BCSSE 2019
Delayed-Entry Student Institutional Report
University of Toledo

Please note: The layout of this file is optimized for printing and PDF creation, not on-screen viewing. When the Excel version is viewed on screen, some cells appear to contain truncated text or misplaced line breaks. This is due to differences in Excel between on-screen display and what appears in print or PDF.

First-year students were recent high school graduates who met one of the following criteria:

- All paper survey respondents regardless of high school graduation year.
- Web respondents who graduated high school in 2019.
- Web respondents who graduated high school in 2018 or 2017 and did not attend another institution since graduating high school.
- Web respondents who graduated high school in 2018 or 2017 and did attend another institution since graduating high school and expects to transfer 11 or fewer credits.

Transfer students were those respondents who met the following criteria:

- All web respondents who attended a college or university after graduation from high school, expects to transfer 12 or more credits, and graduated high school prior to the current year.

Delayed-entry (older) students were those respondents who met one of the following criteria:

- Web respondents who graduated high school in 2016 or earlier and did not attend another institution since graduating high school.
- Web respondents who graduated high school in 2016 or earlier and did attend another institution since graduating high school and expects to transfer 11 or fewer credits.
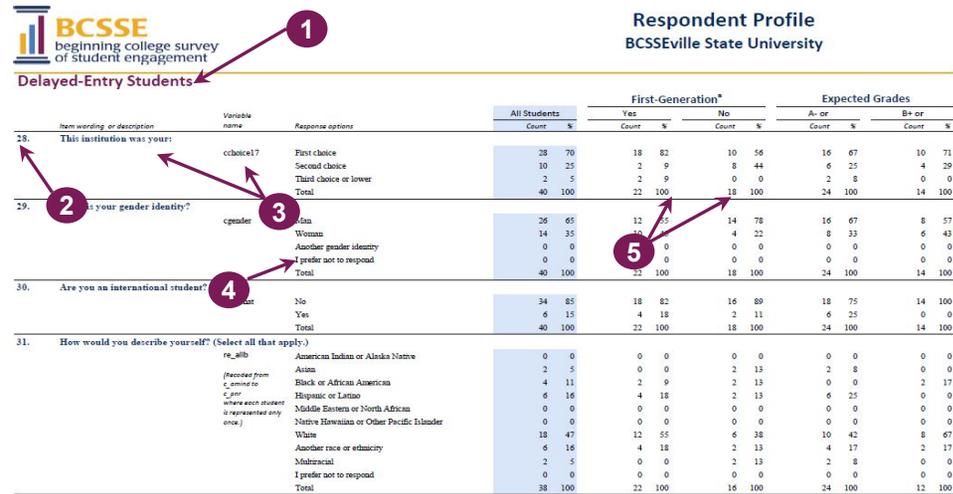
BCSSE
beginning college survey
of student engagement

BCSSE 2019

Delayed-Entry Student Respondent Profile

University of Toledo

Respondent Profile
About This Report

The *Respondent Profile* presents overall student demographic information, as well as by first-generation status and high school grades. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website (bcsse.indiana.edu) or contact your BCSSE Project Services team.

1. *Student status:* As reported by your students.

2. *Item numbers:* Numbering corresponds to the survey facsimile and codenook available on the BCSSE website.

3. *Item wording and variable names:* Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

4. *Response options:* Response options are worded as they appear on the instrument (except where abbreviations are used for formatting purposes).

5. *Count and column percentage (%):* The Count column contains the number of students who selected the corresponding response option. The column percentage is the percentage of students selecting the corresponding response option. Percentages may not sum to 100 due to rounding.

Respondent Profile
BCSSEville State University

Delayed-Entry Students

Item wording or description	Variable name	Response options	All Students Count	%	First-Generation[a] Yes Count	%	First-Generation No Count	%	Expected Grades A- or Count	%	B+ or Count	%
28. This institution was your:	cchoice17	First choice	28	70	18	82	10	56	16	67	10	71
		Second choice	10	25	2	9	8	44	6	25	4	29
		Third choice or lower	2	5	2	9	0	0	2	8	0	0
		Total	40	100	22	100	18	100	24	100	14	100
29. ...s your gender identity?	cgender	Man	26	65	12	55	14	78	16	67	8	57
		Woman	14	35	10	45	4	22	8	33	6	43
		Another gender identity	0	0	0	0	0	0	0	0	0	0
		I prefer not to respond	0	0	0	0	0	0	0	0	0	0
		Total	40	100	22	100	18	100	24	100	14	100
30. Are you an international student?	...at	No	34	85	18	82	16	89	18	75	14	100
		Yes	6	15	4	18	2	11	6	25	0	0
		Total	40	100	22	100	18	100	24	100	14	100
31. How would you describe yourself? (Select all that apply.)	re_allb (Recoded from c_amind to c_pnr where each student is represented only once.)	American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0
		Asian	2	5	0	0	2	13	2	8	0	0
		Black or African American	4	11	2	9	2	13	0	0	2	17
		Hispanic or Latino	6	16	4	18	2	13	6	25	0	0
		Middle Eastern or North African	0	0	0	0	0	0	0	0	0	0
		Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0
		White	18	47	12	55	6	38	10	42	8	67
		Another race or ethnicity	6	16	4	18	2	13	4	17	2	17
		Multiracial	2	5	0	0	2	13	2	8	0	0
		I prefer not to respond	0	0	0	0	0	0	0	0	0	0
		Total	38	100	22	100	16	100	24	100	12	100

Respondent Profile
University of Toledo

Delayed-Entry Students

Item wording or description	Variable name	Response options	All Students Count	%	First-Generation[a] Yes Count	%	No Count	%	Expected Grades A- or Count	%	B+ or Count	%
1. Please indicate the year you graduated from high school:												
	hgradyr	Prior to 2016	15	68	5	83	7	58	9	64	3	75
		2016	6	27	1	17	4	33	5	36	0	0
		2017	0	0	0	0	0	0	0	0	0	0
		2018	0	0	0	0	0	0	0	0	0	0
		2019	1	5	0	0	1	8	0	0	1	25
		Total	22	100	6	100	12	100	14	100	4	100
W1. Since graduating from high school, which of the following have you done? (Select all that apply.)												
	tattend	Attend another college or university	9	41	1	17	5	42	5	36	1	25
	tmilitary	Military service	5	23	3	50	2	17	3	21	2	50
	twork_ft	Work full-time	10	45	3	50	7	58	9	64	1	25
	twork_pt	Work part-time	10	45	1	17	8	67	8	57	1	25
	thome	Homemaker or stay-at-home spouse	1	5	0	0	1	8	1	7	0	0
	tvolunteer	Volunteer	3	14	0	0	3	25	3	21	0	0
	tsinceoth	Other	2	9	1	17	1	8	2	14	0	0
W2. Since graduating from high school, which of the following types of schools have you attended *other than* this institution? (Select all that apply.)												
	tattend_voc	Vocational or technical school	0	0	0	0	0	0	0	0	0	0
	tattend_com	Community or junior college	0	0	0	0	0	0	0	0	0	0
	tattend_col	4-year college or university other than this one	8	89	1	100	4	80	4	80	1	100
	tattend_other	Other	2	22	0	0	1	20	1	20	0	0
W3. About how many credits do you expect to transfer to this institution?												
(Online survey respondents only. The paper survey did not include this item.)	ttrnsfr_cr	0	8	89	1	100	4	80	5	100	0	0
		1-11	1	11	0	0	1	20	0	0	1	100
		12-30	0	0	0	0	0	0	0	0	0	0
		31-45	0	0	0	0	0	0	0	0	0	0
		46-60	0	0	0	0	0	0	0	0	0	0
		More than 60	0	0	0	0	0	0	0	0	0	0
		Total	9	100	1	100	5	100	5	100	1	100
WTD10. How many more years do you expect it will take to complete your bachelor's degree?												
	tyrscmpl	1 year	2	10	0	0	2	17	2	14	0	0
		2 years	0	0	0	0	0	0	0	0	0	0
		3 years	6	30	3	50	3	25	6	43	0	0
		4 years or longer	7	35	2	33	4	33	3	21	3	75
		Do not plan to complete a bachelor's degree	5	25	1	17	3	25	3	21	1	25
		Total	20	100	6	100	12	100	14	100	4	100

Delayed-Entry Students

Item wording or description	Variable name	Response options	All Students Count	%	First-Generation[a] Yes Count	%	No Count	%	Expected Grades A- or Count	%	B+ or Count	%
WTD11. Will you take at least one course from another institution while attending this institution?												
	tanthinst	No	13	65	3	50	8	67	9	64	2	50
		Yes	2	10	1	17	1	8	2	14	0	0
		Not sure	5	25	2	33	3	25	3	21	2	50
		Total	20	100	6	100	12	100	14	100	4	100
22. Which of the following sources are you using to pay your education expenses (tuition, fees, books, room & board, etc.)? For each, tell us if you are using, not using, or not sure.												
Support from parents or relatives	cparents	Using	9	53	2	40	7	58	6	46	3	75
		Not using	8	47	3	60	5	42	7	54	1	25
		Not sure	0	0	0	0	0	0	0	0	0	0
		Total	17	100	5	100	12	100	13	100	4	100
Loans	cloans	Using	5	28	2	33	3	25	5	36	0	0
		Not using	12	67	4	67	8	67	8	57	4	100
		Not sure	1	6	0	0	1	8	1	7	0	0
		Total	18	100	6	100	12	100	14	100	4	100
Grants or scholarships	cgrants	Using	11	61	2	33	9	75	10	71	1	25
		Not using	6	33	4	67	2	17	3	21	3	75
		Not sure	1	6	0	0	1	8	1	7	0	0
		Total	18	100	6	100	12	100	14	100	4	100
Employment on- or off-campus	cjob	Using	8	47	3	50	5	45	6	43	2	67
		Not using	6	35	3	50	3	27	5	36	1	33
		Not sure	3	18	0	0	3	27	3	21	0	0
		Total	17	100	6	100	11	100	14	100	3	100
Personal savings or other sources	cpersonal	Using	12	67	4	67	8	67	8	57	4	100
		Not using	5	28	2	33	3	25	5	36	0	0
		Not sure	1	6	0	0	1	8	1	7	0	0
		Total	18	100	6	100	12	100	14	100	4	100
23. What do you expect most of your grades will be during the coming year? (Select only one.)												
	cgrades19	C- or lower	0	0	0	0	0	0	0	0	0	0
		C	0	0	0	0	0	0	0	0	0	0
		C+	0	0	0	0	0	0	0	0	0	0
		B-	0	0	0	0	0	0	0	0	0	0
		B	1	6	1	17	0	0	0	0	1	25
		B+	3	17	1	17	2	17	0	0	3	75
		A-	7	39	2	33	5	42	7	50	0	0
		A	7	39	2	33	5	42	7	50	0	0
		Grades not used	0	0	0	0	0	0	0	0	0	0
		Total	18	100	6	100	12	100	14	100	4	100

Delayed-Entry Students

Item wording or description	Variable name	Response options	All Students Count	%	First-Generation[a] Yes Count	%	No Count	%	Expected Grades A- or Count	%	B+ or Count	%
24. Do you expect to graduate from this institution?	cintgrad	No	0	0	0	0	0	0	0	0	0	0
		Yes	18	100	6	100	12	100	14	100	4	100
		Uncertain	0	0	0	0	0	0	0	0	0	0
		Total	18	100	6	100	12	100	14	100	4	100
25. Do you know what your major will be?	cmajor	No	3	17	1	17	2	17	2	14	1	25
		Yes, specify	15	83	5	83	10	83	12	86	3	75
		Total	18	100	6	100	12	100	14	100	4	100
(Recoded variable cmajcode into one of 12 major categories listed at right.)	cmajrcol	Arts & Humanities	1	7	0	0	1	10	1	8	0	0
		Biological Sci., Agriculture, & Natural Resources	2	13	0	0	2	20	2	17	0	0
		Physical Sci., Mathematics, & Computer Science	0	0	0	0	0	0	0	0	0	0
		Social Sciences	2	13	0	0	2	20	1	8	1	33
		Business	4	27	2	40	2	20	4	33	0	0
		Communications, Media, & Public Relations	0	0	0	0	0	0	0	0	0	0
		Education	1	7	0	0	1	10	1	8	0	0
		Engineering	1	7	1	20	0	0	1	8	0	0
		Health Professions	3	20	2	40	1	10	1	8	2	67
		Social Service Professions	0	0	0	0	0	0	0	0	0	0
		All Other	1	7	0	0	1	10	1	8	0	0
		Undecided, Undeclared	0	0	0	0	0	0	0	0	0	0
		Total	15	100	5	100	10	100	12	100	3	100
26. Are you (or will you be) a full-time student at this institution?	cfulltime18	No	0	0	0	0	0	0	0	0	0	0
		Yes	18	100	6	100	12	100	14	100	4	100
		Total	18	100	6	100	12	100	14	100	4	100
27. How many of your close friends will attend this college during the coming year?	cfriends	None	6	33	1	17	5	42	4	29	2	50
		1	6	33	3	50	3	25	4	29	2	50
		2	2	11	1	17	1	8	2	14	0	0
		3	2	11	1	17	1	8	2	14	0	0
		4 or more	2	11	0	0	2	17	2	14	0	0
		Total	18	100	6	100	12	100	14	100	4	100

Delayed-Entry Students

Item wording or description	Variable name	Response options	All Students Count	%	First-Generation[a] Yes Count	%	No Count	%	Expected Grades A- or Count	%	B+ or Count	%
28. This institution was your:												
	cchoice17	First choice	14	82	4	80	10	83	11	79	3	100
		Second choice	3	18	1	20	2	17	3	21	0	0
		Third choice or lower	0	0	0	0	0	0	0	0	0	0
		Total	17	100	5	100	12	100	14	100	3	100
29. What is your gender identity?												
	cgender	Man	11	61	5	83	6	50	7	50	4	100
		Woman	7	39	1	17	6	50	7	50	0	0
		Another gender identity	0	0	0	0	0	0	0	0	0	0
		I prefer not to respond	0	0	0	0	0	0	0	0	0	0
		Total	18	100	6	100	12	100	14	100	4	100
30. Are you an international student?												
	cinternat	No	12	67	4	67	8	67	9	64	3	75
		Yes	6	33	2	33	4	33	5	36	1	25
		Total	18	100	6	100	12	100	14	100	4	100
31. How would you describe yourself? (Select all that apply.)												
	crace	American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0
	(Recoded from c_amind to c_pnr where each student is represented only once.)	Asian	5	28	2	33	3	25	5	36	0	0
		Black or African American	0	0	0	0	0	0	0	0	0	0
		Hispanic or Latino	0	0	0	0	0	0	0	0	0	0
		Middle Eastern or North African	1	6	0	0	1	8	0	0	1	25
		Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0
		White	10	56	3	50	7	58	8	57	2	50
		Another race or ethnicity	0	0	0	0	0	0	0	0	0	0
		Multiracial	2	11	1	17	1	8	1	7	1	25
		I prefer not to respond	0	0	0	0	0	0	0	0	0	0
		Total	18	100	6	100	12	100	14	100	4	100

Delayed-Entry Students

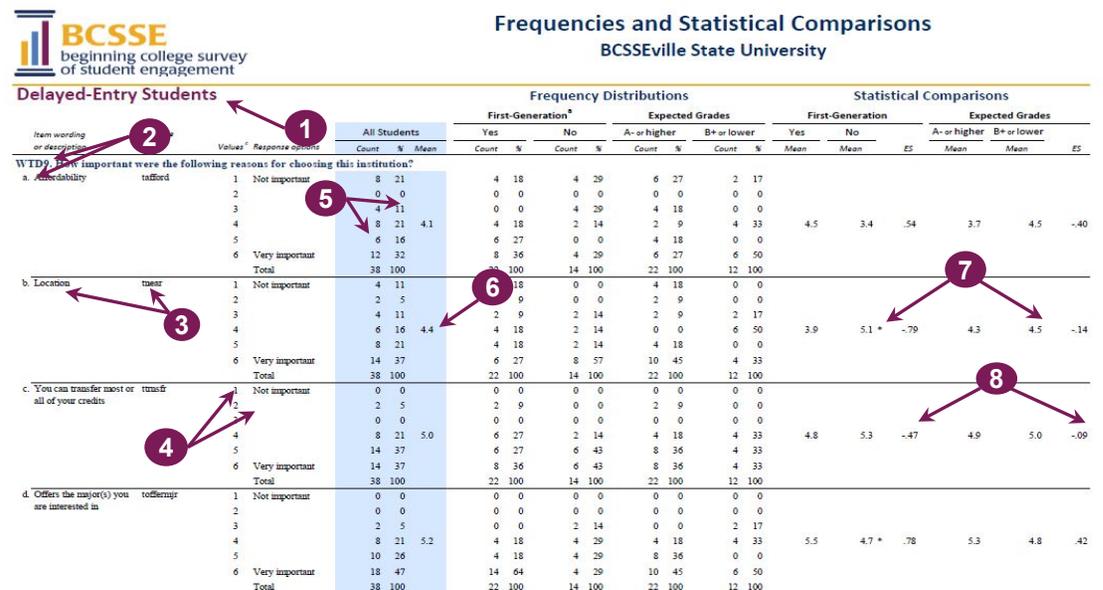|	Variable name	Response options	All Students		First-Generation[a] Yes		No		Expected Grades A- or		B+ or	
Item wording or description			Count	%	Count	%	Count	%	Count	%	Count	%
32. **Regarding your parents (or those who raised you), what is the highest level of education completed by either of them?**												
	cpardegr18	Did not finish high school	0	0	0	0	0	0	0	0	0	0
		High school diploma or G.E.D.	3	17	3	50	0	0	2	14	1	25
		Attended college, but did not complete degree	1	6	1	17	0	0	1	7	0	0
		Associate's degree (A.A., A.S., etc.)	2	11	2	33	0	0	1	7	1	25
		Bachelor's degree (B.A., B.S., etc.)	9	50	0	0	9	75	7	50	2	50
		Master's degree (M.A., M.S., etc.)	2	11	0	0	2	17	2	14	0	0
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	1	6	0	0	1	8	1	7	0	0
		Total	18	100	6	100	12	100	14	100	4	100
First-generation status (*Neither parent holds a bachelor's degree. Recoded from cpardegr18.*)	bfirstgen	First-generation	6	33	6	100	0	0	4	29	2	50
		Not first-generation	12	67	0	0	12	100	10	71	2	50
		Total	18	100	6	100	12	100	14	100	4	100
33. **Which of the following best describes where you will be living while attending college?**												
	cliving18	Campus housing (other than a fraternity or sorority house)	2	12	0	0	2	18	2	15	0	0
		Fraternity or sorority house	0	0	0	0	0	0	0	0	0	0
		House, apartment, or other residence *within walking distance* to campus	9	53	4	67	5	45	6	46	3	75
		House, apartment, or other residence *farther than walk. dist.* to campus	6	35	2	33	4	36	5	38	1	25
		Not applicable: No campus, entirely online program, etc.	0	0	0	0	0	0	0	0	0	0
		Not applicable: Homeless or in transition	0	0	0	0	0	0	0	0	0	0
		Total	17	100	6	100	11	100	13	100	4	100

BCSSE 2019
Delayed-Entry Student Frequencies
and Statistical Comparisons

University of Toledo

Frequencies and Statistical Comparisons
About This Report

The Frequencies and Statistical Comparisons report presents item-by-item student responses and statistical comparisons that allow you to examine patterns of similarity and difference between groups students at your institution. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website (bcsse.indiana.edu) or contact a member of the BCSSE team.

1. *Student status:* As reported by your students.

2. *Item numbers:* Numbering corresponds to the survey facsimile and codenook available on the BCSSE website.

3. *Item wording and variable names:* Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

4. *Values and response options:* Values are used to calculate means. Response options are worded as they appear on the instrument.

5. *Count and column percentage (%):* The Count column contains the number of students who selected the corresponding response option. The column percentage is the percentage of students selecting the corresponding response option. Percentages may not sum to 100 due to rounding.

6. **Overall mean:** Mean scores for each item. Mean item scores by within-campus comparison groups are presented on the right side. Mean calculated from ordered response options (e.g., Very often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution.

7. **Statistical comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels ($*p < .05$, $**p < .01$, $***p < .001$). Significance levels indicate the probability that an observed 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. Consult effect sizes (see #8) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent t-tests. Exceptions are items WTD12 which are compared using a z-test.

8. *Effect size:* Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. Effect sizes for independent t-tests use Cohen's d; z-tests use Cohen's h. Cohen's d is calculated by dividing the mean difference by the pooled standard deviation. Cohen's h is calculated by taking the difference in the proportion of students who selected the item after the proportion has been transformed using a non-linear (arcsine) transformation. See: Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2nd edition).* New York: Psychology Press.

BCSSE beginning college survey of student engagement

Delayed-Entry Students

Frequency Distributions   **Statistical Comparisons**

Item wording or description	Variable name	Values [c]	Response options	All Students Count	All Students %	All Students Mean	First-Gen Yes Count	First-Gen Yes %	First-Gen No Count	First-Gen No %	Exp. Grades A- or higher Count	Exp. Grades A- or higher %	Exp. Grades B+ or lower Count	Exp. Grades B+ or lower %	First-Gen Yes Mean	First-Gen No Mean	ES	Exp. Grades A- or higher Mean	Exp. Grades B+ or lower Mean	ES
WTD9. How important were the following reasons for choosing this institution?																				
a. Affordability	tafford	1	Not important	3	14		2	33	1	8	2	14	1	25						
		2		1	5		1	17	0	0	0	0	1	25						
		3		2	9		2	33	0	0	2	14	0	0						
		4		2	9	4.5	0	0	1	8	0	0	1	25	2.5	5.1 **	-1.74	4.5	3.3	.62
		5		5	23		1	17	4	33	5	36	0	0						
		6	Very important	9	41		0	0	6	50	5	36	1	25						
			Total	22	100		6	100	12	100	14	100	4	100						
b. Location	tnear	1	Not important	1	5		1	17	0	0	1	8	0	0						
		2		3	14		2	33	1	9	1	8	2	50						
		3		6	29		1	17	3	27	4	31	0	0						
		4		1	5	4.1	0	0	1	9	1	8	0	0	3.3	4.5	-.60	4.2	3.8	.21
		5		3	14		0	0	2	18	1	8	1	25						
		6	Very important	7	33		2	33	4	36	5	38	1	25						
			Total	21	100		6	100	11	100	13	100	4	100						
c. You can transfer most or all of your credits	ttrnsfr	1	Not important	4	18		1	17	2	17	3	21	0	0						
		2		2	9		0	0	1	8	0	0	1	25						
		3		2	9		1	17	1	8	1	7	1	25						
		4		5	23	3.9	2	33	3	25	4	29	1	25	4.0	4.1	-.04	4.1	3.8	.21
		5		2	9		0	0	0	0	0	0	0	0						
		6	Very important	7	32		2	33	5	42	6	43	1	25						
			Total	22	100		6	100	12	100	14	100	4	100						
d. Offers the major(s) you are interested in	toffermjr	1	Not important	0	0		0	0	0	0	0	0	0	0						
		2		0	0		0	0	0	0	0	0	0	0						
		3		0	0		0	0	0	0	0	0	0	0						
		4		2	9	5.5	1	17	1	8	1	7	1	25	5.5	5.3	.22	5.6	4.8 *	1.42
		5		8	36		1	17	6	50	4	29	3	75						
		6	Very important	12	55		4	67	5	42	9	64	0	0						
			Total	22	100		6	100	12	100	14	100	4	100						

*p<.05, **p<.01, ***p<.001 (2-tailed)

Frequencies and Statistical Comparisons
University of Toledo

Delayed-Entry Students

					Frequency Distributions									Statistical Comparisons					
				All Students			First-Generation[a]				Expected Grades				First-Generation			Expected Grades		
							Yes		No		A- or higher		B+ or lower		Yes	No		A- or higher	B+ or lower	
Item wording or description	Variable name	Values[c]	Response options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
e. Quality of academic programs	tqualacad	1	Not important	0	0		0	0	0	0	0	0	0	0						
		2		0	0		0	0	0	0	0	0	0	0						
		3		0	0		0	0	0	0	0	0	0	0						
		4		2	9	5.5	2	33	0	0	1	7	1	25	5.3	5.5	-.20	5.5	5.3	.31
		5		8	36		0	0	6	50	5	36	1	25						
		6	Very important	12	55		4	67	6	50	8	57	2	50						
			Total	22	100		6	100	12	100	14	100	4	100						
f. You can finish your degree quickly	tfinish	1	Not important	2	9		1	17	1	8	0	0	2	50						
		2		0	0		0	0	0	0	0	0	0	0						
		3		3	14		1	17	2	17	3	21	0	0						
		4		6	27	4.3	3	50	3	25	5	36	1	25	3.7	4.2	-.34	4.4	2.8	.99
		5		7	32		0	0	5	42	4	29	1	25						
		6	Very important	4	18		1	17	1	8	2	14	0	0						
			Total	22	100		6	100	12	100	14	100	4	100						
g. Flexible scheduling of courses	tflex	1	Not important	0	0		0	0	0	0	0	0	0	0						
		2		1	5		0	0	1	8	0	0	1	25						
		3		3	14		1	17	2	17	3	21	0	0						
		4		4	18	4.7	0	0	2	17	1	7	1	25	5.2	4.5	.54	4.9	4.3	.42
		5		8	36		2	33	4	33	5	36	1	25						
		6	Very important	6	27		3	50	3	25	5	36	1	25						
			Total	22	100		6	100	12	100	14	100	4	100						
h. Family or personal relationship	tfamper2	1	Not important	3	14		1	17	1	8	1	7	1	25						
		2		1	5		0	0	1	8	1	7	0	0						
		3		3	14		0	0	2	17	2	14	0	0						
		4		5	23	4.1	1	17	4	33	4	29	1	25	4.8	3.8	.57	4.1	4.3	-.05
		5		4	18		0	0	3	25	3	21	0	0						
		6	Very important	6	27		4	67	1	8	3	21	2	50						
			Total	22	100		6	100	12	100	14	100	4	100						
i. Other	timpoth	1	Not important	1	11		0	0	1	17	1	14	0	0						
		2		0	0		0	0	0	0	0	0	0	0						
		3		1	11		0	0	0	0	0	0	0	0						
		4		0	0	4.9	0	0	0	0	0	0	0	0	6.0	4.8	.85	5.0	6.0	.00
		5		2	22		0	0	2	33	2	29	0	0						
		6	Very important	5	56		2	100	3	50	4	57	1	100						
			Total	9	100		2	100	6	100	7	100	1	100						

*p<.05, **p<.01, ***p<.001 (2-tailed)

Frequencies and Statistical Comparisons
University of Toledo

Delayed-Entry Students

				Frequency Distributions								Statistical Comparisons					
						First-Generation[a]				Expected Grades				First-Generation			Expected Grades		
Item wording or description	Variable name	Values[c]	Response options	All Students			Yes		No		A- or higher		B+ or lower		Yes	No		A- or higher	B+ or lower	
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
WTD12. During the coming school year, which do you think will cause you stress? (Select all that apply.)[d]																				
	tstrss_tra		Transitioning back to being a student	9	50		4	66.7	4	36.4	5	38.5	3	75	67%	36%	.62	38%	75%	-.76
	tstrss_bal		Balancing school and other commitments (work, family, etc)	12	67		4	67	7	64	7	54	4	100	67%	64%	.06	54%	100%	-1.49
	tstrss_bas		Not having enough money for basic needs (housing, food, and transportation)	6	33		2	33	3	27	2	15	3	75	33%	27%	.13	15%	75% *	-1.29
	tstrss_acd		Not having enough money for college expenses (tuition, fees, books, etc.)	5	28		1	17	3	27	2	15	2	50	17%	27%	-.26	15%	50%	-.76
	tstrss_saf		Personal safety	3	17		1	17	2	18	3	23	0	0	17%	18%	-.04	23%	0%	1.00
	tstrss_perre		Personal relationship	2	11		1	17	1	9	1	8	1	25	17%	9%	.23	8%	25%	-.49
	tstrss_rmre		Roommate relationship	1	6		0	0	0	0	0	0	0	0	0%	0%	.00	0%	0%	.00
	tstrss_car		Choosing a career	5	28		1	17	3	27	3	23	1	25	17%	27%	-.26	23%	25%	-.05
	tstrss_com		Commuting to campus	3	17		1	17	2	18	1	8	2	50	17%	18%	-.04	8%	50%	-1.01
	tstrss_oth		Other	2	11		1	17	1	9	2	15	0	0	17%	9%	.23	15%	0%	.81
WTD13. During the coming school year, about how many hours do you expect to spend in a typical 7-day week doing the following?																				
a. Providing care for dependents (children, parents, etc)	tcarehrs	0	0	9	50		2	33	7	64	7	54	2	50						
		3	1-5	4	22		2	33	1	9	1	8	2	50						
	(Recoded version of tcare created by BCSSE. Values are estimated number of hours)	8	6-10	1	6		0	0	1	9	1	8	0	0						
		13	11-15	0	0		0	0	0	0	0	0	0	0						
		18	16-20	2	11	6.8	1	17	1	9	2	15	0	0	9.5	5.6	.32	8.7	1.5	.80
		23	21-25	0	0		0	0	0	0	0	0	0	0						
		28	26-30	0	0		0	0	0	0	0	0	0	0						
		33	More than 30	2	11		1	17	1	9	2	15	0	0						
			Total	18	100		6	100	11	100	13	100	4	100						
b. Commuting to campus (driving, walking, etc.)	tcommutehrs	0	0	4	24		1	17	3	30	3	25	1	25						
		3	1-5	9	53		4	67	4	40	6	50	2	50						
	(Recoded version of tcommute created by BCSSE. Values are estimated number of hours)	8	6-10	2	12		0	0	2	20	1	8	1	25						
		13	11-15	1	6		1	17	0	0	1	8	0	0						
		18	16-20	0	0	5.2	0	0	0	0	0	0	0	0	4.2	6.1	-.25	6.0	3.5	.36
		23	21-25	0	0		0	0	0	0	0	0	0	0						
		28	26-30	0	0		0	0	0	0	0	0	0	0						
		33	More than 30	1	6		0	0	1	10	1	8	0	0						
			Total	17	100		6	100	10	100	12	100	4	100						

*p<.05, **p<.01, ***p<.001 (2-tailed)

Frequencies and Statistical Comparisons
University of Toledo

Delayed-Entry Students

				Frequency Distributions									Statistical Comparisons					
				All Students			First-Generation[a]				Expected Grades				First-Generation			Expected Grades		
							Yes		No		A- or higher		B+ or lower		Yes	No		A- or higher	B+ or lower	
Item wording or description	Variable name	Values[c]	Response options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES

13. During the coming school year, about how many hours do you expect to spend in a typical 7-day week doing the following?

Item wording or description	Variable name	Values	Response options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	cacadpr13hrs *(Recoded version of cacadpr13 created by BCSSE. Values are estimated number of hours)*	0	0	0	0		0	0	0	0	0	0	0	0						
		3	1-5	0	0		0	0	0	0	0	0	0	0						
		8	6-10	4	21		2	33	2	17	1	7	3	75						
		13	11-15	3	16		1	17	2	17	3	21	0	0						
		18	16-20	5	26	19.1	0	0	4	33	4	29	0	0	19.7	18.8	.08	21.2	11.8	1.17
		23	21-25	3	16		1	17	2	17	2	14	1	25						
		28	26-30	0	0		0	0	0	0	0	0	0	0						
		33	More than 30	4	21		2	33	2	17	4	29	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						
b. Working for pay on- or off-campus	cworkhrs *(Recoded version of cworkhrs created by BCSSE. Values are estimated number of hours)*	0	0	4	21		2	33	2	17	3	21	1	25						
		3	1-5	0	0		0	0	0	0	0	0	0	0						
		8	6-10	2	11		1	17	1	8	2	14	0	0						
		13	11-15	0	0		0	0	0	0	0	0	0	0						
		18	16-20	9	47	15.3	2	33	7	58	7	50	2	50	12.8	15.8	-.27	14.9	14.8	.01
		23	21-25	2	11		0	0	1	8	0	0	1	25						
		28	26-30	0	0		0	0	0	0	0	0	0	0						
		33	More than 30	2	11		1	17	1	8	2	14	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						
c. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	ccocurrhrs *(Recoded version of ccocurrhrs created by BCSSE. Values are estimated number of hours)*	0	0	3	16		1	17	2	17	2	14	1	25						
		3	1-5	7	37		4	67	2	17	4	29	2	50						
		8	6-10	4	21		0	0	4	33	3	21	1	25						
		13	11-15	2	11		1	17	1	8	2	14	0	0						
		18	16-20	2	11	7.5	0	0	2	17	2	14	0	0	4.2	9.6	-.81	9.0	3.5	.88
		23	21-25	0	0		0	0	0	0	0	0	0	0						
		28	26-30	1	5		0	0	1	8	1	7	0	0						
		33	More than 30	0	0		0	0	0	0	0	0	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						

*p<.05, **p<.01, ***p<.001 (2-tailed)

BCSSE
beginning college survey
of student engagement

Delayed-Entry Students

				Frequency Distributions								Statistical Comparisons					
						First-Generation[a]				Expected Grades				First-Generation			Expected Grades		
				All Students			Yes		No		A- or higher		B+ or lower		Yes	No		A- or higher	B+ or lower	
Item wording or description	Variable name	Values[c]	Response options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	csocial13hrs *(Recoded version of csocial13hrs created by BCSSE. Values are estimated number of hours)*	0	0	0	0		0	0	0	0	0	0	0	0						
		3	1-5	9	47		3	50	5	42	5	36	3	75						
		8	6-10	5	26		1	17	4	33	4	29	1	25						
		13	11-15	2	11		1	17	1	8	2	14	0	0						
		18	16-20	3	16	7.7	1	17	2	17	3	21	0	0	8.0	8.0	.00	9.1	4.3	1.06
		23	21-25	0	0		0	0	0	0	0	0	0	0						
		28	26-30	0	0		0	0	0	0	0	0	0	0						
		33	More than 30	0	0		0	0	0	0	0	0	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						

14. During the coming school year, of the time you expect to spend preparing for class in a typical 7-day week, about how much will be on assigned reading?

				All Students			Yes		No		A- or higher		B+ or lower		Yes	No		A- or higher	B+ or lower	
	ctmread17	1	Very little	1	6		0	0	1	9	1	8	0	0						
		2	Some	9	50		4	67	5	45	6	46	3	75						
		3	About half	4	22	2.7	1	17	3	27	3	23	1	25	2.5	2.6	-.14	2.7	2.3	.51
		4	Most	2	11		1	17	1	9	2	15	0	0						
		5	Almost all	2	11		0	0	1	9	1	8	0	0						
			Total	18	100		6	100	11	100	13	100	4	100						

15. During the coming school year, about how often do you expect to do the following?

				All Students			Yes		No		A- or higher		B+ or lower		Yes	No		A- or higher	B+ or lower	
a. Ask another student to help you understand course material	cCLaskhlp	1	Never	1	5		0	0	1	8	1	7	0	0						
		2	Sometimes	10	53		0	0	9	75	8	57	1	25						
		3	Often	6	32	2.5	4	67	2	17	3	21	3	75	3.3	2.1 *** 2.42		2.4	2.8	-.46
		4	Very often	2	11		2	33	0	0	2	14	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						
b. Explain course material to one or more students	cCLxplain	1	Never	0	0		0	0	0	0	0	0	0	0						
		2	Sometimes	7	37		2	33	5	42	4	29	3	75						
		3	Often	10	53	2.7	3	50	7	58	9	64	1	25	2.8	2.6	.39	2.8	2.3	.99
		4	Very often	2	11		1	17	0	0	1	7	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						
c. Prepare for exams by discussing or working through course material with other students	cCLstudy	1	Never	1	5		0	0	1	8	1	7	0	0						
		2	Sometimes	8	42		2	33	6	50	8	57	0	0						
		3	Often	7	37	2.6	2	33	4	33	2	14	4	100	3.0	2.4	.69	2.5	3.0	-.75
		4	Very often	3	16		2	33	1	8	3	21	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						

*p<.05, **p<.01, ***p<.001 (2-tailed)

BCSSE beginning college survey of student engagement

Delayed-Entry Students

					Frequency Distributions									Statistical Comparisons					
					All Students			**First-Generation**[a]				**Expected Grades**				**First-Generation**			**Expected Grades**		
								Yes		No		A- or higher		B+ or lower		Yes	No		A- or higher	B+ or lower	
Item wording or description	Variable name	Values[c]	Response options		Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
d. Work with other students on course projects or assignments	cCLprojct	1	Never		0	0		0	0	0	0	0	0	0	0						
		2	Sometimes		9	47		2	33	6	50	6	43	2	50						
		3	Often		8	42	2.6	2	33	6	50	6	43	2	50	3.0	2.5	.68	2.7	2.5	.33
		4	Very often		2	11		2	33	0	0	2	14	0	0						
			Total		19	100		6	100	12	100	14	100	4	100						
e Talk about career plans with a faculty member	cSFcareer	1	Never		0	0		0	0	0	0	0	0	0	0						
		2	Sometimes		6	32		3	50	3	25	5	36	1	25						
		3	Often		11	58	2.8	3	50	7	58	7	50	3	75	2.5	2.9	-.68	2.8	2.8	.06
		4	Very often		2	11		0	0	2	17	2	14	0	0						
			Total		19	100		6	100	12	100	14	100	4	100						
f Work with a faculty member on activities other than coursework (committees, student groups, etc.)	cSFothrwrk	1	Never		2	11		1	17	1	8	2	14	0	0						
		2	Sometimes		9	47		2	33	7	58	6	43	3	75						
		3	Often		6	32	2.4	2	33	3	25	4	29	1	25	2.5	2.3	.18	2.4	2.3	.24
		4	Very often		2	11		1	17	1	8	2	14	0	0						
			Total		19	100		6	100	12	100	14	100	4	100						
g Discuss your academic performance with a faculty member	cSFprform	1	Never		0	0		0	0	0	0	0	0	0	0						
		2	Sometimes		3	16		1	17	2	17	3	21	0	0						
		3	Often		12	63	3.1	4	67	7	58	7	50	4	100	3.0	3.1	-.13	3.1	3.0	.14
		4	Very often		4	21		1	17	3	25	4	29	0	0						
			Total		19	100		6	100	12	100	14	100	4	100						
h Discuss course topics, ideas, or concepts with a faculty member outside of class	cSFdiscuss	1	Never		0	0		0	0	0	0	0	0	0	0						
		2	Sometimes		5	26		1	17	3	25	3	21	1	25						
		3	Often		11	58	2.9	3	50	8	67	8	57	3	75	3.2	2.8	.50	3.0	2.8	.42
		4	Very often		3	16		2	33	1	8	3	21	0	0						
			Total		19	100		6	100	12	100	14	100	4	100						
i Prepare two or more drafts of a paper or assignment before turning it in	cdrafting	1	Never		0	0		0	0	0	0	0	0	0	0						
		2	Sometimes		8	42		1	17	6	50	5	36	2	50						
		3	Often		7	37	2.8	2	33	5	42	6	43	1	25	3.3	2.6	1.01	2.9	2.8	.12
		4	Very often		4	21		3	50	1	8	3	21	1	25						
			Total		19	100		6	100	12	100	14	100	4	100						
j Come to class without completing readings or assignments	cunprepard	1	Never		14	74		3	50	10	83	9	64	4	100						
		2	Sometimes		5	26		3	50	2	17	5	36	0	0						
		3	Often		0	0	1.3	0	0	0	0	0	0	0	0	1.5	1.2	.70	1.4	1.0 *	1.02
		4	Very often		0	0		0	0	0	0	0	0	0	0						
			Total		19	100		6	100	12	100	14	100	4	100						

*p<.05, **p<.01, ***p<.001 (2-tailed)

Frequencies and Statistical Comparisons
University of Toledo

Delayed-Entry Students

				Frequency Distributions									Statistical Comparisons					
				All Students			First-Generation[a]				Expected Grades				First-Generation			Expected Grades		
							Yes		No		A- or higher		B+ or lower		Yes	No		A- or higher	B+ or lower	
Item wording or description	Variable name	Values[c]	Response options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
16. During the coming school year, about how often do you expect to have discussions with people from the following groups?																				
a. People of a race or ethnicity other than your own	cDVrace	1	Never	0	0		0	0	0	0	0	0	0	0						
		2	Sometimes	2	11		0	0	2	17	1	7	1	25						
		3	Often	7	37	3.4	3	50	3	25	3	21	3	75	3.5	3.4	.12	3.6	2.8 *	1.56
		4	Very often	10	53		3	50	7	58	10	71	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						
b. People from an economic background other than your own	cDVeconomc	1	Never	0	0		0	0	0	0	0	0	0	0						
		2	Sometimes	2	11		0	0	2	17	1	7	1	25						
		3	Often	7	37	3.4	3	50	3	25	3	21	3	75	3.5	3.4	.12	3.6	2.8 *	1.56
		4	Very often	10	53		3	50	7	58	10	71	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						
c. People with religious beliefs other than your own	cDVreligion	1	Never	0	0		0	0	0	0	0	0	0	0						
		2	Sometimes	1	5		0	0	1	8	1	7	0	0						
		3	Often	9	47	3.4	4	67	4	33	5	36	3	75	3.3	3.5	-.28	3.5	3.3	.43
		4	Very often	9	47		2	33	7	58	8	57	1	25						
			Total	19	100		6	100	12	100	14	100	4	100						
d. People with political views other than your own	cDVpolitical	1	Never	0	0		0	0	0	0	0	0	0	0						
		2	Sometimes	3	16		1	17	2	17	2	14	1	25						
		3	Often	6	32	3.4	2	33	3	25	3	21	2	50	3.3	3.4	-.10	3.5	3.0	.63
		4	Very often	10	53		3	50	7	58	9	64	1	25						
			Total	19	100		6	100	12	100	14	100	4	100						
17. During the coming school year, how certain are you that you will do the following?																				
a. Study when there are other interesting things to do	cotherint	1	Not at all certain	1	6		0	0	1	9	1	8	0	0						
		2		0	0		0	0	0	0	0	0	0	0						
		3		1	6		0	0	1	9	1	8	0	0						
		4		6	33	4.5	2	33	4	36	5	38	1	25	4.8	4.3	.49	4.3	5.0	-.63
		5		7	39		3	50	3	27	4	31	2	50						
		6	Very certain	3	17		1	17	2	18	2	15	1	25						
			Total	18	100		6	100	11	100	13	100	4	100						

*p<.05, **p<.01, ***p<.001 (2-tailed)

Delayed-Entry Students

				Frequency Distributions								Statistical Comparisons					
				All Students			**First-Generation**[a]				**Expected Grades**				**First-Generation**			**Expected Grades**		
							Yes		No		A- or higher		B+ or lower		Yes	No		A- or higher	B+ or lower	
Item wording or description	Variable name	Values[c]	Response options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
b. Find additional information for course assignments when you don't understand the material	cfindinfo	1	Not at all certain	0	0		0	0	0	0	0	0	0	0						
		2		1	5		0	0	1	8	1	7	0	0						
		3		1	5		0	0	0	0	0	0	0	0						
		4		4	21	4.9	1	17	3	25	3	21	1	25	5.3	4.8	.49	4.9	5.3	-.31
		5		6	32		2	33	4	33	5	36	1	25						
		6	Very certain	7	37		3	50	4	33	5	36	2	50						
			Total	19	100		6	100	12	100	14	100	4	100						
c. Participate regularly in course discussions, even when you don't feel like it	ccourdis	1	Not at all certain	1	5		1	17	0	0	1	7	0	0						
		2		1	5		0	0	1	8	1	7	0	0						
		3		1	5		0	0	1	8	1	7	0	0						
		4		6	32	4.5	3	50	3	25	5	36	1	25	4.0	4.6	-.40	4.2	5.0	-.66
		5		5	26		1	17	4	33	3	21	2	50						
		6	Very certain	5	26		1	17	3	25	3	21	1	25						
			Total	19	100		6	100	12	100	14	100	4	100						
d. Ask instructors for help when you struggle with course assignments	caskinst	1	Not at all certain	1	5		1	17	0	0	1	7	0	0						
		2		0	0		0	0	0	0	0	0	0	0						
		3		1	5		0	0	1	8	1	7	0	0						
		4		7	37	4.6	3	50	3	25	5	36	1	25	4.0	4.9	-.67	4.6	4.8	-.16
		5		5	26		1	17	4	33	2	14	3	75						
		6	Very certain	5	26		1	17	4	33	5	36	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						
e. Finish something you have started when you encounter challenges	cfinish	1	Not at all certain	0	0		0	0	0	0	0	0	0	0						
		2		0	0		0	0	0	0	0	0	0	0						
		3		0	0		0	0	0	0	0	0	0	0						
		4		8	42	4.9	4	67	3	25	5	36	2	50	4.7	5.1	-.45	5.1	4.5	.75
		5		5	26		0	0	5	42	3	21	2	50						
		6	Very certain	6	32		2	33	4	33	6	43	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						
f. Stay positive, even when you do poorly on a test or assignment	cstaypos	1	Not at all certain	0	0		0	0	0	0	0	0	0	0						
		2		1	5		0	0	1	8	1	7	0	0						
		3		2	11		0	0	1	8	1	7	0	0						
		4		8	42	4.5	4	67	4	33	4	29	4	100	4.7	4.6	.07	4.8	4.0 *	.85
		5		2	11		0	0	2	17	2	14	0	0						
		6	Very certain	6	32		2	33	4	33	6	43	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						

*p<.05, **p<.01, ***p<.001 (2-tailed)

Frequencies and Statistical Comparisons
University of Toledo

Delayed-Entry Students

Frequency Distributions   **Statistical Comparisons**

Item wording or description	Variable name	Values[c]	Response options	All Students Count	%	Mean	First-Gen[a] Yes Count	%	No Count	%	Exp. Grades A- or higher Count	%	B+ or lower Count	%	First-Gen Yes Mean	No Mean	ES	Exp. Grades A- or higher Mean	B+ or lower Mean	ES
18. During the coming school year, how difficult do you expect the following to be?																				
a. Learning course material	clearnma	1	Not at all difficult	1	5		1	17	0	0	1	7	0	0						
		2		2	11		0	0	2	17	2	14	0	0						
		3		7	37		3	50	4	33	6	43	1	25						
		4		5	26	3.5	1	17	3	25	3	21	1	25	3.2	3.6	-.34	3.2	4.3	-.99
		5		4	21		1	17	3	25	2	14	2	50						
		6	Very difficult	0	0		0	0	0	0	0	0	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						
b. Managing your time	cmantime	1	Not at all difficult	0	0		0	0	0	0	0	0	0	0						
		2		0	0		0	0	0	0	0	0	0	0						
		3		4	21		2	33	2	17	4	29	0	0						
		4		5	26	4.5	3	50	2	17	4	29	1	25	3.8	4.8	-1.05	4.3	5.3	-.95
		5		6	32		1	17	4	33	4	29	1	25						
		6	Very difficult	4	21		0	0	4	33	2	14	2	50						
			Total	19	100		6	100	12	100	14	100	4	100						
c. Paying college or university expenses	cpaycoll	1	Not at all difficult	6	32		2	33	4	33	5	36	1	25						
		2		2	11		1	17	1	8	1	7	1	25						
		3		1	5		1	17	0	0	1	7	0	0						
		4		5	26	3.2	2	33	2	17	4	29	0	0	2.5	3.4	-.52	3.1	3.3	-.09
		5		3	16		0	0	3	25	1	7	2	50						
		6	Very difficult	2	11		0	0	2	17	2	14	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						
d. Getting help with school work	cgethelp	1	Not at all difficult	3	16		3	50	0	0	2	14	1	25						
		2		4	21		0	0	4	33	4	29	0	0						
		3		7	37		2	33	4	33	5	36	1	25						
		4		4	21	2.8	1	17	3	25	3	21	1	25	2.2	3.1	-.78	2.6	3.3	-.43
		5		1	5		0	0	1	8	0	0	1	25						
		6	Very difficult	0	0		0	0	0	0	0	0	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						

*p<.05, **p<.01, ***p<.001 (2-tailed)

Frequencies and Statistical Comparisons
University of Toledo

Delayed-Entry Students

				Frequency Distributions										**Statistical Comparisons**					
						First-Generation[a]				Expected Grades				First-Generation			Expected Grades		
Item wording or description	Variable name	Values[c]	Response options	All Students			Yes		No		A- or higher		B+ or lower		Yes	No		A- or higher	B+ or lower	
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
e. Making new friends	cmakefr	1	Not at all difficult	5	26		1	17	3	25	4	29	0	0						
		2		6	32		1	17	5	42	5	36	1	25						
		3		1	5		0	0	1	8	1	7	0	0						
		4		4	21	2.7	3	50	1	8	2	14	2	50	3.3	2.5	.56	2.5	3.8	-.92
		5		3	16		1	17	2	17	2	14	1	25						
		6	Very difficult	0	0		0	0	0	0	0	0	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						
f. Interacting with faculty	cintfac	1	Not at all difficult	6	32		2	33	4	33	6	43	0	0						
		2		7	37		0	0	6	50	5	36	1	25						
		3		1	5		0	0	1	8	1	7	0	0						
		4		4	21	2.3	3	50	1	8	1	7	3	75	3.2	1.9	.91	2.0	3.5 *	-1.33
		5		1	5		1	17	0	0	1	7	0	0						
		6	Very difficult	0	0		0	0	0	0	0	0	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						

19. During the coming school year, about how often do you expect to seek help with coursework from the following sources?

Item wording or description	Variable name	Values	Response options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
a. Faculty members	cseekfac	1	Never	0	0		0	0	0	0	0	0	0	0						
		2	Sometimes	5	26		2	33	3	25	3	21	2	50						
		3	Often	12	63	2.8	3	50	8	67	9	64	2	50	2.8	2.8	.00	2.9	2.5	.72
		4	Very often	2	11		1	17	1	8	2	14	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						
b. Academic advisors	cseekaa	1	Never	2	11		1	17	1	8	2	14	0	0						
		2	Sometimes	6	32		2	33	3	25	3	21	2	50						
		3	Often	11	58	2.5	3	50	8	67	9	64	2	50	2.3	2.6	-.34	2.5	2.5	.00
		4	Very often	0	0		0	0	0	0	0	0	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						
c. Learning support services (tutoring, writing center, success coaching, etc.)	cseekls	1	Never	2	11		1	17	1	8	2	14	0	0						
		2	Sometimes	4	21		1	17	2	17	2	14	1	25						
		3	Often	10	53	2.7	3	50	7	58	7	50	3	75	2.7	2.8	-.18	2.8	2.8	.05
		4	Very often	3	16		1	17	2	17	3	21	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						
d. Friends or other students	cseekfrnd	1	Never	0	0		0	0	0	0	0	0	0	0						
		2	Sometimes	6	32		2	33	4	33	4	29	2	50						
		3	Often	9	47	2.9	2	33	6	50	7	50	1	25	3.0	2.8	.21	2.9	2.8	.21
		4	Very often	4	21		2	33	2	17	3	21	1	25						
			Total	19	100		6	100	12	100	14	100	4	100						

*p<.05, **p<.01, ***p<.001 (2-tailed)

Frequencies and Statistical Comparisons
University of Toledo

Delayed-Entry Students

				Frequency Distributions									Statistical Comparisons					
						First-Generation[a]				Expected Grades				First-Generation			Expected Grades	
				All Students			Yes		No		A- or higher		B+ or lower		Yes	No		A- or higher	B+ or lower
Item wording or description	Variable name	Values[c]	Response options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
e. Family members	cseekfam	1	Never	5	26		3	50	1	8	3	21	1	25						
		2	Sometimes	10	53		3	50	7	58	8	57	2	50						
		3	Often	4	21	1.9	0	0	4	33	3	21	1	25	1.5	2.3 *	-1.28	2.0	2.0	.00
		4	Very often	0	0		0	0	0	0	0	0	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						
f. Other persons or offices	cseekoth	1	Never	2	11		1	17	1	8	2	14	0	0						
		2	Sometimes	9	47		2	33	6	50	6	43	2	50						
		3	Often	8	42	2.3	3	50	5	42	6	43	2	50	2.3	2.3	.00	2.3	2.5	-.33
		4	Very often	0	0		0	0	0	0	0	0	0	0						
			Total	19	100		6	100	12	100	14	100	4	100						

20. How prepared are you to do the following in your academic work at this institution?

				All Students			Yes		No		A- or higher		B+ or lower		Yes	No		A- or higher	B+ or lower
		Values	Response options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
a. Write clearly and effectively	cSGwrite	1	Not at all prepared	0	0		0	0	0	0	0	0	0	0						
		2		0	0		0	0	0	0	0	0	0	0						
		3		3	17		3	50	0	0	2	14	1	25						
		4		5	28	4.7	0	0	5	42	3	21	2	50	4.5	4.8	-.26	4.9	4.3	.51
		5		4	22		0	0	4	33	4	29	0	0						
		6	Very prepared	6	33		3	50	3	25	5	36	1	25						
			Total	18	100		6	100	12	100	14	100	4	100						
b. Speak clearly and effectively	cSGspeak	1	Not at all prepared	0	0		0	0	0	0	0	0	0	0						
		2		0	0		0	0	0	0	0	0	0	0						
		3		2	11		0	0	2	17	1	7	1	25						
		4		6	33	4.9	3	50	3	25	5	36	1	25	5.0	4.8	.15	5.0	4.5	.42
		5		2	11		0	0	2	17	1	7	1	25						
		6	Very prepared	8	44		3	50	5	42	7	50	1	25						
			Total	18	100		6	100	12	100	14	100	4	100						
c. Think critically and analytically	cSGthink	1	Not at all prepared	0	0		0	0	0	0	0	0	0	0						
		2		0	0		0	0	0	0	0	0	0	0						
		3		0	0		0	0	0	0	0	0	0	0						
		4		5	28	5.2	2	33	3	25	4	29	1	25	5.2	5.2	.00	5.2	5.0	.25
		5		5	28		1	17	4	33	3	21	2	50						
		6	Very prepared	8	44		3	50	5	42	7	50	1	25						
			Total	18	100		6	100	12	100	14	100	4	100						

*p<.05, **p<.01, ***p<.001 (2-tailed)

Frequencies and Statistical Comparisons
University of Toledo

Delayed-Entry Students

Item wording or description	Variable name	Values[c]	Response options	All Students Count	%	Mean	First-Gen[a] Yes Count	%	No Count	%	Exp. Grades A- or higher Count	%	B+ or lower Count	%	First-Gen Yes Mean	No Mean	ES	Exp. Grades A- or higher Mean	B+ or lower Mean	ES
d. Analyze numerical and statistical information	cSGanalyze	1	Not at all prepared	0	0		0	0	0	0	0	0	0	0						
		2		1	6		0	0	1	8	1	7	0	0						
		3		2	11		0	0	2	17	2	14	0	0						
		4		5	28	4.8	3	50	2	17	3	21	2	50	5.0	4.7	.26	4.8	4.8	.03
		5		2	11		0	0	2	17	1	7	1	25						
		6	Very prepared	8	44		3	50	5	42	7	50	1	25						
			Total	18	100		6	100	12	100	14	100	4	100						
e. Work effectively with others	cSGothers	1	Not at all prepared	0	0		0	0	0	0	0	0	0	0						
		2		0	0		0	0	0	0	0	0	0	0						
		3		1	6		0	0	1	8	1	7	0	0						
		4		3	17	5.2	2	33	1	8	2	14	1	25	5.2	5.3	-.09	5.3	5.0	.31
		5		5	28		1	17	4	33	3	21	2	50						
		6	Very prepared	9	50		3	50	6	50	8	57	1	25						
			Total	18	100		6	100	12	100	14	100	4	100						
f. Use computing and information technology	cgncompt13	1	Not at all prepared	0	0		0	0	0	0	0	0	0	0						
		2		0	0		0	0	0	0	0	0	0	0						
		3		2	11		0	0	2	17	2	14	0	0						
		4		4	22	4.9	2	33	2	17	3	21	1	25	5.2	4.8	.32	4.9	5.0	-.07
		5		5	28		1	17	4	33	3	21	2	50						
		6	Very prepared	7	39		3	50	4	33	6	43	1	25						
			Total	18	100		6	100	12	100	14	100	4	100						
g. Learn effectively on your own	cgninq	1	Not at all prepared	0	0		0	0	0	0	0	0	0	0						
		2		0	0		0	0	0	0	0	0	0	0						
		3		0	0		0	0	0	0	0	0	0	0						
		4		6	33	5.2	2	33	4	33	4	29	2	50	5.2	5.2	.00	5.2	5.0	.21
		5		3	17		1	17	2	17	3	21	0	0						
		6	Very prepared	9	50		3	50	6	50	7	50	2	50						
			Total	18	100		6	100	12	100	14	100	4	100						

*p<.05, **p<.01, ***p<.001 (2-tailed)

BCSSE beginning college survey of student engagement

Delayed-Entry Students

| | | | | Frequency Distributions | | | | | | | | | | Statistical Comparisons | | | | | |
| | | | | All Students | | | First-Generation[a] Yes | | No | | Expected Grades A- or higher | | B+ or lower | | First-Generation Yes | No | | Expected Grades A- or higher | B+ or lower | |
Item wording or description	Variable name	Values[c]	Response options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
21. How important is it to you that your instiution provides the following?																				
a. A challenging academic experience	cacadexp	1	Not important	0	0		0	0	0	0	0	0	0	0						
		2		0	0		0	0	0	0	0	0	0	0						
		3		3	17		1	17	2	17	3	21	0	0						
		4		5	28	4.7	2	33	3	25	3	21	2	50	4.5	4.8	-.23	4.6	4.8	-.10
		5		5	28		2	33	3	25	4	29	1	25						
		6	Very important	5	28		1	17	4	33	4	29	1	25						
			Total	18	100		6	100	12	100	14	100	4	100						
b. Support to help students succeed academically	cSEacad	1	Not important	0	0		0	0	0	0	0	0	0	0						
		2		0	0		0	0	0	0	0	0	0	0						
		3		3	17		1	17	2	17	2	14	1	25						
		4		1	6	5.2	1	17	0	0	1	7	0	0	5.2	5.2	.00	5.2	5.0	.17
		5		4	22		0	0	4	33	3	21	1	25						
		6	Very important	10	56		4	67	6	50	8	57	2	50						
			Total	18	100		6	100	12	100	14	100	4	100						
c. Opportunities to interact with students from different backgrounds (social, racial/ethnic, religious, etc.)	cSEdiv	1	Not important	0	0		0	0	0	0	0	0	0	0						
		2		1	6		0	0	1	8	1	7	0	0						
		3		1	6		0	0	1	8	1	7	0	0						
		4		3	17	5.2	2	33	1	8	2	14	1	25	5.3	5.1	.21	5.1	5.3	-.09
		5		2	11		0	0	2	17	1	7	1	25						
		6	Very important	11	61		4	67	7	58	9	64	2	50						
			Total	18	100		6	100	12	100	14	100	4	100						
d. Help managing your non-academic responsibilities (work, family, etc.)	cSEnacad	1	Not important	0	0		0	0	0	0	0	0	0	0						
		2		0	0		0	0	0	0	0	0	0	0						
		3		4	22		2	33	2	17	4	29	0	0						
		4		4	22	4.7	3	50	1	8	3	21	1	25	4.0	5.1	-.96	4.5	5.5	-.89
		5		3	17		0	0	3	25	3	21	0	0						
		6	Very important	7	39		1	17	6	50	4	29	3	75						
			Total	18	100		6	100	12	100	14	100	4	100						

Delayed-Entry Students

					Frequency Distributions								Statistical Comparisons					
						First-Generation[a]				Expected Grades				First-Generation			Expected Grades	
				All Students			Yes		No		A- or higher		B+ or lower		Yes	No		A- or higher	B+ or lower
Item wording or description	Variable name	Values[c]	Response options	Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
e. Opportunities to be involved socially	cSEsoc	1	Not important	0	0		0	0	0	0	0	0	0	0						
		2		0	0		0	0	0	0	0	0	0	0						
		3		1	6		0	0	1	8	1	7	0	0						
		4		5	28	4.9	3	50	2	17	5	36	0	0	4.7	5.1	-.46	4.9	5.0	-.09
		5		6	33		2	33	4	33	2	14	4	100						
		6	Very important	6	33		1	17	5	42	6	43	0	0						
			Total	18	100		6	100	12	100	14	100	4	100						
f. Opportunities to attend campus activities and events	cSEact	1	Not important	0	0		0	0	0	0	0	0	0	0						
		2		1	6		1	17	0	0	1	7	0	0						
		3		0	0		0	0	0	0	0	0	0	0						
		4		5	28	4.8	2	33	3	25	4	29	1	25	4.3	5.0	-.61	4.8	4.8	.04
		5		8	44		2	33	6	50	5	36	3	75						
		6	Very important	4	22		1	17	3	25	4	29	0	0						
			Total	18	100		6	100	12	100	14	100	4	100						
g. Learning support services (tutoring, writing center, success coaching, etc.)	cSEserv	1	Not important	0	0		0	0	0	0	0	0	0	0						
		2		1	6		1	17	0	0	1	7	0	0						
		3		0	0		0	0	0	0	0	0	0	0						
		4		6	33	4.9	1	17	5	42	5	36	1	25	4.8	5.0	-.13	4.9	5.0	-.07
		5		3	17		1	17	2	17	1	7	2	50						
		6	Very important	8	44		3	50	5	42	7	50	1	25						
			Total	18	100		6	100	12	100	14	100	4	100						

BCSSE 2019
Delayed-Entry Student Scale Means
University of Toledo

BCSSE beginning college survey of student engagement

BCSSE Scales provide a useful summary of the detailed information contained in your students' BCSSE responses. By combining responses to related BCSSE questions, each scale offers valuable information about a distinct aspect of student engagement.

1. *Student status:* Class level as reported by your students.

2. *Scale description and variable name* : A brief description of the BCSSE scale along with the variable name for easy reference to your datafile and codebook. See Scale Descriptions for more information.

3. *Mean* : The unweighted scale mean is reported overall for the institution, as well as by first-generation status and high school grades.

4. *Statistical comparisons* : Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels ($*p < .05$, $**p < .01$, $***p < .001$). Significance levels indicate the probability that an observed 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. Consult effect sizes (see #5) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent t-tests

BCSSE beginning college survey of student engagement

Mean Scale Scores and Selected Student Comparisons

BCSSEville State University

Delayed-Entry Students ①

BCSSE Scales	Variable [b]	All Students			First-Generation[a]			Expected Grades		
		Mean	SD	N	Yes Mean	No Mean	ES	A- or higher Mean	B+ or lower Mean	ES
Collaborative Learning	EXP_CL	33.3	11.3	42	32.5	30.5	.17	31.4	31.6	-.02
Expectation to interact and collaborate with peers										
Student-Faculty Interaction	EXP_SFI	32.6	14.0	42	33.5		.16	32.9	31.2	.13
Expectation to interact and engage with faculty										
Expected Discussions with Diverse Others	EXP_DD	41.4	14.4	42	44.1	43.8	.02	44	43.6	.03
Expectation to engage in discussions with diverse others										
Expected Academic Perseverance	EXP_PER	40.0	16.3	42	44.6	43.7	.07	46.1	40.7 ***	.43
Student certainty that they will persist in the face of academic adversity										
Expected Academic Difficulty	EXP_DIF	26.4	14.9	42	25.2	24.4	.06	24.3	26.1	-.16
Expected academic difficulty during the coming year										
Perceived Academic Preparation	PER_PREP	45.3	16.3	40	48.2	47.4	.07	49.0	45.7 *	.29
Student perception of their academic preparation										
Importance of Campus Environment	IMP_CAMP	42.9	17.2	40	43.7	43.1	.05	44	41.9	.19
Student-rated importance that the institution provides a challenging and supportive environment										

② ③ ④ ⑤

5. *Effect size:* Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. Effect sizes for independent *t*-tests use Cohen's *d*. Cohen's *d* is calculated by dividing the mean difference by the pooled standard deviation. See: Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2nd edition)*. New York: Psychology Press.

Mean Scale Scores and Selected Student Comparisons

University of Toledo

Delayed-Entry Students

BCSSE Scales	Variable [b]	All Students			First-Generation[a]			Expected Grades		
		Mean	SD	N	Yes Mean	No Mean	ES	A- or higher Mean	B+ or lower Mean	ES
Collaborative Learning *Expectation to interact and collaborate with peers*	EXP_CL	32.4	10.6	19	40.8	27.9 *	1.35	32.1	32.5	-.04
Student-Faculty Interaction *Expectation to interact and engage with faculty*	EXP_SFI	35.8	11.0	19	35.8	35.8	.00	36.4	33.8	.27
Expected Discussions with Diverse Others *Expectation to engage in discussions with diverse others*	EXP_DD	48.2	12.8	19	48.3	48.8	-.03	51.4	38.8	1.10
Expected Academic Perseverance *Student certainty that they will persist in the face of academic adversity*	EXP_PER	43.6	7.9	19	43.0	44.4	-.18	43.6	45.0	-.18
Expected Academic Difficulty *Expected academic difficulty during the coming year*	EXP_DIF	27.3	9.7	19	25.0	28.3	-.30	24.4	36.8 *	###
Perceived Academic Preparation *Student perception of their academic preparation*	PER_PREP	47.8	10.7	18	48.3	47.6	.06	48.5	45.4	.28
Importance of Campus Environment *Student-rated importance that the institution provides a challenging and supportive environment*	IMP_CAMP	47.0	10.1	18	44.3	48.3	-.40	46.5	48.4	-.21

Please refer to BCSSE Scale

BCSSE Scales

BCSSE Scales 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 scale with the component BCSSE items in parentheses.

Scale name	Description	Scale items
Quantitative Reasoning (HS_QR)	High school engagement with analysis and numerical information (First-year students only)	hQRconclud, hQRproblm, hQRevaluat
Learning Strategies (HS_LS)	Use of effective learning strategies in high school. (First-year students only)	hLSreading, hLSnotes, hLSsummry
Learning Strategies (TR_LS)	Use of effective learning strategies at prior institution (Transfer students only)	tLSreading, tLSnotes, tLSsummry
Collaborative Learning (EXP_CL)	Expectation to interact and collaborate with peers	cCLaskhlp, cCLxplain, cCLstudy, cCLprojct
Student-Faculty Interaction (EXP_SFI)	Expectation to interact and engage with faculty	cSFcareer, cSFothrwrk, cSFprform, cSFdiscuss
Discussions with Diverse Others (EXP_DD)	Expectation to engage in discussions with diverse others	cDVrace, cDVeconomc, cDVreligion, cDVpolitical
Academic Perseverance (EXP_PER)	Student certainty that they will persist in the face of academic adversity	cotherint, cfindinfo, ccourdis, caskinst, cfinish, cstaypos
Academic Difficulty (EXP_DIF)	Expected academic difficulty during the coming year	clearnma, cmantime, cgethelp, cintfac
Perceived Academic Preparation (PER_PREP)	Student perception of their academic preparation	cSGwrite, cSGspeak, cSGthink, cSGanalyze, cSGothers, cgncompt13, cgninq
Importance of Campus Environment (IMP_CAMP)	Student-rated importance that the institution provides a challenging and supportive environment	cacadexp, cSEacad, cSEdiv, cSEnacad, cSEsoc, cSEact, cSEserv

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

b.   Please refer to BCSSE Scale Descriptions for items included in the scale.

c.   These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook. For items estimating number of papers and hours per week, the values represent actual units using the midpoints of response option ranges and an estimate for unbounded options.

d.   Statistical comparison uses z-test to compare the percentage who selected each item against those who did not.