



**Beginning College Survey
of
Student Engagement**

**BCSSE 2007 Mean Scale Scores and Selected Student Comparisons
Mercer University**

Scale ^a	Variable	All Students			Gender Comparisons				First Generation ^d Comparisons			
		Mercer			Means by Gender		Tests of mean differences		Means by First Generation		Tests of mean differences	
		Mean	SD	N	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	5.35	1.40	510	5.45	5.20	*	.18	5.26	5.41		-.11
Expected First-Year Academic Engagement <i>Expected engagement in educationally relevant behaviors during the first-year of college</i>	Exp_acad	6.00	1.51	510	6.05	5.94		.08	6.06	5.96		.07
Academic Persistence <i>Student certainty that they will persist in the midst of difficult circumstances</i>	Acad_per	7.29	1.48	510	7.38	7.17		.14	7.42	7.24		.13
Academic Preparation <i>Student perception of their academic preparation</i>	Acad_prep	7.03	1.48	510	6.98	7.11		-.08	7.13	7.02		.08
Importance of Campus Environment <i>Student-rated importance that the institution provides a challenging and supportive environment</i>	Imp_env	7.34	1.65	510	7.52	7.13	**	.24	7.52	7.30		.13

^a Scale scores are expressed in 0 (minimum) to 10 (maximum) point scales. See page 4 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 overall 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.