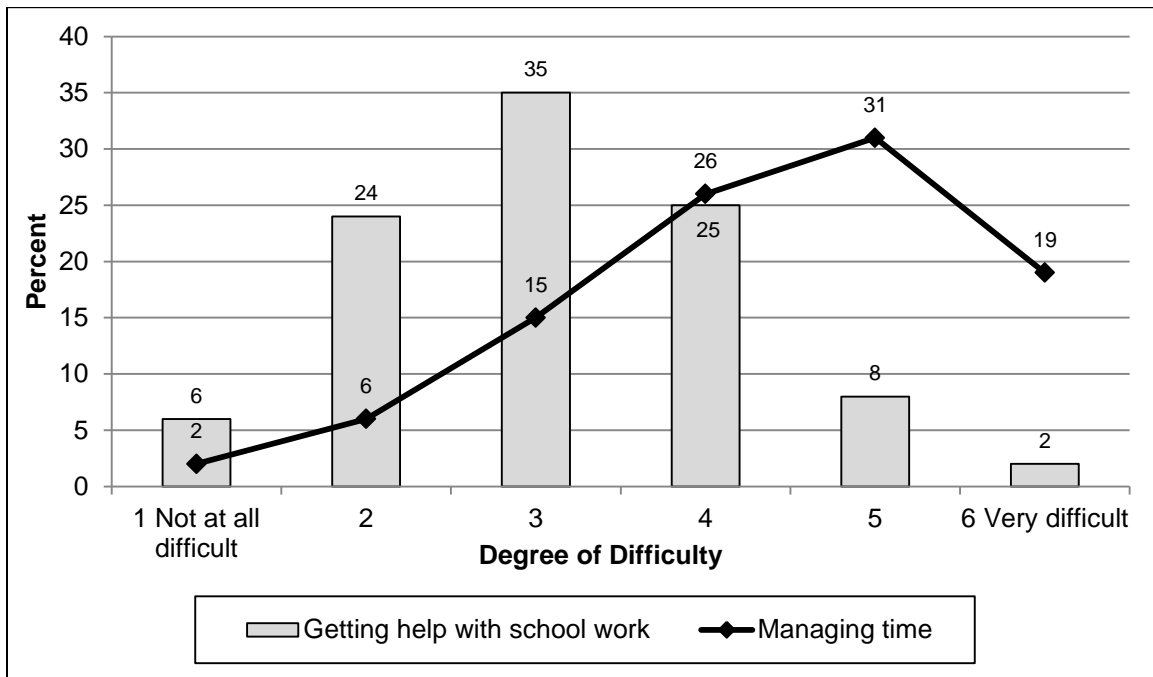
Additional Areas of Potential Difficulty

While only four survey items were used to develop the Expected Academic Difficulties scale, two other areas were also assessed in terms of the students' expectations of experiencing difficulties. These included: (1) Expected difficulty paying for college expenses, and (2) Expected difficulty making new friends.

First generation students (~56%) and female students (~48%) expressed the greatest level of expected difficulty paying for their college expenses. Only 6% of first generation students and 8% of female students reported that they expected no difficulty (rating of 1 on a 6 point scale) paying for college expenses.

Figure 24 contains the frequency distribution of level of difficulty expected in terms of making new friends during the first college year. Less than 2% of students anticipated that this would be a very difficult problem for them. Most students (58%) rated the difficulty of making new friends as not at all difficult (rating of 1 or 2, on a 6-point scale)

Figure 23
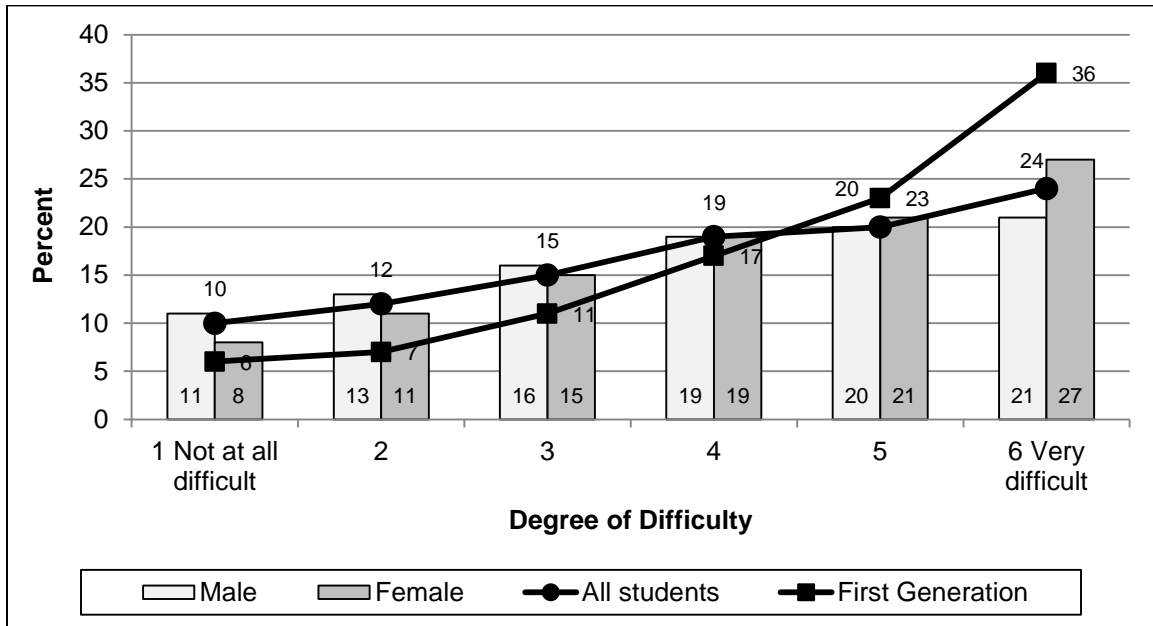
Level of Expected Difficulty Paying College Expenses

Level of Expected Difficulty Paying College Expenses

	Male	Female
1 Not at all difficult	11	8
2	13	11
3	16	15
4	19	19
5	20	21
6 Very difficult	21	27

All students: 10, 12, 15, 19, 20, 24
First Generation: 6, 7, 11, 17, 23, 36

Figure 24

Level of Expected Difficulty Making New Friends

	Male	Female	First Generation
1 Not at all difficult	28	25	26
2	31	33	30
3	21	22	23
4	13	12	12
5	6	5	6
6 Very difficult	1	3	2

All students: 26, 32, 22, 12, 5, 2
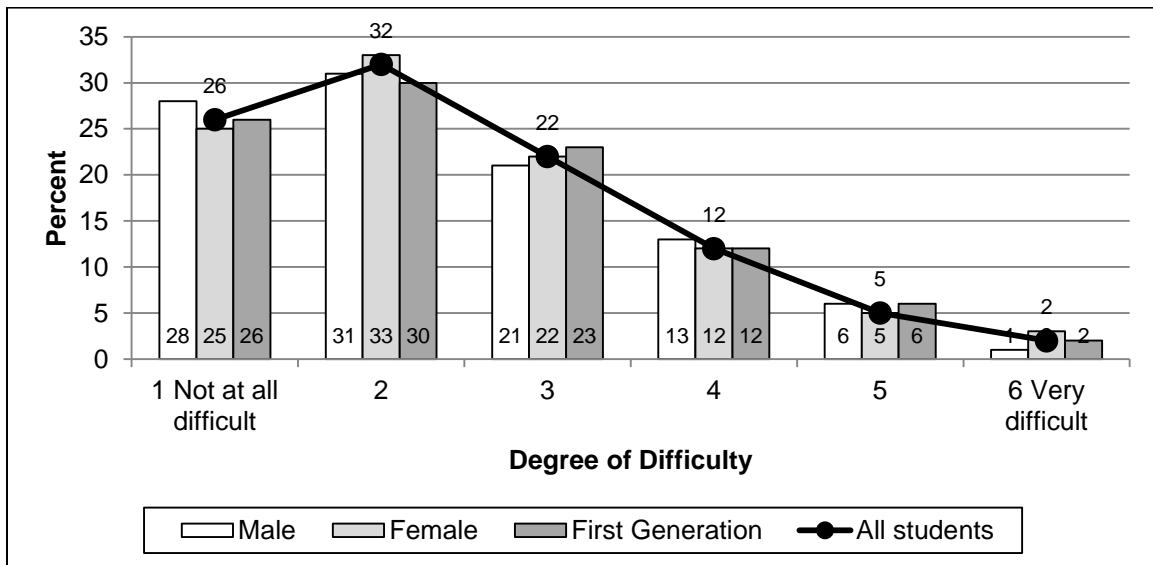
Importance of Campus Environment

The Importance of the Campus Environment scale asked students to rate how important it is that the institution provides both a challenging and supportive environment. The specific questions that composed this scale are related to elements on a campus that demonstrate both challenge and support. These are contained in Table 16 below.

Table 16

**Items Composing Importance of
Campus Environment Scale (ICE)**

Importance of Campus Environment (ICE) *Student-related importance that the institution provides a challenging and supportive environment*	How important is it to you that your college or university provides each of the following? • A challenging academic experience • Support to help you succeed academically • Opportunities to interact with students from different economic, social, and racial or ethnic backgrounds • Assistance coping with your non-academic responsibilities (work, family, etc.) • Support to help you thrive socially • Opportunities to attend campus events and activities

The importance of a challenging and supportive campus environment is the keystone of this section of the report. The mean rating of 7.15 on a scale of 0 (minimum) to 10 (maximum) strongly suggests that students find these characteristics important to them on a campus. Further female students reported significantly more importance than did male students on this scale. Likewise first generation students showed a significantly higher mean than did non-first generation students. Additionally most of the items on the survey in this scale were items that offered support. Only one item related to a challenging academic experience.

Table 17

BCSSE Mean Scale Scores and Selected Comparisons

BCSSE Scales [a]	OSU All Students			OSU Gender Comparisons				OSU First-Generation [d] Comparisons			
				Means		Tests of mean differences		Means		Tests of mean differences	
	Mean	*SD*	*N*	*Female*	*Male*	*Sig[b]*	*Effect size[c]*	*FG*	*Non-FG*	*Sig[b]*	*Effect size[c]*
Importance of Campus Environment (ICE) *Student-rated importance that the institution provides a challenging and supportive environment.*	7.15	1.57	2562	7.50	6.82	***	.44	7.31	7.08	***	.14

[a] Scale scores are expressed in 0 (minimum) to 10 (maximum) point scales.
[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 pooled standard deviation. It indicates the *practical* significance of the mean difference (effect size .2 is often considered small, .5 is moderate, and .8 is large).
[d] First generation is defined as no parent or guardian having graduated with a 4-year college degree.

Importance of the Campus Environment (ICE)—Individual Item Report

Overall all the majority of students (67%) expressed that campus-provided opportunities to attend events was important to them (rating of 5 or 6 on a 6 point scale). Female and first generation students rated this somewhat higher than did male students. See Figure 25.

Figure 25

**Importance of Campus Environment to Provide
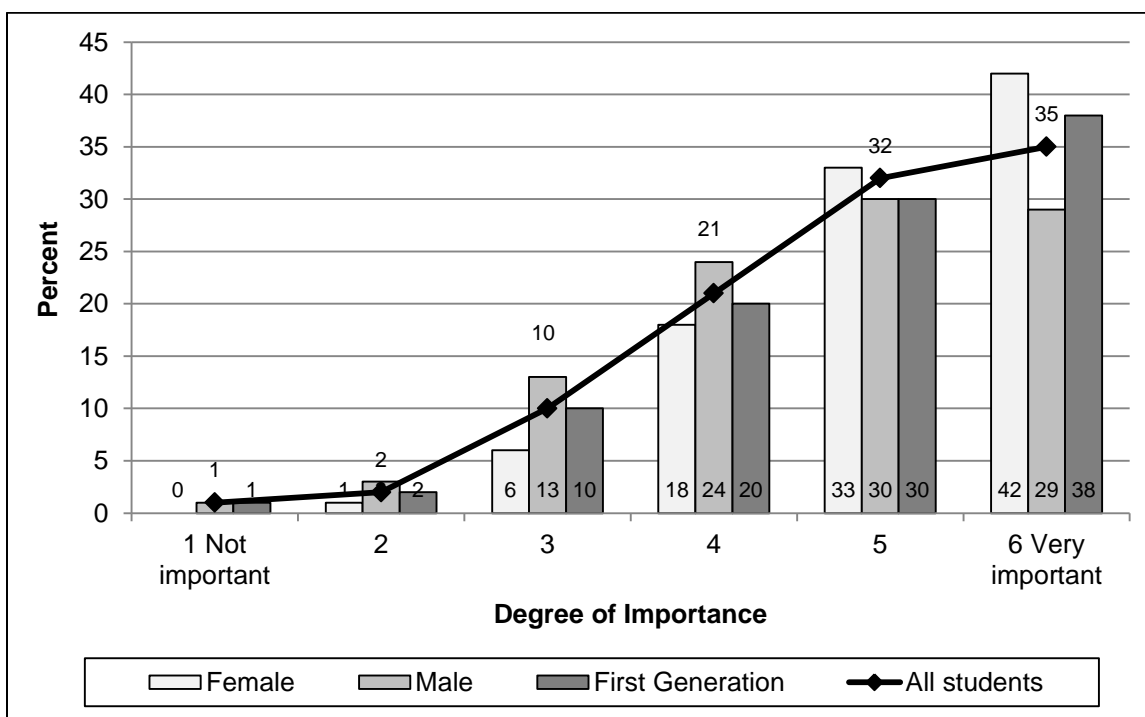Opportunities to Attend Campus Events**

Figure 26 contains the degree of importance that entering students attributed to having the campus environment provide opportunities to interact with others from different backgrounds. For all entering students, about 54% rated this as important or very important (rating of 5 or 6 on a 6 point scale). Female students and first generation students rated this higher than did male students. While 46% of male students did rate this as important or very important, it was less than female (62%) or first generation student (57%) ratings.

Interestingly, overall students (57%) also rated that it was important or very important (rating of 5 or 6 on a 6 point scale) that the campus environment provided them with an academically challenging experience. Male, female and first generation students showed little difference in this rating. See Figure 27 below.

Figure 26

**Importance of Campus Environment to Provide
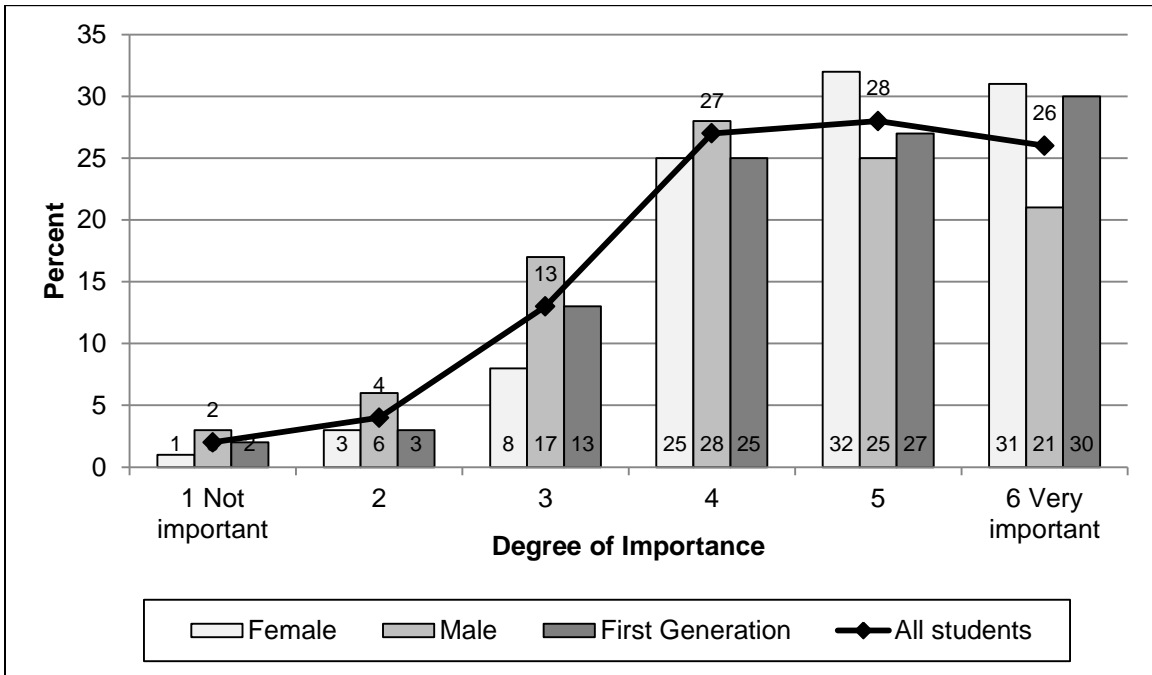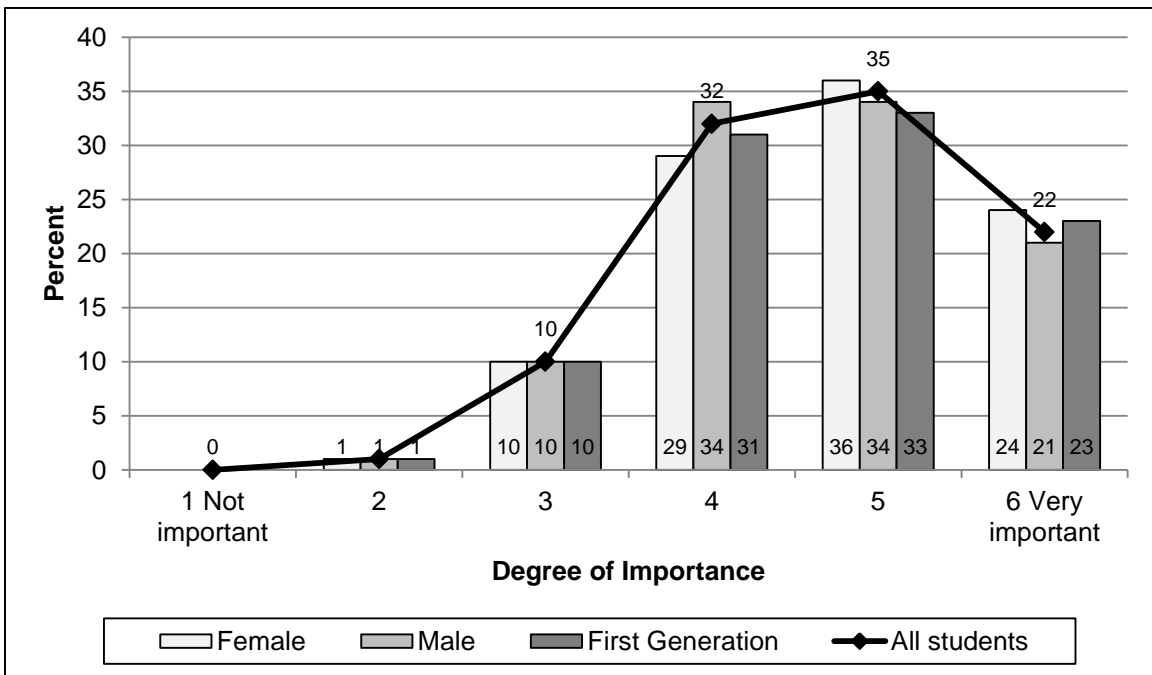Opportunities to Interact With Others from Different Backgrounds**


Figure 27

**Importance of Campus Environment to Provide
a Challenging Academic Experience**

29

Students were asked to rate the importance of three areas of support for students, social support, non-academic responsibility support, and academic support. Overwhelmingly, students indicated that support to succeed academically was the highest rated with 84% rating this as important or very important ((rating of 5 or 6 on a 6 point scale).

Figure 28

**Importance of Campus Environment to Provide
Support to Thrive Socially, Assistance to Cope with
Non-academic Responsibilities, or
Support to Succeed Academically**
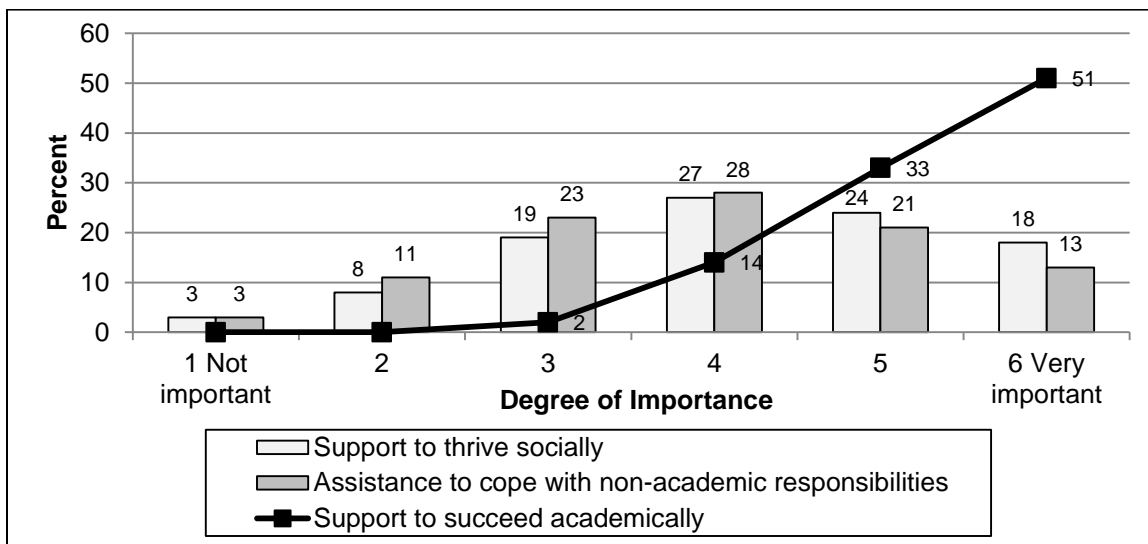
Female and first generation entering students looked very similar in terms of response patterns for the three areas of support articulated above. About 49% of female students and 44% of first generation students reported that it was very important to them for the campus to provide support to help them thrive socially. Only 36% of male students reported likewise (rating of 5 or 6 on a 6 point scale).

About 41% of entering female students and 38% of first generation students reported that it was very important to them for the campus to provide assistance to cope with non-academic responsibilities. Only 28% of entering male students reported similarly (rating of 5 or 6 on a 6 point scale).

Help to succeed academically was reported by all students as being more important than either of the other two areas of support. However, male students reported that it was somewhat less important than did female students and first generation students. Figure 29 below contains the frequency distributions for this area of support.

Figure 29

**Importance of Campus Environment to Provide
Support to Help You Succeed Academically**
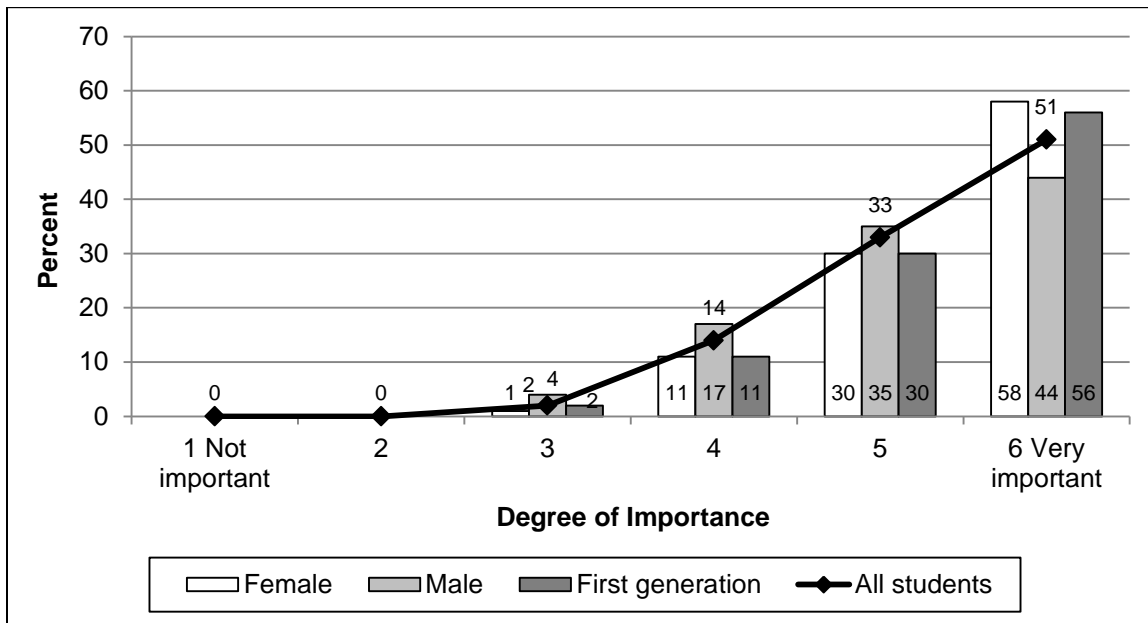
Co-Curricular Engagement during Last Year of High School

This section describes the degree of co-curricular involvement that students reported on the BCSSE survey. Table 18 below contains the specific items that are discussed in this section of the report.

Table 18

**Items Categorized as Co-Curricular Engagement During the
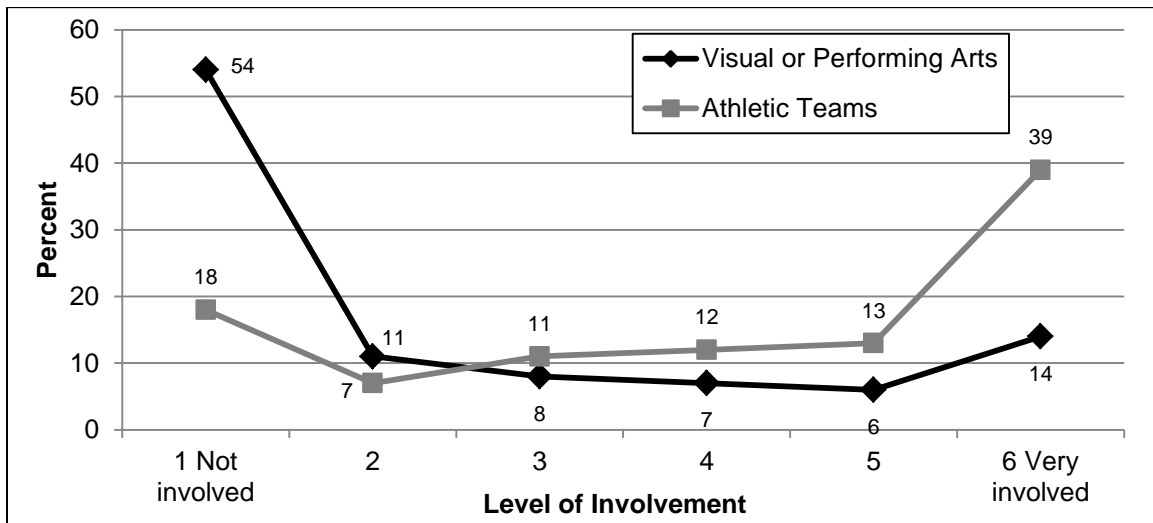Last Year of High School**

Co-curricular Engagement during Last Year of High School Level of involvement in:	▪ Visual or performing arts ▪ Athletic teams (varsity, junior varsity, club sports, etc.) ▪ Student government ▪ Publications (student newspaper, yearbook, etc.) ▪ Academic honor societies ▪ Academic clubs (science, math, debate, etc.) ▪ Vocational clubs (business, health, technology) ▪ Religious youth group ▪ Community service or volunteer work

Involvement in athletic teams was the area in which students reported the highest level of activity during their last year of high school. Approximately 52% reported being very involved in athletic teams (5 or 6 rating on a 6 point scale).

Approximately 20% reported a high level of involvement in the performing or visual arts programs during their last year of high school. See Figure 30 for the frequency distribution for all student involvement in athletic teams or the visual or performing arts programs.
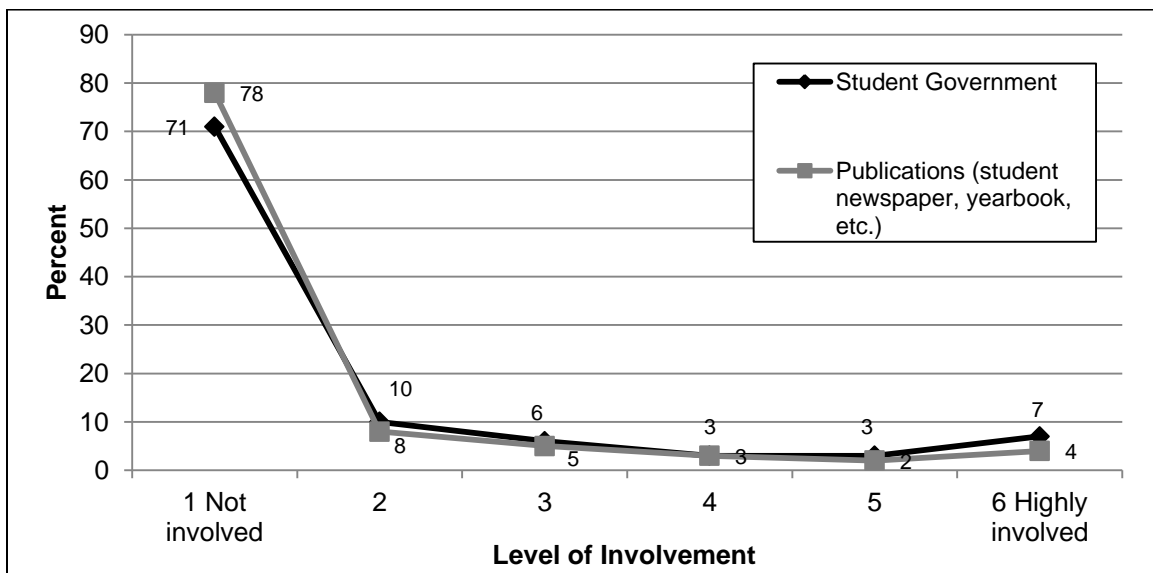
Figure 30

**Last High School Year Level of Involvement
In Performing or Visual Arts Programs or Athletic Teams**

Fewer than 10% of students reported high involvement in either student government or publications during their last year of high school. See Figure 31 below.
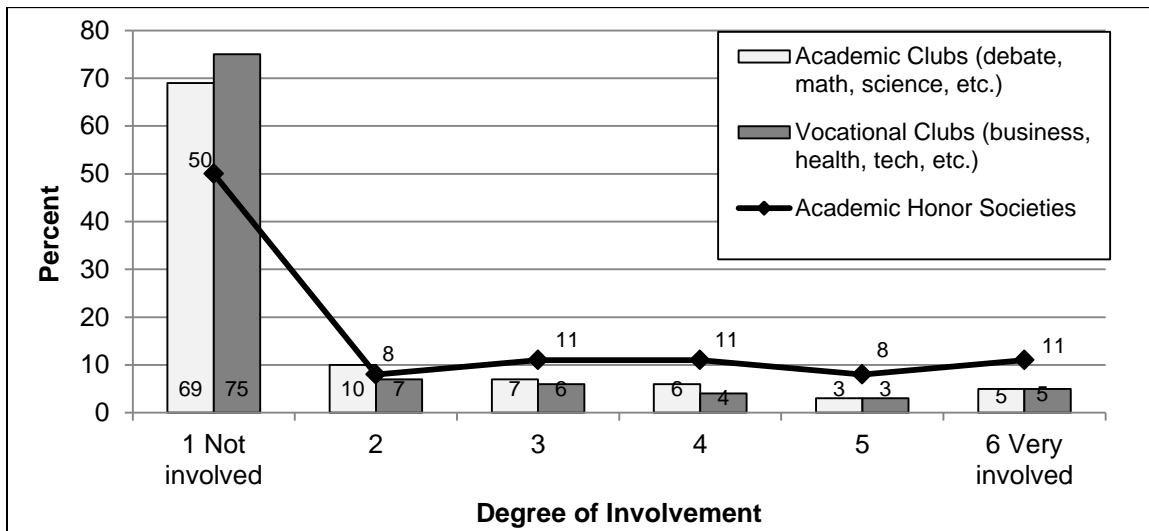
Figure 31

**Last High School Year Level of Involvement
in Student Government or Publications**

Involvement in academic or career-related clubs was minimal with a much higher of percentages of students reporting no involvement in these activities. Nevertheless of the three activities listed in Figure 32 below, students reported more involvement in academic honor societies than in the other two types of academically-related clubs.

Figure 32

**Last High School Year Level of Involvement in
Academic Honor Societies, Academic Clubs, or Vocational Clubs**

Engagement in community service or volunteer work was a close second to involvement in athletic teams with 38% reporting high involvement. See Figure 33 below.

Figure 33

**Last High School Year Level of Involvement in Religious
Youth Groups or Community Service or Volunteer Work**
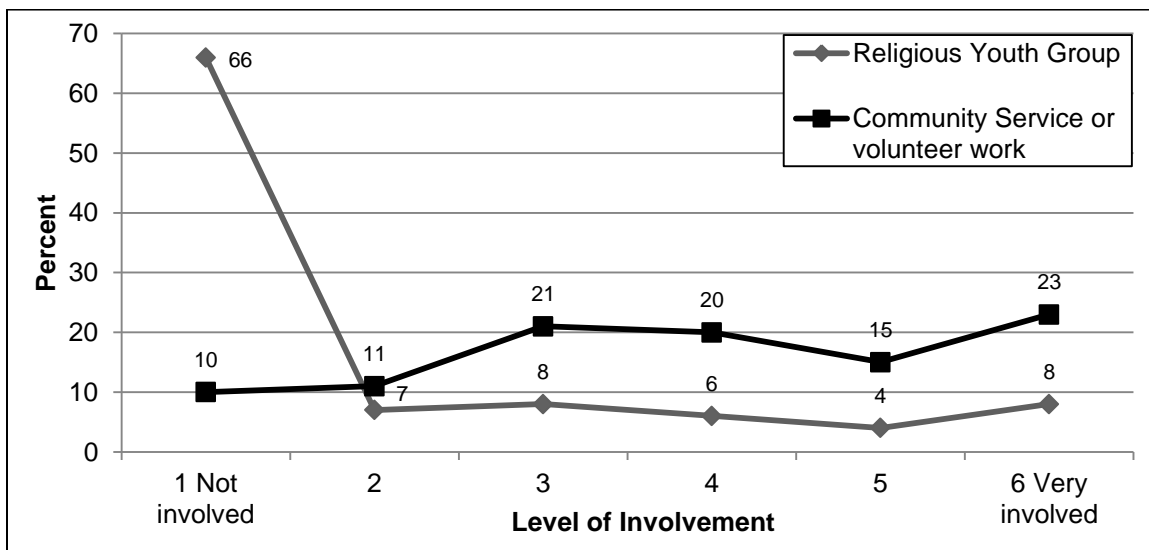
Other Engagement Activity

Items included in this category are those which did not neatly fit into another category but that involved engagement in academically enriching activities. Additionally two of the items in this category pertained to missing class and completing homework assignments.

About 59% of students reported that they had read books on their own for personal enjoyment or academic enrichment at least some of the time during their last high school year. Female students reported this slightly more than did male students.

Figure 34

**Books Read on Your Own (not assigned)
For Personal Enjoyment or Academic Enrichment**
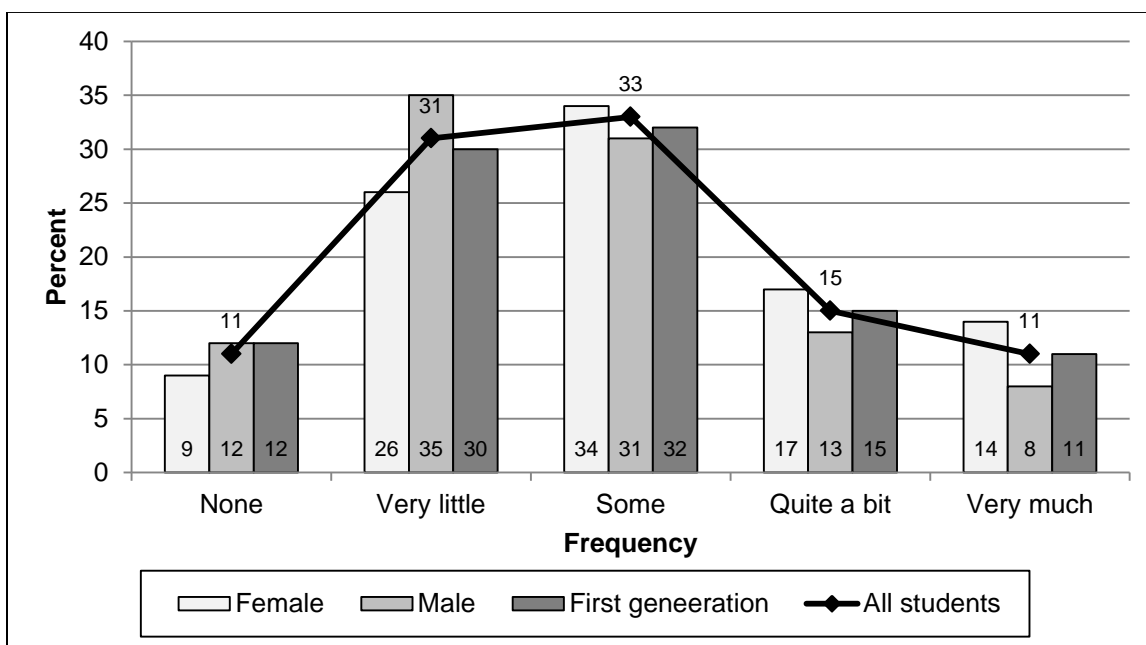
Most students (86%) reported that at least sometimes during their last year of high school they had had serious conversations with students who were racially or ethnically different from them. Nevertheless, about 15% reported that they had never had this experience. In this area, fewer male students had never had this experience than female students. See Figure 35 below.

Only 4% of students expected not to have this experience during their first year of college. Overall 96% of entering students expected to have serious conversations with students who differed from them in race/ethnicity during their first college year.

Thus, while many of these entering students have not had these experiences before, they do anticipate that they will be meeting and interacting seriously with students who differ from them racially and ethnically.

Figure 35

**Had Serious Conversations with Students Different
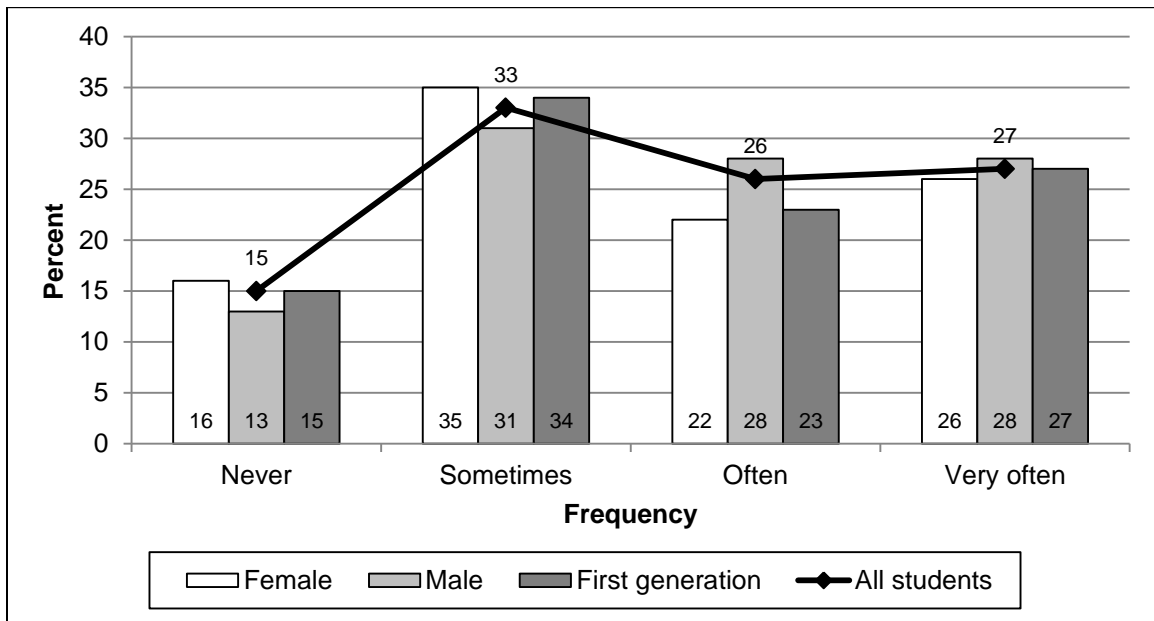From You in Race/Ethnicity in High School**

	Never	Sometimes	Often	Very often
Female	16	35	22	26
Male	13	31	28	28
First generation	15	34	23	27
All students	15	33	26	27

Figure 36

**Had in High School or Expect to Have in First College Year
Serious Conversations with Students Different From You in Race/Ethnicity**

	Never	Sometimes	Often	Very often
Had in High School	15	33	26	27
Expect to Have in First College Year	4	31	38	27
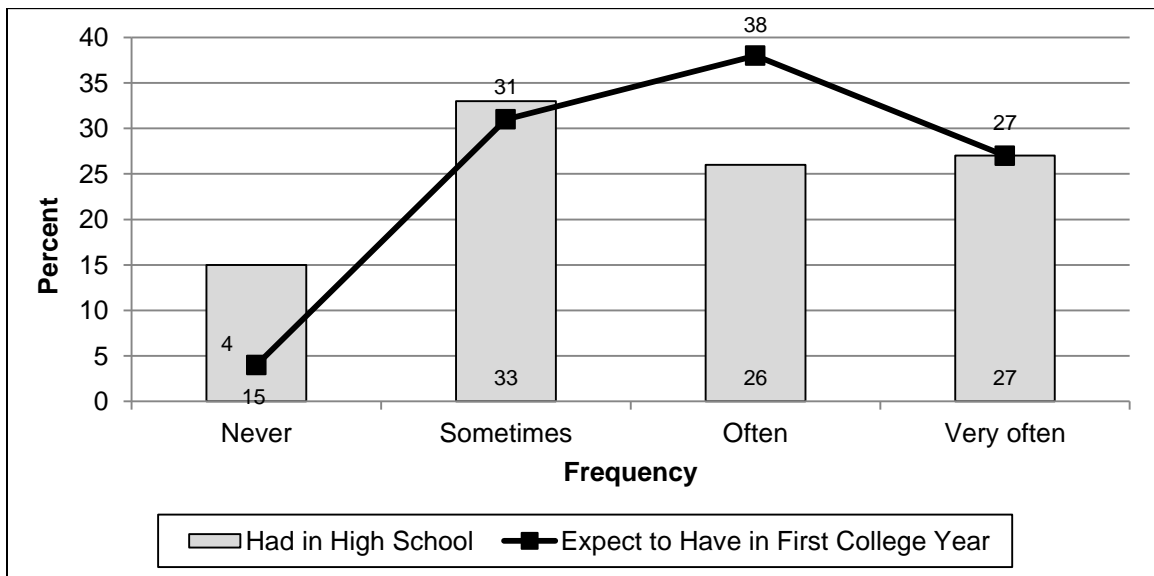
About 88% of students reported that in high school they had at least sometimes had serious conversations with students who differed from them in religious beliefs, political opinions or personal values. Only 12% reported that they had never had this experience.

35

Figure 37

**Had Serious Conversations in Last High School Year
with Students Different from You in Religious Beliefs,
Political Opinions or Personal Values**

Overall most students (97%) expected to have serious conversations with students who differed from them in terms of religious beliefs, political opinions or personal values at least sometime during their first college year. While, only 88% had reported this experience in high school.
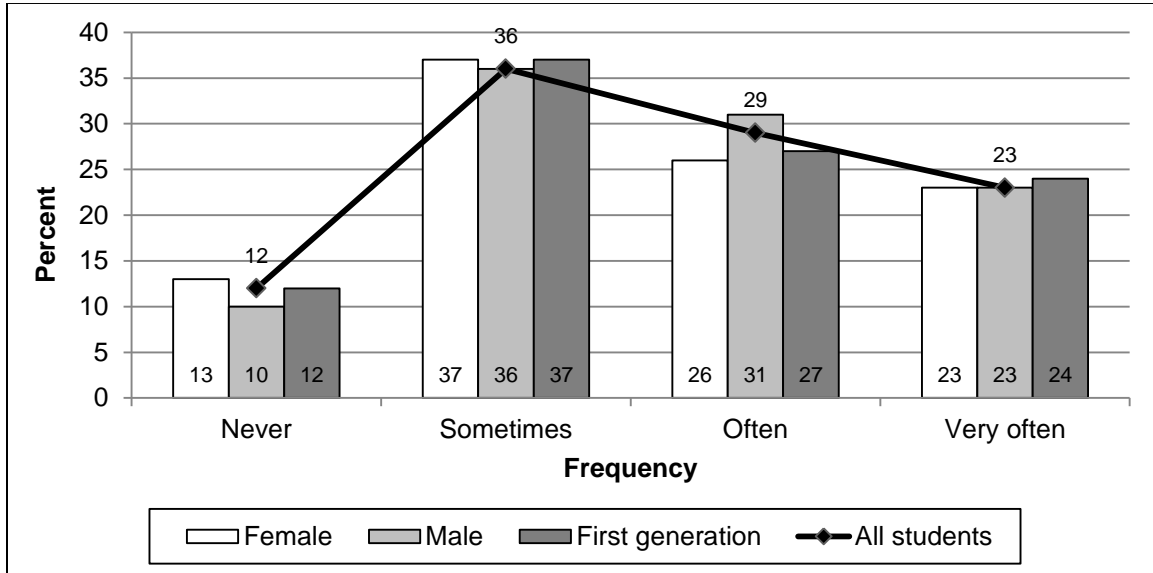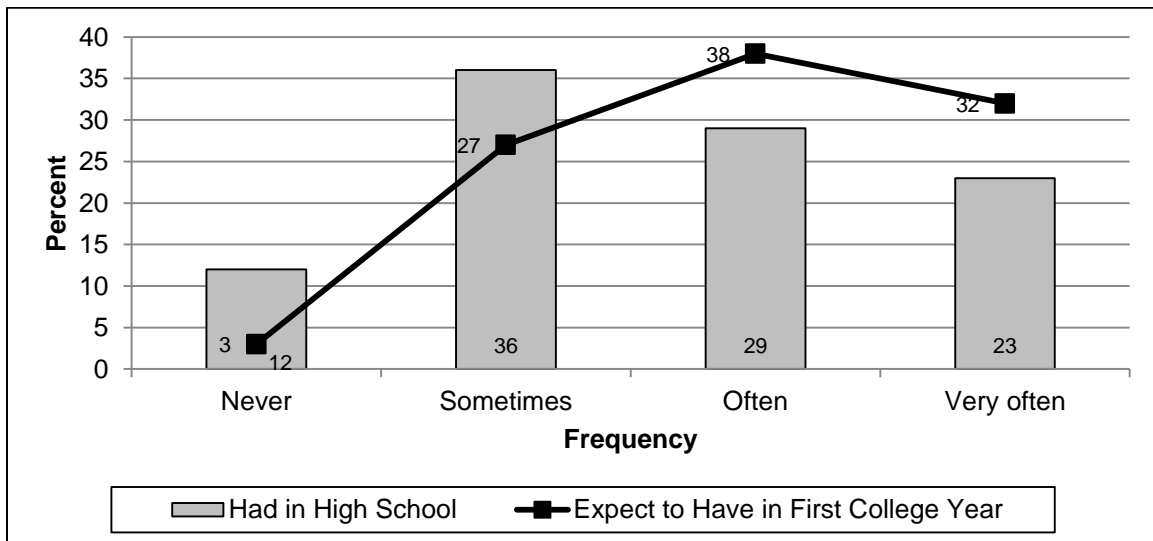
Figure 38

**Had in High School or Expect to Have in First College Year
Serious Conversations with Students Different from You in Religious
Beliefs, Political Opinions or Personal Values**

Most students (93%) reported that they had at least sometimes talked with a counselor, teacher or other staff member about college or career plans during their last year of high school. Female students and first generation students reported engaging more in this behavior often or very often than did male students. See Figure 39.

Figure 39

**Talked with a Counselor, Teacher, or Other Staff Member
About College or Career Plans**
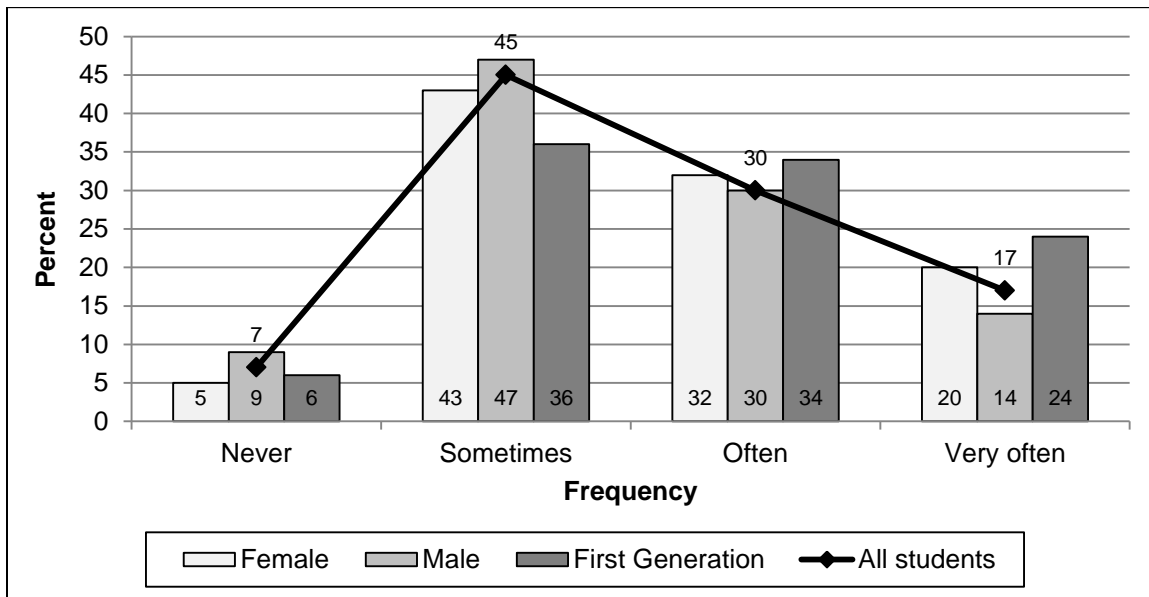
Most students reported that at least sometimes they had missed a day of class or had come to class without completing assignments. Approximately 8% reported that they had often or very often come to class without completing assignments (Figure 40).

Figure 40

**Came to Class without Completing Readings or Assignments**
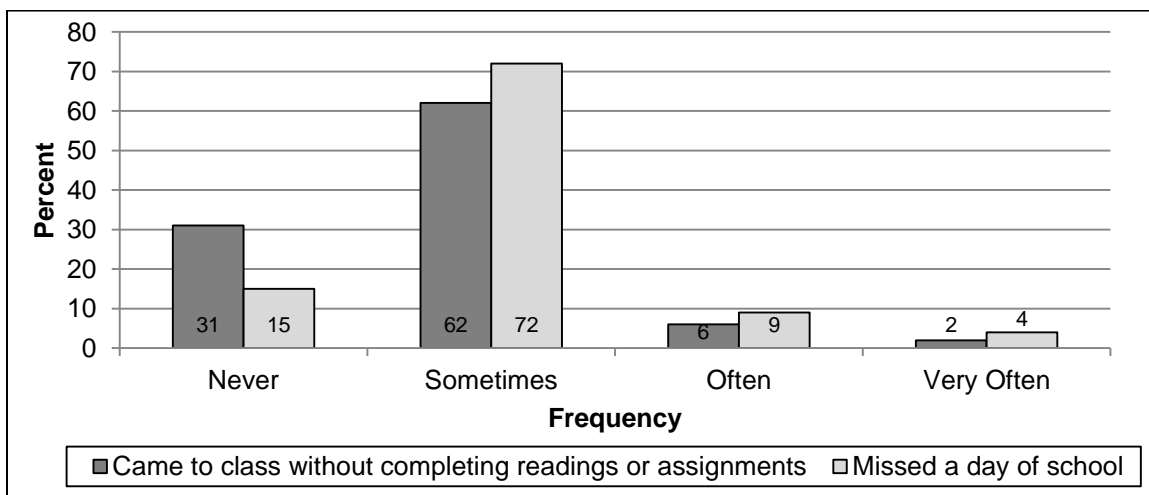
Use of Time in the Last Year of High School and Expected Use of Time during the First College Year

Students were asked to account for the amount of time in a week that they engaged in specific activities for this section of the report. They were then asked the amount of time that they expected to engage in these activities during their first college year.

Figure 41 contains the hours per week working for pay in high school and the expected number of hour per week working for pay in college. Most students expected to work at least some during their first year of college. About one-quarter expected not to have to work in their first year.

Figure 41

Hours per Week Working for Pay
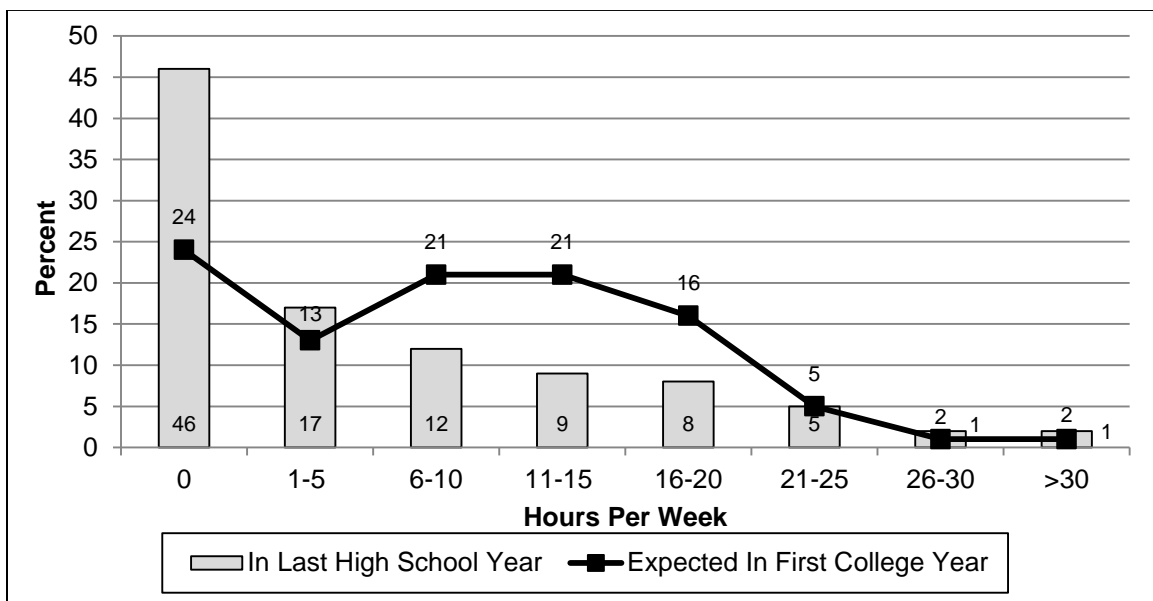
Female and first generation entering students reported working for pay in high school more than male students reported. About 39% of female students and 40% of first generation students reported working zero hours per week for pay in their last high school year while 53% of male students reported likewise.

Few students (<5%) expected to work over 25 hours per week regardless of grouping. Overall students expected to work 20 hours per week or less. (See Figures 42 and 43 below)

Figure 42

Hours per Week Working for Pay in Last High School Year

Figure 43

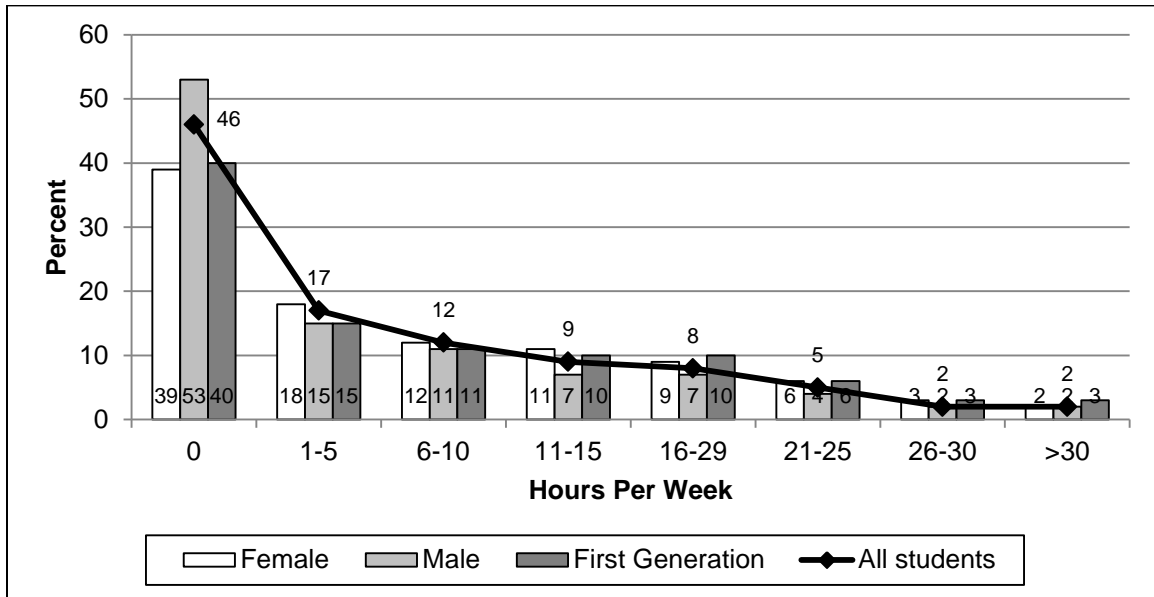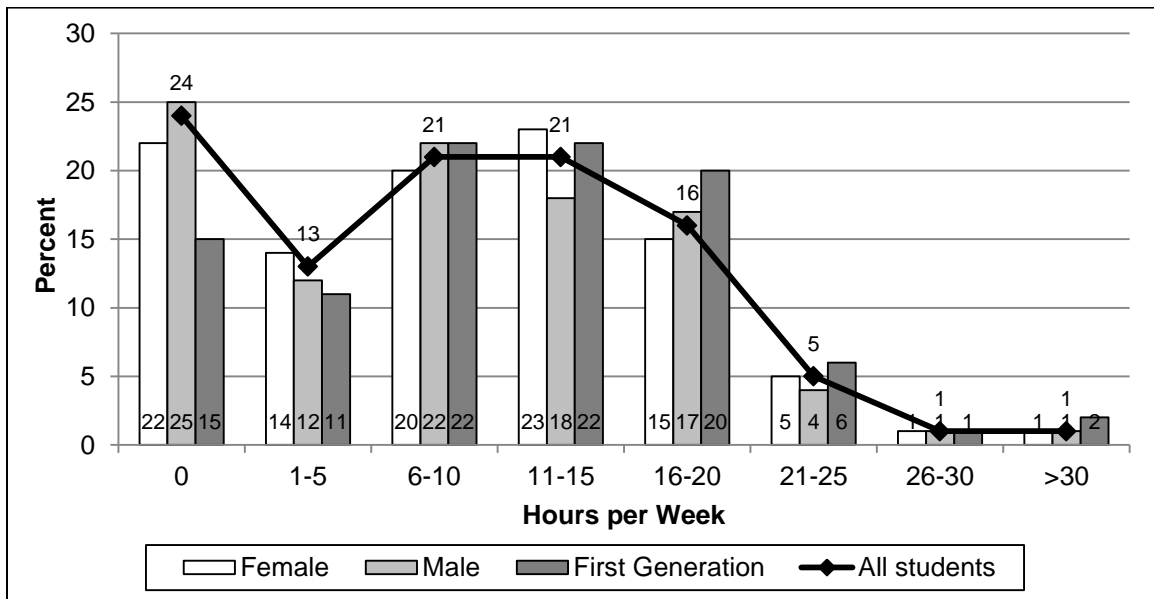**Hours per Week Expected to Work in First College Year**

Overall, few students reported high activity in co-curricular activities in high school with the exception of athletics, community service, and theater arts. For their first college year, most students expected to participate in co-curricular activities between 6 and 15 hours per week. No students expected to participate more than 20 hours per week.

Figure 44

Hours per Week Participating in Co-curricular Activities
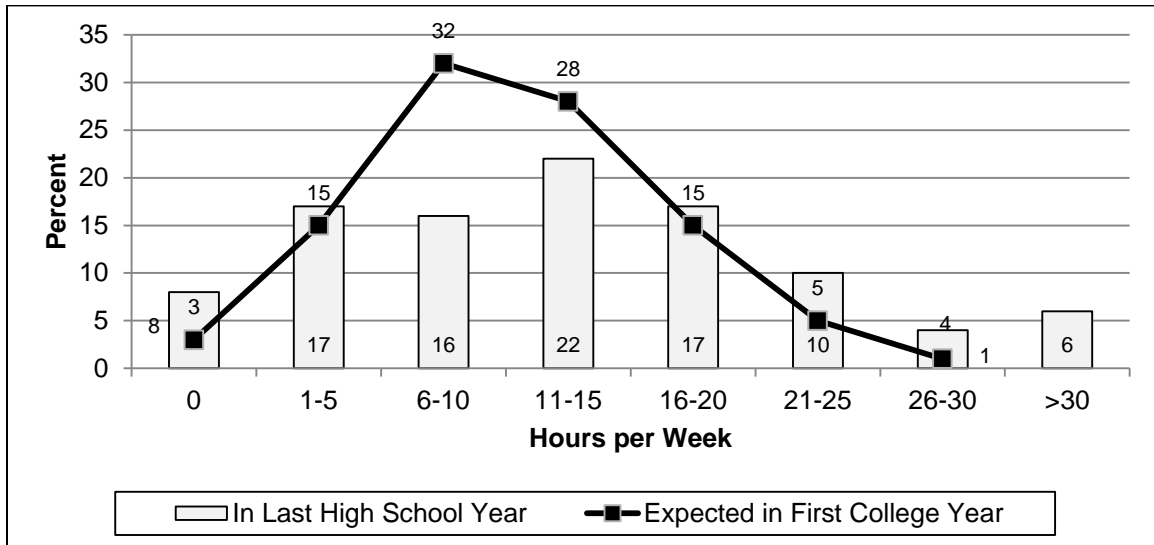
Students expected to relax and socialize more hours per week than either working or participating in co-curricular activities. They also expected to socialize between 1 to 20 hours per week more frequently than the other time frames available. Only 8% expected to relax or socialize more than 20 hours per week.

Figure 45

Hours per Week Relaxing and Socializing

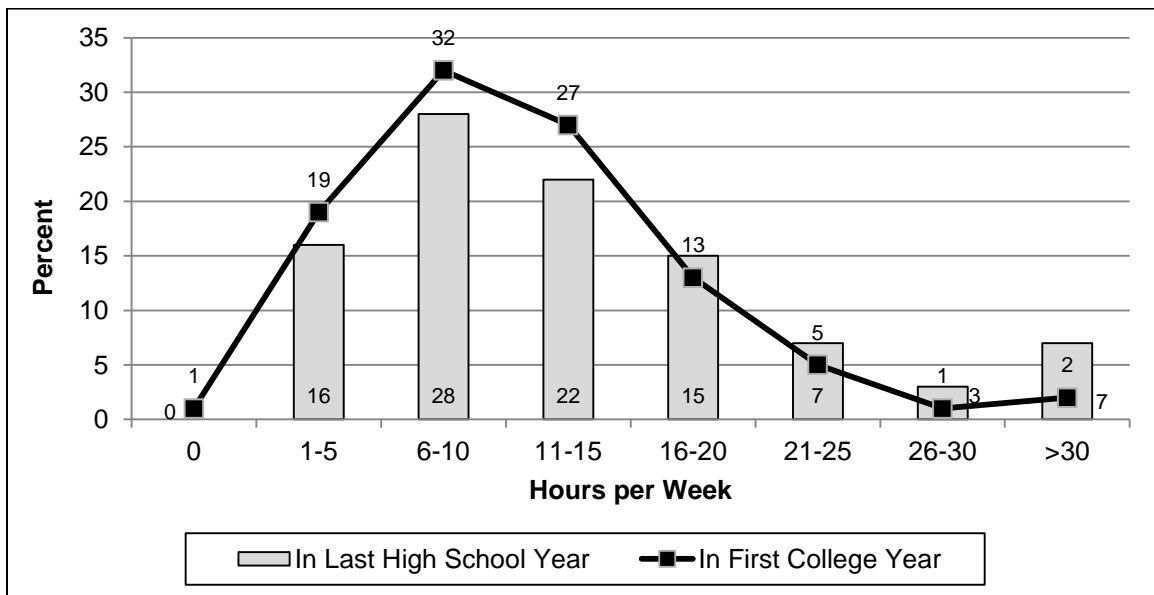**Expectations of Integrative Activity during the First Year of College**

Students were asked a series of questions about the expected frequency of engaging in specific academic experiences that have been shown to enhance learning. Table 19 below contains the specific questions included in this section of the report.

Table 19

**Expectations for Integrative Activity
During the First College Year**

Integrative Activity Frequency of activity in first year	- Work on a paper or project that requires integrating ideas or information from various sources - Expect to put together ideas or concepts from different courses when completing assignments or during class discussions - Expect to try to better understand someone else's views by imaging how an issue looks from high or her perspective - Expect to learn something that changes the way you understand an issue or idea

Generally, entering students have high expectations for engaging in these four behaviors often or very often during their first college year. The following figures contain the distributions for responses to these questions.

Overall, 93% expect often or very often to work on a paper or project during their first year in college that requires them to integrate ideas or information from various sources. No students expected never to engage in this activity in their first year.

Figure 46

**Expect to Work on a Paper or Project that
Requires Integrating Ideas or Information from
Various Sources during First College Year**

41
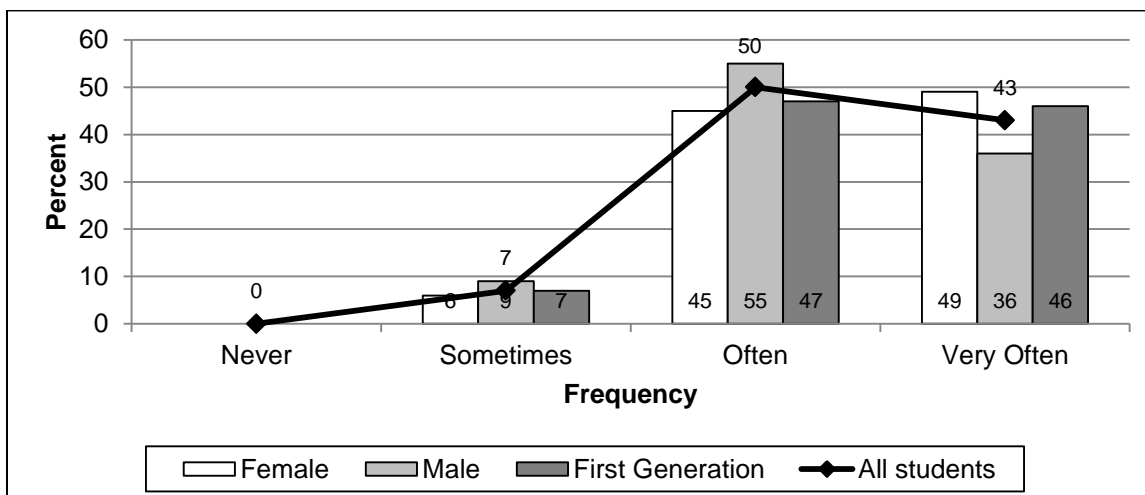
About 81% of entering students expected to often or very often put together ideas or concepts from different courses when completing assignments or during class discussions during their first year. Zero students expected never to engage in this behavior during the first year.

Figure 47

**Expect to Put Together Ideas or Concepts
From Different Courses When Completing
Assignments or During Class Discussions**
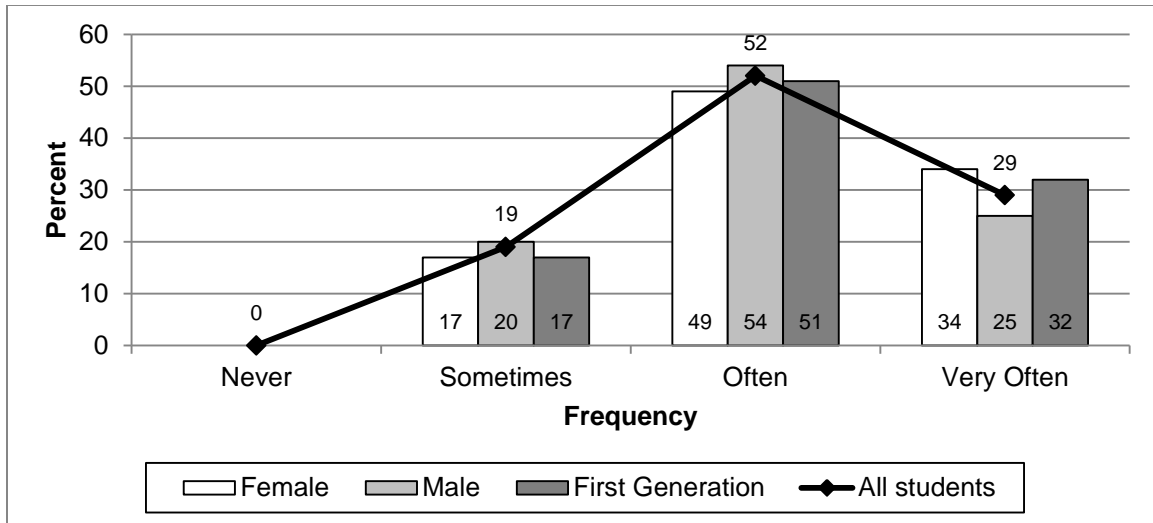
Overall, nearly all (99%) entering students expected to try to better understand someone else's view by imagining how an issue looked from his/her perspective at least some of the time during their first year in college. Seventy-nine percent expected to do this often or very often during their first year. See Figure 48.

Figure 48

**Expect to Try to Better Understand Someone Else's
Views by Imagining How an Issue Looks from His or Her Perspective**
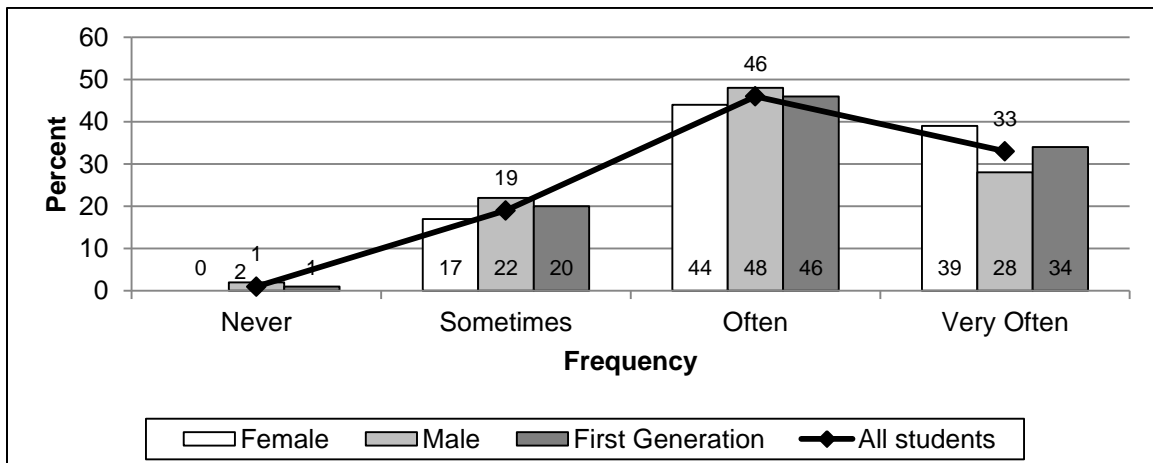
All entering students reported that they expected to learn something that changed the way they understood an issue or idea at least some of the time during their first year at OSU. About 85% expected to do this often or very often during their first year.

Figure 49

**Expect to Learn Something That Changes
The Way You Understand an Issue or Idea**

Paying For College

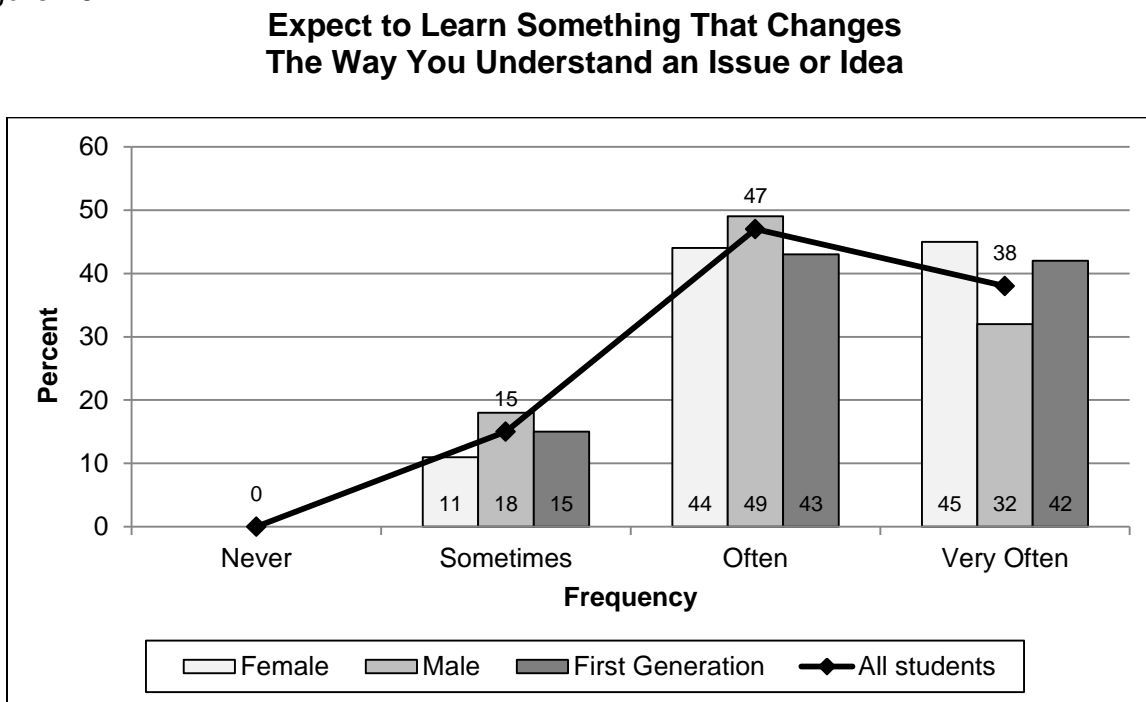Having sufficient funds to pay for educational expenses is often problematic for many students. This section of the report provides information about how students expect to fund their first year at OSU.

About 50% of students expected to pay less than half of their expenses with scholarships or grants. Another 10% expected to pay all or nearly all of their expenses with grants or scholarships. Lastly, about 3% did not know if they had grants or scholarships or if they did how much they covered.

A little over one-third of students expected to have no student loans for the first year. About 10% expected that student loans would pay all or mostly all of their expenses while 23% expected student loans to cover half or more of their expenses. Interestingly, about 3% did not know if student loans would be part of the funds that would help them pay college expenses. See Figure 50.

Figure 50

College Expenses during First College Year
Paid by Scholarships/Grants or Student Loans
(all students self-report)
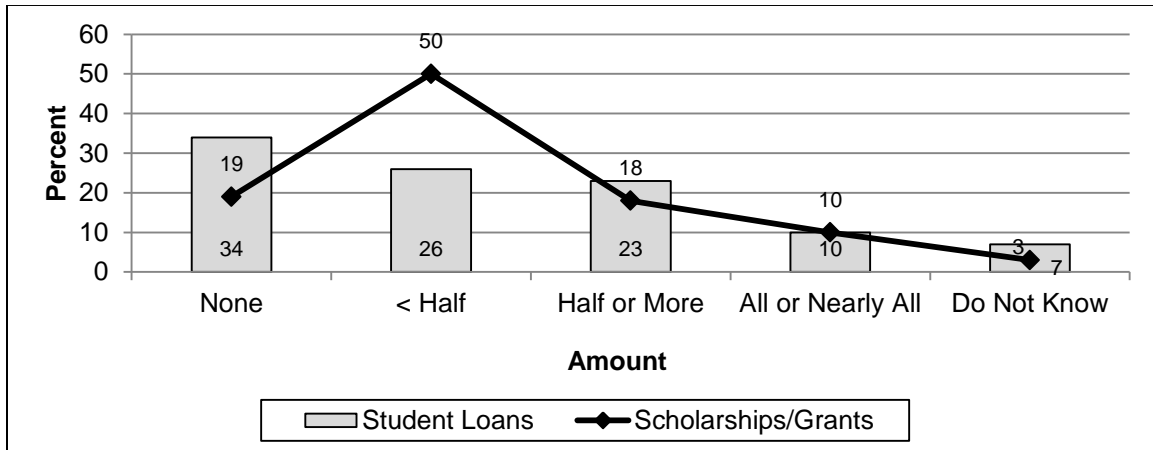
Most students (55%) expected to pay less than half of their college expenses their first year with another 20% expecting to pay nothing toward their college expenses for their initial college year. Only about 13% expected to pay half or more of their college expenses themselves.

About 54% of students expected their parents/families to pay half or more of their first year expenses. Only about 4% of students expected all or nearly all of their expenses to be paid by parents/family members. Sixteen percent expected to get no financial help from parents/family members regarding their first year expenses.

Figure 51

College Expenses during First College
Year Paid by Parents/family or Self
(all students self-report)
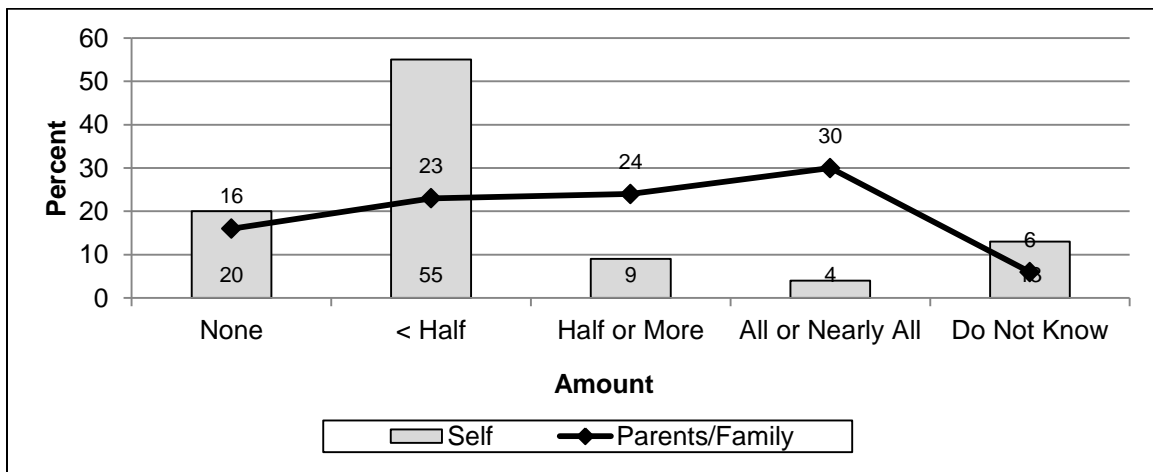
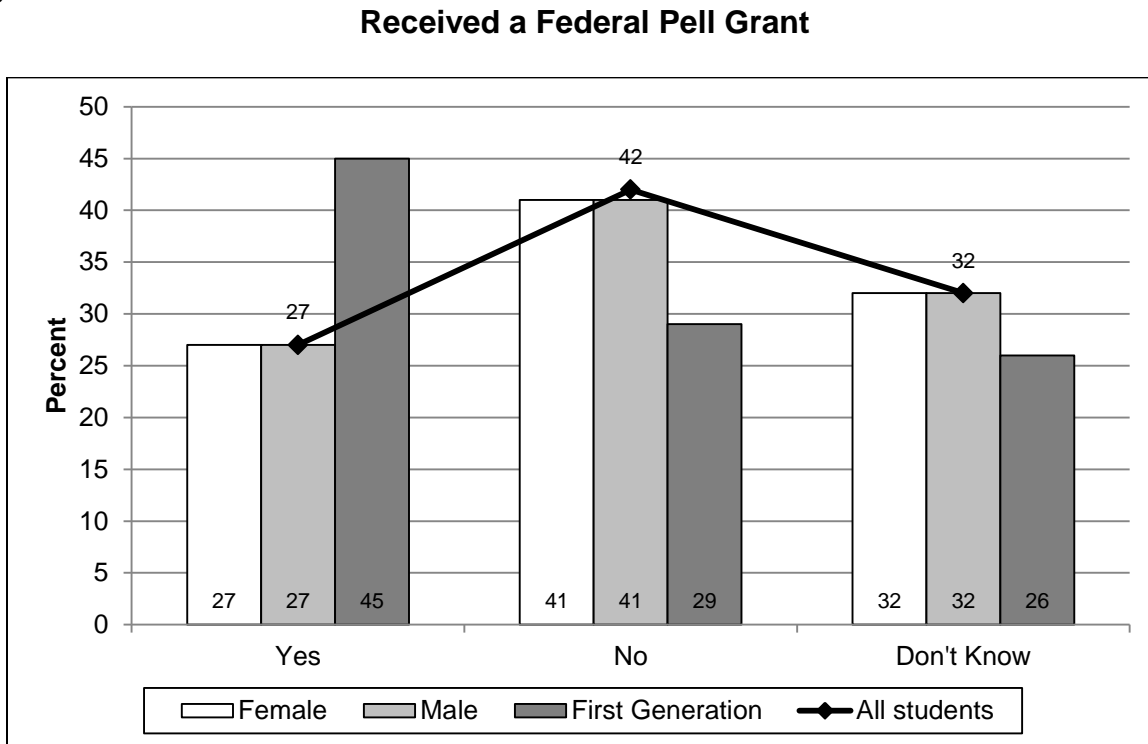Most (45%) first generation entering students reported that they received a Pell Grant for their first year. Only 27% of all students reported receiving a Pell Grant. Interestingly, nearly one-third of students did not know if they had received a Pell Grant at the time they were taking the survey.

Figure 52

Received a Federal Pell Grant

DISCUSSION AND RECOMMENDATIONS

OSU entering first year students who attended at summer START session and were 17 years old or older were asked to participate in the Beginning College Survey of Student Engagement (BCSSE) survey. The BCSSE was designed to measure the high school experiences and college expectations of entering first year students. Further the BCSSE parallels the National Survey of Student Engagement (NSSE) which is administered to senior students and first year students during the winter and spring terms. Thus, by using both instruments, the experiences of first year students can be examined in terms of high school experiences, expected experiences in college, and actual college experiences. This report examined the responses of first year students on the BCSSE.

A total of 2,614 students were asked to participate in the survey with 2562 completions which is a return rate of 98%. Approximately 34% of these were first generation college students (defined as no parent or guardian had graduated with a 4-year college degree). Generally respondents reported that they would be full-time students and that they had a high school grade point average of B or better. Most (71%) reported their

race as white (non-Hispanic) with about 27% reporting a race other than white. Most (88%) intended to graduate from Oregon State though about 11% were uncertain if they would graduate or not.

Six scales were developed to assess high school academic engagement, expected college academic engagement, perseverance, expected academic difficulty, perception of academic preparation, and the importance of the campus environment in providing both challenge and support. Three scales, achieved a mean of 7 or greater on a scale that ranged from 0 (minimum) to 10 (maximum). These scales included: Expected Academic Perseverance, Perceived Academic Preparation, and Importance of Campus Environment. The remaining three scales achieved a mean range of 5.18 to 5.91 with 0 (minimum) to 10 (maximum). These scale included: Expected Academic Difficulty, High School Academic Engagement, and Expected Academic Engagement.

Overall, students entered OSU with high expectations for their collegiate academic experience. They expected a high level of integrative academic experience in their first year that included interacting with faculty regularly about ideas from readings and class discussions. Further they expected, from the beginning, to write and participate in class discussions by pulling together information from multiple courses and resources. They expected to learn things that changed the way they thought about issues and to be challenged to examine ideas from different perspectives.

The importance of the academic environment in supporting their academic pursuits was evident as well. For the majority of students it was very important that supports were available to help them succeed academically and to a somewhat lessor degree socially. They wanted the campus to provide them with opportunities to attend campus events and to interact meaningfully with other students.

They expected to spend more hours per week studying than they did in high school and they expected slightly lower grades. Nearly all students reported entering OSU with a B or better grade point average and they expected to get at least a B average their first year. They rated themselves overall well-prepared for college–level work, except perhaps in the area of mathematics. They believed that they would persevere in the face of obstacles and about 88% believed that they would graduate from OSU. Nevertheless over 75% reported that managing time would be substantially difficult for them.

In general entering students were not as involved in co-curricular activities in high school as they expected to be in college. Three areas of high school involvement, athletics, music/theater, and community service had the highest percentages of reported involvement for entering students. Student government, student media, clubs and organizations had substantially fewer students involved in high school than the previously mentioned groups of activities.

A little over 75% of students intended to work at least a few hours per week in order to help with college expenses at the time the survey was administered. Further about one-

third of students reported that they did not know if they had received a Pell grant. Likewise 7% did not know if they had received a loan and 3% did know if they had received a scholarship. In terms of self-funding from savings about 55% reported that they would pay about half of their expenses. The majority of students (77%) expected their parents/family members would pay half to nearly all of their expenses for the first year.

Students entered OSU with great expectations for their OSU academic experience and for their futures. They believed that they will be called upon to engage in academically integrative activity and they expect OSU to provide supports along the way to help them be successful. In general most students did not have a clear picture of exactly how they were going to finance their first year but many expected to pay half or more with a combination of work, their own savings or with family support. Overall they were eager to meet new people and have opportunities to interact meaningfully with them. They expected that at least some of these interactions would be with people different from themselves in some significant way (e.g., race, ethnicity, political beliefs, SES, etc.).

How students experience what OSU has to offer and how this meets students' expectations will be addressed when these BCSSE results are compared to the results of the National Survey of Student Engagement which will be administered during Winter, 2013.

Recommendations

5. Continue to administer the BCSSE only on those years that NSSE is administered (every 2-4 years).
6. Return to the CIRP freshman survey on years the BCSSE is not administered.
7. Continue to use the BCSSE data with available BANNER data and the NSSE data to develop key indicators of attrition/retention for first year students.
8. Assess to what degree entering student expectations about the academic experience are met during their first year.

REFERENCES

Sanderson, R.A. (2010). Beginning College Survey of Student Engagement 2009 OSU Results. Student Affairs Research Report 01-10. Corvallis, OR: OSU Division of Student Affairs.