

ADDENDUM

**BEGINNING COLLEGE SURVEY OF
STUDENT ENGAGEMENT**

2012 OSU RESULTS

**High Achieving High School Students
(Cum HS GPA \geq 3.75)**

(Student Affairs Research Report, 01-13)

Rebecca A. Sanderson, PhD
Director
Student Affairs Research, Evaluation, and Planning

February, 2013

In order to support the OSU High Achieving Student Initiative, the following information from the 2012 Beginning College Survey of Student Engagement is provided so that the experiences in high school and the expectations for their first college year can be better understood.



Table of Contents

	Page
Introduction	1
Results.....	1
Characteristics of High Achievers	1
High School Experiences.....	2
Involvement in High School Activities	5
Academic Involvement in High School.....	6
Academic Expectations	12
Expected Academic Involvement in First College Year	12
Expected Integrative Activity during First College Year.....	22
Expectations of Difficulty in First College Year.....	25
Importance of OSU Providing in First College Year	28
Summary	31
Recommendations	33

ADDENDUM BEGINNING COLLEGE SURVEY OF STUDENT ENGAGEMENT

2012 OSU RESULTS

HIGH ACHIEVING HIGH SCHOOL STUDENTS (Cum HS GPA \geq 3.75)

(Student Affairs Research Report, 01-13)

INTRODUCTION

This document is an addendum to the 2012 Beginning College Survey of Student Engagement (BCSSE) Report. It specifically reports on the incoming students who completed the BCSSE and who had a high school grade point average of 3.75 or better. These students are labeled “High Achievers” in the report, tables, and figures. Those labeled as “Other than High Achievers” also completed the BCSSE but had a high school grade point average of below 3.75. The label, “All Participants” includes all entering first year students that completed the BCSSE.

Specific information about the BCSSE, its administration at OSU, and data analysis are provided in the 2012 BCSSE report at:

http://oregonstate.edu/studentaffairs/sites/default/files/docs/assessment/2012_beginningcollege_surveyofstudentengagementreport.pdf

RESULTS

This report is divided into sections for ease of reporting and does not contain responses to all the questions on the BCSSE. Rather specific questions were chosen based upon input from Enrollment Management and others involved in the High Achiever Initiative at OSU.

The Results sections include: Characteristics of High Achievers, High School Experiences, Involvement in High School Activities, Academic Involvement in High School, Academic Expectations, Expected Academic Involvement in First College Year, Expected Integrative Activity during First College Year, Expectations of Difficulty in First College Year, and Importance of OSU Providing in First College Year.

Characteristics of High Achievers

As expected entering students categorized as high achievers (HS GPA \geq 3.75) were similar in terms of demographic characteristics. Table 1 below contains the percent of students in each category of specific demographic information. Nearly all entering students reported that they were full-time (99%) regardless of whether or not they were high achievers. About 10% more female students than male students were high achievers. A little over one-third of high achieving students were first generation status with nearly the same percent of other than high achievers reporting likewise. About 30% of high achievers were Pell eligible as was the other than high achiever group. The OSU colleges that reported the highest percentages of high achievers were Engineering (33%), Science (25%), Honors College (15%), and Public Health and Human Sciences (11%).

There was no real difference between distance from home or from which type of high school students graduated.

Table 1: Characteristics of High Achievers

Characteristics		High Achievers Percent	Other than High Achievers Percent	All Participants Percent
Enrollment Status				
	Full-Time	99	99	99
Sex				
	Female	56	45	49
	Male	45	55	51
Race				
	American Indian or other Native American	0	2	1
	Asian, Asian American, or Pacific Islander	12	12	12
	Black or African American	1	2	2
	White (non-Hispanic)	76	68	71
	Mexican or Mexican American	2	6	5
	Puerto Rican	0	0	0
	Other Hispanic or Latino	1	2	2
	Multiracial	4	5	5
	Other	1	1	1
	I prefer not to respond	2	2	2
First Generation Status				
	Yes	34	35	34
International or Foreign Student				
	Yes	1	1	1
Pell Eligible (reported in Banner)				
	Yes	30	30	30
OSU College (reported in Banner)				
	Agricultural Sciences	6	5	5
	Business/Pre-Business	8	14	12
	Earth, Ocean & Atmospheric Sciences	2	1	1
	Education	6	7	6
	Engineering	33	26	29
	Forestry	2	2	2
	Public Health and Human Sciences	11	10	10
	Liberal Arts	9	6	8
	Science	25	16	19
	University Honors College	15	0	5
	University Exploratory Studies Program	7	10	9
Distance From Home				
	50 miles or less	24	20	21
	51 miles-200 miles	54	52	53
	201 miles or more	23	28	26
Graduated From Type of High School				
	Public	93	88	90
	Private, religiously-affiliated	6	10	8
	Private, independent	1	0	1
	Home school	0	0	0
	Other (e.g., GED)	0	0	0

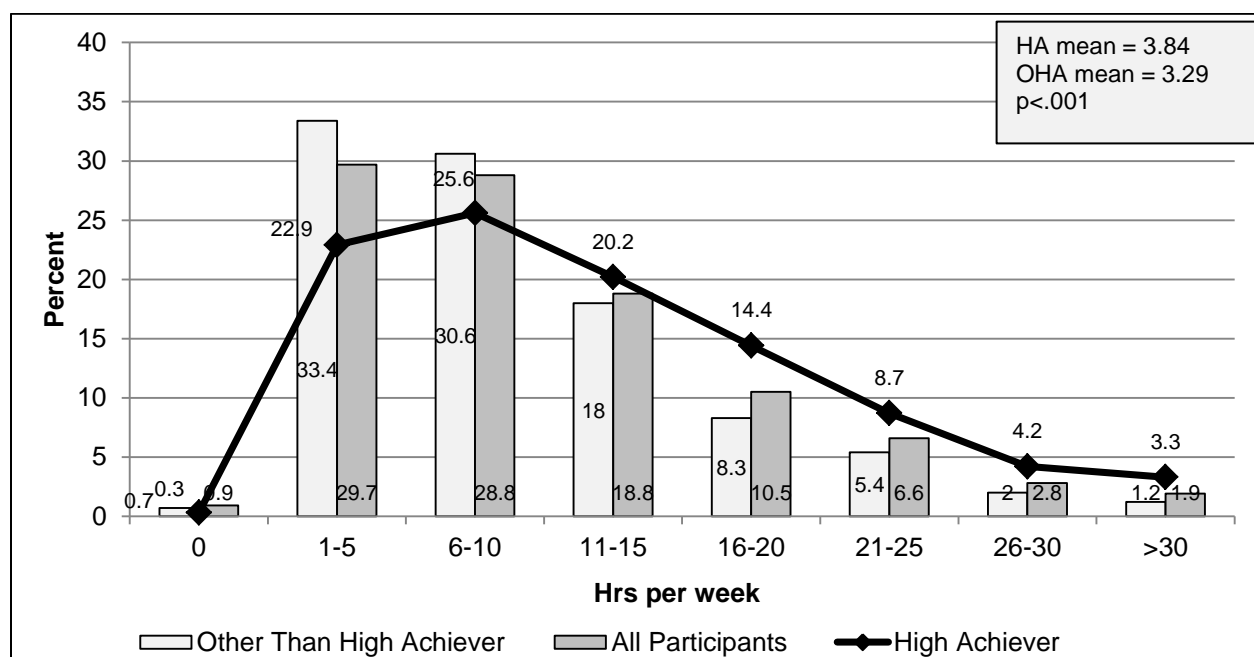
High School Experiences

This section of the report focused on use of time in high school, involvement in high school activities, and academic involvement in high school.

Use of Time in Last Year of High School

Overall high achievers (HA) devoted significantly more ($p < .001$) time to preparing for class than did the other than high achiever (OHA) group. Figure 1 contains the frequency distributions of responses for the high achievers, the other than high achievers and all participants as well as the high achievers and other than high achievers mean and significance level results from the independent T-test.

Figure 1: Last Year of High School: Preparing for class (studying, doing homework, rehearsing, etc.)



Students categorized in the other than high achiever group reported devoting significantly more time in their last year of high school working for pay than did the high achiever group. Figure 2 below contains the frequency distribution of responses for the high achievers, the other than high achiever groups and all participants. In addition, the high achiever mean and the other than high achiever mean is reported along with the significance level from the independent T-test.

The high achieving students reported significantly more time spent on average than did the other than high achieving students participating in co-curricular activities (e.g., clubs, athletics, etc.). Figure 3 contains the frequency distribution for high achievers, other than high achievers, and all participants on this question. Additionally the means and level of significance are also reported in Figure 3.

Figure 4 contains the frequency distribution for student reports of time spent relaxing and socializing in their last high school year. Other than high achievers reported significantly more

time engaged in these activities than did the high achiever group as the means and significance levels indicate.

Figure 2: Last Year of High School: Working for pay (before or after school, weekends)

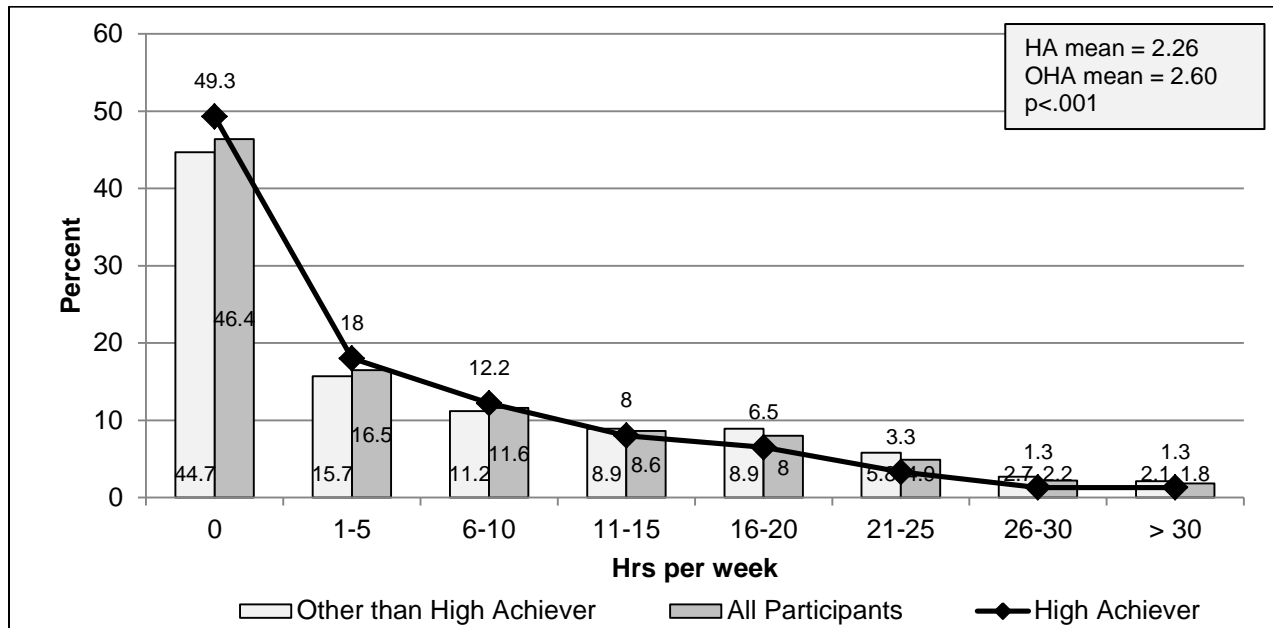
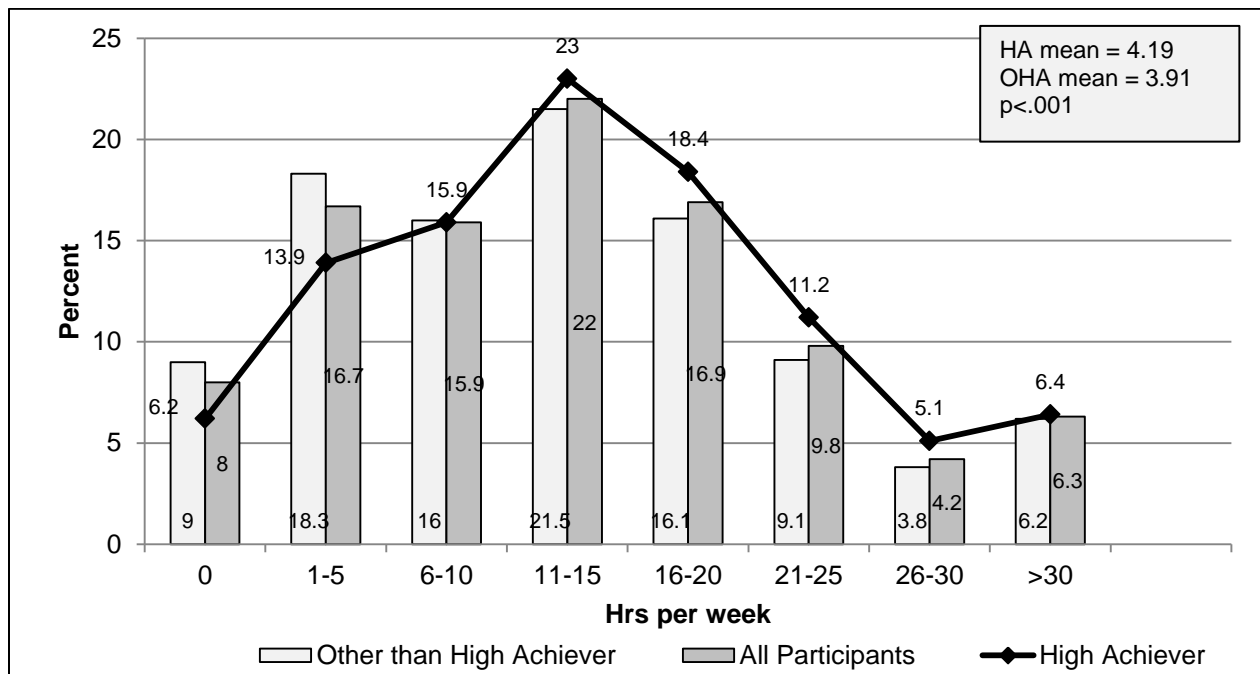
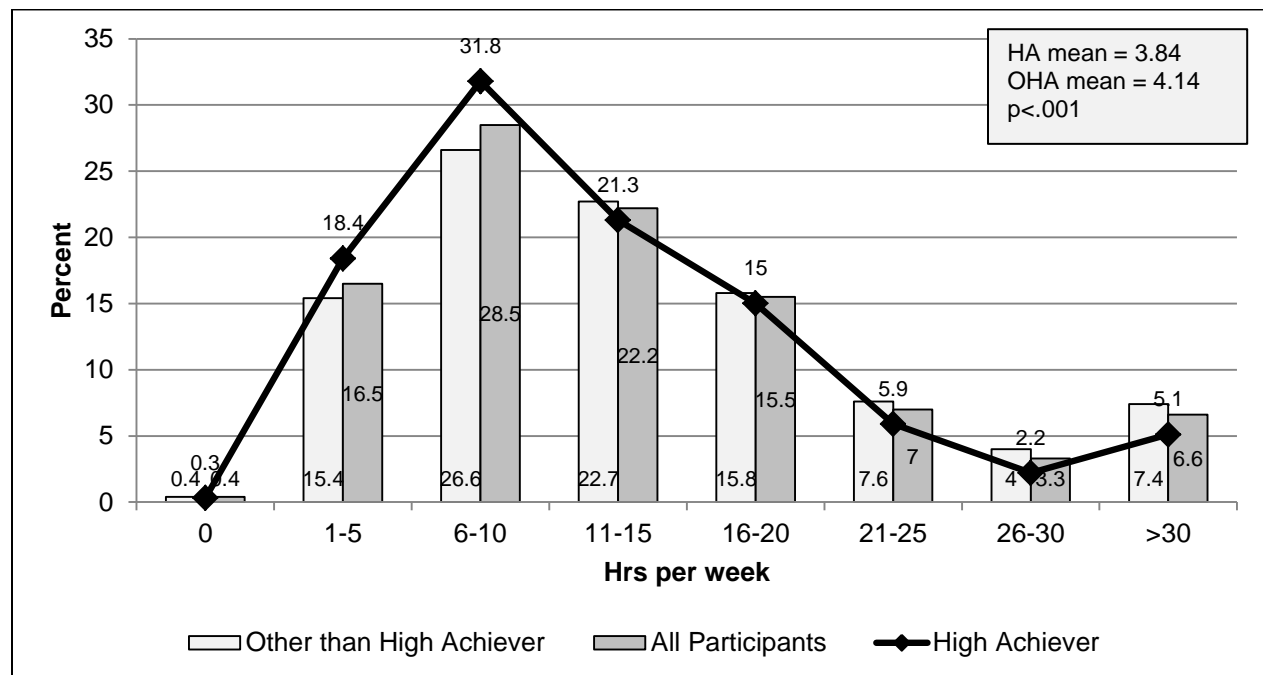


Figure 3: Last Year of High School: Participating in co-curricular activities (arts, clubs, athletics)



Thus, high achieving students reported significantly more time spent on preparing for class and participating in co-curricular activities than did the other than high achieving students. Likewise, the other than high achieving students reported significantly more time spent working for pay and relaxing and socializing than did the high achieving students.

Figure 4: Last Year of High School: Relaxing and socializing (watching TV, partying, etc.)



Involvement in High School Activities

High achieving students reported that they devoted significantly more time to participation in co-curricular activities in their last high school year than did the other than high achievers. Table 2 below contains the co-curricular activity options and student rating of high involvement. Highlighted activities are those in which high achieving students reported significantly more involvement on average than did the other than high achieving students.

Table 2: During your high school years, how involved were you in the following activities at your school or elsewhere?

Activities	HA %	OHA %	All %	HA Mean	OHA Mean	p Value
	Combined rating of 5 or 6 (1 Not involved, 6 Highly involved)					
Performing or visual arts programs (band, chorus, theater, art, etc.)	23	18	20	2.59	2.34	p<.001
Athletic teams (varsity, junior varsity, club sports, etc.)	55	50	52			
Student government	16	7	10	1.95	1.68	p<.001
Publications (student newspaper, yearbook, etc.)	6	5	5			
Academic honor societies	36	10	19	3.59	1.93	p<.001
Academic clubs (debate, mathematics, science, etc.)	9	6	7			
Vocational clubs (business, health, technology)	8	7	8			
Religious youth groups	16	10	12	2.16	1.87	p<.001
Community service or volunteer work	46	33	38	4.24	3.69	p<.001

High achieving students reported significantly more involvement than other than high achieving students in:

- Performing or visual arts programs
- Student government
- Academic honor societies
- Religious youth groups
- Community service or volunteer work.

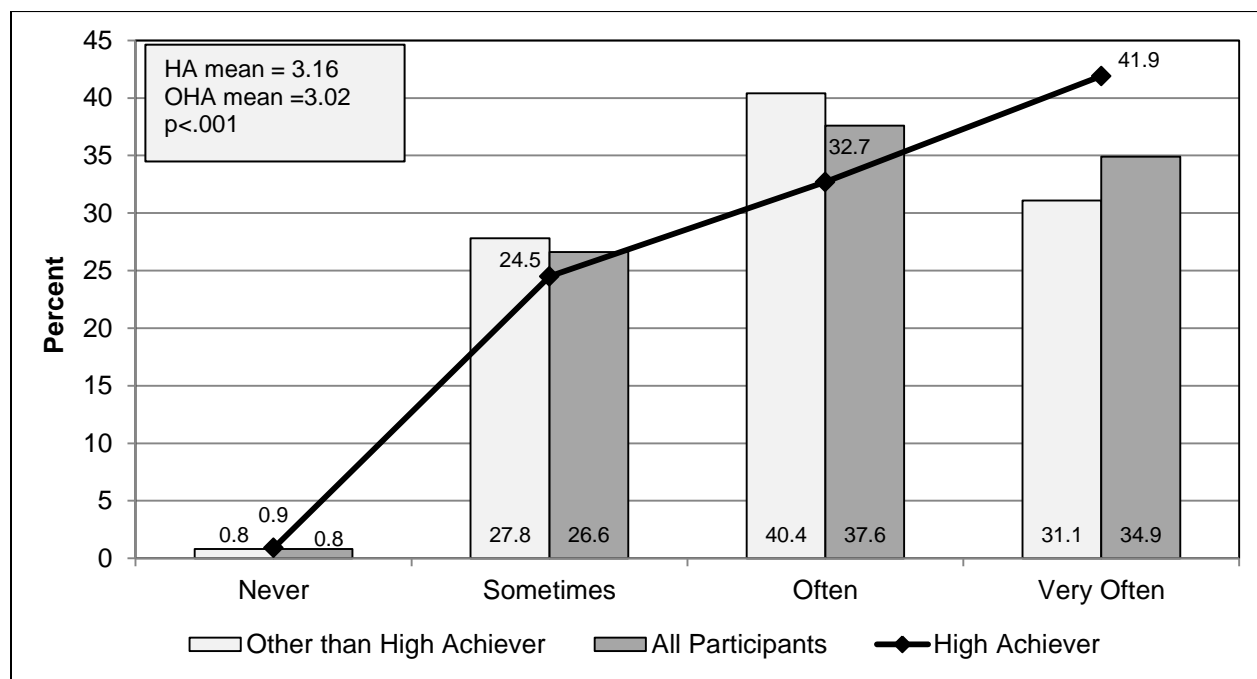
There was no significant difference in reported mean involvement in the other activities listed.

Academic Involvement in High School

This section is focused on student reports of their engagement in various academically-related behaviors during their last year of high school.

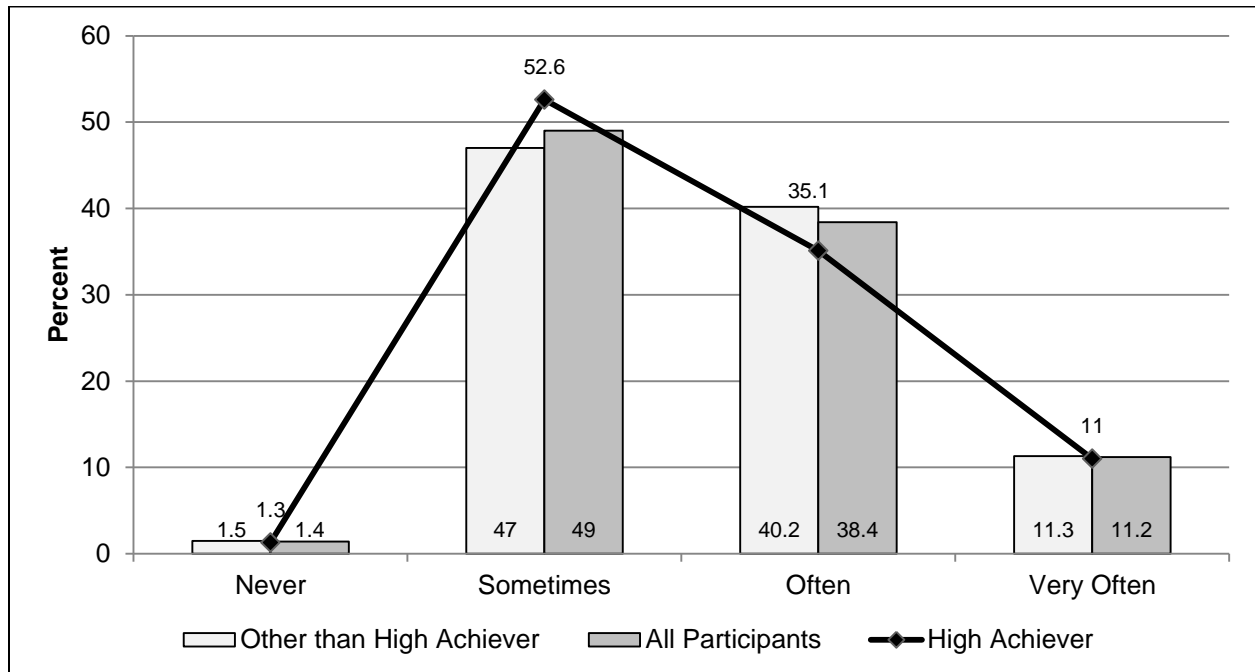
High achieving students reported significantly more involvement in class discussions and asking questions in class than did the other than high achieving students. Figure 5 below contains the frequency distribution of high achievers, other than high achievers and all participants as well as the means and level of significance.

Figure 5: During last year of high school: Asked questions in class or contributed to class discussions



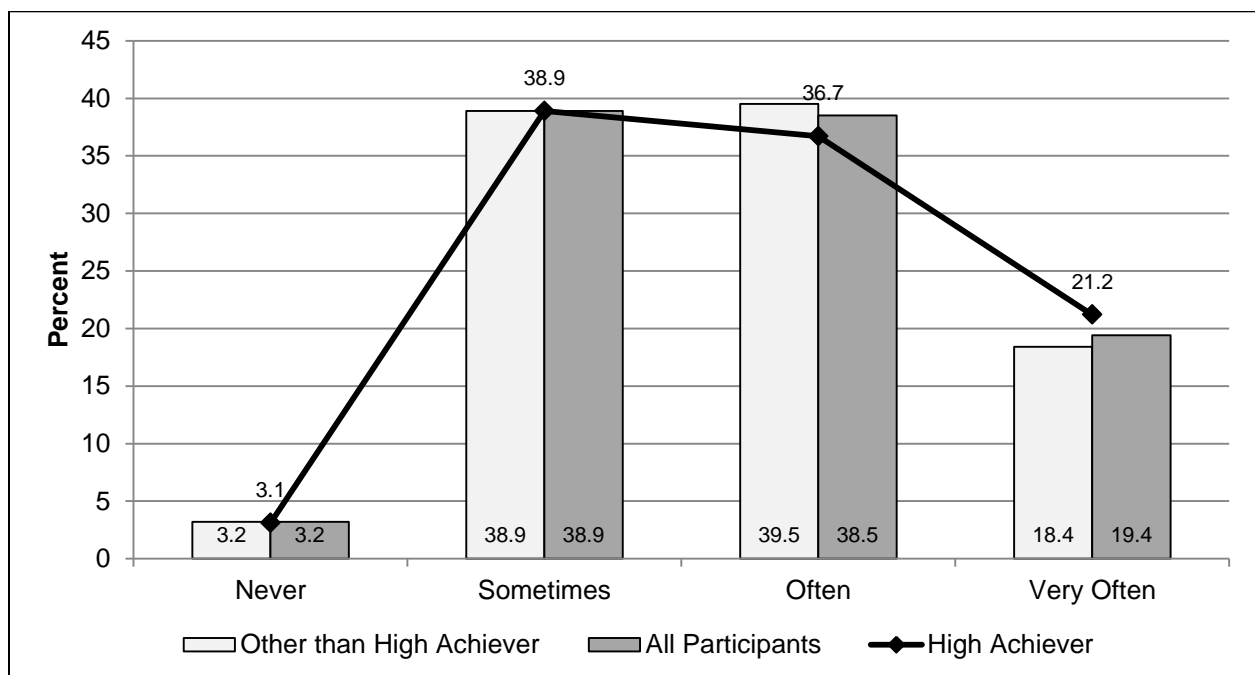
High achieving students and other than high achieving students reported little difference in making class presentations. Most students reported that they made presentations sometimes or often during their last year of high school. Only about 11% of students reported engaging in this behavior very often in their last year. Figure 6 below contains the frequency distribution for this item.

Figure 6: During last year of high school: Make a class presentation



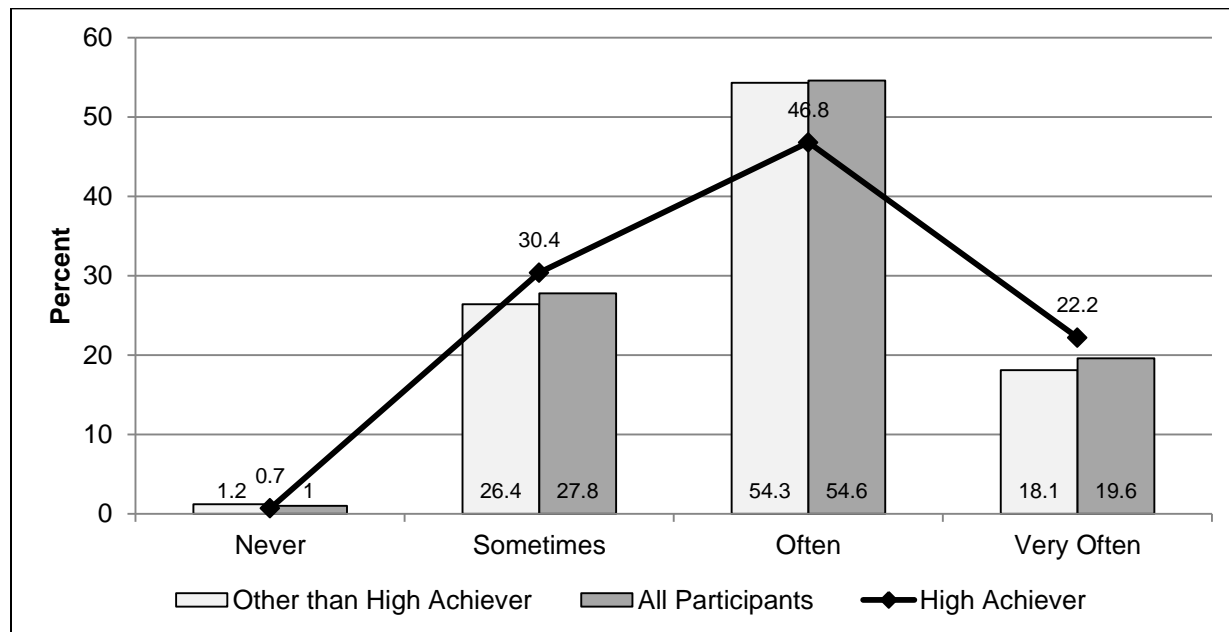
Again, high achievers and other than high achievers reported no difference in their level of involvement in discussing grades or assignments with a teacher during their last year of high school. The majority of students reported that they engaged in this behavior sometimes or often during their last year. See Figure 7 below.

Figure 7: During last year of high school: Discussed grades or assignments with a teacher



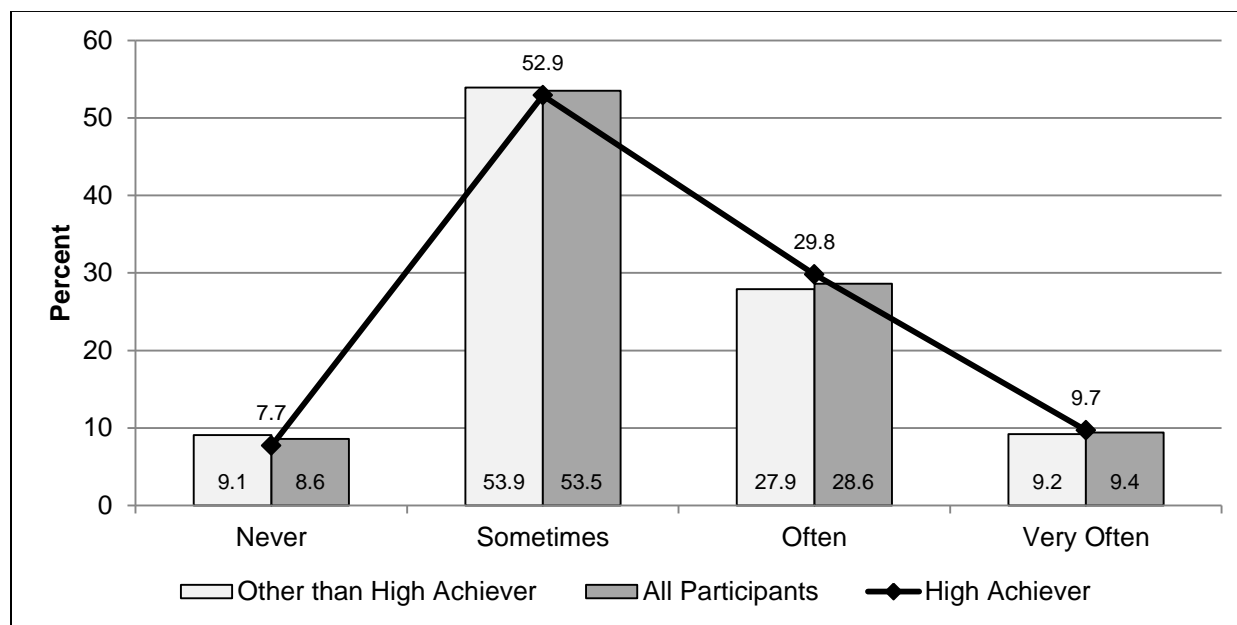
About 69% of students reported working with other students on projects during class in their last high school year often or very often. There was no difference in the comparison between high achieving students and other than high achievers on this behavior.

Figure 8: During last year of high school: Worked with other students on projects during class



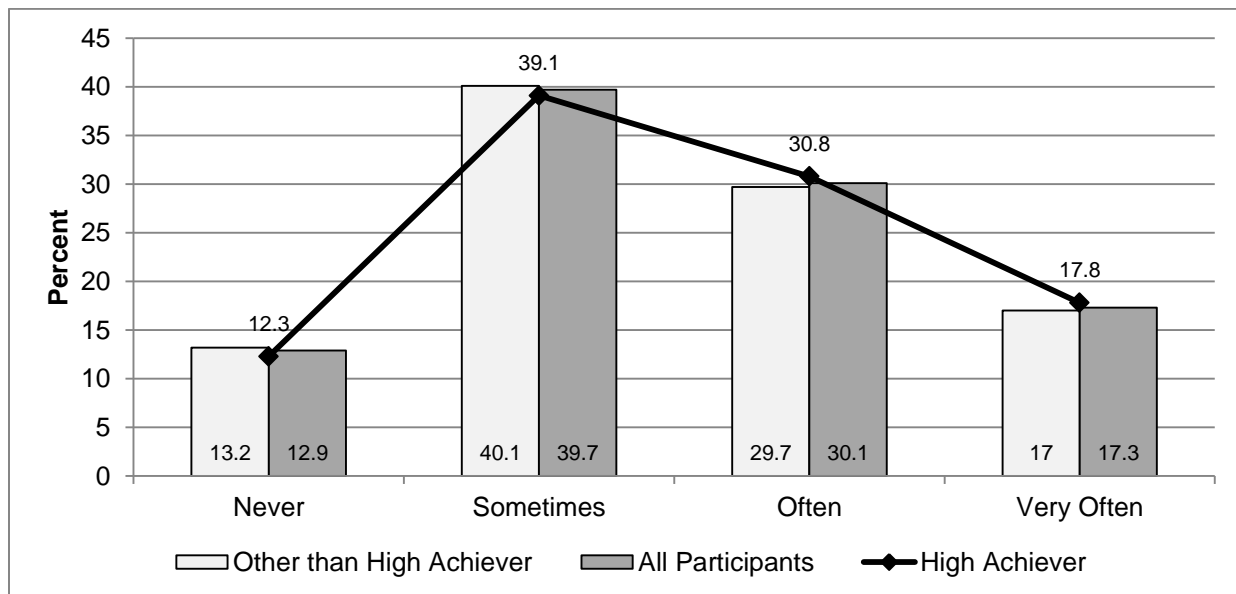
To a lesser degree students reported working with classmates outside of class to prepare assignments. There was no difference between high achievers and other than high achievers on this item. Most students reported that sometimes they engaged in this behavior but less than 10% reported that they did this very often.

Figure 9: During last year of high school: Worked with classmates outside of class to prepare class assignments



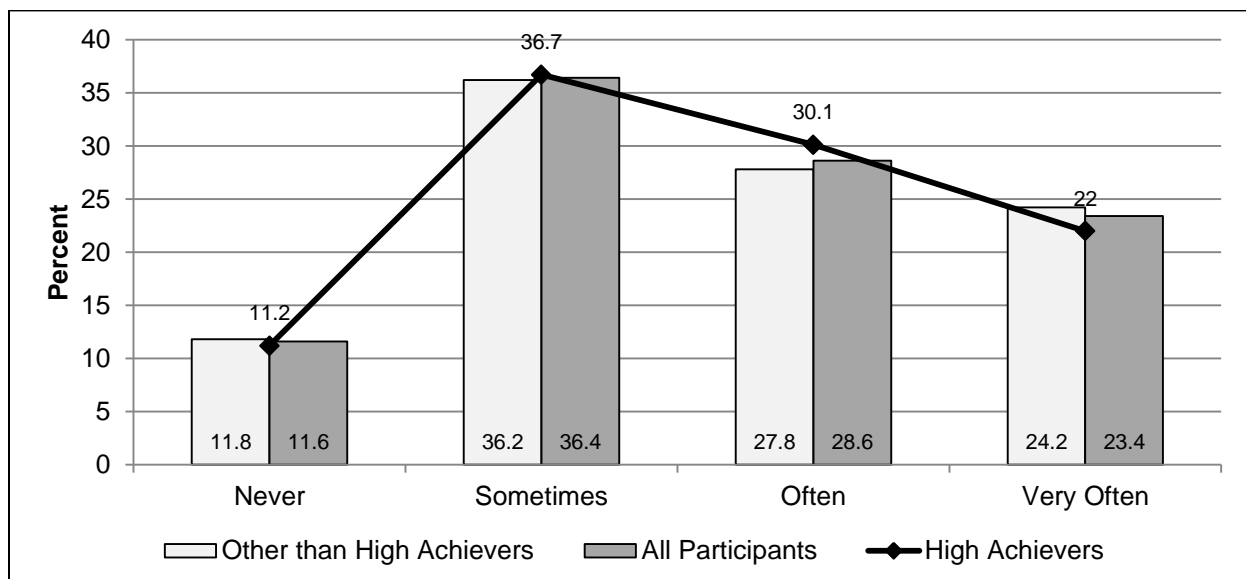
Most students reported that at least sometimes they had prepared two or more drafts of a paper or assignment before turning it in. There was no difference between high achievers and other than high achiever students on this item. Figure 10 below contains the frequency distribution on this item.

Figure 10: During last year of high school: Prepared two or more drafts of a paper or assignment before turning it in



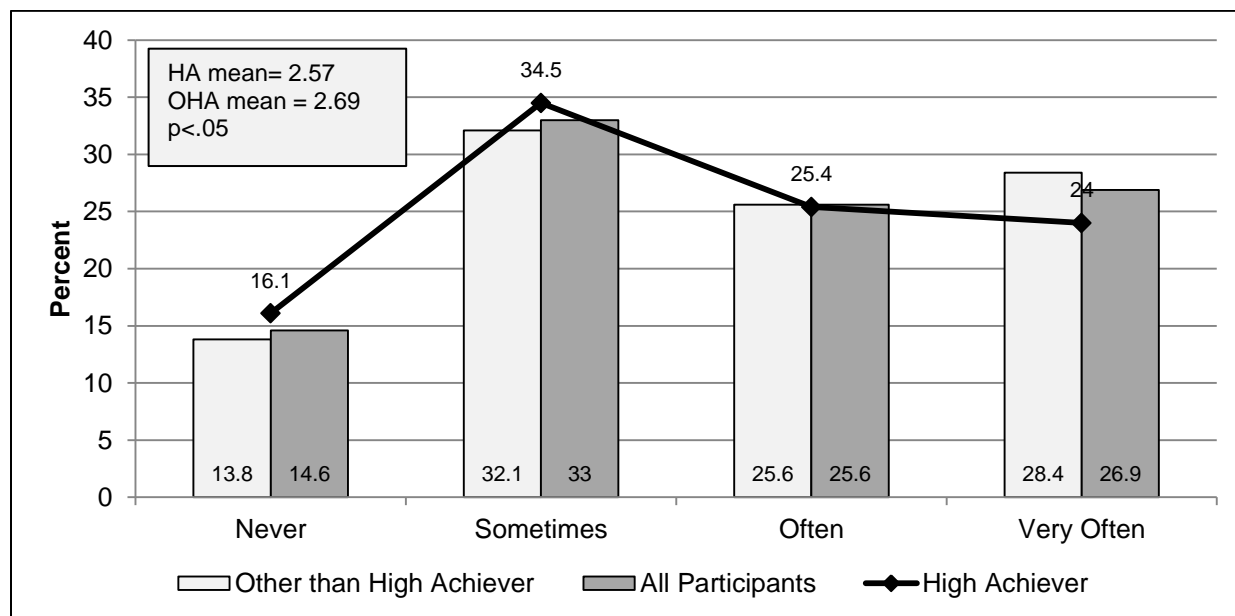
About 52% of students reported that they had had serious conversations with students who were very different from them in terms of their religious beliefs, political opinions or personal values. Figure 11 below contains the frequency distribution for this item. Further there was no difference between high achievers and other than high achievers on this item.

Figure 11: During last year of high school: Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values



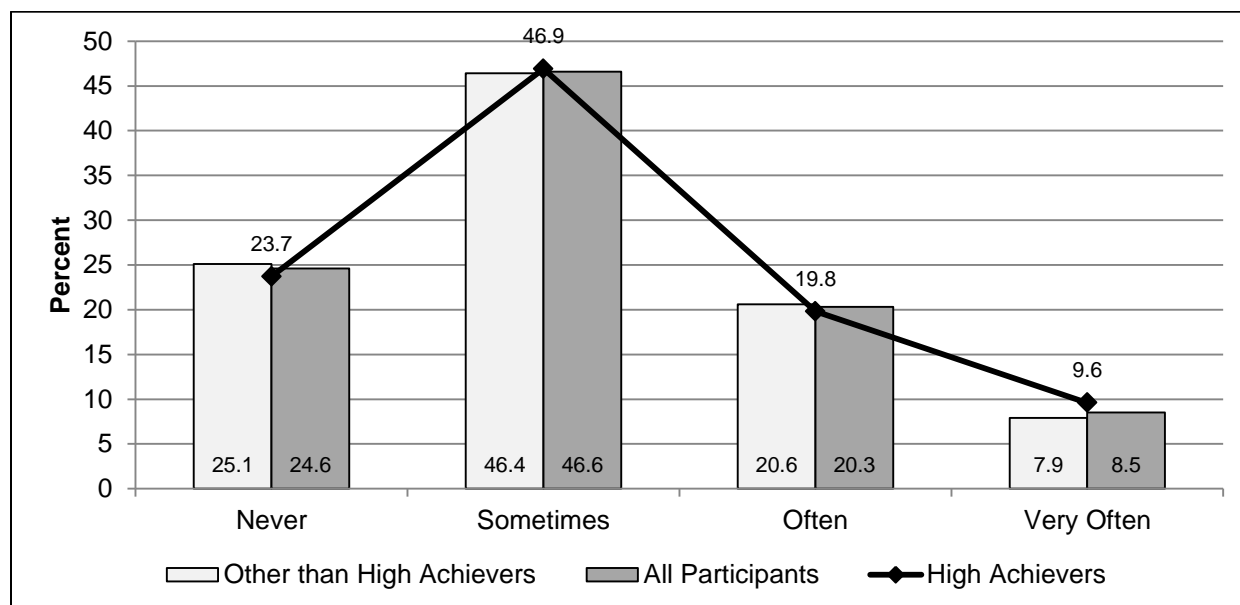
About 50% of students reported that they often or very often had serious conversations with students of a different race or ethnicity than their own. The other than high achiever group reported significantly more of these conversations than did the high achiever group. Figure 12 contains the frequency distribution and means/significance levels for this item.

Figure 12: During last year of high school: Had serious conversations with students of a different race or ethnicity than your own



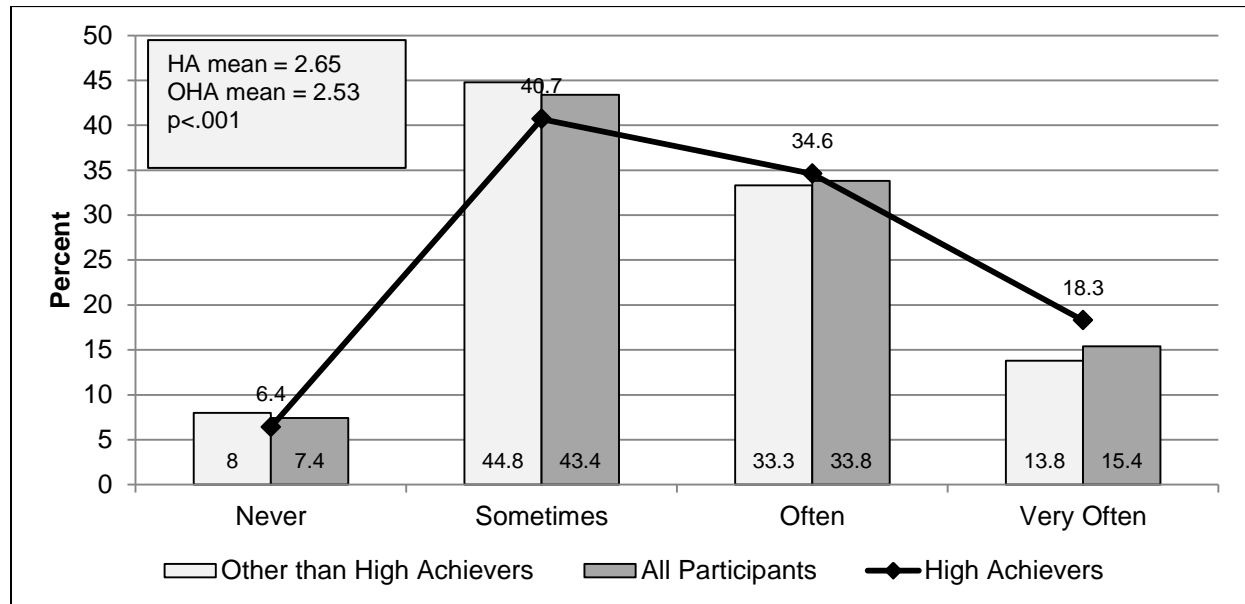
Most students reported that they sometimes discussed ideas from readings or classes with teachers outside of class. There were no differences between the high achiever group and the other than high achiever group. See Figure 13 below.

Figure 13: During last year of high school: Discussed ideas from your readings or classes with teachers outside of class



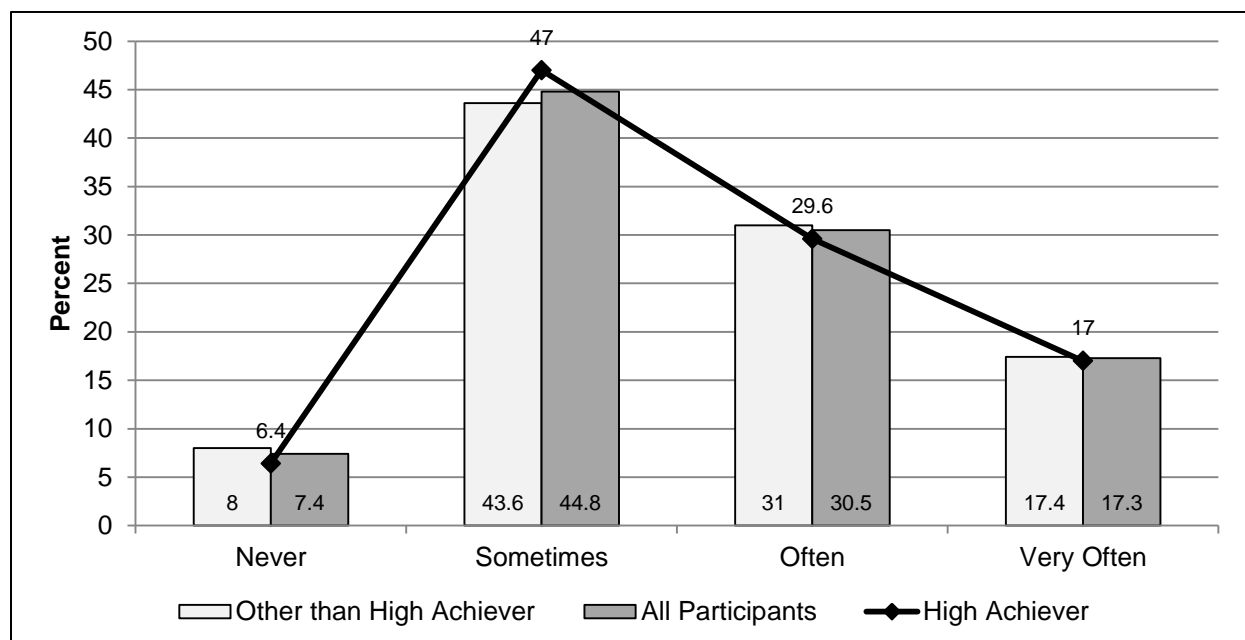
High achieving students reported discussing ideas from readings or classes significantly more than did the other than high achieving students. Figure 14 below contains the frequency distribution as well as the means and p value for this item.

Figure 14: During last year of high school: Discussed ideas from your readings or classes with others outside of class (students, family members, etc.)



High achieving students and other than high achieving students reported similarly on talking with a counselor, teacher, or other staff member about college or career plans during their last high school year. See Figure 15.

Figure 15: During last year of high school: Talked with a counselor, teacher or other staff member about college or career plans



Academic Expectations for First College Year

Regardless of group, most (93%) students expected to achieve at least a B average during their first college year. They further overwhelmingly (88%) expected to graduate from OSU. Most also expected to achieve at least a Bachelor's degree with about a third expecting to complete a Master's degree and about one-fourth expecting to complete a Doctoral degree. See Table 3 below.

Table 3: Academic Expectations

Category	Responses	High Achievers Percent	Other than High Achievers Percent	All Participants Percent
Expected first year grades	A	24	10	15
	A-	41	24	30
	B+	19	26	24
	B	13	30	24
	B-	2	6	5
	C+	2	0	1
	C	0	1	1
	C- or below	0	0	0
Intend to graduate from OSU	No	1	1	1
	Yes	90	87	88
	Uncertain	9	12	11
Highest academic degree intended from any college	Associate's	1	0	1
	Bachelor's	27	33	31
	Master's	34	33	33
	Doctoral	18	25	20
	Uncertain	14	15	15

Expected Academic Involvement in First College Year

This next section contains information comparing high achievers with other than high achievers on questions concerning academic involvement expected in the first year. It also contains information comparing involvement in the last year of high school with expected first college year involvement.

Approximately 68% of high achieving students expected to ask questions in class or contribute to class discussion often or very often in their first college year. Approximately 70% of other than high achievers reported likewise. Using a t-test to compare means between high achievers and other than high achievers showed no significant difference. See Figure 16.

However, in comparing high achiever student reports of last year of high school involvement with expected first year involvement on this item, there was a significant difference in means ($p < .001$). High achievers reported significantly higher involvement in classes in their last year of high school than they expected in their first college year. See Figure 17.

Figure 16: Expected first year: Ask questions in class or contribute to class discussions

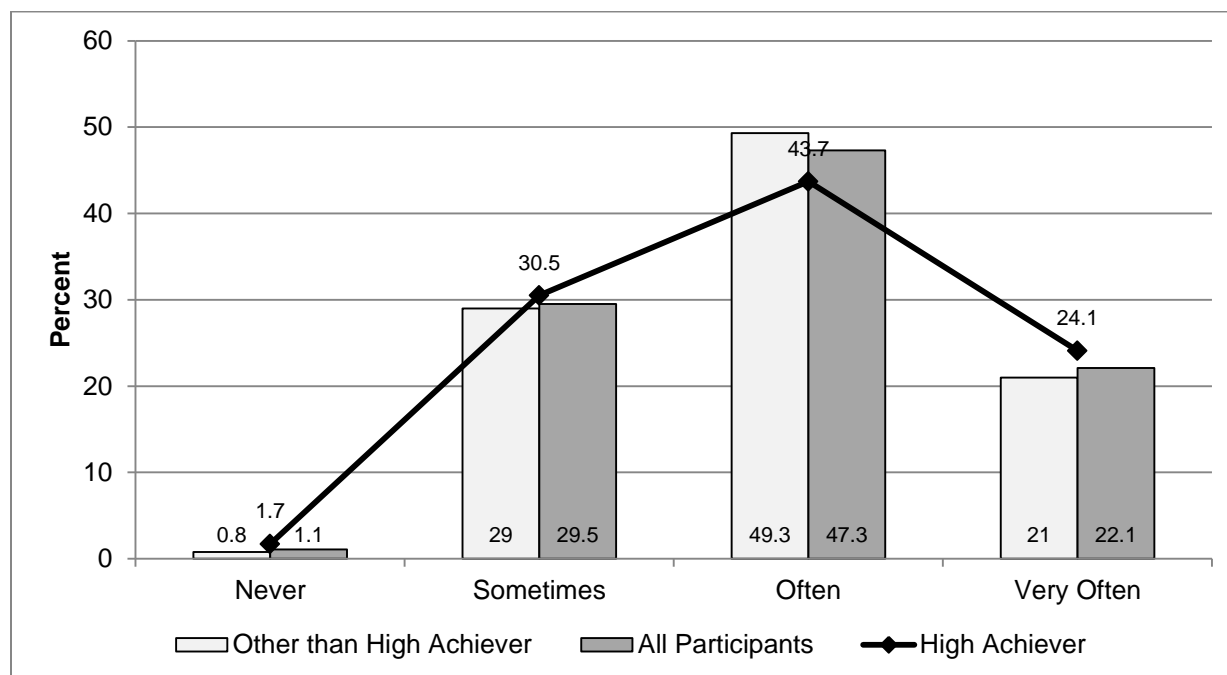
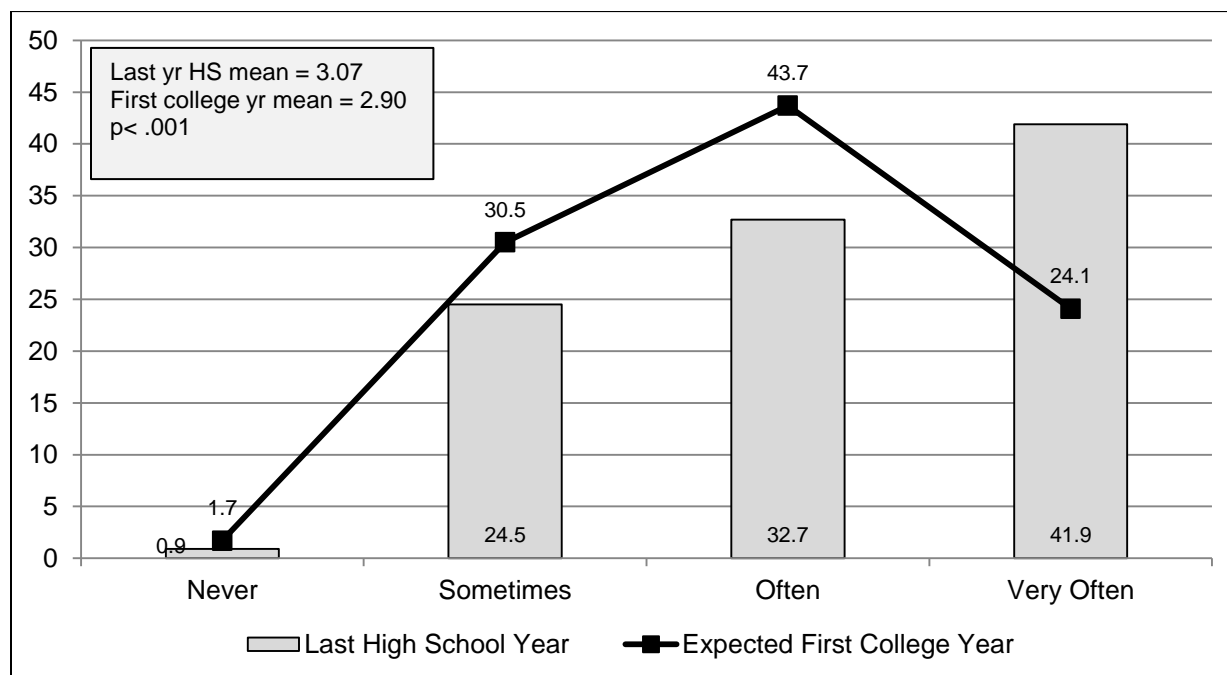
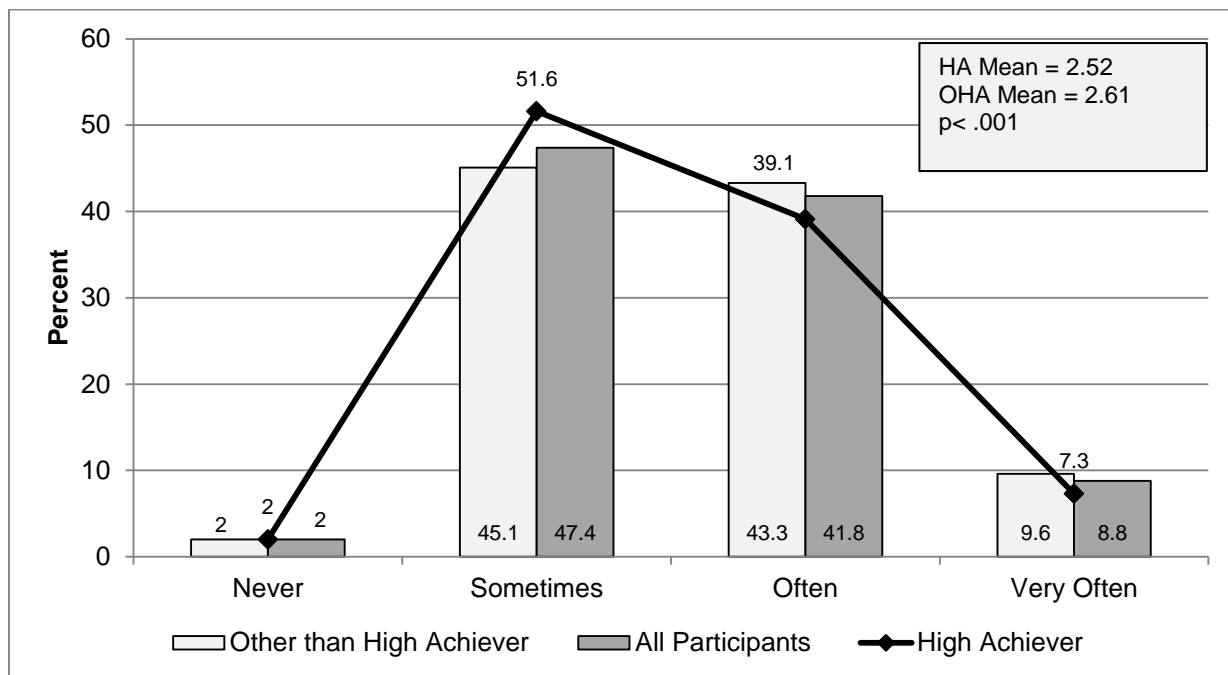


Figure 17: High Achiever: Expected first year and did last year of high school: Ask questions in class or contributed to class discussions



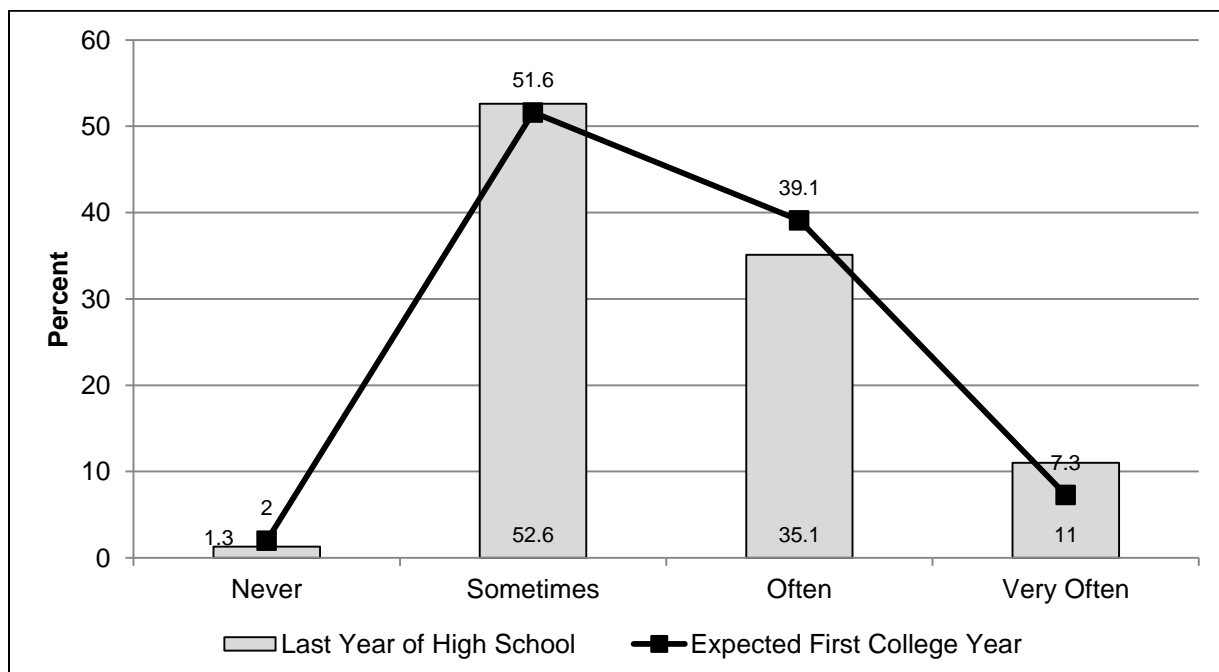
High achievers expected to make a class presentation in their first year significantly less ($p < .001$) than did the other than high achiever group. About 52% of other than high achievers expected to often or very often make a class presentation in their first college year, while only about 46% of high achievers reported likewise. See Figure 18 below.

Figure 18: Expected first year: Make a class presentation



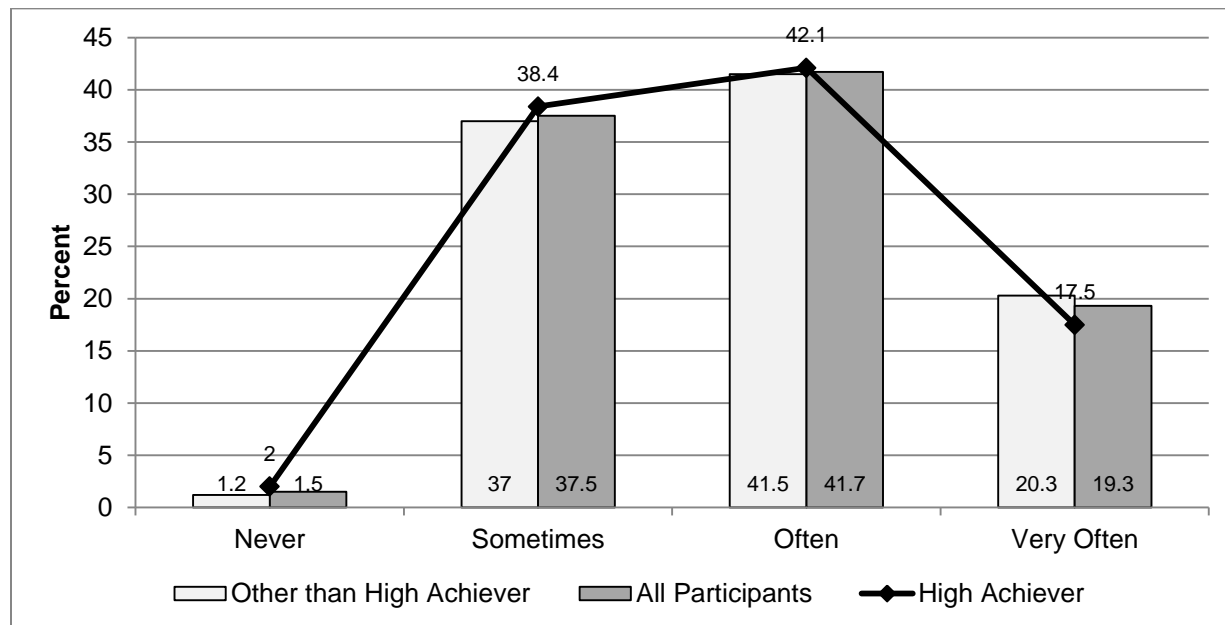
Comparing what high achievers reported doing in high school concerning class presentations and their expectations for their first college year showed no significant difference between what they reported for high school and their expectations for college. Approximately 46% reported that they often or very often made a class presentation in high school and about the same percentage expected to often or very often do so in college.

Figure 19: High Achievers: Expected first year and did last year of high school: Make a class presentation



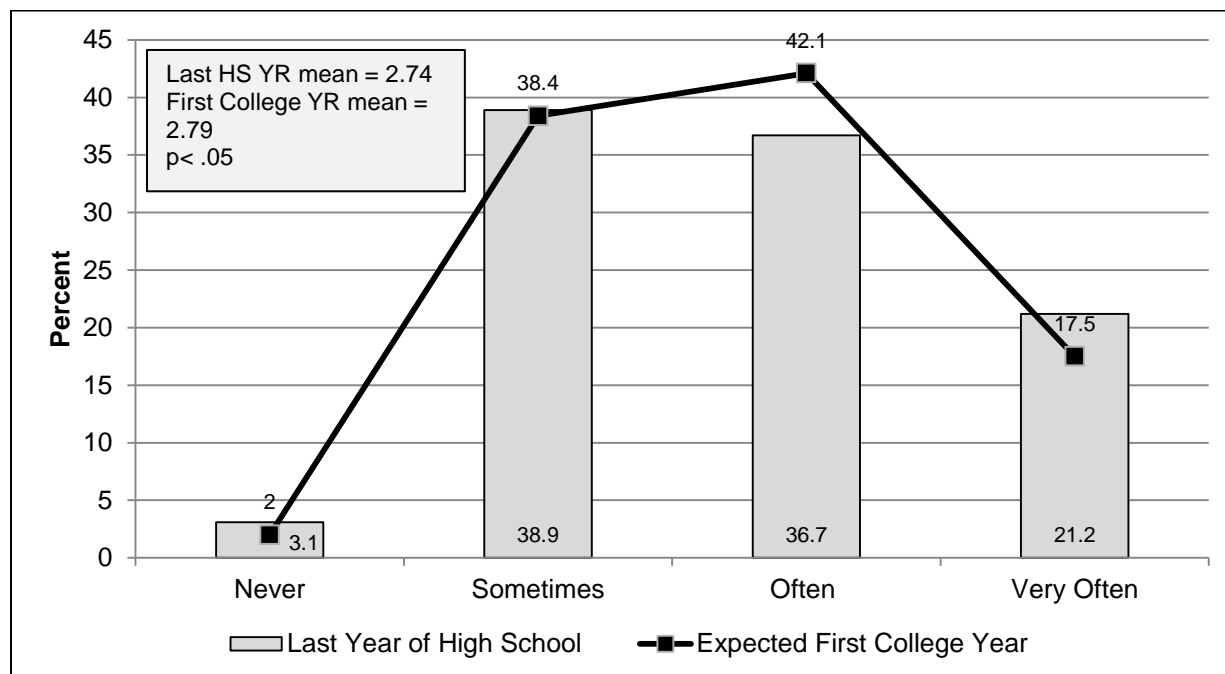
Most students expected to discuss grades or assignments with an instructor at least sometime during their first college year. There was no difference between high achieving students and other than high achieving students on this item. See Figure 20.

Figure 20: Expected first year: Discussed grades or assignments with an instructor



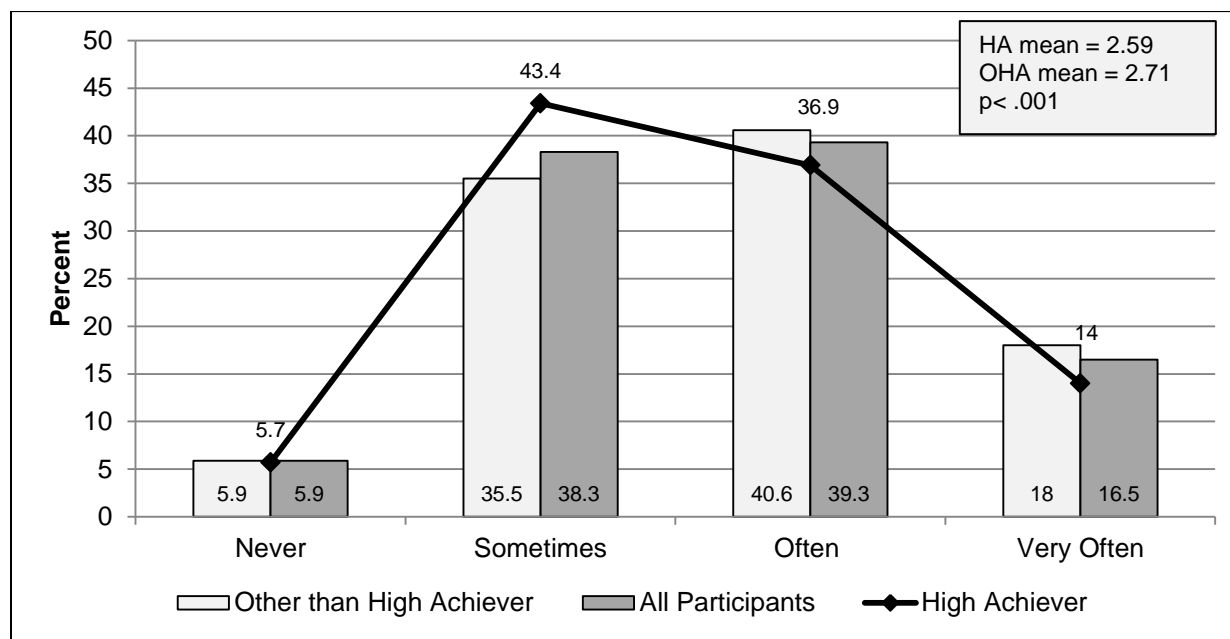
High achieving students expected to discuss grades and assignments with instructors during their first college year significantly more ($p < .05$) than they did in their last year of high school.

Figure 21: High Achiever: Expected first college year and did last year of high school: Discussed grades or assignments with an instructor



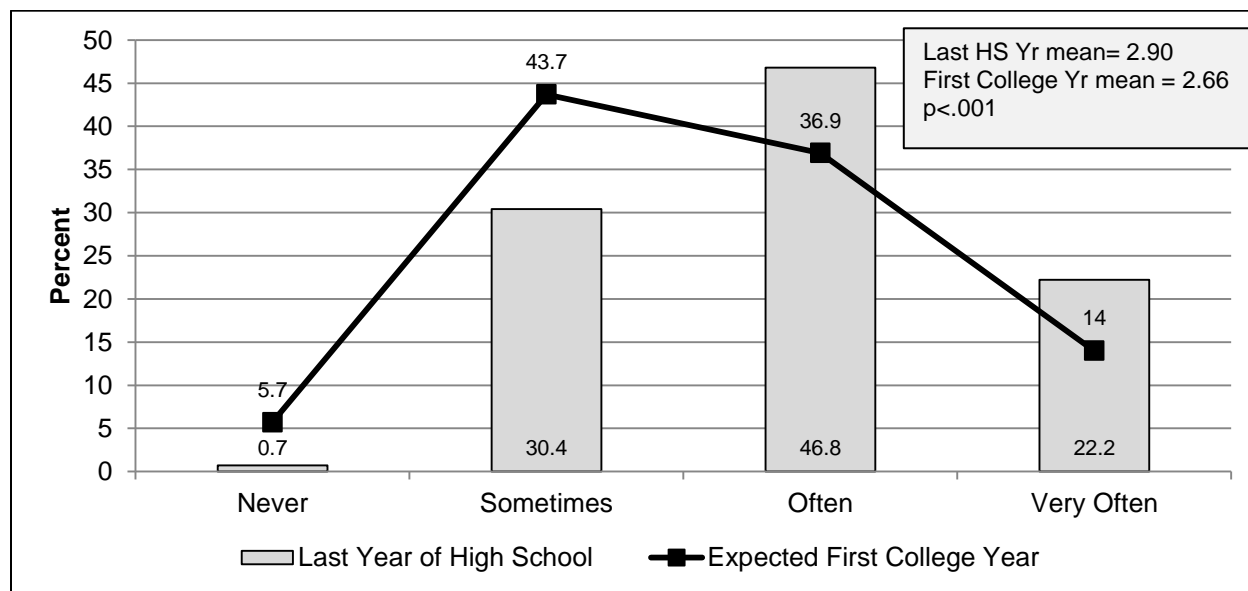
Other than high achievers expected to work during their first college year with other students on projects during class significantly more ($p < .001$) than did the high achiever group. About 58% of the other than high achiever group reported these expectations often or very often while only about 50% of high achievers held the same expectation.

Figure 22: Expected first year: Worked with other students on projects during class



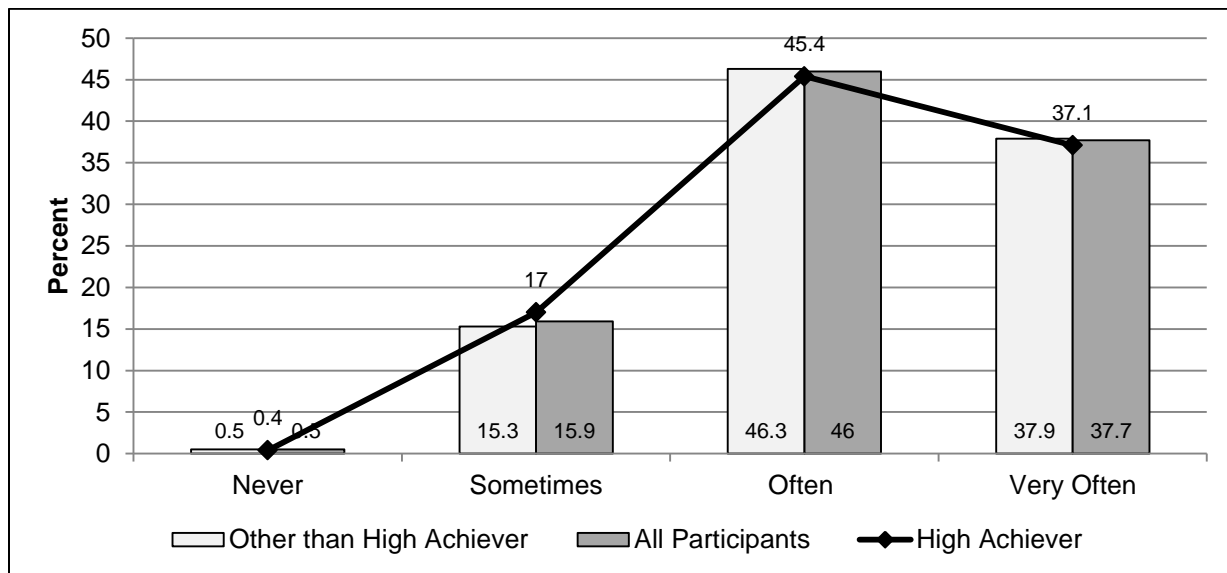
Further, high achievers expected to engage in this behavior significantly less ($p < .001$) in their first year of college than they had done in their last year of high school. About 50% expected to do this often or very often in their first college year while about 69% reported likewise for their last high school year.

Figure 23: High Achiever: Expected first college year and did last year of high school: Worked with other students on projects during class



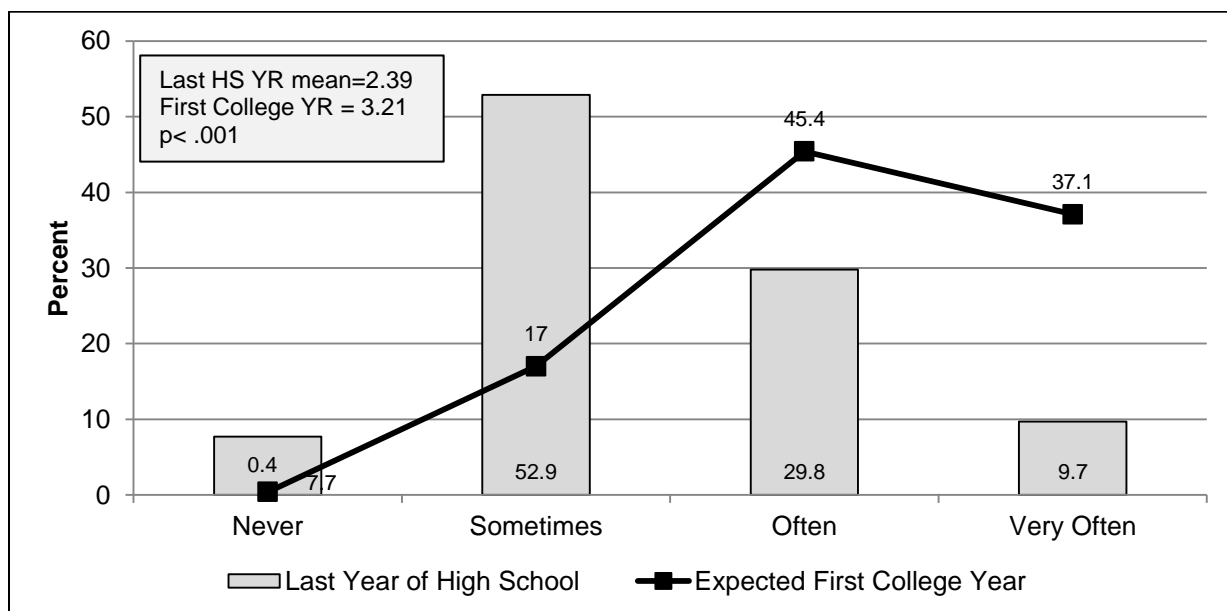
High achievers and other than high achievers did not differ significantly in their expectations for their first college year regarding working with classmates outside of class to prepare class assignments. Over 80% of students expected to do this often or very often during their first year.

Figure 24: Expected first college year: Worked with classmates outside of class to prepare class assignments



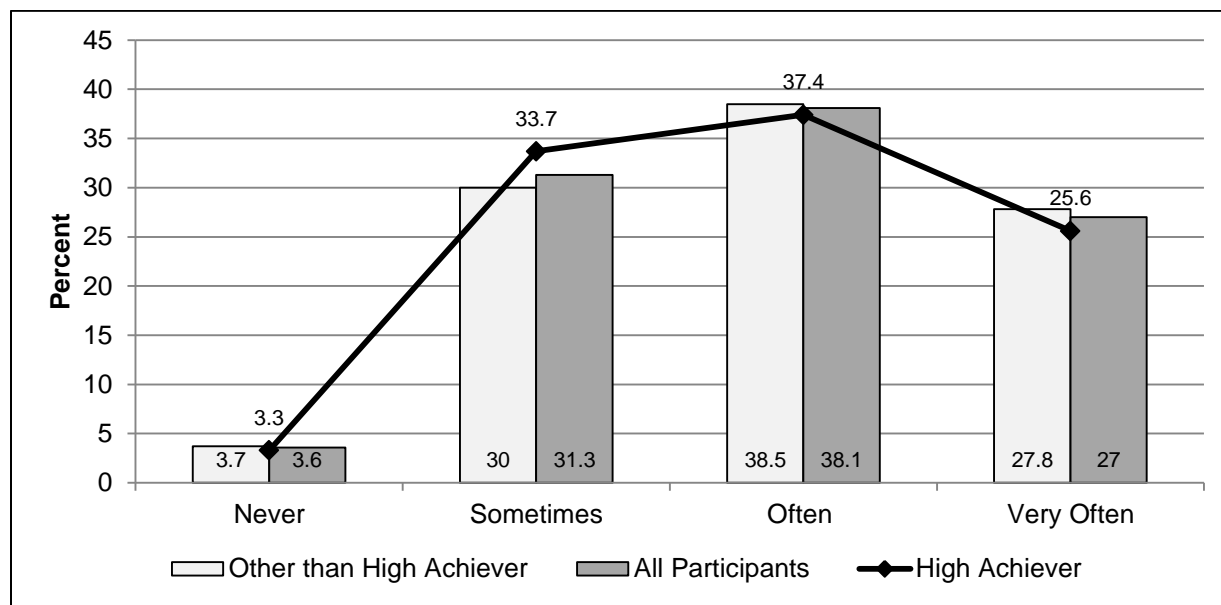
High achievers expected to engage in this behavior significantly more ($p < .001$) in their first college year than they had in high school however. Only about 40% reported having engaged in this behavior in high school but over 80% reported likewise for their first college year.

Figure 25: High Achiever: Expected first college year and did last college year: Worked with classmates outside of class to prepare class assignments



A little over 62% of high achievers expected to often or very often have serious conversations with students of a different race or ethnicity than their own during their first college year. Likewise the other than high achievers reported similarly. There was no significant difference between high achievers and other than high achievers on this item.

Figure 26: Expected first college year: Have serious conversations with students of a different race or ethnicity than your own



High achievers did expect to have significantly more ($p < .001$) serious conversations with students of a different race or ethnicity than their own than they had in their last year of high school. Approximately 49% of high achievers reported having had these types of conversations often or very often in their last year of high school. However, 63% expected to have these kinds of conversations in their first college year (see Figure 27).

As was the case with serious conversations with students who differed racially, high achiever students and other than high achiever students reported no significant difference in having had serious conversations with students who differed from them in terms of their religious beliefs, political opinions, or personal values (see Figure 28).

High achievers reported a significant difference ($p < .001$) between their expectations their first college year and their reported experiences in their last high school year regarding having very serious conversations with students who differed from them in terms of religious beliefs, political opinions, or personal values (see Figure 29).

High achieving students expected to have serious conversations with students who differed from them in significant ways often or very often during their first year in college. And, they expect that these interactions would happen significantly more than they did in their last year of high school.

Figure 27: High Achiever: Expected first college year and did last year of high school: Have serious conversations with students of a different race or ethnicity than your own

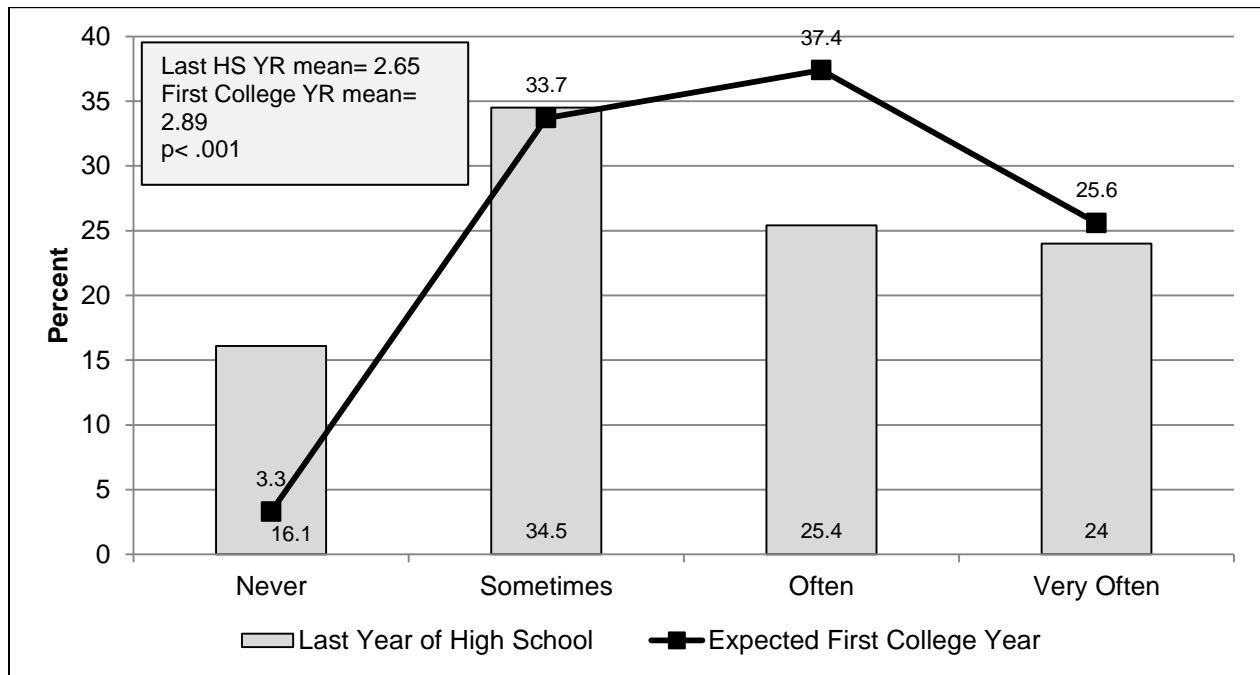


Figure 28: Expected first year: Have serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values

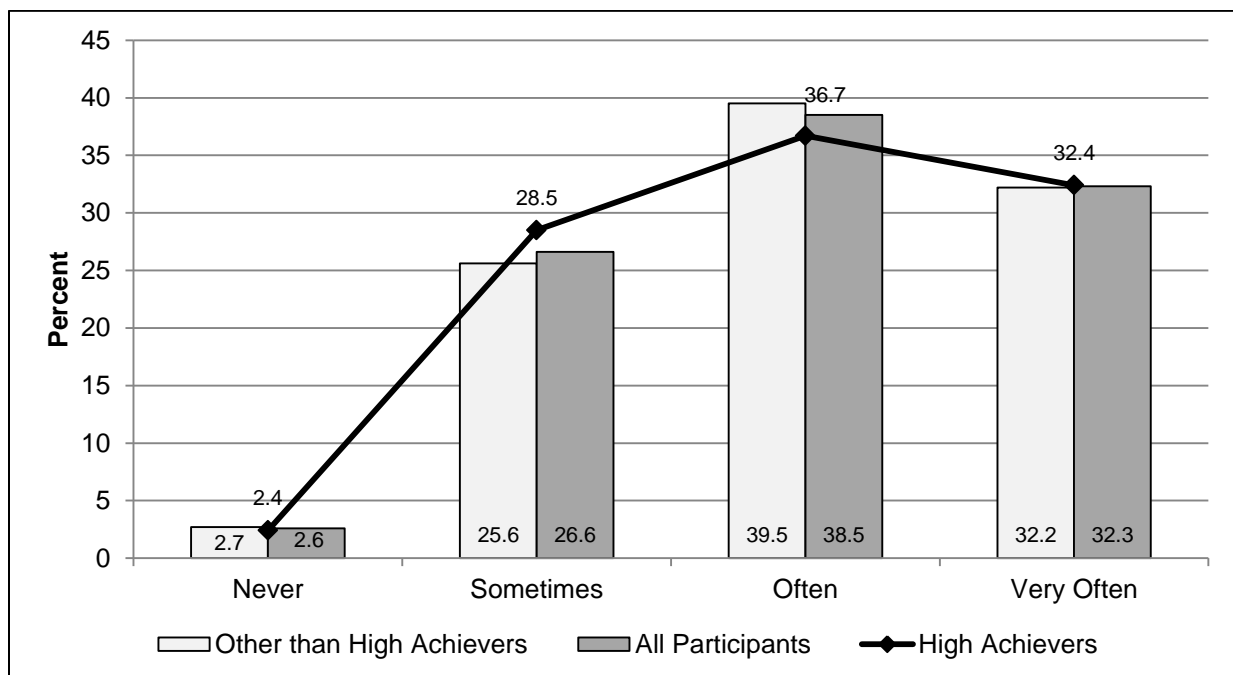
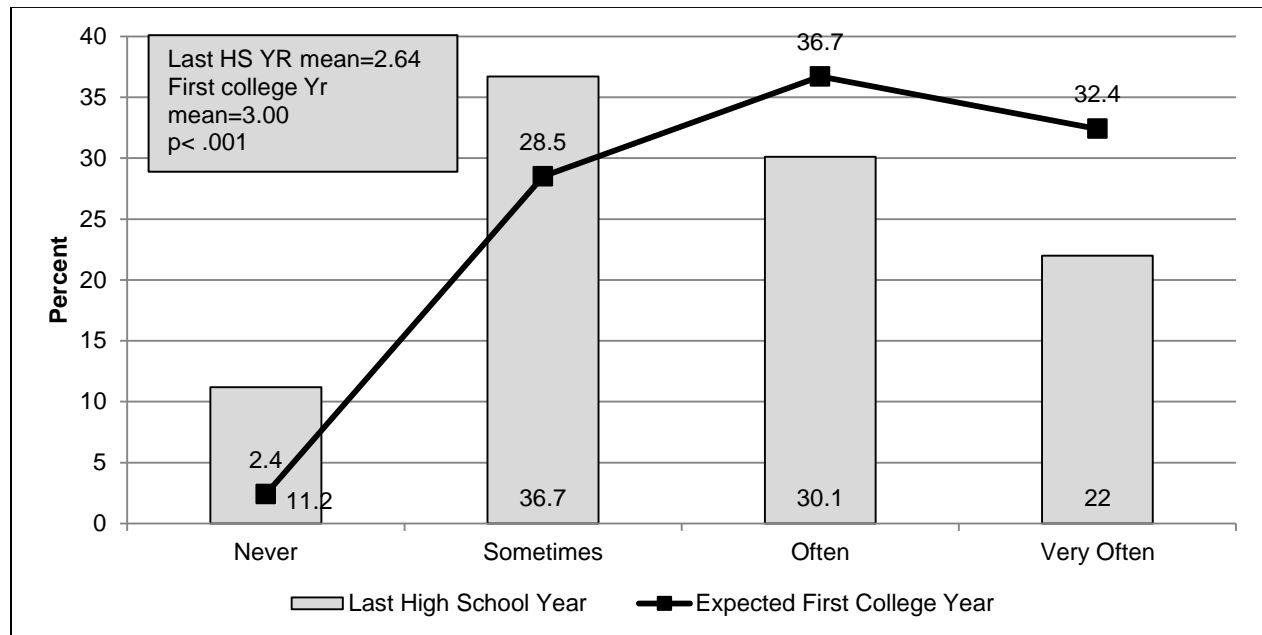


Figure 29: High Achiever: Expected first college year and did in last year of high school: Have serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values



High achieving students and other than high achieving students reported no difference in their expectations for discussing ideas from readings or classes with faculty members outside of class in their first college year. However, high achieving students did expect to engage in this behavior significantly more ($p < .001$) in their first college year than they did in their last year of high school. See Figures 30 and 31 below.

Figure 30: Expected first college year: Discussed ideas from your readings or classes with faculty members outside of class

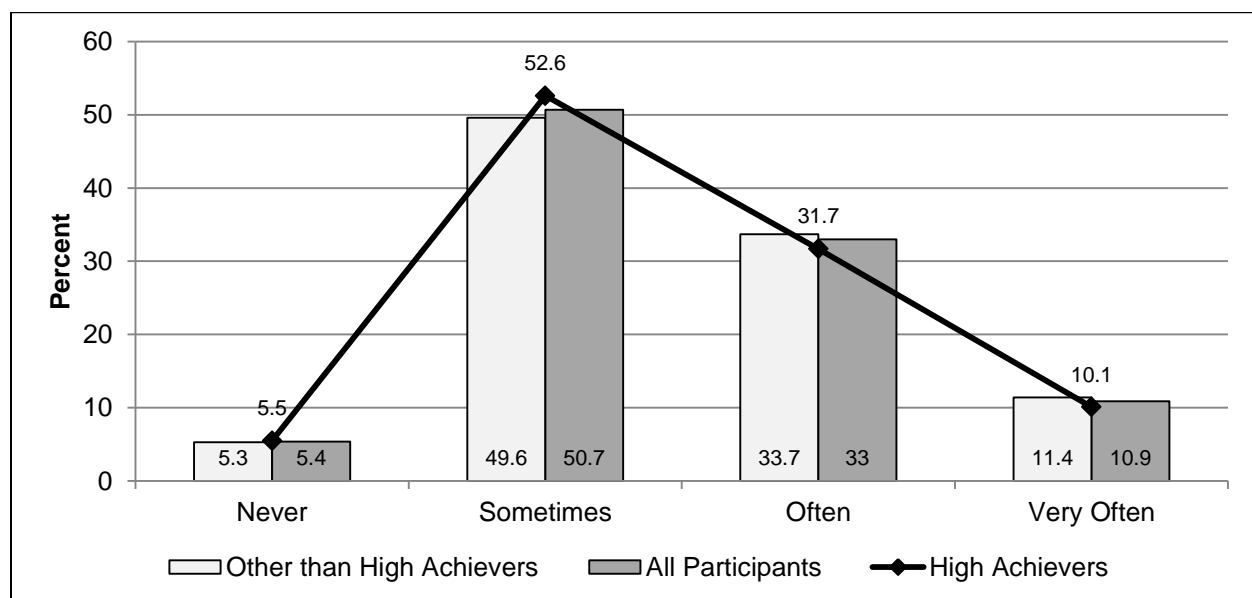
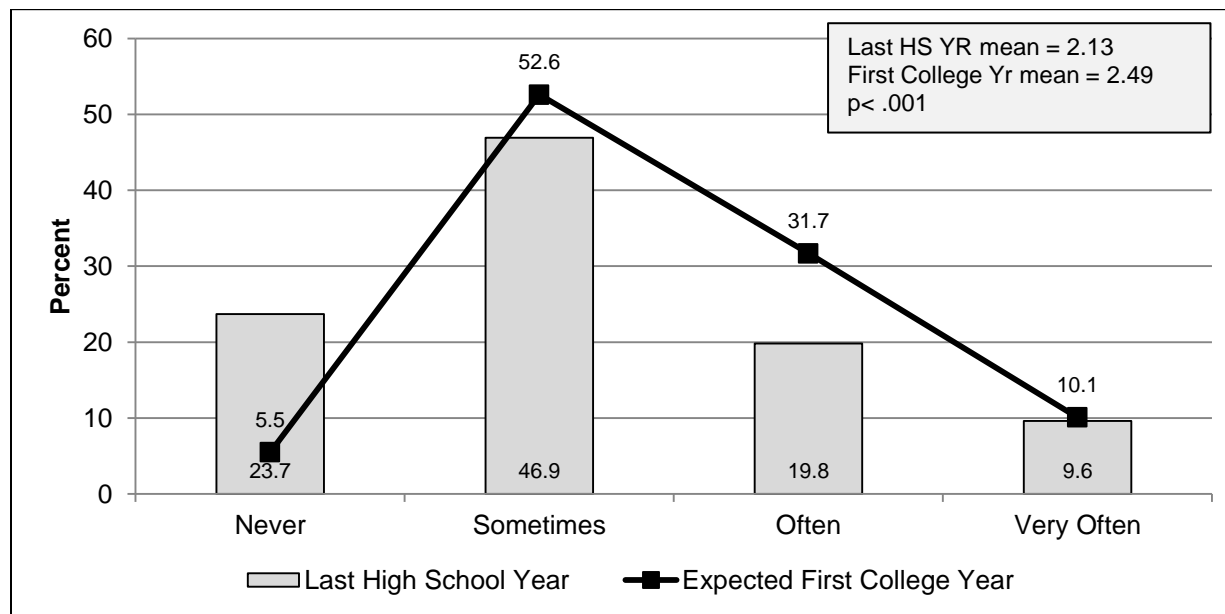


Figure 31: High Achiever: Expected first college year and did in last high school year: Discussed ideas from your readings or classes with faculty members outside of class



Likewise high achievers and other than high achievers reported no significant differences in their expectations for discussing ideas from readings or classes with others outside of class in their first college year. Again, high achievers expected to engage significantly more ($p < .001$) in this behavior in their first college year than they had in their last year of high school. See Figures 32 and 33 below.

Figure 32: Expected first college year: Discussed ideas from your readings or classes with others outside of class (students, family members, etc.)

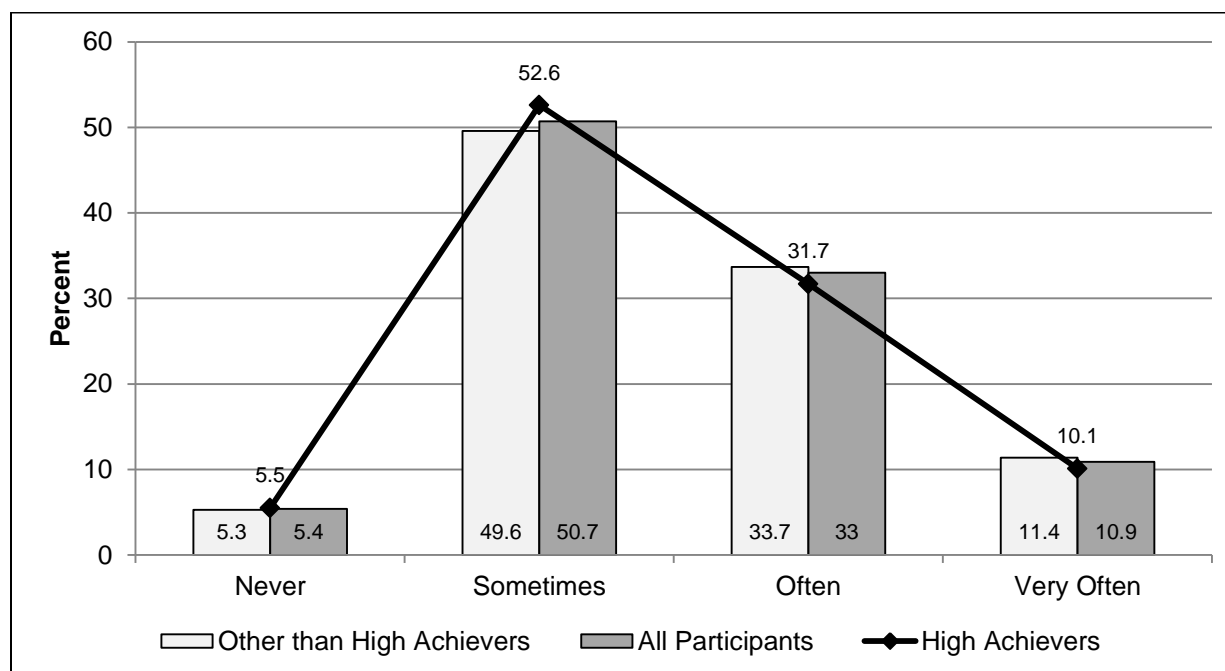
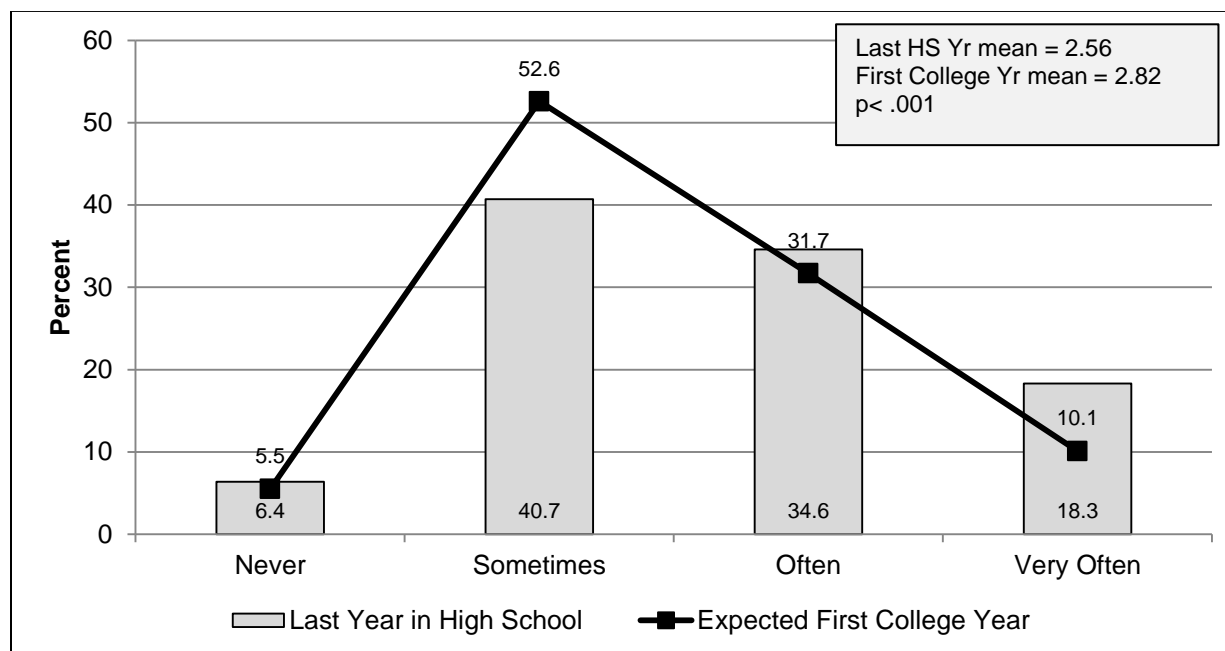


Figure 33: High Achiever: Expected first college year and did last year in high school: Discussed ideas from your readings or classes with others outside of class (students, family members, etc.)



Expected Integrative Activity during First College Year

Four questions on the Beginning College Survey of Student Engagement asked students their expectations for engaging in integrative activities during their first college year. Only one of these questions did the high achieving students score significantly higher than the other than high achieving students.

Figure 34 contains the frequency distribution of high achievers, other than high achievers, and the full population on their expectations of working on a paper or project that required them to integrate ideas or information from various sources. Over 90% of high achievers and other than high achievers expected to engage in this behavior often or very often in their first college year.

Likewise about 80% of high achievers and other than high achievers expected to put together ideas or concepts from different courses when completing assignments however, the high achieving groups did report a significantly higher mean score on this item ($p < .05$). See Figure 35. This is the only item in this series that showed any difference between high achievers and other than high achievers expectations on integrative activity during their first year in college.

Again for the final two questions in this series on expectations for engaging in integrative activities during their first year, there were no real differences in expectations between high achievers and other than high achievers. For both groups over three-fourths of students expected in their first year to often or very often better understand someone else's views by imagining how an issue looks from his or her perspective or learn something that changed the way they understood an idea or issue. See Figures 36 and 37 below.

Figure 34: Expect During First College Year: Work on a paper or project that requires integrating ideas or information from various sources

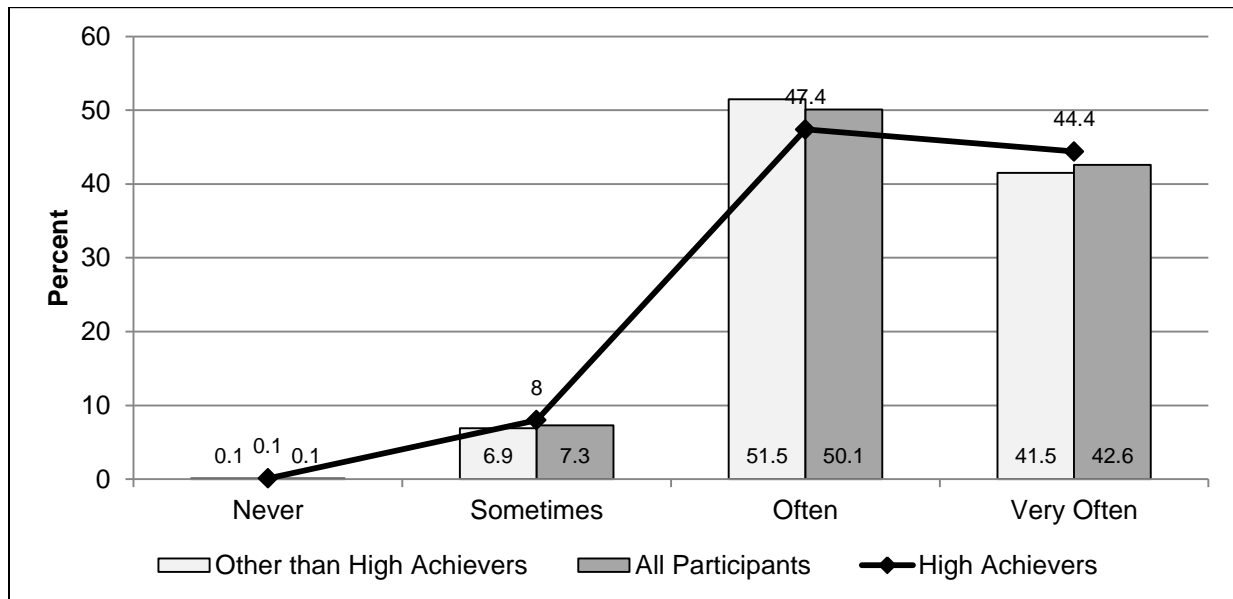


Figure 35: Expect During First College Year: Put together ideas or concepts from different courses when completing assignments or during class discussions

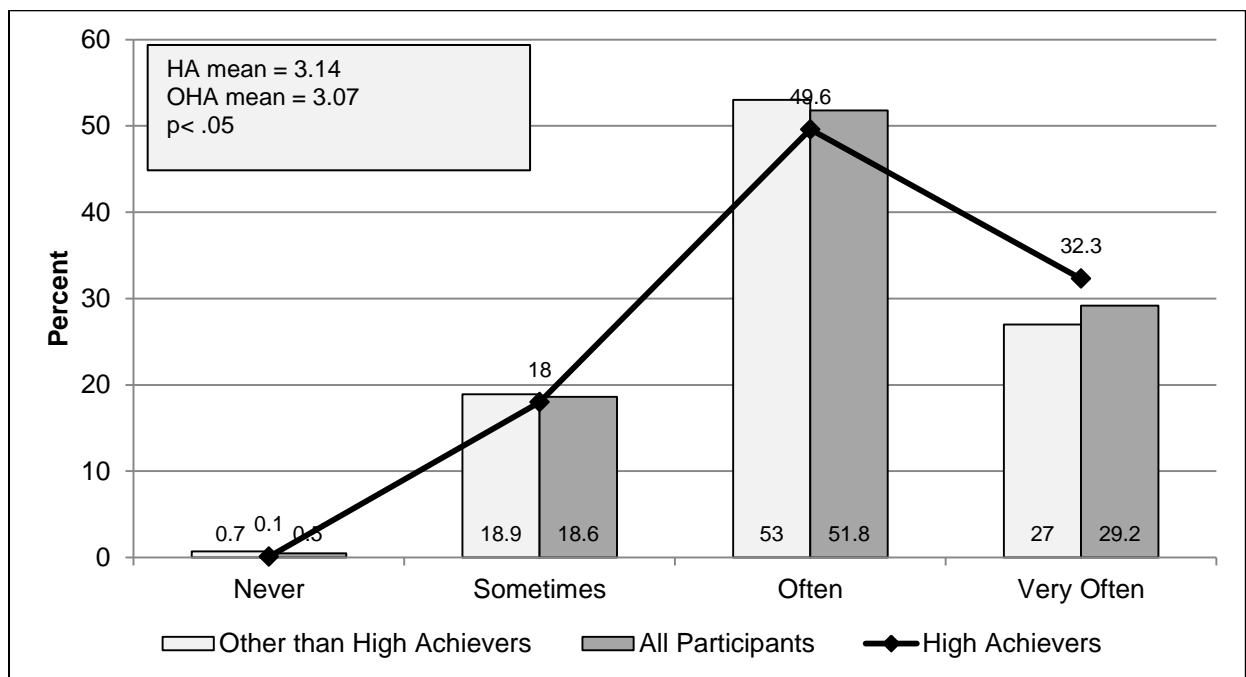


Figure 36: Expect During First College Year: Try to better understand someone else's views by imagining how an issue looks from his or her perspective

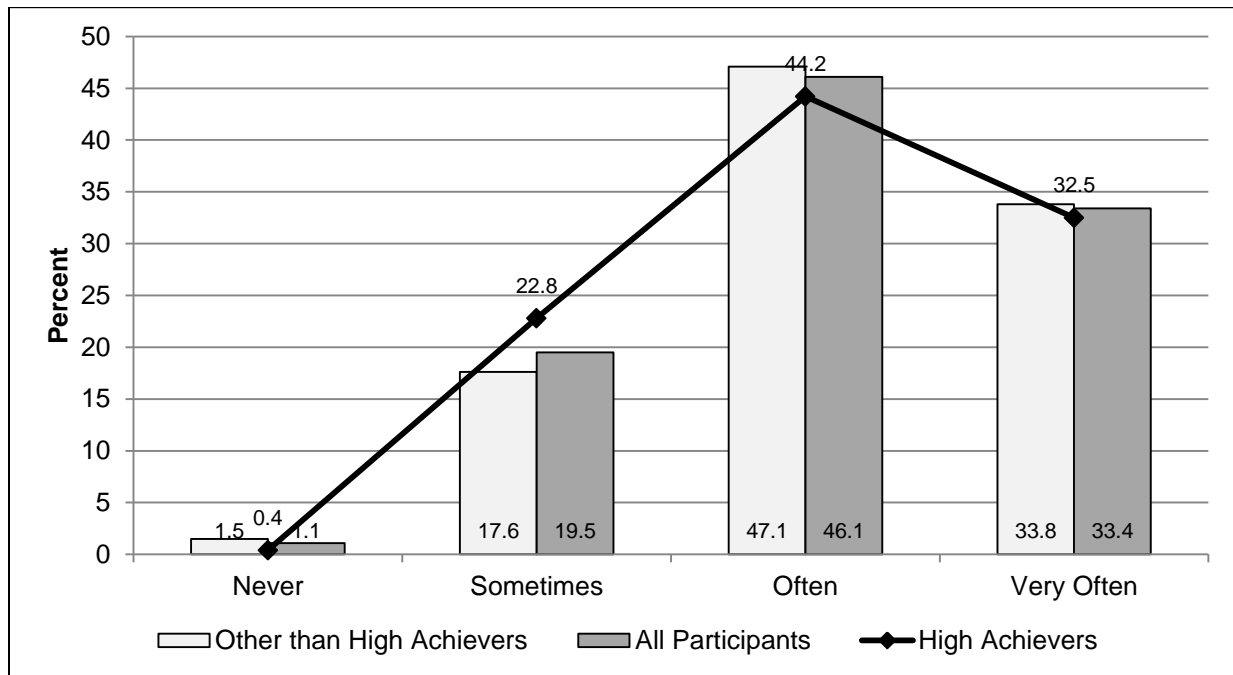
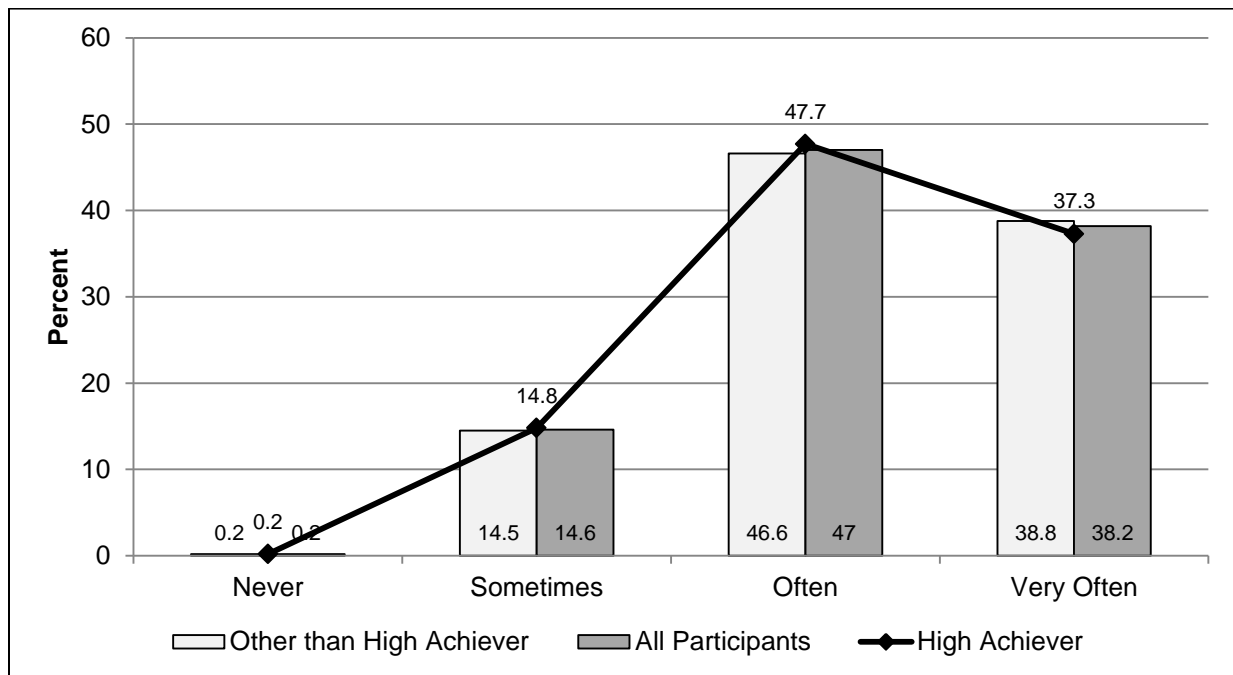


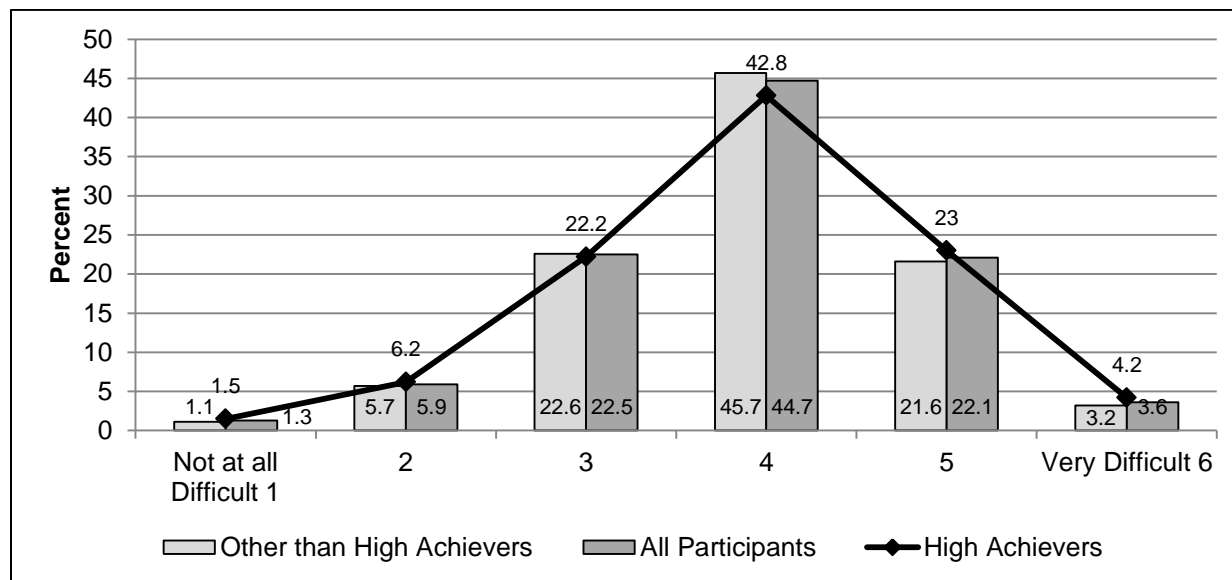
Figure 37: Expect During First College Year: Learn something that changes the way you understand an issue or idea



Expectations of Difficulty in First College Year

This next series of questions was focused on student expectations of difficulty in several areas during their first year in college. Interestingly high achievers and other than high achievers reported very similar expectations about the difficulty they might have learning course material.

Figure 38: Expected Difficulty: Learning Course Material



Regarding managing time, the other than high achievers expected significantly more ($p < .05$) difficulty in managing time than did the high achieving group. This item and the item, paying for college, were the two areas in which students reported expecting to have the most difficulty.

Figure 39: Expected Difficulty: Managing your Time

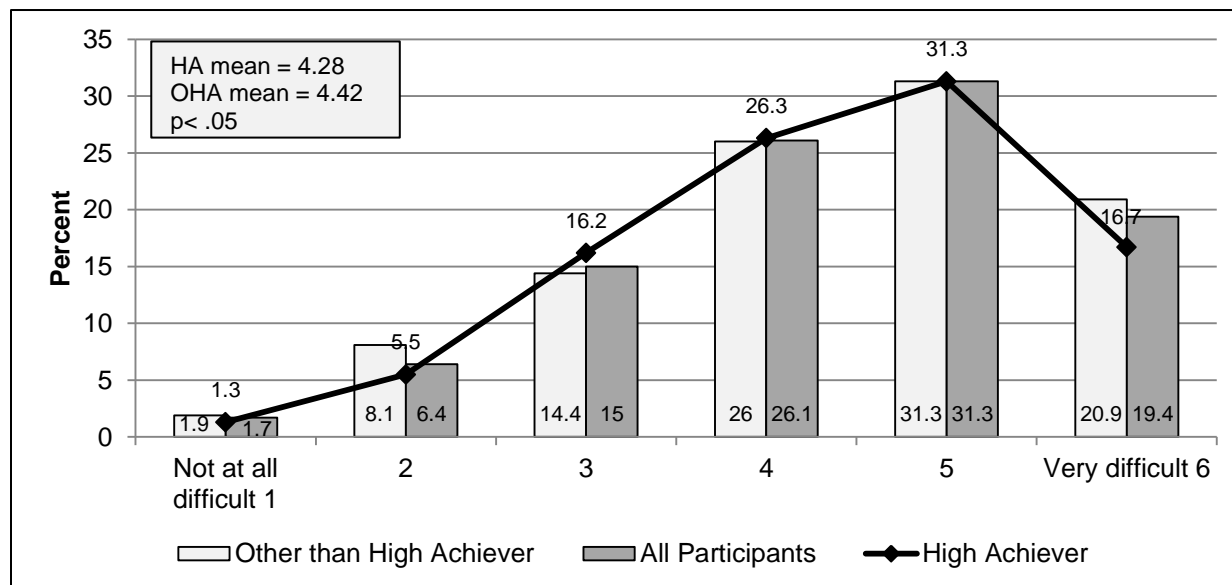
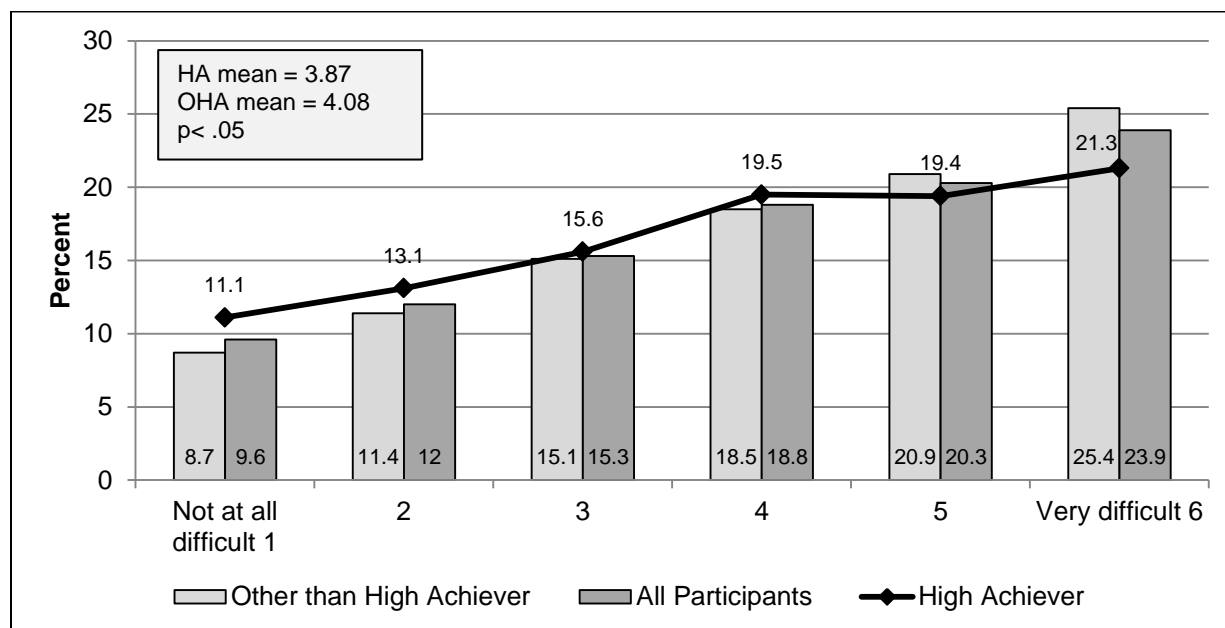
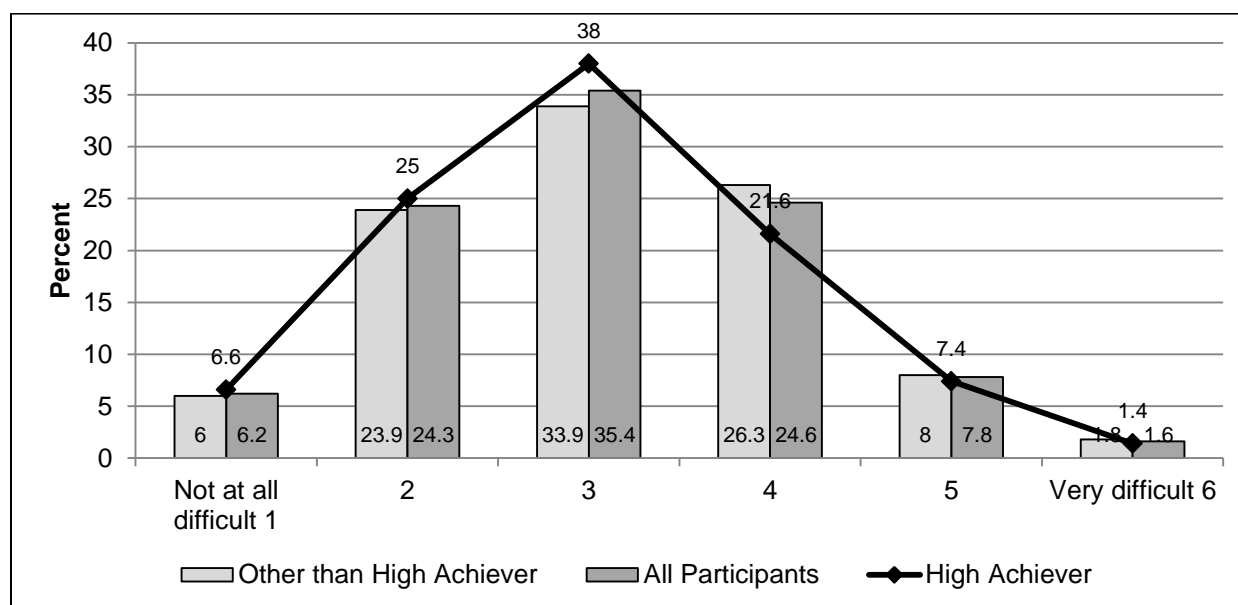


Figure 40: Expected Difficulty: Paying College Expenses



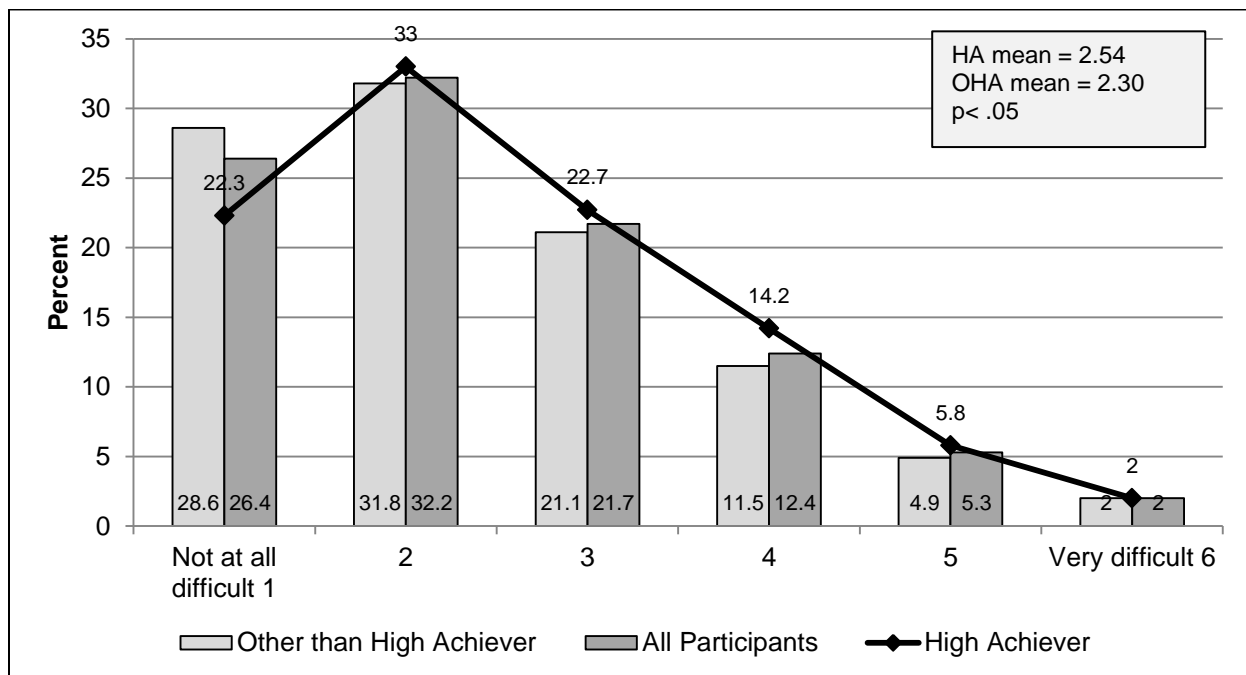
Most students did not expect to have a great deal of difficulty getting help with school work though they expected at least a modicum of difficulty with this. Figure 41 contains the frequency distribution for this item by type of participant.

Figure 41: Expected Difficulty: Getting Help with School Work



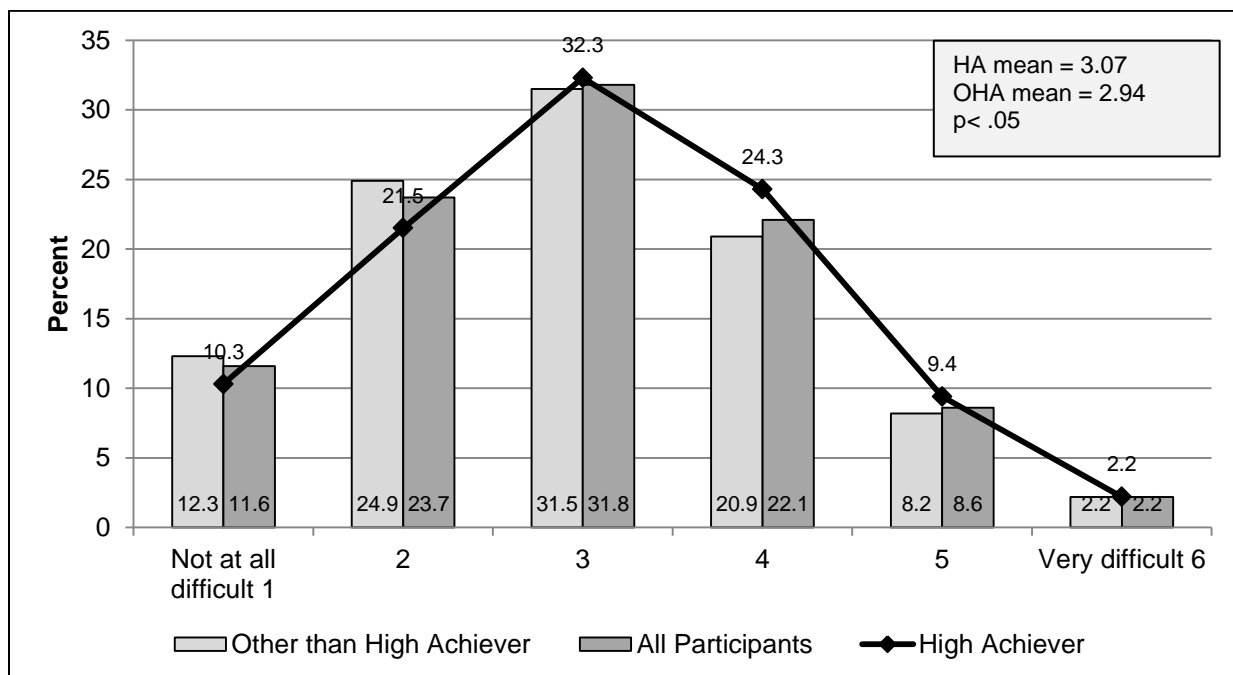
The high achieving students reported that they expected to have significantly more ($p < .05$) difficulty making new friends than did the other than high achiever group. However, most students rated their difficulty a 1 or 2 on a 6-point scale with 1 representing not at all difficult and 6 representing very difficult. See Figure 42 below.

Figure 42: Expected Difficulty: Making New Friends



Likewise high achieving students expected to have significantly more ($p < .05$) difficulty interacting with faculty than did the other than high achieving group

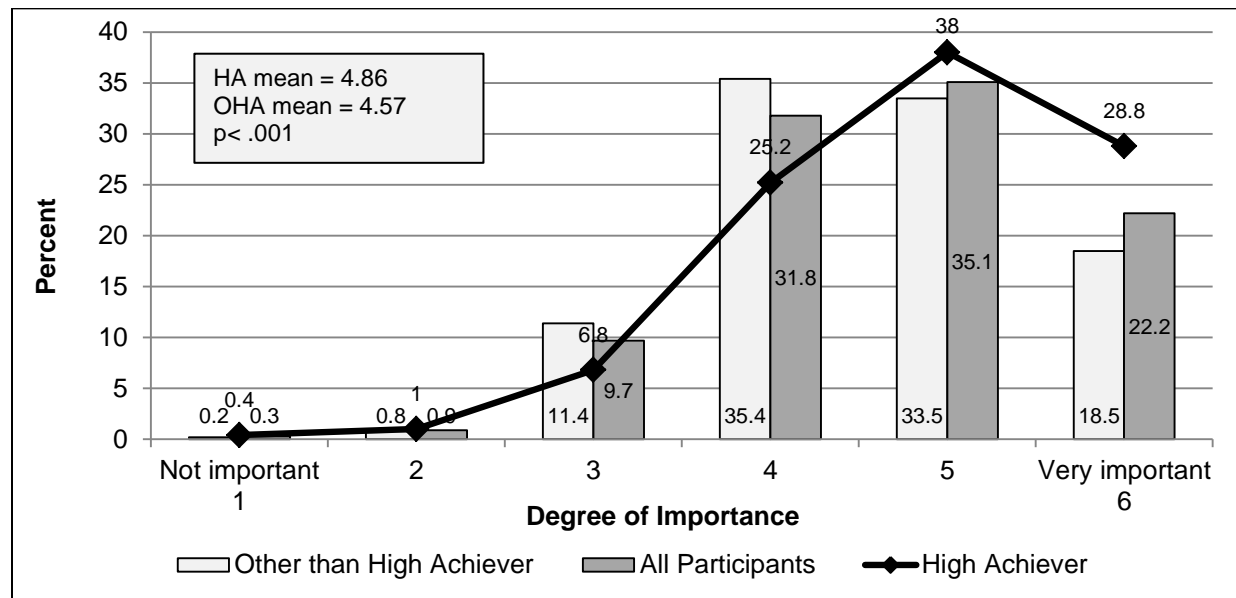
Figure 43: Expected Difficulty: Interacting with Faculty



Importance of OSU Providing in First College Year

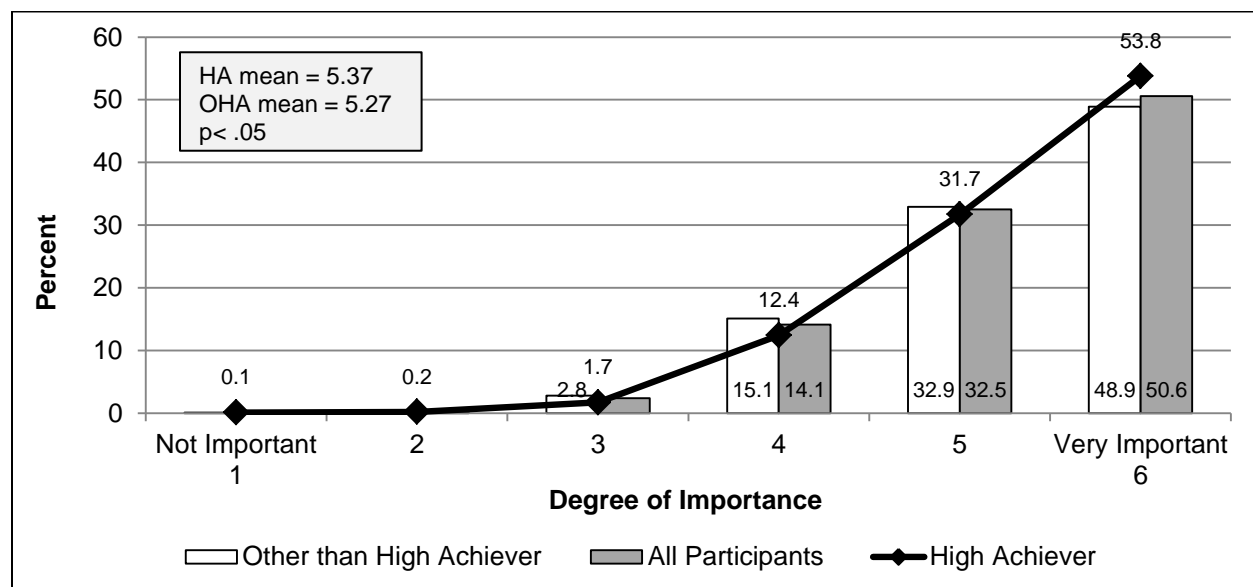
This last series of questions related to students rating of how important it was for OSU to provide certain things for students related to their academic and co-curricular experiences. Overall it was important for OSU to provide a challenging academic experience but for high achieving students they rated this significantly higher ($p < .001$) than did the other than high achieving students.

Figure 44: OSU Provide: A challenging academic experience



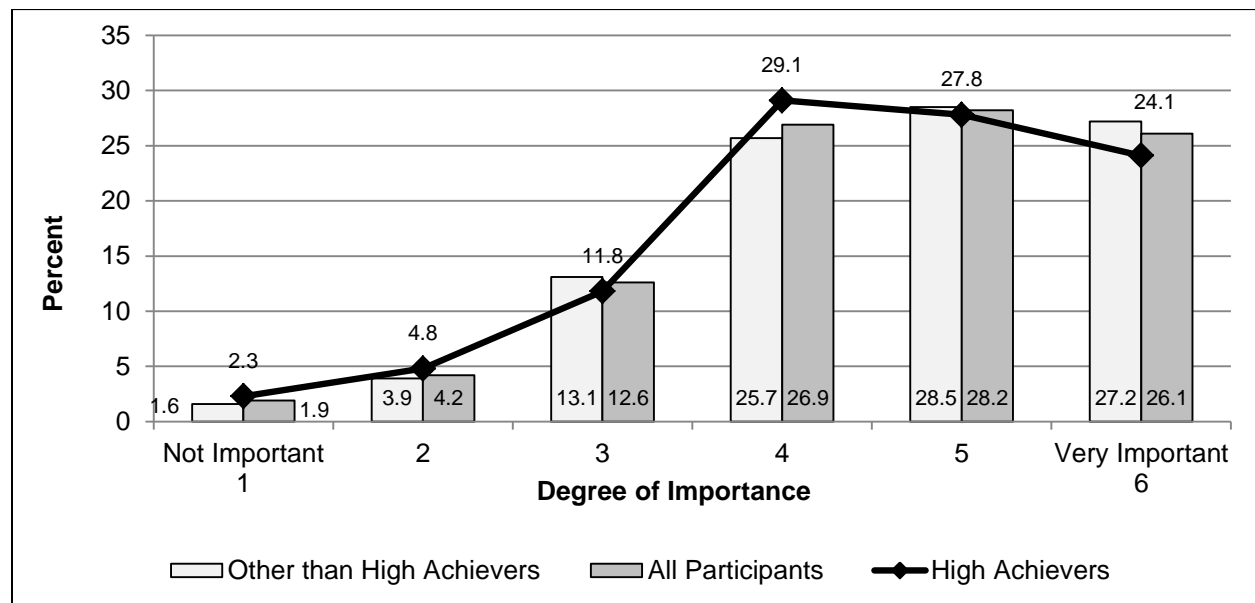
While overwhelmingly students reported that it was important for OSU to provide support for helping them to succeed academically, the high achieving students rated this significantly higher ($p < .05$) than did the other than high achieving students.

Figure 45: OSU Provide: Support to help you succeed academically



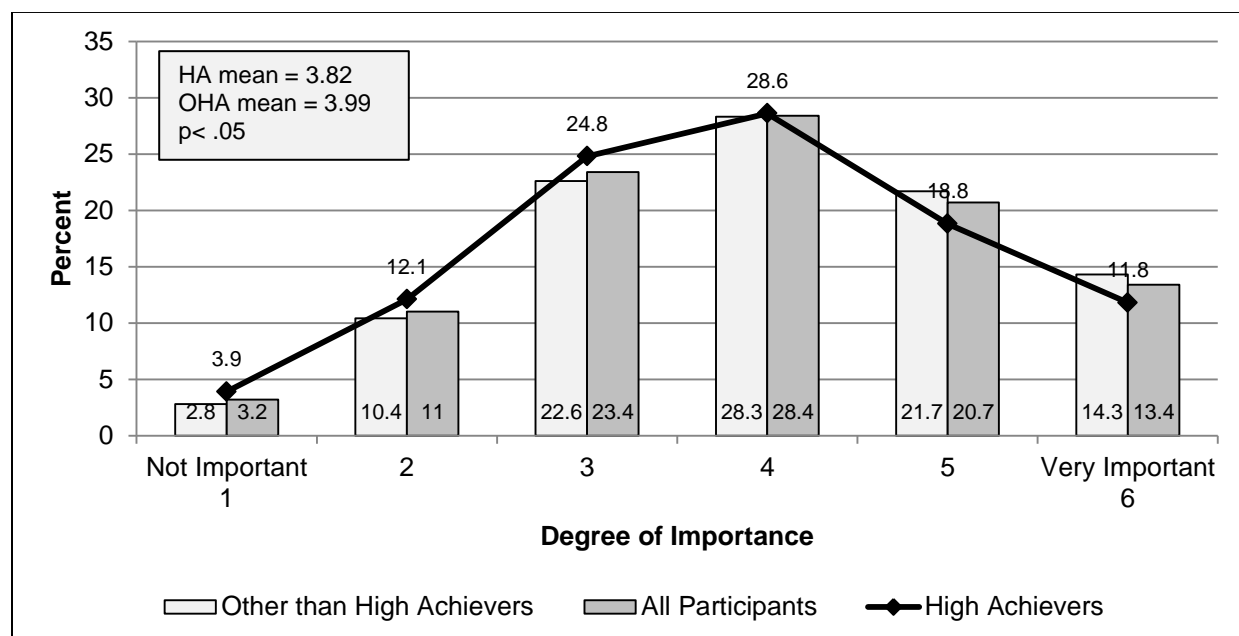
A majority of both the high achievers and the other than high achievers rated opportunities to interact with students from different economic, social and racial/ethnic backgrounds as important for OSU to provide. There were no significant differences between the two groups.

Figure 46: OSU Provide: Opportunities to interact with students from different economic, social, and racial or ethnic backgrounds



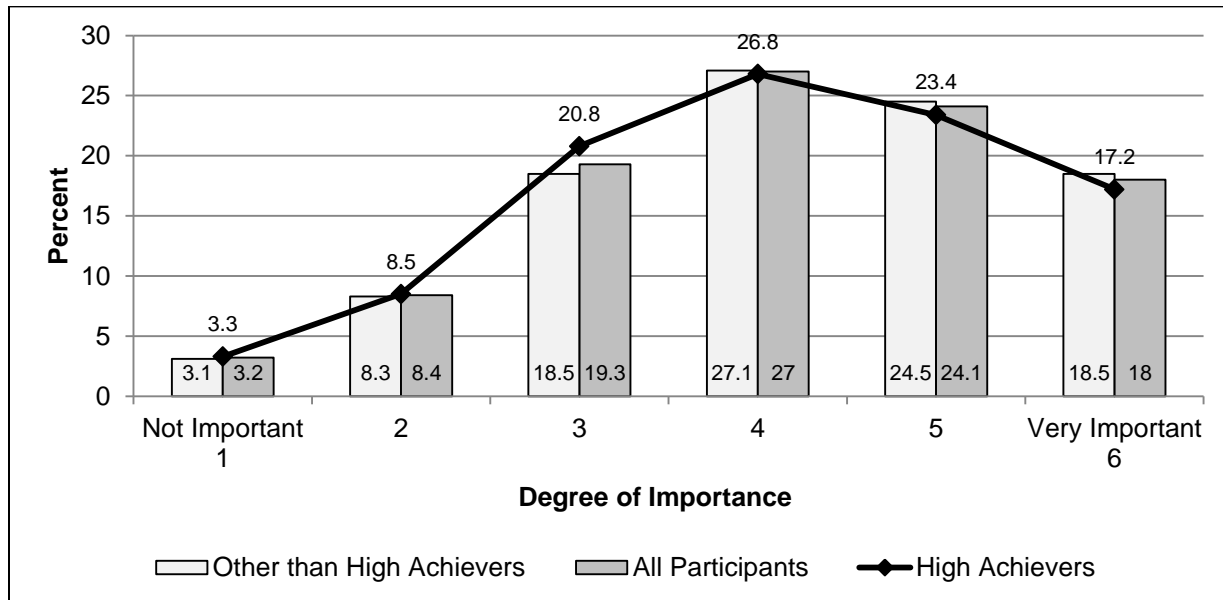
Both groups rated OSU providing assistance coping with non-academic responsibilities (work, family, etc.), the other than high achievers reported this as significantly more important than did the high achievers.

Figure 47: OSU Provide: Assistance coping with your non-academic responsibilities (work, family, etc.)



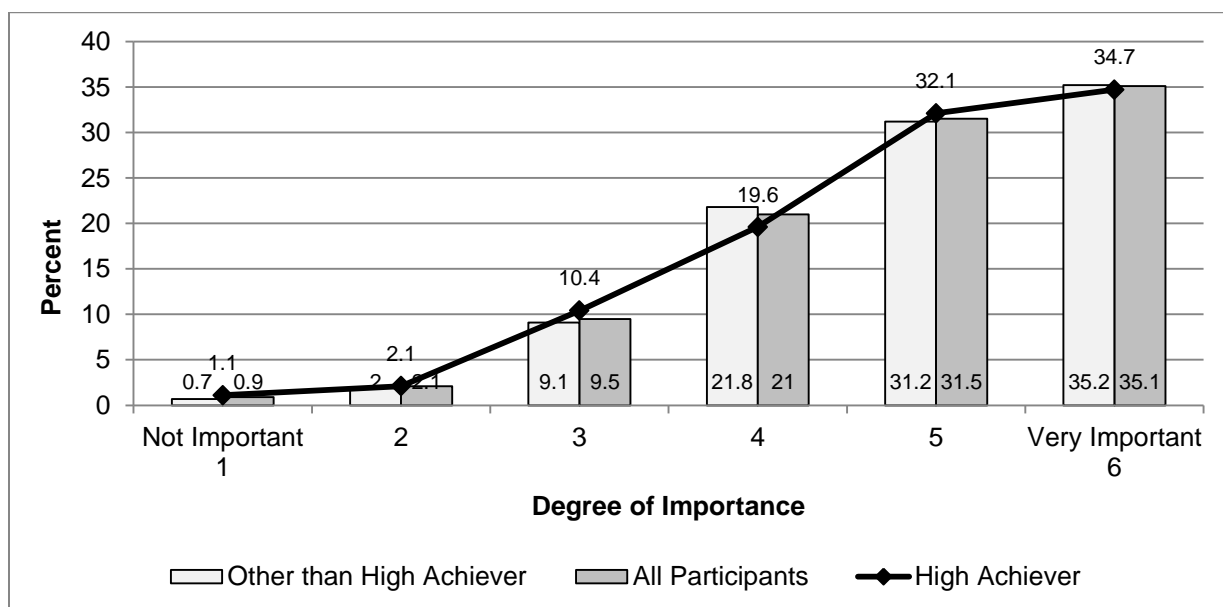
Incoming students overall thought it was at least somewhat important that OSU provide support to help them thrive socially. There was no significant difference on this item between high achievers and the other than high achiever group.

Figure 48: OSU Provide: Support to help you thrive socially



Over 60% of students rated OSU's providing opportunities to attend campus events and activities as quite important for them. There was no difference in this expectation between high achievers and the other than high achievers group.

Figure 49: OSU Provide: Opportunities to attend campus events and activities



SUMMARY

High achievers and the other than high achiever group resembled each other in terms of the demographic characteristics measured on the BCSSE. Generally, in each group their enrollment status was full time; the type of high school they graduated from was public; approximately 34% were first generation students; roughly 54% lived between 51 and 200 miles from home; and about 30% were Pell eligible. The College of Engineering and College of Science had the most high achievers but then they also had the most other than high achievers amongst all OSU colleges. The only college that had no other than high achievers enrolled was the University Honors College.

The only demographic which did not reflect current populations at OSU was with regard to sex. For high achievers 56% were women and only 45% were men. Just the reverse was true for the other than high achievers. In terms of the entire population, 49% were women and 51% were men.

High achievers reported significantly more time their last year of high school studying and preparing for class, and participating in co-curricular activities than did the other than high achiever group. Co-curricular activities that high achievers reported devoting more time to than the other than high achievers included: performing arts, student government, academic honor societies, religious youth groups, and community/volunteer service. Other than high achievers reported spending significantly more time than high achievers working for pay and relaxing and socializing during their last high school year.

High achievers expected to get significantly higher grades in college than did the other than high achievers group. The other than high achiever group expected to achieve higher levels of educational attainment (Masters, PhD) than did the high achievers however.

Interestingly, generally the high achievers and the other than high achievers had similar expectations for academic involvement in their first college year. There was no significant difference in their expectations for:

- Asking questions in class or participating in class discussions,
- Discussing grades or assignments with an instructor,
- Working with classmates outside of class to prepare class assignments,
- Having serious conversations with students of a different race or ethnicity than their own,
- Having serious conversations with students who were very different in terms of their religious beliefs, political opinions, or personal values,
- Discussing ideas from your reading or classes with faculty members outside of class, and
- Discussing ideas from your readings or classes with others outside of class (students, family, etc.).

High achievers and other than high achievers did report some significant differences in expectations for their first college year. High achievers reported significantly higher expectations for class participation in their first year than did the other than high achievers. The other than high achievers reported significantly higher expectations than high achievers for making a class presentation and working with other students on projects during class.

High achievers however did report expectations for their first college year that were significantly higher than their reported engagement during their last high school year. This suggested that

they expected to engage in these behaviors more during their first college year than they had done in their last high school year. These items included:

- Participating in class and asking questions,
- Discussing grades or assignments with instructors,
- Working with others in class on projects,
- Working with classmates outside of class to prepare assignments,
- Having serious conversations with students who are racially different from self,
- Having serious conversations with students who are different in religion, politics, and personal values than self,
- Discussing readings with faculty outside of class, and
- Discussing readings with others outside of class (students, family, etc.).

Four questions on the BCSSE related to students' expectations of engaging in integrative academic experiences in their first college year. About 90% of high achievers and other than high achievers expected to often or very often work on a paper or project that required them to integrate ideas or information from various sources. The two groups of students did not differ significantly on this item.

High achievers did differ significantly from other than high achievers on their expectations for assignments or class discussions that required them to put together ideas or concepts from different courses. High achievers expected to engage in this behavior significantly more ($p < .05$) than the other than high achievers.

There were no real differences between responses of high achievers and the other than high achiever groups on the last two items in this category. Approximately 75% of both groups expected to be asked often or very often to try to understand someone else's views by imagining how an issue looks from his/her perspective. Likewise approximately 85% expected to learn something that changed the way they understand an issue or idea often or very often during their first college year.

High achievers and other than high achievers were similar in their expectations of difficulty learning course material and getting help with school work (see Figure 38 and Figure 41). However, there were significant differences in expectations of difficulty with the following items:

- Managing time: Other than high achievers expected significantly more ($p < .05$) difficulty with managing their time than did the high achiever group (Figure 39).
- Paying college expenses: Other than high achievers expected significantly more ($p < .05$) difficulty paying colleges expenses than did the high achiever group (Figure 40).
- Making new friends: High achievers expected to have significantly more difficulty making new friends than did the other than high achiever group (Figure 42).
- Interacting with faculty: High achievers expected to have significantly more difficulty interacting with faculty than did the other than high achiever group (Figure 43).

Both high achieving students and the other than high achieving students rated the following similarly as to the importance of OSU providing these opportunities:

- Opportunities to interact with students from different economic, social and racial or ethnic backgrounds: Over half of each group rated this as important for OSU to provide.
- Support to help you thrive socially: About 40% rated this as important for OSU to provide.
- Opportunities to attend campus events and activities: Over 60% of each group rated this as important for OSU to provide.

High achieving students and the other than high achievers reported significantly different perspectives as to the importance of OSU providing the following opportunities:

- A challenging academic experience: High achievers rated this significantly more important ($p < .001$) than did the other than high achiever group.
- Support to help you succeed academically: High achievers rated this significantly more important ($p < .05$) than did the other than high achiever group.
- Assistance coping with your non-academic responsibilities (work, family, etc.): Other than high achievers rated this item as significantly more important ($p < .05$) than did the high achiever group.

Overall high achieving students expected to be more engaged and challenged in their first college year than they were in their last high school year. They expected to be challenged to engage in integrative activities and to be involved in discussions with faculty members. They were concerned about paying for college but not as concerned as the other than high achievers.

Further investigation of these high achievers should be undertaken when the 2013 NSSE results are available for OSU. This may lend some insight into how well OSU met the expectations of the high achieving students.

RECOMMENDATIONS

1. Compare responses from high achievers on the BCSSE and NSSE when NSSE data set is available this fall.
2. Share with the Assistant Provost for Enrollment Management and the Associate Provost for Student Success and Engagement.