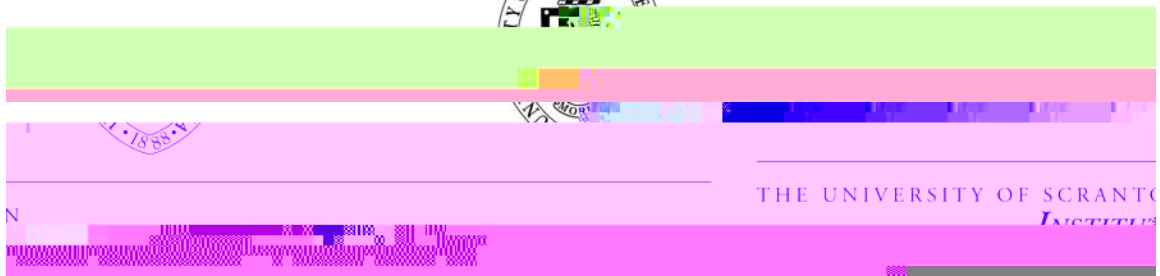


# Beginning College Student Satisfaction Survey (BCSSE) Student Learning Outcomes (SLO) Report

February 2010



## Introduction

In fall 2009, 239 freshman completed the BCSSE Freshman Survey. The Institutional Research Office linked specific questions to desirable student learning outcomes, which are able to be compiled into three main categories: “What do students do?” “How do students improve?” and “What do students care about?” The questions that are relevant to each of these categories are included in Appendix A following this summary. This model is based on the work completed by St. Olaf College.

### What do students do?

This category is directly related to the behaviors of the students attending the University. The first variable in this category refers to the level of academic engagement with faculty and other students. The BCSSE survey revealed that 80% of students asked questions in class “often” or “very often” during their last year of high school. In the upcoming school year, 72% of students expect to ask questions in class “often” or “very often,” 57% plan to discuss grades or assignments with a professor “often” or “very often,” and 45% expect to discuss ideas from readings or class with a faculty member “often” or “very often.” In terms of engagement with other students, 65% of participants worked with students on projects in class “often,” and 53% reported “sometimes” working on projects outside of class with other students the last year of high school. During the upcoming school year, 44% of respondents report they expect to “sometimes” work with other students during class, and 48% of students expect to work with classmates outside of class “often.”

The next variable evaluates the investment of time and effort students will bring to their education. This variable is reliant upon the amount of participation students contributed to classroom discussions. As listed above, in the last year of high school 80% students participated “often” or “very often” and 72% expect to participate “often” or “very often” in their first year of college. This variable also includes the level of preparation students had throughout their last year of high school. An approximate 90% of students reported “sometimes” or “never” come to class without completing readings or assignments. An additional relevant question to this variable revealed that 62% of participants have done “quite a bit” or “very much” assigned reading during their last year of high school. The final dimension of this variable measures the amount of effort expended in academic work. This dimension included the number of Advanced Placement (AP) courses taken by the participants during high school. The results revealed that: 26% completed one AP class, 14% completed two, 7% completed three, 6% completed four, and 8% completed five or more. Students were also asked to report how many courses they took for college credit during their last year of high school. The responses revealed 10% completed one college course, 10% completed two, 3% completed three, 6% completed four, and 4% completed five or more courses. The remaining 67% of students did not complete any courses for college credit during high school. The last question included in this dimension asks the number of honors courses that students were enrolled in. The breakdown is as follows: 12% of students completed one honors course, 9% completed two courses, 9% completed three courses, 9% completed four courses, and 40% completed five or more courses. The remaining 21% of students did not complete any honors courses during high school.

## How do students improve?

This category measures cognitive outcomes of the students. The first set of variables relates to the use of specific academic skills. The BCSSE results show 71% of students who participated in this survey have written short papers or reports (five or less) "quite a bit" or "very much" during their last year of high school. Forty-eight percent of the participants claim to have written longer papers or reports (more than five pages) "somewhat" or "quite a bit" during their last year of high school. The second dimension in this set of variables pertains to academic reading, which 62% of students reported to have done "quite a bit" during their last year of high school. The next variable pertains to improvement of knowledge or understanding and explores the quantitative literacy of the students. Survey results prove that 54% of students feel "moderately" to "very prepared" to analyze mathematical problems at this institution. Another variable in this category examines student improvement in academic proficiencies. In BCSSE, 85% of students reported that they feel "moderately" to "very prepared" to learn effectively on their own. This variable also analyzed 0 TD -.0003 T

## Appendix A

Question9f: Duringthe lastyearof high school,about how often did you work with classmatesoutside of classto prepareclassassignments?

Veryoften 5%

Often 32%

Sometimes53%

Never 10%

Variable3: Investmentof Timeand Effort

DimensionC:Participationin Classes/Labs

Question9a: Duringthe lastyearof high school,about how often did you askquestionsor contribute to classthe discussions?

Veryoften 45%

Often 35%

Sometimes18%

Never 2%

DimensionD: Beingon Time/Preparedfor Class

Question7a: Duringthe lastyearof high school,how much assignedeading(textbooksor other course materials)did you do?

Verymuch 18%

Quite a bit 44%

Some 25%

Verylittle 13%

None 0%

Question9c: Duringthe lastyearof high school,about how often did you cometo classwithout completingreadingsor assignments?

Veryoften 2%

Often 8%

Sometimes59%

Never 31%

DimensionE: Amount of Effort Expendedn AcademicWork

Question9a: Duringthe lastyearof high school,about how often did you askquestionsor contribute to classdiscussions?

Veryoften 45%

Often 35%

Sometimes18%

Never 31%

Question6a: Duringhigh school,how manyAdvancedPlacemen(AP)classesdid you complete?

0	1	2	3	4	5 or more
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37%	26%	14%	7%	8%	8%
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Question6c: Duringhigh school,how manycollegeclasses taught at your high schooldid you complete?

0	1	2	3	4	5 or more
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67%	10%	10%	3%	6%	4%
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Question6b: Duringhigh school,how manyhonorscoursesdid you complete?

0	1	2	3	4	5 or more
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21%	12%	9%	9%	9%	40%
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Variable4: Useof SpecificAcademicSkills

DimensionB: DoingAcademicWriting

Question7c: Duringthe lastyearof high school,how muchdid you write short papers(5 or fewer pages)?

Verymuch 8%

Quite a bit 33%

Some 25%

Verylittle 13%

None0%

Question7d: Duringthe lastyearof high school,how muchdid you write longpapers(morethan 5 pages)?

Verymuch 5%

Quite a bit 16%

Some 32%

Verylittle 39%

None 8%

DimensionC:DoingAcademicReading

Question7a: Duringthe lastyearof high school,how muchassignedreadingdid you do?

Verymuch 18%

Quite a bit 44%

Some 25%

Verylittle 13%

None 0%

Variable6: Improvementin Knowledgeor Understanding

DimensionI: Quantitative Literacy

Question17d: Howpreparedare you to analyzematematicalproblemsat this institution?

Veryprepared 12%

5 19%

4 23%

3 27%

2 16%

Not prepared 4%

Variable7: Improvement in Academic Proficiencies

DimensionA: Ability to Work/Learn Independently

Question17g: How prepared are you to learn effectively on your own at this institution?

Very prepared 24%

5 28%

4 31%

3 11%

2 4%

Not prepared 3%

DimensionB: Ability to Work/Learn with Others

Question17f: How prepared are you to work effectively with others at this institution?

Very prepared 30%

5 35%

4 26%

3 4%

2 4%

Not prepared 2%

DimensionH: Writing Ability

Question17a: How prepared are you to write clearly and effectively at this institution?

Very prepared 17%

5 23%

4 31%

3 19%

2 7%

Not prepared 4%



DimensionI: Computer/TechnologicalAbility

Question17e: How prepared are you to use computing and information technology at this institution?

Very prepared 16%

5 23%

4 30%

3 20%

2 7%

Not prepared 5%

Variable9: Interests and Aspirations

DimensionB: Commitment to Academic Excellence

Question6a: During high school, how many Advanced Placement (AP) classes did you complete?

0 1 2 3 4 5 or more

37% 26% 14% 7% 8% 8%

Question6c: During high school, how many college classes taught at your high school did you complete?

0 1 2 3 4 5 or more

67% 10% 10% 3% 6% 4%

Question6b: During high school, how many honors courses did you complete?

0 1 2 3 4 5 or more

21% 12% 9% 9% 9% 40%

DimensionC: Future Academic Plans

Question23: What is the highest academic degree that you intend to obtain at this or any institution?

Associate's degree 2%

Bachelor's degree 17%

Master's degree 40%

Doctoral degree 30%

Uncertain 12%

