REPORT OF THE
COMMITTEE TO REVIEW HONORS AND SCHOLARS PROGRAMS
(October 2003 – January 2004)

EXECUTIVE SUMMARY

The Committee to Review the Honors and Scholars Programs appointed by Interim Executive Vice President and Provost Barbara R. Snyder was charged during its first meeting, October 6, 2003, to assess the Honors and Scholars Programs and present recommendations with particular reference to:

- Intellectual content of honors programs
- Honors Collegium with special reference to its effectiveness in preparing high ability students to compete for post-baccalaureate fellowships
- Recruitment and retention of students
- Relationship between the honors and scholars programs
- Relationship of the Honors & Scholars Center to college honors programs

The Review Committee's basic data source was the *Self-Study of the University Honors & Scholars Center*. Additional data and information were obtained from various University sources as detailed in the report.

The Review Committee's findings, conclusions, and recommendations are summarized below. The complete report of the Committee is on pages 9 to 36.

Findings and Conclusions: General

_ Undergraduate Honors at The Ohio State University is a decentralized system of honors programs administered and conducted by colleges and schools. Both the substance and rigor of honors programs are determined by the colleges, schools, and departments, and ultimately by faculty members, who teach courses completed by Honors students, supervise students' research, and advise students. The Review Committee concurs with the assessment stated in the *Self-Study of the University Honors & Scholars Center* that "the heart of an individual Honors student's program resides in his or her college."

_ In Autumn 2003, 50% of the 5,523 Honors students were enrolled in the five Colleges of the Arts and Sciences, 24.5% in the College of Engineering, 14.8% in the Fisher College of Business, with the remaining 10.7% distributed among the Colleges of Education, Food, Agricultural, and Environmental Sciences, Human Ecology, Nursing, Social Work, and Pharmacy and the Schools of Allied Medical Professions, Architecture, and Natural Resources.

_ College and school honors programs are loosely coordinated by the University Honors & Scholars Center. Major responsibilities currently carried out by the University Honors & Scholars Center include (a) recruiting, in collaboration with the Office of Admissions and First Year Experience, students who qualify for Honors or Scholars status, (b) planning and conducting co-curricular activities open to Honors and Scholars students, (c) informing Honors

students about honors courses offered each quarter, (d) providing funds to support the development of honors courses and scholarships for Honors students' thesis research, (e) conducting the Denman Undergraduate Research Forum and the international research exchange for undergraduate research with the University of Sao Paulo, Brazil, (f) conducting the recently established Honors Collegium, and (g) administering the University's Scholars programs.

_ Interviews with administrators and faculty members and a review of the *Self-Study of the Honors & Scholars Center* identify two major goals of OSU's Honors Programs: a) Offer students an enriched academic experience to achieve to their full potential through the integration of curricular and co-curricular activities, and b) Recruit and retain high ability students.

_ With the exception of the contents of the *Self-Study of the Honors & Scholars Center*, the committee did not find a pattern of administration describing the mission and goals of the University Honors & Scholars Center, policy and practice for coordinating college and school honors programs, or policy and plans for the systematic assessment of its programs and activities. The Honors & Scholars Center has not regularly prepared an annual report.

_ Significant progress has been made in advancing the honors agenda at the University since the issuance of the 1985 report "Review of Honors Programs at The Ohio State University" (Appendix A). However, additional funding for an expansion of honors curricular and co-curricular activities, the Honors Collegium, and facility maintenance for the Kuhn Honors & Scholars House is necessary for further strengthening of honors programs.

Recommendations: General

1. The University, colleges, schools, and departments should continue to place high priority on enabling students who participate in OSU's diverse honors programs to receive a unique educational experience that is challenging, enriching, and useful for achieving their career aspirations. In addition to an enriched honors curriculum, desirable components of an honors experience include personalized advising, challenging honors courses, encouragement to conduct research that is reported in a senior thesis, study abroad and internship experiences, community service participation, relevant co-curricular activities, and honors residence hall living. (See Appendix K for the Review Committee's proposed "Ideal Honors Experience at OSU.")

2. The Office of Academic Affairs should initiate a review and codification of current policy regarding Undergraduate Honors at The Ohio State University. Of particular importance is the clarification and assessment of (a) the goals to be achieved by OSU's honors programs, (b) standards for admission to the University with Honors status and for the retention of Honors students, (c) targets regarding the proportion of entering students admitted with Honors status, and (d) identification of the administrative offices and/or University Senate committees responsible for developing, implementing, and monitoring University policy pertaining to Undergraduate Honors.

3. The University Honors & Scholars Center should be designated an "Academic Center" in accordance with section 3335-3-36 of the Bylaws of the Board of Trustees. The Review Committee recommends that the following requirements for academic centers mandated by section 3335-3-36 be implemented: (a) the appointment of an oversight committee, (b) the development of a pattern of administration that describes the mission, goals, and responsibilities of the University Honors & Scholars Center, (c) the preparation of an annual report, and (d) the required review every four years including recommendations concerning governance, performance, and effectiveness.

4. The University Honors & Scholars Center, in collaboration with the Office of the Vice President for University Development, should intensify efforts to secure funding to endow honors curricular and co-curricular activities, the Honors Collegium, and maintenance of the Kuhn Honors & Scholars House.

Findings and Conclusions: Intellectual Content of Honors Programs

_ Honors students are offered a wide variety of activities for intellectual engagement and enrichment – honors courses, research opportunities, study abroad, counsel and advice by faculty members and honors advisors, an array of co-curricular activities, and residence living experiences. Based on the data available, the extent to which Honors students take advantage of these opportunities is not clear.

_ Honors students' responses to an Honors Program End-of-the-Year Assessment in Spring 2003 indicated that over one-half of freshmen Honors students completed two or fewer honors courses during the academic year, averaging less than one honors course per quarter. Almost three-fourths of rank 2, 3, and 4 Honors students reported taking two or fewer honors courses during the academic year.

_ With a few exceptions, there is little evidence that honors courses are oversubscribed. The number of Arts & Sciences honors courses available appears to be adequate for current student demand, assuming that these courses meet the needs of most Honors students. Unfortunately, the available data were insufficient to confirm whether students' needs are being met.

_ The University offers one study abroad opportunity reserved for Honors students – the London Honors Tour consisting of an autumn quarter seminar followed by an eight-day tour of London with faculty and staff. With approximately 1,200 Honors students admitted each year, a small proportion has the opportunity to take advantage of an honors study abroad experience.

_ Sixteen percent (1,273) of the 7,902 students graduating during 2002-03 carried an Honors designation; 19% of the Honors-designation students graduated "With Distinction," which requires a thesis or research project. One third (34%) of the Honors-designation students graduated "With Honors" in their major area of study.

_ A collection of co-curricular enrichment activities is supported by the University Honors & Scholars Center that are open to all Honors and Scholars students. Also, the Honors &

Scholars Center offers diverse opportunities for Honors students to be engaged in service activities both at the University and in the local community.

Committed faculty and/or honors advisors are essential for effective honors programs. Quantitative data about advising were not available, but information from interviews suggests that advising in the Arts and Sciences may be problematic, particularly in reference to accessibility of honors advisors and the differential quality of the advice given.

Recommendations: Intellectual Content of Honors Programs

5. Honors students should complete more honors courses or appropriate upper-level courses. The Review Committee suggests a reasonable goal for students carrying an Honors designation is a minimum of three honors courses (or comparably challenging upper-level courses) per year for the first two years.

6. There should be a continuing review of the possible impacts of budget restructuring on honors instruction.

7. A long-term goal of the University's honors programs should be to have a higher proportion of Honors students graduate "With Honors" and/or "With Distinction."

8. Faculty and college honors advisors, as well as the University Honors & Scholars Center staff, should be more proactive in assisting Honors students wishing to conduct undergraduate research to make contact with appropriate faculty members who will advise and direct Honors students.

9. All Honors students should be encourage to participate in a study abroad program. The Review Committee recommends that the University Honors & Scholars staff, in cooperation with the Office of International Affairs, inform Honors and Scholars students about opportunities for study abroad and encourage their participation by making need-based fellowships available on a competitive basis for students who cannot afford the currently required fees.

10. Colleges, schools, and departments should give high priority to the advising of Honors students.

11. Better statistics and descriptive information should be accumulated to facilitate an evaluation, including cost-effectiveness analysis, of the strengths and weaknesses of the co-curricular activities conducted by the University Honors & Scholars Center.

Findings and Conclusions: Honors Collegium

The *Self-Study of the University Honors & Scholars Center* states that OSU continues "to lag behind our peers in terms of numbers of students who receive major national fellowships and scholarships." The Honors Collegium was initiated in 2002 for the purpose of mentoring and coaching selected high-ability students to compete for prestigious post-baccalaureate

fellowships, scholarships, and graduate study. The recently established Collegium is currently in a state of transition, consequently it is not possible to assess its effectiveness in accomplishing the goals it was established to achieve. The Review Committee concurs that the Collegium can be an important component of the University's honors programs that warrants further development and support.

Recommendations: Honors Collegium

12. The University Honors & Scholars Center should place high priority on the further development of the recently established Honors Collegium to emphasize goals broader than the recruitment, selection, and coaching of candidates for prestigious post-baccalaureate fellowships and scholarships.

13. Goals to be achieved by the Honors Collegium should be developed by the Collegium faculty advisory committee in consultation with the Director of the Honors & Scholars Center and the Collegium Director.

14. In the further development of the Honors Collegium, emphasis should be placed on admission by application, early introduction to research, challenging interdisciplinary seminars, and flexibility of curricular requirements, including the GEC.

Findings and Conclusions: Recruitment and Retention of Students

_ The *Self-Study of the University Honors & Scholars Center* states that OSU admission policy targets 20% of entering freshmen to be admitted as Honors students by direct admission and/or application. In Autumn 2003, 1,517 entering students (24% of 6,258 entering students) were accepted for Honors status. Of the entering freshman class, the average composite ACT score for non-Honors freshmen was 24.1 while the average for Honors freshmen was 29.4. Thus, the average ACT score for the freshmen class was 25.4. In Autumn 2003, 5,523 students (~15% of 37,605 undergraduates) carried an Honors designation.

_ The University's honors programs are an important recruitment tool. Honors programs attract a vital, curious, and dynamic group of students who enrich all aspects of University life.

_ Adequate data are not available to assess the extent to which students entering OSU with Honors status or subsequently attaining Honors status successfully complete the requirements of honors programs in the various colleges and schools. Better methods are needed for tracking the progress of Honors students during their time at OSU.

_ Evidence suggests that a significant percentage of Honors-designated students do not take advantage of honors program opportunities other than priority scheduling. Priority scheduling is viewed as a critical tool for recruiting high-ability students.

Recommendations: Recruitment and Retention of Students

15. The University Honors & Scholars Center, in collaboration with the Offices of Admissions, should continue an aggressive campaign to recruit high-ability Honors students.

16. Honors status should be decoupled from priority scheduling. To ensure that priority scheduling is offered equitably across all colleges, The Review Committee recommends that the appropriate governing body determine whether this benefit can be offered to all high-achieving students, including Honors-designated students, who maintain a certain GPA (such as 3.5).

17. Honors designation should be reserved for students who are actively pursuing an honors program and for entering Honors students during the first three quarters of enrollment.

18. Each college and school should develop mechanism for monitoring the progress of Honors students by documenting the honors courses, research, and co-curricular activities completed by Honors students, and for assessing how well its students are served by the Honors curricular and co-curricular activities.

Findings and Conclusions: Relationship Between Honors Programs and Scholars Programs

_ Honors and scholars programs share the same administrative structure – an Associate Provost serves as Director of both Honors and Scholars. Both programs (a) share a goal to recruit and retain high ability students, (b) have strong programs of co-curricular activities, and (c) involve residence-living programs.

_ A substantial proportion (from 10% to 30% for the first-established scholars programs) of Scholars students migrate to honors programs through the attainment of the required GPA.

_ General funds that support the University Honors & Scholars Center have not been diverted to support scholars programs. With the establishment of scholars programs, funds for scholars programming and coordination have been added to the general funds budget for the University Honors & Scholars Center; major funding for scholars programming and coordination is provided by colleges, the Office of Student Affairs, and Kirwan Legacy funds administered by the Honors & Scholars Center.

_ The Review Committee concludes that there is substantial crossover between honors programs and scholars programs and that both programs benefit by having close ties and a common administrative structure. The combined workload of directing both programs currently is the responsibility of the Director of the Honors & Scholars Center. The Director does not have adequate administrative support to oversee both programs.

Recommendations: Relationship Between Honors and Scholars Programs

19. The close tie between honors and scholars programs, including administration through the University Honors & Scholars Center, should be continued.

20. A full-time associate director for scholars programs should be employed who would report to the Director of the University Honors & Scholars Center.

Findings and Conclusions: Relationship Between the University Honors & Scholars Center and College Honors Programs

_ As an "umbrella organization for all of the honors programs on campus" (*Self-Study of the University Honors & Scholars Center*) the Honors & Scholars Center serves an important coordinating function. The Honors Directors Committee facilitates the coordinating role of the University Honors & Scholars Center. The Honors Faculty Advisory Committee provides advice to the Director of the University Honors & Scholars Center.

_ The University Honors & Scholars Center's formal role regarding the academic content of college honors programs is limited to providing enrichment funds to support the development of new honors courses and providing scholarships supporting students who write a senior thesis.

_ The Review Committee identified several policy and programmatic issues pertaining to the relationship between the University Honors & Scholars Center and college and school honors programs that warrant further study and resolution.

Recommendation: Relationship Between the University Honors & Scholars Center and College Honors Programs

21. A committee, established by the Office of Academic Affairs and the University Honors & Scholars Center, should be charged to review, clarify, and recommend policy regarding the relationship between the University Honors & Scholars Center, college and school honors programs, and other units involved in honors programming. Some issues that warrant examination are identified on page 34 of this report.

Findings and Conclusions: Relationship Between Honors and Scholars Programs and Residence Life Programs

_ Honors students have an option of living in one of four residence halls designated for Honors students. Approximately 60% of first year Honors students choose to do so. The University Honors & Scholars Center staff works closely with resident advisors and hall directors; the University Honors & Scholars Center financially supports some in-hall programming. Each of the ten scholars programs involves a residence living experience.

_ Since a residence living program is an important component of honors and scholars programs, Residence Life participation in long-time planning, particularly as it relates to facility use, is needed. There is an opportunity for improvement in communication and planning among

the University Honors & Scholars Center, Residence Life, and college honors and scholars residence-living programs.

Recommendations: Relationship Between Honors and Scholars Programs and Residence Life Programs

22. Residence Life should be a full collaborating partner in planning for and developing both honors and scholars residence-living programs and their coordination with other programs for campus residents.

23. The alignment and differentiation of honors, scholars, and living-learning programs should be clearly defined and communicated to students, faculty, staff, and parents.

24. The University Honors & Scholars Center should play a key role in improving the coordination of residence-living activities, college honors program activities, and activities conducted by the University Honors & Scholars Center.

CHARGE TO THE COMMITTEE

This document reports the findings, conclusions, and recommendations of an internal review of the Honors and Scholars Programs at The Ohio State University. The first phase of the three-phase review was the *Self-Study of the University Honors & Scholars Center*. The second phase is the internal review reported in this document. Phase three will be an external review.

During the first meeting of the Internal Review Committee on October 6, 2003, Interim Executive Vice President and Provost Barbara R. Snyder charged the Committee to assess the Honors and Scholars Programs and present recommendations with particular reference to:

- Intellectual content of the honors programs
- Honors Collegium with special reference to its effectiveness in preparing high ability students to compete for post-baccalaureate fellowships
- Recruitment and retention of students
- Relationship between the honors and scholars programs
- Relationship of the Honors & Scholars Center to college honors programs

Using the *Self-Study of the University Honors & Scholars Center* as a basic data source, the Committee was charged also to collect additional data and information from faculty, staff, and students involved in the honors and scholars programs and from relevant University offices.

THE REVIEW PROCESS

The last review of the University's honors programs was completed in 1985 (Appendix A-- "A Review of Honors Programs at The Ohio State University, January 16, 1985"). The recommendations resulting from the 1985 review focused on strengthening and enhancing undergraduate honors endeavors at OSU. The following data illustrate the progress achieved from 1985 to 2003.

The number of Honors students has increased from 2,200 in 1985 to 5,523 in 2003. The number of honors courses offered has increased from 140 courses with a total of 2,500 seats in 1985 to 384 honors courses with a total of 9,400 seats in 2003. In 1985, 65 students completed a senior honors thesis while 246 students completed a senior honors thesis in 2003. Data are not available to compare the change in overall freshman academic ability from 1985 to 2003; however, data from 1995 to 2003 confirm a notable improvement. In 1995, the average ACT score for entering freshman was 22.8 while in 2003 it was 25.4. In 1995, 21% of the entering freshman graduated in the top 10% of their high school class while in 2003 this percentage had increased to 33%.

Since 1985 the University has strengthened and enhanced the undergraduate experience for all students. The establishment of schools programs to serve an additional group of high-ability students, the establishment of living-learning centers that are open to all students, and the recently initiated First Year Experience Program indicate the University's commitment to all of its students.

The Committee's basic source of data and information for the current review was the *Self-Study of the University Honors & Scholars Center*, October 3, 2003 (Appendix B). Additional data were obtained from the Office of Undergraduate Admissions and First Year Experience, the Office of the University Registrar, the Honors & Scholars Center, and the Office of the Associate Executive Dean for Curriculum and Instruction of the Colleges of the Arts and Sciences.

The Committee reviewed provisions of the Academic Plan (October 2000) pertaining to honors and scholars programs, the report of a faculty "Review of Honors Programs at The Ohio State University, January 16, 1985," (Appendix A), and Undergraduate Student Government President Eddie Pauline's "State of the University Address," February 2003.

The Committee interviewed the persons listed below.

Dr. Edward H. Adelson, Associate Executive Dean, Colleges of the Arts and Sciences

Dr. John A. Cooley, Assistant Vice Provost for Undergraduate Studies

Dr. Daniel Farrell, Professor of Philosophy (former Director, Honors & Scholars Center)

Dr. Mabel Freeman, Assistant Vice President, Undergraduate Admissions and First Year Experience (former Director, Honors Center)

Dr. Martha Garland, Vice Provost, Dean of Undergraduate Studies

Dr. Linda Harlow, Associate Provost and Director, Honors & Scholars Center

Dr. Mary Ellen Jenkins, Assistant Dean, Arts and Sciences Honors Program

Mr. Ron Kochendoerfer, Director, Resident Education, Office of Student Affairs

Dr. Dennis McKay, Honors Collegium Director

Selected members of the Committee interviewed small groups of graduates of the honors programs, Honors students including students participating in the Collegium, and Scholars students.

The Review Committee met weekly during Autumn Quarter 2003. Dana DeRose, Assistant to the Associate Provost and Director, Honors & Scholars Center, searched and assembled the additional data and information requested by the Committee. Ms. DeRose, the staff member who supported the Committee, prepared detailed minutes of each meeting of the Committee.

Data and information used by the Committee not included in the *Self-Study of the University Honors & Scholars Center* are presented in appendices or summarized in the following sections.

GOALS: HONORS AND SCHOLARS PROGRAMS

The *Self-Study of the University Honors & Scholars Center* describes two of the major goals of the University's honors programs.

- Offer students an enriched academic experience to achieve their full potential through the integration of curricular and co-curricular activities, and
- Recruit and retain high ability students.

Scholars programs are designed to enable students to meet and live with other students who share similar academic interests and career goals. Scholars programs respond to the goals stated in the Academic Plan of "expanding opportunities for students to live with those who share common interests and enhancing students' academic success and sense of community." An additional goal of scholars programs is to recruit and retain high ability students who might not otherwise enroll at Ohio State.

UNIVERSITY HONORS & SCHOLARS CENTER

The University Honors & Scholars Center is responsible for coordinating the University's honors and scholars programs. Curricular activities for Honors students, including academic advising, are responsibilities of colleges, schools, and departments. The Colleges of the Arts and Sciences and ten professional colleges and schools conduct honors programs. Planning and conducting co-curricular activities and coordinating recruitment activities with the Office of Admissions are primary responsibilities of the Honors & Scholars Center.

The Honors & Scholars Center administers 10 Scholars programs. Scholars program coordinators have offices in the Kuhn Honors & Scholars House, Enarson Hall, Neilwood Gables, and in various other college office buildings. The Director of the Honors & Scholars Center supervises the coordinators of Scholars programs.

Major responsibilities of the Director and staff of the Honors & Scholars Center in accomplishing the goals of the University honors programs are the following:

- Goal: Offer students an enriched academic experience.
    - Provide leadership and coordination for the development and operation of college and school honors programs.
    - Communicate and consult with colleges, schools, and departments regarding honors programs; facilitate communication among colleges, schools, and departments and the Honors & Scholars Center.

    - Encourage Honors students to take challenging academic programs by:
        - Informing Honors students about honors courses offered each quarter through email, fliers, and fireside chats.
        - Informing Honors students about honors program opportunities in the colleges and schools.

- Promote and fund the development of honors courses through a competitive request for proposals procedure.
- Develop, fund, and administer the Honors Collegium for a select group of highest ability Honors students.
- Encourage research opportunities for Honors students through:
  - Early experience research seminars funded by the Honors & Scholars Center, research laboratory experiences, and Research Experience for Undergraduates programs conducted by selected departments.
  - The annual Denman Undergraduate Research Forum and pre-Denman Forum workshops.
  - An international research exchange for undergraduate research with the University of Sao Paulo, Brazil.
- Plan and conduct co-curricular activities such as the Freshmen London Honors Tour, excursions to Washington, D.C. and to events in the Columbus area, weekly Fireside Chats, a book program, and a lunch-and-learn series.
- Jointly coordinate and offer supplemental funds to financially support programming in honors residence halls.
- Conduct transition programs for incoming freshman at orientation sessions.

- Goal: Recruit and retain high ability students.
  - Work closely with the Office of Admissions and First Year Experience to certify students who qualify for Honors status upon application to the University and evaluate applications for admission to the honors program submitted by students who do not automatically qualify for Honors status.
  - Participate in recruitment activities conducted by the Office of Undergraduate Admissions and First Year Experience including receptions in major Ohio cities and out-of-state cities, Ohio State Honors Day, and National Merit Dinners.
  - Schedule and conduct visits to learn about honors programs at Ohio State for prospective students and their parents.
  - Develop and conduct the University Scholar Maximus Competition.
  - Administer the Battelle and Joyce Scholars programs.

Major responsibilities of the Honors & Scholars Center in accomplishing the goals of the scholars programs are:

- Coordinate with the Office of Admissions Scholars recruitment strategies and events; develop recruitment publications.
- Manage the application process for Scholars programs.
- Arrange and conduct visits to campus of prospective Scholars students and their parents.
- Conduct Scholars Day events for prospective students and their parents.
- Coordinate Scholars Ambassadors, a group of volunteer students who assist with recruitment.
- Conduct weekly meetings of scholars coordinators.
- Serve as liaison between scholars programs and the Office of Orientation and the Office of Residence Education; support programming in scholars residence halls.
- Advise and mentor students participating in scholars programs.

- Plan and conduct program specific co-curricular activities for Scholars students.
- Encourage Scholars students to participate in co-curricular activities and events held at the Kuhn Honors & Scholars House.
- Arrange for Scholars students to enroll in special sections of selected courses.

The University Honors & Scholars Center is a unit of the Office of Academic Affairs. The Director of the Honors & Scholars Center is a faculty member (.80 FTE) who has the title Associate Provost. The Director of the Honors & Scholars Center reports to the Vice Provost, Dean of Undergraduate Studies. A faculty member (.50 FTE) serves as Director of the Honors Collegium. The Associate Director of the Honors & Scholars Center is a staff position held by a person with the Ph.D. The staff of the Honors & Scholars Center includes nine Program Coordinators. Program coordinators have graduate degrees. The program coordinators include 5.5 FTE positions for honors programs (including one full-time coordinator of the Honors Collegium) and 3.5 FTE positions for Scholars programs. The staff of the Honors & Scholars Center also includes an Administrative Assistant/Office Manager, a Fiscal/Personnel Officer, a Graduate Associate, and part-time student workers.

The 2003-04 general funds budget for the Honors & Scholars Center is $1,297, 536 – approximately 70% of which supports salaries and benefits of the staff positions described in the preceding paragraph. The annual general funds budget includes $100,000 earmarked to support the development and offering of new honors courses; $61,000 in the annual general funds budget is earmarked for Scholars programming. In addition to budgeted general funds the Center receives annually approximately $120,000 to support students programs from the Pressey fund, the Denman Undergraduate Research Forum, and the Mount Post-Baccalaureate fund. Annually $30,000 in cash is received from Coca Cola to support honors and scholars programs; $75,000 is received in cash from the Office of Research, at least for the next two years, to support new early experience research seminars.

Funding for the salaries and benefits of 3.5 Scholars Coordinators is included in the Honors & Scholars General funds budget. Funds for the salaries of additional Scholars coordinators are provided by colleges (Arts, Humanities, Biological Sciences, Architecture, and Pharmacy) and Student Affairs (Mount Leadership Scholars). Funds for programming for the Mount Leadership Scholars program are provided by Student Affairs; other Scholars programs receive programming funds from a $180,000 annual allocation from Kirwan Legacy funds administered through the Honors & Scholars Center.

The following groups are advisory to the Honors & Scholars Center.

- Honors Directors Committee composed of Directors of college and school honors programs. Directors of college and school honors programs are appointed by the colleges and schools.
- Honors Faculty Advisory Committee composed of 10 faculty members. Members are appointed by the Director, Honors & Scholars Center in consultation with the Vice Provost, Dean of Undergraduate Studies.
- Collegium Subcommittee of the Honors Faculty Advisory Committee composed of three faculty members, the Dean of Undergraduate Studies, and representatives from the Honors and Scholars Center. Members are appointed by the Director,

Honors & Scholars Center in consultation with the Vice Provost, Dean of Undergraduate Studies.

- Denman Undergraduate Research Forum Advisory Committee composed of five faculty members and representatives from the Office of Research, the Office of Development, and the Honors & Scholars Center. Faculty members are appointed by the Director, Honors & Scholars Center in consultation with the Vice Provost, Dean of Undergraduate Studies.
- Maximus Competition Faculty Advisory Committee composed of seven faculty members, the Director of the Arts and Sciences Honors Program, and representatives from the Office of Admissions and First Year Experience and the Honors & Scholars Center. Faculty members are appointed by the Director, Honors & Scholars Center.
- External Advisory Committee composed of Honors alumni and friends of the honors program. Members are appointed by the Director, Honors & Scholars Center in consultation with the Vice Provost, Dean of Undergraduate Studies.
- Honors Student Advisory Board composed of 16 Honors students. Members are appointed by the Director, Honors & Scholars Center in consultation with the staff of the Honors & Scholars Center.
- Scholars Faculty Advisory Committee will be created. Members will be appointed by the Director, Honors & Scholars Center in consultation with the Vice Provost, Dean of Undergraduate Studies.

INTELLECTUAL CONTENT OF UNIVERSITY HONORS PROGRAMS

The students involved with the University's honors programs have a wide variety of activities at their disposal for intellectual engagement and enrichment. These range from classroom instruction to fireside chats and individual research projects with a faculty mentor. Some of these components are directly controlled by the different college honors programs and their departments, some originate with individual faculty and still other opportunities are supported directly by the Honors & Scholars Center, but the extent to which students take advantage of these opportunities is not clear. Some questions to explore include:

1) Are these various honors program activities serving a large or small number of the Honors and Scholars students?
2) Are some activities definitely more successful than others (measured by participation)?
3) Do Honors and Scholars students encounter obstacles that diminish their participation in opportunities provided by honors programs?

The first step is to compile basic statistics on these various curricular activities and assess whether student demand and availability are in approximate balance. We found that securing data was not always straightforward. This will bear upon later recommendations.

Overview of College Honors Programs

Beginning in AY 2003 approximately 5,500 students carry the designation of Honors student. Of these 50% are in the Arts and Sciences, 24.5% are in Engineering, 14.8% are in Business with the remaining 10.7% spread among eight other colleges or schools. The students are split evenly between males and females and 32% are at rank 4 while ranks 1, 2, and 3 account for between 22 and 24 % each. Roughly 89% of the students are residents of Ohio and 98.4 % are U.S. citizens. The Honors student population is ~82.5% Caucasian, ~8% Asian, ~6.5% other/undisclosed and ~3% African American.

As the *Self-Study* notes, "the heart of an individual Honors student's program resides within his or her College. . . ." (p. 2). Thus, to determine the university's success in meeting the goal of academic enrichment, we examine the honors opportunities that the individual colleges provide.

While all colleges provide some kind of honors opportunity, the 13 colleges listed below that require a specific honors program or thesis, serve 97.2% of the undergraduate Honors students. The remaining 2.8% of the undergraduate Honors students are in the School of Architecture and College of Education, which have somewhat different honors requirements:

Federation of Arts and Sciences (Colleges of the Arts, Biological Sciences, Humanities, Mathematical and Physical Sciences, and Social and Behavioral Sciences)	50%
Engineering	24.5%
Business	14.8%
School of Allied Medical Professions; College of Food, Agricultural, and Environmental Sciences; College of Human Ecology; School of Natural Resources; College of Nursing; College of Pharmacy	7.9%

We will focus on the honors experiences provided by these colleges.

Federation of Arts and Sciences

Students enrolled in the five colleges of the Federation can pursue either or both of two honors programs: the honors contract program and/or a senior thesis. Students who successfully complete the honors contract and have a minimum 3.3 GPA receive the designation "with honors in the liberal arts" on their diplomas. Those who successfully complete the senior thesis and have a minimum 3.3 GPA receive the designation "with distinction in [major]" on their diplomas. Those who complete both programs receive both designations. These designations are in addition to Latin honors, which are based solely on grade point average. Thus, a student could graduate with all three designations.

Contract Program. The *Honors Manual, Colleges of the Arts and Sciences*, (Appendix C) describes the Honors Contract program as containing the following elements (p. 7):

- A liberal arts program of superior strength and breadth
- A major program which must be of considerable rigor and must be approved by a departmental faculty adviser
- Second majors and minors are encouraged and are also expected to contain the most challenging courses offered in a discipline
- To meet the goal of rigorous courses, it is recommended that students take honors courses, upper-division courses instead of introductory-level courses, especially challenging sequences, and courses or sequences that are recognizably among the most rigorous ones available

The honors contracts must be approved by the departmental faculty adviser as well as by the Federation's Honors Committee, which consists of ten faculty and five honors staff from the five colleges. We reviewed a sample of contracts and we agreed that the stated goals for the contracts are satisfied.

With Distinction. The *Honors Manual, Colleges of the Arts and Sciences*, describes the senior thesis as follows:

> "The purposes of the Senior Honors Thesis are to introduce the student to the literature of the discipline, to develop methodology skills, and to have the student produce a scholarly thesis." (p. 8)

The Federation's Honors Committee must approve the senior thesis project. Students who complete the research and thesis must defend their work during an oral examination with at least three faculty members, only one of which can be the thesis adviser.

Summary: Federation of Arts and Sciences. Approximately 75% of students in the Federation colleges who have Honors status at the time of graduation successfully complete one or both of these programs.

College of Engineering (http://www.eng.ohio-state.edu/prospective/honors/honors.htm)

First-Year Engineering Honors. Honors designated students entering the College of Engineering as new first quarter freshmen can begin their honors experience with a First-Year Engineering (FEH) Honors Program. This program is designed to challenge the well-prepared first-year student by offering access to more advanced levels of study and by encouraging creative abilities and sustained interest in advanced education and research. FEH students are required to take an engineering fundamentals and laboratory sequence (3 courses), a physics and engineering mechanics sequence, and a calculus sequence with other FEH students. Engineering, physics, and mathematics faculty members meet on a weekly basis to discuss courses and students' progress. Approximately 75% of entering Honors designated students (250 to 280) select this option.

With Distinction. Advanced Honors students are encouraged to do research resulting in a senior thesis and graduation with distinction in the major. University and College scholarship dollars are used to support this program. The Honors Committee, based on proposal submissions, awards more than thirty-five scholarships in this area each year. Currently, about 20% of graduating engineering Honors designated students graduate with distinction in the major.

Graduation with Honors in Engineering. The College of Engineering has recently received approval to offer Graduation with Honors in Engineering. The first Graduation with Honors in Engineering will be received in Winter 2004. Requirements of the program include: (a) Honors and graduate coursework, (b) Investigational studies, and (c) Leadership and service. (Appendix D)

Fisher College of Business

Each autumn quarter, approximately 125-150 students with Honors status are directly admitted into the Fisher College as freshmen. However, the Fisher College business curriculum contains no freshmen level courses and hence honors courses taken by freshmen in the College are taken primarily in the Arts & Sciences to fulfill GEC requirements.

Business students enroll in five Fisher College pre-business courses their sophomore year: Accounting 211-212, Business Management 330-331, and Business Administration 499. Honors sections are offered for the two accounting classes that accommodate approximately 70-80 students each year. One honors section of Business Administration 499 is offered annually; however, it is available only to students enrolled in the Honors Contract program described below. Funding issues have prevented the College from offering honors sections of 330-331.

In addition to Honors Accounting 211-212 and Honors Business Administration 499, the College typically offers 21 honors courses each academic year. However, 19 of these courses are dedicated to one of the three programs described below. Hence, students who are not enrolled in one of these programs cannot enroll in any of these 19 honors classes. Moreover, in terms of business honors courses, students who are enrolled in one of these programs can take only those business honors courses dedicated to their program and not any of the other 19 business honors courses that are dedicated to students in the other two programs.

Only two 700 level international business electives are open generally to any students with honors status. One of these courses has a cap of 25 while the other has a cap of 16.

The Fisher College provides three honors programs that can accommodate approximately 100 members of each annual graduating class. These programs are the Honors Accounting Program; the Honors Cohort Program; and the Honors Contract Program. (See Appendix E for specific course requirements for each of these programs.) Students enter these programs in the sophomore or junior year.

Students also may pursue a senior honors thesis, and if successful, they will receive the designation “with distinction in [their major]” on their diplomas.

Honors Accounting Program

The Honors Accounting Program is a lockstep program that requires the completion of eight specific honors courses. Students enter this program in the sophomore year. In addition to the eight honors accounting courses, students must complete one honors course outside of the discipline of accounting. This program has been in existence for more than 30 years. It serves approximately 40 students from each annual graduating class. Students who successfully complete the program with a minimum 3.5 gpa, as well as a 3.5 gpa in accounting classes and in all honors courses taken, receive the "with honors in accounting" designation on their diplomas.

Business Administration Honors Cohort Program. The B.A. Honors Cohort Program is similar to the Accounting Honors Program except the honors curriculum focuses on core courses from all business disciplines rather than on one particular major. Like the Accounting program, the cohort students take eight prescribed courses and must take one additional honors course either in the College or from the university offerings. Unless they are completing a senior thesis, students also must complete a paper on either an internship experience or on a study abroad experience. This program has been in existence for seven years. It serves approximately 30 juniors and 30 seniors. Students who successfully complete the program with a minimum 3.5 GPA, as well as a GPA of 3.5 in their major and in all honors courses taken receive the "with honors in business" designation on their diplomas.

Business Administration Honors Contract Program. The B.A. Honors Contract Program is similar in structure to the Arts and Sciences honors contract. Each student must develop a proposal for an enriched curriculum, which must include a total of nine honors courses, three of which must be in business, as well as a minor outside of the Fisher College. Unless they are completing a senior thesis, students also must complete a paper on either an internship experience or on a study abroad experience. This program has been in existence for three years. It can serve approximately 30 juniors and 30 seniors. Students who successfully complete the program with a minimum 3.5 GPA, as well as a GPA of 3.5 in their major and in all honors courses taken receive the "with honors in business" designation on their diplomas.

Summary: Fisher College of Business. Approximately 95% of students who enter one of the three Fisher College honors programs graduate "with honors." The three programs have the capacity to serve approximately 100 members of each annual graduating class. However, even though only 125-150 honors students are directly admitted into the Fisher College each fall as first quarter freshmen, the numbers of students with honors status swells to approximately 300 in each graduating class by the time students achieve junior-level status. Currently, the College has over 1,000 students at all ranks with honors status; and ranks 3 and 4 have approximately 300 students with honors status. This increase in numbers from rank 1 to rank 3 occurs in part because students who have a 3.5 gpa (the requirement for the Fisher College) transfer after their freshman year from other colleges in the university, and in part because students who did not enter the college with honors status gain that status by achieving a 3.5 gpa.

While the Fisher College serves the one hundred members of each graduating class who are enrolled in the three programs, it provides little for the other several hundred students with honors status, many of whom do wish to have an honors experience. The unmet demand for business honors courses, however, is not limited to the students who are not enrolled in one of

the programs. Some students who are enrolled in one of the three honors programs would like to enroll in business honors courses dedicated to one of the other two programs, but are not permitted to do so because enrollment is limited to the students in those programs. Thus, the unmet need for business honors courses is substantial.

School of Allied Medical Professions; College of Food, Agricultural, and Environmental Sciences; School of Natural Resources; College of Human Ecology; College of Nursing; College of Pharmacy

These six colleges and schools, serving 7% of all Honors students, require students to complete a senior honors research thesis. These colleges and schools accounted for 52 of the 246 students (21%) who completed the senior honors thesis for the four-quarter period ending Spring 2003. With the exception of College of Pharmacy, these colleges and schools provide one or more honors course offerings.

Honors Courses

The content of all honors courses is determined by the instructor and the department curriculum committee, and designation as an honors course requires approval of a college curriculum committee and the Council on Academic Affairs. With a few exceptions, these courses are open to a maximum of 25 students and are taught by faculty. During AY 2002-03 the percentage of seats in honors courses that were occupied averaged between 84 to 87% although there are differences from college to college. An element that is not assessed by these statistics is the "actual" number of students closed out of a specific course section. The numbers above reflect the situation 15 days into the quarter so that students closed out of a section could have enrolled in other courses. The general perception is that most Honors students are able to get the honors courses they request but there are indeed exceptions. The extent of these exceptions cannot be quantitatively assessed with available data.

Recently released statistics from the Federation of the Arts and Sciences for AY 2002-03 provide further insight that may be broadly applicable. These data indicate that with few exceptions the average enrollment in Arts and Sciences honors courses is 18 to 20 students per offering and that only Economics averages more than 25 students per offering (~27). The 282 offerings of 197 different ASC courses were taken by 5,459 students, 77% of whom were enrolled in the Arts and Sciences. Interestingly, the number of students per offering has not changed substantially since the inception of the University Honors Center in 1985-86 (18.5 students per section versus 19.4 today). Thus, although the number of Honors students enrolling in honors courses has nearly doubled so has the number of offerings (Appendix F). There is little evidence that honors courses in the Arts and Sciences are oversubscribed; one exception is Economics H200.

It appears that the number of seats available in honors courses in the Arts & Sciences exceeds the enrollment for the courses by an average of 5 students per offering. Obviously, there are exceptions and students rejected from one class who enroll in another non-honors course would not be included in these calculations. The Review Committee did not have sufficient data to make a more quantitative assessment.

The Review Committee felt strongly that an essential ingredient for an honors experience is participation in honors courses or appropriate upper-level courses that provide an intellectual challenge. A university-wide questionnaire distributed in 2003 to 5,000 Honors students that resulted in 1,850 usable responses (a return rate of 37%) provided the basis for our initial assessment of curricular engagement of Honors students in honors courses. Roughly 58% of freshman Honors students report taking no more than two honors courses and of these respondents, 39 students (7%), report taking no honors courses. Thus, only 42% of the freshman Honors students take an average of one honors course per quarter (three or more honors courses based on 3 quarters). The freshman statistics are somewhat different from those for rank 2, 3, 4 students whose reported participation in honors courses is rather similar. On average 73% of them report taking two or fewer honors courses and while the total percentage is higher, more of them are taking either no honors course (14.4%) or just one honors course (43%). On average only 27% of rank 2, 3, and 4 Honors students are taking more than two honors courses per year (Appendix G).

Recommendation: The Review Committee felt strongly that Honors students should be taking more honors courses or appropriate upper-level courses. We suggest strongly that a reasonable goal for students carrying an Honors designation is three honors courses (or comparably challenging upper level courses) per year during the first two years. The Committee recognizes that for some majors (departments) with small enrollments upper level courses may need to be substituted and that this may not be possible due to the curricular requirements of some colleges or the costs involved in the instruction of honors courses. Therefore the Committee suggests this should be set as a target, not a requirement, and that faculty and college honors advisors should work closely with students to ensure that their curriculum is consistent with the spirit of an honors experience.

Recommendation. The Review Committee strongly recommends continuing review of the possible impacts of budget restructuring on honors instruction.

Budgetary restrictions may make it difficult to maintain or increase the number of honors courses offered. Although the Honors & Scholars Center provides some funds to support the development of new honors courses, the cost of teaching honors courses is covered by the colleges, schools, and departments offering the courses. Honors courses taught by faculty members with enrollments limited to 25 students are expensive. Budget restructuring policy that allocates funds to colleges based on the number of students taught and credit hours generated may not be conductive to developing new courses or continuing honors courses now offered.

The Review Committee notes that current policy for budget restructuring states that "Colleges are expected to maintain their existing levels of honors instruction. Honors course offerings, enrollments, and instructional patterns will be monitored and discussed during college annual reviews with the Provost." (*Budget Restructuring Basics*, Office of Academic Affairs and Office of Business and Finance, January 10, 2002, page 14). However, the budgets of many units are already heavily strained. In this economic climate, the intellectual quality of the University's honors programs may be at risk.

Recommendation. At a minimum, to maintain the current number of honors course offerings across the University, an accounting system is needed such that costs recovered from smaller honors courses are not substantially lower than the costs recovered from larger courses.

Research Opportunities

Certainly a primary goal of honors programs is to encourage more students to graduate "With Distinction" which requires writing a senior thesis. However, this requires that they identify a faculty mentor by the end of their junior year (at the latest) and that the faculty mentor has the time to advise the student. Not all students wish to engage in a research project as was clear from our Honors student interviews. However it was obvious that some students wishing to conduct research perceived impediments to making direct contact with a faculty member willing to assist the student and oversee an independent research project. Some students seem to have no problem engaging a faculty member while others seem reluctant to aggressively pursue a senior thesis advisor. How can we facilitate this? The flip side is that incorporating undergraduates within a faculty member's research program can be time intensive with modest reward to the faculty member. Of course, this depends on the nature of the research activity and the preparedness of the student.

The Review Committee discussed the many demands that are made on faculty time and the fact that overseeing an undergraduate thesis could constitute another demand that is essentially done on overload. If the University wants more undergraduates (whether in honors programs or not) to have a research experience, a mechanism will need to be developed that rewards faculty engagement, at a minimum by recognition of the effort in their annual performance evaluation.

The Denman Undergraduate Research Forum is an annual opportunity for an undergraduate student who has completed a research project to present the results of his or her research. The Denman Undergraduate Research Forum goes hand in hand with encouraging students to complete a senior thesis and graduate "With Distinction" as well as "With Honors."

Recommendation. Faculty and college honors advisors, as well as Honors & Scholars Center staff members, must be more proactive in assisting those students wishing to conduct undergraduate research to make direct contact with appropriate faculty members. There appear to be impediments and we recommend that Dean of Undergraduate Studies and the Honors Center Director devise an approach to identify these impediments and develop solutions that will facilitate student engagement in faculty research. It is important to remain sensitive to the fact that research style differs among faculty as well as among colleges. Therefore, some faculty and some programs may be more able to provide research experiences to undergraduates than others.

Interdisciplinary Study and Research

This has not been a strong focus of the University's honors programs, but recent emphasis on the growing importance of interdisciplinary approaches to solving major scientific and societal problems will necessitate greater emphasis in the future. The Honors & Scholars Center has initiated efforts to encourage the development of undergraduate research courses that have an interdisciplinary component. We endorse further efforts by the Honors & Scholars

Center to encourage the development of courses that offer students interdisciplinary instruction, and suggest that University administrators create mechanisms that facilitate interdisciplinary instruction and research opportunities.

Study Abroad

There is a strong consensus among faculty and staff members that study abroad programs should be an integral part of the Honors and Scholars programs of as many students as possible. The combination of a study visit to a foreign country preceded by an interdisciplinary course or seminar is a successful format whereby students are prepared for study abroad such that they use the time they have in a foreign country to build effectively on instruction received in the classroom.

The *Self-Study of the University Honors & Scholars Center* describes two international activities for Honors students: (a) the Freshmen London Honors Tour consisting of an autumn quarter seminar followed by an eight-day tour of London with faculty and staff, and (b) an international research exchange for undergraduate research with the University of Sao Paulo, Brazil.

A foreign experience of eight days may not be extensive enough for students to gain a reasonable understanding of a foreign culture, not to speak of a foreign language, especially if this experience takes place in an English speaking county. These concerns are balanced by the fact that the study abroad experiences offered by the Honors & Scholars Center serve for many students as their first foreign experience and often lead to further foreign travel and study in departmentally based programs sending students for a quarter or academic year to international universities or language schools.

Information obtained from the Director of International Education indicates that OSU has 180 study abroad programs, varying in length from one or two weeks to a quarter or entire year. It is rare that study abroad programs reach capacity, thus students are rarely turned away. The primary reasons students do not study abroad are money, lack of time, and family obligations.

Recommendation. The Review Committee recommends that all Honors students be encouraged to participate in a study abroad program, and that the Honors & Scholars Center staff, in cooperation with the Office of International Affairs, inform Honors students about opportunities for study abroad and encourage their participation by making need-based fellowships available on a competitive basis for students who cannot afford the currently required fees.

Recommendation. The Review Committee recommends that colleges, schools, and departments strongly support international experiences specifically designed for Honors students by (a) providing faculty and staff time to prepare for and accompany students who study abroad, and (b) regarding the time faculty members spend abroad as a regular teaching assignment.

Advising of Students

Clearly the college and/or departmental honors advisor is the student's primary contact with regard to scheduling and fulfilling his/her honors program requirements. Quantitative data on advising was not available but information gleaned from interviews suggests that advising in the Arts and Sciences can be problematic. Indeed some students will not be happy with any advisor, but it was clear that the accessibility of Arts and Sciences honors advisors and the differential quality of the advice given were perceived as major problems that need to be addressed. The Honors Program End-of-the-Year Assessment (June 2003) conducted by the Office of Residence Life reveals that academic advising received the third lowest satisfaction rating [college honors office (64%) and in the major (69%)]. The Fisher College of Business also experiences problems with continuity, since its advising relies heavily upon graduate students who change frequently.

Discussions with administrators of the Arts and Sciences Honors Program revealed that there have been some severe staffing issues that have lead to long waiting times for students to see an advisor. Also, staff turnover has resulted in a less than optimal continuity in the quality of advising received.

Recommendation. The Review Committee recommends that colleges, schools, and departments give high priority to the advising of Honors students. We recommend strongly the commitment of more resources for advising and "front line mentoring." The latter means helping students make direct contact with faculty and encouraging students to be more proactive in shaping their honors program including their undergraduate research experience.

Co-Curricular Activities

A collection of co-curricular enrichment activities is supported by the Honors & Scholars Center and these are open to all Honors and Scholars students. These activities include eight or nine fireside chats per year, primarily in winter quarter, during which different faculty members or local dignitaries discuss their research or personal interests with small groups of students in an informal setting often with pizza, subs and drinks. The attendance varies widely but averages 15 to 20 students. Faculty dinners bring students and faculty together in discussions in the residence hall dining commons, as well as in the Kuhn Honors & Scholars House. The John Rudolph Book Program brings students and faculty together to read and discuss a selected book each quarter. Often the author is invited to visit campus and meet with the group.

The Honors & Scholars Center offers a diverse collection of opportunities for students' engagement with both the University and local communities as well for social activities with other Honors and Scholars students. For example, the Adopt-a-School program pairs student volunteers with the Indianola Middle School where they can tutor students, teach music lessons, advise student clubs, and assist teachers in the classroom. The Arts Impact Middle School Adopt-a-School Program provides tutoring opportunities for students majoring in and/or interested in the arts. The Cultural Programming Board is a student-led initiative dedicated to providing opportunities for students to experience arts, cultural events, and programs on campus and in the Columbus area. The group is dedicated to community service, and collaborates with

other organizations to bring art and aid to people in the nearby communities. The South High Mentoring Program is a partnership with South High School Urban Academy in Columbus that consists of an e-mail mentoring program focusing on college preparation, college life, and a common reading experience.

The Honors & Scholars Center also coordinates and/or advises eight class honoraries that are dedicated to scholarship, leadership, and service. These consist of two honoraries for each class from freshman (e.g., Alpha Lambda Delta and Phi Eta Sigma) to seniors (Sphinx and Mortar Board). Students must apply to the sophomore, junior, and senior honoraries.

The Honors & Scholars Center sponsors a number of excursions that afford a few students (15 to 36) the opportunity to interact with faculty and other experts in an informal setting. These trips have ranged from local outings to the Columbus Zoo with a primate expert and a trip to Franklin Park Observatory with an entomologist. Also roughly three dozen students participated in a weekend trip to Washington, D.C. Most of these activities require only local travel and take advantage of faculty willingness to participate.

The Honors Program End-of-the-Year Assessment (June 2003) reveals that Honors students indicate their lowest degree of satisfaction in three areas:

- "There were a sufficient number of co-curricular programs offered." – 60% of the Honors students returning questionnaires responded strongly agree or agree.
- "Academic advising from my college honors office was supportive." – 64% of Honors students responded strongly agree or agree.
- "Academic advising for my major was supportive." – 69% of Honors students responded strongly agree or agree.

The Review Committee was eager to assess the impact of the various co-curricular activities but after some discussion realized that sufficient data were lacking and that numbers alone do not necessarily reflect the value of the experiences gained by students. For example, five students with high quality one-on-one time with a visiting scholar, author or artist may be more valuable than a more superficial level of interaction with 25 students. With this qualification in mind, the Review Committee believes that student participation in co-curricular activities needs to be evaluated.

Recommendation. Recognizing that numbers do not always equal quality, we recommend that the Honors & Scholars Center develop mechanisms for collecting statistical and qualitative data and information about the various co-curricular activities to facilitate a cost-effectiveness analysis of each. Key questions that the Review Committee asked but could not answer are: (a) How effective are the various co-curricular activities in providing a more enriched intellectual experience? and (b) Is a large number of Honors and Scholars students taking advantage of the various co-curricular activities or is a smaller group of students participating in many activities? So the question is whether the co-curricular activities are providing a greatly enriched experience for a few Honors and Scholars students or is the program providing a more modest level of enrichment to a large group of Honors and Scholars students?

Recommendation. The Review Committee strongly recommends that the Honors & Scholars Center set a goal of having each Honors student required to participate in at least one co-curricular activity each year.

Honors Collegium

The Honors Collegium was initiated in 2002 for the purpose of mentoring and preparing selected students for prestigious fellowships, scholarships, and post-graduate placement. The *Self-Study of the University Honors & Scholars Center* documents that OSU substantially lags its peer institutions "in terms of numbers of students who receive major national fellowships and scholarships." One dimension of the rationale for the establishment of the Collegium was that such a program could aid The Ohio State University to improve its status among benchmark universities.

In July 2003, Dr. Dennis McKay, Professor of Pharmacy, was appointed Director (.50 FTE) of the Honors Collegium and a full-time Program Coordinator began work as a support person. In Autumn Quarter 2003, ten incoming Presidential Scholars were added to the existing Collegium class. Plans are to select an additional 15 students after Winter Quarter 2004. The original 50 Collegium students will be reviewed for continuation. The original freshmen seminars are being replaced by a series of two-credit hour courses and workshops.

At the present time the Honors Collegium is in a state of transition. The Director is forming a Collegium Advisory Board and devising mechanisms for selecting and advising students. Successful models at other universities are being reviewed. One proposal being considered is identifying faculty members as coaches for individual fellowships and scholarships such as Rhodes, Marshall, Truman, Fulbright, and Goldwater. Advising Honors students pursing prestigious post-baccalaureate fellowships is time intensive.

Recommendation. Faculty members should be granted release time from other duties to advise and coach Collegium students.

Interviews with current Collegium students indicate that administrative changes and insecurities associated with the Collegium during the past two years have not helped students' morale and commitment. Students are enthusiastic about the potential of the Collegium program. They feel that the selection process and the advising system need improvement. Students are interested in a rigorous and challenging academic curriculum and desire to work closely with the best research faculty members. Collegium students seek instruction and experiences that contribute to their admission to top graduate programs and professional schools in the U.S. and abroad. They also seek a social environment in which they can both get to know each other and help each other excel in their studies.

Recommendation. The Honors Collegium is a desirable and important component of the University's honors programs. The Review Committee recommends its continuing development to emphasize goals broader than the recruitment, selection and coaching of candidates for the most prestigious post-baccalaureate fellowships and scholarships. Equally important priorities for OSU's most gifted students include enriched curricular and co-curricular experiences,

encouragement and preparation for entering prestigious graduate and professional schools, and preparation for leadership positions in business, industry, government, and public service.

Recommendation. The Review Committee endorses the establishment of a faculty committee to formulate, in consultation with the Director of the Honors & Scholars Center and the Collegium Director, specific goals to be achieved by the Honors Collegium and develop policies pertaining to the selection and advising of students, the development and offering of required and elective curricular and co-curricular activities, and the periodic assessment of how and to what extent the Collegium accomplishes its goals and contributes to the mission and goals of The Ohio State University.

Recommendation. The Review Committee recommends that high priority be given to the following in the further development of the Collegium: admission to the Collegium by application after enrollment at OSU rather than automatic admission; faculty mentoring and advising; early introduction to research with OSU's most outstanding researchers; emphasis on challenging interdisciplinary workshops and seminars with 3 to 5 credits; flexibility of curricular requirements, including the GEC; opportunities for study abroad and internships; and provisions for programs, lectures, and conferences with faculty from other universities and alumni from throughout the world.

Recommendation. The Review Committee recommends that continuing policy be the appointment as Director of the Honors Collegium of a senior faculty member who is an outstanding researcher and scholar.

Recommendation. The Review Committee recommends that the Honors & Scholars Center undertake, with the collaboration and assistance of the Office of Development, efforts to raise funds for a substantial endowment to support Collegium programs and activities.

RECRUITMENT AND RETENTION OF HONORS STUDENTS

Recruitment

Admission of freshmen Honors students is managed by the Office of Undergraduate Admissions in conjunction with the Honors & Scholars Center. The qualifications for freshman admission with Honors status are stated in the *Self-Study of the University Honors & Scholar's Center* as:

- Top 10% of high school class (adjusted for the high school's competitiveness), and
- A composite ACT score of 29 or combined SAT scores of 1300.

High school applicants who meet these criteria are approved for honors status, which is designated by an "H" in records of the Admissions Office and the Office of the Registrar. These students are automatically invited to enroll as Honors students. A few students decline this invitation, but the vast majority accepts. Throughout this report, we use the terms "Honors designation" and "Honors status" interchangeably in reference to Honors students.

These admissions standards are flexible and students with lower ACT or SAT scores may be accepted as Honors students. During the past four years, the *average* ACT score of incoming Honors students was ~29.5 each year, while the *average* SAT score was ~1300. The *Self-Study of the University Honors & Scholar's Center* states that OSU admission policy targets about 20% of the freshman class to be admitted as Honors students each year. This represented 1,155 Honors students (20%) out of 5,888 total freshmen in 2002 and 1,517 Honors students (24%) out of 6,258 total freshmen in 2003 (Appendix H). Students may also apply for honors status in their second year or later. The total number of Honors students in all ranks was 5,629 in AU 2002 and 5,523 in AU 2003, representing 15.3% of 36,855 total undergraduates in 2002 and 14.7% of 37,605 undergraduates in 2003.

Most Big Ten and benchmark institutions for which we have data (Table 1) have fewer Honors students per freshman class and a smaller proportion of freshmen who are Honors students than OSU. Honors programs at some universities are restricted to the Arts and Sciences, while others are larger and include programs in other units, as is the case at Ohio State. In terms of minimum criteria for admissions, OSU's standards appear to fall near the middle to lower range of this group of universities.

Table 1. Comparison of Current Admissions Policies for Honors Programs of Big Ten Universities and Other Benchmark Institutions (Ranked by Minimum ACT or SAT Scores)

Institution	Percent of Freshman Class	Number of Honors Freshmen	Number in Liberal Arts	ACT	SAT	Top % of HS Class
Univ. N.C., Chapel Hill	6	~200	Not all	33	1480	3
Univ. of Georgia	10	517	Not all	33	1480	No data
Miami University	6	~200	Not all	32	1410	5
Univ. of Michigan	9	~475	~475	32	1400	No data
Univ. of Washington	4	~200	Not all	31	1380	No data
Univ. of Calif., LA	23	~1000	~1000	31	1380	3
Mich. State Univ.	10	~450	~279	30	1360	5
Penn. State Univ.	5	~300	Not all	31	1350	No data
Indiana University	12	~625	Not all	31	1350	5
Ohio State Univ.	**20**	**~1200**	**~600**	**29**	**1300**	**10**
Univ. of Iowa	15	~625	~400	29-33	1250-1510	10 to 20
Univ. of Cincinnati	8	~475	Not all	29	1300	10
Univ. of Arizona	14	~815	Not all	Not applicable	Not applicable	Not applicable
Univ. of Minnesota	13	~900	~400	28	1260	10
Univ. of Illinois	4	~125*	Not all	28	1240	15
Not Ranked						
Univ. of Texas, Austin	6.6	~525	~160	Not applicable	Not applicable	10
Purdue University	No data	No data	Not all	26-31	1180-1380	5 to 10

Officials were uncertain of Honors Freshmen enrollment data.
Not applicable: university has different admittance standards based on Honors program.
Source: *Self-Study of the University Honors & Scholars Center*, phone calls and university web sites.

The admission of large numbers of Honors students is widely viewed as an important recruiting tool for the University. Students are attracted to the OSU honors programs because they offer small-enrollment honors courses, personalized advising, research opportunities, priority scheduling, special co-curricular activities, and other benefits. Many Honors students also receive merit and/or need-based scholarships. Some of the highest achieving applicants to OSU choose to attend other universities, which is to be expected. In a 2003 survey, the top three reasons that admitted Honors students did not attend OSU were financial aid, the quality of the major or honors program at their chosen University, and the school's reputation (Appendix I).

Having a large Honors student population allows a large proportion of students to take a more challenging curriculum than they would as non-Honors students. Moreover, OSU faculty members enjoy the opportunity to teach honors courses and interact with Honors students. Admitting a large proportion of freshmen as Honors students also raises the average test scores and other measures of the academic profile of the entire student body. Raising the academic profile is important for the University's status among its benchmark institutions. In 2003, for example, when 24% of the freshmen students were admitted as Honors students, the average ACT score for non-Honors freshmen was 24.1, the average for Honors freshmen was 29.4, and the average for the freshman class as a whole was 25.4. Thus, these Honors students' ACT scores raised the average ACT score of the freshman class by 1.3 points. On the other hand, the large size of the honors programs may dilute the resources needed to maintain and improve its overall quality. The Review Committee concludes that programs for Honors students need more resources to better fulfill the University's obligations to these students, as described elsewhere in this report. The University's honors programs should be supported for their own merit because they attract a vital, curious, and dynamic group of students who enrich all aspects of university life. The University's honors programs represent an important recruitment tool, but the balance between size and quality must be watched carefully to ensure that these programs deliver what they advertise.

Recommendation. The University Honors & Scholars Center, in collaboration with the Office of Admissions, should continue to carry out an aggressive campaign to recruit high-ability Honors students.

Retention and Graduation

Honors students are more likely to stay at OSU and complete their degrees than non-Honors students, as noted in the *Self-Study of the University Honors & Scholars Center*. For example, 32% the non-Honors freshmen who entered in 1999 had left OSU by their third year, as compared to 17% of the Honors freshmen. In general, it is expected that higher-achieving students will have higher retention rates than the student body as a whole.

Here we focus on the extent to which incoming Honors students fulfill the requirements of specific honors programs by the time they graduate. Not all Honors students enroll in a specific honors program, even though they may be taking honors courses and other challenging upper-division courses, and participating in special co-curricular activities. Students must meet specific requirements of an honors program in their college in order to graduate "With Honors" or "With Distinction" listed on their diploma. The Review Committee asked the following questions about the retention and graduation of freshmen who enter the University as Honors students and those who acquire Honors status after admission:

- What proportion of the incoming Honors students and students attaining Honors status after admission complete the requirements of a specific college honors program?
    - Conversely, what proportion of these students do not complete the program requirements during their tenure, and why?
    - This information is needed to determine whether each college is able to serve all of the Honors students who wish to enroll in the college's honors programs, and to evaluate the attrition rates of students who drop out along the way toward graduation.

- What proportion of Honors students retains the Honors designation for one or more years even though they are not pursuing an honors-level curriculum?
    - Some colleges allow students with the minimum required GPA to retain honors designation so they can be eligible for priority scheduling, whereas others do not.

The Review Committee was unable to obtain adequate data to answer these questions. This is mainly because cohorts of incoming Honors students have not been tracked to determine whether they maintained an adequate GPA to keep the honors designation until graduation and, if so, whether they completed the honors program requirements within their college. Data on the progress of students who have an "H" designation from the Registrar's Office were not always useful for the answering the Committee's questions about which Honors-designated students are actively pursuing an honors program. In addition, colleges have different standards for the minimum GPA needed to maintain the "H" designation (currently ranging from 3.2 – 3.5), as well as different standards for how often the GPA is reviewed. In the Federation of Arts and Sciences Colleges, students who do not submit an Honors contract or a thesis proposal often have the "H" designation taken away in their junior or senior year. Better methods are needed for tracking the progress of Honors students during their enrollment at OSU.

Recommendation: The Review Committee recommends that each college develop mechanisms for recording which Honors students are actively pursuing the college's honors curriculum. This information will help determine whether the rate at which students are admitted to the University's honors programs is appropriate for the number of students who can participate in a specialized honors program. The percentage of Honors students who graduate with two majors or one major and a minor is another important benchmark that should be tracked. The Committee felt that most Honors students are well served by their colleges' honors programs, but a detailed analysis of this situation was not feasible for this report.

Recent graduations statistics provide insights about the extent to which students with honors designation at the time of graduation have fulfilled the requirements of the honors programs in their colleges (Table 2). Of the 7902 students who graduated during the 2002-03 academic year, 16% carried honors designation in their final quarter. The number of Honors-designated seniors who graduated "With Honors" (meaning that they fulfilled the requirements of their honors program) and/or "With Distinction" (meaning that they completed an honors thesis) varied among colleges, partly because the availability of these options varies. In 2002-03, at least 75% of the Arts and Sciences students with the Honors designation in their final quarter completed one or both of these options for graduation (Table 2). This figure was less than 30%

in the Fisher College of Business, where only about one third of the juniors and seniors with Honors designation can enroll in one of the three honors programs in Business (see pages 17-18 for further details). In the College of Engineering, approximately 75% of the students with Honors designation typically enroll in a first-year honors course sequence. Beginning Winter 2004, Honors students who complete a prescribed program in the College of Engineering will be eligible to graduate "With Honors in Engineering."

Many honors programs offer the option of independent research for an honors thesis, such that Honors students can graduate "With Distinction". University-wide, 19.3% of all graduating students with honors designation earned "With Distinction" in 2002-03 (Table 2). For colleges and schools in which independent research is encouraged, the Review Committee concluded that a larger proportion of Honors students should be graduating "With Distinction". Setting a realistic target for this would require further evaluation of (a) student interest in research that goes unmet, (b) level of and reasons for student reluctance to engage in research, and (c) availability of faculty time as thesis advisers because supervising undergraduate research is very time consuming.

Table 2. Students with Honors Designation Who Graduated During 2002-03

	Arts and Sciences	**Engineering**	**Business**	**Other Colleges**	**OSU Total**
Total number of students graduating	3812	712	1169	2209	7902
Number graduating with **Honors designation**	652	219	253	149	1273
Percent graduating with **Honors designation**	17.1%	30.8%	21.6%	6.7%	16.1%
Number of Honors students graduating **"With Honors"**	351	0	65	21	437
Percent of Honors students graduating **"With Honors"**	53.8%	---	25.7%	14.1%	34.3%
Number of Honors students graduating **"With Distinction"**	140	44	4	58	246
Percent of Honors students graduating **"With Distinction"**	21.5%	20.1%	1.6	38.9%	19.3%

Note: Some students graduated *both* "With Honors" and "With Distinction" and are not included above.
Source: Office of the Registrar and Office of Commencement

Recommendation: The Review Committee recommends that a long-term goal of the University's honors programs should be to have a larger proportion of Honors students graduate "With Honors" and/or "With Distinction". This provides a clear indication that these students have completed an honors-level curriculum.

In some colleges, students may keep the "H" designation through their senior year as long as they maintain a specified minimum GPA, even when they are not enrolled in an honors program and are not taking honors courses. In contrast, other colleges such as the Federation of Arts and Sciences typically remove the student's Honors designation if the student has not committed to an Honors contract or thesis. These policies are inconsistent and they result in different expectations for what it means to be an Honors student. Several courses of action could help remedy this situation. As one possibility, the Review Committee suggests that honors status be decoupled from priority scheduling so the "H" designation is not needed for students to be eligible for this particular benefit.

Recommendation. To ensure that priority scheduling can be offered equitably across all Colleges, the appropriate governing body should determine whether this benefit can be offered to all high-achieving students and all high-achieving students who maintain a certain GPA (such as 3.5)

This policy change would benefit high-achieving students who qualify for Latin Honors (e.g., GPA of 3.5 for *cum laude* on the diploma), but are not pursuing an honors program. Priority scheduling also could be maintained for all Honors students as part of this plan. The degree to which this would affect the proportion of students who are eligible for priority scheduling is expected to be relatively small. For example, in 2003 there were about 5,523 students with Honors status out of 37,600 undergraduates, making up 16% of the student body. Approximately 2,400 non-Honors students have a GPA of at least 3.5 (Appendix J). Taken together, these 8,400 students who would qualify for priority scheduling represent 22% of all undergraduates.

Recommendation. Honors designation should be reserved for students who are actively pursuing an honors program and for entering Honors students during the first three quarters of enrollment.

RELATIONSHIP BETWEEN HONORS AND SCHOLARS PROGRAMS

The Review Committee's charge was to examine honors programs. Thus, examination of the ten scholars programs was limited to their impact on the honors programs.

The honors and scholars programs share the same administrative structure – an associate provost serves as the director of both, and both are served centrally from the Honors & Scholars Center. Both programs have some shared goals:

- Recruitment and retention of high ability students
  * Honors programs focus on top 10% of high school class and test scores of 29/1300
  * Scholars programs focus on top 20% of high school class and test scores of 25/1140

- Strong programs of co-curricular activities
- Shared living experiences

The honors programs have additional goals:

- Provide high-quality honors courses and research experiences
- Placement in high profile jobs and graduate and professional programs

The Scholars Programs additional goals are:

- Provide clustered non-honors courses for Scholars students
- Enhanced career planning

Recruiting for both programs is a responsibility of the Honors & Scholars Center in collaboration with the Office of Admissions. The Director of the Honors & Scholars Center indicated it is more efficient to recruit both groups at the same events because of the potential for crossover between students being recruited to Ohio State who could be eligible for either or both honors and scholars programs.

Both Honors and Scholars students are invited to participate in co-curricular events sponsored by the Honors & Scholars Center. The Kuhn Honors House also is available for use by students in both programs. The Director of the Honors & Scholars Center indicated that both the co-curricular activities and use of the Kuhn Honors House is strengthened by the combined numbers of students in both programs.

One issue that has been raised since the creation of scholars programs is what impact their existence has had on the quality of the honors programs. The Review Committee's analysis indicates the following:

1. The funding level for the University Honors & Scholars Center for honors staff and programming has remained the same as it was before the addition of scholars programs. Previously existing honors funding has not been used to support scholars programs. In fact, with the addition of the Honors Collegium funding for honors has actually increased over its pre-scholars level. The Review Committee concludes that scholars programs have not weakened the funding level for honors staff and programming at the University Honors & Scholars Center.

2. As scholars programs have been created, administering them has been added to the duties of the Director of the Honors & Scholars Center. With approximately 5,500 Honors students and ten scholars programs at the University, both programs suffer from not having a full-time director devoted solely to that program. We conclude that the addition of a full-time associate director for the scholars program would strengthen both programs.

3. A significant percentage of students admitted to OSU through scholars programs migrate to honors programs through attainment of the necessary GPA. Data from the three scholars programs that have been in existence the longest are:

	Total enrollment in program as of Au '02	*Migration to Honors as of Au '02*
Health Sciences	264	60 (23%)
Mount Scholars	281	83 (29.5%)
Humanities	203	20 (10%)

The Review Committee concluded that in fact there is substantial crossover between honors programs and scholars programs and thus both benefit by having close ties. We further conclude that scholars programs have strengthened honors programs because of the numbers of students who enter as Scholars and then attain Honors status.

4. No data exist to indicate the degree to which the co-curricular activities and use of the Kuhn Honors House have been affected by the addition of scholars programs. Keeping such data would be helpful for future program reviews.

Recommendation. The Review Committee recommends that a full-time administrator for scholars programs be employed who would report to the Director of the Honors & Scholars Center.

Recommendation. The Review Committee recommends that the close tie between the honors and scholars programs be continued.

Recommendation. The Review Committee recommends that the Honors & Scholars Center staff begin keeping data on participation in co-curricular activities and the use of the Kuhn Honors House by students in both the honors and scholars programs.

RELATIONSHIP BETWEEN THE UNIVERSITY HONORS & SCHOLARS CENTER AND COLLEGE HONORS PROGRAMS

The *Self-Study of the University Honors & Scholars Center* describes the role of the University Honors & Scholars Center with respect to college honors programs as one of providing "an umbrella organization for all of the honors programs on campus." The academic content of the University's honors programs is determined by the individual colleges. Hence, as the *Self-Study* notes, "the heart of an individual honors student's program resides within his or her college."

The Honors & Scholars Center's formal role in affecting the academic content of the colleges' honors programs is limited to providing enrichment money to support the development of honors courses by the colleges as well as providing scholarships supporting students who undertake the senior research thesis. Its informal role in affecting the academic content of colleges programs is limited to providing some coordination of the college programs. This

coordinating role is reflected in the work of two of the Center's advisory committees -- the Honors Directors Committee and the Honors Faculty Advisory Committee.

. The *Self-Study* describes the purpose of the Honors Directors Committee as providing a forum where the directors meet "once per quarter to hear updates on the university program and on each other's programs, and to discuss issues of importance to all." In addition to meetings of the Honors Directors Committee, the Director of the Honors & Scholars Center meets 3-4 times per quarter with the Honors Faculty Advisory Committee consisting of 10 faculty members from a wide variety of disciplines. The purpose of this group is to provide advice and guidance to the Director of the Honors & Scholars Center.

The Review Committee raised a number of questions regarding the relationship between the University Honors & Scholars Center and the college honors programs:

1. To what extent does or should the University Honors & Scholars Center have the authority to supervise and direct college honors programs?
2. To what extent do faculty members and colleges truly have the ability to influence policy and programmatic decisions regarding Honors and Scholars programs?
3. To what extent should colleges have more "local control" over their honors programs (e.g., class size, different configurations for delivering the honors academic experience, criteria for those teaching honors courses)?
4. To what extent should colleges have common requirements for honors programs (e.g., uniform GPA for honors status, what students have to do to retain honors status)?
5. To what extent does or should the University Honors & Scholars Center serve the role of coordination among the college honors programs?
6. To what extent is the University Honors & Scholars Center model dependent on the Arts and Sciences honors model and does this model best serve the needs of other colleges?

Recommendation. The Review Committee recognizes that its charge was not to examine the individual college honors programs. However, because the honors experience for all students is so dependent on those programs, we recommend that the University charge another committee to examine this topic.

RELATIONSHIP BETWEEN HONORS AND SCHOLARS PROGRAMS AND RESIDENCE LIFE PROGRAMS

The opportunity to experience living with other Honors students is perceived to be highly value. Honors students have an option of living in one of four residence halls designated for Honors students. Based on data provided by the Office of the University Registrar, in 2002, 64 % and in 2003, 61% of first year students choose to do so. In addition, Honors & Scholars Center staff work closely with the resident advisors and hall directors, and the Honors & Scholars Center financially supports some in-hall programming that includes faculty interaction. A recent development is the Worthington Building (136 bed unit) for upper division Honors students. This hall is located near the graduate student housing. This allows for placing advanced Honors students with an interest in graduate school in a living environment near graduate students.

Each of the ten scholars programs also coordinates a common residence experience. During their freshman year, Scholars students are required to live in a common residence, with the exception of commuting students. These residence experience activities are supported by program coordinators for each program. Living-learning programs through Residence Life have many similar characteristics as scholars programs, however for a less selective audience.

Since a residence living program is central to what is offered first-year Honors and Scholars students, Residence Life participation in long-term planning, particularly as it relates to facility use, is needed. Expanding coordination of continuing programs for more advanced students is an interest of Residence Life.

There is an opportunity for improvement in communication and planning if the Honors & Scholars Center staff would assume the responsibility for assuring cooperation between Residence Life and the academic programs/colleges for both honors and scholars programs.

Recommendation. The Review Committee recommends that Residence Life needs to be a full collaborating partner in planning for and developing both Honors and Scholars residence living programs and their coordination with other programs for campus residents.

Recommendation. The Review Committee recommends that alignment and differentiation of honors, scholars, and living learning programs need to be clearly defined and communicated to faculty, staff, students, and parents.

Recommendation. The Review Committee recommends that the Honors & Scholars Center should play a key role in improved coordination of residence life activities, College/Program activities and its own activities.

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APPENDIX A

A Review of Honors Programs at The Ohio State University

January 16, 1985

APPENDIX B

Self-Study of the University Honors & Scholars Center

October 3, 2003

APPENDIX C

Honors Manual

Colleges of the Arts and Sciences

APPENDIX D

Graduation with Honors in Engineering

The College of Engineering offers outstanding students several ways of distinguishing themselves including designation as an Honors student, Latin honors at graduation, graduation with distinction in their field of study, and graduation with honors in engineering.

As an Honors engineering student, you may participate in the Graduation with Honors in Engineering (GHIE) program:

1. To support and challenge you with access to more advanced levels of study,
2. To enable your creativity,
3. To encourage in you a sustaining interest in advanced education and research,
4. To enhance your professional development, and
5. To provide opportunities for you to gain recognition at the time of graduation for advanced and distinguished work as an undergraduate. This will be indicated on your diploma as a Bachelor of Science degree in your field with Honors in Engineering.

Once you are enrolled in this program, you will be advised by a team. Members of this team will include: your program academic advisor, the College of Engineering Honors advisor, and a faculty mentor.

Eligibility for Enrollment*:* To be eligible to enroll in the GHIE program,

1. You must have successfully completed 40 credits of courses taken at Ohio State for a letter grade, at least 10 of which are designated as Honors courses or equivalent courses,
2. You must have a Cumulative Point-Hour Ratio (CHPR) of at least 3.40, and
3. You must submit your application no later than when you apply for graduation (three quarters prior to graduation).

Faculty Mentor: Upon enrollment into the GHIE program, you either will select or be assigned a faculty mentor in the area of your specialization. (For students writing an Honors thesis, this faculty mentor can be the person who is advising you on your Honors thesis research towards achieving graduation "with distinction.") If you change your area of specialization or area of research, you may petition for a change in faculty mentor, provided that the new mentor agrees to help you toward achieving the goals established in your application to the GHIE program.

Honors Advising: Specialized Honors advising provided by the College of Engineering is key to your success in this program. The college Honors advisor and the advisors in your degree program area are available to assist you in determining the choice of Honors courses that will provide a challenging and meaningful academic experience. Advising expertise includes special areas such as combining pre-med or pre-law courses and entrance examinations with engineering curricula, combining major and minor area programs, and combining multiple bachelor degree programs—e.g., a bachelor's degree in an engineering field with a bachelor's degree in mathematics or business administration. The college Honors advisor will coordinate your curriculum with the degree program advisors in departments within the college and in other colleges as applicable. All of the advisors will help you find a faculty mentor within your degree program in engineering.

Enrollment Process: In consultation with advisors, develop an application to enroll in the program that comprises:

1. A curriculum of undergraduate study that is rich with coursework; investigational challenges; and leadership and service efforts in all years as described below; and
2. A plan that meets your educational objectives and objectives of the GHIE program.

Your application must use the GHIE form available on the college website (http://www.eng.ohio-state.edu/). The application must be signed by you and your academic advisor. Submit the form with the signatures to the College of Engineering Honors Office for college approval by the college Honors

advisor. When approved at the college level, indicated by signature of the college Honors coordinator, the application becomes your GHIE Plan.

Eligibility for Continuance: To continue to participate in the GHIE program, you must maintain Honors status in the College of Engineering and must make satisfactory progress toward completion of the curriculum and activities established in your plan.

Revisions*:* Approved plans may be revised, as long as they continue to meet the stated requirements. You must request official approval for significant revisions with a letter of explanation for the need for revision to your advising team. All approved revisions must be filed with the College of Engineering Honors Office.

Completion*:* The quarter before you graduate, you will indicate that you will complete the requirements for graduation with honors in engineering by following the directions in the completion section of your approved GHIE Plan and submitting it to your department Honors coordinator for concurrence. The college Honors advisor in collaboration with your faculty mentor and your academic advisor will validate that you will successfully complete the program by the time you graduate. They will so indicate by signing the completion section of the GHIE Plan. The document with all required signatures shall be submitted to the College Honors Office no later than noon on the first Friday of the quarter in which you intend to graduate.

Upon successful completion of the approved criteria of the GHIE program, you will be a candidate for a Bachelor of Science degree in your field with Honors in Engineering.

Developing Your Program

Your program should be tailored to meet your specific needs, but must contain at least 80 points from the following three elements. The prudent student will plan for more than the minimum points for added flexibility.

A. Honors & Graduate Coursework: At least 20 points, but not more than 60 points, must be earned by completing Honors courses (or the equivalent) or graduate-level courses while an undergraduate student. One point will be earned for every credit hour completed of Honors courses or equivalent, including First-year Engineering for Honors (FEH) courses in engineering (Engineering H191, H192, H193), physics (Physics 131E, 132E, 133E or Mechanical Engineering H210), and mathematics (Mathematics 161G, 162G, 263G); and Engineering 695 (Engineering Teamwork Seminar UG 1). Honors courses taken as part of the Honors thesis cannot be counted in this element.

B. Investigational Studies: At least 30 points, but not more than 60 points, must be earned through investigational studies according to the following schedule:

B. Schedule of Points for the Investigational Studies Component of the GHIE Program	
Honors thesis	30 points
Minor in a non-engineering field	30 points
One quarter of study abroad	20 points
An internship- or co-op-type experience in a research setting	10 points per quarter for a maximum of 20 points
Minor in an engineering field	20 points
Submit a research paper for publication in a refereed journal	20 points

on work other than done for an Honors thesis	
Present a research study at the Denman Undergraduate Research Forum or a meeting of a professional society	10 points
Submit a research paper for publication in a refereed journal on work done for an Honors thesis	10 points
Other as approved by the College of Engineering Undergraduate Honors Committee	10-20 points

C. Leadership & Service: You may select to participate in leadership opportunities and co-curricular service programs at the university, college, and program levels. In addition, professional and honorary societies exist in each of the major areas within the College of Engineering. These societies promote scholarship, leadership, and fellowship while providing a chance for you to be a part of the university's engineering community.

At least 10 points, but not more than 30 points, must be earned through leadership and service opportunities according to the following schedule:

C. Schedule of Points for the Leadership & Service Component of the GHIE Program	
Serve in a leadership role on a College of Engineering student project team such as the Formula SAE Car, steel bridge, and Engineer Magazine.	5 points per year
Serve as an officer of a student non-honorary student organization such as a student chapter of a professional organization or a college-wide student organization.	5 points per year
Serve as an officer of one of the college or university honorary societies such as: Alpha Epsilon — Food, Agricultural, and Biological Engineering Alpha Pi Mu — Industrial Engineering Alpha Sigma Mu — Metallurgy and Materials Science Chi Epsilon — Civil Engineering Eta Kappa Nu — Electrical Engineering Kappa Theta Epsilon — National Co-Operative Education Keramos — Ceramic Engineering Pi Tau Sigma — Mechanical Engineering Sigma Gamma Tau — Aeronautical/Astronautical Engineering Tau Beta Pi — Engineering Honor Society Texnikoi — Honorary Engineering Service Organization Upsilon Pi Epsilon — Computer Sciences Mirrors — Sophomore year class honorary Romophos — Sophomore year class honorary Chimes — Junior year class honorary Bucket & Dipper — Junior year class honorary Mortar Board — Senior year class honorary Sphinx — Senior year class honorary	5 points per year
Serve as a member of departmental, college, or university committees	5 points per year

Perform volunteer services	1 point per 10 hours of service
Other as approved by the College of Engineering Undergraduate Honors Committee	1-10 points

A maximum of 10 points may be earned from any one item in the Leadership & Service component.

Honors Courses

Existing Honors courses are taught throughout the year. A listing of the Honors courses offered for the current quarter and a sample list of the Honors courses typically offered each year can be found at the Honors and Scholars website (http://honors.osu.edu/honors_courses.html) Additional courses are under development in the College of Engineering and will be available to you in the GHIE program.

General Education Curriculum (GEC) and Engineering Core Curriculum: Honors students are encouraged to take a significant portion of their GEC and engineering core courses as Honors courses or to take upper level courses as substitutions for GEC courses.

First-Year Engineering Honors Seminars (proposed): The college is currently considering an undergraduate Honors seminar series for first-year students. Students enrolled in the GHIE program will have the opportunity to take the courses in this series once it is developed. The purpose of this series could include opportunities for you to develop focus and some insight into which engineering major interests you or to expose you to other areas of engineering.

Sophomore-, Junior-, and Senior-Year Curricula: The content of courses required by each degree program within the College of Engineering varies widely because the sophomore-, junior-, and senior-year curricula are determined by each discipline-specific faculty. The college encourages each faculty to include seminars in professionalism and leadership in their curricula. Individual degree programs are encouraged to develop Honors seminar series as well as Honors sections of 200- and 300-level courses.

Honors Internships (proposed): The college is considering the development of internships that go beyond the usual scope of the typical undergraduate internship. These Honors internships will provide students a challenging, practical experience. In addition to research internships currently sponsored by the College of Engineering and the Engineering Experiment Station for undergraduate participation in research at Ohio State, the college is considering actively recruiting industrial partners for Honors internships.

APPENDIX E

The Ohio State University

Max M. Fisher College of Business

Undergraduate Honors Accounting Program

The Max M. Fisher College of Business undergraduate accounting honors program enrolls approximately 40-45 students beginning in the sophomore year. Students admitted to this program will complete an enriched academic plan. These students must meet select criteria, including at least a 3.5 cumulative GPA. In addition to the honors accounting classes, students must complete one additional honors class outside the discipline of accounting. Many students complete internships at the top public accounting firms during the winter quarter of their senior year.

Program Requirements

	Autumn	**Winter**	**Spring**
Sophomore	AMIS H211	AMIS H212	AMIS H519
Junior	AMIS H520	AMIS H525	AMIS H626 AMIS H531
Senior	AMIS H627		AMIS H624 AMIS H627

The Ohio State University

Max M. Fisher College of Business

Undergraduate Honors Cohort Program

The Max M. Fisher College of Business undergraduate honors cohort program enrolls approximately 30 students beginning in the junior year. Students admitted to this program will complete an enriched academic plan. These students must meet select criteria, including at least a 3.5 cumulative GPA. In addition to the honors classes required by the cohort program, students must complete one additional honors class. In addition, students are required to complete either an internship or a study abroad experience.

Program Requirements

	Autumn	**Winter**	**Spring**
Junior	Business Law H510 Finance H620 Honors Seminar	Marketing H650 Management H630 Honors Seminar	International Business H555 Organizational Behavior H701 Honors Seminar
Senior	Strategy H799		

The Ohio State University

Max M. Fisher College of Business

Undergraduate Honors Contract Program

The Max M. Fisher College of Business undergraduate honors contract program enrolls approximately 30 students in the sophomore year. Students admitted to this program will complete an enriched academic plan. These students must meet select criteria, including at least a 3.5 cumulative GPA. Students must complete nine honors or honors equivalent courses, seven of which must be at the 300 level or higher and three of which must be honors business classes. Two of the three honors business classes the students must complete are the FCOB "bookends classes"-H499 which is an introduction to business and H799 which is the capstone strategy course. The students also must complete a minor in a discipline outside of the Fisher College of Business. In addition, students are required to complete either an internship or a study abroad experience. Each student submits a contract outlining the specific program of study. The contract must be approved by the FCOB Honors Director.

Program Requirements

	Autumn	**Winter**	**Spring**
Sophomore			Business Admin. H499
Junior	…….courses taken per contract……		
Senior	Per contract	Strategy H799 per contract	

APPENDIX F

Arts and Sciences Honors Courses

	Academic Year (Autumn – Spring)				
	1985-86	1991-92	2000-01	2001-02	2002-03
No. Honors courses offered	90	118	196	186	197
No. Honors sections offered	130	154	286	273	282
Average enrollment per section	18.53	18.41	18.37	19.21	19.4
No. Departments offering courses	23	22	33	32	34
Enrollment					
USAS[1]	968	1484	3525	3772	4210
Arts and Science (undecided)[2]	848	824	609	----	162
Engineering	377	318	304	307	313
Other colleges	196	209	833	934	774
Total	2389	2835	5271	5244	5459

[1] Undergraduate Student Academic Services; listed as ASC enrollment prior to 2001-02.
[2] Listed as UVC enrollment prior to 2001-02.
Source: Office of the Associate Executive Dean for Curriculum and Instruction, Colleges of the Arts and Sciences

APPENDIX G

Number Honors Courses Completed During Academic Year 2002-03

No. Honors Courses	Rank of Students							
	First Year		Second Year		Third Year		Fourth Year	
	No.	%	No.	%	No.	%	No.	%
0	39	6.9	44	11.8	47	15.5	36	16.2
1	164	29.0	154	41.2	138	45.4	93	41.9
2	127	22.5	69	18.4	39	12.8	38	17.1
3	110	19.5	59	15.8	45	14.8	27	12.2
4	39	6.9	25	6.7	15	4.9	17	7.7
5	36	6.4	13	3.5	8	2.6	6	2.7
6	26	4.6	4	1.1	3	1.0	1	0.5
7	6	1.1	2	0.5	5	1.6	1	0.5
8	6	1.1	0	0.0	1	0.3	3	1.4
9	12	2.1	4	1.1	3	1.0	0	0.0
Total	565	100.0	374	100.0	304	100.0	222	100.0

Source: Honors Program End-of-the Year Assessment, May 2003, Office of Residence Life

APPENDIX H

Entering Students – Autumn 2003

	Arts and Sciences	Engineering	Business	Other Colleges	OSU Total
Number students admitted	4959	2196	1596	5604	14355
Number Honors students admitted	1460	897	414	959	3730
Percent students admitted with Honors designation	29.4%	40.8%	25.9%	17.1%	26.0%
Number students who enrolled	1939	739	975	2605	6258
Number Honors students who enrolled	522	384	192	419	1517
Percent enrolled students with Honors designation	26.9%	52.0%	19.7%	16.1%	24.2%
Percent students admitted with Honors designation who enrolled	35.8%	42.8%	46.4%	43.7%	40.4%

Source: Office of Enrollment Management

APPENDIX I

Admitted New Freshman Honors Students Who Will Not Enroll – Autumn 2003

	ACT Score Ranges					
Reason	**< 29**	**29-30**	**31-33**	**34-36**	**Total**	**Percent**
Scholarship/fellowship offered at chosen school	68	136	204	33	441	29.2
Liked chosen school's major/honors program better	49	81	129	27	286	19.0
Reputation of chosen school	27	51	85	33	196	13.0
Chosen school is closer to home	26	30	30	3	89	5.9
Chosen school is smaller size	7	31	30	3	71	4.7
Liked chosen school's campus better	13	19	21	3	56	3.7
Has family in city of chosen school	6	24	24	1	55	3.6
Student felt like they fit in better	6	22	22	3	53	3.5
Concerned about Ohio-State's size	7	22	17	5	51	3.4
Tuition for other school is more affordable	13	16	17	0	46	3.1
Friends/family currently attend or attended school	8	15	14	3	40	2.7
OSU is too close to home	5	9	13	5	32	2.1
Always wanted to go to chosen school	4	11	8	2	25	1.7
Playing varsity sports at chosen school	5	11	8	0	24	1.6
Other	0	5	12	3	20	1.3
OSU is too far from home	3	5	7	2	17	1.1
Can't play varsity sports at OSU	0	2	0	2	4	0.3
Didn't like OSU campus	0	0	2	0	2	0.1
	247	490	643	128	1508	100.0

Source: Undergraduate Admissions First Year Experience

APPENDIX J

Students With Cumulative 3.5 GPA or Higher, Spring 2003

College or School	Non-Honors Students	Honors Students	Total
Allied Medical Professions	82	66	148
Architecture	17	40	57
Art	127	161	288
Arts and Sciences	88	74	162
Biological Sciences	142	263	405
Business	386	604	990
Education	53	33	86
Engineering	75	753	828
Food, Agric, & Envir. Sciences	96	37	133
Human Ecology	170	50	220
Humanities	252	276	528
Journalism	19	27	46
Mathematical & Physical Sciences	85	134	219
Music	26	52	78
Natural Resources	32	22	54
Nursing	116	39	155
Pharmacy	8	23	31
Social & Behavioral Sciences	422	356	778
Social Work	24	1	25
Undergraduate Studies (undecided)	173	84	257
All Colleges and Schools	2393	3095	5488

Source: University Honors & Scholars Center

APPENDIX K

An Ideal Honors Experience

Students who participate in OSU's diverse honors programs expect to receive unique educational experiences that are challenging, enriching, and useful for their career aspirations. The prestige associated with an OSU degree "with honors" or "with distinction" is different from that associated with Latin Honors, which is based solely on grade point average (e.g., *cum laude* with a GPA of 3.5). Honors students make a commitment to take challenging curriculum with in-depth courses throughout their undergraduate careers. In return, the University community pays special attention to these talented and highly motivated students, as described below.

The Review Committee suggests that a faculty committee in each College discuss the merit and feasibility of the following long-term goals. Meeting these goals requires considerable coordination among the colleges, the University Honors & Scholars Center, the Office of Admissions, and the Office of Residence Life. Many of these goals are already being achieved, as documented in the Committee's report. We realize that new strategies and resources will be needed to accomplish all of these goals, and some goals may be modified upon further study and discussion.

- Incoming Honors students should be strongly encouraged to live in an <u>honors residence hall</u> so they can benefit from special residence programs, resident advising, and frequent interactions with other Honors students during their first year. The University should offer enough honors housing to accommodate all students who want it. Ideally, many of these students will continue to live in an honors residence hall during their second year as well, and some will return as resident advisors.

- All Honors students should receive well-informed, <u>personalized advising</u> about academic requirements and enrichment opportunities, beginning at the start of their freshman year. Students should have flexibility when deciding which courses they will take, and their advisors should ensure that their program of study is sufficiently enriched. Each Honors student also should receive periodic advice about graduate and professional schools and other career options.

- All Honors students should take a <u>minimum of 2-3 Honors courses per year during their first two years</u>. This will ensure that they are enrolled in small classes taught by highly involved faculty. Honors courses are the best way to bring students and faculty together, while also facilitating greater interactions among Honors students. During the third and fourth years, small-enrollment upper-level courses (including graduate courses) often can substitute for honors courses.

- All Honors students should commit to an <u>enriched honors program</u> that fulfills their GEC requirements and the requirements of their chosen major. This may include an academic minor and/or independent research, depending on the student's interests and career

aspirations. Each College should have methods for monitoring the progress and quality of the student's honors curriculum.

- During their freshman year, Honors students enrolled in colleges that offer the option of an honors thesis or project should be informed about the opportunity to pursue this option. To encourage adequate participation in independent research and writing, each college should set a target level of the minimum number of Honors students who should complete a thesis and thereby graduate "with distinction".

- All Honors students should be strongly encouraged to study abroad or participate in special internships that will enrich their educational experience, especially during summer quarter, spring break, or winter break. Students should be informed about fellowships and scholarships that can cover all or a part of the costs of these valuable types of experiences.

- To encourage leadership and citizenship, all Honors students also should be strongly encouraged to participate in University and community service throughout their time at Ohio State.

- All Honors students should have opportunities to participate in co-curricular activities that are specifically designed for this group of students. Input from students should be solicited to make these events as appealing as possible. Each student should be encouraged to take part in at least one special event each quarter during their firs two years.