



**BCSSE Institutional Report**  
**Mean First-Year Indicator Scores and Selected Student Comparisons**  
**Kent State University**

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# BCSSE 2013 Mean First-Year Indicator Scores and Selected Student Comparisons

## Interpreting Mean Results

BCSSE First-Year Indicator <sup>a</sup>	Variable	All Students			Gender Comparisons				First-Generation <sup>d</sup> Comparisons			
		Mean	SD	N	Means		Tests of mean differences		Means		Tests of mean differences	
					Female	Male	Sig <sup>b</sup>	Effect size <sup>c</sup>	FG	Non-FG	Sig <sup>b</sup>	Effect size <sup>c</sup>
<b>Quantitative Reasoning</b> <i>High school engagement with analysis and numerical information</i>	HS_QR	24.60	15.60	711	22.50	25.20	**	-.17	24.50	24.60		.02

- First-Year Indicator :** The First-Year Indicator 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 gender and first-generation status.
- Institutional Level :** Results for each item for the institution overall.
- Selected Student Comparisons :** Results for each item 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 :** 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 2013 Mean First-Year Indicator Scores and Selected Student Comparisons Kent State University

BCSSE First-Year Indicators <sup>a</sup>	Variable	All Students			Gender Comparisons				First-Generation <sup>d</sup> Comparisons			
					Means		Tests of mean differences		Means		Tests of mean differences	
					Female	Male	Sig <sup>b</sup>	Effect size <sup>c</sup>	FG	Non-FG	Sig <sup>b</sup>	Effect size <sup>c</sup>
<b>Quantitative Reasoning</b> <i>High school engagement with analysis and numerical information</i>	HS_QR	29.57	14.94	3,324	27.93	33.10	***	-.35	29.12	30.13		-.07
<b>Learning Strategies</b> <i>Use of effective learning strategies in high school.</i>	HS_LS	38.13	12.93	3,324	39.64	34.96	***	.36	37.94	38.36		-.03
<b>Collaborative Learning</b> <i>Expectation to interact and collaborate with peers</i>	EXP_CL	37.93	11.59	3,324	38.70	36.31	***	.21	38.00	37.83		.02
<b>Student-Faculty Interaction</b> <i>Expectation to interaction and engage with faculty</i>	EXP_SFI	34.39	13.34	3,324	35.24	32.59	***	.20	34.82	33.93		.07
<b>Interaction with Diverse Others</b> <i>Expectation to interact with peers different from themselves</i>	EXP_IDO	45.30	13.58	3,324	46.12	43.68	***	.18	44.82	45.91	*	-.08
<b>Expected Academic Perseverance</b> <i>Student certainty that they will persist in the face of academic adversity.</i>	EXP_PER	44.67	9.18	3,324	45.24	43.50	***	.19	44.62	44.81		-.02
<b>Expected Academic Difficulty</b> <i>Expected academic difficulty during the first year of college.</i>	EXP_DIF	28.52	10.24	3,324	28.95	27.62	***	.13	28.35	28.71		-.04

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					Means		Tests of mean differences		Means		Tests of mean differences	
		Mean	SD	N	Female	Male	Sig <sup>b</sup>	Effect size <sup>c</sup>	FG	Non-FG	Sig <sup>b</sup>	Effect size <sup>c</sup>
<b>Perceived Academic Preparation</b> <i>Student perception of their academic preparation.</i>	PER_PREP	45.42	9.09	3,324	45.28	45.79		-.06	45.13	45.85	*	-.08
<b>Importance of Campus Environment</b> <i>Student-rated importance that the institution provides a challenging and supportive</i>	IMP_CAMP	46.57	9.78	3,324	47.79	43.93	***	.39	46.75	46.37		.04

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 2013 Mean First-Year Indicator Scores and Selected Student Comparisons

### BCSSE First-Year Indicators

The following BCSSE first-year indicator 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 indicator 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, fyCLproject
<i>Student-Faculty Interaction (EXP_SFI)</i>	Expectation to interaction and engage with faculty	fySFcareer, fySFothrwrk, fySFprform, fySFdiscuss
<i>Interactions with Diverse Others (EXP_IDO)</i>	Expectation to interact with peers different from themselves	fyDVrace, fyDVeconomc, fyDVreligion, fyDVpolitical
<i>Expected Academic Perseverance (EXP_PER)</i>	Student certainty that they will persist in the face of academic adversity.	cotherint, cfindinfo, ccourdis, caskinst, cfinish, cstaypos
<i>Expected 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