

Frequencies and Statistical Comparisons California State University, East Bay

Transfer Students

Item wording or description	Values ^c	Response options	Frequency Distributions										Statistical Comparisons								
			All Students			First-Generation		No		Self-Reported Previous Grades		B+ or lower		First-Generation		No		Self-Reported Previous Grades		B+ or lower	
			Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
20. How prepared are you to do the following in your academic work at this institution?																					
c. Think critically and analytically	1	Not at all prepared	1	0		1	0	0	0	1	1	0	0								
	2		8	1		6	2	2	1	0	0	8	2								
	3		36	7		28	7	7	5	12	7	24	7								
	4		131	24	4.9	101	25	27	19	35	19	96	26	4.9	5.1 *	-.23	5.1	4.9	.17		
	5		173	32		127	32	45	31	59	33	114	31								
	6	Very prepared	199	36		134	34	63	44	73	41	125	34								
		Total	548	100		397	100	144	100	180	100	367	100								

Frequencies and Statistical Comparisons

About This Report

The Frequencies and Statistical Comparisons report presents item-by-item student responses and mean 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 (bcse.indiana.edu) or contact a member of the BCSSE team.

- Student status:** As reported by your students.
- Item numbers:** Numbering corresponds to the survey facsimile and codenook available on the BCSSE website.
- 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.
- Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.
- 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.
- 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.
- 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.

		Variable name		Values ¹		Response options		All Students		Frequency Distributions								Statistical Comparisons					
										First-Generation*		Self-Reported HS Grades		First-Generation		Self-Reported HS Grades							
Item wording or description	Variable name	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES
6. During high school, how many of the following types of classes did you complete?																							
a. Advanced Placement (AP) classes																							
	hapc113mas	0	0	420	35	261	29	158	30	187	26	220	48										
		1.5	1-2	382	32	225	24	156	30	238	34	142	29										
		3.5	3-4	269	22	131	20	138	26	194	27	75	15										
		5.5	5-6	88	7	30	5	56	11	62	9	26	5	1.6	2.2	***	-.30			2.2	1.4	***	.40
		7.5	7-8	24	2	9	1	15	3	19	3	5	1										
		9.5	9-10	10	1	6	1	4	1	7	1	3	1										
		11.5	11 or more	4	0	3	0	1	0	1	0	3	1										
		Total		1,197	100	665	100	528	100	708	100	484	100										
b. College or university courses for credit																							
	hdc17mas	0	0	503	43	317	46	183	35	208	30	292	61										
		1.5	1-2	352	30	178	27	173	33	228	33	123	26										
		3.5	3-4	195	17	94	14	101	19	151	22	44	9										
		5.5	5-6	69	6	33	5	36	7	58	8	11	2	1.6	2.1	***	-.23			2.4	1.0	***	.64
		7.5	7-8	29	2	17	3	12	2	26	4	2	0										
		9.5	9-10	14	1	3	0	11	2	13	2	1	0										
		11.5	11 or more	19	2	9	1	10	2	14	2	5	1										
		Total		1,181	100	651	100	526	100	698	100	478	100										
c. International Baccalaureate (IB)																							
	hbi17mas	0	0	1,115	99	615	99	496	98	455	98	455	98										
		1.5	1-2	7	1	3	0	4	1	5	1	2	0										
		3.5	3-4	4	0	3	0	1	0	3	0	1	0										
		5.5	5-6	4	0	2	0	2	0	1	0	3	1	0	.1	-.04			.0	.0			.01
		7.5	7-8	0	0	0	0	0	0	0	0	0	0										
		9.5	9-10	1	0	0	0	1	0	1	0	0	0										
		11.5	11 or more	0	0	0	0	0	0	0	0	0	0										
		Total		1,131	100	623	100	504	100	665	100	461	100										
7. During your last year of high school, about how many papers, reports, or other writing tasks of the following length did you complete?																							
a. Up to 5 pages																							
	hvc18mas	0	None	154	13	102	15	52	10	81	11	72	14										
		1.5	1-2	382	31	205	30	175	32	220	31	160	32										
		4	3-5	375	31	213	31	160	29	212	29	162	32										
		8	6-10	186	15	97	14	89	16	116	16	69	14	4.3	5.0	*	-.14			5.0	4.2	**	.16
		13	11-15	71	6	33	5	38	7	53	7	18	4										
		18	16-20	25	2	15	2	10	2	17	2	8	2										
		23	More than 20	36	3	17	2	19	3	21	3	15	3										
		Total		1,229	100	682	100	543	100	720	100	504	100										

- 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.