

BCSSE Scale Findings

The Beginning College Survey of Student Engagement developed 9-scales that are predictive of student success. Figures illustrate **USU Logan Main Campus** students scores on the 9 BCSSE scales

College Preparedness

Success in higher education is built on a foundation of learning from K12. Most first year Aggies feel prepared for college. Most students endorsed having at least moderate learning strategies. Interestingly, there is a large range of HS Quantitative Reasoning levels among incoming Aggies. A quarter of incoming students endorse low levels of quantitative reasoning capacities as they enter USU.

College Learning Expectations

Student expectations for collaborative learning is fairly normally distributed, with the largest amount of students expecting moderate levels of collaborative learning. Incoming freshmen have lower expectations for faculty engagement. Most incoming Aggies agreed that their college learning experience would include discussions on diverse topics with diverse others.

Expected Personal Challenge & Campus Environment

The majority of students agreed that they would need to and be capable of persevering through challenges to be successful at USU. Expected difficulties among incoming freshmen was expected to be low. Campus environment, including support services, challenging academics, and activities, was an important component the higher education experience.

How Students Expect to Spend their Time

Students indicated how much time they expected to devote to various collegiate tasks while at USU. USU student expectations aligned with national averages reported by BCSSE administration. Interestingly, best practice suggest an average of 3 study hours for every credit hour taken. For a full-time freshmen with 12 credit hours, the expected study time should be 36 hours a week, much higher than 16-20 hours.

SUMMARY STATISTICS

Preparing for class.....	16-20 hrs
Reading.....	5-7 hrs
Working.....	11-15 hr
Cocurriculars	6-10 hrs
Socializing	6-10 hrs



FIGURE 1

High school preparation scales

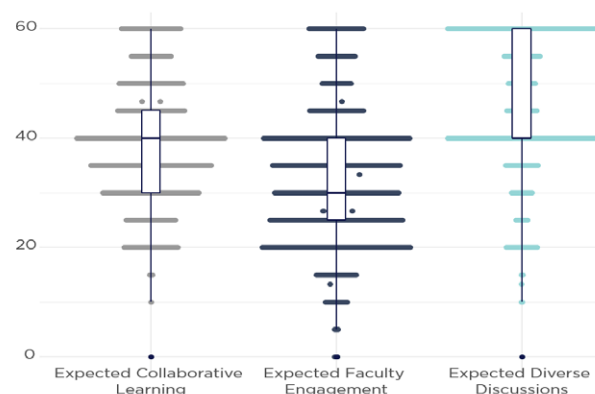


FIGURE 2

College learning expectations

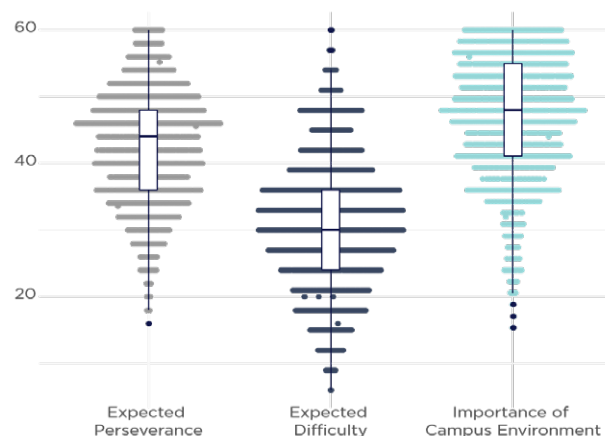


FIGURE 3

Expected personal challenges and campus environment

BCSSE Scale Findings

The Beginning College Survey of Student Engagement developed 9-scales that are predictive of student success. Figures illustrate **USU Statewide Campuses** students scores on the 9 BCSSE scales

College Preparedness

Success in higher education is built on a foundation of learning from K12. Most first year Aggies feel prepared for college. Most students endorsed having at least moderate learning strategies. Interestingly, there is a large range of HS Quantitative Reasoning levels among incoming Aggies. Over a quarter of incoming students endorse low levels of quantitative reasoning capacities as they enter USU. The average HS Quantitative Reasoning scores is significantly lower among Statewide students compared to Logan Main Campus Students (with an average score of 25 compared to 35).

College Learning Expectations

Student expectations for collaborative learning is fairly normally distributed, with the largest amount of students expecting moderate levels of collaborative learning. Incoming freshmen have lower expectations for faculty engagement. Most incoming Aggies agreed that their college learning experience would include discussions on diverse topics with diverse others.

Expected Personal Challenge & Campus Environment

The majority of students agreed that they would need to and be capable of persevering through challenges to be successful at USU. Expected difficulties among incoming freshmen was expected to be low. A low score indicates they perceive lower hurdles to success at USU. Campus environment, including support services, challenging academics, and activities, was an important component the higher education experience.

How Students Expect to Spend their Time

Students indicated how much time they expected to devote to various collegiate tasks while at USU. USU student expectations aligned with national averages reported by BCSSE administration. Interestingly, best practice suggest an average of 3 study hours for every credit hour taken. For a full-time freshmen with 12 credit hours, the expected study time should be 36 hours a week, much higher than 16-20 hours.

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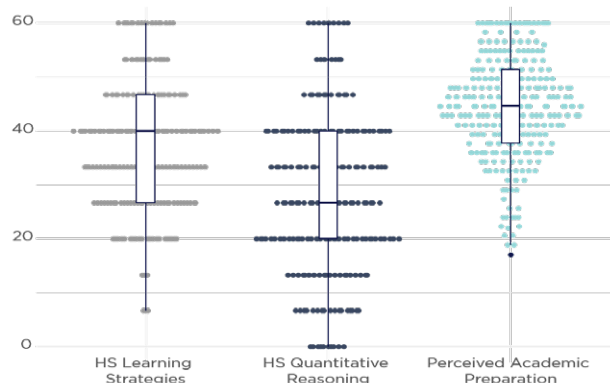


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High school preparation scales

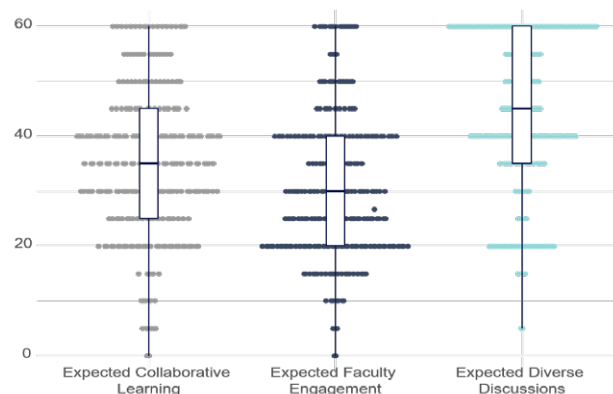


FIGURE 2

College learning expectations

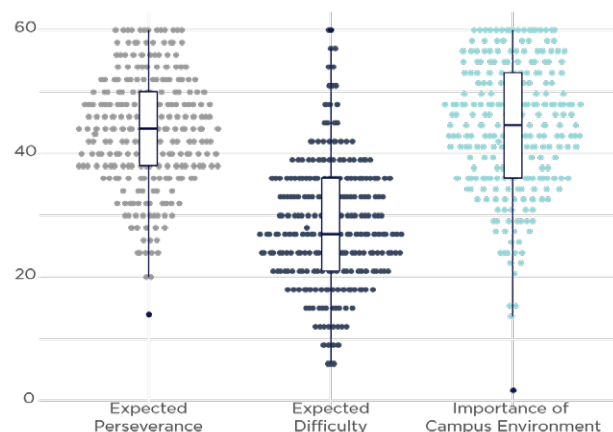
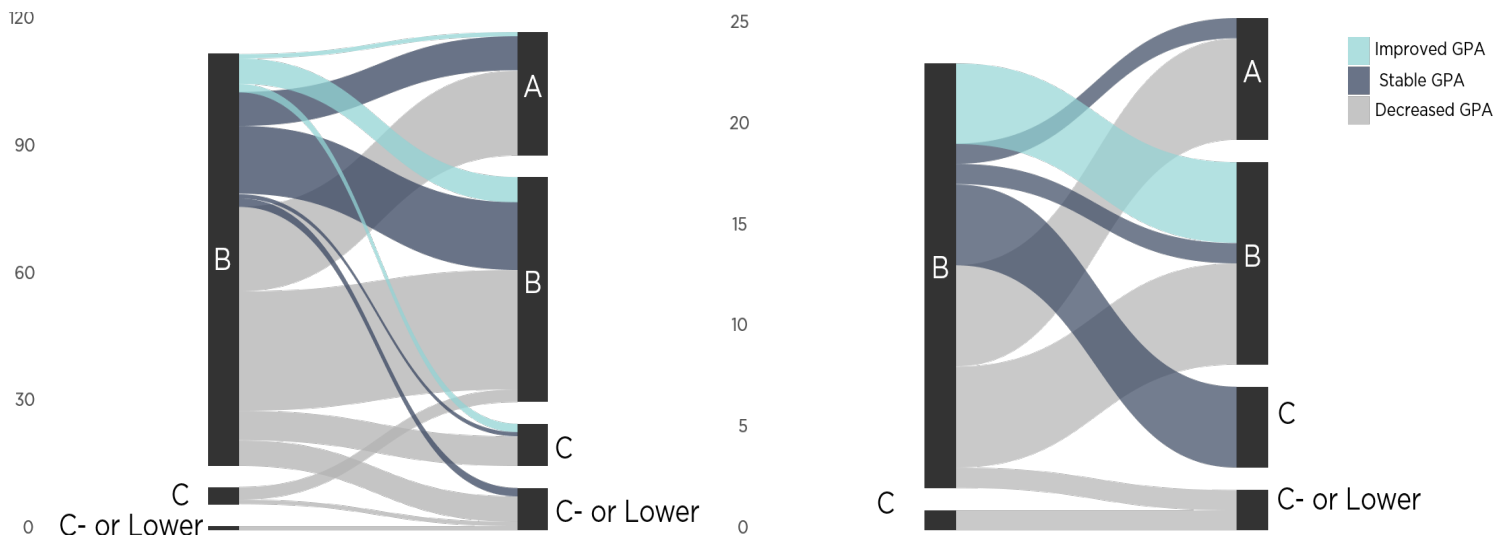


FIGURE 3

Expected personal challenges & importance of campus environment



Anticipated Achievement among Incoming Freshmen at USU

Insights from the Beginning College Survey of Student Engagement (BCSSE) grade expectations and actual academic performance in students first term.

Prepared by The Center for Student Analytics on 8/12/2020

Academic self-efficacy has been implicated as important component in academic achievement among university students (Honicke and Broadbent, 2016). This report explores the accuracy of students' academic self-efficacy on their first-term GPA.

Student academic self-efficacy was measured by subtracting their expected USU GPA from their high school GPA.

Students with As in high school. 75% of students with high GPAs in high school either expected to increase their GPA or maintain their GPA at USU. Among those who anticipated maintaining high GPAs at USU, roughly 80% were able

to meet that goal. Among those who expected to have a lower GPA at USU, 60% met that goal.

Students with mostly Bs in high school.

The majority of students who Bs in high school expected to worse in college. Actual USU GPA was varied among this group with 70% receiving better of similar grades at USU as they received in high school.

Students with mostly Cs or lower in high school. All students with lower high school grades expected to do worse in college than in high school.

Statewide

The trends among Statewide student remained highly similar to what was seen among the Logan Main Campus survey respondents.

- Most students with high school GPAs expected to do well at USU and did well.
- Most students with Bs in high school expected to do worse at USU than they did in high school.
- All students with Cs in high school expected to be worse at USU and they did worse.

Some unique factors also emerged among this group.

- Students with Bs in high school that expected to do the same or better at USU, tended to do worse.

The numbers from Statewide were lower, further data is necessary to draw definitive conclusions among Statewide students.

SUMMARY STATISTICS

Surveyed Incoming Freshmen:	1,158 Students
Logan Main Campus:	1,080 Students
Average High School GPA:	3.7 GPA
Average First Term GPA:	3.5 GPA
Percent Expecting Increased Achievement:	498 Students
Percent Expecting Decreased Achievement:	157 Students

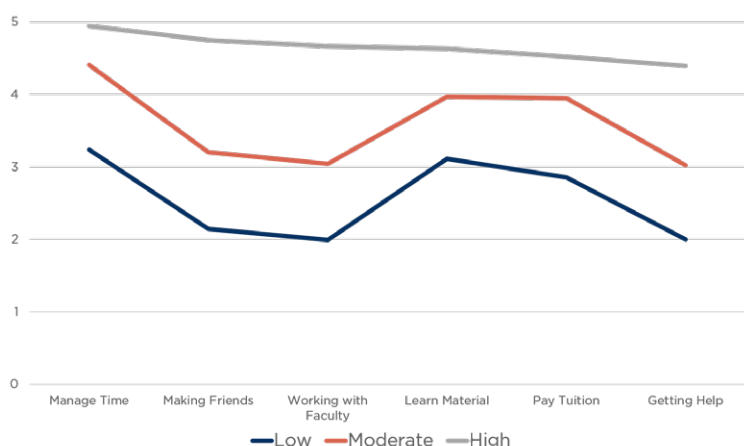


FIGURE 1

Results from the latent profile analysis, illustrating perceived difficulty across multiple questions

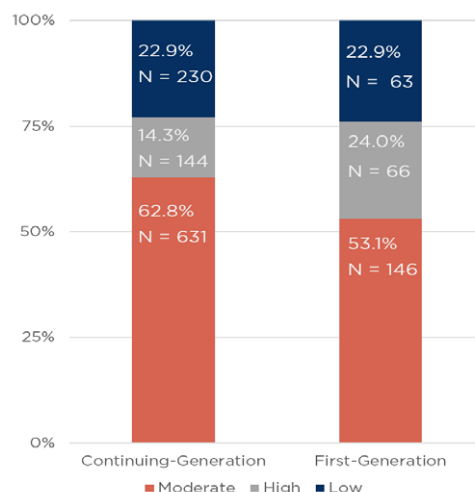


FIGURE 2

Latent profile membership by generation status.

SUMMARY

First-generation student anticipated greater challenges as they transitioned to USU than continuing-generation peers. And, while first-generation students expected more challenges, they reported being more prepared with high school learning strategies $t = 1.9$, $p = .05$). First-generation and continuing generation students did not differ on other BCSSE scale items.

STATISTICS

- 1,158 Student took the BCSSE
- 213 First-generation students took the BCSSE, or 18.4%

AGGIE FIRST SCHOLARS

USU has dedicated resources to support first-generation Aggies.

Do the AFS supports cover all of the expected difficulties measured by the BCSSE?

Expected Difficulty in the Transition to USU: A Comparison by Generation Status

Insights from the Beginning College Survey of Student Engagement (BCSSE) on students expected challenges as they transition to university. The role of generation status revealed significantly different expectations.

Prepared by The Center for Student Analytics on 8/12/2020

The transition to university is a major life transition for emerging adults. Students often expect to encounter some challenges as they begin their new lives as college students. Continuing generations students, however, may expect fewer difficulties given a family legacy in higher education (Hottinger & Rose, 2006). This analyses explored students' expected difficulty by generational status at USU.

The BCSSE provided rich data that explored common challenges experienced as students transition to higher education. A latent profile analysis (LPA) was used to explore student responses to across multiple difficulty variables. This technique identifies different response patterns across participants. Generational status was tested across LPA response patterns.

The LPA revealed 3-profiles, a **low**, **moderate**, and **high** perceived difficulty response patterns, Figure 1. The majority of students belonged to the **moderately difficult profile**. The largest concerns among this group were time management, learning course material, and paying for college. The second largest profile was the **low perceived difficulty profile**. This group was least concerned with making friends, working with faculty, and getting help. Among the third profile, the **high perceived difficulty profile**, all the items were considered to be major challenges.

When generational status was integrated into the model, **significantly more first-generation students belonged to the high perceived difficulty profile** (chi sq. (2)= 13.3, $p = .001$).