
BCSSE Institutional Report

College of Charleston

Guide to Your Report

Students enter your campus with a variety of backgrounds and experiences that relate to their academic engagement and success. The purpose of BCSSE is to provide your campus with valuable and timely information that will allow you to positively impact the first-year experiences of your students.

The *BCSSE Institutional Report 2015* contains three sections that highlight important characteristics related to your incoming first-year class. The first section of this report describes the background characteristics of your first-year students who responded to the survey. The second section contains the frequency distributions for all questions on the survey. Overall results for your institution are presented, as well as results by self-reported high school grades and first-generation status. The third section contains the overall institutional means for nine BCSSE Scales. These scales provide important information regarding high school engagement with quantitative reasoning and learning strategies, as well as expected first-year academic engagement and academic performance. Similar to the frequency distributions, the mean differences are also reported by high school grades and first-generation status. In total, this report provides your institution with the best estimates of your incoming first-year student academic characteristics.

Student Comparisons

As described above, your *BCSSE Institutional Report 2015* contains results by self-reported high school grades and first-generation status. The results are presented by student subgroup to better understand the diversity of student experiences within each campus. This allows you to effectively target important academic resources to the students who are in the most need. Though this report only examines group differences by high school grades and first-generation status, there are many other important subgroups to consider depending on the unique circumstances of your campus.

BCSSE Reports

Don't forget that this institutional report is one of two reports. BCSSE was designed as a companion to the National Survey of Student Engagement (NSSE). By participating in NSSE in the spring of 2016, you will also receive a *BCSSE 2015-NSSE 2016 Combined Report* that provides a detailed cross-sectional and longitudinal analysis of your first-year students.

Where to Find More Information

To see a sample of the *BCSSE-NSSE Combined Report*, go to: bcsse.indiana.edu. More information about NSSE, including this year's registration deadline, can be found at nsse.indiana.edu.

		Respondents^a	
		<i>Count</i>	<i>%</i>
Number of Surveys Completed		592	100
<i>Mode of Completion</i>			
	Paper	592	100
	Web	0	0
<i>When Student Completed BCSSE</i>			
	Prior to the start of fall term classes	566	100
	During the first week of fall term classes	2	0
	After the first week of fall term classes	0	0
Student Characteristics			
<i>Enrollment Status</i>			
	Full-time	573	100
	Less than full-time	0	0
<i>Gender</i>			
	Man	167	29
	Women	410	71
	Another gender identity	0	0
	Prefer not to respond	1	0
<i>Race/Ethnicity (Select all that apply)</i>			
	American Indian or Alaska Native	1	0
	Asian	8	1
	Black or African American	47	8
	Hispanic or Latino	11	2
	Native Hawaiian or Other Pacific Islander	0	0
	White	449	78
	Other	5	1
	Multiracial	50	9
	I prefer not to respond	8	1
<i>High School Graduation Year</i>			
	2012 or earlier	1	0
	2013	0	0
	2014	13	2
	2015	577	98
<i>First Generation Status^b</i>			
	Yes	249	43
	No	325	57
<i>International or Foreign National Student</i>			
	Yes	8	1
	No	560	99

a. Student reported characteristics for all BCSSE 2015 respondents.

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



BCSSE Institutional Report
Mean Scale Scores and Selected Student Comparisons
College of Charleston

BCSSE Scales ^a	Variable	All Students			Self-Reported High School grades				First-Generation ^d Comparisons			
		Mean	SD	N	Means		Tests of mean differences		Means		Tests of mean differences	
					A- or higher	B+ or lower	Sig. ^b	Effect size ^c	FG	Non-FG	Sig. ^b	Effect size ^c
Quantitative Reasoning <i>High school engagement with analysis and numerical information</i>	HS_QR	32.01	14.12	110	32.50	29.99	.17	.12	31.50	29.25	.12	.12

- Scale** : The BCSSE Scale appears in the left column of the report.
- Variable Name** : The variable name as it appears in the data file and codebook.
- Mean** : The unweighted scale mean is reported overall for the institution, as well as by high school grades and first-generation status.
- Institutional Level** : Results for each item for the institution overall.
- Selected Student Comparisons** : Results for each item by self-reported high school grades and first-generation status.

- Statistical Significance** : Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels ($p < .05$, $p < .01$, and $p < .001$). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes to judge the practical meaning of the results.

- Effect size** : Indicates the "practical significance" of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large.

BCSSE 2015 Mean Scale Scores and Selected Student Comparisons College of Charleston

BCSSE Scales ^a	Variable	All Students			Self-Reported High School grades				First-Generation ^d Comparisons			
					Means		Tests of mean differences		Means		Tests of mean differences	
					A- or higher	B+ or lower	Sig ^b	Effect size ^c	FG	Non-FG	Sig ^b	Effect size ^c
Quantitative Reasoning <i>High school engagement with analysis and numerical information</i>	HS_QR	31.83	13.79	592	31.57	32.21		-.05	31.71	32.08		-.03
Learning Strategies <i>Use of effective learning strategies in high school</i>	HS_LS	40.46	12.47	592	41.08	39.64		.12	40.03	41.15		-.09
Collaborative Learning <i>Expectation to interact and collaborate with peers</i>	EXP_CL	36.96	11.16	592	36.43	37.49		-.09	37.76	36.22		.14
Student-Faculty Interaction <i>Expectation to interaction and engage with faculty</i>	EXP_SFI	36.45	12.47	592	36.92	35.94		.08	37.74	35.47	*	.18
Expected Discussions with Diverse Others <i>Expectation to engage in discussions with diverse others</i>	EXP_DD	47.10	12.38	592	47.44	46.88		.05	46.94	47.35		-.03
Expected Academic Perseverance <i>Student certainty that they will persist in the face of academic adversity</i>	EXP_PER	44.01	8.77	592	44.69	43.25		.16	44.28	43.77		.06
Expected Academic Difficulty <i>Expected academic difficulty during the first year of college</i>	EXP_DIF	27.86	8.91	592	27.58	28.12		-.06	27.93	27.85		.01

BCSSE Scales ^a	Variable	All Students			Self-Reported High School grades				First-Generation ^d Comparisons			
					Means		Tests of mean differences		Means		Tests of mean differences	
					<i>A- or higher</i>	<i>B+ or lower</i>	<i>Sig^b</i>	<i>Effect size^c</i>	<i>FG</i>	<i>Non-FG</i>	<i>Sig^b</i>	<i>Effect size^c</i>
Perceived Academic Preparation <i>Student perception of their academic preparation</i>	PER_PREP	44.66	9.18	592	44.80	44.52	.03		45.03	44.47		.06
Importance of Campus Environment <i>Student-rated importance that the institution provides a challenging and supportive environment</i>	IMP_CAMP	46.81	9.23	592	47.20	46.38	.09		46.36	47.14		-.08

^a Scale scores are expressed in 0 (minimum) to 60 (maximum) point scales. See the following page for complete scale descriptions and component items.

^b T-test results (2-tailed): * p<.05, ** p<.01, *** p<.001. The smaller the significance level, the less likely that the difference is due to chance.

^c Effect size is the mean difference divided by pooled standard deviation. It indicates the practical significance of the mean difference (effect size .2 is often considered small, .5 is moderate, and .8 is large).

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

BCSSE Scales

BCSSE Scales scores were calculated by converting the responses for each item to a 0-60 range. A mean scale score was then calculated for each student. Below is a brief description of each scale with the component BCSSE items in parentheses.

Scale name	Description	Scale items
<i>Quantitative Reasoning (HS_QR)</i>	High school engagement with analysis and numerical information	hQRconclud, hQRproblm, hQRrevaluat
<i>Learning Strategies (HS_LS)</i>	Use of effective learning strategies in high school.	hLSreading, hLSnotes, hLSsummry
<i>Collaborative Learning (EXP_CL)</i>	Expectation to interact and collaborate with peers	fyCLaskhlp, fyCLxplain, fyCLstudy, fyCLprojct
<i>Student-Faculty Interaction (EXP_SFI)</i>	Expectation to interact and engage with faculty	fySFcareer, fySFothrwrk, fySFprform, fySFdiscuss
<i>Discussions with Diverse Others (EXP_DD)</i>	Expectation to engage in discussions with diverse others	fyDVRace, fyDVeconomc, fyDVreligion, fyDVpolitical
<i>Academic Perseverance (EXP_PER)</i>	Student certainty that they will persist in the face of academic adversity	cotherint, cfindinfo, ccourdis, caskinst, cfinish, cstaypos
<i>Academic Difficulty (EXP_DIF)</i>	Expected academic difficulty during the first year of college	clearnma, cmantime, cgethelp, cintfac
<i>Perceived Academic Preparation (PER_PREP)</i>	Student perception of their academic preparation	fySGwrite, fySGspeak, fySGthink, fySGanalyze, fySGothers, cgncompt13, cgninq
<i>Importance of Campus Environment (IMP_CAMP)</i>	Student-rated importance that the institution provides a challenging and supportive environment	fyacadexp, fySEacad, fySEdiv, fySEnacad, fySEsoc, fySEact, fySEserv