

# BCSSE

## Beginning College Survey of Student Engagement Academic Unit Executive Summary

Fall 2014

An **EVERY CARD COUNTS** Initiative

**Office of Institutional Effectiveness**  
338 Miller Information and Technology Center (MITC)  
University of Louisville  
Louisville, KY 40292  
Ph. 502.852.6169  
Web. [louisville.edu/institutionalresearch](http://louisville.edu/institutionalresearch)

**2014 Beginning College Survey of Student Engagement**  
**University of Louisville**  
**Academic Unit Executive Summary**

The Office of Institutional Effectiveness (IE) administered the 2014 Beginning College Survey of Student Engagement (BCSSE) to 2833 incoming first-year students between May 27 and July 1, 2014 across all ten sessions at New Student Orientation. The BCSSE is a nationally administered companion survey to the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE), both of which will be administered in Spring 2015. The BCSSE is designed to gather information about entering college students' academic and co-curricular experiences in high school as well as their expectations for their first-year academic experiences (BCSSE, 2014). When reviewing the report, please note that it provides *self-reported* data from students about their past experiences and future expectations.

The following report provides questions of interest as they relate to students' academic experience and expectations. The subset of questions for this report were selected for their alignment with the individual student BCSSE Advising Reports that were shared with academic advisors (via GradesFirst) for each entering first-year student. The BCSSE provides a wealth of data that may be helpful to inform interactions with this cohort of first-year students. If you would like to view the full 2014 BCSSE Report (with University-level analysis) or would like to request any additional analysis at the unit level, please contact Katie Partin:

Katie Partin, PhD  
Assistant Director  
Institutional Effectiveness  
e. [katie.partin@louisville.edu](mailto:katie.partin@louisville.edu)  
p. 502.852.3761

## I . Student Profile

Variable	<i>n</i>	% <sup>ad</sup>
Gender		
Man	1350	48%
Woman	1421	51%
Another gender Identity	8	0.3%
Prefer not to respond	15	1%
Race/Ethnicity		
Am. Indian/Alaska Native	58	2%
Asian	124	4%
Black/African American	320	11%
Hispanic/Latino	110	4%
Native Hawaiian/other Pacific Islander	18	1%
White	2300	83%
Other	54	2%
Prefer not to respond	49	2%
First Gen. Status <sup>b</sup>		
Yes	1199	43%
No	1579	57%
Place of Residence		
Campus housing <sup>c</sup>	2017	72%
Off campus	762	27%
High School Type		
Public	2144	76%
Private, religiously-affiliated	624	22%
Private, not religiously-affiliated	33	1%
Home school	24	0.8%
AP Courses		
0	567	21%
1-2	732	27%
3-4	670	25%
5-6	399	15%
7+	350	13%
College Courses for Credit		
0	1173	50%
1-2	675	28%
3+	524	22%

<sup>a</sup> Percentages may not equal 100 due to rounding procedure.

<sup>b</sup> First generation is defined as no parent or guardian having graduated with a 4-year college degree.

<sup>c</sup> Students who identified traditional residence halls or residence (house, apartment, etc. within walking distance to campus)

<sup>d</sup> Percentages >1 are rounded to the nearest whole number. Percentages <1 are reported to the exact decimal.

## II. High School Behavior and First-year Expectations

Students were asked a variety of questions related to how they spent their time (in number of hours per week) in high school (HS). They were also asked to anticipate how many hours per week they plan to spend their time on the same types of activities during their first year (FY). Questions of interest to the academic units are displayed below.

		<b>% High School Behavior; % FY Expectations</b>																	
		<b>% Overall<sup>ab</sup></b> (n=2831) (n=2813)				<b>% Within Unit<sup>bc</sup></b>													
<b>Type of Activity</b>				<b>AS</b> (n=1472) (n=1460)		<b>BU</b> (n=206) (n=203)		<b>DS</b> (n=38) (n=38)		<b>ED</b> (n=256) (n=257)		<b>MU</b> (n=72) (n=71)		<b>NU</b> (n=236) (n=234)		<b>SS</b> (n=476) (n=475)		<b>SW</b> (n=15) (n=15)	
<b>Studying</b>	<b>Hrs./wk.</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>
	0	4%	3%	4%	0%	4%	0%	3%	0%	1%	0%	7%	0%	3%	0%	5%	0%	7%	0%
	1-5	51%	2%	51%	3%	56%	1%	58%	5%	59%	4%	36%	3%	58%	2%	44%	2%	27%	7%
	6-10	27%	15%	27%	17%	28%	14%	32%	13%	25%	21%	39%	10%	18%	15%	29%	6%	67%	7%
	11-15	10%	28%	10%	31%	7%	36%	3%	24%	8%	17%	13%	23%	13%	0%	9%	27%	0%	28%
	16-20	5%	25%	4%	25%	3%	26%	3%	34%	6%	24%	1%	30%	6%	33%	8%	21%	0%	27%
	21-25	2%	16%	3%	15%	1%	11%	3%	18%	1%	12%	1%	24%	2%	18%	4%	22%	0%	27%
	26-30	1%	8%	1%	7%	1%	4%	0%	3%	0%	4%	1%	9%	1%	9%	1%	15%	0%	7%
	31+	1%	6%	1%	4%	0%	7%	0%	3%	0%	4%	1%	9%	0%	3%	1%	15%	0%	0%
<b>Working for Pay</b>	<b>Hrs./wk.</b>	<b>% Overall<sup>ab</sup></b> (n=2826) (n=2810)		<b>AS</b> (n=1471) (n=1457)		<b>BU</b> (n=205) (n=203)		<b>DS</b> (n=38) (n=38)		<b>ED</b> (n=256) (n=257)		<b>MU</b> (n=71) (n=71)		<b>NU</b> (n=236) (n=234)		<b>SS</b> (n=474) (n=475)		<b>SW</b> (n=15) (n=15)	
	0	32%	23%	31%	18%	33%	25%	29%	21%	32%	17%	42%	25%	17%	12%	40%	50%	27%	0%
	1-5	9%	7%	9%	6%	9%	7%	8%	3%	10%	8%	16%	21%	7%	6%	11%	8%	13%	13%
	6-10	10%	13%	10%	13%	10%	13%	8%	11%	11%	13%	4%	20%	11%	13%	9%	14%	7%	7%
	11-15	12%	17%	11%	16%	13%	19%	11%	26%	13%	21%	10%	17%	19%	25%	13%	14%	7%	20%
	16-20	15%	22%	18%	25%	16%	18%	14%	26%	15%	25%	11%	9%	19%	19%	12%	11%	20%	40%
	21-25	12%	11%	13%	13%	15%	10%	18%	8%	12%	11%	10%	6%	13%	16%	10%	2%	7%	7%
	26-30	7%	4%	7%	5%	3%	4%	5%	3%	7%	5%	6%	1%	10%	4%	4%	1%	7%	7%
	31+	3%	3%	4%	3%	3%	3%	8%	3%	2%	1%	1%	1%	4%	4%	3%	1%	13%	7%

<sup>a</sup> Student who do not have a school designated in PeopleSoft were excluded from the analysis.

<sup>b</sup> Percentages >1 are rounded to the nearest whole number. Percentages <1 are reported to the exact decimal.

<sup>c</sup> School of Public Health and Information Sciences was removed due to low cell count (<5)

### III. High School Paper-writing Behavior and First-year Expectations

Students were asked how many papers, reports, or other writing tasks (by length/total number) they completed in high school (HS). They were also asked to anticipate how many papers, reports, or other writing tasks they expect to complete during their first year (FY). Answers displayed below.

		<b>% High School Behavior; % FY Expectations</b>																	
		<b>% Overall<sup>ab</sup></b>				<b>% Within Unit<sup>bc</sup></b>													
<b>Number of writing tasks</b>		<b>(n=2818)</b>		<b>AS</b>		<b>BU</b>		<b>DS</b>		<b>ED</b>		<b>MU</b>		<b>NU</b>		<b>SS</b>		<b>SW</b>	
		<b>(n=2780)</b>		<b>(n=1461)</b>		<b>(n=205)</b>		<b>(n=37)</b>		<b>(n=256)</b>		<b>(n=72)</b>		<b>(n=235)</b>		<b>(n=477)</b>		<b>(n=15)</b>	
		<b>(n=1445)</b>		<b>(n=198)</b>		<b>(n=36)</b>		<b>(n=254)</b>		<b>(n=71)</b>		<b>(n=232)</b>		<b>(n=471)</b>		<b>(n=15)</b>			
<b>up to 5 pages</b>	<b>#</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>
	None	5%	0.5%	4%	0.6%	2%	0%	0%	0%	5%	0.4%	10%	1%	6%	0%	3%	0.4%	13%	0%
	1-2	21%	4%	21%	4%	20%	4%	19%	6%	30%	5%	14%	4%	28%	6%	17%	5%	33%	0%
	3-5	30%	20%	31%	20%	30%	19%	32%	17%	33%	18%	30%	14%	29%	24%	50%	21%	27%	20%
	6-10	20%	30%	20%	30%	23%	35%	24%	33%	20%	35%	21%	28%	23%	28%	19%	26%	0%	47%
	11-15	9%	20%	9%	20%	7%	16%	5%	28%	6%	17%	13%	23%	7%	16%	13%	22%	7%	7%
	16-20	5%	11%	5%	11%	5%	9%	3%	8%	6%	15%	4%	10%	3%	10%	8%	11%	13%	0%
	21+	9%	15%	10%	15%	12%	17%	5%	8%	2%	10%	10%	20%	5%	17%	13%	14%	0%	27%
<b>between 6 and 10 pages</b>	<b>#</b>	<b>% Overall<sup>ab</sup></b>		<b>AS</b>		<b>BU</b>		<b>DS</b>		<b>ED</b>		<b>MU</b>		<b>NU</b>		<b>SS</b>		<b>SW</b>	
		<b>(n=2818)</b>		<b>(n=1461)</b>		<b>(n=205)</b>		<b>(n=37)</b>		<b>(n=256)</b>		<b>(n=72)</b>		<b>(n=235)</b>		<b>(n=477)</b>		<b>(n=15)</b>	
		<b>(n=2789)</b>		<b>(n=1451)</b>		<b>(n=197)</b>		<b>(n=38)</b>		<b>(n=254)</b>		<b>(n=71)</b>		<b>(n=235)</b>		<b>(n=471)</b>		<b>(n=15)</b>	
		<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>
	None	32%	0.7%	33%	0.4%	23%	1%	44%	0%	39%	0.4%	31%	0%	33%	2%	29%	1%	64%	7%
	1-2	50%	12%	49%	12%	60%	14%	48%	16%	48%	12%	44%	9%	52%	9%	51%	14%	29%	0%
	3-5	14%	35%	14%	33%	14%	35%	8%	37%	12%	38%	20%	30%	12%	37%	17%	38%	0%	40%
	6-10	3%	30%	3%	32%	2%	27%	0%	24%	2%	27%	4%	37%	2%	30%	3%	27%	7%	13%
	11-15	0.9%	14%	1%	14%	0.5%	14%	0%	18%	0.4%	17%	0%	14%	1%	13%	0.4%	15%	0%	33%
	16-20	0.1%	6%	0.1%	6%	0%	6%	0%	3%	0%	6%	0%	9%	0%	6%	0%	4%	0%	0%
	21+	0%	3%	0%	3%	0%	4%	0%	3%	0%	1%	0%	3%	0%	4%	0.2%	1%	0%	7%
<b>11 pages or more</b>	<b>#</b>	<b>% Overall<sup>ab</sup></b>		<b>AS</b>		<b>BU</b>		<b>DS</b>		<b>ED</b>		<b>MU</b>		<b>NU</b>		<b>SS</b>		<b>SW</b>	
		<b>(n=2818)</b>		<b>(n=1461)</b>		<b>(n=205)</b>		<b>(n=37)</b>		<b>(n=256)</b>		<b>(n=72)</b>		<b>(n=235)</b>		<b>(n=477)</b>		<b>(n=15)</b>	
		<b>(n=2774)</b>		<b>(n=1444)</b>		<b>(n=197)</b>		<b>(n=36)</b>		<b>(n=252)</b>		<b>(n=71)</b>		<b>(n=232)</b>		<b>(n=470)</b>		<b>(n=15)</b>	
		<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>	<b>HS</b>	<b>FYE</b>
	None	75%	6%	75%	5%	74%	10%	86%	3%	85%	5%	60%	3%	80%	7%	71%	8%	93%	7%
	1-2	22%	39%	21%	37%	26%	36%	11%	39%	13%	38%	34%	38%	18%	38%	25%	46%	7%	27%
	3-5	2%	33%	2%	33%	1%	37%	3%	33%	0.8%	32%	4%	28%	2%	33%	3%	30%	0%	33%
	6-10	0.3%	14%	0.6%	15%	0%	12%	0%	14%	0.04%	18%	0%	17%	0%	11%	0%	10%	0%	20%
	11-15	0.2%	5%	0.3%	6%	0%	2%	0%	8%	0.4%	6%	0%	9%	0%	7%	0%	5%	0%	7%
	16-20	0.1%	2%	0.1%	3%	0%	3%	0%	0%	0%	0.4%	0%	4%	0%	2%	0%	0.2%	0%	0%
	21+	0.1%	1%	0.1%	2%	0%	1%	0%	3%	0%	0.4%	1.5%	1%	0%	2%	0.2%	0.9%	0%	7%

<sup>a</sup> Student who do not have a school designated in PeopleSoft were excluded from the analysis.

<sup>b</sup> Percentages >1 are rounded to the nearest whole number. Percentages <1 are reported to the exact decimal.

<sup>c</sup> School of Public Health and Information Sciences was removed due to low cell count (<5)

#### IV. High School Academic Activities

Students were told to think about their last year of high school and asked a variety of questions related to *quantitative reasoning*: reaching conclusion based on numerical information, using numerical information to examine real-world problems, etc. as well as their *learning strategies*: identifying key information from readings, reviewing notes after class, etc. Questions were analyzed and are displayed below.

##### a. Quantitative Reasoning

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

	% Overall <sup>ab</sup>	% Within Unit <sup>bc</sup>							
	(n=2822)	AS (n=1464)	BU (n=206)	DS (n=38)	ED (n=256)	MU (n=71)	NU (n=235)	SS (n=477)	SW (n=15)
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.).									
Never	5%	5%	0.5%	8%	10%	13%	8%	2%	13%
Sometimes	29%	30%	29%	29%	33%	20%	35%	21%	13%
Often	42%	41%	43%	47%	42%	37%	38%	43%	60%
Very often	25%	24%	28%	16%	15%	31%	19%	35%	13%
Used numerical information to examine real-world problems or issues (unemployment, climate change, public health, etc.).	Overall <sup>a</sup> (n=2823)	AS (n=1464)	BU (n=206)	DS (n=38)	ED (n=257)	MU (n=71)	NU (n=235)	SS (n=477)	SW (n=15)
Never	12%	13%	7%	24%	13%	18%	15%	7%	0%
Sometimes	39%	40%	41%	42%	41%	34%	42%	36%	40%
Often	32%	30%	35%	26%	33%	27%	30%	38%	33%
Very often	17%	18%	18%	8%	13%	21%	13%	20%	27%
Evaluated what others have concluded from numerical information.	Overall <sup>a</sup> (n=2820)	AS (n=1461)	BU (n=206)	DS (n=38)	ED (n=257)	MU (n=71)	NU (n=235)	SS (n=477)	SW (n=15)
Never	12%	13%	7%	24%	15%	10%	13%	10%	7%
Sometimes	45%	45%	43%	47%	45%	41%	53%	43%	47%
Often	31%	31%	41%	29%	31%	34%	26%	31%	40%
Very often	11%	11%	9%	0%	9%	16%	7%	14%	7%

<sup>a</sup> Student who do not have a school designated in PeopleSoft were excluded from the analysis.

<sup>b</sup> Percentages >1 are rounded to the nearest whole number. Percentages <1 are reported to the exact decimal.

<sup>c</sup> School of Public Health and Information Sciences was removed due to low cell count (<5)

## b. Learning Strategies

During your last year of high school, about how often did you do the following?

	<b>% Overall<sup>a</sup></b>	<b>% Within Unit<sup>bc</sup></b>							
	<b>(n=2820)</b>	<b>AS</b>	<b>BU</b>	<b>DS</b>	<b>ED</b>	<b>MU</b>	<b>NU</b>	<b>SS</b>	<b>SW</b>
		<b>(n=1463)</b>	<b>(n=205)</b>	<b>(n=38)</b>	<b>(n=257)</b>	<b>(n=71)</b>	<b>(n=234)</b>	<b>(n=477)</b>	<b>(n=15)</b>
Identified key information from reading assignments.									
Never	1%	1%	0.5%	0%	1%	0%	2%	1%	0%
Sometimes	16%	15%	21%	13%	18%	7%	11%	19%	7%
Often	41%	40%	37%	50%	42%	40%	42%	46%	33%
Very often	42%	44%	42%	37%	39%	54%	45%	35%	60%
Reviewed your notes after class.	<b>Overall<sup>a</sup></b>	<b>AS</b>	<b>BU</b>	<b>DS</b>	<b>ED</b>	<b>MU</b>	<b>NU</b>	<b>SS</b>	<b>SW</b>
	<b>(n=2820)</b>	<b>(n=1462)</b>	<b>(n=206)</b>	<b>(n=38)</b>	<b>(n=257)</b>	<b>(n=70)</b>	<b>(n=235)</b>	<b>(n=477)</b>	<b>(n=15)</b>
Never	11%	11%	12%	8%	7%	9%	6%	16%	13%
Sometimes	42%	42%	53%	37%	39%	54%	33%	44%	27%
Often	29%	29%	22%	26%	35%	21%	36%	25%	27%
Very often	18%	18%	13%	29%	19%	16%	26%	16%	33%
Summarized what you learned in class or from course materials.	<b>Overall<sup>a</sup></b>	<b>AS</b>	<b>BU</b>	<b>DS</b>	<b>ED</b>	<b>MU</b>	<b>NU</b>	<b>SS</b>	<b>SW</b>
	<b>(n=2817)</b>	<b>(n=1459)</b>	<b>(n=206)</b>	<b>(n=38)</b>	<b>(n=257)</b>	<b>(n=71)</b>	<b>(n=235)</b>	<b>(n=476)</b>	<b>(n=15)</b>
Never	8%	8%	10%	11%	7%	3%	6%	11%	13%
Sometimes	39%	37%	44%	40%	39%	34%	36%	43%	40%
Often	37%	39%	31%	29%	38%	42%	38%	32%	27%
Very often	17%	17%	15%	21%	16%	21%	20%	14%	20%

<sup>a</sup> Student who do not have a school designated in PeopleSoft were excluded from the analysis.

<sup>b</sup> School of Public Health and Information Sciences was removed due to low cell count (<5)

<sup>c</sup> Percentages >1 are rounded to the nearest whole number. Percentages <1 are reported to the exact decimal.

**c. Challenge**

*During your last year of high school, to what extent did your:*

Courses challenge you to do your best work?	% Overall <sup>a</sup> (n=2811)	% Within Unit <sup>bc</sup>							
		AS (n=1458)	BU (n=203)	DS (n=38)	ED (n=257)	MU (n=71)	NU (n=234)	SS (n=475)	SW (n=15)
1 (not at all)	2%	2%	3%	5%	1%	4%	0.4%	1%	0%
2	5%	4%	6%	5%	4%	6%	3%	7%	0%
3	12%	13%	15%	8%	11%	18%	7%	10%	7%
4	20%	21%	21%	21%	23%	13%	15%	18%	27%
5	34%	34%	32%	18%	35%	31%	46%	32%	33%
6	18%	16%	17%	34%	18%	16%	21%	24%	20%
7 (very much)	9%	9%	6%	8%	8%	13%	8%	8%	13%

<sup>a</sup> Student who do not have a school designated in PeopleSoft were excluded from the analysis.

<sup>b</sup> Percentages >1 are rounded to the nearest whole number. Percentages <1 are reported to the exact decimal.

<sup>c</sup> School of Public Health and Information Sciences was removed due to low cell count (<5)



## V. First-year Expectations for Effective Educational Practice

Students were told to think about their expectations and asked a variety of questions related to *student-faculty interaction*: discussing career plans and academic performance, etc. as well as their *interaction with diverse others*: discussions with people of a different race/ethnicity, religious beliefs, etc. Questions were analyzed and are displayed below.

### a. Student-Faculty Interaction

*During the coming school year, about how often do you expect to do each of the following?*

	% Overall <sup>ab</sup>	% Within Unit <sup>bc</sup>							
		AS	BU	DS	ED	MU	NU	SS	SW
Talk about <b>career plans</b> with a faculty member.	(n=2811)	(n=1458)	(n=203)	(n=38)	(n=257)	(n=71)	(n=234)	(n=475)	(n=15)
Never	1%	1%	2%	0%	0.8%	0%	1%	2%	0%
Sometimes	39%	37%	38%	29%	39%	21%	32%	52%	53%
Often	38%	40%	34%	42%	40%	52%	42%	32%	27%
Very often	22%	22%	27%	29%	20%	27%	24%	14%	20%
Work with faculty member on <b>activities other than coursework</b> (committees, student groups, etc.).	Overall <sup>a</sup> (n=2823)	AS (n=1458)	BU (n=203)	DS (n=38)	ED (n=257)	MU (n=71)	NU (n=234)	SS (n=475)	SW (n=15)
Never	7%	7%	9%	3%	5%	1%	8%	7%	0%
Sometimes	50%	48%	42%	53%	49%	37%	50%	63%	60%
Often	30%	31%	35%	34%	32%	45%	29%	23%	27%
Very often	12%	13%	14%	11%	14%	17%	14%	7%	13%
Discuss your <b>academic performance</b> with a faculty member.	Overall <sup>a</sup> (n=2817)	AS (n=1463)	BU (n=204)	DS (n=38)	ED (n=256)	MU (n=71)	NU (n=235)	SS (n=476)	SW (n=15)
Never	1%	2%	1%	0%	0.4%	0%	1%	2%	0%
Sometimes	38%	38%	39%	16%	32%	27%	33%	48%	60%
Often	43%	44%	42%	68%	50%	45%	48%	37%	13%
Very often	17%	17%	18%	16%	17%	28%	22%	13%	27%
Discuss <b>course topics, ideas, or concepts</b> with a faculty member <b>outside of class</b> .	Overall <sup>a</sup> (n=2816)	AS (n=1462)	BU (n=204)	DS (n=38)	ED (n=256)	MU (n=71)	NU (n=235)	SS (n=476)	SW (n=15)
Never	4%	3%	6%	3%	4%	1%	7%	5%	0%
Sometimes	50%	49%	51%	50%	48%	42%	50%	55%	73%
Often	35%	36%	34%	40%	38%	38%	32%	32%	13%
Very often	11%	12%	10%	8%	10%	18%	11%	8%	13%

<sup>a</sup> Student who do not have a school designated in PeopleSoft were excluded from the analysis.

<sup>b</sup> Percentages >1 are rounded to the nearest whole number. Percentages <1 are reported to the exact decimal.

<sup>c</sup> School of Public Health and Information Sciences was removed due to low cell count (<5)

**b. Interactions with Diverse Others**

*During the coming school year, about how often do you expect to have discussions with people from the following groups?*

	<b>% Overall<sup>ab</sup></b>	<b>% Within Unit<sup>bc</sup></b>							
		<b>AS</b>	<b>BU</b>	<b>DS</b>	<b>ED</b>	<b>MU</b>	<b>NU</b>	<b>SS</b>	<b>SW</b>
People of a <b>race or ethnicity</b> other than your own.	(n=2813)	(n=1460)	(n=203)	(n=38)	(n=256)	(n=71)	(n=235)	(n=476)	(n=15)
Never	0.2%	0.3%	0%	0%	0.4%	0%	0%	0%	0%
Sometimes	8%	7%	9%	5%	8%	1%	6%	10%	0%
Often	39%	38%	33%	50%	40%	37%	36%	45%	27%
Very often	53%	55%	58%	45%	52%	62%	58%	45%	73%
People from an <b>economic background</b> other than your own.	<b>Overall<sup>a</sup></b> (n=2811)	<b>AS</b> (n=1460)	<b>BU</b> (n=203)	<b>DS</b> (n=38)	<b>ED</b> (n=256)	<b>MU</b> (n=71)	<b>NU</b> (n=234)	<b>SS</b> (n=475)	<b>SW</b> (n=15)
Never	0.4%	0.6%	0%	0%	0.4%	0%	0.9%	0%	0%
Sometimes	7%	7%	7%	13%	6%	3%	6%	7%	0%
Often	40%	39%	35%	45%	41%	31%	41%	49%	27%
Very often	52%	54%	59%	42%	52%	66%	52%	44%	73%
People with <b>religious beliefs</b> other than your own.	<b>Overall<sup>a</sup></b> (n=2813)	<b>AS</b> (n=1460)	<b>BU</b> (n=203)	<b>DS</b> (n=38)	<b>ED</b> (n=256)	<b>MU</b> (n=71)	<b>NU</b> (n=235)	<b>SS</b> (n=476)	<b>SW</b> (n=15)
Never	0.4%	0.7%	0.5%	0%	0%	0%	0%	0%	0%
Sometimes	8%	8%	8%	16%	10%	0%	8%	8%	13%
Often	39%	37%	34%	47%	40%	40%	40%	44%	13%
Very often	53%	54%	58%	37%	50%	61%	52%	48%	73%
People with <b>political views</b> other than your own.	<b>Overall<sup>a</sup></b> (n=2813)	<b>AS</b> (n=1460)	<b>BU</b> (n=203)	<b>DS</b> (n=38)	<b>ED</b> (n=256)	<b>MU</b> (n=71)	<b>NU</b> (n=235)	<b>SS</b> (n=476)	<b>SW</b> (n=15)
Never	0.4%	0.4%	0.5%	0%	0%	1%	0%	0.2%	7%
Sometimes	8%	9%	10%	11%	9%	3%	8%	8%	0%
Often	38%	36%	31%	47%	40%	31%	40%	44%	20%
Very often	53%	55%	58%	42%	52%	65%	52%	49%	73%

<sup>a</sup> Student who do not have a school designated in PeopleSoft were excluded from the analysis.

<sup>b</sup> Percentages >1 are rounded to the nearest whole number. Percentages <1 are reported to the exact decimal.

<sup>c</sup> School of Public Health and Information Sciences was removed due to low cell count (<5)

## VI. Expected Transition Difficulty

Students were told to think about their expectations and asked a variety of questions related to the *difficulty of transition* to college: learning material, managing time, making friends, etc. Questions were analyzed and are displayed below.

*During the coming school year, how difficult do you expect the following to be?*

	% Overall <sup>ab</sup>	% Within Unit <sup>bc</sup>							
Learning course material.	(n=2797)	<b>AS</b> (n=1456)	<b>BU</b> (n=199)	<b>DS</b> (n=38)	<b>ED</b> (n=255)	<b>MU</b> (n=71)	<b>NU</b> (n=234)	<b>SS</b> (n=471)	<b>SW</b> (n=15)
1 (not at all difficult)	1%	1%	3%	3%	0%	1%	0%	0.8%	0%
2	5%	6%	3%	5%	5%	7%	3%	5%	7%
3	18%	20%	19%	8%	17%	24%	18%	14%	20%
4	40%	42%	43%	47%	47%	37%	36%	32%	47%
5	28%	25%	29%	26%	24%	24%	36%	34%	20%
6 (very difficult)	8%	6%	4%	11%	8%	7%	7%	14%	7%
Managing your time.	<b>Overall<sup>a</sup></b> (n=2797)	<b>AS</b> (n=1456)	<b>BU</b> (n=199)	<b>DS</b> (n=38)	<b>ED</b> (n=255)	<b>MU</b> (n=71)	<b>NU</b> (n=234)	<b>SS</b> (n=471)	<b>SW</b> (n=15)
1 (not at all difficult)	1%	1%	1%	0%	0%	1%	1%	0.8%	0%
2	5%	4%	6%	8%	5%	6%	8%	5%	7%
3	11%	11%	12%	16%	10%	6%	12%	9%	0%
4	21%	20%	19%	21%	19%	16%	18%	25%	27%
5	34%	35%	31%	32%	36%	38%	33%	30%	27%
6 (very difficult)	29%	28%	32%	24%	30%	34%	28%	30%	40%
Paying for college expenses.	<b>Overall<sup>a</sup></b> (n=2805)	<b>AS</b> (n=1460)	<b>BU</b> (n=199)	<b>DS</b> (n=38)	<b>ED</b> (n=256)	<b>MU</b> (n=71)	<b>NU</b> (n=235)	<b>SS</b> (n=473)	<b>SW</b> (n=15)
1 (not at all difficult)	13%	13%	21%	16%	10%	11%	11%	14%	7%
2	15%	16%	12%	16%	11%	14%	13%	20%	7%
3	16%	16%	19%	8%	13%	17%	16%	15%	40%
4	17%	17%	16%	11%	20%	16%	15%	20%	7%
5	17%	17%	15%	21%	19%	18%	17%	15%	13%
6 (very difficult)	23%	22%	18%	29%	29%	24%	29%	16%	27%
Getting help with school work.	<b>Overall<sup>a</sup></b> (n=2803)	<b>AS</b> (n=1460)	<b>BU</b> (n=198)	<b>DS</b> (n=38)	<b>ED</b> (n=256)	<b>MU</b> (n=71)	<b>NU</b> (n=234)	<b>SS</b> (n=473)	<b>SW</b> (n=15)
1 (not at all difficult)	23%	23%	26%	26%	18%	24%	23%	23%	20%
2	35%	36%	36%	29%	29%	41%	29%	39%	47%
3	25%	24%	23%	32%	30%	20%	27%	25%	27%
4	13%	14%	12%	8%	17%	13%	15%	9%	7%
5	3%	3%	3%	5%	5%	1%	4%	3%	0%
6 (very difficult)	0.7%	0.5%	0%	0%	0.8%	1%	2%	1%	0%

*During the coming school year, how difficult do you expect the following to be? (continued)*

	<b>% Overall<sup>ab</sup></b>	<b>% Within Unit<sup>bc</sup></b>							
		<b>AS</b>	<b>BU</b>	<b>DS</b>	<b>ED</b>	<b>MU</b>	<b>NU</b>	<b>SS</b>	<b>SW</b>
<b>Making new friends.</b>	<b>(n=2803)</b>	<b>(n=1459)</b>	<b>(n=198)</b>	<b>(n=38)</b>	<b>(n=256)</b>	<b>(n=71)</b>	<b>(n=235)</b>	<b>(n=473)</b>	<b>(n=15)</b>
1 (not at all difficult)	26%	27%	32%	29%	22%	25%	26%	24%	27%
2	29%	29%	34%	26%	31%	27%	25%	29%	13%
3	22%	22%	17%	21%	23%	17%	24%	22%	27%
4	14%	12%	11%	18%	15%	27%	15%	19%	27%
5	6%	7%	5%	5%	9%	1%	6%	6%	7%
6 (very difficult)	3%	4%	2%	0%	2%	3%	4%	1%	0%
<b>Interacting with faculty.</b>	<b>% Overall<sup>ab</sup></b>	<b>AS</b>	<b>BU</b>	<b>DS</b>	<b>ED</b>	<b>MU</b>	<b>NU</b>	<b>SS</b>	<b>SW</b>
	<b>(n=2800)</b>	<b>(n=1456)</b>	<b>(n=198)</b>	<b>(n=38)</b>	<b>(n=256)</b>	<b>(n=71)</b>	<b>(n=235)</b>	<b>(n=473)</b>	<b>(n=15)</b>
1 (not at all difficult)	18%	19%	20%	26%	15%	30%	17%	14%	27%
2	29%	30%	33%	16%	24%	34%	25%	31%	20%
3	27%	26%	28%	26%	31%	21%	26%	31%	27%
4	18%	17%	13%	18%	22%	13%	23%	17%	20%
5	6%	6%	6%	11%	6%	3%	6%	7%	7%
6 (very difficult)	2%	3%	0.5%	3%	2%	0%	2%	0.4%	0%

<sup>a</sup> Student who do not have a school designated in PeopleSoft were excluded from the analysis.

<sup>b</sup> Percentages >1 are rounded to the nearest whole number. Percentages <1 are reported to the exact decimal.

<sup>c</sup> School of Public Health and Information Sciences was removed due to low cell count (<5)

## VII. Academic Perseverance

Students were told to think about their expectations and asked a variety of questions related to their *academic perseverance* in college: studying, seeking out additional information, participating in class, etc. Questions were analyzed and are displayed below.

*During the coming school year, how certain are you that you will do the following?*

	% Overall <sup>ab</sup>	% Within Unit <sup>bc</sup>							
Study when there are other interesting things to do.	(n=2811)	<b>AS</b> (n=1461)	<b>BU</b> (n=201)	<b>DS</b> (n=38)	<b>ED</b> (n=256)	<b>MU</b> (n=71)	<b>NU</b> (n=235)	<b>SS</b> (n=476)	<b>SW</b> (n=15)
1 (not at all certain)	0.9%	0.7%	2%	0%	2%	0%	0.9%	1%	0%
2	4%	4%	6%	5%	2%	7%	3%	3%	7%
3	20%	21%	19%	13%	29%	17%	15%	13%	7%
4	40%	40%	41%	42%	41%	38%	38%	41%	33%
5	25%	24%	22%	26%	21%	28%	33%	75%	28%
6 (very certain)	11%	10%	10%	13%	6%	10%	10%	15%	20%
Find additional information for assignments when you don't understand the material.	<b>Overall<sup>a</sup></b> (n=2806)	<b>AS</b> (n=1458)	<b>BU</b> (n=200)	<b>DS</b> (n=38)	<b>ED</b> (n=256)	<b>MU</b> (n=71)	<b>NU</b> (n=235)	<b>SS</b> (n=475)	<b>SW</b> (n=15)
1 (not at all certain)	0.2%	0.1%	0.5%	0%	1%	0%	0%	0.2%	0%
2	2%	2%	1%	0%	1%	3%	2%	2%	0%
3	8%	9%	12%	11%	6%	6%	5%	7%	13%
4	25%	26%	24%	16%	31%	14%	22%	22%	33%
5	38%	37%	37%	42%	39%	47%	36%	38%	13%
6 (very certain)	28%	26%	26%	32%	22%	31%	35%	32%	40%
Participate regularly in course discussions, even when you don't feel like it.	<b>Overall<sup>a</sup></b> (n=2805)	<b>AS</b> (n=1458)	<b>BU</b> (n=200)	<b>DS</b> (n=38)	<b>ED</b> (n=256)	<b>MU</b> (n=71)	<b>NU</b> (n=235)	<b>SS</b> (n=474)	<b>SW</b> (n=15)
1 (not at all certain)	1%	0.9%	1%	0%	2%	1%	0.9%	1%	0%
2	7%	7%	8%	0%	12%	1%	6%	8%	20%
3	22%	22%	23%	13%	22%	17%	22%	24%	13%
4	33%	32%	34%	45%	34%	27%	30%	36%	13%
5	25%	26%	22%	37%	24%	35%	31%	21%	13%
6 (very certain)	12%	12%	13%	5%	7%	18%	10%	11%	40%

During the coming school year, how certain are you that you will do the following? (continued)

	<b>% Overall<sup>ab</sup></b>	<b>% Within Unit<sup>bc</sup></b>							
	<b>(n=2804)</b>	<b>AS</b>	<b>BU</b>	<b>DS</b>	<b>ED</b>	<b>MU</b>	<b>NU</b>	<b>SS</b>	<b>SW</b>
		<b>(n=1458)</b>	<b>(n=199)</b>	<b>(n=38)</b>	<b>(n=256)</b>	<b>(n=71)</b>	<b>(n=235)</b>	<b>(n=474)</b>	<b>(n=15)</b>
Ask instructors for help when you struggle with course assignments.									
1 (not at all certain)	0.4%	0.4%	0.5%	0%	0.8%	0%	0.4%	0%	0%
2	2%	2%	3%	0%	2%	1%	1%	1%	0%
3	8%	8%	10%	5%	8%	7%	3%	9%	20%
4	21%	21%	20%	21%	20%	20%	20%	23%	20%
5	35%	34%	34%	37%	38%	24%	34%	37%	13%
6 (very certain)	35%	35%	34%	37%	32%	48%	42%	30%	47%
Finish something you have started when you encounter challenges.									
1 (not at all certain)	0.2%	0.1%	0%	0%	0.8%	1%	0.4%	0%	0%
2	1%	1%	0%	0%	0.4%	6%	2%	0.2%	0%
3	4%	5%	4%	8%	6%	4%	3%	4%	7%
4	19%	20%	15%	18%	22%	13%	20%	17%	33%
5	41%	41%	42%	42%	44%	41%	39%	42%	20%
6 (very certain)	34%	33%	39%	32%	27%	35%	36%	38%	40%
Stay positive, even when you do poorly on a test of assignment.									
1 (not at all certain)	2%	2%	3%	0%	2%	1%	1%	1%	0%
2	5%	5%	4%	3%	4%	4%	4%	6%	0%
3	15%	14%	12%	11%	14%	16%	16%	21%	33%
4	27%	29%	30%	34%	28%	30%	22%	25%	20%
5	28%	27%	24%	24%	28%	31%	30%	30%	13%
6 (very certain)	24%	24%	28%	29%	25%	18%	26%	18%	33%

<sup>a</sup> Student who do not have a school designated in PeopleSoft were excluded from the analysis.

<sup>b</sup> Percentages >1 are rounded to the nearest whole number. Percentages <1 are reported to the exact decimal.

<sup>c</sup> School of Public Health and Information Sciences was removed due to low cell count (<5)

### VIII. Academic Preparation

Students were told to think about their expectations and asked a variety of questions related to their *academic preparation* in college: willingness to write and think clearly, think critically, work effectively, etc. Questions were analyzed and are displayed below.

*How prepared are you to do the following in your academic work at this institution?*

	% Overall <sup>ab</sup>	% Within Unit <sup>bc</sup>							
Write clearly and effectively.	(n=2801)	<b>AS</b> (n=1459)	<b>BU</b> (n=198)	<b>DS</b> (n=38)	<b>ED</b> (n=256)	<b>MU</b> (n=71)	<b>NU</b> (n=235)	<b>SS</b> (n=471)	<b>SW</b> (n=15)
1 (not at all prepared)	0.5%	0.5%	0%	0%	0.4%	0%	0%	0.8%	0%
2	2%	2%	4%	0%	1%	1%	2%	2%	0%
3	7%	7%	10%	5%	7%	10%	6%	8%	0%
4	26%	25%	26%	29%	33%	14%	26%	26%	47%
5	36%	36%	38%	29%	32%	41%	37%	38%	27%
6 (very prepared)	28%	30%	23%	37%	26%	34%	30%	25%	27%
Speak clearly and effectively.	<b>Overall<sup>a</sup></b> (n=2800)	<b>AS</b> (n=1459)	<b>BU</b> (n=198)	<b>DS</b> (n=38)	<b>ED</b> (n=256)	<b>MU</b> (n=71)	<b>NU</b> (n=235)	<b>SS</b> (n=470)	<b>SW</b> (n=15)
1 (not at all prepared)	2%	2%	0.5%	0%	2%	0%	1%	1%	7%
2	4%	4%	3%	3%	4%	3%	3%	5%	7%
3	13%	14%	11%	8%	14%	10%	13%	16%	7%
4	27%	25%	28%	26%	34%	21%	24%	29%	40%
5	30%	31%	34%	42%	25%	34%	34%	27%	7%
6 (very prepared)	24%	25%	23%	21%	22%	32%	25%	22%	33%
Think critically and analytically.	<b>Overall<sup>a</sup></b> (n=2799)	<b>AS</b> (n=1459)	<b>BU</b> (n=198)	<b>DS</b> (n=38)	<b>ED</b> (n=256)	<b>MU</b> (n=71)	<b>NU</b> (n=235)	<b>SS</b> (n=470)	<b>SW</b> (n=15)
1 (not at all prepared)	0.3%	0.3%	0%	0%	0.4%	0%	0.4%	0%	0%
2	1%	1%	1%	0%	2%	4%	0%	0.9%	0%
3	7%	7%	11%	13%	10%	1%	6%	3%	33%
4	24%	24%	20%	11%	35%	13%	30%	15%	20%
5	38%	37%	36%	58%	33%	37%	40%	42%	13%
6 (very prepared)	30%	30%	32%	18%	20%	45%	23%	39%	33%

How prepared are you to do the following in your academic work at this institution? (continued)

	% Overall <sup>ab</sup> (n=2798)	% Within Unit <sup>bc</sup>							
		AS (n=1458)	BU (n=198)	DS (n=38)	ED (n=256)	MU (n=71)	NU (n=235)	SS (n=470)	SW (n=15)
Analyze numerical and statistical information.									
1 (not at all prepared)	1%	1%	0%	3%	1%	0%	1%	0%	0%
2	5%	6%	4%	11%	8%	7%	6%	0.6%	13%
3	15%	17%	13%	16%	20%	17%	16%	3%	27%
4	28%	27%	30%	26%	35%	28%	36%	19%	13%
5	31%	29%	35%	34%	25%	25%	24%	43%	40%
6 (very prepared)	21%	20%	19%	11%	11%	23%	17%	35%	7%
Work effectively with others.									
1 (not at all prepared)	0.4%	0.5%	0%	0%	0.4%	1%	0%	0%	0%
2	0.8%	0.8%	2%	0%	0.4%	3%	0.4%	0.6%	0%
3	5%	5%	6%	0%	4%	4%	0.4%	6%	7%
4	17%	18%	12%	18%	20%	16%	12%	19%	7%
5	38%	37%	42%	40%	40%	27%	37%	41%	27%
6 (very prepared)	39%	39%	38%	42%	36%	49%	50%	34%	60%
Use computing and information technology.									
1 (not at all prepared)	0.8%	0.8%	0%	3%	0.4%	1%	0.4%	0.6%	0%
2	3%	3%	3%	0%	4%	4%	3%	2%	13%
3	10%	10%	15%	5%	11%	20%	12%	7%	7%
4	23%	24%	22%	18%	27%	27%	23%	18%	40%
5	33%	32%	32%	50%	33%	18%	34%	38%	20%
6 (very prepared)	30%	30%	28%	24%	25%	30%	29%	35%	20%
Learn effectively on your own.									
1 (not at all prepared)	0.4%	0.5%	0%	0%	0.8%	0%	0%	0.2%	0%
2	2%	2%	2%	0%	4%	0%	3%	2%	0%
3	9%	10%	9%	13%	12%	14%	8%	7%	13%
4	26%	26%	24%	16%	30%	25%	26%	27%	20%
5	35%	35%	37%	45%	32%	28%	35%	38%	20%
6 (very prepared)	27%	27%	28%	26%	22%	32%	29%	26%	47%

<sup>a</sup> Student who do not have a school designated in PeopleSoft were excluded from the analysis.

<sup>b</sup> Percentages >1 are rounded to the nearest whole number. Percentages <1 are reported to the exact decimal.

<sup>c</sup> School of Public Health and Information Sciences was removed due to low cell count (<5)



## IX. Importance of Campus Support

Students were asked to indicate how important it is to them that their institution provide things like a challenging academic experience, academic support, opportunities for diverse interactions, opportunities for involvement, events and activities, etc. Questions were analyzed and are displayed below.

*How important is it to you that your institution provide each of the following?*

	<b>% Overall<sup>ab</sup></b>	<b>% Within Unit<sup>bc</sup></b>							
		<b>AS</b>	<b>BU</b>	<b>DS</b>	<b>ED</b>	<b>MU</b>	<b>NU</b>	<b>SS</b>	<b>SW</b>
	(n=2794)	(n=1452)	(n=197)	(n=38)	(n=256)	(n=72)	(n=236)	(n=471)	(n=15)
A challenging academic experience.									
1 (not important)	0.6%	0.7%	0%	0%	0.8%	3%	0.8%	0.2%	0%
2	2%	2%	3%	3%	2%	1%	2%	1%	7%
3	8%	9%	10%	13%	9%	10%	8%	4%	7%
4	29%	29%	35%	37%	36%	25%	34%	22%	27%
5	38%	36%	35%	32%	38%	36%	38%	44%	40%
6 (very important)	23%	24%	18%	16%	14%	25%	18%	28%	20%
Support to help you succeed academically.	<b>Overall<sup>a</sup></b>	<b>AS</b>	<b>BU</b>	<b>DS</b>	<b>ED</b>	<b>MU</b>	<b>NU</b>	<b>SS</b>	<b>SW</b>
	(n=2794)	(n=1452)	(n=197)	(n=38)	(n=256)	(n=72)	(n=236)	(n=471)	(n=15)
1 (not important)	0.1%	0.3%	0%	0%	0%	0%	0%	0%	0%
2	0.3%	0.3%	0%	0%	0%	3%	0%	0.2%	0%
3	1%	2%	1%	0%	1%	1%	0.4%	0.6%	0%
4	10%	10%	13%	8%	12%	13%	5%	8%	13%
5	27%	27%	27%	26%	25%	22%	26%	29%	13%
6 (very important)	62%	61%	58%	66%	62%	61%	69%	62%	73%
Learning support services (tutoring, writing center, etc.)	<b>Overall<sup>a</sup></b>	<b>AS</b>	<b>BU</b>	<b>DS</b>	<b>ED</b>	<b>MU</b>	<b>NU</b>	<b>SS</b>	<b>SW</b>
	(n=2791)	(n=1452)	(n=196)	(n=38)	(n=255)	(n=72)	(n=236)	(n=470)	(n=15)
1 (not important)	0.3%	0.3%	0.5%	0%	0%	1%	0%	0%	0%
2	0.7%	0.6%	0.5%	0%	1%	0%	0%	0.9%	7%
3	4%	5%	7%	0%	4%	6%	1%	4%	0%
4	15%	16%	17%	16%	12%	13%	12%	15%	0%
5	29%	27%	28%	29%	29%	29%	31%	35%	20%
6 (very important)	51%	52%	47%	55%	53%	51%	56%	45%	73%

<sup>a</sup> Student who do not have a school designated in PeopleSoft were excluded from the analysis.

<sup>b</sup> Percentages >1 are rounded to the nearest whole number. Percentages <1 are reported to the exact decimal.

<sup>c</sup> School of Public Health and Information Sciences was removed due to low cell count (<5)

## References

Beginning College Survey of Student Engagement (2014). *About BCSSE*. Retrieved September 10, 2014 from <http://bcsse.iub.edu/about.cfm>