



**Beginning College Survey
of Student Engagement**

Western Carolina University

BCSSE

Institutional Report 2008



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 2008 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 gender and first-generation status. The third section contains the overall institutional means for six BCSSE scales. These scales provide important information regarding high school academic engagement, expected first-year academic engagement, as well as an assessment of expected first-year academic performance. Similar to the frequency distributions, the mean differences are also reported by gender 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 2008* contains results by gender and first-generation status. The results are presented by student subgroup because of the importance to better understand the diversity of student experiences *within* each campus. With a better understanding of student variation, you may more effectively target important academic resources to the students who are in the most need. Though this report only examines group differences by gender 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 2009, you will also receive a BCSSE 2008-NSSE 2009 Report that provides a detailed longitudinal analysis of your first-year students.

Where to Find More Information

To see a sample of the BCSSE 2008-NSSE 2009 Report, go to: **www.bcsse.iub.edu**. More information about NSSE, including registration deadline, can be found at **www.nsse.iub.edu**.



**Beginning College Survey
of Student Engagement**

**BCSSE 2008 Respondent Characteristics
Western Carolina University**

	Respondents	
	<i>Count</i>	<i>%</i>
Number of Surveys Completed	477	100
Mode of Completion		
Paper	477	100
Web	0	0
When Student Completed BCSSE		
Before attending orientation	0	0
While attending orientation	1	0
After attending orientation	415	88
Not applicable, not attending orientation	54	11
Student Characteristics		
<i>Enrollment Status</i>		
Full-time	474	100
Less than full-time	1	0
<i>Gender</i>		
Female	269	57
Male	203	43
<i>Race/Ethnicity</i>		
American Indian or other Native American	2	0
Asian, Asian American, or Pacific Islander	2	0
Black or African American	21	4
White (non-Hispanic)	416	88
Mexican or Mexican American	2	0
Puerto Rican	1	0
Other Hispanic or Latino	5	1
Multiracial	9	2
Other	1	0
I prefer not to respond	15	3
<i>High School Graduation Year</i>		
2005 or earlier	4	1
2006	1	0
2007	7	1
2008	462	97
<i>First Generation Status</i>		
Yes	199	45
No	247	55
<i>International or Foreign National Student</i>		
Yes	7	1
No	465	99



**Beginning College Survey
of Student Engagement**

Western Carolina University

BCSSE 2008

Frequency Distributions



Beginning College Survey of Student Engagement

Interpreting the Frequency Distributions Western Carolina University

Variables

The items from the BCSSE survey appear in the left column of the report with the same wording as they appear on the instrument.

Variable Name

The variable name as it appears in the data file and codebook.

Institution-Level

Results for each item for the institution overall.

Selected Student Comparisons

Results for each item by gender and first-generation status.



Beginning College Survey of Student Engagement

BCSSE 2008 Frequency Distributions NSSEville State University

	Variable	Scale	Response Options	All Students		Gender				First Generation ^a			
				Count	%	Female		Male		Yes		No	
				Count	%	Count	%	Count	%	Count	%	Count	%
You are taking this survey:	tksvy		Before attending orientation	171	12	110	14	60	10	97	24	56	6
			While attending orientation	1,009	70	531	66	471	77	186	45	769	83
			After attending orientation	240	17	155	19	78	13	119	29	96	10
			N/A, not attending orientation	13	1	10	1	3	0	8	2	5	1
			Total	1,433	100	806	100	612	100	410	100	926	100

Scale Name

Indicates which scale includes this item (if applicable).

Response Options

Response options presented as they appear on the survey.

Count

The actual number of students who answered within each response

Column Percentage (%)

The percentage of students responding to the particular option in each question.

- HSE=High School Academic Engagement
- EAE=Expected Academic Engagement
- EAP=Expected Academic Perseverance
- EAD=Expected Academic Difficulty
- PAP=Perceived Academic Preparation
- ICE=Importance of Campus Environment



Beginning College Survey of Student Engagement

BCSSE 2008 Frequency Distributions

Western Carolina University

	Variable	Scale	Response Options	All Students		Gender				First Generation ^a			
				Count	%	Female		Male		Yes		No	
						Count	%	Count	%	Count	%	Count	%
You are taking this survey:	tksrvy		Before attending orientation	0	0	0	0	0	0	0	0	0	0
			While attending orientation	1	0	1	0	0	0	1	1	0	0
			After attending orientation	415	88	231	88	179	89	164	83	224	92
			N/A, not attending orientation	54	11	32	12	22	11	32	16	19	8
			Total	470	100	264	100	201	100	197	100	243	100
1. Please write in the year you graduated from high school. (for example, "2008"):	hgradyr_r		2005 and earlier	4	1	2	1	2	1	2	1	1	0
			2006	1	0	0	0	1	0	1	1	0	0
			2007	7	1	2	1	5	2	3	2	2	1
			2008	462	97	264	99	193	96	191	97	243	99
			Total	474	100	268	100	201	100	197	100	246	100
2. From which type of high school did you graduate? (Select only one.)	htype		Public	449	95	258	96	188	93	194	98	230	93
			Private, religiously-affiliated	15	3	7	3	8	4	3	2	9	4
			Private, independent	6	1	3	1	3	1	0	0	6	2
			Home school	3	1	1	0	2	1	0	0	2	1
			Other (e.g., GED)	2	0	0	0	1	0	1	1	0	0
Total	475	100	269	100	202	100	198	100	247	100			
3. What were most of your high school grades? (Select only one.)	hgrades		C- or lower	0	0	0	0	0	0	0	0	0	0
			C	4	1	1	0	3	2	0	0	2	1
			C+	18	4	11	4	7	4	4	2	11	5
			B-	30	6	14	5	16	8	9	5	18	7
			B	93	20	42	16	51	26	46	23	44	18
			B+	83	18	45	17	36	18	34	17	41	17
			A-	94	20	56	21	38	19	33	17	55	23
			A	149	32	99	37	47	24	72	36	72	30
			Grades not used	0	0	0	0	0	0	0	0	0	0
Total	471	100	268	100	198	100	198	100	243	100			
4. To date, in which of the following math classes did you earn a passing grade?													
a. Pre-calculus/Trigonometry	hprecalc		Did not pass	1	0	0	0	1	1	0	0	0	0
			Passed	337	72	190	72	143	72	145	73	176	73
			Did not take	128	27	73	28	54	27	53	27	64	27
			Total	466	100	263	100	198	100	198	100	240	100
b. Calculus	hcalc		Did not pass	3	1	1	0	1	1	2	1	1	0
			Passed	114	25	61	24	51	27	50	27	58	25
			Did not take	331	74	193	76	136	72	134	72	175	75
			Total	448	100	255	100	188	100	186	100	234	100

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



Beginning College Survey of Student Engagement

BCSSE 2008 Frequency Distributions

Western Carolina University

	Variable	Scale	Response Options	All Students		Gender				First Generation ^a			
				Count	%	Female		Male		Yes		No	
				Count	%	Count	%	Count	%	Count	%	Count	%
c. Probability or Statistics	hstats		Did not pass	0	0	0	0	0	0	0	0	0	0
			Passed	134	30	81	32	52	28	49	27	81	35
			Did not take	306	70	171	68	132	72	135	73	149	65
			Total	440	100	252	100	184	100	184	100	230	100
5. During <u>high school</u> , how many years of the following subjects did you complete?													
a. English/Literature	heng		0 years	0	0	0	0	0	0	0	0	0	0
			1 year	0	0	0	0	0	0	0	0	0	0
			2 years	1	0	1	0	0	0	0	0	1	0
			3 years	4	1	3	1	1	0	1	1	2	1
			4 years	456	96	255	96	196	98	191	97	236	96
			5 or more years	12	3	8	3	4	2	4	2	8	3
			Total	473	100	267	100	201	100	196	100	247	100
b. Math	hmath		0 years	0	0	0	0	0	0	0	0	0	0
			1 year	0	0	0	0	0	0	0	0	0	0
			2 years	0	0	0	0	0	0	0	0	0	0
			3 years	22	5	13	5	8	4	10	5	12	5
			4 years	395	84	223	84	169	85	162	83	206	83
			5 or more years	54	11	31	12	22	11	24	12	29	12
			Total	471	100	267	100	199	100	196	100	247	100
c. Science	hsci		0 years	0	0	0	0	0	0	0	0	0	0
			1 year	0	0	0	0	0	0	0	0	0	0
			2 years	8	2	5	2	3	2	1	1	6	2
			3 years	174	37	98	37	75	38	77	39	90	36
			4 years	244	52	139	52	101	51	97	49	131	53
			5 or more years	44	9	24	9	20	10	21	11	20	8
			Total	470	100	266	100	199	100	196	100	247	100
d. History/Social Sciences	hhist		0 years	0	0	0	0	0	0	0	0	0	0
			1 year	1	0	0	0	1	1	0	0	0	0
			2 years	9	2	2	1	7	4	6	3	3	1
			3 years	235	50	132	50	100	50	102	52	118	48
			4 years	200	43	116	44	82	41	77	39	111	45
			5 or more years	25	5	16	6	9	5	10	5	15	6
			Total	470	100	266	100	199	100	195	100	247	100

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Beginning College Survey of Student Engagement

BCSSE 2008 Frequency Distributions

Western Carolina University

	Variable	Scale	Response Options	All Students		Gender				First Generation ^a			
				Count	%	Female		Male		Yes		No	
				Count	%	Count	%	Count	%	Count	%	Count	%
e. Foreign Language	hforlan		0 years	0	0	0	0	0	0	0	0	0	0
			1 year	22	5	13	5	9	4	13	7	6	2
			2 years	272	58	149	56	119	59	112	57	140	57
			3 years	123	26	73	28	49	24	50	26	71	29
			4 years	43	9	23	9	20	10	16	8	25	10
			5 or more years	10	2	6	2	4	2	4	2	4	2
			Total	470	100	264	100	201	100	195	100	246	100
6. During <u>high school</u> , how many of the following types of <u>classes</u> did you complete?													
a. Advanced Placement (AP) classes	hapcl		0 classes	161	36	86	33	74	40	64	34	85	36
			1 class	76	17	45	18	31	17	33	18	40	17
			2 classes	80	18	39	15	40	22	32	17	45	19
			3 classes	56	13	38	15	18	10	22	12	32	14
			4 classes	35	8	22	9	11	6	14	8	18	8
			5 or more classes	39	9	27	11	12	6	21	11	17	7
			Total	447	100	257	100	186	100	186	100	237	100
b. Honors classes (not AP) taught at your high school	hhonor		0 classes	32	7	18	7	14	7	11	6	18	7
			1 class	24	5	12	5	12	6	7	4	13	5
			2 classes	32	7	18	7	14	7	17	9	11	5
			3 classes	30	6	10	4	20	10	8	4	18	7
			4 classes	49	10	24	9	24	12	18	9	29	12
			5 or more classes	302	64	183	69	115	58	136	69	155	64
			Total	469	100	265	100	199	100	197	100	244	100
7. During your <u>last year of high school</u> , about how much reading and writing did you do?													
a. Assigned reading (textbooks or other course materials)	hreadasg	HSE	None	7	1	1	0	6	3	2	1	3	1
			Very little	53	11	27	10	26	13	24	12	25	10
			Some	153	32	75	28	77	38	60	30	84	34
			Quite a bit	157	33	90	34	65	32	61	31	87	35
			Very much	104	22	75	28	27	13	51	26	47	19
			Total	474	100	268	100	201	100	198	100	246	100
b. Writing short papers or reports (5 or fewer pages)	hwrite5	HSE	None	8	2	1	0	7	4	1	1	6	2
			Very little	49	10	24	9	25	13	25	13	19	8
			Some	157	33	88	33	68	34	60	30	84	34
			Quite a bit	153	32	92	34	58	29	66	33	82	34
			Very much	106	22	64	24	41	21	47	24	53	22
			Total	473	100	269	100	199	100	199	100	244	100

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Beginning College Survey of Student Engagement

BCSSE 2008 Frequency Distributions

Western Carolina University

	Variable	Scale	Response Options	All Students		Gender				First Generation ^a			
				Count	%	Female		Male		Yes		No	
						Count	%	Count	%	Count	%	Count	%
c. Writing longer papers or reports (more than 5 pages)	hwrite5m	HSE	None	60	13	35	13	25	13	24	12	29	12
			Very little	171	36	90	34	80	40	74	37	86	35
			Some	147	31	87	32	57	29	63	32	75	31
			Quite a bit	68	14	38	14	29	15	26	13	39	16
			Very much	26	6	18	7	8	4	11	6	15	6
			Total	472	100	268	100	199	100	198	100	244	100
8. During your <u>last year of high school</u> , about how many <u>hours</u> did you spend in a typical 7-day week doing each of the following?													
a. Preparing for class (studying, doing homework, rehearsing, etc.)	hacadpr	HSE	0 hours per week	18	4	5	2	12	6	6	3	11	4
			1-5 hours per week	242	51	123	46	118	58	102	51	119	48
			6-10 hours per week	124	26	72	27	51	25	42	21	78	32
			11-15 hours per week	41	9	27	10	13	6	24	12	14	6
			16-20 hours per week	32	7	24	9	8	4	17	9	14	6
			21-25 hours per week	8	2	7	3	1	0	2	1	6	2
			26-30 hours per week	6	1	5	2	0	0	3	2	2	1
			More than 30 hours per week	5	1	5	2	0	0	3	2	2	1
			Total	476	100	268	100	203	100	199	100	246	100
b. Working for pay (before or after school, weekends)	hwork	HSE	0 hours per week	148	31	85	32	62	31	55	28	84	34
			1-5 hours per week	48	10	26	10	21	10	12	6	30	12
			6-10 hours per week	46	10	29	11	17	8	18	9	25	10
			11-15 hours per week	63	13	35	13	26	13	33	17	29	12
			16-20 hours per week	74	16	46	17	28	14	36	18	35	14
			21-25 hours per week	52	11	27	10	24	12	23	12	25	10
			26-30 hours per week	25	5	13	5	12	6	9	5	14	6
			More than 30 hours per week	20	4	7	3	13	6	12	6	5	2
Total	476	100	268	100	203	100	198	100	247	100			
c. Participating in co-curricular activities (arts, clubs, athletics, etc.)	hcocurr	HSE	0 hours per week	28	6	9	3	18	9	15	8	10	4
			1-5 hours per week	111	23	72	27	38	19	56	28	50	20
			6-10 hours per week	94	20	60	22	33	16	35	18	50	20
			11-15 hours per week	94	20	52	19	41	20	35	18	55	22
			16-20 hours per week	63	13	34	13	29	14	23	12	38	15
			21-25 hours per week	42	9	18	7	23	11	12	6	25	10
			26-30 hours per week	18	4	10	4	8	4	10	5	6	2
			More than 30 hours per week	27	6	14	5	13	6	13	7	13	5
Total	477	100	269	100	203	100	199	100	247	100			

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Beginning College Survey of Student Engagement

	Variable	Scale	Response Options	All Students	
				Count	%
d. Relaxing and socializing (watching TV, partying, etc.)	hsocial		0 hours per week	0	0
			1-5 hours per week	113	24
			6-10 hours per week	135	28
			11-15 hours per week	100	21
			16-20 hours per week	66	14
			21-25 hours per week	29	6
			26-30 hours per week	8	2
			More than 30 hours per week	26	5
		Total	477	100	
9. During your <u>last year of high school</u> , about how often did you do each of the following?					
a. Asked questions in class or contributed to class discussions	hclquest	HSE	Never	4	1
			Sometimes	100	21
			Often	172	36
			Very often	199	42
			Total	475	100
b. Made a class presentation	hclpre	HSE	Never	8	2
			Sometimes	179	38
			Often	212	45
			Very often	76	16
			Total	475	100
c. Came to class without completing readings or assignments	hclunpre		Never	149	31
			Sometimes	283	60
			Often	25	5
			Very often	17	4
			Total	474	100
d. Discussed grades or assignments with a teacher	hfacgrad	HSE	Never	30	6
			Sometimes	184	39
			Often	183	39
			Very often	77	16
			Total	474	100
e. Worked with other students on projects during class	hclassgr	HSE	Never	8	2
			Sometimes	146	31
			Often	235	49
			Very often	86	18
			Total	475	100

BCSSE 2008 Frequency Distributions

Western Carolina University

				Gender				First Generation ^a			
				Female		Male		Yes		No	
				Count	%	Count	%	Count	%	Count	%
				0	0	0	0	0	0	0	0
				77	29	36	18	54	27	54	22
				82	30	52	26	55	28	74	30
				56	21	42	21	41	21	56	23
				26	10	38	19	24	12	31	13
				14	5	15	7	11	6	18	7
				4	1	4	2	3	2	2	1
				10	4	16	8	11	6	12	5
				269	100	203	100	199	100	247	100
				3	1	1	0	1	1	3	1
				54	20	44	22	42	21	46	19
				88	33	82	41	65	33	98	40
				124	46	74	37	91	46	98	40
				269	100	201	100	199	100	245	100
				6	2	2	1	2	1	6	2
				88	33	89	44	78	39	86	35
				125	46	85	42	91	46	111	45
				50	19	25	12	28	14	42	17
				269	100	201	100	199	100	245	100
				107	40	40	20	72	36	71	29
				143	53	137	69	112	56	150	61
				12	4	13	7	9	5	14	6
				7	3	10	5	6	3	9	4
				269	100	200	100	199	100	244	100
				18	7	12	6	18	9	10	4
				110	41	72	36	72	36	98	40
				94	35	88	44	74	37	97	40
				47	17	28	14	35	18	39	16
				269	100	200	100	199	100	244	100
				6	2	2	1	2	1	6	2
				79	29	67	33	57	29	78	32
				128	48	102	51	102	51	118	48
				56	21	30	15	38	19	43	18
				269	100	201	100	199	100	245	100

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Beginning College Survey of Student Engagement

	Variable	Scale	Response Options	All Students	
				Count	%
f. Worked with classmates outside of class to prepare class assignments	hocgrp	HSE	Never	95	20
			Sometimes	262	55
			Often	84	18
			Very often	33	7
			Total	474	100
g. Prepared two or more drafts of a paper or assignment before turning it in	hrewropa	HSE	Never	84	18
			Sometimes	198	42
			Often	128	27
			Very often	65	14
			Total	475	100
h. Had serious conversations with students of a different race or ethnicity than your own	hdivrstu		Never	69	15
			Sometimes	152	32
			Often	129	27
			Very often	124	26
			Total	474	100
i. Discussed ideas from your readings or classes with teachers outside of class	hfacidea	HSE	Never	150	32
			Sometimes	226	48
			Often	59	12
			Very often	40	8
			Total	475	100
j. Discussed ideas from your readings or classes with others outside of class (students, family members, etc.)	hoocidea	HSE	Never	59	12
			Sometimes	227	48
			Often	119	25
			Very often	70	15
			Total	475	100
k. Talked with a counselor, teacher, or other staff member about college or career plans	hfacplan		Never	35	7
			Sometimes	209	44
			Often	155	33
			Very often	76	16
			Total	475	100
l. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	hdiffstu		Never	54	11
			Sometimes	190	40
			Often	130	27
			Very often	100	21
			Total	474	100

BCSSE 2008 Frequency Distributions Western Carolina University

	Gender				First Generation ^a			
	Female		Male		Yes		No	
	Count	%	Count	%	Count	%	Count	%
f. Worked with classmates outside of class to prepare class assignments	53	20	42	21	41	21	47	19
	147	55	114	57	111	56	134	55
	52	19	28	14	32	16	49	20
	17	6	16	8	15	8	15	6
	269	100	200	100	199	100	245	100
g. Prepared two or more drafts of a paper or assignment before turning it in	38	14	46	23	32	16	45	18
	115	43	81	40	90	45	92	38
	73	27	53	26	49	25	75	31
	43	16	21	10	28	14	33	13
	269	100	201	100	199	100	245	100
h. Had serious conversations with students of a different race or ethnicity than your own	38	14	31	16	30	15	31	13
	102	38	49	25	67	34	80	33
	64	24	64	32	54	27	66	27
	65	24	56	28	47	24	68	28
	269	100	200	100	198	100	245	100
i. Discussed ideas from your readings or classes with teachers outside of class	90	33	58	29	58	29	81	33
	122	45	102	51	100	50	114	47
	34	13	25	12	26	13	27	11
	23	9	16	8	15	8	23	9
	269	100	201	100	199	100	245	100
j. Discussed ideas from your readings or classes with others outside of class (students, family members, etc.)	26	10	32	16	23	12	32	13
	125	46	101	50	100	50	111	45
	74	28	43	21	52	26	60	24
	44	16	25	12	24	12	42	17
	269	100	201	100	199	100	245	100
k. Talked with a counselor, teacher, or other staff member about college or career plans	15	6	19	9	13	7	19	8
	111	41	95	47	80	40	115	47
	92	34	62	31	66	33	82	33
	51	19	25	12	40	20	29	12
	269	100	201	100	199	100	245	100
l. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	27	10	26	13	23	12	26	11
	102	38	85	43	83	42	95	39
	81	30	49	25	51	26	72	29
	59	22	40	20	42	21	52	21
	269	100	200	100	199	100	245	100

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Beginning College Survey of Student Engagement

	Variable	Scale	Response Options	All Students	
				Count	%
m. Missed a day of school	hmisssch		Never	73	15
			Sometimes	350	74
			Often	29	6
			Very often	20	4
			Total	472	100
10. Did you take the SAT and/or ACT?	hsact		No	0	0
			Yes	467	100
			Total	467	100
a. SAT Composite Score (SAT/ACT scores converted to SAT scale and recoded into categories)	SAT_ACTr		900 or lower	31	9
			901 - 1000	71	20
			1001 - 1100	85	24
			1101 - 1200	74	21
			1201 - 1300	61	17
			1301 - 1400	24	7
			1401 - 1600	12	3
			Total	358	100
11. During your <u>high school years</u> , how involved were you in the following activities at your school or elsewhere?					
a. Performing or visual arts programs (band, chorus, theater, art, etc.)	hinvars		1 Not involved	201	43
			2	54	11
			3	37	8
			4	28	6
			5	34	7
			6 Highly involved	118	25
			Total	472	100
b. Athletic teams (varsity, junior varsity, club sport, etc.)	hinvars		1 Not involved	123	26
			2	39	8
			3	38	8
			4	31	7
			5	35	7
			6 Highly involved	208	44
			Total	474	100

BCSSE 2008 Frequency Distributions

Western Carolina University

	Gender				First Generation ^a			
	Female		Male		Yes		No	
	Count	%	Count	%	Count	%	Count	%
m. Missed a day of school	49	18	24	12	33	17	36	15
	195	73	150	75	149	76	179	73
	12	4	17	9	7	4	18	7
	12	4	8	4	8	4	11	5
	268	100	199	100	197	100	244	100
10. Did you take the SAT and/or ACT?	0	0	0	0	0	0	0	0
	266	100	196	100	196	100	241	100
	266	100	196	100	196	100	241	100
a. SAT Composite Score (SAT/ACT scores converted to SAT scale and recoded into categories)	18	9	13	8	13	9	15	8
	37	19	33	20	33	22	33	18
	42	22	43	27	43	29	36	19
	47	24	27	17	27	18	44	23
	31	16	29	18	23	15	36	19
	14	7	10	6	6	4	17	9
	5	3	6	4	5	3	7	4
	194	100	161	100	150	100	188	100
a. Performing or visual arts programs (band, chorus, theater, art, etc.)	92	34	106	53	84	42	99	41
	27	10	26	13	26	13	27	11
	22	8	15	8	17	9	17	7
	19	7	9	5	11	6	14	6
	15	6	19	10	8	4	25	10
	92	34	25	13	52	26	61	25
	267	100	200	100	198	100	243	100
b. Athletic teams (varsity, junior varsity, club sport, etc.)	83	31	39	19	63	32	54	22
	24	9	15	7	22	11	17	7
	25	9	12	6	17	9	18	7
	16	6	15	7	12	6	17	7
	18	7	17	8	12	6	20	8
	103	38	103	51	72	36	119	49
	269	100	201	100	198	100	245	100

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Beginning College Survey of Student Engagement

BCSSE 2008 Frequency Distributions

Western Carolina University

	Variable	Scale	Response Options	All Students		Gender				First Generation ^a			
				Count	%	Female		Male		Yes		No	
						Count	%	Count	%	Count	%	Count	%
c. Student government	hstugov		1 Not involved	332	70	182	68	146	73	138	70	168	69
			2	48	10	27	10	20	10	20	10	26	11
			3	35	7	19	7	16	8	16	8	17	7
			4	18	4	12	5	6	3	6	3	12	5
			5	8	2	7	3	1	1	5	3	3	1
			6 Highly involved	30	6	19	7	11	6	13	7	16	7
			Total	471	100	266	100	200	100	198	100	242	100
d. Publications (student newspaper, yearbook, etc.)	hinvpubs		1 Not involved	344	73	192	72	148	75	145	74	173	72
			2	49	10	23	9	26	13	18	9	28	12
			3	26	6	15	6	11	6	7	4	18	7
			4	16	3	12	5	3	2	12	6	4	2
			5	12	3	8	3	4	2	5	3	6	2
			6 Highly involved	22	5	16	6	6	3	10	5	12	5
			Total	469	100	266	100	198	100	197	100	241	100
e. Academic honor societies	hinvhono		1 Not involved	176	37	82	31	92	46	64	33	94	38
			2	53	11	25	9	28	14	16	8	32	13
			3	55	12	35	13	20	10	25	13	27	11
			4	53	11	33	12	20	10	29	15	23	9
			5	56	12	43	16	12	6	21	11	34	14
			6 Highly involved	78	17	49	18	27	14	40	21	35	14
			Total	471	100	267	100	199	100	195	100	245	100
f. Academic clubs (debate, mathematics, science, etc.)	hinvaccl		1 Not involved	282	60	146	55	132	67	115	59	142	58
			2	52	11	33	12	19	10	15	8	35	14
			3	47	10	27	10	20	10	20	10	25	10
			4	34	7	24	9	10	5	21	11	13	5
			5	24	5	15	6	8	4	11	6	13	5
			6 Highly involved	30	6	22	8	8	4	14	7	15	6
			Total	469	100	267	100	197	100	196	100	243	100
g. Vocational clubs (business, health, technology, etc.)	hinvccl		1 Not involved	287	61	154	58	129	65	112	57	154	63
			2	46	10	23	9	23	12	14	7	29	12
			3	37	8	25	9	11	6	20	10	15	6
			4	36	8	23	9	13	7	16	8	19	8
			5	29	6	21	8	8	4	16	8	12	5
			6 Highly involved	37	8	21	8	16	8	19	10	15	6
			Total	472	100	267	100	200	100	197	100	244	100

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Beginning College Survey of Student Engagement

BCSSE 2008 Frequency Distributions

Western Carolina University

	Variable	Scale	Response Options	All Students		Gender				First Generation ^a			
				Count	%	Female		Male		Yes		No	
				Count	%	Count	%	Count	%	Count	%	Count	%
h. Religious youth groups	hrelgrp		1 Not involved	208	44	107	40	99	49	91	46	97	40
			2	45	9	23	9	21	10	20	10	23	9
			3	46	10	27	10	19	9	19	10	25	10
			4	39	8	22	8	17	8	10	5	26	11
			5	43	9	25	9	17	8	21	11	21	9
			6 Highly involved	94	20	65	24	28	14	38	19	53	22
			Total	475	100	269	100	201	100	199	100	245	100
12. Overall, how academically challenging was your high school?	hacachal		1 Not at all challenging	15	3	2	1	13	7	10	5	3	1
			2	44	9	15	6	28	14	24	12	19	8
			3	109	23	56	21	52	26	50	25	49	20
			4	184	39	112	42	71	36	75	38	98	40
			5	102	22	72	27	30	15	34	17	63	26
			6 Extremely challenging	18	4	11	4	5	3	6	3	11	5
			Total	472	100	268	100	199	100	199	100	243	100
13. During the <u>coming school year</u> , about how many <u>hours</u> do you think you will spend in a typical 7-day week doing each of the following?													
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	cacadpr	EAE	0 hours per week	0	0	0	0	0	0	0	0	0	0
			1-5 hours per week	23	5	10	4	13	7	9	5	12	5
			6-10 hours per week	91	19	40	15	51	26	33	17	46	19
			11-15 hours per week	147	31	88	33	58	29	59	30	84	35
			16-20 hours per week	117	25	69	26	46	23	54	27	58	24
			21-25 hours per week	52	11	33	12	19	10	22	11	26	11
			26-30 hours per week	32	7	22	8	10	5	17	9	13	5
			More than 30 hours per week	7	1	4	2	3	2	4	2	2	1
			Total	469	100	266	100	200	100	198	100	241	100
b. Working for pay on- or off-campus	cwork		0 hours per week	239	50	135	50	103	51	92	46	129	53
			1-5 hours per week	58	12	35	13	20	10	19	10	36	15
			6-10 hours per week	81	17	46	17	35	17	35	18	43	18
			11-15 hours per week	44	9	22	8	22	11	24	12	18	7
			16-20 hours per week	30	6	17	6	13	6	18	9	11	4
			21-25 hours per week	18	4	11	4	7	3	8	4	7	3
			26-30 hours per week	1	0	1	0	0	0	0	0	1	0
			More than 30 hours per week	3	1	2	1	1	0	3	2	0	0
Total	474	100	269	100	201	100	199	100	245	100			

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Beginning College Survey of Student Engagement

BCSSE 2008 Frequency Distributions

Western Carolina University

	Variable	Scale	Response Options	All Students		Gender				First Generation ^a			
				Count	%	Female		Male		Yes		No	
						Count	%	Count	%	Count	%	Count	%
c. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	ccocurr		0 hours per week	39	8	16	6	23	11	20	10	14	6
			1-5 hours per week	147	31	85	32	60	30	71	36	68	28
			6-10 hours per week	131	28	79	29	51	25	55	28	68	28
			11-15 hours per week	79	17	52	19	26	13	34	17	41	17
			16-20 hours per week	31	7	12	4	19	9	9	5	21	9
			21-25 hours per week	19	4	14	5	5	2	2	1	16	7
			26-30 hours per week	15	3	8	3	7	3	3	2	11	5
			More than 30 hours per week	12	3	2	1	10	5	5	3	5	2
	Total		473	100	268	100	201	100	199	100	244	100	
d. Relaxing or socializing (watching TV, partying, etc.)	csocial		0 hours per week	3	1	1	0	2	1	3	2	0	0
			1-5 hours per week	97	20	56	21	41	20	36	18	54	22
			6-10 hours per week	172	36	109	41	63	31	80	40	84	34
			11-15 hours per week	118	25	60	22	56	28	43	22	67	27
			16-20 hours per week	54	11	27	10	25	12	25	13	24	10
			21-25 hours per week	16	3	7	3	9	4	7	4	8	3
			26-30 hours per week	7	1	5	2	2	1	3	2	4	2
			More than 30 hours per week	7	1	4	1	3	1	2	1	4	2
	Total		474	100	269	100	201	100	199	100	245	100	
14. During the <u>coming school year</u> , about how often do you expect to do each of the following?													
a. Ask questions in class or contribute to class discussions	cclquest	EAE	Never	2	0	1	0	1	0	0	0	2	1
			Sometimes	119	25	70	26	47	23	57	29	56	23
			Often	205	43	112	42	92	46	81	41	108	44
			Very often	148	31	86	32	61	30	61	31	80	33
			Total	474	100	269	100	201	100	199	100	246	100
b. Make a class presentation	cclprese	EAE	Never	3	1	1	0	2	1	1	1	2	1
			Sometimes	185	39	108	40	75	38	83	42	82	33
			Often	220	47	122	45	96	48	90	45	122	50
			Very often	65	14	38	14	27	14	25	13	39	16
			Total	473	100	269	100	200	100	199	100	245	100
c. Work on a paper or project that requires integrating ideas or information from various sources	cintegra		Never	0	0	0	0	0	0	0	0	0	0
			Sometimes	59	12	30	11	28	14	24	12	27	11
			Often	219	46	121	45	97	48	84	42	121	49
			Very often	196	41	118	44	76	38	91	46	98	40
			Total	474	100	269	100	201	100	199	100	246	100

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Beginning College Survey of Student Engagement

	Variable	Scale	Response Options	All Students	
				Count	%
d. Work with other students on projects during class	cclassgr	EAE	Never	15	3
			Sometimes	186	39
			Often	197	42
			Very often	75	16
			Total	473	100
e. Work with classmates outside of class to prepare class assignments	coccgrp	EAE	Never	12	3
			Sometimes	193	41
			Often	183	39
			Very often	87	18
			Total	475	100
f. Put together ideas or concepts from different courses when completing assignments or during class discussions	cintidea		Never	8	2
			Sometimes	141	30
			Often	217	46
			Very often	107	23
			Total	473	100
g. Discuss grades or assignments with an instructor	cfacgrad	EAE	Never	7	1
			Sometimes	202	43
			Often	175	37
			Very often	89	19
			Total	473	100
h. Discuss ideas from your readings or classes with faculty members outside of class	cfacidea	EAE	Never	60	13
			Sometimes	259	55
			Often	109	23
			Very often	47	10
			Total	475	100
i. Receive prompt feedback from faculty on your academic performance (written or oral)	cfacfeed		Never	9	2
			Sometimes	134	28
			Often	235	49
			Very often	97	20
			Total	475	100
j. Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	cfacothe		Never	61	13
			Sometimes	259	55
			Often	107	23
			Very often	46	10
			Total	473	100

BCSSE 2008 Frequency Distributions

Western Carolina University

	Gender				First Generation ^a			
	Female		Male		Yes		No	
	Count	%	Count	%	Count	%	Count	%
d. Work with other students on projects during class	12	4	3	1	5	3	10	4
	99	37	85	42	76	38	96	39
	116	43	80	40	88	44	96	39
	42	16	33	16	29	15	43	18
	269	100	201	100	198	100	245	100
e. Work with classmates outside of class to prepare class assignments	8	3	4	2	5	3	5	2
	106	39	85	42	91	46	91	37
	102	38	79	39	65	33	105	43
	53	20	34	17	38	19	45	18
	269	100	202	100	199	100	246	100
f. Put together ideas or concepts from different courses when completing assignments or during class discussions	2	1	6	3	0	0	8	3
	73	27	67	33	63	32	68	28
	123	46	92	46	87	44	114	47
	70	26	36	18	49	25	54	22
	268	100	201	100	199	100	244	100
g. Discuss grades or assignments with an instructor	4	1	3	1	3	2	3	1
	111	41	90	45	86	43	100	41
	99	37	76	38	74	37	89	36
	55	20	33	16	35	18	53	22
	269	100	202	100	198	100	245	100
h. Discuss ideas from your readings or classes with faculty members outside of class	35	13	25	12	26	13	31	13
	141	52	115	57	104	52	134	54
	67	25	41	20	46	23	59	24
	26	10	21	10	23	12	22	9
	269	100	202	100	199	100	246	100
i. Receive prompt feedback from faculty on your academic performance (written or oral)	3	1	6	3	3	2	4	2
	75	28	56	28	56	28	66	27
	133	49	102	50	93	47	130	53
	58	22	38	19	47	24	46	19
	269	100	202	100	199	100	246	100
j. Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	30	11	29	14	19	10	35	14
	148	55	111	55	115	58	130	53
	62	23	43	21	45	23	56	23
	28	10	18	9	19	10	25	10
	268	100	201	100	198	100	246	100

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Beginning College Survey of Student Engagement

	Variable	Scale	Response Options	All Students	
				Count	%
k. Discuss ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	coocidea	EAE	Never	29	6
			Sometimes	190	40
			Often	173	36
			Very often	82	17
			Total	474	100
l. Have serious conversations with students of a different race or ethnicity than your own	cdivrstu		Never	29	6
			Sometimes	165	35
			Often	154	32
			Very often	126	27
			Total	474	100
m. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	cothrvie		Never	7	1
			Sometimes	123	26
			Often	192	41
			Very often	151	32
			Total	473	100
n. Learn something that changes the way you understand an issue or idea	cchnvgvie		Never	3	1
			Sometimes	120	25
			Often	208	44
			Very often	141	30
			Total	472	100
o. Have serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	cdiffstu		Never	21	4
			Sometimes	159	34
			Often	155	33
			Very often	138	29
			Total	473	100
15. During the <u>coming school year</u> , how certain are you that you will do the following?					
a. Study when there are other interesting things to do	cotherint	EAP	1 Not at all certain	1	0
			2	19	4
			3	101	21
			4	169	36
			5	111	23
			6 Very certain	73	15
			Total	474	100

BCSSE 2008 Frequency Distributions

Western Carolina University

	Gender				First Generation ^a			
	Female		Male		Yes		No	
	Count	%	Count	%	Count	%	Count	%
k. Discuss ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	13	5	16	8	10	5	15	6
	95	35	93	46	85	43	94	38
	115	43	58	29	75	38	88	36
	46	17	34	17	29	15	48	20
	269	100	201	100	199	100	245	100
l. Have serious conversations with students of a different race or ethnicity than your own	14	5	15	7	13	7	13	5
	102	38	61	30	71	36	85	35
	87	32	65	32	67	34	79	32
	66	25	60	30	48	24	69	28
	269	100	201	100	199	100	246	100
m. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	1	0	6	3	3	2	4	2
	60	22	61	30	51	26	58	24
	116	43	76	38	84	42	98	40
	92	34	58	29	60	30	85	35
	269	100	201	100	198	100	245	100
n. Learn something that changes the way you understand an issue or idea	1	0	2	1	0	0	3	1
	59	22	58	29	53	27	57	23
	121	45	86	43	84	42	112	46
	86	32	55	27	61	31	72	30
	267	100	201	100	198	100	244	100
o. Have serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	7	3	14	7	7	4	8	3
	87	32	69	35	70	35	77	31
	94	35	61	31	66	33	84	34
	81	30	56	28	55	28	76	31
	269	100	200	100	198	100	245	100
a. Study when there are other interesting things to do	1	0	0	0	0	0	1	0
	6	2	13	6	7	4	12	5
	48	18	51	25	40	20	53	22
	94	35	74	37	76	38	85	35
	73	27	37	18	44	22	58	24
	46	17	27	13	31	16	37	15
	268	100	202	100	198	100	246	100

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Beginning College Survey of Student Engagement

BCSSE 2008 Frequency Distributions Western Carolina University

	Variable	Scale	Response Options	All Students		Gender				First Generation ^a			
				Count	%	Female		Male		Yes		No	
				Count	%	Count	%	Count	%	Count	%	Count	%
b. Find additional information for course assignments when you don't understand the material	cfindinfo	EAP	1 Not at all certain	3	1	1	0	2	1	2	1	1	0
			2	16	3	4	1	12	6	3	2	11	4
			3	58	12	25	9	32	16	30	15	26	11
			4	157	33	82	31	73	36	61	31	85	35
			5	153	32	98	37	54	27	61	31	82	33
			6 Very certain	86	18	57	21	29	14	40	20	41	17
			Total	473	100	267	100	202	100	197	100	246	100
c. Participate regularly in course discussions, even when you don't feel like it	ccourdis	EAP	1 Not at all certain	9	2	5	2	4	2	3	2	5	2
			2	25	5	14	5	10	5	10	5	14	6
			3	97	21	42	16	54	27	42	21	48	20
			4	144	30	93	35	50	25	67	34	69	28
			5	131	28	79	30	52	26	52	26	70	28
			6 Very certain	67	14	34	13	32	16	23	12	40	16
			Total	473	100	267	100	202	100	197	100	246	100
d. Ask instructors for help when you struggle with course assignments	caskinst	EAP	1 Not at all certain	4	1	2	1	2	1	2	1	2	1
			2	13	3	6	2	7	3	4	2	7	3
			3	54	11	30	11	22	11	19	10	32	13
			4	104	22	63	24	40	20	45	23	56	23
			5	146	31	76	28	69	34	65	33	69	28
			6 Very certain	152	32	90	34	62	31	62	31	80	33
			Total	473	100	267	100	202	100	197	100	246	100
e. Finish something you have started when you encounter challenges	cfinish	EAP	1 Not at all certain	2	0	1	0	1	0	1	1	1	0
			2	5	1	3	1	2	1	2	1	3	1
			3	32	7	15	6	16	8	9	5	22	9
			4	85	18	53	20	32	16	40	20	40	16
			5	202	43	111	42	89	44	83	42	106	43
			6 Very certain	146	31	83	31	62	31	62	31	73	30
			Total	472	100	266	100	202	100	197	100	245	100
f. Stay positive, even when you do poorly on a test assignment	cstaypos	EAP	1 Not at all certain	6	1	3	1	3	1	0	0	4	2
			2	21	4	13	5	8	4	9	5	12	5
			3	58	12	36	14	22	11	26	13	29	12
			4	130	28	80	30	47	23	53	27	72	29
			5	133	28	76	29	57	28	58	29	62	25
			6 Very certain	124	26	58	22	65	32	51	26	66	27
			Total	472	100	266	100	202	100	197	100	245	100

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



Beginning College Survey of Student Engagement

	Variable	Scale	Response Options	All Students	
				Count	%
16. During the <u>coming school year</u> , how difficult do you expect the following to be?					
a. Learning course material	clearnma	EAD	1 Not at all difficult	10	2
			2	31	7
			3	100	21
			4	235	50
			5	82	17
			6 Very difficult	15	3
			Total	473	100
b. Managing your time	cmantime	EAD	1 Not at all difficult	11	2
			2	31	7
			3	75	16
			4	154	32
			5	132	28
			6 Very difficult	71	15
			Total	474	100
c. Paying college expenses	cpaycoll		1 Not at all difficult	101	21
			2	85	18
			3	88	19
			4	67	14
			5	76	16
			6 Very difficult	57	12
			Total	474	100
d. Getting help with school work	cgethelp	EAD	1 Not at all difficult	61	13
			2	159	34
			3	128	27
			4	92	19
			5	29	6
			6 Very difficult	4	1
			Total	473	100
e. Making new friends	cmakefr		1 Not at all difficult	146	31
			2	128	27
			3	89	19
			4	56	12
			5	34	7
			6 Very difficult	21	4
			Total	474	100

BCSSE 2008 Frequency Distributions

Western Carolina University

Gender				First Generation ^a			
Female		Male		Yes		No	
Count	%	Count	%	Count	%	Count	%
8	3	2	1	6	3	4	2
12	4	18	9	12	6	18	7
53	20	47	23	40	20	52	21
130	49	102	51	99	50	120	49
55	21	27	13	34	17	43	17
10	4	5	2	6	3	9	4
268	100	201	100	197	100	246	100
8	3	3	1	7	4	3	1
20	7	10	5	15	8	16	7
42	16	32	16	33	17	34	14
80	30	72	36	61	31	85	35
76	28	56	28	53	27	70	28
42	16	29	14	29	15	38	15
268	100	202	100	198	100	246	100
46	17	55	27	36	18	59	24
50	19	33	16	36	18	43	17
50	19	37	18	38	19	45	18
32	12	35	17	20	10	41	17
52	19	24	12	39	20	32	13
38	14	18	9	29	15	26	11
268	100	202	100	198	100	246	100
40	15	21	10	30	15	29	12
92	34	65	32	65	33	88	36
65	24	62	31	50	25	64	26
57	21	35	17	38	19	49	20
10	4	18	9	12	6	14	6
3	1	1	0	3	2	1	0
267	100	202	100	198	100	245	100
78	29	67	33	60	30	79	32
66	25	60	30	47	24	71	29
56	21	33	16	39	20	43	17
36	13	20	10	23	12	30	12
19	7	14	7	20	10	14	6
13	5	8	4	9	5	9	4
268	100	202	100	198	100	246	100

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Beginning College Survey of Student Engagement

	Variable	Scale	Response Options	All Students	
				Count	%
f. Interacting with faculty	cintfac	EAD	1 Not at all difficult	82	17
			2	113	24
			3	145	31
			4	88	19
			5	36	8
			6 Very difficult	11	2
			Total	475	100
17. How prepared are you to do the following in your academic work at this college?					
a. Write clearly and effectively	cgnwrite	PAP	1 Not at all prepared	11	2
			2	22	5
			3	91	19
			4	159	34
			5	122	26
			6 Very prepared	69	15
			Total	474	100
b. Speak clearly and effectively	cgnspeak	PAP	1 Not at all prepared	6	1
			2	21	4
			3	69	15
			4	145	31
			5	135	28
			6 Very prepared	98	21
			Total	474	100
c. Think critically and analytically	cgnanaly	PAP	1 Not at all prepared	8	2
			2	11	2
			3	63	13
			4	167	35
			5	133	28
			6 Very prepared	92	19
			Total	474	100
d. Analyze math or quantitative problems	cgnquant	PAP	1 Not at all prepared	14	3
			2	42	9
			3	102	22
			4	132	28
			5	107	23
			6 Very prepared	77	16
			Total	474	100

BCSSE 2008 Frequency Distributions

Western Carolina University

	Gender				First Generation ^a			
	Female		Male		Yes		No	
	Count	%	Count	%	Count	%	Count	%
f. Interacting with faculty	45	17	37	18	29	15	50	20
	56	21	56	28	48	24	57	23
	86	32	57	28	71	36	63	26
	52	19	34	17	31	16	50	20
	23	9	13	6	15	8	19	8
	6	2	5	2	4	2	7	3
	268	100	202	100	198	100	246	100
a. Write clearly and effectively	4	1	7	3	5	3	6	2
	5	2	17	8	9	5	10	4
	45	17	46	23	43	22	35	14
	90	34	67	33	60	30	94	38
	80	30	40	20	48	24	68	28
	44	16	25	12	33	17	33	13
	268	100	202	100	198	100	246	100
b. Speak clearly and effectively	2	1	4	2	1	1	5	2
	11	4	10	5	11	6	9	4
	34	13	33	16	32	16	31	13
	81	30	64	32	60	30	74	30
	81	30	52	26	45	23	81	33
	59	22	39	19	49	25	46	19
	268	100	202	100	198	100	246	100
c. Think critically and analytically	3	1	5	2	3	2	4	2
	7	3	4	2	3	2	6	2
	33	12	30	15	28	14	29	12
	104	39	62	31	78	39	81	33
	75	28	56	28	48	24	76	31
	46	17	45	22	38	19	50	20
	268	100	202	100	198	100	246	100
d. Analyze math or quantitative problems	9	3	5	2	8	4	5	2
	34	13	8	4	16	8	23	9
	60	22	42	21	33	17	60	24
	74	28	56	28	62	31	64	26
	55	21	51	25	47	24	54	22
	36	13	40	20	32	16	40	16
	268	100	202	100	198	100	246	100

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Beginning College Survey of Student Engagement

	Variable	Scale	Response Options	All Students	
				Count	%
e. Use computing and information technology	cgncompt	PAP	1 Not at all prepared	5	1
			2	24	5
			3	66	14
			4	132	28
			5	130	27
			6 Very prepared	117	25
			Total	474	100
f. Work effectively with others	cgnother	PAP	1 Not at all prepared	4	1
			2	3	1
			3	29	6
			4	109	23
			5	167	35
			6 Very prepared	162	34
			Total	474	100
g. Learn effectively on your own	cgningq	PAP	1 Not at all prepared	3	1
			2	12	3
			3	43	9
			4	128	27
			5	150	32
			6 Very prepared	137	29
			Total	473	100

18. How important is it to you that your college or university provides each of the following?

a. A challenging academic experience	cenvscho	ICE	1 Not important	3	1
			2	12	3
			3	64	13
			4	159	33
			5	146	31
			6 Very important	92	19
			Total	476	100
b. Support to help you succeed academically	cenvsupr	ICE	1 Not important	2	0
			2	0	0
			3	14	3
			4	69	14
			5	133	28
			6 Very important	258	54
			Total	476	100

BCSSE 2008 Frequency Distributions

Western Carolina University

	Gender				First Generation ^a			
	Female		Male		Yes		No	
	Count	%	Count	%	Count	%	Count	%
	3	1	2	1	2	1	3	1
	16	6	8	4	8	4	14	6
	42	16	23	11	33	17	30	12
	81	30	50	25	48	24	75	30
	73	27	56	28	52	26	69	28
	53	20	63	31	55	28	55	22
	268	100	202	100	198	100	246	100
	3	1	1	0	2	1	2	1
	1	0	2	1	0	0	2	1
	13	5	16	8	12	6	14	6
	62	23	46	23	52	26	51	21
	89	33	77	38	64	32	93	38
	100	37	60	30	68	34	84	34
	268	100	202	100	198	100	246	100
	2	1	1	0	1	1	2	1
	4	1	8	4	2	1	9	4
	24	9	19	9	19	10	19	8
	75	28	52	26	58	29	61	25
	79	29	69	34	58	29	86	35
	84	31	52	26	59	30	69	28
	268	100	201	100	197	100	246	100
	1	0	2	1	1	1	1	0
	4	1	8	4	4	2	7	3
	28	10	35	17	31	16	25	10
	92	34	66	33	67	34	83	34
	83	31	62	31	55	28	84	34
	61	23	30	15	41	21	47	19
	269	100	203	100	199	100	247	100
	1	0	1	0	1	1	1	0
	0	0	0	0	0	0	0	0
	4	1	10	5	9	5	5	2
	34	13	34	17	29	15	37	15
	70	26	63	31	52	26	70	28
	160	59	95	47	108	54	134	54
	269	100	203	100	199	100	247	100

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Beginning College Survey of Student Engagement

BCSSE 2008 Frequency Distributions

Western Carolina University

	Variable	Scale	Response Options	All Students		Gender				First Generation ^a			
				Count	%	Female		Male		Yes		No	
				Count	%	Count	%	Count	%	Count	%	Count	%
c. Opportunities to interact with students from different economic, social, and racial or ethnic backgrounds	cenvdivr	ICE	1 Not important	6	1	2	1	4	2	4	2	2	1
			2	15	3	7	3	8	4	8	4	6	2
			3	49	10	19	7	30	15	19	10	24	10
			4	116	24	61	23	52	26	49	25	60	24
			5	130	27	79	29	50	25	56	28	71	29
			6 Very important	158	33	101	38	57	28	63	32	82	33
			Total	474	100	269	100	201	100	199	100	245	100
d. Assistance coping with your non-academic responsibilities (work, family, etc.)	cenvnaca	ICE	1 Not important	12	3	3	1	9	4	7	4	4	2
			2	25	5	11	4	14	7	8	4	14	6
			3	87	18	35	13	51	25	39	20	43	17
			4	132	28	72	27	59	29	56	28	68	28
			5	120	25	83	31	35	17	45	23	69	28
			6 Very important	100	21	65	24	35	17	44	22	49	20
			Total	476	100	269	100	203	100	199	100	247	100
e. Support to help you thrive socially	cenvsoca	ICE	1 Not important	13	3	4	1	9	4	9	5	3	1
			2	32	7	10	4	22	11	10	5	17	7
			3	59	12	28	10	31	15	28	14	27	11
			4	124	26	67	25	54	27	51	26	64	26
			5	150	32	96	36	54	27	58	29	86	35
			6 Very important	98	21	64	24	33	16	43	22	50	20
			Total	476	100	269	100	203	100	199	100	247	100
f. Opportunities to attend campus events and activities	cenveven	ICE	1 Not important	8	2	1	0	7	3	4	2	3	1
			2	7	1	2	1	5	2	3	2	4	2
			3	24	5	10	4	14	7	14	7	10	4
			4	90	19	46	17	43	21	38	19	43	17
			5	152	32	85	32	65	32	63	32	76	31
			6 Very important	195	41	125	46	69	34	77	39	111	45
			Total	476	100	269	100	203	100	199	100	247	100
19. About how much of your college expenses (tuition, fees, books, room & board) this year will be provided by each of the following sources?													
a. Scholarships and grants	cschgr		None	124	26	63	24	61	30	31	16	80	33
			Less than half	114	24	66	25	47	23	47	24	65	26
			Half or more	81	17	50	19	30	15	40	20	36	15
			All or nearly all	137	29	82	31	54	27	75	38	54	22
			Do not know	18	4	7	3	10	5	5	3	11	4
			Total	474	100	268	100	202	100	198	100	246	100

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



Beginning College Survey of Student Engagement

	Variable	Scale	Response Options	All Students		Gender				First Generation ^a			
				Count	%	Female		Male		Yes		No	
				Count	%	Count	%	Count	%	Count	%	Count	%
b. Student loans	cstudio		None	232	50	124	48	105	53	88	46	132	55
			Less than half	95	21	56	22	39	20	45	23	45	19
			Half or more	62	13	40	15	22	11	27	14	29	12
			All or nearly all	42	9	27	10	15	8	24	12	14	6
			Do not know	30	7	13	5	16	8	9	5	19	8
			Total	461	100	260	100	197	100	193	100	239	100
c. Parents/family	cparfam		None	104	22	60	23	43	22	65	34	33	14
			Less than half	115	25	71	27	43	22	48	25	61	25
			Half or more	74	16	43	16	30	15	28	15	41	17
			All or nearly all	140	30	73	28	66	33	37	19	95	39
			Do not know	31	7	15	6	16	8	14	7	13	5
			Total	464	100	262	100	198	100	192	100	243	100
d. Self (work on-campus or off-campus, savings)	cself		None	270	59	161	62	108	56	112	58	137	57
			Less than half	127	28	65	25	60	31	53	28	71	30
			Half or more	16	3	10	4	6	3	7	4	8	3
			All or nearly all	16	3	10	4	5	3	7	4	8	3
			Do not know	30	7	15	6	15	8	13	7	15	6
			Total	459	100	261	100	194	100	192	100	239	100
20. Did you receive a Federal Pell Grant?	cpell		No	217	46	126	47	90	45	76	38	132	54
			Yes	95	20	54	20	41	20	63	32	23	9
			Do not know	162	34	89	33	70	35	60	30	91	37
			Total	474	100	269	100	201	100	199	100	246	100
21. What do you expect most of your grades will be at this college during the coming year? (Select only one.)	cgrades		C- or lower	0	0	0	0	0	0	0	0	0	0
			C	3	1	2	1	1	0	0	0	2	1
			C+	3	1	1	0	2	1	1	1	1	0
			B-	19	4	15	6	4	2	10	5	8	3
			B	81	17	42	16	39	19	38	19	37	15
			B+	120	25	60	22	59	29	44	22	65	27
			A-	156	33	99	37	56	28	62	31	89	36
			A	91	19	49	18	40	20	44	22	43	18
			Grades not used	0	0	0	0	0	0	0	0	0	0
			Total	473	100	268	100	201	100	199	100	245	100
22. Do you intend to graduate from <u>this college</u> ?	cintgrad		No	13	3	3	1	10	5	2	1	10	4
			Yes	370	78	225	84	141	71	166	84	182	74
			Uncertain	89	19	40	15	49	25	29	15	53	22
			Total	472	100	268	100	200	100	197	100	245	100

BCSSE 2008 Frequency Distributions

Western Carolina University

Gender

First Generation^a

Female

Male

Yes

No

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



Beginning College Survey of Student Engagement

	Variable	Scale	Response Options	All Students	
				Count	%
23. What is the highest academic degree you intend to obtain at this <u>or any</u> college?	chighdeg		Associate's degree	8	2
			Bachelor's degree	141	30
			Master's degree	175	37
			Doctoral degree	74	16
			Uncertain	73	15
			Total	471	100
24. Do you know what your major will be?	cmajor		No	119	25
			Yes	355	75
			Total	474	100
Recoded variable <i>xmajcod1</i> into one of ten major categories listed at right	xmajrcol		Arts and Humanities	29	9
			Biological Sciences	19	6
			Business	30	9
			Education	70	21
			Engineering	11	3
			Physical Science	15	5
			Professional	61	19
			Social Science	19	6
			Other	72	22
			Undecided	0	0
			Total	326	100
25. Are you, or will you be, a full-time student this fall term?	cenrlmen		No	1	0
			Yes	474	100
			Total	475	100
26. How many of your <u>close</u> friends will attend this college during the coming year?	cfriends		None	166	35
			1	77	16
			2	67	14
			3	43	9
			4 or more	120	25
			Total	473	100
27. Your sex:	csex		Male	203	43
			Female	269	57
			Total	472	100
28. Are you an international student or foreign national?	cinterna		No	465	99
			Yes	7	1
			Total	472	100

BCSSE 2008 Frequency Distributions

Western Carolina University

	Gender				First Generation ^a			
	Female		Male		Yes		No	
	Count	%	Count	%	Count	%	Count	%
23. What is the highest academic degree you intend to obtain at this <u>or any</u> college?	4	2	4	2	3	2	4	2
	73	28	67	33	60	30	68	28
	116	44	58	29	70	36	98	40
	40	15	33	16	35	18	35	14
	32	12	40	20	29	15	40	16
	265	100	202	100	197	100	245	100
24. Do you know what your major will be?	47	18	71	35	47	24	65	26
	221	82	131	65	150	76	182	74
	268	100	202	100	197	100	247	100
Recoded variable <i>xmajcod1</i> into one of ten major categories listed at right	21	10	8	7	11	8	18	11
	12	6	6	5	9	6	8	5
	8	4	22	19	16	11	12	7
	60	29	10	9	36	25	32	20
	0	0	11	9	2	1	7	4
	9	4	5	4	8	6	7	4
	44	21	15	13	28	19	31	19
	16	8	3	3	6	4	11	7
	35	17	37	32	29	20	36	22
	0	0	0	0	0	0	0	0
	205	100	117	100	145	100	162	100
25. Are you, or will you be, a full-time student this fall term?	0	0	1	0	0	0	0	0
	269	100	201	100	199	100	246	100
	269	100	202	100	199	100	246	100
26. How many of your <u>close</u> friends will attend this college during the coming year?	103	38	60	30	63	32	93	38
	47	17	30	15	40	20	31	13
	39	14	28	14	30	15	34	14
	27	10	16	8	18	9	22	9
	53	20	67	33	47	24	65	27
	269	100	201	100	198	100	245	100
27. Your sex:	0	0	203	100	74	38	108	44
	269	100	0	0	123	62	137	56
	269	100	203	100	197	100	245	100
28. Are you an international student or foreign national?	263	99	199	99	195	99	242	98
	4	1	3	1	2	1	4	2
	267	100	202	100	197	100	246	100

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Beginning College Survey of Student Engagement

BCSSE 2008 Frequency Distributions

Western Carolina University

	Variable	Scale	Response Options	All Students		Gender				First Generation ^a			
				Count	%	Female		Male		Yes		No	
						Count	%	Count	%	Count	%	Count	%
29. What is your racial or ethnic identification? (Select only one.)	crace		American Indian or other Native American	2	0	0	0	2	1	0	0	2	1
			Asian, Asian American, or Pacific Islander	2	0	1	0	1	0	1	1	1	0
			Black or African American	21	4	5	2	16	8	7	4	9	4
			White (non-Hispanic)	416	88	242	90	171	85	174	88	220	89
			Mexican or Mexican American	2	0	2	1	0	0	2	1	0	0
			Puerto Rican	1	0	1	0	0	0	0	0	1	0
			Other Hispanic or Latino	5	1	4	1	1	0	4	2	1	0
			Multiracial	9	2	5	2	4	2	6	3	3	1
			Other	1	0	1	0	0	0	0	0	1	0
			I prefer not to respond	15	3	8	3	7	3	4	2	9	4
			Total	474	100	269	100	202	100	198	100	247	100
30. Please indicate whether your parents completed a 4-year college degree.													
a. Mother (or guardian)	cmothred		Did not complete 4-year degree	244	52	150	56	92	46	199	100	41	17
			Completed 4-year degree	214	45	115	43	97	49	0	0	206	83
			Do not know	14	3	4	1	10	5	0	0	0	0
			Total	472	100	269	100	199	100	199	100	247	100
b. Father (or guardian)	cfathred		Did not complete 4-year degree	258	55	154	57	101	51	199	100	58	23
			Completed 4-year degree	194	41	107	40	86	43	0	0	189	77
			Do not know	19	4	7	3	12	6	0	0	0	0
			Total	471	100	268	100	199	100	199	100	247	100
31. How far is your home from this college?	cdistanc		20 miles or less	26	6	13	5	13	7	8	4	15	6
			21-50 miles	39	8	29	11	10	5	22	11	16	7
			51-100 miles	80	17	37	14	43	22	36	18	39	16
			101-200 miles	153	32	83	31	68	34	69	35	76	31
			201-400 miles	136	29	77	29	57	29	46	23	81	33
			more than 400 miles	37	8	28	10	9	5	15	8	19	8
			Total	471	100	267	100	200	100	196	100	246	100

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



**Beginning College Survey
of Student Engagement**

Western Carolina University

*BCSSE 2008 Mean Scale Scores
and Selected Student Comparisons*



Beginning College Survey of Student Engagement

Interpreting the Mean Scale Scores and Selected Student Comparisons

Scale

The BCSSE scale appears in the left column of the report.

Variable Name

The variable name of the scale as it appears in the data file and codebook.

Institution-Level

Results for each item for the institution overall.

Selected Student Comparisons

Results for each item by gender and first-generation status.



Beginning College Survey of Student Engagement

BCSSE 2008 Mean Scale Scores and Selected Student Comparisons

NSSEville State University

BCSSE Scales ^a	Variable	All Students			Gender Comparisons				First Generation ^d Comparisons			
		Mean	SD	N	Means		Tests of mean differences		Means		Tests of mean differences	
					Female	Male	Sig. ^b	Effect size ^c	Yes	No	Sig. ^b	Effect size ^c
High School Academic Engagement <i>Engagement in educationally relevant behaviors during high school</i>	HS_acad	5.31	1.35	1,440	5.48	5.09	***	.29	5.04	5.43	***	-.29

Mean

The unweighted scale mean is reported overall for the institution, as well as by gender 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

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.



**Beginning College Survey
of Student Engagement**

BCSSE 2008 Mean Scale Scores and Selected Student Comparisons
Western Carolina University

BCSSE Scales ^a	Variable	All Students			Gender Comparisons				First-Generation ^d Comparisons			
		Mean	SD	N	Means		Tests of mean differences		Means		Tests of mean differences	
					Female	Male	Sig ^b	Effect size ^c	FG	Non-FG	Sig ^b	Effect size ^c
High School Academic Engagement (HSE) <i>Engagement in educationally relevant behaviors during the last year of high school.</i>	HS_acad	5.07	1.49	477	5.24	4.83	**	.27	5.10	5.10		.00
Expected Academic Engagement (EAE) <i>Expected engagement in educationally relevant behaviors during the first year of college.</i>	Exp_acad	5.57	1.59	477	5.65	5.47		.11	5.55	5.66		-.07
Expected Academic Perseverance (EAP) <i>Student certainty that they will persist in the face of academic adversity.</i>	Acad_per	7.06	1.54	477	7.15	6.95		.13	7.08	7.02		.04
Expected Academic Difficulty (EAD) <i>Expected academic difficulty during the first year of college.</i>	Acad_dif	4.81	1.47	477	4.84	4.78		.04	4.75	4.83		-.06
Perceived Academic Preparation (PAP) <i>Student perception of their academic preparation.</i>	Acad_prep	6.94	1.59	477	6.95	6.92		.02	6.96	6.97		-.01
Importance of Campus Environment (ICE) <i>Student-rated importance that the institution provides a challenging and supportive environment.</i>	Imp_env	7.42	1.64	477	7.76	6.96	***	.50	7.34	7.52		-.11

^a Scale scores are expressed in 0 (minimum) to 10 (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 (approx. .2 is considered small, .5 moderate, and .8 large). A positive sign indicates that at your institution, females score higher than males, or first-generation students scored higher than non-first-generation students.

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



Beginning College Survey of Student Engagement

BCSSE 2008 Scale Descriptions

BCSSE Scales

The following BCSSE scales were constructed by converting the responses for each item to a 0-10 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.

<i>High School Academic Engagement (HSE)</i>	Engagement in educationally relevant behaviors during the last year of high school.	hreadasg, hwrite5, hwrite5m, hacadpr, hclquest, hclprese, hfacgrad, hclassgr, hoccgrp, hrewropa, hfacidea, hoocidea
<i>Expected Academic Engagement (EAE)</i>	Expected engagement in educationally relevant behaviors during the first year of college.	cacadpr, cclquest, cclprese, cfacgrad, cclassgr, coccgrp, cfacidea, coocidea
<i>Expected Academic Perseverance (EAP)</i>	Student certainty that they will persist in the face of academic adversity.	cotherint, cfindinfo, ccourdis, caskinst, cfinish, cstaypos
<i>Expected Academic Difficulty (EAD)</i>	Expected academic difficulty during the first year of college.	clearnma, cmantime, cgethelp, cintfac
<i>Perceived Academic Preparation (PAP)</i>	Student perception of their academic preparation.	cgnwrite, cgnspeak, cgnanaly, cgnquant, cgncompt, cgnother, cgning
<i>Importance of Campus Environment (ICE)</i>	Student-rated importance that the institution provides a challenging and supportive environment.	cenvscho, cenvsupr, cenvdivr, cenvnaca, cenvsoca, cenveven