6. First-Year Student Results

How Students Spend Their Time

High school students spend time on many activities—studying, working, co-curriculars, socializing, etc.—and often expect to apportion their time similarly in the first year of college (Mu & Cole, 2019). However, the past is not a perfect predictor of the future. The results below show how much time your students spent in various activities during their last year of high school and their expected engagement in the same activities during their first year at your institution. At right is the correlation between the two. Some of these activities facilitate learning (e.g., studying or preparing for class), while others may distract from learning (e.g., too many hours spent working for pay).

Understanding prior experiences and expectations helps campuses align resources and support services to better serve their students.

Response frequencies: Time spent in the last year of high school vs. expected time in first year of college

Means and correlation between past engagement and expected future engagement

Studying or preparing for class

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>High School</th>
<th>Expected First-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>10%</td>
<td>10%</td>
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<tr>
<td>6-10</td>
<td>30%</td>
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<td>11-15</td>
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<td>16-20</td>
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<td>21-25</td>
<td>5%</td>
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<tr>
<td>26-30</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>More than 30</td>
<td>0%</td>
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</tr>
</tbody>
</table>

Average hours per week studying or preparing for class

Correlation between past and expected studying or preparing for class

0.51

Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)

<table>
<thead>
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<th>Hours per week</th>
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</thead>
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Average hours per week participating in co-curricular activities

Correlation between past and expected participation in co-curricular activities

0.44
Working for pay

Average hours per week working for pay

Correlation between past and expected working for pay

0.52

Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)

Average hours per week relaxing and socializing

Correlation between past and expected relaxing and socializing

0.66
Almost all students need academic help at some point. Some will seek out campus resources while others look to family and friends. Using the filters above, you can learn more about where your first-year students intend to seek academic help. This information can help your campus to better inform your students of important campus academic resources. Advisors can also use the individual student advising reports to inform students about where to go when they need help.

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

- Faculty members
- Academic advisors
- Learning support services (tutoring, writing center, ...)
- Friends or other students
- Family members
- Other persons or offices

**Advising Sources**

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<thead>
<tr>
<th>Source</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members</td>
<td>2.6</td>
<td>2.7</td>
<td>2.7</td>
<td>2.6</td>
</tr>
<tr>
<td>Academic advisors</td>
<td>2.7</td>
<td>2.7</td>
<td>2.9</td>
<td>2.6</td>
</tr>
<tr>
<td>Learning support services</td>
<td>2.9</td>
<td>2.6</td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>Friends or other students</td>
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<td></td>
</tr>
<tr>
<td>Family members</td>
<td></td>
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Your entering first-year students completed a tumultuous senior year in high school. Are you ready for their arrival on your campus? How has the past year shaped and formed their expectations and beliefs about college? Amid the uncertainty about this incoming class is a great potential to respond to their experiences and leverage institutional support. This year BCSSE included several pandemic-related questions specifically for first-year students. The results to these questions from your entering students are below. Use the filters above to dig deeper into how the pandemic has impacted groups of students. These results can be used to better inform your campus staff and faculty about the expectations and beliefs of your entering students.

Which best describes how you attended your last year of high school?

- Entirely in-person: 2%
- Mostly in-person, with...: 6%
- Mostly online, with...: 17%
- Entirely online: 75%

With regard to online and in-person courses, which of the following statements is most true for you?

- Strongly prefer in-person: 26%
- Somewhat in-person: 28%
- No preference: 18%
- Somewhat online: 16%
- Strongly prefer online: 12%

How optimistic are you about having a successful first year of college or university?

- Very optimistic: 35%
- Moderately optimistic: 39%
- Somewhat optimistic: 25%
- Not at all optimistic: 1%

As a result of the COVID-19 pandemic, to what extent, if any, has your concern about the following increased?

- Future opportunities: 20%
- Ability to socialize: 40%
- Ability to pay bills: 60%
- Having enough food: 80%
- Your health and safety: 100%
- Friends' or family's health and safety: 20%
- Inadequate medical care: 40%

As a result of the COVID-19 pandemic, to what extent, if any, have you experienced an increase in the following?

- Depression: 20%
- Hopelessness: 40%
- Inability to concentrate: 60%
- Loneliness: 80%
- Mental exhaustion: 100%
- Sleeping difficulty: 100%
To what extent, if any, has the COVID-19 pandemic interfered with the following?

- Your college plans
- Your ability to succeed as a student
- Your ability to pay for college and living expenses

Options: Very much, Quite a bit, Some, Very little, Not at all

Results:
- Your college plans: 84.3% not at all, 40% not at all
- Your ability to succeed as a student: 60% not at all, 40% not at all
- Your ability to pay for college and living expenses: 20% not at all, 40% not at all