

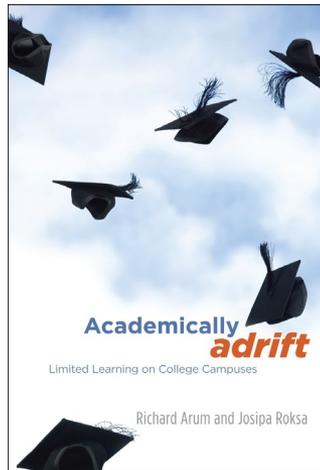
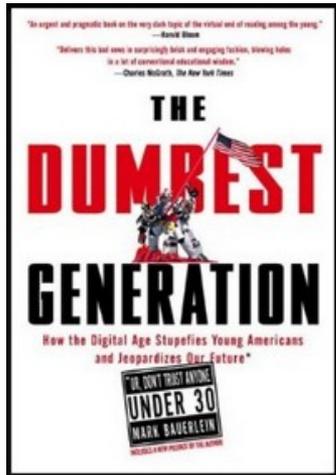
Reflecting on Students' Past & Expectations for the Future

Derek Herrmann & Ryan Smith

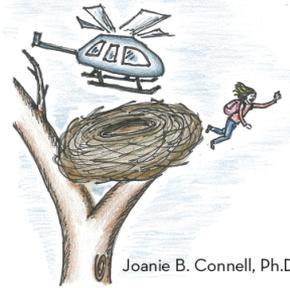
University Assessment Services

CTLT Annual Symposium - January 2016

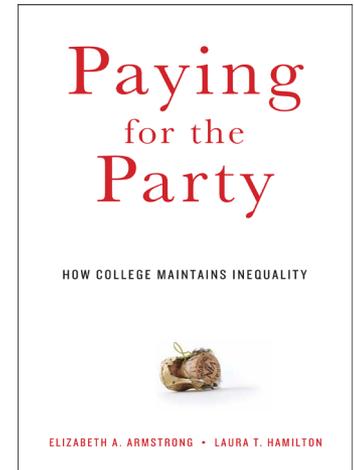
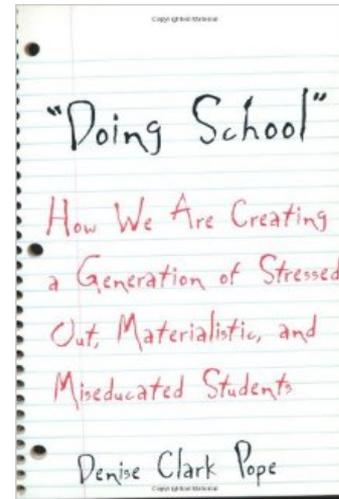
Narratives about Today's New Students



Flying without a Helicopter
How to Prepare Young People for Work and Life



Joanie B. Connell, Ph.D.



today's college students



- today's college students
- today's college students are the worst
- today's college students a reader
- today college students lack empathy

About 136,000,000 results (0.46 seconds)

[Today's Student - Lumina Foundation](https://www.luminafoundation.org/todays-student)

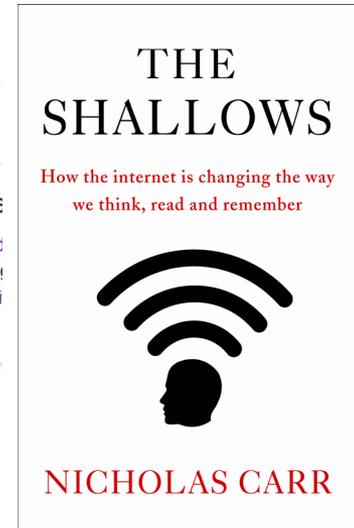
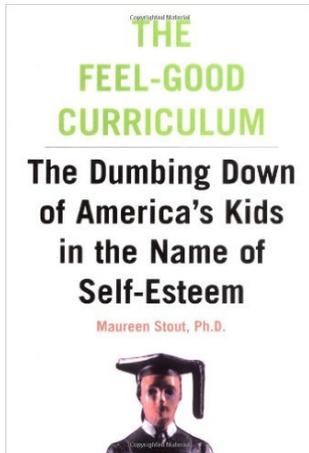
<https://www.luminafoundation.org/todays-student> ▾ Lumina Foundation ▾
Too many Americans are failing to graduate college. Why? In part, because our assumptions about them are wrong. Most of us envision college students as 18- ...

[\[PDF\] Understanding today's traditional college student - Sherid...](http://www.sheridan.edu/CollegeCorner/UnderstandingTra...)

www.sheridan.edu/CollegeCorner/UnderstandingTra... ▾ Sheridan College ▾
Understanding today's traditional college student. Today's college student population is diverse in age, ethnicity, socio-economic background, and family life.

[Why Are Today's College Students So Emotionally Fragile ...](https://www.psychologytoday.com/why-are-today-s...)

<https://www.psychologytoday.com/why-are-today-s...> ▾ Psychology Today ▾
Aug 26, 2015 - Students raised by overcontrolling parents have difficulty dealing with the challenges of college life because they've been denied the ...



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Expectations

What students expect based on their best understanding of the past.

What Do We Need to Know?

- Demographics
- Academic background
- Learning strategies
- Interactions with other students & teachers
- Expected academic perseverance
- Expected academic & social challenges
- Self-reported attitudes about preparation
- Expected academic difficulty
- Importance placed on campus environment

Ideas for Practice

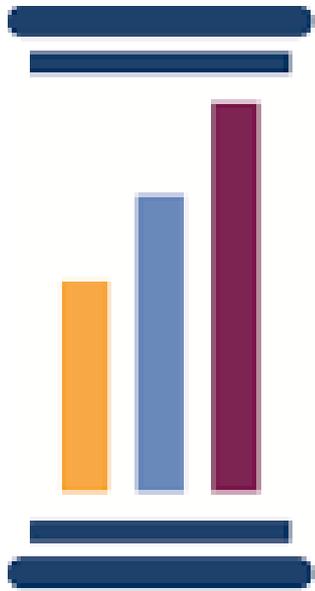
Thing we can react to but can't change – demographics, economy, etc.

Things we can influence – HS curriculum, guidance counselors and other 'gatekeepers,' institutional culture, etc.

Things we can control – curriculum, when students register, number of withdrawals, recognizing affective and cognitive learning, tapping into B+ and lower grade students' motivation, etc.

What Do We Need to Know?

- Demographics
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BCSSE

beginning college survey
of student engagement

See handout for background information about the survey

Finding 1. Students expect to spend more time on academic preparation in college than they did in their last year of high school.

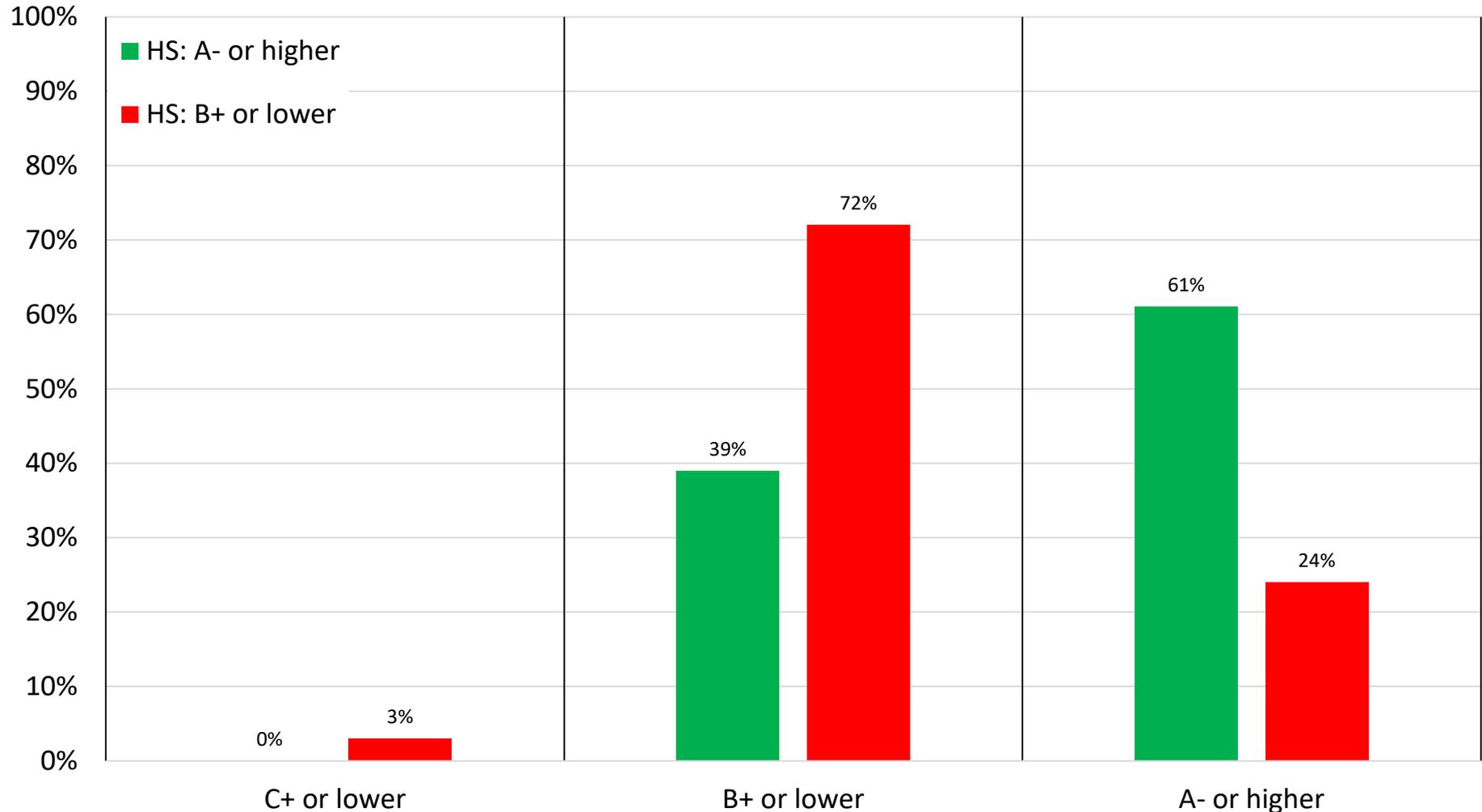
Changes in Time Allocation in High School and Expectations in College, by Hours per Week

(College Expectations Hour Range – High School Hour Range)



Finding 2. Students expect college to be more challenging and requiring more preparation and work.

First Year of College GPA Expectations by Reported High School GPA

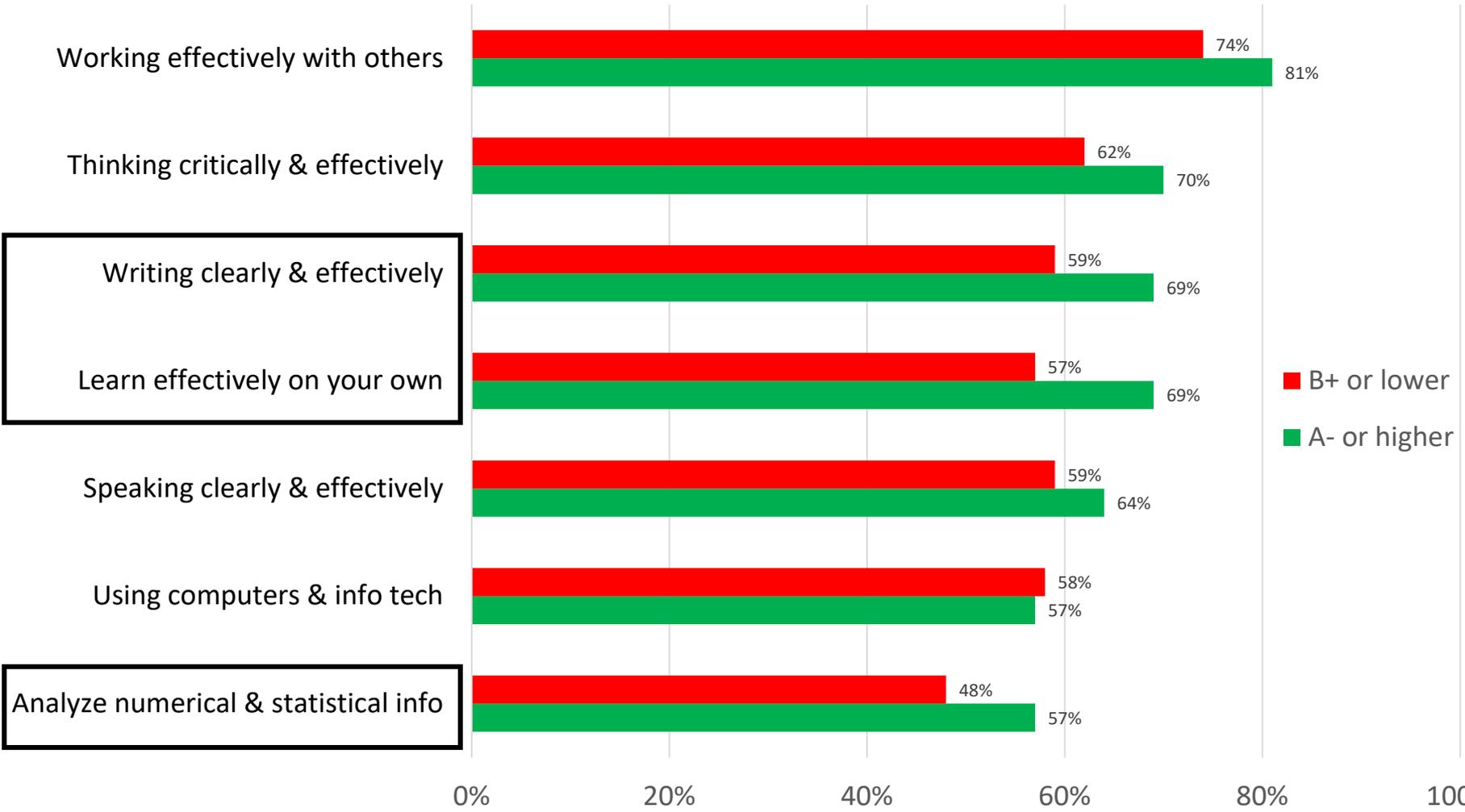


GPA Expectations for First Year of College

Finding 3. Students generally feel academically prepared for college. However, there are significant differences between A- or higher and B+ or lower students.

Perceived Academic Preparation

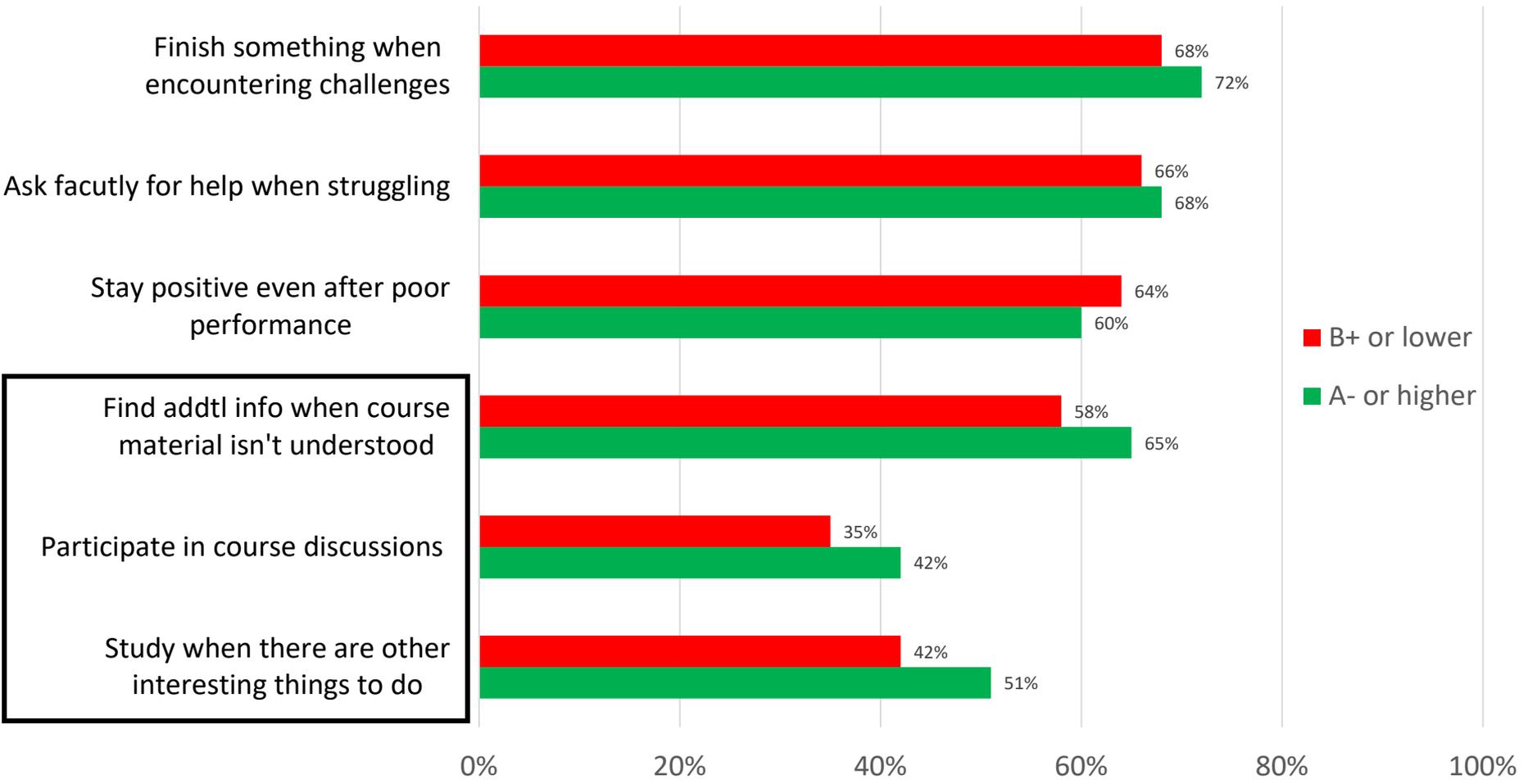
(% Responding 5 or 6 on a six-point scale from "not at all prepared" [1] to "very prepared" [6])



Finding 3. Students generally feel academically prepared for college. However, there are significant differences between A- or higher and B+ or lower students.

Student Certainty About Persistence in the Face of Academic Adversity

(% Responding 5 or 6 on a six-point scale from "not at all certain" [1] to "very certain" [6])



Find addtl info when course material isn't understood

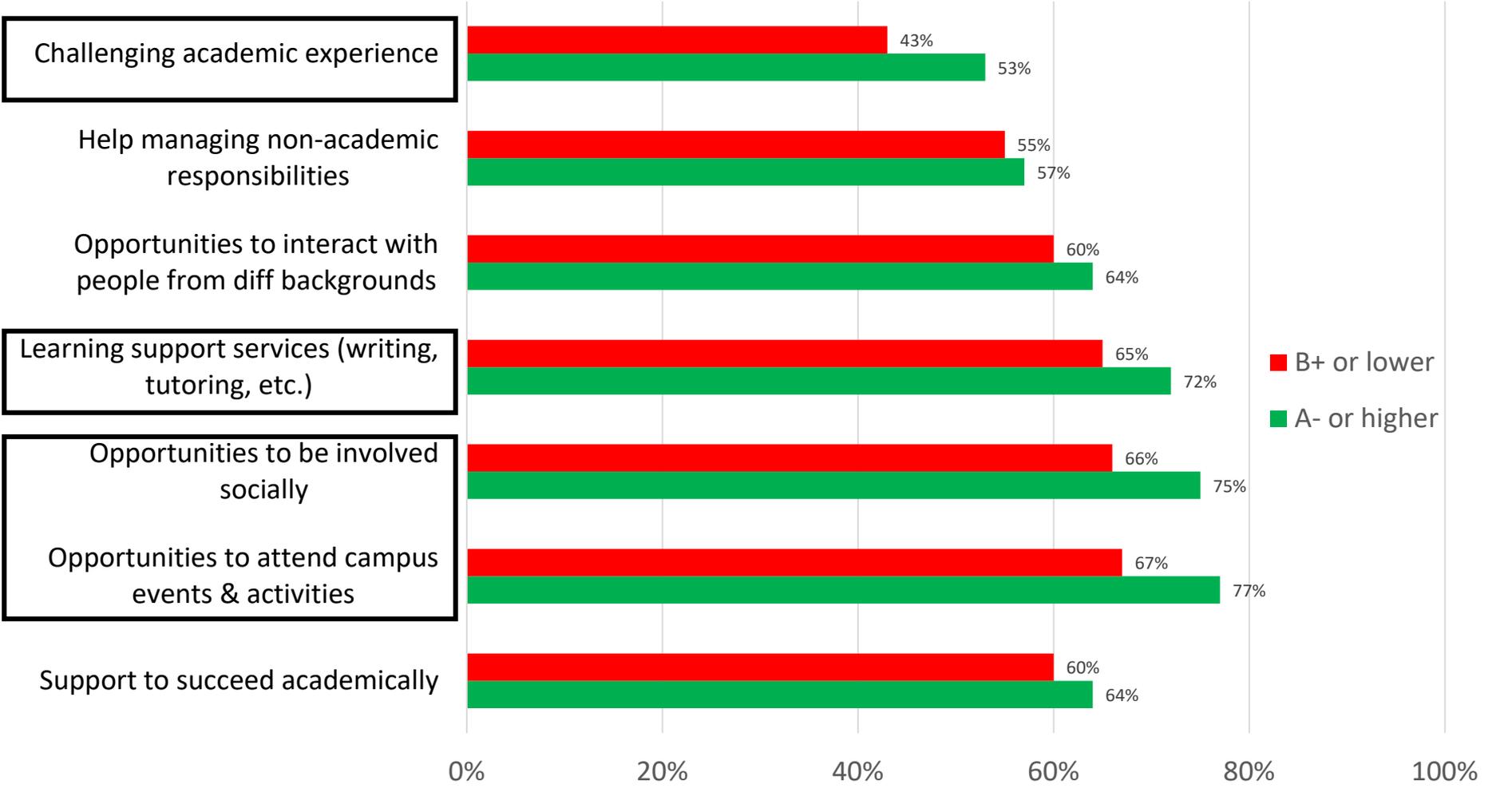
Participate in course discussions

Study when there are other interesting things to do

Finding 3. Students generally feel academically prepared for college. However, there are significant differences between A- or higher and B+ or lower students.

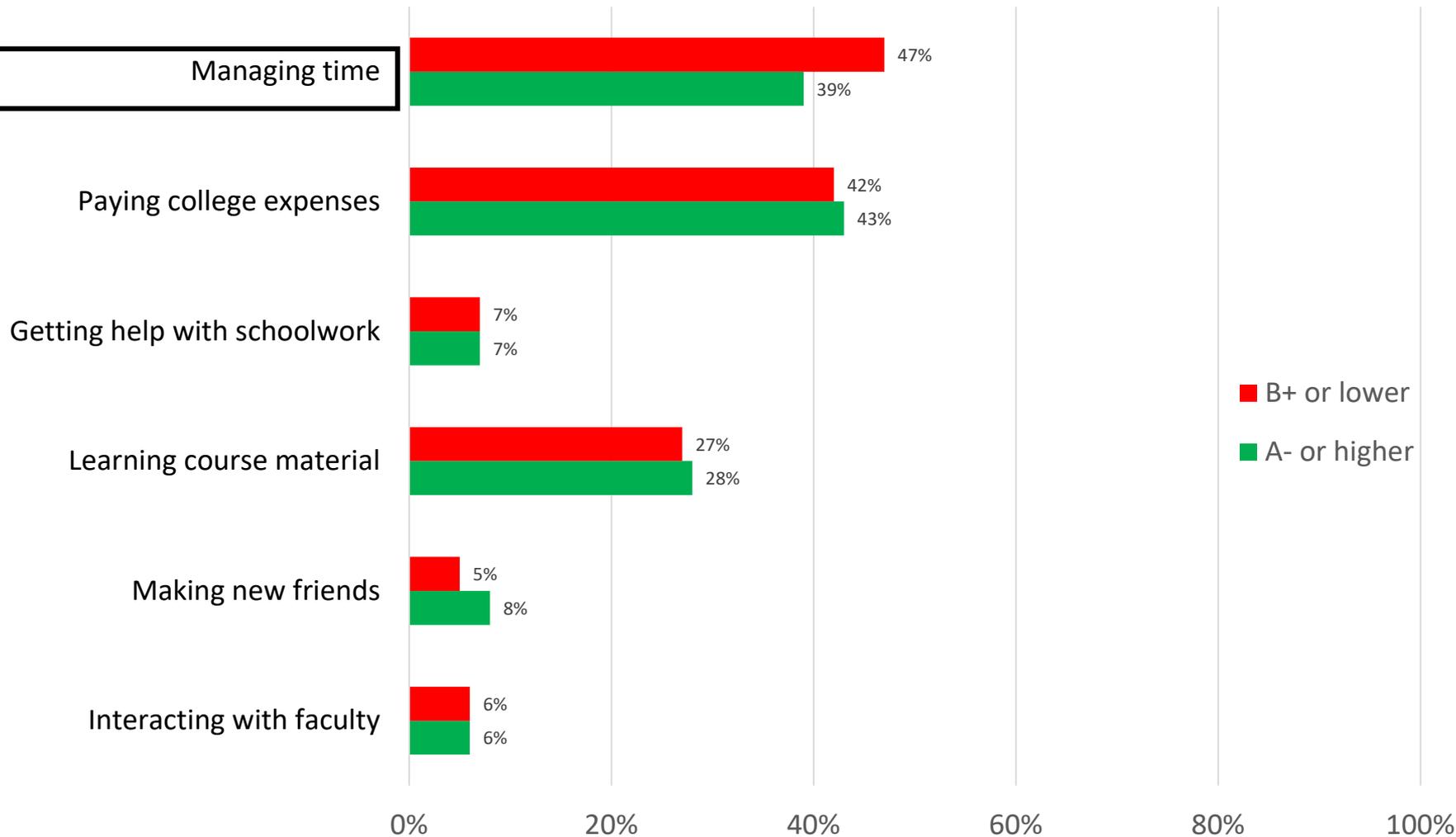
Importance of Campus Environment

(% Responding 5 or 6 on a six-point scale from "not important" [1] to "very important" [6])



Finding 4. Students expect to struggle with managing time. Students also expect a collaborative and more diverse environment in college.

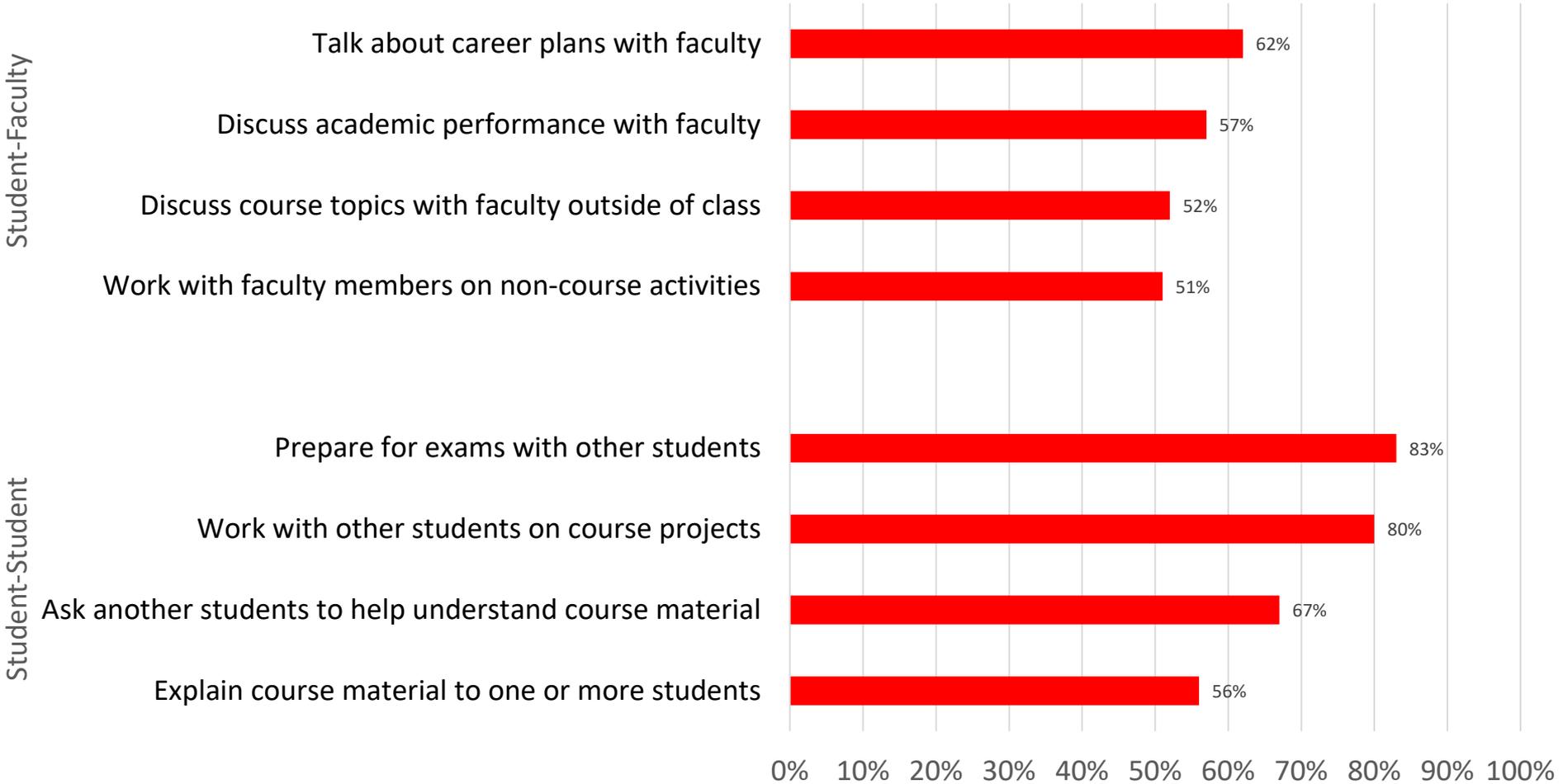
Expected Academic Difficulties During First Year of College
(% Responding 5 or 6 on a six-point scale from "not at all difficult" [1] to "very difficult" [6])



Finding 4. Students expect to struggle with managing time. Students also expect a collaborative and more diverse environment in college.

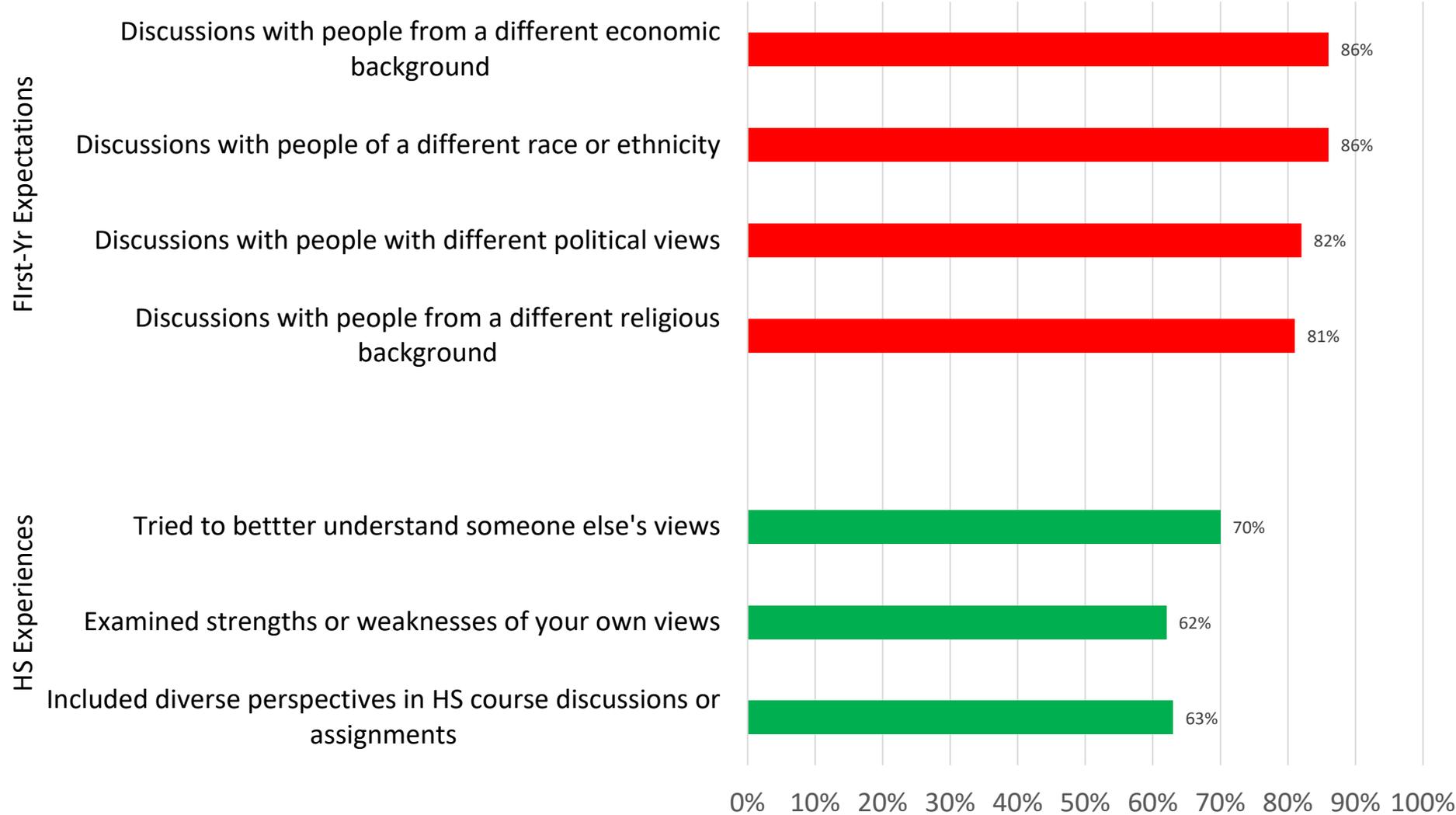
Student Expectations for Collaborative Learning with Faculty and Other students

(% Responding 'often' and 'very often')



Finding 4. Students expect to struggle with managing time. Students also expect a collaborative and more diverse environment in college.

Student Expectations for Diverse Interactions *(% Responding 'often' and 'very often')*



Student Portraits

New first-year students are confident about their academic ability. They expect college to be more challenging and require more work than high school. They also expect opportunities to engage with faculty and other students and to be involved in social and co-curricular events on campus. They are somewhat more apprehensive about managing their time and avoiding distractions. In most cases, over half of students report levels feeling prepared, overcoming general challenges, and overcoming difficulties.

New first-year students with grades of B+ and below, however, express more apprehension in terms of their academic ability and engaging with others on campus. These students express lower feelings of preparation in writing and analyzing numerical information, and learning on their own. Socially, these students are less confident in terms of participating in course discussions, managing their time, and being involved socially.

There were little differences by **first-generation status**, other than they expect to interact with faculty less than other students and expressed slightly less more expectation to encounter difficulty paying for college.

Future Research

Looking at the data by race/ethnicity, gender, and other categories.

Complimenting the survey with qualitative data

Longitudinal cohort tracking

Linking BCSSE 15 to NSSE 16 as a follow up to expectations

Momentum indicators

Mapping BCSSE and NSSE results

Others?