

BCSSE

Beginning College Survey of Student Engagement Academic Unit Executive Summary

Fall 2015

Office of Institutional Effectiveness
338 Miller Information and Technology Center (MITC)
University of Louisville
Louisville, KY 40292
Ph. 502.852.6169
Web. louisville.edu/oapa

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University of Louisville
Academic Unit Executive Summary

The Office of Institutional Effectiveness (IE) administered the 2015 Beginning College Survey of Student Engagement (BCSSE) to 2759^a incoming first-year students between May 22 and June 30, 2015 across all eleven 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 were 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, 2015). 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 2015 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
p. 502.852.3761

^a There were 81 students who took the BCSSE but did not enroll in classes for the fall semester; these students were excluded from all analyses.

I . Student Profile

Variable	<i>n</i>	% ^{ad}
Gender		
Man	1352	49.8%
Woman	1342	49.5%
Another gender Identity	9	0.3%
Prefer not to respond	10	0.4%
Race/Ethnicity		
American Indian/Alaska Native	1	0.03%
Asian	100	4%
Black/African American	234	9%
Hispanic/Latino	67	3%
Native Hawaiian/other Pacific Islander	2	0.07%
White	2053	76%
Other	29	1%
Multiracial	190	7%
Prefer not to respond	32	1%
First Gen. Status ^b		
Yes	1153	43%
No	1535	57%
Place of Residence		
Campus housing ^c	2017	72%
Off campus	762	27%
High School Type		
Public	2145	78%
Private, religiously-affiliated	546	20%
Private, not religiously-affiliated	26	0.95%
Home school	26	0.95%
Other (e.g. G.E.D.)	11	0.4%
AP Courses		
0	557	21%
1-2	723	27%
3-4	594	22%
5-6	391	15%
7+	412	15%
College Courses for Credit		
0	1186	49%
1-2	661	27%
3+	574	24%

^a Percentages may not equal 100 due to rounding procedure.

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

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

^d 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.

		% High School Behavior; % FY Expectations																			
		% Overall^{ab} (n=2756) (n=2733)				% Within Unit^b															
Type of Activity		AS (n=1378) (n=1365)		BU (n=265) (n=265)		DS (n=46) (n=46)		ED (n=227) (n=226)		MU (n=81) (n=79)		NU (n=194) (n=192)		PH (n=16) (n=16)		SS (n=452) (n=449)		SW (n=16) (n=16)			
Studying	Hrs./wk.	HS	FYE	HS	FYE	HS	FYE	HS	FYE	HS	FYE	HS	FYE	HS	FYE	HS	FYE	HS	FYE		
	0	7%	0%	7%	0.1%	8%	0%	11%	0%	4%	0%	6%	0%	0%	0%	7%	0%	0%	0%	7%	0%
	1-5	61%	4%	62%	4%	61%	3%	67%	9%	72%	7%	65%	3%	50%	2%	54%	6%	56%	2%	61%	0%
	6-10	19%	21%	20%	23%	18%	26%	13%	22%	15%	26%	12%	17%	19%	18%	31%	19%	23%	8%	25%	31%
	11-15	7%	27%	6%	29%	8%	27%	11%	30%	4%	27%	4%	24%	7%	25%	19%	19%	9%	21%	13%	25%
	16-20	3%	23%	4%	22%	2%	22%	2%	22%	2%	18%	4%	30%	2%	29%	0%	31%	4%	27%	6%	25%
	21-25	1%	13%	1%	11%	2%	13%	0%	13%	0.9%	15%	1%	4%	0.5%	17%	0%	13%	2%	22%	0%	27%
	26-30	1%	8%	0.9%	7%	1%	6%	2%	0%	0%	6%	3%	14%	0.5%	7%	0%	6%	0.2%	13%	0%	6%
	31+	0%	5%	0.7%	4%	0%	3%	0%	4%	0%	0.9%	1%	9%	0%	3%	1%	6%	1%	13%	0%	6%
Working for Pay	Hrs./wk.	% Overall^{ab} (n=2752) (n=2734)		AS (n=1374) (n=1367)		BU (n=265) (n=265)		DS (n=46) (n=46)		ED (n=227) (n=225)		MU (n=81) (n=79)		NU (n=194) (n=191)		PH (n=16) (n=16)		SS (n=452) (n=450)		SW (n=16) (n=16)	
	0	33%	22%	33%	16%	33%	26%	22%	17%	30%	21%	33%	24%	19%	14%	50%	38%	41%	45%	13%	13%
	1-5	9%	7%	9%	6%	5%	8%	11%	9%	6%	4%	17%	9%	8%	8%	6%	0%	10%	10%	19%	6%
	6-10	10%	15%	9%	15%	13%	12%	15%	22%	12%	15%	9%	17%	10%	15%	19%	13%	10%	19%	13%	0%
	11-15	12%	19%	12%	22%	13%	16%	11%	20%	13%	21%	10%	15%	19%	20%	9%	13%	13%	14%	7%	31%
	16-20	14%	18%	14%	20%	17%	25%	15%	22%	14%	17%	15%	24%	20%	19%	0%	6%	13%	9%	19%	25%
	21-25	12%	11%	13%	14%	11%	9%	7%	7%	13%	14%	9%	6%	16%	17%	13%	31%	10%	2%	19%	13%
	26-30	6%	4%	7%	5%	5%	3%	20%	0%	5%	4%	5%	4%	8%	5%	0%	0%	2%	0.9%	0%	6%
	31+	4%	2%	5%	3%	3%	3%	0%	4%	5%	2%	3%	1%	2%	2%	13%	0%	2%	0.4%	6%	6%

^a Student who do not have a school designated in PeopleSoft were excluded from the analysis.

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

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.

		% High School Behavior; % FY Expectations																			
		% Overall^{ab}		% Within Unit^b																	
Number of writing tasks		(n=2665) (n=2644)		AS (n=1371) (n=1364)		BU (n=265) (n=264)		DS (n=45) (n=45)		ED (n=226) (n=222)		MU (n=81) (n=79)		NU (n=193) (n=192)		PH (n=16) (n=16)		SS (n=452) (n=446)		SW (n=16) (n=16)	
up to 5 pages	#	HS	FYE	HS	FYE	HS	FYE	HS	FYE	HS	FYE	HS	FYE	HS	FYE	HS	FYE	HS	FYE	HS	FYE
	None	5%	0.8%	5%	0.8%	3%	0.8%	2%	0%	4%	0.5%	4%	3%	7%	0.5%	6%	0.4%	4%	1%	6%	0%
	1-2	20%	4%	21%	4%	14%	3%	24%	9%	27%	5%	19%	5%	21%	3%	19%	0%	15%	5%	19%	6%
	3-5	31%	20%	33%	19%	33%	20%	38%	27%	33%	24%	21%	13%	34%	21%	19%	31%	28%	22%	19%	31%
	6-10	21%	31%	19%	33%	26%	30%	24%	24%	20%	26%	24%	34%	20%	35%	31%	19%	23%	26%	19%	19%
	11-15	10%	20%	9%	20%	8%	20%	2%	18%	10%	19%	11%	22%	7%	18%	0%	25%	13%	22%	25%	19%
	16-20	5%	11%	5%	10%	5%	12%	2%	13%	3%	13%	7%	10%	4%	10%	25%	13%	4%	12%	6%	13%
	21+	9%	13%	9%	14%	12%	14%	7%	9%	4%	12%	15%	14%	7%	12%	0%	13%	13%	13%	6%	13%
between 6 and 10 pages	#	% Overall^{ab}		AS (n=1344) (n=1362)		BU (n=262) (n=264)		DS (n=44) (n=44)		ED (n=223) (n=222)		MU (n=80) (n=79)		NU (n=192) (n=192)		PH (n=16) (n=16)		SS (n=448) (n=448)		SW (n=16) (n=16)	
	None	34%	0.5%	34%	0.4%	37%	0.4%	46%	0%	40%	0.9%	28%	0%	38%	0%	38%	0%	30%	0.9%	56%	0%
	1-2	46%	11%	46%	10%	44%	11%	48%	18%	50%	11%	48%	6%	43%	10%	44%	19%	47%	15%	31%	6%
	3-5	15%	36%	15%	35%	16%	35%	5%	34%	8%	33%	20%	34%	13%	37%	19%	31%	20%	40%	13%	19%
	6-10	3%	32%	4%	33%	2%	34%	2%	25%	2%	32%	4%	35%	4%	33%	0%	31%	2%	39%	0%	38%
	11-15	0.5%	14%	0.4%	15%	0.8%	13%	0%	16%	0.4%	14%	1%	19%	0.5%	14%	0%	13%	0.7%	11%	0%	31%
	16-20	0.2%	5%	0.1%	5%	1%	4%	0%	5%	0%	5%	0%	4%	0%	5%	0%	6%	0%	3%	0%	6%
	21+	0.2%	2%	0.1%	3%	0.4%	3%	0%	2%	0.4%	3%	0%	1%	1%	2%	0%	0%	0%	1%	0%	0%
11 pages or more	#	% Overall^{ab}		AS (n=1324) (n=1360)		BU (n=258) (n=263)		DS (n=44) (n=46)		ED (n=220) (n=219)		MU (n=79) (n=79)		NU (n=188) (n=193)		PH (n=16) (n=16)		SS (n=448) (n=447)		SW (n=16) (n=16)	
	None	76%	5%	76%	5%	75%	5%	75%	7%	83%	3%	71%	1%	76%	7%	75%	6%	71%	8%	88%	6%
	1-2	22%	40%	21%	38%	21%	42%	25%	35%	15%	43%	28%	38%	20%	34%	25%	31%	28%	44%	13%	31%
	3-5	2%	33%	2%	32%	2%	34%	0%	37%	1%	30%	1%	43%	3%	39%	0%	50%	1%	33%	0%	31%
	6-10	0.3%	14%	0.3%	15%	0.8%	13%	0%	15%	0%	18%	0%	11%	0.5%	15%	0%	6%	0%	10%	0%	19%
	11-15	0.1%	5%	0.1%	6%	0.4%	4%	0%	4%	0.5%	4%	0%	4%	0%	3%	0%	0%	0%	3%	0%	6%
	16-20	0.2%	2%	0.1%	2%	0%	0%	0%	0%	0%	2%	0%	1%	0.5%	2%	0%	6%	0%	0.4%	0%	6%
	21+	0.1%	1%	0.2%	1%	0.8%	3%	0%	2%	0.5%	0.5%	0%	1%	0%	1%	0%	0%	0%	1%	0%	0%

^a Student who do not have a school designated in PeopleSoft were excluded from the analysis.

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

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 ^{ab}	% Within Unit ^b								
	(n=2662)	AS (n=1369)	BU (n=266)	DS (n=46)	ED (n=226)	MU (n=80)	NU (n=194)	PH (n=16)	SS (n=449)	SW (n=16)
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.).										
Never	5%	5%	3%	11%	6%	8%	7%	0%	2%	6%
Sometimes	29%	29%	35%	39%	33%	29%	38%	44%	16%	56%
Often	43%	44%	39%	30%	46%	40%	37%	44%	47%	19%
Very often	24%	22%	23%	20%	16%	24%	19%	13%	36%	19%
Used numerical information to examine real-world problems or issues (unemployment, climate change, public health, etc.).	% Overall ^{ab} (n=2665)	AS (n=1371)	BU (n=266)	DS (n=46)	ED (n=226)	MU (n=80)	NU (n=194)	PH (n=16)	SS (n=450)	SW (n=16)
Never	12%	11%	13%	17%	17%	14%	19%	13%	8%	6%
Sometimes	37%	37%	38%	37%	43%	31%	36%	31%	35%	31%
Often	33%	35%	35%	30%	37%	40%	27%	31%	34%	44%
Very often	18%	17%	15%	15%	14%	15%	18%	25%	23%	19%
Evaluated what others have concluded from numerical information.	% Overall ^{ab} (n=2661)	AS (n=1370)	BU (n=266)	DS (n=46)	ED (n=225)	MU (n=80)	NU (n=194)	PH (n=16)	SS (n=448)	SW (n=16)
Never	12%	13%	10%	26%	14%	9%	17%	6%	5%	19%
Sometimes	41%	39%	47%	44%	48%	41%	43%	50%	39%	31%
Often	35%	36%	32%	26%	28%	39%	30%	31%	41%	31%
Very often	13%	13%	12%	4%	9%	11%	10%	13%	14%	19%

^a Student who do not have a school designated in PeopleSoft were excluded from the analysis.

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

b. Learning Strategies

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

	% Overall^{ab}	% Within Unit^b								
		AS	BU	DS	ED	MU	NU	PH	SS	SW
Identified key information from reading assignments.	(n=2656)	(n=1366)	(n=265)	(n=46)	(n=224)	(n=80)	(n=194)	(n=16)	(n=449)	(n=16)
Never	1%	0.7%	0.4%	2%	2%	1%	2%	6%	1%	0%
Sometimes	17%	15%	21%	17%	19%	10%	16%	25%	19%	25%
Often	42%	40%	45%	41%	42%	34%	44%	31%	44%	31%
Very often	41%	44%	34%	39%	37%	55%	39%	38%	36%	44%
Reviewed your notes after class.	% Overall^{ab}	AS	BU	DS	ED	MU	NU	PH	SS	SW
	(n=2655)	(n=1364)	(n=266)	(n=46)	(n=225)	(n=79)	(n=193)	(n=16)	(n=450)	(n=16)
Never	12%	10%	15%	9%	14%	9%	11%	6%	18%	0%
Sometimes	42%	41%	52%	30%	45%	47%	30%	50%	46%	56%
Often	29%	32%	22%	35%	24%	23%	37%	31%	25%	13%
Very often	16%	17%	11%	26%	17%	22%	22%	13%	11%	31%
Summarized what you learned in class or from course materials.	% Overall^{ab}	AS	BU	DS	ED	MU	NU	PH	SS	SW
	(n=2656)	(n=1367)	(n=265)	(n=3845)	(n=225)	(n=79)	(n=194)	(n=16)	(n=449)	(n=16)
Never	10%	8%	11%	9%	10%	6%	9%	0%	14%	0%
Sometimes	38%	36%	43%	33%	43%	41%	33%	44%	41%	44%
Often	35%	36%	32%	42%	32%	37%	37%	44%	33%	19%
Very often	17%	19%	14%	16%	14%	17%	21%	13%	12%	38%

^a Student who do not have a school designated in PeopleSoft were excluded from the analysis.

^b 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 you:

Courses challenge you to do your best work?	% Overall ^{a,b} (n=2658)	% Within Unit ^b								
		AS (n=1368)	BU (n=264)	DS (n=46)	ED (n=226)	MU (n=79)	NU (n=193)	PH (n=16)	SS (n=450)	SW (n=16)
1 (not at all)	2%	2%	3%	0%	1%	1%	1%	0%	2%	0%
2	6%	6%	8%	4%	5%	8%	5%	6%	8%	0%
3	12%	13%	15%	4%	13%	6%	10%	19%	13%	0%
4	21%	20%	21%	26%	25%	24%	22%	19%	19%	19%
5	36%	35%	37%	39%	37%	38%	31%	38%	36%	44%
6	16%	16%	14%	20%	13%	15%	22%	19%	17%	19%
7 (very much)	7%	8%	3%	7%	6%	8%	9%	0%	5%	19%

^a Student who do not have a school designated in PeopleSoft were excluded from the analysis.

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

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 ^{ab}	% Within Unit ^b								
		AS	BU	DS	ED	MU	NU	PH	SS	SW
Talk about career plans with a faculty member.	(n=2656)	(n=1368)	(n=264)	(n=46)	(n=226)	(n=79)	(n=191)	(n=16)	(n=450)	(n=16)
Never	1%	0.9%	4%	2%	2%	1%	1%	6%	2%	0%
Sometimes	36%	33%	42%	46%	40%	30%	31%	44%	44%	25%
Often	40%	41%	38%	30%	38%	39%	43%	50%	39%	38%
Very often	22%	25%	16%	22%	20%	29%	25%	0%	16%	38%
Work with faculty member on activities other than coursework (committees, student groups, etc.).	% Overall ^{ab} (n=2658)	AS (n=1368)	BU (n=265)	DS (n=46)	ED (n=226)	MU (n=79)	NU (n=192)	PH (n=16)	SS (n=450)	SW (n=16)
Never	7%	6%	9%	9%	9%	5%	7%	13%	8%	0%
Sometimes	51%	47%	57%	46%	49%	43%	55%	63%	60%	44%
Often	30%	32%	27%	37%	32%	29%	27%	19%	23%	38%
Very often	13%	15%	7%	9%	10%	23%	12%	6%	9%	19%
Discuss your academic performance with a faculty member.	% Overall ^{ab} (n=2660)	AS (n=1369)	BU (n=265)	DS (n=46)	ED (n=225)	MU (n=80)	NU (n=193)	PH (n=16)	SS (n=450)	SW (n=16)
Never	2%	1%	2%	9%	2%	1%	4%	0%	1%	6%
Sometimes	37%	36%	39%	37%	39%	31%	32%	44%	46%	6%
Often	43%	43%	49%	37%	41%	43%	41%	44%	42%	69%
Very often	18%	20%	11%	17%	17%	25%	23%	13%	11%	19%
Discuss course topics, ideas, or concepts with a faculty member outside of class .	% Overall ^{ab} (n=2660)	AS (n=1369)	BU (n=265)	DS (n=46)	ED (n=225)	MU (n=80)	NU (n=193)	PH (n=16)	SS (n=450)	SW (n=16)
Never	4%	3%	6%	7%	4%	4%	7%	6%	3%	0%
Sometimes	48%	44%	59%	48%	54%	35%	47%	69%	51%	44%
Often	36%	39%	27%	37%	31%	43%	32%	25%	34%	44%
Very often	13%	14%	8%	9%	11%	19%	15%	0%	12%	13%

^a Student who do not have a school designated in PeopleSoft were excluded from the analysis.

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

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?

	% Overall^{ab}	% Within Unit^b								
		AS	BU	DS	ED	MU	NU	PH	SS	SW
People of a race or ethnicity other than your own.	(n=2661)	(n=1371)	(n=265)	(n=46)	(n=225)	(n=80)	(n=193)	(n=16)	(n=449)	(n=16)
Never	0.3%	0.4%	0.4%	0%	0.4%	0%	0%	0%	0%	0%
Sometimes	7%	7%	8%	9%	4%	4%	6%	13%	8%	6%
Often	39%	35%	42%	28%	37%	31%	30%	50%	45%	31%
Very often	56%	59%	49%	63%	59%	65%	64%	38%	48%	63%
People from an economic background other than your own.	% Overall^{ab} (n=2659)	AS (n=1369)	BU (n=265)	DS (n=46)	ED (n=225)	MU (n=80)	NU (n=193)	PH (n=16)	SS (n=449)	SW (n=16)
Never	0.2%	0.3%	0.4%	0%	0.4%	0%	0%	0%	0%	0%
Sometimes	7%	8%	9%	4%	6%	3%	4%	13%	8%	6%
Often	38%	35%	42%	39%	40%	36%	34%	50%	45%	38%
Very often	55%	57%	48%	57%	54%	61%	62%	38%	48%	56%
People with religious beliefs other than your own.	% Overall^{ab} (n=2658)	AS (n=1368)	BU (n=265)	DS (n=46)	ED (n=225)	MU (n=80)	NU (n=193)	PH (n=16)	SS (n=449)	SW (n=16)
Never	0.5%	0.5%	0.4%	0%	0.9%	0%	0.5%	0%	0.2%	0%
Sometimes	8%	8%	8%	9%	9%	4%	8%	19%	9%	6%
Often	37%	34%	44%	37%	38%	33%	33%	38%	40%	38%
Very often	55%	57%	47%	54%	52%	64%	59%	44%	51%	56%
People with political views other than your own.	% Overall^{ab} (n=2658)	AS (n=1368)	BU (n=265)	DS (n=46)	ED (n=225)	MU (n=80)	NU (n=193)	PH (n=16)	SS (n=449)	SW (n=16)
Never	0.6%	0.7%	0%	0%	1%	0%	0%	0%	0.7%	0%
Sometimes	9%	9%	10%	4%	8%	4%	8%	6%	7%	19%
Often	36%	34%	43%	33%	35%	36%	32%	50%	41%	38%
Very often	55%	56%	47%	63%	56%	60%	60%	44%	51%	44%

^a Student who do not have a school designated in PeopleSoft were excluded from the analysis.

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

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^{ab}	% Within Unit^b								
		AS	BU	DS	ED	MU	NU	PH	SS	SW
Learning course material.	(n=2644)	(n=1363)	(n=262)	(n=46)	(n=222)	(n=79)	(n=192)	(n=16)	(n=448)	(n=16)
1 (not at all difficult)	1%	2%	2%	2%	0.5%	0%	1%	0%	0.7%	0%
2	6%	7%	7%	4%	6%	8%	3%	0%	5%	6%
3	19%	20%	23%	7%	20%	27%	10%	38%	14%	31%
4	41%	42%	41%	46%	42%	43%	46%	50%	37%	44%
5	26%	24%	21%	35%	27%	22%	31%	6%	33%	19%
6 (very difficult)	7%	6%	7%	7%	5%	1%	10%	6%	11%	0%
Managing your time.	Overall^a	AS	BU	DS	ED	MU	NU	PH	SS	SW
	(n=2645)	(n=1362)	(n=262)	(n=46)	(n=223)	(n=79)	(n=192)	(n=16)	(n=449)	(n=16)
1 (not at all difficult)	1%	1%	2%	4%	3%	3%	0.5%	0%	0.9%	0%
2	5%	4%	5%	2%	6%	4%	3%	19%	5%	6%
3	11%	10%	11%	4%	14%	13%	12%	13%	12%	6%
4	23%	23%	20%	17%	22%	17%	23%	25%	28%	0%
5	32%	33%	34%	35%	31%	39%	32%	25%	30%	56%
6 (very difficult)	28%	29%	28%	37%	25%	25%	30%	19%	25%	31%
Paying for college expenses.	Overall^a	AS	BU	DS	ED	MU	NU	PH	SS	SW
	(n=2657)	(n=1367)	(n=265)	(n=46)	(n=225)	(n=80)	(n=193)	(n=16)	(n=449)	(n=16)
1 (not at all difficult)	14%	14%	17%	9%	15%	10%	9%	31%	13%	6%
2	15%	15%	18%	4%	10%	14%	10%	6%	19%	13%
3	16%	16%	17%	13%	16%	18%	12%	13%	16%	6%
4	17%	16%	14%	26%	20%	25%	14%	13%	19%	6%
5	17%	16%	14%	15%	16%	15%	24%	19%	16%	25%
6 (very difficult)	24%	23%	20%	33%	23%	19%	31%	19%	17%	44%
Getting help with school work.	Overall^a	AS	BU	DS	ED	MU	NU	PH	SS	SW
	(n=2654)	(n=1367)	(n=264)	(n=46)	(n=225)	(n=80)	(n=193)	(n=16)	(n=447)	(n=16)
1 (not at all difficult)	20%	22%	22%	20%	13%	25%	15%	13%	21%	31%
2	34%	33%	32%	30%	33%	39%	31%	38%	37%	44%
3	27%	27%	27%	22%	29%	20%	26%	44%	27%	19%
4	14%	14%	15%	24%	19%	14%	18%	6%	11%	0%
5	4%	4%	3%	4%	4%	3%	8%	0%	3%	6%
6 (very difficult)	1%	2%	1%	0%	0.9%	0%	2%	0%	2%	0%

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

		% Overall^{ab}	% Within Unit^b								
Making new friends.		(n=2655)	AS (n=1366)	BU (n=265)	DS (n=46)	ED (n=225)	MU (n=80)	NU (n=192)	PH (n=16)	SS (n=449)	SW (n=16)
	1 (not at all difficult)	24%	25%	23%	28%	25%	296%	20%	13%	23%	19%
	2	26%	26%	26%	22%	27%	28%	25%	25%	28%	38%
	3	23%	21%	27%	24%	20%	19%	27%	44%	25%	25%
	4	16%	16%	15%	15%	17%	20%	15%	19%	15%	13%
	5	8%	9%	5%	9%	6%	0%	9%	0%	7%	6%
	6 (very difficult)	4%	5%	3%	2%	4%	5%	4%	0%	4%	0%
Interacting with faculty.		% Overall^{ab} (n=2653)	AS (n=1365)	BU (n=265)	DS (n=46)	ED (n=225)	MU (n=80)	NU (n=191)	PH (n=16)	SS (n=449)	SW (n=16)
	1 (not at all difficult)	17%	18%	16%	13%	14%	21%	9%	6%	16%	31%
	2	29%	26%	31%	30%	27%	36%	26%	31%	34%	25%
	3	27%	27%	27%	17%	27%	19%	29%	38%	27%	25%
	4	18%	18%	16%	26%	21%	19%	25%	25%	16%	13%
	5	8%	8%	8%	9%	8%	3%	10%	0%	6%	6%
	6 (very difficult)	3%	3%	2%	4%	3%	3%	2%	0%	1%	0%

^a Student who do not have a school designated in PeopleSoft were excluded from the analysis.

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

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 ^{ab}	% Within Unit ^b								
Study when there are other interesting things to do.	(n=2657)	AS (n=1369)	BU (n=264)	DS (n=46)	ED (n=224)	MU (n=80)	NU (n=193)	PH (n=16)	SS (n=449)	SW (n=16)
1 (not at all certain)	0.8%	0.9%	2%	0%	0.9%	0%	0.5%	0%	0.4%	0%
2	4%	4%	4%	9%	7%	0%	2%	6%	2%	0%
3	19%	17%	21%	26%	25%	20%	21%	13%	16%	31%
4	39%	39%	38%	39%	41%	40%	44%	44%	37%	44%
5	25%	25%	24%	20%	19%	24%	24%	31%	29%	25%
6 (very certain)	13%	14%	11%	7%	8%	16%	8%	6%	17%	0%
Find additional information for assignments when you don't understand the material.	% Overall ^{ab} (n=2655)	AS (n=1367)	BU (n=264)	DS (n=46)	ED (n=224)	MU (n=80)	NU (n=193)	PH (n=16)	SS (n=449)	SW (n=16)
1 (not at all certain)	0.5%	0.4%	0.4%	2%	0.9%	0%	0.5%	0%	0.4%	0%
2	2%	1%	4%	0%	2%	1%	0.5%	0%	2%	0%
3	8%	8%	11%	15%	10%	13%	6%	13%	4%	0%
4	22%	21%	28%	13%	27%	26%	22%	6%	23%	25%
5	39%	41%	32%	41%	37%	31%	45%	56%	37%	56%
6 (very certain)	29%	29%	24%	28%	23%	29%	26%	25%	34%	19%
Participate regularly in course discussions, even when you don't feel like it.	% Overall ^{ab} (n=2656)	AS (n=1368)	BU (n=264)	DS (n=46)	ED (n=224)	MU (n=80)	NU (n=193)	PH (n=16)	SS (n=449)	SW (n=16)
1 (not at all certain)	1%	1%	2%	2%	1%	1%	0.5%	0%	2%	0%
2	7%	8%	9%	9%	9%	3%	5%	0%	6%	6%
3	21%	19%	28%	11%	26%	24%	27%	44%	20%	19%
4	30%	30%	25%	35%	29%	34%	25%	25%	35%	13%
5	27%	28%	21%	30%	27%	19%	31%	31%	25%	31%
6 (very certain)	14%	15%	16%	13%	7%	20%	11%	0%	13%	31%

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

		% Overall^{a,b}	% Within Unit^b								
		(n=2656)	AS	BU	DS	ED	MU	NU	PH	SS	SW
			(n=1368)	(n=264)	(n=46)	(n=224)	(n=80)	(n=193)	(n=16)	(n=449)	(n=16)
Ask instructors for help when you struggle with course assignments.	1 (not at all certain)	0.6%	0.4%	1%	0%	0.9%	0%	1%	0%	0.7%	0%
	2	2%	2%	3%	4%	2%	1%	0%	6%	2%	6%
	3	8%	9%	8%	2%	11%	13%	7%	6%	8%	6%
	4	20%	20%	24%	13%	18%	26%	15%	13%	22%	19%
	5	33%	31%	37%	46%	37%	26%	35%	56%	34%	38%
	6 (very certain)	36%	38%	28%	35%	31%	34%	43%	19%	35%	31%
Finish something you have started when you encounter challenges.	1 (not at all certain)	0.4%	0.2%	0.8%	2%	0.9%	0%	0.5%	0%	0.4%	0%
	2	0.5%	0.4%	1%	2%	0.9%	0%	0%	0%	0.4%	0%
	3	5%	5%	5%	13%	4%	0%	4%	13%	3%	19%
	4	19%	21%	16%	9%	25%	21%	14%	13%	15%	38%
	5	40%	38%	41%	46%	41%	40%	40%	19%	44%	19%
	6 (very certain)	35%	35%	35%	28%	29%	39%	41%	56%	38%	25%
Stay positive, even when you do poorly on a test of assignment.	1 (not at all certain)	2%	2%	2%	7%	1%	1%	2%	6%	2%	6%
	2	5%	5%	5%	9%	6%	6%	7%	6%	4%	6%
	3	16%	16%	18%	9%	17%	11%	14%	13%	15%	6%
	4	27%	25%	32%	17%	21%	29%	25%	38%	30%	63%
	5	28%	28%	24%	37%	34%	29%	31%	19%	28%	6%
	6 (very certain)	23%	25%	20%	22%	21%	24%	22%	19%	20%	13%

^a Student who do not have a school designated in PeopleSoft were excluded from the analysis.

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

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 ^{ab}	% Within Unit ^b								
Write clearly and effectively.	(n=2650)	AS (n=1365)	BU (n=264)	DS (n=46)	ED (n=224)	MU (n=79)	NU (n=192)	PH (n=16)	SS (n=448)	SW (n=16)
1 (not at all prepared)	0.4%	0.4%	0.4%	2%	04.%	0%	0.5%	0%	0.2%	0%
2	2%	1%	3%	7%	4%	0%	1%	0%	3%	0%
3	9%	8%	9%	7%	10%	8%	7%	13%	9%	6%
4	27%	27%	28%	20%	27%	15%	32%	25%	25%	38%
5	33%	34%	32%	33%	30%	34%	28%	38%	34%	31%
6 (very prepared)	30%	30%	28%	33%	30%	43%	32%	25%	29%	25%
Speak clearly and effectively.	% Overall ^{ab} (n=2648)	AS (n=1365)	BU (n=264)	DS (n=46)	ED (n=224)	MU (n=79)	NU (n=192)	PH (n=16)	SS (n=446)	SW (n=16)
1 (not at all prepared)	1%	1%	0.8%	2%	2%	0%	1%	0%	1%	0%
2	5%	4%	6%	13%	3%	1%	6%	6%	6%	6%
3	14%	13%	13%	13%	17%	11%	14%	19%	14%	19%
4	27%	26%	25%	22%	25%	30%	27%	50%	28%	13%
5	29%	30%	25%	35%	34%	25%	28%	6%	28%	25%
6 (very prepared)	25%	26%	29%	15%	21%	32%	25%	19%	23%	38%
Think critically and analytically.	% Overall ^{ab} (n=2645)	AS (n=1363)	BU (n=264)	DS (n=45)	ED (n=224)	MU (n=78)	NU (n=192)	PH (n=16)	SS (n=447)	SW (n=16)
1 (not at all prepared)	0.2%	0.1%	0.4%	2%	0.4%	0%	0%	0%	0%	0%
2	1%	1%	1%	4%	3%	1%	1%	6%	0%	0%
3	7%	7%	5%	7%	9%	4%	12%	13%	3%	19%
4	22%	22%	25%	24%	30%	14%	29%	31%	14%	31%
5	37%	38%	35%	36%	39%	33%	32%	31%	40%	31%
6 (very prepared)	33%	33%	34%	37%	19%	47%	27%	19%	43%	19%

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

		% Overall ^{ab}	% Within Unit ^b								
			AS	BU	DS	ED	MU	NU	PH	SS	SW
Analyze numerical and statistical information.		(n=2649)	(n=1364)	(n=264)	(n=46)	(n=224)	(n=79)	(n=192)	(n=16)	(n=448)	(n=16)
	1 (not at all prepared)	0.9%	1%	1%	4%	1%	1%	0.5%	0%	0%	0%
	2	4%	5%	4%	4%	5%	10%	6%	0%	0.4%	0%
	3	14%	15%	13%	17%	20%	19%	18%	25%	5%	44%
	4	26%	28%	26%	28%	31%	25%	29%	31%	14%	13%
	5	31%	31%	31%	33%	37%	23%	30%	31%	37%	31%
	6 (very prepared)	23%	19%	25%	13%	16%	22%	17%	13%	44%	13%
Work effectively with others.		% Overall ^{ab}	AS	BU	DS	ED	MU	NU	PH	SS	SW
		(n=2647)	(n=1363)	(n=264)	(n=46)	(n=223)	(n=79)	(n=192)	(n=16)	(n=448)	(n=16)
	1 (not at all prepared)	0.3%	0.2%	0.4%	0%	0.4%	0%	0.5%	0%	0.2%	0%
	2	0.9%	0.8%	2%	2%	0.9%	1%	0.5%	0%	0.9%	6%
	3	5%	6%	3%	9%	3%	5%	3%	6%	6%	0%
	4	18%	18%	21%	20%	15%	17%	13%	25%	18%	31%
	5	36%	36%	35%	24%	40%	35%	36%	31%	35%	38%
	6 (very prepared)	40%	40%	39%	46%	40%	42%	47%	38%	41%	25%
Use computing and information technology.		% Overall ^{ab}	AS	BU	DS	ED	MU	NU	PH	SS	SW
		(n=2645)	(n=1362)	(n=264)	(n=46)	(n=223)	(n=78)	(n=192)	(n=16)	(n=448)	(n=16)
	1 (not at all prepared)	0.8%	1%	0.8%	0%	0.9%	1%	0%	0%	0.4%	0%
	2	3%	3%	2%	11%	3%	4%	3%	0%	2%	6%
	3	10%	11%	9%	13%	10%	14%	13%	13%	7%	13%
	4	24%	24%	30%	17%	29%	24%	23%	31%	19%	25%
	5	32%	33%	30%	26%	31%	32%	32%	31%	32%	31%
	6 (very prepared)	30%	28%	28%	33%	27%	24%	29%	25%	40%	25%
Learn effectively on your own.		% Overall ^{ab}	AS	BU	DS	ED	MU	NU	PH	SS	SW
		(n=2646)	(n=1362)	(n=263)	(n=46)	(n=224)	(n=79)	(n=192)	(n=16)	(n=448)	(n=16)
	1 (not at all prepared)	0.5%	0.4%	0.4%	2%	0.4%	3%	0%	0%	0.4%	0%
	2	3%	2%	5%	9%	4%	1%	2%	0%	3%	6%
	3	10%	11%	9%	11%	12%	8%	11%	19%	8%	6%
	4	25%	25%	26%	22%	29%	24%	26%	13%	24%	44%
	5	33%	35%	32%	33%	30%	19%	32%	44%	36%	31%
	6 (very prepared)	28%	28%	28%	24%	25%	46%	30%	25%	30%	13%

^a Student who do not have a school designated in PeopleSoft were excluded from the analysis.

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

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 provides each of the following?

	% Overall^{ab}	% Within Unit^b								
		AS	BU	DS	ED	MU	NU	PH	SS	SW
	(n=2648)	(n=1364)	(n=264)	(n=46)	(n=225)	(n=78)	(n=191)	(n=16)	(n=448)	(n=16)
A challenging academic experience.										
1 (not important)	0.8%	0.9%	1%	0%	1%	0%	0.5%	0%	0.4%	0%
2	2%	2%	2%	4%	3%	1%	0.5%	0%	0.9%	0%
3	8%	7%	11%	9%	13%	6%	9%	13%	6%	0%
4	29%	28%	32%	37%	31%	27%	31%	19%	27%	50%
5	36%	36%	31%	41%	35%	35%	42%	44%	39%	25%
6 (very important)	25%	27%	22%	9%	17%	31%	16%	25%	27%	25%
Support to help you succeed academically.										
1 (not important)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2	0.2%	0.2%	0%	0%	0.4%	0%	0%	0%	0.4%	0%
3	2%	1%	3%	0%	4%	0%	1%	6%	0.4%	0%
4	9%	9%	13%	9%	11%	8%	6%	6%	9%	6%
5	27%	26%	32%	17%	28%	22%	19%	19%	32%	19%
6 (very important)	62%	63%	53%	74%	57%	71%	74%	69%	58%	75%
Learning support services (tutoring, writing center, etc.)										
1 (not important)	0.3%	0.3%	0.4%	0%	0.9%	0%	0%	0%	0.4%	0%
2	0.8%	0.7%	0.8%	0%	0.9%	3%	0%	0%	0.9%	0%
3	4%	4%	5%	0%	5%	4%	3%	13%	6%	0%
4	13%	12%	17%	11%	13%	15%	4%	0%	18%	6%
5	29%	27%	34%	22%	30%	32%	31%	31%	29%	13%
6 (very important)	53%	56%	43%	67%	50%	47%	62%	56%	46%	81%

^a Student who do not have a school designated in PeopleSoft were excluded from the analysis.

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

References

Beginning College Survey of Student Engagement (2015). *About BCSSE*. Retrieved September 09, 2015 from <http://bcsse.iub.edu/about.cfm>