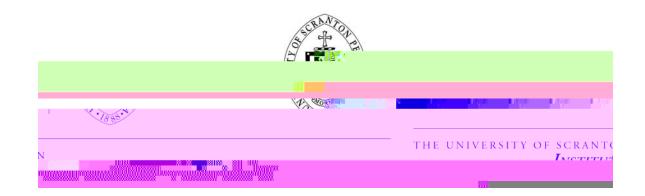
## Beginning College Student Satisfaction Survey (BCSSE) Full Report

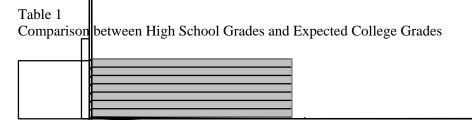
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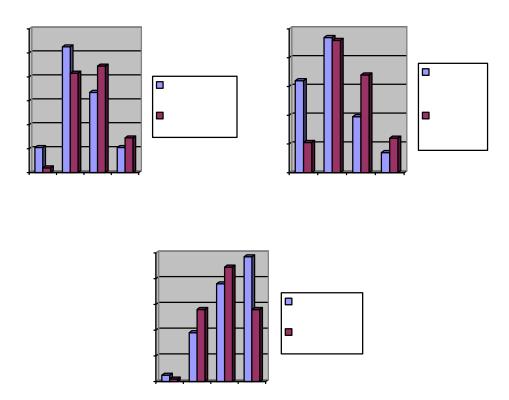
professors of ten/very often, and 45% claim to have sometimes discussed ideas from readings or classes with their teachers outside of class. Questions concerning the level of engagement with other students revealed that: 65% worked with other students on projects during class often/very often, 53% reported sometimes working with students outside of class on projects, 36% of students have sometimes had serious conversations with students of a different race or ethnicity, and 35% have had conversations with students who have different political, religious, or personal beliefs on occasion.

## **Expected Academic Engagement**

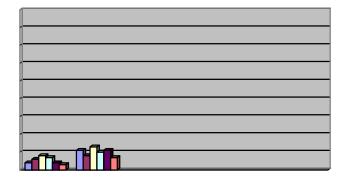
Students participating in the BCSSE were asked to answer questions pertaining to the expected amount of academic engagement during their upcoming year of college. These questions were identical to the questions asked in the High School Engagement category. Students were asked to report what they expected their college grades to be: 56% of students hoped to receive a B/B+, 27% hope to receive an A-, and 12% hope to achieve an A. The percentages of students who expect to achieve an A or A- in college decreased in comparison to the students who actually did achieve an A or A- in high school. Instead the percentage of students hoping to receive a B or B+ increased. After conducting a Crosstab analysis it became evident that students who got A's in high school are aiming for at least an A- in college and students who got an A- in high school are aiming for a B+ in college. On the other hand, students with grades of a B+ or lower are aiming for higher grades in college. Those students who have come to the University from a moderate to extremely challenging high school make up the majority of the students who are aiming for a B+ or better in college. The comparison between actual grades achieved in high school and expected grades in college can be seen in Table 1. The impact an academically challenging high school had on the expected college grades of students is displayed in Table 2.



Questions on the survey also evaluated student commitment to education and investment of time and effort. At least 65% of students expect to spe							



Students were also asked to report their expected levels of engagement with other students. 50% of students expect to work with others in class on projects often/very often, 66% imagine they will work with classmates outside of class to prepare projects, 43% expect to sometimes have serious conversations with students of different races or ethnicities, and 37%



The final piece of information that was offered from this survey is the future plans of the students. Seventeen percent report that the highest academic degree they intend to obtain is a bachelor's degree, 40% wish to obtain a master's degree, and 30% aim for a doctoral degree. This information can be seen in Table 11. Further analysis revealed that students who came from academically challenging high schools and received high grades in high school, expect high grades in college. The correlation between these two variables is visible in Table 12. Those were also heavily involved in extracurricular activities have the highest desire to continue their education beyond a Bachelor's. Students who were less involved and had average grades in high school lack a desire to pursue a degree beyond a bachelor's.

