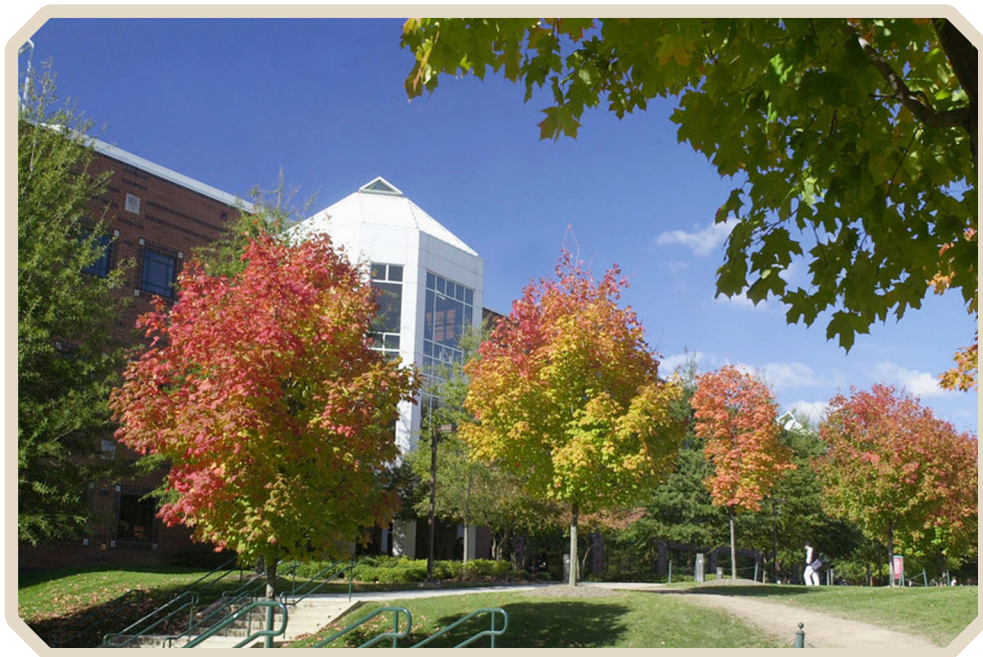


Office of
Institutional Assessment



Beginning College Survey of Student Engagement 2008
&
National Survey of Student Engagement 2009
Combined Report: Longitudinal Results



August 2010

George Mason University

Dr. Alan G. Merten
President

University Mission

George Mason University is innovative and entrepreneurial in spirit and utilizes its multi-campus organization and location near our nation's capital to attract outstanding faculty, staff, and students. George Mason will:

- Educate the new generation of leaders for the 21st century—men and women capable of shaping a global community with vision, justice, and clarity.
- Encourage freedom of thought, speech, and inquiry in a tolerant, respectful academic setting that values diversity.
- Provide innovative and interdisciplinary undergraduate, graduate, and professional courses of study that enable students to exercise analytical and imaginative thinking and make well-founded ethical decisions.
- Nurture and support a highly qualified and entrepreneurial faculty that is excellent at teaching, active in pure and applied research, capable of providing a broad range of intellectual and cultural insights, and is responsive to the needs of students and their communities.
- Maintain an international reputation for superior education and public service that affirms its role as the intellectual and cultural nexus among Northern Virginia, the nation, and the world.

*As amended by the Board of Visitors on February 4, 2009
Approved by the State Council of Higher Education on May 12, 2009*

August 2010

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Executive Summary

This report presents the longitudinal results of Mason's participation in the 2008 Beginning College Survey of Student Engagement (BCSSE) and the 2009 National Survey of Student Engagement (NSSE). The BCSSE is a national survey that collects data about entering first-year college students' high school experiences and their expectations for participation in a variety of academic and co-curricular activities during the first year of college. The NSSE is a national survey that collects data about second semester first-year and senior college students' participation in a variety of academic and co-curricular activities. The BCSSE and NSSE were designed to be used as companion surveys. When administered to the same cohort of students before they started college and during their second semester of college, the BCSSE/NSSE can serve as a powerful tool for exploring how students' high school experiences and college expectations relate to a variety of educational outcomes during the first year of college.

The results presented in this report are based on *matched data* (N=541) from Mason students who completed both the BCSSE 2008 and the NSSE 2009. The first section of this report provides an overview of the respondents' demographics. The second section uses BCSSE/NSSE data to explore patterns of respondent behavior: high school behavior, expectations for college, and college behavior. The third and final section uses BCSSE/NSSE data to explore relationships between pre-college predictors of student engagement and actual levels of first-year student engagement, satisfaction, and success.

Major Findings:

- **Engagement**
 - **Academic challenge:** Respondents spent *more* hours per week preparing for class in college than they did in high school, yet they reported that they were *more likely* to come to class unprepared.
 - **Collaborative learning:** In high school, respondents were *more likely* to work with other students on projects during class; whereas, in college they were *more likely* to work with other students on projects outside of class. Respondents expected to engage in *more* collaborative learning activities in college than they actually experienced.
 - **Integrative learning:** Respondents had *high* expectations for how often they would engage in integrative learning activities in college. A large percentage (40-70%) had their *expectations met*. However, on the whole, respondents expected that they would engage in *more* integrative learning activities than they actually did.
 - **Student-faculty interaction:**
 - **Course-related faculty interaction:** Respondents were *less likely* than they were in high school to discuss ideas from their readings/classes with faculty outside of class but were *equally likely* to discuss grades with faculty. Respondents expected that they would have *more* course-related interaction with faculty in college than they did in high school; however, their actual experiences *fell short* of their expectations.
 - **Out-of-class faculty interaction:** Respondents were *less likely* to talk with faculty/advisors about career plans in college than they were in high school. Respondents had *high* expectations about how often they would work with faculty on activities other than coursework during their first year of college; however, only one third actually did so.
 - **Diversity:** Respondents were *equally likely* to interact with diverse others in high school and in college. Half believed that they would do this “often” or “very often” and actually did so during their first year of college. Nearly all reported that they wanted Mason to provide opportunities for them to interact with diverse others. Two-thirds reported that Mason did this “quite a bit” or “very much.”
 - **Support for student success:** Nearly all expected that Mason would provide them with the support that they needed to succeed in their academic, non-academic, and social pursuits. Three quarters expected that Mason would provide a *high level* of academic support and their *expectations were met*. Over a third of the respondents who expected Mason to provide a high level of support to help them thrive socially and cope with non-academic responsibilities *did not have their expectations met*.
- **Time on task:** Respondents spent *less* time per week participating in co-curricular activities in college than they expected they would and than they did in high school. Respondents spent *more* time relaxing and socializing in college than they expected they would and than they did in high school. Respondents spent *less* time working for pay in college than they expected they would.

- **Grades:** On average, respondents expected to earn *lower* grades in college than they earned in high school. In high school the average GPA for respondent group was 3.77 (median = 3.58). At the end of the first-year of college, the average GPA for the respondent group was 3.10. Just over half (54%) of the respondents were able to accurately predict their grades in college (18% believed that they would earn lower grades than they actually did and 28% believed they would earn higher grades than they actually did).
- **Student outcomes and success**
 - **High school engagement (measured by select BCSSE scales)**
 - **High school academic engagement:** Respondents with *low* levels of high school engagement experienced *lower* levels of college engagement (in all NSSE benchmark areas) when compared to respondents with high levels of high school engagement. Respondents with *low* levels of high school engagement also reported *lower* first-year college GPAs when compared to respondents with higher levels of high school engagement.
 - **Academic perseverance:** Respondents with *low* levels of academic perseverance (respondents' certainty that they will persist in the face of academic adversity) experienced *lower* levels of college engagement (in all NSSE benchmark areas) when compared to respondents with high levels of academic perseverance.
 - **Perceived academic preparation:** Respondents with *low* levels of perceived academic preparation experienced *lower* levels of college engagement (in all NSSE benchmark areas except for supportive campus environment) when compared to respondents with high levels of perceived academic preparation.
 - **College engagement (measured by NSSE benchmarks)**
 - For each of the NSSE benchmark areas, respondents who reported *low* levels of engagement in college also reported *lower* levels of satisfaction when compared to respondents with high levels of college engagement.
 - Respondents who reported *low* levels of academic challenge in college reported *lower* grades than respondents who reported high levels of academic challenge in college.
 - **Satisfaction and success**
 - Respondents with *low* first-year GPAs reported *lower* levels of satisfaction when compared to respondents with high first-year GPAs. Respondents who were retained through four semesters reported *higher* levels of satisfaction when compared to those who were not retained.
 - **Academic performance and retention**
 - Eighty-nine percent of the respondents were retained through four semesters (spring 2010).
 - Students who were not retained reported *lower* average college GPAs than students who were retained.
 - Nearly half (49%) of those who were not retained were in the lowest quartile (lowest 25%) for first-year of college GPA, while 41% were in the upper two quartiles (top 50%).
 - Of those who were not retained, 62% transferred to a public 4-year institution.
 - Respondents with lower first-year college GPAs were more likely to transfer to 2-year institutions (average GPA of respondent 2-year transfers was 2.11) as opposed to 4-year institutions (average GPA of respondent 4-year transfers was 3.11).

Definitions

- **BCSSE/NSSE:** refers to the 541 Mason respondents who completed the BCSSE 2008 and NSSE 2009.
- **“In high school”** and **“in college,”** when used to refer to respondents' answers on the BCSSE/NSSE items, describe respondents' experiences during the last year of high school and the first year of college.

Important Notes

- This report focuses only on the findings of the 541 BCSSE/NSSE matched respondents.
 - For the full BCSSE 2008 report, see <https://assessment.gmu.edu/Results/BCSSE/BCSSE.html>
 - For the full NSSE 2009 full report, see <https://assessment.gmu.edu/Results/NSSE/NSSE.html>
- Data presented in this report are *not* weighted.
- Percentages presented in this report may not sum to 100 due to rounding.

Overview

Research has shown that students' pre-college experiences and expectations serve as important predictors of college engagement and success (Cole, Kennedy, Ben-Avie, 2009). For this report, the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE) were used to gather information about Mason's fall 2008 entering first-year class. The BCSSE/NSSE dataset included information about respondents' demographic characteristics, pre-college experiences and expectations, and actual experiences during the first year of college. BCSSE and NSSE data were combined with institutional records (i.e., enrollment data, grades, etc.) from respondents' first four semesters of college. The combined data was used to explore patterns of behavior (high school behavior vs. college behavior) and transition (respondents' expectations for college vs. their actual experiences). Finally, the combined dataset was used to explore the relationship between respondents' pre-college experiences and expectations and first-year engagement, satisfaction, and success.

Methodology

Data Sources

BCSSE

The BCSSE is a national survey that collects information annually about entering FY students' backgrounds, high school academic and co-curricular experiences, and expectations for their academic and co-curricular experiences during the first year in college. Mason first participated in the BCSSE in 2008. The 2008 BCSSE cohort consisted of more than 70,000 FY students from 119 institutions nationwide. In June of 2008, 2,739 first-time FY Mason students were invited by email to participate in the BCSSE online. Post cards were distributed during freshman orientations in June, July, and late August, to remind students to complete the survey. The last BCSSE reminder was sent during the first week of the fall 2008 semester. In total, 1,513 entering Mason FY students completed the survey for a response rate of 55%.

NSSE

The NSSE is a national survey that collects information annually about second-semester FY and graduating senior (SR) students' participation in a variety of educational activities. Mason has participated in the NSSE every three years since 2000. The 2009 NSSE cohort consisted of 341,285 students from 640 institutions nationwide. Early in the spring of 2009, approximately 4,700 second-semester FY and SR Mason students were invited by email to participate in the NSSE online. In total, 1,571 Mason students (753 FY and 818 SR) completed the 2009 NSSE for a response rate of 33%.

Institutional Data

Institutional data was used to supplement and extend the information collected by the BCSSE and NSSE survey instruments. The institutional data used in this report was obtained from institutional records provided by Mason's Office of Institutional Research and Reporting. The data included demographic (e.g., gender, race/ethnicity, citizenship/visa status, and age), pre-college enrollment (e.g., high school GPA and SAT/ACT score), and academic (e.g., major, enrollment status, credit hours taken and completed, and semester and cumulative GPA) information. Much of the data obtained overlapped with information that was collected via self-report on the BCSSE and/or the NSSE. For this report, in an effort to conform with institutional practice, when both institution-reported and self-reported data were available, institution-reported data was used when it was practical to do so.

Matching Data

Student identification numbers were used to match data from the BCSSE and the NSSE and to match BCSSE/NSSE data with institutional records from respondents' first four semesters in college. In total, the matched dataset included 541 respondents.

Survey Scales and Measures

BCSSE Scales

BCSSE developed six scales to consolidate survey items into meaningful themes. These scales include **High School Academic Engagement (HSE)**, **Expected Academic Engagement (EAE)**, **Expected Academic Perseverance (EAP)**, **Expected Academic Difficulty (EAD)**, **Perceived Academic Preparation (PAP)**, and **Importance of Campus Environment (ICE)**. For more information about the BCSSE scales, see Appendix A.

NSSE Benchmarks

NSSE developed five indicators of student engagement called “benchmarks.” These benchmarks include **Level of Academic Challenge (LAC)**, **Active and Collaborative Learning (ACL)**, **Student-Faculty Interaction (SFI)**, **Supportive Campus Environment (SCE)**, and **Enriching Educational Experiences (EEE)**. Benchmarks are the traditional way that institutions categorize and report findings from the NSSE survey. For more information about the NSSE benchmarks, see Appendix A.

NSSE Scalelets

In an effort to increase the usability of NSSE data for small sample sizes, Pike (2006a) divided the five NSSE benchmarks into 12 scalelets (small groups of highly related survey questions). These scalelets include **Course Challenge (CC)**, **Writing (W)**, **High Order Thinking (HOT)**, **Active Learning (AL)**, **Collaborative Learning (CL)**, **Course Interaction (with faculty) (CI)**, **Out-of-class Interaction (with faculty) (OCI)**, **Varied Experiences (VE)**, **Information Technology (IT)**, **Diversity (DIV)**, **Support for Student Success (SSS)**, and **Interpersonal Environment (IE)**. For more information about Pike’s NSSE scalelets, see Appendix A.

Similar to Pike’s efforts, Laird, Shoup, and Kuh (2005), constructed three scales from the NSSE survey items which focus on the ways in which students learn. Specifically the researchers were interested in students’ use of deep, as opposed to surface-level, strategies for learning. Deep learning is driven by a desire to truly understand what is being presented and may include the use of a variety of strategies such as analyzing and reflecting on assignments, integrating concepts and ideas from various sources, and discussing assignments with others (Nelson Laird, Shoup, & Kuh). In contrast, surface-level learning is driven by the desire to complete a task (i.e., pass an exam) and often includes strategies like memorization (Nelson Laird, Shoup, & Kuh). In examining the NSSE survey items that focus on learning, Laird and his colleagues were able to identify three deep learning scalelets. These include: **High Order Thinking (HOT)** (same scale used by Pike), **Integrative Learning (IL)**, and **Reflective Learning (RL)**. For more information about the deep learning scalelets, see Appendix A.

These scalelets have been determined to provide valid and reliable measures of students’ educational experiences and have been shown to have greater explanatory power than the NSSE benchmark scores alone (Nelson Laird, Shoup, & Kuh, 2005, Pike 2006b). Because they enable researchers and practitioners to focus on more specific aspects of the student experience, these NSSE scalelets are used as the primary framework for the analyses presented in this report.

Student Outcomes and Success

BCSSE/NSSE data can be used to examine a variety of educational outcomes (i.e., student engagement and satisfaction). When combined with institutional records, BCSSE/NSSE data can also be used to explore the relationships between student engagement and success (i.e., academic performance and retention).

The measure for **overall student satisfaction** was computed using the mean of students’ responses to two NSSE survey questions:

- Overall, how would you evaluate your entire experience at this institution? and
- If you could start over again, would you go to the same institution you are attending now?

Academic performance and **retention** were used as measures of student success. For this study, cumulative grade point average through the end of the fourth semester (spring 2010) was used as the measure of academic performance. Enrollment from the fall of 2008 through the spring of 2010 (not excluding stop outs) was used as the measure for retention. Data for both were collected from respondents' institutional records.

Survey Comparability

As mentioned before, the BSSE examines respondents' high school experiences and college expectations while the NSSE examines respondents' college experiences. Together, the BCSSE 2008 and NSSE 2009 consist of over 200 survey items, many of which overlap. This overlap provides an opportunity to examine patterns of student behavior (high school behavior vs. college behavior) and patterns of student transition (college expectations vs. respondents' experiences), both of which can be useful predictors of student engagement, perceived gains in learning, satisfaction, and academic success.

Sources of Error

Of the 1,513 BCSSE respondents, 71% completed the BCSSE before attending orientation, 3% completed the BCSSE while attending orientation, 25% completed the BCSSE after attending orientation, and 1 % completed the BCSSE but did not attend orientation. The *timing of survey completion* may have impacted BCSSE survey response patterns, particularly on items related to student expectations.

BCSSE/NSSE Respondent Characteristics

This section provides an overview of the demographic and academic characteristics of the 541 respondents who completed both the BCSSE 2008 and the NSSE 2009. The BCSSE/NSSE respondents were generally representative of the BCSSE 2008 and NSSE 2009 respondent groups and of the Mason fall 2008 entering FY class. For a demographic comparison of the BCSSE/NSSE, BCSSE 2008, and NSSE 2009 respondents, see Appendix B.

Demographic Characteristics

Demographic information about the BCSSE/NSSE respondents was obtained from the BCSSE 2008, the NSSE 2009, and institutional records. Differences between the BCSSE/NSSE respondent group and the fall 2008 FY population are identified.

Gender/Race/Ethnicity/Age

- Nearly two-thirds (65%) of the respondents were female. Females were *slightly* overrepresented in the BCSSE/NSSE respondent group compared to the actual percentage (53%) of females in the Mason FY population at the beginning of the fall 2008 term.
- Just over half of the respondents identified as White/non-Hispanic (54%). The largest racial/ethnic minority group was Asian (18%) followed by African American (8%). These figures include international/foreign national respondents.
 - When compared with the official enrollment report, White/non-Hispanic students appear to be over-represented in BCSSE/NSSE respondent group. Official enrollment records indicate that the racial/ethnic profile of the fall 2008 FY class was as follows: 40% White/non-Hispanic, 14% Asian American, 7% African American, 3% Hispanic American, 3% Non-Resident Alien, and 33% no response. Differences between the BCSSE/NSSE respondent group and the fall 2008 FY population were likely due the fact that official enrollment reports count non-resident alien respondents as a separate ethnic group students and include a significant percentage of students who did not report their race/ethnicity (33%).
- Eight percent self-identified as international/foreign national. This is significantly *higher* than the actual percentage of first-year students who were classified by the institution as “non-resident alien” (NRA) (2%) at the beginning of the fall 2008 term. The percentage of NRA students in the population does not account for students who identify as permanent residents.

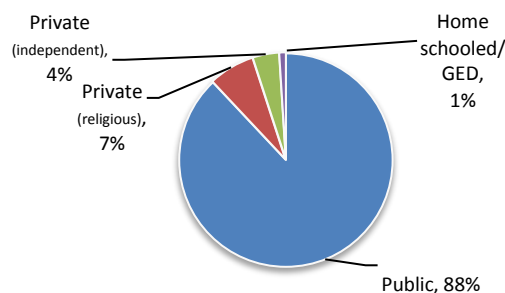
High School Academic Characteristics

High school/pre-college academic information about the BCSSE/NSSE respondents was obtained from the BCSSE 2008 and institutional (admission) records. Results showed that:

High School Type

- A majority (88%) graduated from public high schools, 7% graduated from private religiously-affiliated high schools, 4% graduated from private independent high schools, and 1% reported that they were home schooled or earned a GED (Figure 1).
- Nearly all (99%) reported that they graduated from high school in 2008 which means that they went directly from high school to college.

Figure 1. High School Type (Frequency)



High School Grades

- Approximately 44% reported that they received mostly A's in high school, while 56% reported that they received mostly B's. On their college admissions application, 59% reported GPAs of 3.5 or higher while 40% reported GPAs between 2.5 and 3.49.
- The average respondent SAT score was 1136 (out of 1600).
- A majority (92%) took at least one honors or AP course while in high school. Forty-two percent reported taking five or more honors courses and 22% reported taking five or more AP courses.
- Ten percent reported that they thought their high school was extremely challenging, while 70% reported that their high school was moderately challenging.

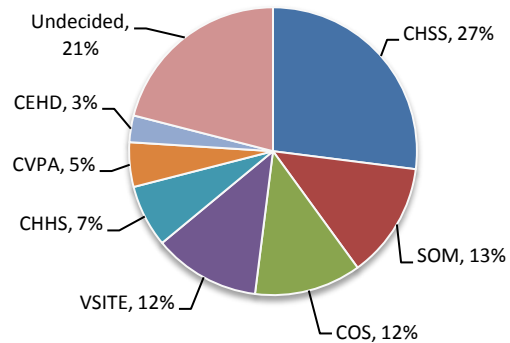
College Academic Characteristics

College academic information about the BCSSE/NSSE respondents' first four semesters in college (fall 2008, spring 2009, fall 2009, and spring 2010) was obtained from institutional records.

Major

- Results showed that when they entered college in the fall of 2008, most BCSSE/NSSE respondents were pursuing a major in the College of Humanities and Social Sciences (CHSS) (27%), the School of Management (SOM) (13%), the College of Science (COS) (12%), the Volgenau School of Information Technology and Engineering (VSITE) (12%), or were undecided (21%) (Figure 2). The remaining respondents were pursuing majors in the College of Health and Human Services (CHHS), the College of Visual and Performing Arts (CVPA), and the College of Education and Human Development (CEHD).

Figure 2. BCSSE/NSSE Respondents by Major – Fall 2008 (Frequency)



- Each semester, approximately 9% of the respondents changed majors.
- Three percent of the respondents changed majors multiple times during their first four semesters of college.

Enrollment Status

- Nearly all of the respondents (99%) were enrolled full-time throughout their first four semesters of college (fall 2008-spring 2010).
- The average number of credit hours taken each semester was 14.2.

Grades and Retention

- The average college semester GPA was approximately 3.1.
- Eighty-nine percent of the respondents were retained through four semesters of college (end of spring 2010). The one year retention rate for the respondent group was 92% (8% did not return after completing two semesters). For comparison, according to institutional records, the fall 2008, first-year, full-time student cohort's one year retention rate was 85%.
- Of those that were retained through four semesters, 2% took at least one semester off.

Patterns of Student Behavior and Transition

This section presents the results of the analysis of the matched BCSSE/NSSE items. Patterns of behavior were explored by examining the relationship between respondents' experiences during their last year of high school (hereafter "in high school") and during their first year of college (hereafter "in college"). Transition was explored by examining the gap between respondents' expectations for college and their actual college experiences. For a list of matched survey items including mean scores, see Appendix C and Appendix D.

Academic Engagement

Course Challenge

Three of the matched items measured respondents' perceived level of course challenge: the amount of **time spent per week preparing for class**, the **number of assigned textbooks, books, or book-length packs of course readings** for the school year, and the frequency with which respondents **attended class without completing readings or assignments**.

Time Spent Preparing for Class

Respondents reported spending *more* time per week preparing for class in college than they did in high school although the amount of time that they spent was *less* than they had expected ($p < 0.001$) (Figure 3).

- A majority (58%) of respondents spent between 1 and 10 hours per week preparing for class in high school.
- One third (33%) of the respondents reported that they expected to spend more than 20 hours per week preparing for class in college although only 19% reported doing so.

Figure 3. Hours/Week Preparing for Class (Frequency)

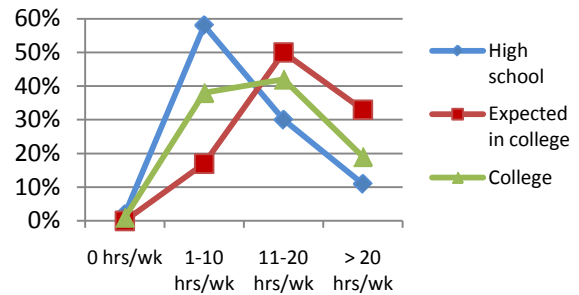


Table 1. Hours/Week Preparing for Class (High School Experience-College Experience)

Hours per week spent preparing for class		College (experience)		
		<10	11-20	20+
High School (experience)	<10	30%	23%	6%
	11-20	6%	15%	9%
	20+	3%	5%	4%

Thirty-eight percent spent *more time* preparing for class in college than in high school.

Nearly half (49%) spent approximately the *same amount of time* preparing for class in college as they did in high school.

Fourteen percent spent *less time* preparing for class in college than they did in high school.

Table 2. Hours/Week Preparing for Class (College Expectation-College Experience)

Hours per week spent preparing for class		College (experience)		
		<10	11-20	20+
College (expectation)	<10	12%	5%	1%
	11-20	19%	23%	7%
	20+	8%	14%	12%

Thirteen percent *underestimated* the amount of time they would spend preparing for class in college.

Nearly half (47%) were able to *accurately predict* the amount of time that they would spend preparing for class in college.

Forty-one percent *overestimated* the amount of time they would spend preparing for class in college.

Assigned Reading

The assigned reading items from the BCSSE and the NSSE could not be compared directly due to differences in survey scales. In high school, 74% of the respondents reported that they did “quite a bit” or “very much” reading (Figure 4). In college, 39% percent reported being assigned more than 11 textbooks, books, book-length course packs during the first year of college (Figure 5).

Figure 4. Amount of Assigned Reading for the School Year in High School (Frequency)

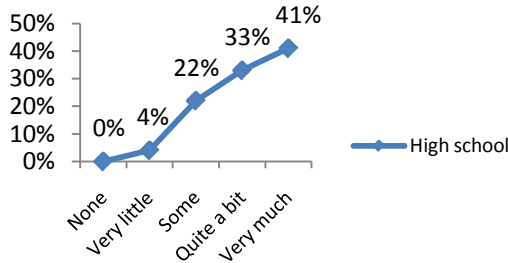
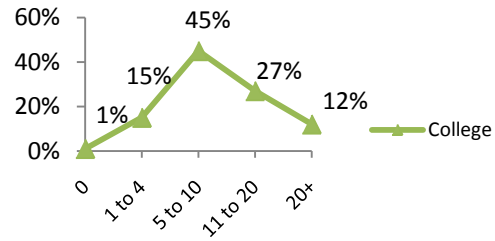


Figure 5. Amount of Assigned Reading for the School Year (Frequency)



Unprepared for Class

Figure 6 shows that respondents attended class unprepared *more often* in college than they did in high school ($p < 0.001$). Ten percent of respondents reported that they “often” or “very often” attended class without completing readings or assignments in high school whereas 17% reported that they did so during their first year of college.

Figure 6. Unprepared for class (Frequency)

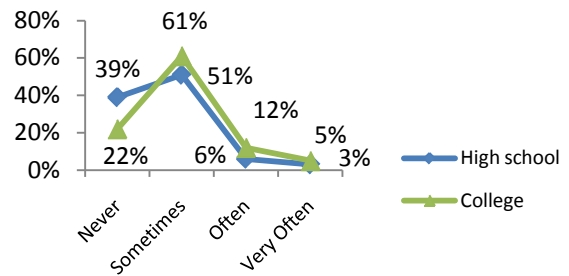


Table 3. Unprepared for Class (High School Experience-College Experience)

Came to class without completing readings or assignments	College (experience)		Total
	Never/Sometimes	Often/Very Often	
High School (experience)	Never/Sometimes	77%	100%
	Often/Very Often	6%	

Thirteen percent of respondents “never” or “sometimes” attended class unprepared in high school but “often” or “very often” did so in college.

Seventy-seven percent of the respondents had good study habits in high school and maintained those habits during their first year of college.

Active Learning

Two of the matched items measured respondents’ level of engagement in active learning activities: how often respondents **asked questions in class or contributed to class discussions** and how often respondents **made class presentations**. Results showed that respondents were *more* engaged in active learning activities in high school than they were in college ($p < 0.001$). In general, respondents’ expectations for active learning for college *matched* their high school experiences ($p > 0.05$), however, in college, respondents participated *less* in active learning activities than they expected they would ($p < 0.001$).

- Seventy-seven percent of respondents reported that they “often” or “very often” asked questions in class or contributed to class discussions in high school compared to 57% who reported that they did so during college (Figure 7).

- Sixty-three percent of respondents reported that they “often” or “very often” made class presentations in high school compared to 41% who reported that they did so during college (Figure 8).

Figure 7. Ask Questions or Contributed to Class Discussions (Frequency)

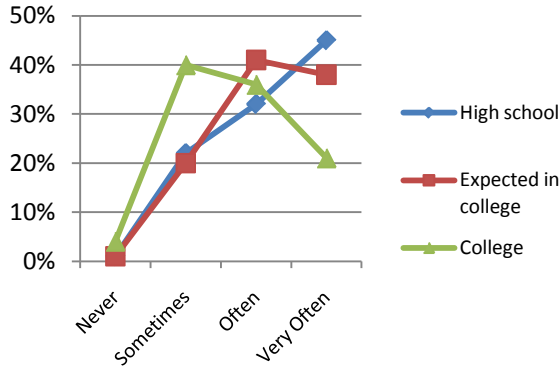


Figure 8. Make a Class Presentation (Frequency)

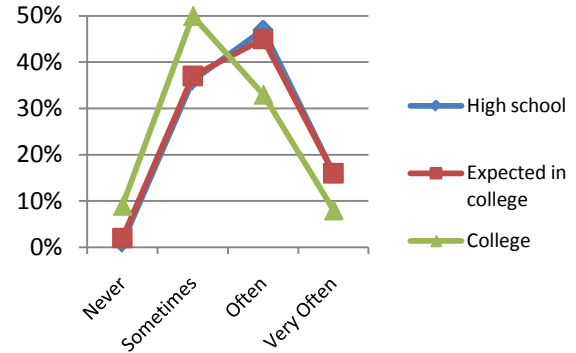


Table 4. Active Learning (High School Experience-College Experience)

	HS High-College High	HS High-College Low	HS Low-College High	HS Low-College Low	Total
Asked questions or contributed to class discussions	51%	25%	5%	18%	100%
Made a class presentation	28%	35%	13%	24%	100%

Note: High refers to a response of “often” or “very often” and low refers to a response of “sometimes” or “never.”

Half of the respondents (51%) who actively participated in class in high school continued to do so in college.

One quarter to one third (25-35%) of respondents participated “often” or “very often” in active learning in high school but *did not do so* in college.

Table 5. Active Learning (College Expectation-College Experience)

	Expectation High-Experience High	Expectation High-Experience Low	Expectation Low-Experience High	Expectation Low-Experience Low	Total
Asked questions or contributed to class discussions	52%	27%	5%	16%	100%
Made a class presentation	27%	33%	14%	25%	100%

Note: High refers to a response of “often” or “very often” and low refers to a response of “sometimes” or “never.”

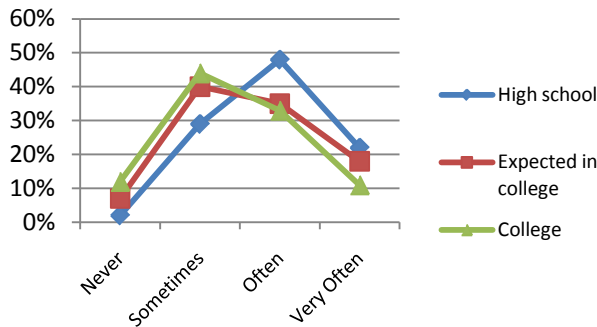
One quarter to one third (27-33%) of respondents expected to participate “often” or “very often” in active learning in college but *did not do so* in college.

Collaborative Learning

Three of the matched items measured respondents’ level of engagement in collaborative learning activities: how often respondents **worked with other students on projects during class**, how often respondents **worked with other students outside of class to prepare class assignments**, and how often respondents **discussed ideas from readings or classes with others outside of class**.

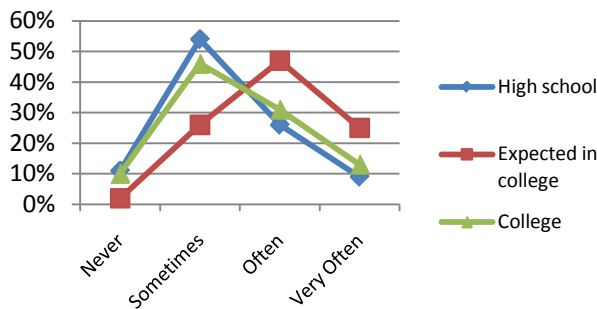
The findings were mixed. In high school, respondents were *more* likely to work with other students on projects during class whereas in college they were *more* likely to work with other students outside of class ($p < 0.001$). Respondents were equally likely in high school and college to discuss ideas from their readings or classes with others (students, family members, etc.) outside of class ($p > 0.05$). In all cases, respondents expected to participate in more collaborative learning activities than they actually did during the first year of college ($p < 0.001$).

Figure 9. Work with Other Students on Projects During Class (Frequency)



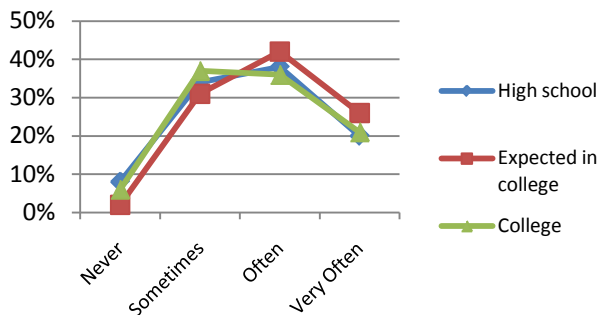
- In high school, 69% of respondents reported that they “often” or “very often” worked with other students on projects during class. Respondents expected that they would do so less in college (53%), however, their actual experiences were even less than what they expected (44%) (Figure 9).

Figure 10. Work with Other Students Outside of Class to Prepare Class Assignments (Frequency)



- In high school, 36% of respondents reported that they “often” or “very often” worked with other students outside of class to prepare class assignments. Respondent expected that they would do so more often in college (73%), however, their actual experiences were less than what they expected (44%) (Figure 10).

Figure 11. Discuss Ideas from Readings or Classes with Others Outside of Class (Frequency)



- In high school, 58% of respondents reported that they “often” or “very often” discussed ideas from their readings or classes with others outside of class. A similar percentage (57%) reported that they “often” or “very often” did so during the first year of college. This was significantly *less* than the percentage (67%) that expected to do so (Figure 11).

One third (34%) of the respondents reported that in high school they “often” or “very often” worked with other students on projects during class, however, they *did not do so* in college.

Table 6. Collaborative Learning (High School Experience-College Experience)

	HS High- College High	HS High- College Low	HS Low- College High	HS Low- College Low
Worked with other students on projects <u>during class</u>	36%	34%	9%	22%
Worked with other students <u>outside of class</u> to prepare class assignments	20%	15%	24%	41%
Discussed ideas from readings or classes with others <u>outside of class</u>	40%	18%	18%	24%

Note: High refers to a response of “often” or “very often” and low refers to a response of “sometimes” or “never.”

Forty-one percent of respondents reported that they rarely (“sometimes” or “never”) worked with other students outside of class to prepare class assignments in high school and continued the *same pattern of behavior* in college.

A large percentage of the respondents (26%, 38%, and 21%, respectively) expected that they would engage in more collaborative learning activities in college than they actually did.

Table 7. Collaborative Learning (College Expectation-College Experience)

	Expectation High- Experience High	Expectation High- Experience Low	Expectation Low- Experience High	Expectation Low- Experience Low
Worked with other students on projects <u>during class</u>	27%	26%	18%	29%
Worked with other students <u>outside of class</u> to prepare class assignments	35%	38%	10%	18%
Discussed ideas from readings or classes with others <u>outside of class</u>	47%	21%	11%	22%

Note: High refers to a response of “often” or “very often” and low refers to a response of “sometimes” or “never.”

Nearly half (47%) of respondents expected that they would “often” or “very often” discuss ideas with others outside of class in college and their expectations were fulfilled.

Integrative Learning

Two of the matched items were used to explore respondents’ expectations and actual experiences related to integrative learning: the frequency with which respondents **worked on a paper or project that required integrating ideas or information from various sources and put together ideas or concepts from different courses when completing assignments or during class discussions**. Results showed that students expected to participate in more integrative learning activities than they actually engaged in during their first year of college.

- Ninety-two percent of respondents reported that they expected that they would “often” or “very often” work on a paper or project that required integrating ideas during their first year of college. However, only 74% reported doing so (Figure 12).

- Similarly, 82% reported that they expected to “often” or “very often” put together ideas or concepts from different courses during their first year of college while only 56% reported doing so (Figure 13).

Figure 12. Work on a Paper or Project that Required Integrating Ideas or Information from Various Sources (Frequency)

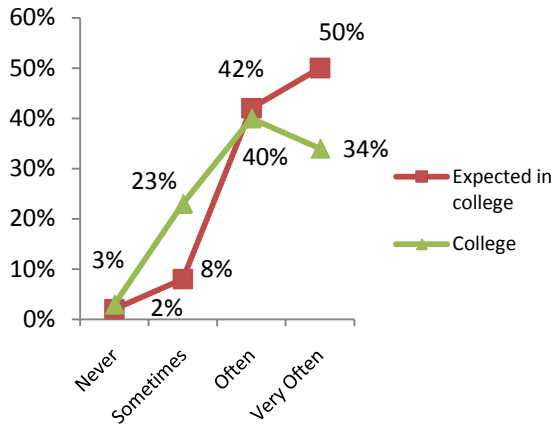
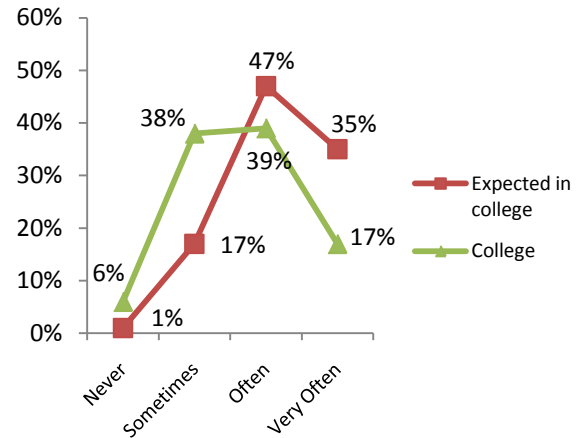


Figure 13. Put Together Ideas or Concepts from Different Courses when Completing Assignments or During Class Discussions (Frequency)



A large percentage of respondents (70% and 47%) had high expectations about the frequency with which they would engage in integrative learning activities during their first year in college and reported that their expectations were met.

Table 8. Integrative Learning (College Expectation-College Experience)

	Expectation High- Experience High	Expectation High- Experience Low	Expectation Low- Experience High	Expectation Low- Experience Low
Worked on a paper or project that requires integrating ideas or information from various sources	70%	23%	5%	3%
Put together ideas or concepts from different courses when completing assignments during class discussions	47%	34%	9%	10%

Note: High refers to a response of “often” or “very often” and low refers to a response of “sometimes” or “never.”

Student Faculty Interaction

Three of the matched items examined respondents’ course-related interactions with faculty: how often respondents **discussed ideas from their readings or classes with teachers/faculty members outside of class**, **discussed grades with faculty members outside of class**, and **expected to receive/received prompt feedback from faculty regarding their academic performance**. Two items examined respondents’ out-of-class interactions with faculty: how often respondents **discussed college/career plans with teachers/faculty** and **expected to work with faculty on activities other than coursework**.

Course-Related Faculty Interaction

Respondents were *less likely* to discuss ideas from their readings or classes ($p < 0.001$) with teachers/faculty in college than they were in high school but were *equally likely* to discuss grades ($p > 0.05$). Respondents expected that their interaction with faculty in both areas would increase during their first year of college; however, their actual experiences did not meet expectations. On average, respondents' experiences fell slightly short of their expectations with respect to the frequency with which they received prompt feedback from faculty on their academic performance ($p < 0.001$).

Figure 14. Discuss Ideas from Readings or Classes with Faculty Outside of Class (Frequency)

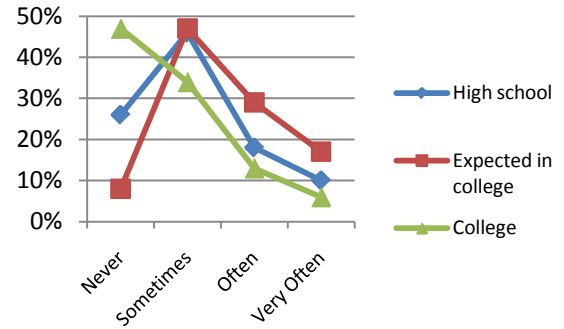


Figure 15. Discuss Grades or Assignments with Faculty Outside of Class (Frequency)

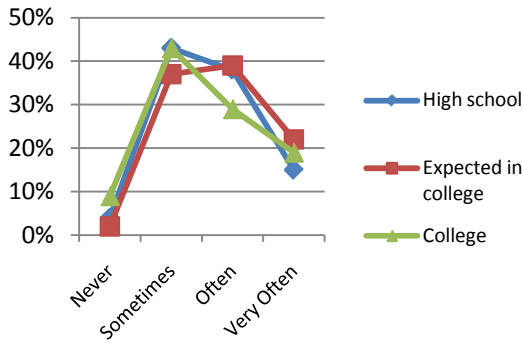


Figure 16. Receive Prompt Feedback from Faculty on your Academic Performance (Frequency)

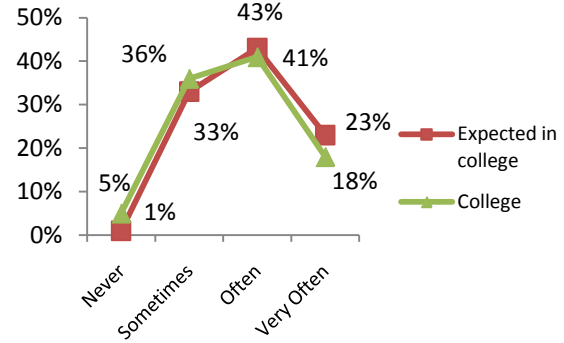


Table 9. Course-Related Faculty Interaction (High School Experience-College Experience)

	HS High-College High	HS High-College Low	HS Low-College High	HS Low-College Low
Discussed ideas from readings or classes with teachers/faculty outside of class	9%	18%	10%	63%
Discussed grades or assignments with a teacher/faculty member outside of class	31%	22%	17%	29%

Note: High refers to a response of "often" or "very often" and low refers to a response of "sometimes" or "never."

Nearly one quarter (22%) of respondents often discussed grades or assignments with faculty members outside of class in high school but rarely did so during their first year of college.

A majority of respondents reported that they rarely discussed ideas from readings or classes with teachers/faculty outside of class in high school and continued the same pattern of behavior during their first year of college.

Table 10. *Course-Related Faculty Interaction (College Expectation-College Experience)*

	Expectation High-Experience High	Expectation High-Experience Low	Expectation Low-Experience High	Expectation Low-Experience Low
Discussed ideas from readings or classes with teachers/faculty outside of class	11%	34%	7%	48%
Discussed grades or assignments with a teacher/faculty member outside of class	37%	24%	11%	28%
Received prompt feedback from faculty on your academic performance	42%	24%	17%	17%

Note: High refers to a response of “often” or “very often” and low refers to a response of “sometimes” or “never.”

Forty-two percent of respondents had high expectations for the frequency with which they would receive feedback from faculty and their expectations were met.

One quarter to one third of the respondents *did not* have the amount of interaction with faculty that they had expected.

Out-of-Class Faculty Interaction

Results showed that respondents were *less likely* to talk with faculty/advisors about career plans in college than they were in high school ($p < 0.001$). During their first year of college, 35% of respondents reported that they never talked with faculty about career plans whereas only 2% never did so in high school (Figure 17).

Respondents had *high* expectations about how often they would work with faculty members on activities other than coursework during their first year of college. Nearly all respondents (94%) expected that they would engage in this type of work with faculty at least sometimes during their first year of college; however, only 36% of the respondents actually did so (Figure 18).

Figure 17. Talk with Faculty about Career Plans (Frequency)

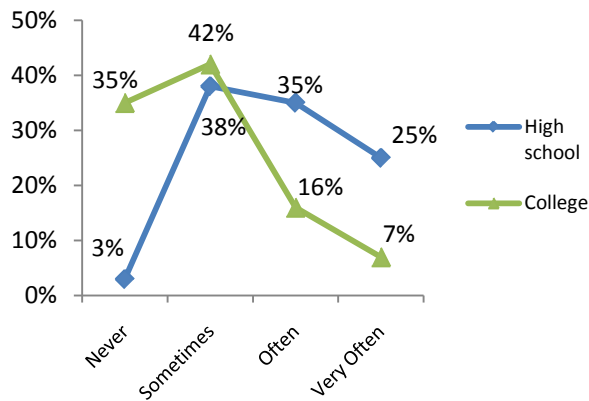


Figure 18. Work with Faculty on Activities other than Coursework (Frequency)

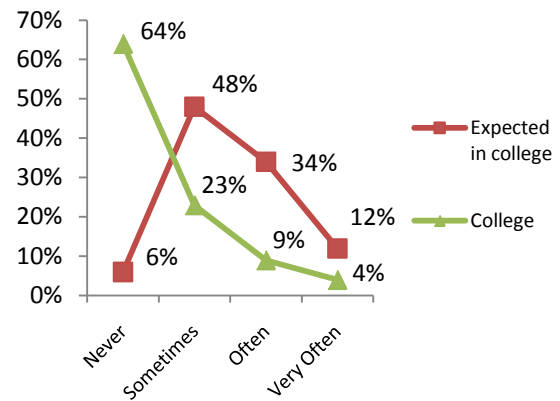


Table 11. *Talk with Faculty about Career Plans (High School Experience-College Experience)*

Talk with faculty about career plans		College (experience)	
		Never/Sometimes	Often/Very Often
High School (experience)	Never/Sometimes	33%	7%
	Often/Very Often	45%	16%

Nearly half of the respondents reported that they often talked with faculty about career plans in high school but rarely did so in college.

Table 12. *Work with Faculty on Activities other than Coursework (College Expectation-College Experience)*

Work with faculty on activities other than coursework		College (experience)	
		Never/Sometimes	Often/Very Often
College (expectation)	Never/Sometimes	51%	4%
	Often/Very Often	36%	9%

One third of the respondents expected that they would work with faculty on activities other than coursework more often than they actually did.

Diversity

Three of the matched items explored respondents' experiences with diversity: how often respondents **had serious conversations with students of a different race or ethnicity than their own**, how often respondents **had serious conversations with students who were very different from them in terms of their religious beliefs, political opinions, or personal values**, and the importance that respondents placed on attending a university that provides **opportunities to interact with students from different economic, social, and racial/ethnic backgrounds** and the extent to which Mason provided these opportunities during their first year of college.

Results showed that the frequency with which respondents interacted with diverse others did *not differ* significantly ($p>0.05$) between high school and college despite respondents' expectations to experience a significant increase in such interactions ($p<0.001$).

- In high school, 68% of respondents reported "often" or "very often" having conversations with students of a different race or ethnicity than their own and 64% reported "often" or "very often" having conversations with students who were different from them in terms of their religious beliefs, political opinions, and personal values (Figure 19).
- Respondents expected to have *more* conversations with diverse others during their first-year of college (78% expected to "often" or "very often" converse with students of a different race/ethnicity and 78% expected to do so with students who had different beliefs, opinions, and values) (Figure 20).
- However, respondents' actual experiences fell short of their expectations. During their first year of college, 64% reported "often" or "very often" having conversations with students of a different race/ethnicity and 63% reported "often" or "very often" having conversations with students who had different beliefs, opinions, and values (Figures 19 and 20).

Figure 19. Had Serious Conversations with Students of a Different Race or Ethnicity (Frequency)

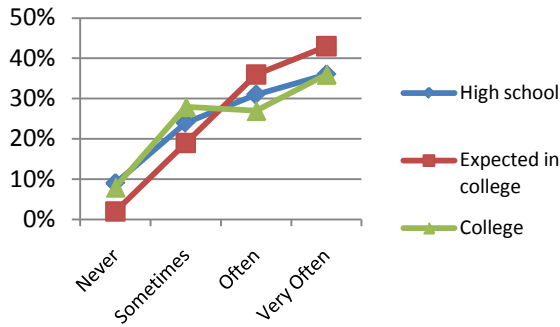


Figure 20. Had Serious Conversations with Students with Different Beliefs, Opinions, and Values (Frequency)

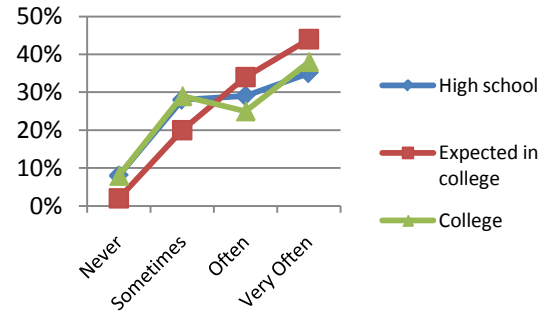


Table 13. Interactions with Diverse Others (High School Experience-College Experience)

	HS High-College High	HS High-College Low	HS Low-College High	HS Low-College Low
Had serious conversations with students of a different race or ethnicity	49%	18%	15%	18%
Had serious conversations with students who had different beliefs, opinions, and values	48%	17%	16%	20%

Note: High refers to a response of “often” or “very often” and low refers to a response of “sometimes” or “never.”

Half of the respondents “often” or “very often” interacted with diverse others in high school and continued to do so in college.

Table 14. Interactions with Diverse Others (College Expectation-College Experience)

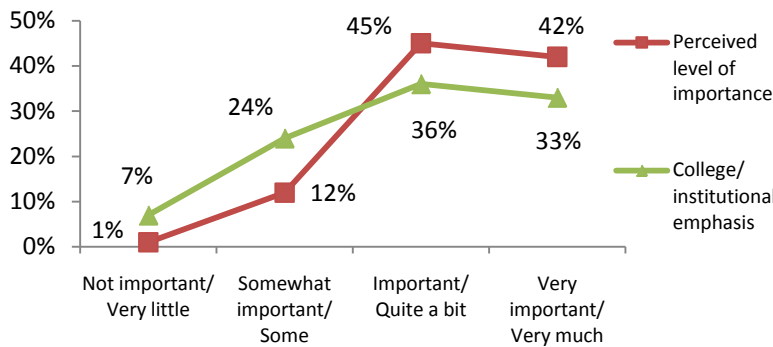
	Expectation High-Experience High	Expectation High-Experience Low	Expectation Low-Experience High	Expectation Low-Experience Low
Had serious conversations with students of a different race or ethnicity	56%	22%	8%	14%
Had serious conversations with students who had different beliefs, opinions, and values	56%	21%	8%	14%

Note: High refers to a response of “often” or “very often” and low refers to a response of “sometimes” or “never.”

Half of the respondents (56%) had high expectations about the frequency with which they would interact with diverse others and their *expectations were met*.

A quarter of the respondents were *did not* experience their expected level of interaction with diverse others.

Figure 21. Institution Provides Opportunities to Interact with Students from Different Backgrounds (Frequency)



A majority (87%) of the respondents reported that it was “important” or “very important” for their college to provide them with opportunities to interact with students from different backgrounds. Sixty-nine percent reported that Mason did this “quite a bit” or “very much,” however, on average, respondents experiences fell short of their expectations ($p < 0.001$).

Table 15. Institution Provides Opportunities to Interact with Students from Different Backgrounds (College Expectation-College Experience)

Opportunities to interact with students from different economic, social, and racial or ethnic backgrounds		College (experience)	
		Low	High
College (expectation)	Low	6%	8%
	High	26%	61%

Note. College expectation variable was originally measured on a 1 to 6 scale ranging from 1 = Not important to 6 = Very important. College experience was originally measured on a 1 to 4 scale ranging from 1 = Very little to 4 = Very much. For comparison purposes, both scales were transformed to a 100 point scale. Low refers to a score of 50 or less and high refers to a score greater than 50.

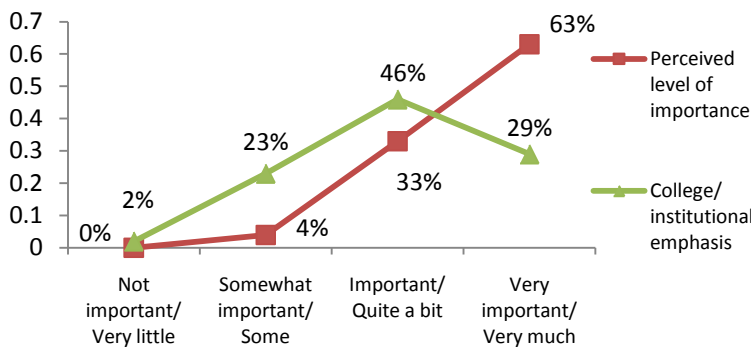
A majority (61%) of the respondents believed that it was important for their institution to emphasize providing opportunities to interact with students from different backgrounds and their expectations were met at Mason. A quarter of the respondents had high expectations but they were disappointed with the extent to which Mason emphasized this area.

Support for Student Success

Three matched items explored the importance that respondents placed on attending a university that provided various types of support and the extent to which Mason provided these types of support during their first year of college. The types of support examined included: the support needed to **succeed academically**, assistance **coping with non-academic responsibilities** (work, family, etc.), and the support needed to **thrive socially**.

Support to Succeed Academically

Figure 22. Support Needed to Succeed Academically (Frequency)



Almost all of the respondents (96%) reported that it was “important” or “very important” for their college to provide them with the support needed to succeed academically. Three-quarters (75%) reported that Mason did this “quite a bit” or “very much,” however, on average, respondents experiences fell short of their expectations ($p < 0.001$).

Table 16. *Support Needed to Succeed Academically (College Expectation-College Experience)*

Provide the support needed to succeed academically		College (experience)	
		Low	High
College (expectation)	Low	1%	2%
	High	24%	73%

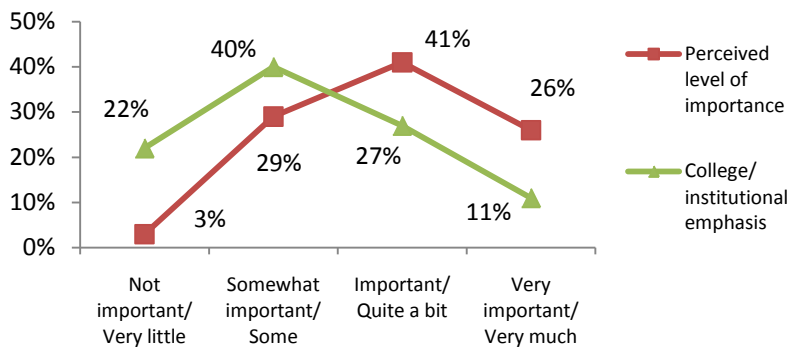
Note. College expectation variable was originally measured on a 1 to 6 scale ranging from 1 = Not important to 6 = Very important. College experience was originally measured on a 1 to 4 scale ranging from 1 = Very little to 4 = Very much. For comparison purposes, both scales were transformed to a 100 point scale. Low refers to a score of 50 or less and high refers to a score greater than 50.

One quarter of the respondents (24%) were *disappointed* with the level of academic support provided during their first year at Mason.

Nearly three-quarters (73%) of the respondents believed that it was important for their institution to provide them with the support they needed to succeed academically and their *expectations were met* at Mason.

Support to Cope with Non-Academic Responsibilities

Figure 23. *Institution Provides Support Needed to Cope with Non-Academic Responsibilities (Frequency)*



A majority (67%) of the respondents reported that it was “important” or “very important” for their college to provide the support they needed to cope with non-academic responsibilities. Thirty-eight percent reported that Mason did this “quite a bit” or “very much,” however, on average, respondents experiences fell below their expectations ($p < 0.001$).

Table 17. *Support to Cope with Non-Academic Responsibilities (College Expectation-College Experience)*

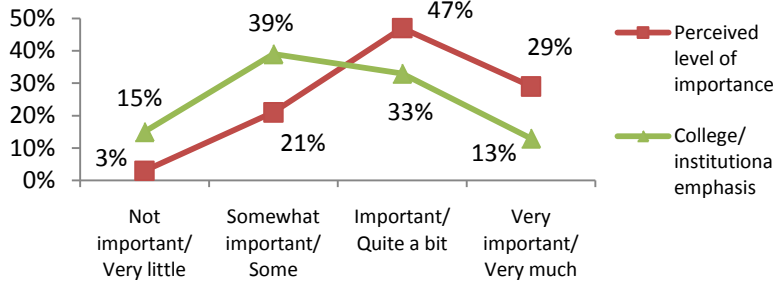
Provide the support needed to cope with non-academic responsibilities		College (experience)	
		Low	High
College (expectation)	Low	24%	9%
	High	39%	28%

Note. College expectation variable was originally measured on a 1 to 6 scale ranging from 1 = Not important to 6 = Very important. College experience was originally measured on a 1 to 4 scale ranging from 1 = Very little to 4 = Very much. For comparison purposes, both scales were transformed to a 100 point scale. Low refers to a score of 50 or less and high refers to a score greater than 50.

Thirty-nine percent of the respondents were *disappointed* with the extent to which Mason provided them with the support they needed to cope with non-academic responsibilities during their first year of college.

Support to Thrive Socially

Figure 24. Institution Provides Support Needed to Thrive Socially (Frequency)



Three quarters (76%) of respondents reported that it was “important” or “very important” for their college to provide the support they needed to thrive socially. Nearly half (46%) reported that Mason did this “quite a bit” or “very much,” however, on average, respondents’ experiences fell below their expectations ($p < 0.001$).

Table 18. Support to Thrive Socially (College Expectation-College Experience)

How important is it to you/To what extent does your institution emphasize providing the support you need to thrive socially		College (experience)	
		Low	High
College (expectation)	Low	16%	8%
	High	37%	38%

Note. College expectation variable was originally measured on a 1 to 6 scale ranging from 1 = Not important to 6 = Very important. College experience was originally measured on a 1 to 4 scale ranging from 1 = Very little to 4 = Very much. For comparison purposes, both scales were transformed to a 100 point scale. Low refers to a score of 50 or less and high refers to a score greater than 50.

Thirty-seven percent of the respondents were *disappointed* with the extent to which Mason provided them with the support they needed to thrive socially.

Time on Task

Three additional matched items explored the amount of time students spent engaging in various activities including: **co-curricular activities, relaxing and socializing, and working for pay.**

Co-Curricular Activities

Figure 25 shows that, on average, respondents expected to spend approximately the same amount of time per week participating in co-curricular activities in college as they did in high school. In reality, during their first year of college, respondents spent *less time* per week participating in co-curricular activities than they expected and than they did in high school.

- Half (50%) of the respondents spent between 1 and 10 hours per week participating in co-curricular activities while in high school. Fifty-five percent expected to do so during their first year of college while 43% actually did so.
- A large percentage (39%) of respondents reported that they did not participate in co-curricular activities at all during their first year of college.

Figure 25. Hours/Week Participating in Co-Curricular Activities (Frequency)

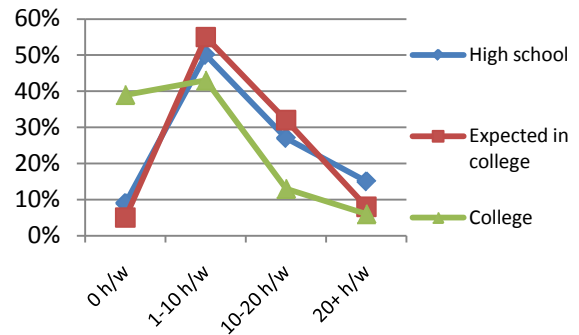


Table 19. Hours/Week Participating in Co-Curricular Activities (High School Experience-College Experience)

Hours per week spent participating in co-curricular activities		College (experience)			
		0	1-10	11-20	20+
High School (experience)	0	6%	2%	0%	0%
	1-10	23%	23%	4%	1%
	11-20	6%	14%	5%	2%
	20+	4%	4%	4%	3%

Nine percent spent *more time* per week participating in co-curricular activities in college than in high school.

Thirty-seven percent spent approximately the *same amount of time* per week participating in co-curricular activities in college as they did in high school.

Just over half (55%) spent *less time* per week participating in co-curricular activities in college than they did in high school.

Table 20. Hours/Week Participating in Co-Curricular Activities (College Expectation-College Experience)

Hours per week spent participating in co-curricular activities		College (experience)			
		0	1-10	11-20	20+
College (expectation)	0	4%	1%	0%	0%
	1-10	25%	24%	5%	2%
	11-20	8%	15%	6%	2%
	20+	1%	3%	2%	2%

One tenth *underestimated* the amount of time per week that they would spend participating in co-curricular activities in college.

Thirty-six percent were able to *accurately predict* the amount of time per week that they would spend participating in co-curricular activities in college.

Just over half (54%) *overestimated* the amount of time per week that they would spend participating in co-curricular activities college.

Relaxing and Socializing

In college, respondents expected to spend *less time* per week relaxing and socializing than they did in high school (Figure 26). In actuality, during their first year of college, respondents spent *more time* relaxing and socializing than they did in high school which exceeded their expectations.

- In high school, a majority of respondents (55%) reported that they spent between 1 and 10 hours per week relaxing and socializing; 12% reported that they spent more than 20 hours per week doing so.
- Overall, respondents expected to spend less time relaxing and socializing when in college. Fewer students expected to spend more than 30 hours per week (2%) while more students expected to spend 1-10 hours per week (59%).
- In college, respondents reported spending more time relaxing and socializing than they did in high school. This was due to a larger percentage (41%) of respondents spending between 11 and 20 hours per week relaxing and socializing during the first year of college.

Figure 26. Hours/Week Relaxing and Socializing (Frequency)

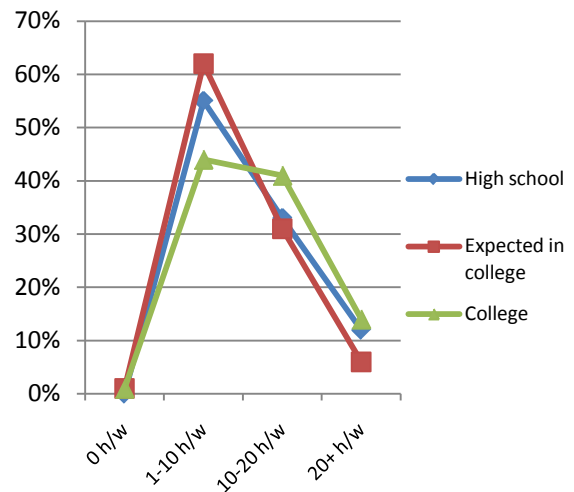


Table 21. Hours/Week Relaxing and Socializing (High School Experience-College Experience)

Hours per week spent relaxing and socializing		College (experience)			
		0	1-10	11-20	20+
High School (experience)	0	0%	0%	0%	0%
	1-10	1%	30%	21%	3%
	11-20	0%	10%	15%	7%
	20+	0%	3%	5%	4%

Thirty-one percent spent *more time* per week relaxing and socializing in college than in high school.

Nearly half (49%) spent approximately the *same amount of time* per week relaxing and socializing in college as they did in high school.

Nineteen percent spent *less time* per week relaxing and socializing college than they did in high school.

Table 22. Hours/Week Relaxing and Socializing (College Expectation-College Experience)

Hours per week spent relaxing and socializing		College (experience)			
		0	1-10	11-20	20+
College (expectation)	0	0%	1%	0%	0%
	1-10	0%	34%	22%	4%
	11-20	0%	8%	16%	7%
	20+	0%	2%	2%	3%

Just over a third (34%) *underestimated* the amount of time they would spend per week relaxing and socializing in college.

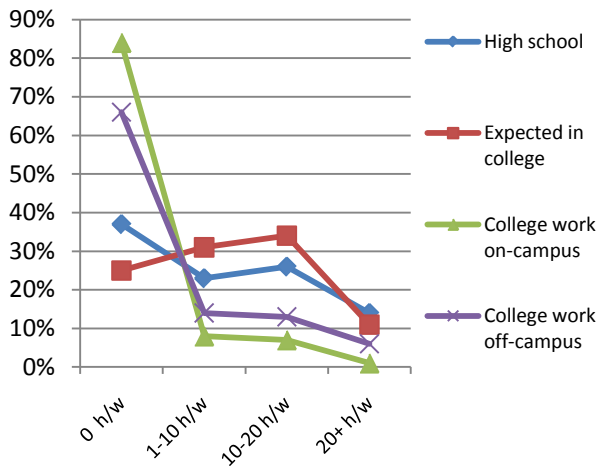
Fifty-three percent were able to *accurately estimate* the amount of time that they would spend per week relaxing and socializing in college.

Twelve percent *overestimated* the amount of time they would spend per week relaxing and socializing while in college.

Work for Pay

The BCSSE/NSSE comparison for work for pay is not as direct as other BCSSE/NSSE measures due to the distinction that is made on the NSSE survey between working for pay on-campus and working for pay off-campus while in college. Results showed that respondents did not expect their work habits to change significantly between high school and college. In college, respondents spent less time working (in either on-campus or off-campus jobs) than they thought they would. Respondents were more likely to work off campus than on campus.

Figure 27. Hours/Week Working for Pay (Frequency)



- In high school, 63% of respondents worked at least one hour per week.
- Three-quarters (75%) expected to work at least one hour per week while in college.
- During the first year of college, 16% of the respondents worked for pay on campus and 34% worked for pay off campus.
- Four percent of respondents worked both on-campus and off-campus jobs during their first year of college.

Table 23. *Work for Pay (High School Experience-College Experience)*

Work for pay		College (experience)	
		Yes	No
High School (experience)	Yes	31%	31%
	No	11%	28%

Eleven percent of the respondents did not work in high school but *did so* in college.

Thirty-one percent of the respondents worked in high school but *did not* work in college.

Table 24. *Work for Pay (College Expectation-College Experience)*

Work for pay		College (experience)	
		Yes	No
College (expectation)	Yes	34%	37%
	No	7%	21%

Seven percent of the respondents expected that they would not work during their first semester but *did so*.

Thirty-seven percent of the respondents expected that they would work during their first semester of college but *did not do so*.

Grades

The final matched item that was able to be assessed in terms of high school experiences, college expectations, and college experiences was grades. Figure 28 shows that, while in high school, a majority of respondents reported that they earned grades of B+ or higher (B+ = 30%, A- = 22%, and A = 22%). The average institution-reported high school GPA for respondents was 3.77, the median was 3.58. Respondents reported that they expected to receive *lower grades* during the first year in college. Specifically, they expected to earn fewer A grades and more A- grades while in college. In actuality, during the first year of college, respondents reported that they earned fewer A-/B+/B grades and more B-/C+/C grades than expected. At the end of the respondents' first year in college (spring 2009 academic term), the average cumulative institution reported GPA for the respondent group was 3.10.

Figure 28. Self-Reported Grades (Frequency)

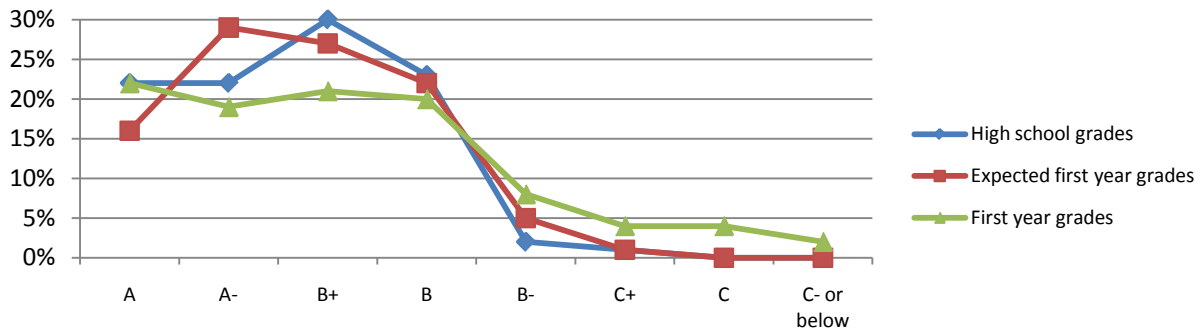


Table 25. *Self-Reported Grades (High School-College)*

Grades (self-reported)		College		
		A	B	C or below
High School	A	26%	17%	2%
	B	15%	32%	8%
	C or below	0%	0%	0%

A majority of respondents (58%) earned *similar* grades in high school and college.

Table 26. *Self-Reported Grades (College Expectation-College Experience)*

Grades (self-reported)		College (experience)		
		A	B	C or below
College (expected)	A	23%	18%	4%
	B	18%	31%	6%
	C or below	0%	0%	0%

A majority of respondents (54%) were able to *accurately predict* their grades in college.

Student Outcomes and Success

Academic Performance and Retention

Eighty-nine percent of the respondents were retained through four semesters (spring 2010). Table 27 compares the characteristics of the 61 students who were not retained to those who were. Results show that these two groups were demographically very similar. The only significant difference noted between groups was in their institution-reported college GPAs. As expected, the average GPA for the students who were not retained was significantly *lower* than that for those who were retained.

Table 27. *Retained vs. Not Retained Respondent Characteristics*

Student Characteristics		Retained (N=480)	Not-Retained (N=61)
Gender	Female	35%	31%
Race/Ethnicity	American Indian/Native American	1%	0%
	Asian/Asian Am./Pacific Islander	19%	13%
	Black/African American	7%	11%
	White (non-Hispanic)	53%	59%
	Mexican/Mexican American	1%	0%
	Puerto Rican	1%	0%
	Other Hispanic/Latino	4%	4%
	Multiracial	6%	9%
	Other	2%	0%
	I prefer not to respond	6%	5%
International/ Foreign National		8%	7%
High School GPA	A+ (4.00+)	12%	8%
	A to A- (4.00 to 3.45)	48%	49%
	B+ to B- (3.44 to 2.45)	40%	43%
	C and Below (2.44 and below)	0%	0%
SAT (Mean)		1136	1130
On-Campus Resident		66%	64%
College	College of Visual and Performing Arts (CVPA)	5%	7%
	School of Management (SOM)	12%	16%
	Institute for Conflict Analysis and Resolution (ICAR)	0%	2%
	College of Education and Human Development (CEHD)	2%	3%
	College of Health and Human Services (CHHS)	7%	3%
	College of Humanities and Social Sciences (CHSS)	25%	28%
	College of Science (COS)	12%	10%
	Volgenau School of IT and Engineering (VSITE)	13%	7%
	Undecided/Provost (UN)	23%	25%
College GPA (cumulative, end of term)	Fall 2008	3.14	2.70
	Spring 2009	3.14	2.70
	Fall 2009	3.15	2.41

Engagement

BCSSE scales and NSSE benchmark scores were used to explore the relationship between high school engagement (based on select BCSSE scales: high school engagement, academic perseverance, and academic preparation) and actual levels of college engagement (based on the five NSSE benchmarks: academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment), satisfaction, and success. For more information about the BCSSE scales and NSSE benchmarks, see Appendix A.

Predictors of College Engagement

Three of the six BCSSE scales were examined as predictors of college engagement. For analysis purposes, the respondent group was divided into quartiles based on their overall scores for the three selected BCSSE scales. Table 28 shows the quartile distribution for the respondent group.

Table 28. *BCSSE Scale Quartile Breaks*

BCSSE Scales ^a	Lowest 25%	2	3	Highest 25%
High School Academic Engagement	< 4.69	4.70 – 5.56	5.57 – 6.55	6.56 +
Academic Perseverance	< 6.00	6.01 – 7.33	7.34 – 8.33	8.34 +
Academic Preparation	< 6.00	6.01 – 7.14	7.15 – 8.28	8.29 +

Note. ^aBCSSE was administered during the summer of 2008 (prior to college) and scales are reported on a 1-10point scale.

High School Academic Engagement and College Engagement

Table 29 shows the relationship between high school academic engagement and college engagement. Respondents were divided into four equal groups based on their level of self-reported high school academic engagement. A clear pattern emerged. Respondents who reported lower levels of engagement in high school were also likely to report lower levels of engagement in college.

Table 29. *High School Academic Engagement and College Engagement*

NSSE Benchmarks ^b	High School Academic Engagement ^a				1v4	1v3	1v2	2v4	2v3	3v4
	Lowest 25%	Low-Mid	Mid-High	Highest 25%						
Quartiles	1	2	3	4	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.
Academic Challenge (adjusted)	46.72	51.94	55.68	60.91	***	***	**	***		**
Active and Collaborative Learning	35.01	39.34	44.10	51.29	***	***		***	*	***
Student Faculty Interaction	24.52	29.57	31.34	39.73	***	**		***		***
Enriching Educational Experiences	24.03	27.71	32.32	35.70	***	***		***	*	
Supportive Campus Environment	56.48	59.64	60.14	65.46	***			*		

Respondents with low levels of high school academic engagement (lowest 25%) were significantly less likely to be engaged in college, in all areas, when compared to respondents with high levels of high school academic engagement (highest 25%).

Note. Significance was calculated using ANOVA. *p<0.05, ** p<0.01, ***p<0.001. ^aBCSSE scales are reported on a 1-10point scale.

^bNSSE benchmarks are reported on a 1-100 point scale.

Academic Perseverance and College Engagement

Table 30 shows the relationship between academic perseverance (respondents' certainty that they will persist in the face of academic adversity) and college engagement. Respondents were divided into four equal groups based on their level of self-reported academic perseverance. Results showed that respondents who reported low levels of academic perseverance (lowest 25%) were *less likely* than respondents' who reported high levels of academic perseverance (highest 25%) to engage in educationally purposeful activities in college.

Table 30. *Academic Perseverance and College Engagement*

Quartiles	Academic Perseverance ^a				1v4	1v3	1v2	2v4	2v3	3v4
	Lowest 25%	Low-Mid	Mid-High	Highest 25%						
	1	2	3	4						
NSSE Benchmarks^b					Sig.	Sig.	Sig.	Sig.	Sig.	Sig.
Academic Challenge (adjusted)	49.40	53.45	52.71	59.15	***			**		**
Active and Collaborative Learning	39.38	41.49	41.46	46.56	**					*
Student Faculty Interaction	26.59	31.28	31.08	35.40	***					
Enriching Educational Experiences	26.60	29.73	30.39	33.35	***					
Supportive Campus Environment	56.29	60.81	60.41	63.51	**					

Note. Significance was calculated using ANOVA. *p<0.05, ** p<0.01, ***p<0.001. ^aBCSSE scales are reported on a 1-10point scale.

^bNSSE benchmarks are reported on a 1-100 point scale.

Perceived Academic Preparation and College Engagement

Table 31 shows the relationship between perceived academic preparation and college engagement. Respondents were divided into four equal groups based on their perceived level of academic preparation for college. Results showed that, when compared to respondents with high levels of perceived academic preparation (highest 25%), respondents with low levels of perceived academic preparation (lowest 25%) reported *lower* levels of engagement in college in all areas except for supportive campus environment.

Table 31. *Perceived Academic Preparation and College Engagement*

Quartiles	Academic Preparation ^a				1v4	1v3	1v2	2v4	2v3	3v4
	Lowest 25%	Low-Mid	Mid-High	Highest 25%						
	1	2	3	4						
NSSE Benchmarks^b					Sig.	Sig.	Sig.	Sig.	Sig.	Sig.
Academic Challenge (adjusted)	49.64	53.16	54.62	57.79	***	*		*		
Active and Collaborative Learning	39.22	40.64	43.17	46.42	**			*		
Student Faculty Interaction	27.68	30.83	30.48	35.30	**					
Enriching Educational Experiences	25.00	30.53	28.28	35.09	***		**	*		**
Supportive Campus Environment	57.71	60.90	59.59	62.51						

Note. Significance was calculated using ANOVA. *p<0.05, ** p<0.01, ***p<0.001. ^aBCSSE scales are reported on a 1-10point scale.

^bNSSE benchmarks are reported on a 1-100 point scale.

High School Engagement and First-Year College GPA

The average GPA for the respondent group at the end of the first-year of college was 3.10. The median GPA was 3.22. Table 32 shows the mean first-year college GPA for the quartile groups for each of the three selected BCSSE scales. Results showed that there was a significant relationship between high school academic engagement and first-year college GPA. Respondents with low high school academic engagement (lowest 25%) reported lower first-year college GPAs when compared to respondents with higher levels of high school engagement (25-50%).

Table 32. *First-Year College GPA by High School Engagement Quartiles*

GPA (first-year college) ^a	High School Engagement Quartiles				1v4	1v3	1v2	2v4	2v3	3v4
	Lowest 25%	Low-Mid	Mid-High	Highest 25%						
	1	2	3	4						
BCSSE Scales^b					Sig.	Sig.	Sig.	Sig.	Sig.	Sig.
High School Academic Engagement	2.96	3.19	3.12	3.15			*			
Academic Perseverance	3.10	3.14	3.05	3.15						
Academic Preparation	3.12	3.04	3.15	3.13						

Note. Significance was calculated using ANOVA. *p<0.05, ** p<0.01, ***p<0.001. ^aGPA was reported on a 4.0 scale. ^bBCSSE scales are reported on a 1-10point scale.

High School Engagement and Two-Year College Retention

A chi-square test was used to explore the relationship between the three selected high school engagement variables (quartiles) and retention through the second semester of college. Results showed that there were *no significant differences* between groups (retained vs. not retained) for any of the three high school engagement scales (high school academic engagement, academic perseverance, and academic preparation).

College Engagement

For analysis purposes, the respondent group was divided into quartiles based on their overall scores for each of the NSSE benchmarks. Table 33 shows the quartile distribution for the respondent group.

Table 33. NSSE Benchmark Quartile Breaks

College Engagement (NSSE Benchmarks ^a)	Lowest 25%	2	3	Highest 25%
Academic Challenge (adjusted)	< 43.72	43.73 – 53.90	53.91 – 63.30	63.31+
Active and Collaborative Learning	< 33.33	33.34 – 38.10	38.11 – 52.37	52.38+
Student Faculty Interaction	< 16.67	16.68 – 27.78	27.78 – 38.88	38.89+
Enriching Educational Experiences	< 20.24	20.25 – 28.97	28.98 – 37.29	37.30+
Supportive Campus Environment	< 50.00	50.01 – 61.11	61.12 – 72.21	72.22+

Note. ^a NSSE was administered during the spring of 2009 and benchmark are reported on a 1-100 point scale.

College Engagement and Satisfaction

Overall student satisfaction in college was computed using the mean of respondents' answers to two NSSE survey questions:

- Overall, how would you evaluate your entire experience at this institution? and
- If you could start over again, would you go to the same institution you are attending now?

Table 34 shows the mean satisfaction score for each of the NSSE benchmark quartile groups.

Results showed that respondents who were less engaged in college (in the lowest 25%) reported significantly lower levels of satisfaction when compared to respondents who were more engaged (in the highest 50%).

Table 34. Mean Overall Satisfaction Scores by College Engagement Quartiles

Mean Overall Satisfaction ^a	College Engagement Quartiles									
	Lowest 25%	Low-Mid	Mid-High	Highest 25%	1v4	1v3	1v2	2v4	2v3	3v4
NSSE Benchmarks ^b	1	2	3	4	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.
Academic Challenge (adjusted)	65.58	71.11	78.19	77.32	***	***			*	
Active and Collaborative Learning	64.69	73.94	74.38	79.55	***	***	*			
Student Faculty Interaction	66.02	74.66	75.16	77.03	***	**	**			
Enriching Educational Experiences	66.53	72.93	75.28	77.82	***	**				
Supportive Campus Environment	62.82	68.82	78.64	82.97	***	***		***	**	

Note. Significance was calculated using ANOVA. *p<0.05, ** p<0.01, ***p<0.001. ^a Overall satisfaction mean scores are reported on a 1-100 point scale. ^b NSSE benchmarks are reported on a 1-100 point scale.

College Engagement and First-Year GPA

Table 35 shows the mean first-year college GPA for the quartile groups for each of the NSSE benchmarks. Results showed that there was a significant relationship between academic challenge and first-year college GPA. Respondents who reported low levels of academic challenge in college (lowest 25%) reported lower first-year college GPAs when compared to respondents who reported high levels of academic challenge (highest 25%).

Table 35. *First-Year College GPA by College Engagement Quartiles*

GPA (first-year college) ^a	College Engagement Quartiles									
	Lowest 25%	Low-Mid	Mid-High	Highest 25%						
	1	2	3	4	1v4	1v3	1v2	2v4	2v3	3v4
NSSE Benchmarks ^b					<i>Sig.</i>	<i>Sig.</i>	<i>Sig.</i>	<i>Sig.</i>	<i>Sig.</i>	<i>Sig.</i>
Academic Challenge (adjusted)	2.92	3.13	3.08	3.20	**					
Active and Collaborative Learning	3.08	3.15	3.05	3.17						
Student Faculty Interaction	3.03	3.19	3.09	3.01						
Enriching Educational Experiences	3.04	3.10	3.00	3.19						
Supportive Campus Environment	3.13	3.05	3.19	2.98						

Note. Significance was calculated using ANOVA. *p<0.05, ** p<0.01, ***p<0.001. ^a GPA was reported on a 4.0 scale. ^b NSSE benchmarks are reported on a 1-100 point scale.

College Engagement and Retention

A chi-square test was used to explore the relationship between the NSSE benchmarks (quartiles) and retention through the second semester of college. Results showed that there were *no significant differences* between groups (retained vs. not retained) for any of the NSSE benchmarks.

Satisfaction and Success

Satisfaction and GPA

For analysis purposes, the respondent group was divided into quartiles based on their first-year of college GPA (through spring 2009). Table 36 shows the quartile distribution for the respondent group. Results showed that respondents with low GPAs (those in the lowest 25%) reported *lower* levels of satisfaction when compared to respondents with high GPAs (those in the upper 25%) (p<0.05).

Table 36. *First-Year (Spring 2009) GPA Quartile Breaks*

Quartile	GPA
Lowest 25%	<2.77
2	2.77-3.22
3	3.22-3.56
Highest 25%	3.57+

Figure 29. Overall Satisfaction: Entire Experience by GPA (Frequency)

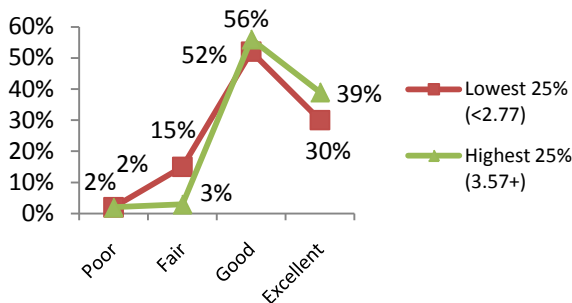
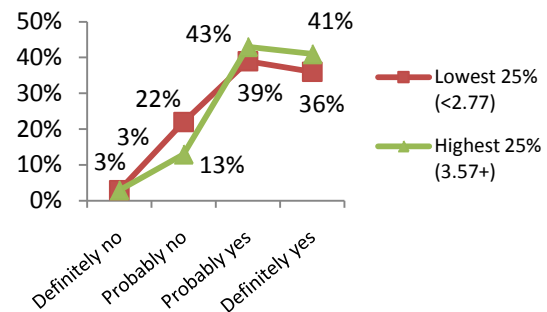


Figure 30. Overall Satisfaction: Would you Re-Enroll? by GPA (Frequency)



Satisfaction and Retention

Not surprisingly, students who were retained through four semesters reported *higher* levels of overall satisfaction than students who were not retained ($p < 0.001$).

Figure 31. Overall Satisfaction: Entire Experience by Retention Status (Frequency)

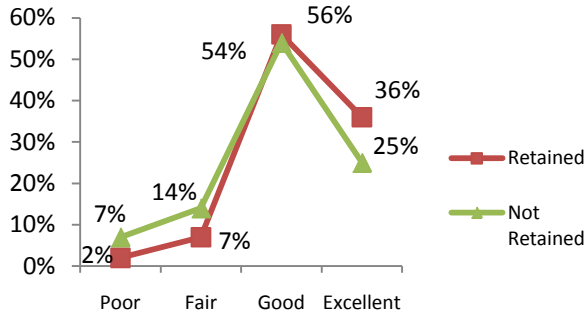
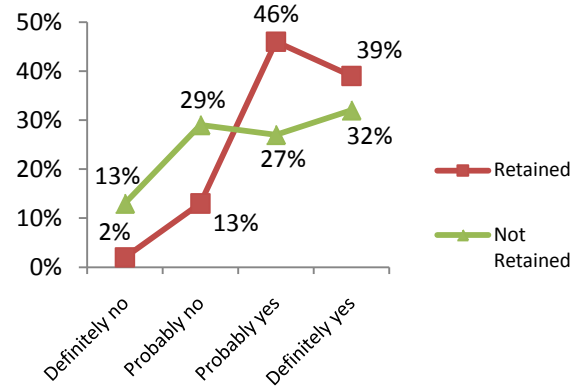


Figure 32. Overall Satisfaction: Would you Re-Enroll? by Retention Status (Frequency)



GPA and Retention

Table 37 shows the relationship between first-year college GPA and retention through four semesters of college. Of the 61 respondents who were not retained, two left Mason before the end of spring 2009. Of the 59 remaining non-retained respondents, nearly half (49%) were respondents who fell in the lowest 25% for first-year GPA. Forty-one percent were respondents who earned GPAs in the top 50% percentile. This clearly illustrates that retention is a concern among both low and high achieving students.

Table 37. *First-Year College GPA and Retention*

Retention Status (Head Count)	First-Year College GPA Quartiles				Total
	<2.77	2.77 to 3.21	3.22 to 3.55	3.57+	
NOT Retained through four semesters	1 N=134	2 N=135	3 N=135	4 N=134	59
Retained through four semesters	105	129	124	121	479

Note. Total does not equal 541 due to 2 respondents who left the institution (not retained) before the end of spring 2009 and 1 respondent who stopped out during the spring of 2009 and returned at a later point (spring 2010) (retained).

A query of the National Student Clearinghouse (NSC) (www.studentclearinghouse.org) dataset was conducted in an effort to explore if and where the 61 non-retained respondents transferred after leaving Mason. Forty-seven of the 61 respondents (77%) were able to be located in the NSC dataset. Table 38 shows information about the institutions these 47 respondents attended after leaving Mason.

Table 38. *Institutions Non-Retained Students Attended After Leaving Mason*

	Frequency	Percent
Institution Type		
Private	3	6%
Public	44	94%
Two-Year		
Two-Year	16	34%
Four-Year	31	66%
State		
VA	24	51%
MD	10	21%
NC	4	9%
TX	2	4%
Other: DE, FL, MA, NH, NY, SC, WV	1 each	15%
Institution		
Virginia Polytechnic Institute and State University (Virginia Tech)	6	13%
Northern Virginia Community College	5	11%
Virginia Commonwealth University	4	9%
University of Maryland- Baltimore County	3	6%
James Madison University	2	4%
Montgomery College	2	4%
Old Dominion University	2	4%
Other: Blue Ridge Community College, Broward College, Campbell University, CUNY –Hunter College, East Carolina University/North Carolina State University (one respondent attended both institutions), Hagerstown Community College, Lone Star College System District, Middlesex Community College, Piedmont Virginia Community College, Prince Georges Community College, Rappahannock Community College, Towson University, University of Mary Washington, University of Maryland-College Park, University of New Hampshire, University of North Carolina-Charlotte, University of North Texas, University of South Carolina, University of Virginia, Wake Technical Community college, Washington Adventist University, West Virginia University, Wilmington University	1 each	49%

Results showed that, of the respondents who were not retained, those with lower GPAs at the end of their first year at Mason were more likely to transfer to a 2-year institution ($p < 0.01$). Respondents who transferred from Mason to a 2-year institution reported an average GPA of 2.11 at the end of their first year at Mason; whereas, respondents who transferred from Mason to a 4-year institution reported an average first-year GPA of 3.11.

References

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Appendix A: Scales and Measures

BCSSE Scales:

- **High School Academic Engagement (HSE):** Includes 12 items related to student engagement in educationally enriching activities during the last year of high school. The items include the amount of writing and reading, the amount of time spent on preparing for class, the level of class participation, the level of participation in course-related discussions, collaborative learning inside and outside of the classroom, etc.
- **Expected Academic Engagement (EAE):** Includes 8 items related to students' *expected* engagement in educationally enriching activities during the first year of college. The items include the amount of time spent on class preparation, the level of class participation, the level of participation in course related discussions, collaborative learning inside and outside of class, etc.
- **Expected Academic Perseverance (EAP):** Includes 6 items related to the level of persistence that students have in case they face academic adversity during the first year of college. The items ask how certain students are to study when there are other interesting things to do, seek help from instructors or additional materials when they struggle with course assignments, finish what they have started regardless of challenges, and participate regularly in class discussions.
- **Expected Academic Difficulty (EAD):** Includes 4 items related to the level of difficulty students expect to experience in academic activities during the first year of college. The items include how difficult students expect the following things would be: learning course materials, managing their time, getting help with school work, and interacting with faculty.
- **Perceived Academic Preparation (PAP):** Includes 7 items related to how students feel about their academic preparedness. The items include the level of preparedness in writing, speaking, critical thinking, quantitative skills, computer and IT skills, teamwork, and self-learning. Includes items related to how student feel about their academic preparedness.
- **Importance of Campus Environment (ICE):** Includes 6 items related to the perceived importance of different aspects of campus support and environment. The items include the importance of a challenging academic experience, opportunities to attend campus events and activities, interactions with other students with different backgrounds, support for different aspects of student life such as academic success, social activities, and non-academic responsibilities (work, family, etc.).

Responses for each item were transformed from the original scale to 0-100 point scale and a mean score was calculated for each respondent.

NSSE Benchmarks:

- **Level of Academic Challenge (LAC):** Includes 11 items related to time spent preparing for class, the amount of reading and writing, deep learning, and institutional expectations for academic performance. Because part-time students spend less time in classes they are likely to report lower numbers for several of the items included in this scale. Therefore, part-time students' scores were adjusted to make them resemble those of full-time students.
- **Active and Collaborative Learning (ACL):** Includes 7 items related to class participation, working collaboratively with other students inside and outside of class, tutoring, and involvement in community-based projects.
- **Student-Faculty Interaction (SFI):** Includes 6 items related to the frequency with which students talk with faculty members and advisors, discuss ideas from class with faculty members outside of class, get prompt feedback on academic performance, and work with faculty on research projects.
- **Supportive Campus Environment (SCE):** Includes 6 items related to students' perception of the extent to which the campus helps them succeed academically and socially, assists them in coping with non-academic responsibilities, and promotes supportive relations among students and their peers, faculty members, and administrative personnel and offices.
- **Enriching Educational Experiences (EEE):** Includes 12 items related to students' interaction with students of different racial or ethnic backgrounds or with different political opinions or values, use of electronic technology, and participation in activities such as internships, community service, study abroad, co-curricular activities, and/or a culminating senior experience.

NSSE Benchmark scores are calculated on a 100-point scale for each respondent.

Pike's (2006) Scaletts:

Level of Academic Challenge Benchmark

- **Course Challenge:** Includes 5 items related to the effort that students put in to meet an instructor's standards or expectations, how often students come to class without reading assignments, to what extent students' exams challenged them, how many hours students spend preparing for class, and to what extent students perceive that their institution emphasizes spending time studying and on academic work.
- **Writing:** Includes 5 items related to how often students prepared multiple drafts of a paper, how often students worked on papers that required integrating ideas, and how much writing students did.
- **Higher-Order Thinking:** Includes 5 items related to the extent to which students' coursework emphasizes memorizing, analyzing, synthesizing, evaluating and applying information.

Active and Collaborative Learning Benchmark

- **Active Learning:** Includes 3 items related to how often students participate and contribute to class discussions, make class presentations, and participate in community-based projects.
- **Collaborative Learning:** Includes 4 items related to how often students work on or discuss projects or assignments with other students inside and outside of class and how often students tutor or teach other students on a paid or voluntary basis.

Student Faculty Interaction Benchmark

- **Course Interaction (with Faculty):** Includes 3 items related to how often students discuss grades or assignments or ideas from their readings with instructors inside and outside of class and how often students receive prompt feedback from faculty on their academic performance.
- **Out-of-Class Interaction (with Faculty):** Includes 3 items related to how often students discuss career plans with faculty or advisors outside of class and how often students work with faculty outside of class on research or activities other than coursework.

Enriching Educational Experiences Benchmark

- **Varied Experiences:** Includes 9 items related to students' participation in activities such as internships, community service, learning communities, foreign language coursework, study abroad, independent study, co-curricular activities, and/or a culminating senior experience and the extent to which students perceive that their institution emphasizes attending campus events and activities.
- **Information Technology:** Includes 3 items related to how often students use information technology to discuss assignments or communicate with instructors and the extent to which students perceive that their institution emphasizes using computers in academic work.
- **Diversity:** Includes 3 items related to students' interaction with students of different racial or ethnic backgrounds or with different political opinions or values and the extent to which students perceive that their institution encourages contact among students from different backgrounds.

Supportive Campus Environment Benchmark

- **Support for Student Success:** Includes 3 items related to students' perception of the extent to which their institution provides the support that they need to succeed academically, non-academically, and socially.
- **Interpersonal Environment:** Includes 3 items related to students' perceptions of their relationships with other students, faculty members, and administrators.

High Order Thinking

- **Integrative Learning:** Includes 5 items related to the extent to which students participate in activities that require integrating ideas from various sources.
- **Reflective Learning:** Includes 3 items related to the extent to which students engaged in activities that challenged them to investigate their own thinking.

Appendix B: BCSSE/NSSE Matched Respondent Characteristics

	BCSSE/NSSE	BCSSE FY 2008	NSSE FY 2009
Sample Size	--	2,739	2,370
N	541	1,513	753
Response Rate	--	55%	32%
Student Characteristics ^a			
Gender ^b			
Female	65%	61%	60%
Race/Ethnicity ^c			
American Indian/Native American	1%	0%	1%
Asian/Asian Am./Pacific Islander	18%	19%	19%
Black/African American	8%	9%	7%
White (non-Hispanic)	54%	51%	52%
Mexican/Mexican American	1%	1%	1%
Puerto Rican	1%	1%	0%
Other Hispanic/Latino	4%	6%	5%
Multiracial	7%	6%	6%
Other	2%	4%	2%
I prefer not to respond	6%	4%	6%
International/Foreign National ^d	8%	7%	7%
Enrollment Status ^e			
Part-time (Fall 2008)	2%	1%	4%
High School GPA			
A+ (4.00+)	11%		
A to A- (4.00 to 3.45)	48%		
B+ to B- (3.44 to 2.45)	40%		
C+ to C- (2.44 to 1.45)	0%		
Below C- (below 1.45)	0%		
SAT			
Mean	1136		
25%	1050		
50%	1120		
75%	1220		

Note. Results are **not** weighted. ^a Percent of total respondents within each category. ^b Institution-reported gender. This variable was highly correlated with the BCSSE (r=0.99) and NSSE (r=0.99) self-reported gender variables for the matched respondents. ^c Self-reported NSSE race/ethnicity. This variable was highly correlated with the self-reported BCSSE race/ethnicity variable (r=0.67) for the matched respondents. ^d Self-reported NSSE international/foreign national status. This variable was highly correlated with the self-reported BCSSE international/foreign national variable (r=0.63) for the matched respondents. ^e Institution-reported enrollment status during the second semester of freshman year (fall 2008).

Appendix C: BCSSE/NSSE (High School Experience-College Experience) Matched Items

Item	Paired Sample T-Test Results							Correlation	
	High School Experience (BCSSE)			College Experience (NSSE)		Sig. ^a	Effect Size ^b	r	Sig. ^a
	N	Mean	SD	Mean	SD				
1. Course Challenge									
Hours spent per week preparing for class (studying, doing homework, rehearsing, etc.)	487	3.55	1.57	4.22	1.59	***	-0.55	0.41	***
Assigned reading (textbooks or other course materials)	495	4.12	0.88	3.34	0.92	***	0.91	0.09	*
Came to class without completing readings or assignments	522	1.75	0.72	2.00	0.74	***	-0.40	0.26	***
2. Writing									
Prepared two or more drafts of a paper or assignment before turning it in	511	2.41	0.93	2.50	0.95		-0.11	0.30	***
3. Active Learning									
Ask questions in class or contributed to class discussions	521	3.20	0.82	2.74	0.83	***	0.80	0.51	***
Made a class presentation	524	2.78	0.72	2.40	0.77	***	0.54	0.12	**
4. Collaborative Learning									
Work with other students on projects <u>during class</u>	523	2.89	0.75	2.44	0.84	***	0.66	0.26	***
Work with classmates <u>outside of class</u> to prepare class assignments	519	2.34	0.80	2.47	0.85	**	-0.18	0.23	***
Discuss ideas from your readings or classes with others outside of class	485	2.69	0.87	2.73	0.85		-0.06	0.35	***
5. Faculty Interaction									
Discuss grades or assignments with a teacher/instructor	496	2.65	0.79	2.58	0.88		0.10	0.27	***
Discuss ideas from your readings or classes with teachers/faculty members outside of class	491	2.11	0.90	1.77	0.88	***	0.45	0.28	***
Talk with a faculty member about career plans	488	2.83	0.84	1.94	0.88	***	1.15	0.19	***
6. Diversity									
Have serious conversations with students of a different race or ethnicity than your own	489	2.93	0.98	2.92	0.98		0.01	0.39	***
Have serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	486	2.90	0.97	2.94	0.98	*	-0.05	0.40	***
7. Varied Experiences									
Hours/week: participating in co-curricular activities	489	3.50	1.89	2.40	1.70		0.76	0.41	***
Hours/week: relaxing and socializing	483	3.69	1.65	3.92	1.65	**	-0.18	0.38	***

Note. ^a Correlation and significance were calculated using a paired samples t-test. *p<0.05, ** p<0.01, ***p<0.001. ^b Effect size (Cohen's d) was computed using original means and standard deviations as opposed to the paired t-test values (Dunlop, Cortina, Vaslow, & Burke, 1986). ^d In order to account for differences in response sets, variables were transformed to a 10-point scale prior to analysis.

Appendix D: BCSSE/NSSE (College Expectation-College Experience) Matched Items

Matched Items	Paired Sample T-Test Results							Correlation	
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Sig.</i> ^a	<i>Effect Size</i> ^b	<i>r</i>	<i>Sig.</i> ^a
1. Course Challenge									
Hours spent per week preparing for class (studying, doing homework, rehearsing, etc.)	475	4.92	1.43	4.22	1.59	***	0.59	0.38	***
2. Active Learning									
Ask questions in class or contributed to class discussions	501	3.16	0.77	2.74	0.83	***	0.71	0.45	***
Made a class presentation	506	2.74	0.74	2.40	0.77	***	0.48	0.13	**
3. Collaborative Learning									
Work with other students on projects <u>during class</u>	507	2.64	0.85	2.44	0.84	***	0.26	0.20	***
Work with classmates <u>outside of class</u> to prepare class assignments	504	2.96	0.76	2.47	0.85	***	0.68	0.19	***
Discuss ideas from your readings or classes with others outside of class	470	2.91	0.80	2.73	0.85	***	0.27	0.35	***
4. Integrative Learning									
Work on a paper or project that requires integrating ideas or information from various sources	502	3.42	0.64	3.07	0.82	***	0.52	0.14	**
Put together ideas or concepts from different courses when completing assignment or during class discussions	483	3.16	0.74	2.67	0.83	***	0.69	0.19	***
5. Faculty Interaction									
Discuss grades or assignments with a teacher/instructor	483	2.80	0.80	2.58	0.89	***	0.31	0.29	***
Receive prompt feedback from faculty on your academic performance	472	2.89	0.77	2.72	0.81	***	0.23	0.15	**
Work with faculty members on activities other than coursework (committees, orientation, student life, etc.)	473	2.51	0.77	1.52	0.82	***	1.44	0.25	***
Discuss ideas from your readings or classes with teachers/faculty members outside of class	481	2.54	0.86	1.76	0.88	***	1.04	0.25	***
6. Support for Student Success^c									
Institutional emphasis: providing the support you need to succeed academically	459	8.87	1.73	6.76	2.57	***	1.05	0.13	**
Institutional emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.)	456	6.45	2.93	4.15	3.05	***	0.87	0.21	***
Institutional emphasis: Providing the support you need to thrive socially	459	6.82	2.78	4.81	2.98			0.15	**

Note.^a Correlation and significance were calculated using a paired samples t-test. *p<0.05, ** p<0.01, ***p<0.001. ^b Effect size (Cohen's d) was computed using original means and standard deviations as opposed to the paired t-test values (Dunlop, Cortina, Vaslow, & Burke, 1986). ^c In order to account for differences in response sets, variables were transformed to a 10-point scale prior to analysis.

Paired Sample T-Test Results									
Matched Items	College Expectation (BCSSE)			College Experience (NSSE)			Correlation		
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Sig. ^a</i>	<i>Effect Size ^b</i>	<i>r</i>	<i>Sig. ^a</i>
7. Diversity									
Have serious conversations with students of a different race or ethnicity than your own	474	3.18	0.82	2.93	0.97	***	0.38	0.45	***
Have serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	473	3.19	0.84	2.96	0.98	***	0.34	0.44	***
Institutional emphasis: encourage contact among students from different economic, social, and racial or ethnic backgrounds ^d	455	7.77	6.43	2.38	3.10	***	1.23	0.15	**
8. Varied Experiences									
Hours/week: participating in co-curricular activities	475	3.35	1.41	2.39	1.71	***	0.79	0.39	***
Hours/week: relaxing and socializing	471	3.38	1.31	3.89	1.65	***	-0.44	0.38	***

Note. ^a Correlation and significance were calculated using a paired samples t-test. *p<0.05, ** p<0.01, ***p<0.001. ^b Effect size (Cohen's d) was computed using original means and standard deviations as opposed to the paired t-test values (Dunlop, Cortina, Vaslow, & Burke, 1986). ^c In order to account for differences in response sets, variables were transformed to a 10-point scale prior to analysis.

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