

Memorandum

**To: Dr. Douglas Haneline, Chairperson
Academic Program Review Committee**

**From: Dr. William Potter, Dean
University College**

Date: August 10, 2009

Subj: Dean's Response to APRC Report about the Honors Program

In the spirit of full disclosure, it is important for you and the APRC to know that I submit this letter both as a member of the panel that prepared the Academic Program Review Report and as the dean responsible for the program. Given those two perspectives, I can now state what a pleasure it was to prepare and then read this report. As a retrospective analysis, it gives all involved the chance to see the tremendous progress that Honors has made during its first twelve years and the positive contributions it has made to the University. As a formative assessment tool, it affirmed what we have believed to be true about this Program in terms of its several goals based upon feedback from students, alumni, faculty and staff.

With regard to enrollment and retention, the Honors Program at Ferris State University has exceeded the expectations established at its founding in 1997. Beginning in 1999, an enrollment management plan was developed with an eye toward maximizing the recruiting advantages that Honors presented. This plan has resulted in annual enrollment of 200 or more new Honors freshmen or 10% or more of each entering freshman class since 2004. The original plan has been modified over the years to encourage the recruitment of transfer students to the program and more recently to attract a more diverse enrollment in terms of race, geography, and program. The impact of Honors on the retention and graduation rates for this category of students at Ferris has been exemplary from the start and has been sustained with a degree completion rate of 80% for most entering cohorts of Honors freshmen. These aspects of the Program are described in detail in Section 3.

The programmatic goals of Honors have also been achieved. Students who arrive with apprehension about requirements to join RSOs, attend cultural events, provide 30 hours of service per year, or take a leadership requirement have told us, in no uncertain terms, that these requirements turned out to be highlights of their experiences at Ferris State University. Beyond the immediate impact of those experiences, the alumni also report that those objectives were critical to their admission to professional or graduate school and/or to their development as professionals. It is important also to consider the impact of these various requirements on the Big Rapids campus. There are more RSOs available for students because Honors students created new organizations to join if the activity they wanted did not already exist. Attendance at campus arts and lecture events is higher than might otherwise be the case because 600 students must attend 6 events each year. Campus leadership at every level benefits from the Honors

requirement that each upperclassman take at least one leadership role. Most significantly, the service requirement has combined with the RSO membership and leadership requirements to make a profound difference for the University and the Community as Honors students have originated, led, and participated in myriad efforts over the years such as Make a Wish, Big Brothers/Big Sisters, Ferris Recyclers, the Big Event, Relay for Life, and others. These outcomes are highlighted in Section 2.

The impact of the Honors Program on the academic realm at Ferris has also been significant. Although half of each class starts out in pre-pharmacy, half are distributed among the five degree-granting undergraduate colleges. Moreover, about half of the pre-pharmacy freshmen migrate and complete degrees in other programs. Honors students earn many of the campus-based honors, beginning with deans' list recognitions and concluding with Latin honors at graduation. The study that follows also demonstrates that the students achieve their educational goals. This is especially true for the aforementioned pre-pharmacy cohort but has also included students bound for optometry school, medical school, law school, and doctoral programs. Much of this success can be attributed to the support provided to Honors students in the form of academic advising, peer support groups in the residence halls, special seminars for "pre" groups, networking, support of study abroad and internships, and recognition that academic achievements are important and worthy of celebration.

All things considered, Honors at Ferris is well-supported. The supply and expense budget is adequate. The four assigned residence halls have served us well and still have some capacity. The financial aid provided to Honors students is generous, to be sure. Our colleagues in Arts and Sciences have been most gracious with regard to providing special course sections of especially engaging subjects for the Honors students. The long-standing collaboration with the College of Pharmacy has benefitted all parties. The program staff has worked wonders, under the tireless and inspired guidance of founder and coordinator Maude Bigford and the dedicated efforts of Secretary Tammy Babcock and her colleagues. Drs. John Cullen and Kent Sun have made tremendous contributions during the past several years. The feedback and support from the many members of the Honors Council and the Honors Advisory Board have been vital to the success of the program. I would like to take this opportunity to thank everyone named here for their contributions.

Still, Honors could be better. We recruit 250 qualified new students each year, strive to increase the racial and ethnic diversity of our student body, and work diligently to increase variety in the intended majors of entering students -- without the benefit of an embedded admissions officer. We operate a living-learning community in four residence halls for about 450 students, but we have no role in the staffing of the residential side of that arrangement. We support an overall student enrollment of 600 students with a team that is really quite small -- one faculty on 100% release time and a full summer assignment; one full-time CT; two faculty members each on .5 release for the academic year; and one part-time support person. These challenges will continue to be addressed in the coming years.

I believe that the Committee will agree that the data and narrative of this self study will meet the objectives of Academic Program Review and answer the questions that this process poses. In closing, however, I want to share with the APRC the question that I raised for the panel as we undertook to respond to that agenda, i.e., How would Ferris State University be different in 2009 if there had been no Honors Program? We look forward to the discussion scheduled for early November and to your feedback about our work to date.

*Academic Program Review for the Honors Program at Ferris State University
August 14, 2009*

IN THANKS AND APPRECIATION

I would like to extend a special thanks to the following individuals who collaborated so well on this project, and graciously shared their time and talents at our various meetings throughout the last year. The open dialogue, blue sky thinking, brainstorming, and careful analysis were all important aspects of this project. Due to the fine team effort this report is more powerful, clear and detailed than it would have been otherwise. We are hopeful that it will be of benefit to those who come after us, who are committed to the success of Honors at Ferris State University.

- ❖ **Tammy Babcock**, secretary par excellence, who gathered and charted data, and ably maneuvered in Word thus significantly polishing this document
- ❖ **Dawn Cassel**, dependable partner in the office, who tinkered with this document and organized the data on the most recent Honors survey
- ❖ **Professor John Cullen**, inspirer of students and analyst extraordinaire, who spent a significant amount of time studying the Alumni Survey, the Junior Assessment and Senior Assessment
- ❖ **Professor Emeritus Ray Dickinson**, ever reliable, who encouraged this process from the get-go, and could be counted on to ask the tough questions
- ❖ **Dean William Potter**, the wordsmith and leader among us, who with his tremendous attention to detail helped to polish this report, and create the narrative concerning the Pre-Pharmacy cohort
- ❖ **Professor Marilyn Skrocki**, helpful spirit and able guide, who shared so freely from her own experience with the APR, and was an encourager along the way
- ❖ **Professor David Steenstra**, source of levity and congeniality at our meetings, whose can-do spirit helped the College of Business and Honors to devise a potential three- year track in Business Management
- ❖ **Professor Kent Sun**, man of precision and high standards, who gathered data and created various tables and charts that summarize the impact of Honors on the future success of Pre-Pharmacy students

- Maude Bigford, Honors Program Coordinator

Section 1: Program Overview This section should acquaint the reader with the program: mission, history, impact (on the University, state, nation), expectations, plans for improvement, and any other items that would help the reader fully appreciate the remainder of the report.

A. PROGRAM GOALS

1. State the goals of the program. To increase the number of high-ability students who enroll at Ferris to comprise 10% or more of each entering class; to retain 80% of the students who enter Ferris through the Honors Program to completion of a degree at the University; to provide a living-learning community for these students; to provide culturally enriching experiences to the Honors students at little or no cost; to support meaningful community service experiences for Honors students that will complement their academic pursuits; to encourage Honors students participation in campus organizations- including experience in leadership roles; to support Honors students engaged in study away or research opportunities; to encourage them to reach beyond their normal abilities by striving for something like a Udall Scholarship or the Bread Loaf Writer's Award.

2. Explain how and by whom the goals were established. The Honors Program was conceived in 1996 under the direction of University College's interim Dean Linda Travis at the behest of VPAA Teshome Abebe. In November 1996 Maude Bigford volunteered for the position of Honors Coordinator and was given 100% release time in order to be prepared for the grand opening of Honors in fall 1997. The program was designed to increase retention rates, improve the University's image, and increase the number of high ability students applying to and staying at Ferris for the duration of their collegiate careers. (Preliminary studies from the office of Institutional Research and Testing revealed that top ability students were leaving the University at unusually high rates.) The goals were established by Dean Linda Travis and Coordinator Maude Bigford after careful review of other Honors Programs in the state and the nation, and were in keeping with the vision of the VPAA.

3. How do the goals apply to preparing students for careers in and meeting employer needs in the community/region/marketplace? Evidence of leadership ability, cultural awareness and community service are desired by many employers. Leaders help companies thrive/survive; service to the community improves relationships, broadens one's outlook, is at the heart of being a good citizen, and builds us all up directly or indirectly; cultural awareness may broaden the mind and may increase tolerance.

4. Have the goals changed since the last program review? If so, why and how? If not, why not? The program has never been reviewed before; our goals have not changed since 1997. The goals we have set for ourselves have proven to be powerful and encouraging of student growth and development. Seniors and alumni continue to reinforce this perspective, which only

encourages us to adhere to these goals. Our belief in the appropriateness of these goals has only been affirmed over time.

5. Describe the relationship of the program's goals to the University's mission, and the departmental, college and divisional strategic plans. The purpose of the Honors Program at Ferris State University is to provide intellectual challenges, resources and support to highly able and motivated students while encouraging service and leadership for the public good. Our purpose relates to the *mission of Ferris* which is to prepare students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

The GPA averages of the cohort (3.5 CGPA and 3.8 HSGPA) allow for more career and higher education options for the Honors Program students. With 50% of the cohort declaring a Pre-Pharmacy or Pharmacy major a successful career is within the grasp of many. The service and leadership requirements in Honors encourage responsible citizenship. Mandatory attendance at cultural events turns into a passion for some, and that prompts lifelong learning in a particular discipline or art form.

The *purpose of the Academic Affairs* division is to create, support and enhance the learner-centered environment that is central to the University's vision of growth, excellence and national leadership. The Honors Program serves to reinforce the purpose of Academic Affairs by mandating leadership posts for all Honors students by senior year. Many in the Honors Program create and run a Registered Student Organization (RSO) with national significance such as the Ferris chapter of Make a Wish or the Up 'Till Dawn (affiliated with St. Jude's Children's Research Hospital.) Honors serves as a seedbed for leadership in its living/learning community.

University College's purpose is to provide developmental courses, educational counseling and academic support services that will empower students enrolled at Ferris State University to achieve their educational and career goals. University College's purpose helps support the purpose of Honors since those in the Honors Program who fall below the 3.25 CGPA must attend Strategies for Educational Success Workshops hosted by academic counselors in University College. Many of those in the Honors Program change their majors. In the process of making the change they are served by the counselors in the UC who administer a battery of vocational aptitude tests, and arrange one-on-one appointments for academic counseling.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

1. Describe any unique features or components of program.

- ❖ The requirement that all freshmen enroll in COMH 121, Honors Public Speaking and HNRS 100, Orientation to Honors. These classes help to build community during the pivotal freshman year.
- ❖ Half of the Honors cohort consists of Pre-Pharmacy or Pharmacy majors, since a unique aspect of the Honors Program is the Honors/Pharmacy Assurance.

- ❖ Every student in Honors receives the Honors Residential Life Scholarship of \$2,000 per annum. This scholarship is used to defray the cost of a private room in one of the Honors halls.
- ❖ All freshmen receive the Dean's Scholarship (\$3,000 per annum) at minimum; many others qualify for the President's or the Founders' scholarships depending on HSGPA and ACT scores.
- ❖ The College of Education and the Honors Program are in the process of working out a fast track option for Elementary Education and Secondary Education majors, so that they complete course work in four years, instead of the traditional five.
- ❖ The College of Business and the Honors Program are in the process of working out a fast track/three-year degree option for those Honors majors in Business Administration.
- ❖ The College of Engineering Technology and the Honors Program are discussing fast track/three-year degree options for Honors Electrical/Electronics Engineering Technology and Computer Networks and Systems majors.
- ❖ The Michigan College of Optometry and Honors are in the process of working out an agreement that would be mutually beneficial.
- ❖ Unlike many other Honors Programs, no thesis is required.
- ❖ The program coordinator and staff have offices in residence halls for easy access.
- ❖ Due to the unique residential living situation in the Honors halls a learning community is established in which like-minded, competitive individuals can spur one another on, and hopefully inspire each other.
- ❖ More service hours are required in FSU Honors compared to many other Honors Programs in the state.

All freshmen in Honors must live in an Honors hall for the freshman and sophomore years; transfers must live in an Honors hall for one year. (Non-traditional students have this rule waived.) All in Honors must take at least ten Honors credits in communication competence (COMH 121), a 200 or 300 level cultural enrichment, a 200 or 300 level social awareness class, and HNRS 100, (the Honors version of the FSUS 100 class). They must commit to 15 hours of service per semester, join a RSO, attend three cultural events per semester and submit a written report on each, hold a leadership post by senior year, meet with one of the coordinators at least once during freshman year, meet with a peer mentor multiple times the first semester of freshman year, submit a Junior Assessment paper during junior year, attend the Honors Senior Symposium in April each year, present at the Senior Symposium in senior year, submit a Senior Assessment paper, and attend a Senior Exit Interview presided over by one of the Honors coordinators. To remain in good standing Honors students must maintain a 3.25 GPA and comply with all of the requirements listed above.

2. Describe and assess the program's ability to attract quality students. This is one of the primary purposes of the program and one of the reasons why it was created initially. For the last five years the Honors Program has enrolled more than 200 freshmen a year (10% or more of the entering freshman class.) The average Honors freshman has a 3.8 HSGPA and a 27 ACT

composite. With the advent of Honors the increase in the number of scholarships awarded was significant, and this attests to the power of Honors to draw in high-ability students. The students who qualify for scholarships range in HSGPA from 3.40-4.50; the ACT range for the cohort is 24-34; these ranges have been consistent over time. Averaging the last 11 years worth of data 77% achieved a 3.25 CGPA or higher; 61% a 3.5 CGPA or higher; and 14% a 4.0 CGPA.

3. Identify the institutions that are the main competitors for prospective students in this program. Our main competitors are Central Michigan University (CMU), Western Michigan University (WMU) and Grand Valley State University (GVSU). University of Michigan (UM) and Wayne State University (WSU) compete for our Pre-Pharmacy cohort.

a) How are these programs similar and different from the FSU program? CMU, WMU and GVSU have similar entrance requirements, and their students have similar academic profiles. For example, the typical WMU Honors freshman has a 3.82 HSGPA and a 26.6 ACT composite; the typical FSU Honors freshman over the past 11 years has had a 3.8 and a 27 ACT composite. At CMU, WMU and GVSU students must produce an Honors thesis; ours do not. We have not required a thesis because at the aforementioned Honors colleges the majority of the students are liberal arts majors, and a thesis would enhance their position for graduate school entry, whereas the majority of our students are Pre-Pharmacy and Pre-Optometry majors, and a thesis for this cohort never seemed appropriate given the constraints of those curricula. Moreover, we would not mandate a thesis for some of the cohort, e.g., all those who are NOT Pre-Pharmacy majors, thus it never became a requirement. At other colleges less service work is required, while at Ferris 30 hours per year is mandated. Club membership is not mandated at the other colleges, and at Ferris it is. In terms of curricula, 30 or more Honors credits are the norm at the other colleges. At Ferris we have had great challenges getting TEN Honors credits into students' curricular loads. Given the rigidity of many of the curricular demands in the majors at Ferris, we realized that adding more Honors credits would be counter-productive. For this reason, the Honors credits meet requirements that students need to take regardless of major e.g., HNRS 100 (which replaces FSUS 100), COMH 121 (which fulfills the University's speech requirement), and 200 or 300 level social awareness and cultural enrichment credits (which are mandatory for all four-year degrees). What draws the Pre-Pharmacy cohort here is the Honors/College of Pharmacy Assurance, which guarantees them an interview. In order to gain the assurance he/she must have a 3.50 math/science GPA after three semesters, an 80th percentile score on the Pharmacy College Aptitude Test (PCAT), have been a member of Honors since first semester freshman year, complete all the course work for Pharmacy entry at the end of two years, and pass muster on an interview.

b) What can be learned from them that would improve the program at Ferris? The Ferris Honors Program coordinator has visited GVSU, WMU and CMU to talk to the various directors, students and Honors faculty. The Honors director and his assistant

from CMU have visited our campus, and our students have visited with students at CMU. Through these interactions we learned that our Honors Programming Board (which consists of students) should be more involved. We realized that we need stronger student voices on the Honors Council. At GVSU we saw how we could utilize the strengths of our upperclassmen when we teach HNRS 100 (Orientation to Honors) sections. We were impressed with the Hall of Fame at CMU, where they post photos in the Honors residence halls of Honors leaders. The interdisciplinary courses that are taught at many of these institutions, and the Honors “clusters” in General Education at WMU, would be great enhancements to the rather hodge-podge curriculum of only ten credits (8% of the total credit load) that we presently offer at Ferris. Ideally all of the General Education classes should be Honors sections, as it would provide a more enriched, deeper, challenging, and interdisciplinary curriculum. Oakland University, WMU and CMU provide far more Honors colloquia, which would be an enhancement to our program. Also, they secure a wide array of visiting professors who arrive for a semester or a year, and are financed by their institutions. This would be a valued addition to our program and could greatly enrich our students’ lives.

C. PROGRAM RELEVANCE

Do students come to FSU for the program? Yes. ***Summarize the results of the student satisfaction survey.*** These surveys usually yield good results. Most students enjoy the living/learning communities supplied by the Honors halls. At a school such as ours Honors strikes some as elitist, unnecessary, or out of place with the mission; top caliber students who need like-minded individuals to spur them on deem Honors necessary. Many students cite it as the primary reason why they came to Ferris State University, and why they stayed. Some are drawn to the luxury of a private room; others have a passion for cultural events; the results of our Honors surveys over the years, the Junior and Senior Assessments, and Senior Exit interviews reveal that the leadership requirement, mandatory RSO membership and community service had a transformative effect upon many of them. What they initially dreaded they came to embrace. What appeared at first frightening and almost impossible to them (leadership in an RSO) became one of the most valued collegiate experiences and greatly enhanced their lives at Ferris. An area of greater controversy has been the required Honors classes. Some love them; some hate them. Many claimed these were their favorite professors and classes. Others were frustrated because they could not get the class they wanted, or the professor they wanted, or they wanted a class that was in their major, as opposed to a general education requirement. We have had professors teach to their passions; create classes specifically for the cohort; enhance the class via field trips, service learning, etc., yet there is still some discontent among the students as they want even greater variety in terms of class selection.

- 1. How well does the program meet student expectations?*** According to anecdotal and survey evidence the expectations appear to be well-met. We live our purpose which is to provide highly able students with intellectual challenges, resources and support; we mandate community service, leadership, and RSO membership. We provide faculty and peer mentors for

support and encouragement; the HNRS 100 class first semester freshman year lays the groundwork, rationale and supporting elements for all of the above. Student expectations can be difficult to measure or understand, but we are committed to good communication in hopes that we can deepen our understanding and awareness. In Honors there is a 92% retention rate to Ferris from freshman to sophomore year; 75% retention to the Honors Program from freshman to sophomore year. We can assume that students are satisfied since approximately one third of them graduate each year with an Honors medallion.

2. ***How is student sentiment measured?*** Via one-on-one Senior Exit Interviews; the Honors Student Satisfaction Surveys administered over the years; the commentary we hear from satisfied parents about their students' experiences in Honors; the Honors Alumni survey; the written and spoken commentary we receive from the Honors Programming Board, Honors Hall Directors and the Honors R.A.s.; the Junior and Senior Assessments.

D. PROGRAM VALUE (Please refer to the relevant faculty survey) Each semester the program coordinator meets one-on-one and en masse with the faculty teaching Honors sections. The information that has been gathered over time can be found in Section 2, part D, of this report.

1. Describe the benefit of the program to the University.

- ❖ The image of the University is enhanced by this high-ability cohort.
- ❖ According to commentary from professors, their job satisfaction and pride in the institution increases upon dealing with this group.
- ❖ Town and gown relations have greatly improved due to all the community service hours students have logged.
- ❖ Many leaders of Student Government, Entertainment Unlimited, *Torch*, etc. have emerged from Honors
- ❖ Many Honors students were invited to join other RSOs
- ❖ A benefit to the University is the student retention rate to Ferris which is 92%.
- ❖ The 80% graduation rate after six years of college
- ❖ Our second effort at requesting money from Honors alumni (the first effort was in 2001) yielded over \$4,500 in money and in-kind gifts in spring 2008.
- ❖ Due to the commitment to academic superiority and a desire to serve the community, many of the Honors Program students serve as role models of excellence and inspiration to professors and fellow students.
- ❖ For a program with 620 students that has an Honors team of one coordinator, two part-time assistant coordinators, one full-time secretary, one part-time clerical worker, and a part-time student worker the team functions harmoniously at minimal expense.
- ❖ The Honors Program will be starting its 13th year in fall 2009 and has enrolled 10% or more of the freshman class annually for the last five years.
- ❖ The Honors Program serves as an excellent conduit for the College of Pharmacy, since almost one third of the first year Pharmacy (P1) class each year are from Honors.

2. Describe the benefit of the program to the students enrolled in the program.

- ❖ The Honors Program helps with the transition to college by housing Honors students together in single rooms in the four Honors halls. The push to have Honors-exclusive housing came as a result of data gleaned in the early and mid 90s. It was discovered that high ability students who came to Ferris felt “alone” in the dorms and felt as if they were all alone in the quest for an “A”. As a result of this isolation, they left in alarming numbers, with GPAs intact, to go to other colleges where they believed their scholarly natures would be applauded and considered normative. Consequently, Honors halls became a mandatory part of the initial Honors Program experiment. For the vast majority it has proven to be one of the best things, if not the best thing, about the whole enterprise.
- ❖ Honors students appreciate academic challenges, thus the Honors classes (10 credits) are provided to give them that challenge, and to encourage further bonding in this smaller (23 cap) learning community. Since the students often live in the same hall they can easily find the time to discuss what happened in the Honors classes, and to study together for quizzes, midterms and finals. They appreciate the support of their fellow students in this regard.
- ❖ Repeatedly students have said if they were not forced to go to cultural events (we provide some of the tickets free of charge), then they would not have gone, and many have developed a true appreciation for the arts as a result.
- ❖ At Senior Exit Interviews over the years students have remarked that what they will remember most was the RSO they joined or the leadership post they held, and they do admit, in almost all cases, they would never have joined an RSO freshman year. They would have waited until junior or senior year to do it, if left to their own devices, and yet they find the RSO Honors requirement one of the most meaningful aspects of college. They claim it was a place where they grew and developed and took risks that they wouldn't have thought possible or manageable.
- ❖ Due to the service requirement some students “come to life” and meet and embrace their passion early on. In these cases students have said that without being forced to serve they would have dragged their feet and not committed to a service project until late junior year or not at all. Some service organizations have caused students to change their majors, discover their true passions and build a superlative resume. Cases that readily come to mind are Nichole Wheelock, founder of Ferris Idols. This group serves Big Brothers/Big Sisters of Mecosta County. With the formation of this club Nichole changed from Pre-Pharmacy to Social Work and is now working with America Corps Vista in Denver. Bret Muter was a Pre-Optometry major, but changed to Environmental Biology after founding the Outdoor Club at Ferris. He is the one and only Udall Scholar in the history of Ferris and is now at Michigan State University pursuing a Master's degree in Wildlife Biology.
- ❖ The Honors halls are well maintained and comfortable. Helen Ferris, Carlisle and Puterbaugh have all been re-painted. Helen Ferris and Carlisle were re-carpeted.

Henderson was refurbished 12 years ago. So the facilities at their disposal are of sound quality and are strategically located on campus.

- ❖ As previously mentioned, the Honors personnel constitute a financial bargain for the University, and are a source of support for the students since the offices are located in Helen Ferris and Puterbaugh residence halls for ease of student access.
- ❖ The HNRS 100 (Orientation to Honors) classes help to ease the transition to Ferris and to Honors. The rules and requirements of the Honors Program are laid out in the class, upperclassmen in Honors serve as speakers/presenters and bonding activities to further a sense of community are prescribed.
- ❖ FSUH 290-Orientation to the Discipline of Dental, Medical or Veterinarian School, PHPR 290-Orientation to the Discipline of Pharmacy, UNIV 200- Orientation to law School, UNIV 201- Orientation to Graduate School and UNIV 107-Preparing for Nationally Competitive Scholarships all serve to support the students on their various quests.

3. *What is the value of the program to employers? Explain how this value is determined.*

- ❖ Honors Advisory Board members are pleased that a Public Speaking class, leadership experience, and community service are mandated in the Honors Program; that students have to network and get involved with a campus organization; that students are held to a fairly high standard academically. They have assured us that the requirements result in a more polished employee.
- ❖ Some of our Advisory Board members had Honors Program students serve as interns in their businesses, and this was a win/win situation.
- ❖ Some employers make assumptions about the drive and intellectual capabilities of Honors students and prefer them as job candidates.
- ❖ Honors alumni have called the Honors Program office requesting a list of names of recent Honors graduates so as to interview them for jobs, and they have told us they prefer them as employees.

4. *Describe the benefit of the program to entities external to the University (e.g., services that faculty have provided to accreditation bodies, and regional, state, and national professional associations, manuscript reviewing; service on editorial boards; use of faculties for meetings).*

Almost every year since 1997 the coordinator and ten or more students have traveled to Roscommon or Traverse City for the annual Michigan Honors Association weekend. The Honors Program Coordinator served as the Vice President and then the President of the Michigan Honors Association from 2004-06. During her tenure she created the agenda and was responsible for two days of programming. At these meetings students and program directors from all over the state meet and mingle. The coordinator served as a consultant at the National Collegiate Honors Council (NCHC) in Chicago in 2001 and 2003. The coordinator and four Honors Program students did a presentation at the NCHC meeting in Salt Lake City in 2002. In 2000 the coordinator and a group of Honors Program students did two presentations in Washington, DC at the NCHC meeting. In 1999 the *Endeavor*, the Honors Program Newsletter which is

exclusively student-produced, won an award as second best Honors newsletter in the nation; the coordinator and student staff traveled to Orlando, FL to receive the award.

5. ***What services for extra-University general public groups have students provided? Describe how these services benefit students and community.*** Over the years Honors Program students have created RSOs that have served the public in meaningful and deep ways, and have donated their time on Alternative Spring Breaks. Students comment that helping with hurricane relief, or raising money for ill and dying children, or serving as campus leaders in the green movement have been significant parts of their collegiate experience. These projects made a tangible difference, and the students took pride in that. In the process they discovered strengths and passions they did not know they possessed, and many ended up embracing a cause or a campaign that they claim that they will cling to in college and beyond.

- ❖ The Make-A-Wish Foundation Chapter at Ferris was founded by Erica Rogerson (COB '08) and is now overseen by Cliff Thornton. (Their purpose is to grant ill and dying children a wish. At this time they are in the process of finalizing the plans to grant a seven-year-old girl in Evart her wish for a trip to Disney World.)
- ❖ The local chapter of the American Red Cross has benefited greatly from the involvement of those in Honors. Since so many of the Honors Program students are in health related fields, the Red Cross is a natural choice for an RSO. Students also realize it can build up the resume, and in the process they serve the community and bond with the teams that come on campus for blood drives. An amazing success story involves Kelly Gilbert, COB '02. She was the only student in the state who was on the Red Cross Board and involved in making policy. Before she graduated the head of the Red Cross chapter presented her with a plaque for outstanding service, since under Kelly's leadership this chapter always exceeded their blood drive goal.
- ❖ Up Till Dawn, an organization founded by Honors students Jaci TenEyck, Kara Gottschall and Liz Albright, does fund raising for St. Jude's Children's Hospital. This RSO, founded in late 2008, has already received \$17,700 in pledges.
- ❖ The Outdoor Club founded by Bret Muter (CAS '07) raised money for Make-A-Wish by instituting the Catch-A-Fish/Make-A-Wish event, raised money (\$16,000) for the Card Wildlife Center, and hosted bird watching and fishing trips for children in Big Brothers/Big Sisters, and brought TV personality Jack Hanna to campus two years in succession. This event drew area public school students and community members to Williams Auditorium for a "wild animal" show, and raised money for the Card Wildlife Education Center.
- ❖ Ferris Idols, which serves the needs of the children enrolled in Big Brothers/Big Sisters of Mecosta County, was founded by Honors students Nichole Wheelock (CAS '08) and Katie Lombardo (COP '09) and is now overseen by Katie Hurn (COP '10). Their goal was to match up as many of the 88 little brothers and sisters in the county as they could.
- ❖ The Big Event (a nation-wide effort in which collegians work in their respective communities for a day) was coordinated by former Honors student Claire Gould in April 2008. Hundreds of Ferris students in Big Rapids go out raking leaves, painting houses, cleaning out gutters, etc. It takes careful organizing, planning and

networking, and due to last year's resounding success Claire led the effort again in April '09, with 720 students serving over 100 homes. Naturally she hopes to institutionalize the program.

- ❖ Ferris Recyclers was started in 2007 by three Pre-Pharmacy freshmen (Megan Truskoski, Janelle Turino, Kim Betters) in response to an assignment in a COMH 121 class concerning the environment. Last year they recycled thousands of items at Ferris, and established a huge volunteer "army" that fanned out across campus and did pick-ups in the various residence halls. This year their efforts were stymied by the bureaucracy.
- ❖ In 1999 and 2000 five Honors students affiliated with the Newman Club went to Guatemala to build houses for the poor
- ❖ In 2004 two Honors students helped in the Ohio River Clean-Up Project
- ❖ In 2004 and 2005 five Honors students accompanied General Counsel, Scott Hill-Kennedy to the Pine Ridge Indian Reservation to build bunk beds for the Indians
- ❖ In 2005 and 2008 one Honors student served with medical clinics in Guyana, South America
- ❖ In 2005 one Honors student volunteered with medical missionaries in India
- ❖ In 2005 three Honors students helped to build houses in St. Louis, MO
- ❖ In 2006 four Honors students served roofing houses for the poor in Chicago
- ❖ Honors students went on Alternative Spring Breaks to help cities devastated after Hurricanes Mitch, Ivan, Hugo and Katrina
- ❖ 10-15 students have gone to Juarez, Mexico each spring for the last five years building houses with Casa Por Cristo; the most recent group went in March 2009
- ❖ In 2009 five Honors students went with Wesley House leaders to Mount Pleasant, SC on an Alternative Spring Break to repair houses for the needy
- ❖ In 2009 six Honors students went to Pearlinton, MS during Alternative Spring Break with the members of the United Church of Big Rapids to repair homes damaged by hurricanes

Section 2: Collection of Perceptions

The survey sections must include, among others, a discussion of techniques used in collecting the information, difficulties encountered during the surveying process, number and percent of respondents, and analysis of data in accordance with established methodologies. Surveys must reach respondents in many disciplines. All comments should be included, but the names of individuals mentioned should be deleted.

A. Graduate follow-up survey: Appendix A

B. Employer follow-up survey: Not Applicable

C. Student evaluation of program: In this section of the report Professor John Cullen, Honors Assistant Coordinator, has prepared analyses of the Honors Graduate Survey, the Junior Assessments, the Senior Assessments, and the Senior Exit Interviews.

Background and Rationale- In Chickering and Gamson's (1987) frequently quoted "Seven Principles of Good Practices" they define teaching as *arranging conditions for learning*. We have tried to do just that in the Honors Program through our requirements that include Honors-only sections of courses, required cultural events, and mandatory community service and student leadership activities. The goal of these requirements, as stated in our mission statement, is to provide intellectual challenges while encouraging service and leadership for the public good.

While the requirement to attend events and to take part in student organizations and community service may at first appear to use a simple menu approach with little structure in regard to arranging conditions for learning, there is, in fact, a rationale based upon learning theory. Different kinds of learning are necessary within any curriculum in order to accommodate individual learners and achieve a multiplicity of desired learning outcomes. Miller and Seller (1990) identify three types of learning according to the role of the learner. The first type, the transmissive, places the learner in the role of receiver of knowledge, the student assimilating new information and experience. The second type, the transactive, is learning that takes place between students through hands-on, collaborative activity. The third is transformative. Mezirow (1990) characterized transformative learning as learning through self-reflection, self-awareness, self-learning, whereby the learner must reassess new knowledge in relation to existing knowledge by reflecting upon the underlying assumptions and biases that are the foundation of that existing knowledge.

Our requirement of attending cultural events is a form of transmissive learning, arranging the opportunity for students to be exposed to new ideas and encounter the unfamiliar. Our requirements of community service and student leadership are forms of transactive learning,

arranging the opportunity for students to learn from one another through collaboration and engagement with the community. It is our hope that the culmination of the Honors experience, a part of which is the assessment project, is a transformative one, one that in totality exceeds the accumulation of the individual parts.

Prior to Fall 2007, assessment of these requirements was conducted each semester through written reports submitted by students indicating which cultural events they attended, what leadership roles they assumed, and what types of community service they pursued. These reports were submitted throughout the semester as the students completed the requirements, but there was little opportunity or encouragement for the students to compare their experiences or rate the importance of them.

In order for us to assess the effectiveness of this major component of the program in a comprehensive fashion, starting in fall 2007 we changed the assessment mechanism for juniors and seniors in order to evaluate our success at creating a transformative experience. The freshmen and sophomores continued to submit short reports throughout the semester summarizing their experiences at cultural events and service and leadership functions. We maintained this form of assessment for the lower division students recognizing that at this level the experiences are primarily transmissive and transactive. It was our assumption that the lower-division students needed time to develop their "existing " knowledge and experience before being asked to reflect upon those experiences. Our assessment of this level of engagement is primarily designed to monitor their compliance with the requirement rather than evaluate their responses.

The major change was in relationship to what is now expected of juniors and seniors. Rather than submit individual reports summarizing attendance at individual events, juniors and seniors are now asked to submit one comprehensive paper at the end of the year and reflect upon and evaluate their involvement as a total experience, examining how the accumulation of these experiences has affected them as individuals and has been in some way transformative. This was the first year we conducted this assessment. Each junior and senior met the requirement. The total number of junior papers turned in at the end of spring 2008 was seventy-nine. The total number of senior papers turned in at the end of spring 2008 was fifty-five.

Method -Students were given an open-ended question asking them to comment on and evaluate what was most important to them during the previous year. Each student was encouraged to individualize his or her response and focus on those experiences that were meaningful and connected in some way to other experiences.

The guidelines specifically encouraged students to analyze their experiences and to avoid simply providing a list of their accomplishments. No exact format was given other than the

recommendation that the paper should be five pages in length. The prompt given the students was as follows: “How have those experiences the Honors Program required you to participate in changed you over the year?”

The open-ended nature of the question allows students to focus on that which most interests them. No respondent is required to evaluate any specific requirement, class, function or policy. We did, however, have a 100% response rate.

Student assessment papers were read and coded according to the four criteria within the Honors Program Purpose Statement: service, cultural events, leadership, and student organizations. The final section tabulates themes and ideas that fell outside these four categories but were mentioned by more than three students.

The following rubric lists the areas tabulated for this report.

- 1. Service**
 - a. Type and extent
 - b. Evaluation and comment

- 2. Cultural Events**
 - a. Type and extent
 - b. Evaluation and comment

- 3. Leadership**
 - a. Type and extent
 - b. Evaluation and comment

- 4. Student Organizations**
 - a. Type and extent
 - b. Evaluation and Comment

- 5. Other Comments and Evaluations**
 - a. Type
 - b. Evaluation

The real difficulty of using the assessment papers as a tool for program assessment is that there is no objective way to count responses. We cannot evaluate the papers in any truly numerical fashion other than simply tallying areas of response which seem directed in more than one sentence to a particular area. At some point, almost every paper used the phrase “community service”. However, we only counted a student’s response to community service when more

than one sentence directly focused on the topic, and we recognize the subjective nature of this tabulation process.

Results of Surveys: Junior Assessment Papers

*note: Because this new assessment was first implemented in 2007 there are no previous years to which this year’s results can be compared.

Specifically, the number of students who felt an area was worthy of comment is as follows:

N=79

Community Service	50	63%
Student Organizations	34	43%
Leadership	52	66%
Cultural Enrichment	60	76%

A breakdown of specific comments by theme and example is listed below.

Community Service

Five main themes reoccur in the students’ comments.

1. **Developing Personal Contacts:** Of the fifty students who mentioned community service as having an impact on them, eighteen specifically commented that they particularly valued the personal contacts service provided them. Many students enjoyed interacting with other students and people who ran the various organizations, and a large number of students specifically mentioned they enjoyed the lessons of cultural diversity they experienced working with different groups of people and with people of different nationalities. In particular, international trips involving service impacted the students greatly, and many commented specifically about the impact of traveling out of the country.
2. **Making a Difference:** A second theme that reoccurred was the theme of learning they could make a difference and that it was important to do so. Fourteen students specifically said they felt they had made a difference and realized the importance of doing so.
3. **Working with Children:** Fifteen students specifically detailed their experiences working with children and felt these experiences were important to them and to the people they worked with. Many of the students who spoke about working with children had done so through the Honors section of Cultural Anthropology, which required students to work with children in the schools in a lunch buddy program. Working with one student each week gave the students a

chance to get to know their lunch buddy and allowed them to see both the need for the program and the positive effect it had on the children. Many other students worked with children through Big Brothers/Big Sisters. Again, many of these students did so because of a requirement in the Honors Cultural Anthropology class. These students echoed the comments of those who worked in the lunch buddy program.

4. **Changing Attitudes:** Four students commented that they had resisted community service, but once they got involved they found the experience valuable. Some students commented that they very much enjoyed their experiences, and seven students explicitly mentioned that they planned to continue to be involved in community service activities.
5. **Growing Personally:** A final reoccurring comment related to personal growth. Seven students commented that they felt their service work challenged their values, opened their eyes to social issues, or increased their confidence. Four students specifically mentioned they felt they had learned to empathize with others.

Some of the specific comments made on papers are as follows:

“I have been involved with Big Brothers and Big Sisters for three years now... Personally, I find it gratifying and morally important to provide my time to kids in need.”

“My community service activities also helped me to realize what can be accomplished through the cooperative efforts of those who are united towards a common cause. I was also better able to understand how even those who think they are mastering life on their own can benefit from the actions of those around them... The strength of an individual is not just based on what he can do, but on what his surroundings and the support of those around him can help him do.”

“Each person who walked by without donating or avoided me completely was easy to accept at first, but then I started to wonder why it was so difficult to give just a handful of change. I grew angry standing there, but realized that just a few days ago I was one of those people. From that day forward I always kept change with me when going to the store because I didn’t want to be one of those people.”

“Although service hours are required, they are a nice break and they really help you get out there. Getting involved is almost like an addiction because once you start, you just want to keep doing more and more.”

“The most beneficial aspect of Honors has become the community service requirement [and] I get to quench the personal obligation I hold to civil service. . .”

Student Organizations

Three themes emerged in the comments of the thirty-four students who identified involvement in RSOs as having an impact on them.

1. **Personal Development:** Eleven people spoke specifically about their involvement in RSOs as important to their personal development, often mentioning that they gained confidence and found themselves more active socially than ever before. Several students credited their RSO involvement with transforming them from shy individuals into outgoing individuals.
2. **Community Involvement:** A second area many student comments focused on related to involvement with both the campus and local community. Nineteen students specifically commented that involvement in an RSO brought them into the campus community and made them feel comfortable. A large number also mentioned that they felt involved in the local community as a result of working on projects with people from the community.
3. **Professional Development:** The final area many students commented on was the connection between their RSO work and their profession. Many students belong to RSOs that are directly related to their majors, and so the organizations involve students in networking and direct experience in their field. Six students commented that they found this exposure exciting and valuable, and believed they learned an important skill related to interpersonal professional communications.

A sample of specific comments on RSOs includes the following:

“Being actively involved in several RSOs has allowed me to break out of my shell and meet new people, as well as become aware of campus and community activities.”

“It is very rewarding to work together in a group to accomplish something you never could have alone.”

“My experiences with AIGA at FSU have allowed me to grown within the design community and feel a strong sense of confidence in my work as a designer and professional in the realm of business.”

“I had close to 50 [hours of community service] the first semester alone, and have another 40 this semester. All these hours came easily, as many of them were simply my being active in my various organizations.”

“The requirement of joining an RSO also got me involved socially.”

“The final and best aspect (private room aside) of my Honors experience was my RSO involvement.”

Leadership Experiences

Juniors are required to take on a leadership position in an organization, meaning that at least seventy-nine of the leadership positions on campus and in the community are held by Honors Students. Naturally, many students, specifically fifty-two out of seventy-nine, commented in-depth about their experiences with these positions and the responsibilities they involved.

Most of these leadership positions resulted from their involvement with their RSOs, and so there is some overlap in information from this category and the Student Organizations category. However, this information deserves its own section because so many students commented in-depth on leadership and its importance to them.

Student comments regarding leadership fell into two categories, improving personal skills and sparking an interest in and understanding of leadership.

- 1. Personal Development:** Twenty-three students reported that their leadership involvement helped them gain confidence and organizational skills. Many stated that overseeing a number of students helped them learn to work with people and balance interests when coming up with solutions.
- 2. Interest in Leading:** Fourteen students commented that their leadership experiences helped them gain an interest in and understanding of difficulties and rewards of leadership. A number of students mentioned that they initially doubted their ability to become involved at such a high level in an organization but were glad they did so and pleased they were able to perform well. Some students mentioned that leadership experiences helped them realize the importance of having good leaders and made them determined to continue in leadership roles in their future communities.

Typical comments included the following:

“The Honors Program requirement that has had the biggest impact on me is the need to fill a leadership position.”

“By taking this role [leadership] I hope to help develop the skills I will need later in life... get more involved in the community... and network.”

“The leadership positions help to prepare you for the workplace and for potentially holding a position in your community.”

“I never thought that being the president of an RSO would be quite so difficult, but I feel that it has helped me mature. I can now talk in front of a group with more confidence and now understand the importance of planning ahead.”

“Mostly I gained confidence in myself that I could put something incredible together.”

“What I learned from being a member and leader in Circle K was how to delegate my time and keep a group together and focused on the activities that they set out to do. This is a lesson I will carry with me into the work force.”

Cultural Events

All students are required to attend cultural events. Many students report that these events are both enjoyable and transformative experiences. Often, an assessment paper expresses initial doubt over the value of this requirement, but an eventual understanding of why attendance was required. While a few students find these events merely a relaxing break from their studies, sixty out of seventy-nine students commented at length about the value of cultural events, and their commitment to continuing to attend such offerings.

- 1. Exploration of Ideas:** Twenty students commented directly that they felt the cultural events were valuable because these events gave students an avenue to explore ideas and various points of view. In particular many students enjoyed going to panel discussions and debates where various points of view were represented. In some instances, students commented that they felt their own points of views were challenged or expanded because of the programming.
- 2. Increase of Social Awareness:** Nineteen students felt cultural events were important because they raised personal awareness of social and political issues and thus promoted personal growth, while at the same time fourteen students mentioned the social aspects of cultural events as something that made attendance a growth experience as well as entertainment.

Other themes that came up in student responses included cultural diversity, art appreciation, and the development of passionate feelings about an issue after participation in the cultural event. Special events that were singled out as important experiences included the Jim Crow Museum tours and the Take Back the Night event. Twelve students spoke at length about the Vagina Monologues as an important event in their year as it raised their awareness of women’s issues and the complexity of language, and nine students commented at length on Dead Man Walking and stated this event sparked serious intellectual consideration of the death penalty and the complexity of each side’s arguments. The comments related to these themes suggest the students were deeply affected and seriously challenged by these experiences.

Typical Comments included the following:

“Various countries and ethnicities displayed their culture, traditions, and cuisine styles. Often times we may think of only what we know, when in reality this is being quite narrow minded. An event like this [International Festival of Cultures] aided as a reminder of that and in opening my eyes to the assortment of cultures around.”

“Through these experiences I have learned that it is important to hear all sides of the concept before forming an educated opinion.”

“What I learned from this event was that you need to be the change that you wish to see. People cannot sit around and talk about problems but not do any work.”

“Both [musical events] were entertaining, but left me feeling as though, perhaps, I should have done something that challenged a view point or made me question my conviction in a preconceived manner.”

“The Jim Crow Museum has made me reanalyze everything that I see. I am able to notice racism much easier now.”

“This experience showed me how I block out things that I think are in opposition to my views without giving them a real chance.”

“I think that this is the cultural event that really made me question who I am, who I want to be, and made me realize how thoroughly integrated the beliefs and discriminations of our culture are.”

Other Comments and Evaluations

Students provided a wide variety of responses that did not easily fit into any of the previous categories. As these responses were coded and examined, it became obvious that several types of comments were commonly expressed. These types of comments fell roughly into three categories as listed below.

- 1. Practical Benefits:** Twenty-Four students directly stated that they felt the program was valuable in a practical fashion. Examples of the program’s practical value included encouraging a feeling of community, supporting interests, providing study-friendly opportunities, and helping focus students regarding organizing time.
- 2. Growth and Motivation Aspects:** Twenty-seven students directly stated they felt the program was valuable in the sense that it provided a growth experience and motivator to them. Comments here focused around the expression of appreciation for intellectual challenges.
- 3. Honors Classes:** Although there was no specific question about this topic, fifteen students spoke to the special Honors sections of sophomore classes they had taken the year prior to writing their junior Assessment. Clearly, the experiences they had in these classes made a lasting impression. Whereas some students enjoyed the intellectual challenge and competition with other Honors students, others appreciated the depth the courses went into, as well as the impact they had on the students.

Comments on program benefits and Honors classes included the following:

“Honors has been an enriching experience for me, sometimes pushing me into uncomfortable situations that I ultimately come out of having learned something about myself and others around me.”

“Two of my classes, Minority Groups in America and Eastern Religions, opened my eyes to larger issues going on in our nation and the rest of the world. They helped me re-evaluate and reinforce my morals and the way I view people. The Honors courses also help students to become well-rounded...”

“Classes like Medical Anthropology and Philosophy of Evil went a long way toward expanding my worldview, as well as my comfort zone.”

“I moan about it sometimes, but when I look back at everything I absolutely love about college, it is usually something that Honors requires, and something I might not have done otherwise. I understand now why there are so many requirements. I used to think it was overwhelming and useless, but now I realize that these classes made college great.”

“I am thankful for the many opportunities Honors has provided for both my own growth and the growth of others.”

General Conclusions from Junior Assessment Papers

We were surprised that so many students chose in their junior year to refer back to their sophomore Honors classes. Clearly these classes are memorable experiences. Juniors tend to be practical and relate experiences directly to the areas they have chosen for their majors. Although many of the juniors live off-campus, their involvement in RSOs, campus activities, and community events remains strong, usually because of their community service requirement. It does not appear that anyone who moves off-campus is disassociated from campus life. One student included negative responses, most of which related to issues of personal preference, such as wanting more class offerings and objecting to being exposed to “liberal” ideas, such as the use of the word “vagina” in the title of the Vagina Monologues. These objections did not relate specifically to the structure of the program; consequently they have been discounted.

II Senior Assessment Papers

*note: Because this new assessment was first implemented in 2007 there are no previous years to which this year's results can be compared

N=55

Community Service	28	51%
Student Organizations	25	45%
Leadership	41	75%
Cultural Enrichment	52	95%

A breakdown of specific comments by theme and example is listed below.

Community Service

Four main themes reoccur in the comments made by the 28 students who mentioned community service as an important part of their experience.

- 1. Children and Service:** Eight students mentioned that working with children was both rewarding and a way to easily see the impact of their service. Getting out into the field and actually making a difference was meaningful to these students.
- 2. Friendship:** Four students mentioned the importance of making friends with people through service, but the people who impacted them were not so much University officials they met or local business people they met so much as they were elderly adults they met. Several students spoke of the value of meeting and connecting with elderly members of the community and forming friendships with them.
- 3. Initial Resistance.** Half a dozen students mentioned that while they had initially resisted doing service, they enjoyed performing it and had learned to appreciate its value. No students complained about having to perform service as part of the program and one mentioned that the service was the most meaningful part of her experience in the program.
- 4. Areas of Service.** While a few students worked with political causes, the vast majority of students performed community service in medical related areas. However, most of the in-depth comments related to community charity work.

A sample of specific comments includes the following:

“The most profound experience that Honors taught me was through my community service.”

“It was fun working with the students and teaching them about what I will be doing as a career. It was rewarding informing them of the dangers of smoking in hopes they will make smarter decisions later in life.”

“They [community service events] are fun but also open up your mind to problems you may not have noticed or good causes that you can support.”

“. . .I founded the Ferris Stars for the Make-A-Wish Foundation of Michigan. This has been my greatest passion in my college career. This organization has meant the greatest to me. Being able to work with kids that are living with a life threatening medical condition is a reward to me.”

“My time spent serving this organization [Food Pantry Network] has been rewarding and life changing. It is not uncommon to hear about poverty-stricken third world countries on television, but it means more when the issue of hunger is in local communities. I often take for granted the ability to have food, but this organization helped me to see that there are many individuals in my own community who do not have the privilege of having a home-cooked hot meal every night.”

Student Organizations

Three main themes reoccur in the comments made by the 24 students who mentioned RSOs as an important part of their experience.

- 1. Importance of RSO:** The majority of students who listed RSOs as important found their way to these organizations through religious groups on and off campus. Other popular groups included Make-A-Wish and Big Brother/Big Sister. Greek organizations and professional organizations were also mentioned.
- 2. Friendship:** A second theme in student responses involved making friends. Most students who mentioned these organizations stated that the groups gave them a sense of belonging and allowed them to establish life-long friendships and develop as social individuals.
- 3. Group as Gateway:** A third theme was that these groups are often the gateway to community service opportunities.

A sample of specific comments includes the following:

“I joined a sorority and professional organization. The sorority opened my eyes to many opportunities on campus and service hours in the community.”

“To a small extent, I have raised awareness, improved lives, and had a great time doing it.”

“I joined Delta Zeta my sophomore year... Joining this organization changed my college experiences. I met some of my best friends who will be there always.”

“The fact that I was required to be a part of a student organization other than Honors has been the most beneficial part of being in Honors. I joined Lambda Alpha Epsilon. I am a shy person, so it is not always easy for me to make friends. I have met many friends with whom I will continue to be friends for the rest of my life.”

Leadership

Forty-one out of fifty-five students commented directly on their leadership experiences, and from these comments two main themes emerged. Most students who commented on leadership as an important part of their experience became involved in leadership positions through their RSOs. Often, students found themselves in situations where no one else really wanted to be the leader, and these students stepped forward to take the position because they needed a leadership position to fulfill their Honors requirements.

No student reported that he disliked the leadership position, and most students made general comments about learning to organize and budget time. A few students made interesting or even humorous comments, such as the one student who responded that what she learned from her experience was that it is “better to be the boss than the worker.”

- 1. Leadership and Personal Change:** Twelve students made direct comments regarding the change of personality they went through after becoming a leader. Many said the experience made them confident and a believer in change. Many said that they had not been leaders in high school and only stepped forward because they were required to do so. Some expressed surprise in their accomplishments, and many believe their leadership experiences will be beneficial in the future.
- 2. Diversity and Group Dynamics:** Four students said their leadership experiences helped them appreciate diversity issues. Six students said these experiences helped them understand the complexity of group dynamics and gave them an appreciation for the skills necessary to be a leader.

A sample of specific comments includes the following:

[being a leader] “has helped me to see what I am capable of.”

“One thing that challenged me was becoming a leader within an organization. Although I enjoy taking responsibility, I was always hesitant to because I felt as if everything was new to me at Ferris. . . . Taking this role has taught me much about resolving conflict.”

“This, to be honest, scared me a little because I wasn’t the type of person who felt comfortable planning things and verbally leading others. I learned how to walk around a room and command attention while still maintaining my sense of humor.”

“Being a leader taught me how to lead people. I believe I was able to bring new life to the organization because I set my ego aside.”

Cultural Enrichment

Fifty-two out of fifty-five students commented directly, and often at length, on this area. This particular area was, by far, the one on which the most reflection was focused. In fact, a number of students focused several pages exclusively on cultural events and the impact those events had on their lives.

1. **Vagina Monologues**: Eighteen out of fifty-five students devoted considerable time and thought to their reflections on the Vagina Monologues. This is an event that many students attend each year, and often they reflect that each performance they see adds to their understanding of the issue of violence against women.
2. **Dead Man Walking**: The performance of Dead Man Walking is another event mentioned frequently. Seven students singled this out as a meaningful event because it touched so personally on an issue of great importance and made them rethink the issue.
3. **Diversity**: Diversity was another theme that was mentioned many times. Students singled out The Tunnel of Oppression, the Jim Crow Museum, and the presentation titled “Why is Your RSO Black” as events that were meaningful both intellectually and emotionally.

Ten students made it clear that cultural events were “eye openers” to them into a world they had not previously experienced.

Specific comments on cultural events include the following:

“This program [Vagina Monologues] really opens peoples’ eyes in a not necessarily politically correct way.”

“Only through self emergence can one truly experience a cultural exploration. I then applied this ideal to all my life’s activities.”

“These events really caused me to leave my comfort zone.”

“I feel it is important to attend cultural events because these events expose their audiences to views that many not be from their cultural norm. It helps to broaden individual ideas and beliefs.”

“We need more events like this one [Darius Goes West] here at Ferris so when we go to a Five Star event we walk away more enriched knowing more about the things that effect other people’s lives.”

Other General Comments and Evaluations on Senior Assessment Papers.

“Reflecting back on the years I spent at Ferris and the overall impact that the Honors Program has had on me, I can truly say that as I walk away the experience has been both enjoyable and enlightening. Through the years, I have been able to strengthen my personality both socially and individually. I feel that the Honors Program has had a significant impact on my development through college by providing me with excellent opportunities.”

“Overall my experience with the Honors Program has been positive. I feel its requirements pushed me to get involved and to become a well rounded student and individual.... I would suggest that any student who is looking to attend Ferris State University should also look into the Honors Program.”

“The Honors Program isn’t set up for the sole purpose of providing us with a better education. We did become well-rounded people, but we also gave something back. We all gave back to the community and changed it. We learned how to give to others and not be so self-absorbed in our own work.”

“Finally, I feel that without the Honors Program I may not have grown to love Ferris State as much as I do today.”

General Conclusions Regarding Senior Assessment Papers

Seniors appear to take the long view and thus relate not only to their past and present but also to their future as both professionals and citizens. Many students commented that their experiences would stay with them in the form of a commitment to cultural events and community service. Other students were already aware that they wanted to remain in contact with the friends they made in the program not just as a means of networking, which most do seem to understand, but as a means of community. There were no negative comments.

Overall Conclusions: We recognize that multiple measures of assessment are necessary for gaining an accurate view of program effectiveness. The Junior/Senior papers provide two different measures among many.

We are pleased that the results suggest that students by and large have found that the requirements have been beneficial and, in many cases, pushed them to get out of their comfort zones. Many students recognize that the Honors Program was instrumental in opening them up to a variety of experiences and maximizing their potential.

Many students admit that they initially had some hesitation about attending events, getting involved in organizations and assuming positions of leadership. For most students, the Honors Program requirements forced them to push their limitations and personal inclinations to remain uninvolved.

Most students recognize the value of the experiences they had, especially when they became involved in something related to their major area of study. Many students expressed certainty they would take the skills and attitudes they have picked up into their future lives.

This first year's group of papers suggests that seniors are particularly open to and appreciative of cultural events. For whatever reason, students at this level were open to going to events, appreciative of a wide variety of events, and in some cases wishing they had experienced more of these events in past years. Juniors, at least in this first group of papers, seemed more concerned with professional development than personal growth, and often their comments illustrate the beginnings of their professionalism and their tendency to relate what they do on a practical level to their professions. Juniors also frequently mentioned sophomore Honors sections, always in a positive fashion; perhaps because that experience had lasting effects they were still processing in their junior year.

As with any assessment instrument, after our initial trial this year we recognize areas for improvement. The prompt is very open-ended, a design which has its positive side and its negative side. On the one hand, having the prompt open-ended does not force a student to respond to any one subject. Students are free to choose their topics. Seniors in particular were apparently comfortable focusing their papers on specific areas, even if that meant leaving out commentary on other areas. On the other hand, having the prompt open-ended did result in some students touching only briefly on each area and not going into depth on anything.

It is our hope that we can leave the prompt somewhat open-ended but clarify that we are looking for critical introspection. We have considered publishing passages from the papers in our newsletter but are unsure what effect that might have on how students answer in the future if they see the responses we have chosen to recognize as worthy of publication.

There was one junior paper which was critical of most aspects of her years at Ferris. As previously stated, these criticisms were mainly of a personal nature and focused on the student's convenience and general disagreement with some of the ideas to which she was exposed. Technically, this one paper is the exception that proves the rule.

Few papers directly mentioned politics. However, this year the political race was heated, and it will be of interest to see how many juniors and seniors identify politics as a main focus of their experiences during the 08-09 school year.

Final Statement: The results of our junior/senior year assessments and alumni survey lead us to believe that organizing our requirements around the three types of learning, transmissive, transactive, and transformative, have been largely successful. The comments from the student papers suggest that the requirement to attend cultural events has functioned transmissively, adding to their range of experiences, exposing them to new ideas which they continue to comment on two years hence. Similarly, the transactive nature of the community engagement experiences has provided them

opportunities to learn from one another and to develop their social and leadership skills. Many respondents indicated that they would not have developed these skills had the requirement for service not been mandatory. While we acknowledge that our self-reflective assessment piece can be improved, it has fostered self-assessment and reflection which was the goal of the exercise. We are satisfied that this design based upon types of learning allows for flexibility and choice while maintaining common learning outcomes.

Sources: Chickering, A. and Gamson, Z (1987). *Seven best practices*. The American Association for Higher Education Bulletin, vol 39, no. 7.

Mezirow, J. (1990). *Fostering critical reflection in adulthood: A guide to transformative and emancipator learning*. San Francisco: Jossey-Bass.

Miller, J. and Seller, W. (1990). *Curriculum: Perspectives and practices*. Toronto, Canada: Clark Pitman Division, Longman.

HONORS ALUMNI SURVEY 2008

The questionnaire, and the survey results, can all be located in Appendix A of this report.

Overview of Survey: The Honors Program has instituted a number of surveys over the years. These surveys have focused on faculty and students currently in the program, as well as faculty across the campus. In the fall of 2008, the Honors Program and the Institutional Research and Testing office developed an alumni survey which was sent to 400 alumni. Fifty-six people responded to the survey. The survey questions asked former students to evaluate a variety of issues related to the program, e.g., why students originally chose to join the program, how students felt about the value of program requirements, how the program has effected them beyond graduation, and which elements of the program they now judge valuable or in need of improvement.

The respondents to this survey provide unique insight into program evaluation because they are now removed from the program and have had time to consider the program as a working graduate. Those who responded to the survey provided a wide variety of in-depth written comments to supplement their numerical answers.

Program Benefits Related to Application for Acceptance into the Program: The first question of the survey asked respondents to indicate from a list of reasons why they chose to join the program. Possible answers included the following: Scholarship, Single Room, Prestige, Free Tickets, Pharmacy Agreement, or Other. Respondents were allowed to choose more than one reason for joining.

By far, the two most popular reasons chosen for joining the program were Scholarship and Single Room. This statistic does not surprise us, given that these students generally tend to enjoy a challenge and value their study time. The Prestige factor was their third most common choice. Again, this is not surprising as these students have been raised in a climate where academic success has been rewarded and they are as keen to be associated with excellence as any sport player would be keen to be associated with an excellent team. Once these students are at Ferris, it is important for us to let them know that Ferris as a University also recognizes and values excellence. Clearly the success and visibility of the Honors Program are both important elements in program building. So we remain committed to attracting and supporting students, and incorporating functions and activities which recognize their ongoing excellence, and building that support that translates into involved alumni.

General Requirements- Community Service, Events, and Registered Student Organization: Students in the program are required to engage in thirty hours of community service per year, attend and respond in writing to six cultural events a year, and join and participate in at least one RSO. The survey asked people to determine whether the requirements should remain in effect as they currently are, or be removed, and then respond to what the benefits of the requirements are from an alumni perspective.

1. Community Service Requirement

Alumni were asked whether the community service requirement of thirty hours per year should be kept or removed. The results from the survey were as follows.

Clearly the vast majority of alumni felt this service should be kept, and their comments indicate their reasoning. Fifty students responded in writing as to why they felt the requirement was worthwhile. Although some students focused on practical reasons such as assistance in getting into graduate school or making connections in the business world, most comments related to personal character development, community interaction, and the widening of one's experiences. A small selection of the comments follows.

"Community service helps students recognize the need to continually help others and serve causes that interest them. Requiring this in college helps it carry over after the student has received his or her degree. For example, I recently volunteered for the Republican campaign—I may have been less willing if the Honors Program hadn't encouraged it while I was at Ferris."

"Exposure to community service is a lifelong benefit. It helps students understand the needs of fellow citizens."

"Helped open my eyes to what helping the community could do."

"Learning the value of helping others and giving back. Getting to know others while performing that service, both other students and members of the community."

"Student involvement in the Big Rapids community opened my eyes to how other people lived."

2. RSO Requirement

Alumni were asked whether the RSO Requirement should be kept or removed. The majority of alumni reacted positively to their experiences in these groups and recommended the requirement remain in effect. Forty-eight students responded in writing as to why they felt this requirement should remain in place. Their answers fall into two categories. Many students felt involvement in these organizations gave students a form of release from physical and mental stress. Others saw the primary benefit as being community involvement and a rounding out of background. Leadership considerations were also a common reason for approving of the inclusion of this requirement. A small selection of the comments follows.

"Being involved in extra-curricular activities gives a support base for students. It helps them with feeling a sense of community within the University and gives an opportunity for leadership experience that is now mandatory for most job interviews."

“It gives members valuable opportunities to interact with people outside of their normal spheres, and membership can provide chances to relieve stress.”

“Means the focus of the Honors program is on being well-rounded, not just on academics.”

“Membership in an organization creates leaders. It shows students the framework of an organization that will translate into the workplace.”

“This is a great way for students to be exposed to events, new people, and exciting opportunities.”

3. Attendance of Cultural Events Requirement

Alumni were asked whether the attendance of cultural events should remain a requirement, and the majority felt the requirement was positive.

Forty-nine students responded in writing as to why they felt this requirement should remain in place. Being exposed to and developing an appreciation of a diversity of events are the concerns repeated frequently in these comments. A small selection of comments follows.

“By attending events that you would not necessarily otherwise go to, you expose yourself to new things and find out if you like something that you didn’t think you would enjoy.”

“Expanding horizons, being exposed to different things. Many students have never seen a symphony, a musical, a lecture, and this gives them that opportunity”

“I thought that was one of the best parts. We went to some amazing places and saw great shows. That was one of the highlights of living in the Honors program for me, my roommate and my suitemate.”

“Makes students well-rounded and have the ability to enjoy what the campus offers.”

4. Sophomore Honors Class Requirement

Each student in the program must take two sophomore classes which are designated as Honors sections. Usually eight sections of these classes are offered each semester for sophomores, depending on the numbers in the year’s sophomore class, and students may choose either Cultural Enrichment classes or Social Awareness classes.

The program has been designed to mesh with the General Education Requirements every student must fulfill, and students have full choice about the classes they take. It is exceptionally unlikely for any student to end up in a situation where the sophomore classes do not apply

toward the student's general requirements. The program is purposely designed with the goal that no student at Ferris takes extra classes to be a part of the Honors Program. Exceptions to that goal have been rare.

Alumni were asked whether the sophomore Honors classes they were required to take were a valuable addition to their experience and should be kept. Three quarters of the respondents wanted the classes to remain a part of Honors.

The comments alumni made regarding the sophomore classes varied from concern for public perception of the program, to the desire for personal challenge and intellectual stimulation. While some alumni felt the classes were needed to make it clear those who completed the program had completed class work more difficult than that which most students had completed, most responders related to the classes more on a personal level, feeling that they were challenged and given a richer experience than they might have gotten in a standard section. A small selection of comments follows.

"Discussions are more in depth, Honors students bond who'd normally never have a class in common."

"Gives you a sense of accomplishment, as well as more tailored learning, that you may not receive in a non-Honors class."

"In order to be taken seriously as an Honors Program, a certain number of classes need to be taken at the Honors level."

"Honors classes help form a bond between Honors members and allow instructors to take teaching to another level."

"Held to a higher standard and surrounded with smart people so that the professor can go more in depth."

5. Residence Hall Experience

Honors students are required to reside on-campus in an Honors residence hall for the first two years of the program. Their first year is enriched with first year Welcome Week programming, and with a year-long Peer Mentor Program. This program has undergone extensive changes since the early years, so it was interesting to compare the perceived weaknesses of the Peer Mentor Program with the changes currently incorporated.

Regarding the two-year residency in an Honors hall, responses were split almost down the middle as to whether this requirement should be kept. More responders voted to keep rather than remove the requirement.

Forty-nine responders took the time to respond in writing to the question regarding the benefits of the two year residency requirement. Seven respondents did not agree with keeping this requirement, but only one of those seven gave written reasons against it. This person simply said he/she had problems with residence life that the RA failed to address. However, no specifics were given. RA selection is not under the direction of the Honors Program.

The other comments were positive, and tended to focus on the ease of adjustment to campus life, concern for privacy and quiet time, and potential for meeting serious students. Some of the specific comments follow.

“A great way to meet others in the program that may not be in your core classes. So much time was spent in labs that living with the same folks for a few years gave me a base camp.”

“I think that the Honors residency is beneficial to students because it harbors a learning environment that is more conducive to success.”

“I think this is key. I think the environment in the hall is what helps the most in Honors. ...”

“Keeps you more involved w/campus life. You can appreciate the freedom of off-campus living later.”

6. Welcome Week Activities

Honors students participate in a series of activities prior to the start of fall classes. Generally, alumni found Welcome Week to be a valuable event and voted for it to remain part of the requirements.

Thirty-eight respondents commented in writing on Welcome Week. Some of the older respondents did not know exactly what this question referred to, an indication they attended the program during its first few years. Some individuals felt such activities should not be required or were embarrassing. Comments generally tended to focus on the positive aspects of meeting people and feeling comfortable on campus, which is of course the intention of such a program. Generally, comments in this section were short, whether they were in favor of these activities or not. A short sample of comments follows.

“Gives students a chance to connect, without the pressures of school work.”

“It helps encourage social interaction that helps students form lifelong friends and networking early in the year.”

“You are able to get adjusted to college life and meet new people. While I like Welcome Week, I do not think it should be required because it makes some students too nervous to be around such a large crowd.”

7. Peer Mentor Program

Freshmen are required to participate in the Peer Mentor Program. In its earliest stages, this program involved assigning freshmen an upperclassman who acted as a mentor. More recently, the program involves having several upperclassmen live on freshmen floors in the residence halls and mentor the freshmen directly as a group. Students who wish to be peer mentors must pass an interview process and a multi-day training program.

Respondents were split on the value of the program, but respondents were reacting to the program that was in place during their freshmen years.

Comments from the forty-three students who responded varied. Some respondents were from the first year of the Honors Program when the Peer Mentor Program was not in place. Some respondents were involved in the early version of the Peer Mentor Program, and had various reactions to their mentors. Those who attended the program within the last two years experienced the most up to date version of this program.

The fact that a number of these alumni were involved in the old program made the results of this section less clear than they might have been, as there were some people whose responded in writing but without clarifying which year they attended. The result was these responses tell us little about the current program. In future surveys regarding the peer mentor experience, we will need to have respondents indicate which program they participated in, or we need to tell respondents to answer the question only if they attended within the last few years.

Those who responded in the positive felt having the mentor helped them adjust and make friends. Interestingly enough, those who did not like the program either indicated they did not participate in an active way, or they did participate but experienced personal conflicts with the peer mentor. Current mentors must pass an interview and training session, which we hope weeds out potential mentors who are not good at interpersonal communication. Apparently, the mentor’s ability to connect to the students and convince them they are interested in knowing and helping them is central to the process. Without the connection, the mentor experience will be ineffective. Comments on this topic follow.

“Have someone to listen to and give good, honest direction.”

“I don’t know how I would have gotten through my first year without a peer mentor. He helped me with classes, social activities, and adjusting to life in a college town.”

“If you have a good mentor, she can make you feel at home at Ferris.”

“It is always nice to hear another student’s perspective of what college is like, and especially from someone who has gone through the experience not long before you. It is more comfortable to ask someone who is more of a friend, than to ask a professor or mentor who may be much older.”

“This is super important in forming connections that help you through the first rough few weeks of college.”

“I am still a friend with my mentor.”

Preparation for Life after Honors

The survey asked participants to consider the ways in which the program prepared students for life in the work force after graduation from Honors. Forty-five participants responded in writing to this question. Three included negative comments, but said little other than that the program did not help, though one respondent mentioned a lack of success during the job search meant this participant, not having a job, could not comment on whether the Honors experience would be helpful in the workforce.

This section drew a lot of commentary, some of it lengthy. A majority of the comments related to coaches, faculty, and advisors who took the time to become individually involved with students. Some of these professors and advisors were initially connected with these students through the Honors Program, but some were not. Many respondents said that involvement in RSOs was crucial to their development of time management and leadership skills and helped them get along with people.

While interesting, the information gathered in this section suggests that the question needs to be reworded, perhaps broken down into more than one question. More will be said about this in the general conclusion section.

General Comments on the Program

The survey also sought to elicit comments from the respondents regarding the program in general. Three questions provided opportunities for alumni to respond. The first two questions asked respondents what they would change and what they would keep the same if they were to redo the program. The final question was less directed, and simply asked for any additional comments the respondents felt they wanted to make.

1. What Would You Keep The Same?

Forty-three written comments were included in this section. A majority of comments indicated the respondents would not change anything, and are confident of the choices they made. Some alumni commented they wish they would have gotten more involved than they did, or lived in the Honors residence hall for all four years.

2. What Would You Do Differently?

Forty-four students replied in writing to this question. Most of the answers are personal and reflect more on individual circumstances and events than programmatic issues. One individual commented that he or she should have gone home when he or she had mono. Another individual wished he or she had majored in business. The only issue that comes up repeatedly has to do with RSOs and personal activities. Eight respondents indicated that they wish they had gotten involved in a greater number of organizations and activities and personal friendships than they did. Several individuals responded they wish they had changed majors or gone to another school, but there were no specifics given.

3. Additional Comments

The Additional Comments section brought eighteen comments. These ranged from comments expressing satisfaction and thankfulness for the support the program provided, to comments which expressed a concern that the program might be getting too large and lacks diversity.

The only consistent comment that appeared came from the four or five respondents who wanted higher standards for admission or more strict standards for those on probation. Some respondents felt the standards should be raised for admission in order to make the program more elite and worthy of more respect outside Ferris than the program currently has. Others felt it was unfair that there were “slackers” who benefited from the program as much as those who worked hard. A sample of comments follows.

“Fear that the program is getting too big and therefore prestige will decrease. We need more respect from other universities and we don’t have it because of our lower GPA and ACT standards and huge program size.”

“I do love the program but would strongly suggest the requirements go up...it’s more about the prestige and not the numbers.”

“I do believe Ferris has a great Honors Program; however, the requirements could be a bit stricter. It was aggravating to see some Honors students hold such high standards, while others walked away with the scholarship without putting in the minimal effort.”

“Need to increase the minimum requirements and truly begin to build a prestige Honors Program that is representative of the true elite of the entire college campus.”

General Conclusions Regarding the Survey

The survey provides some interesting information, and some of the comments reflect on issues which are currently under discussion within the program, such as issues of size, requirements and diversity. This survey also has a weakness in that it was sent out to all alumni, and there are some questions which do not apply to certain periods of the program and some questions which apply to elements of the program that have changed radically over the years.

A good example of a question which provided responses that were difficult to interpret would be the question regarding the Peer Mentor Program. Because the program has changed so much over the years, brief comments on its effectiveness are difficult to interpret because it is not clear which years the respondent was referring to when writing a response. If this question is kept on future alumni surveys, respondents will need to indicate their years of attendance.

The questions asking respondents what they would do the same or differently if they were to go through the program again produced a wide variety of very personal responses. However, it is clear that in retrospect young people pay as much attention to the social aspects of their experience as they do to the academic aspects of their experience. The fact that so many respondents wished they had gotten more involved and met more people than they did and had more experience outside the classroom than they did supports the program’s belief in the value of the requirement of service and participation. These comments also support the program’s belief that these experiences are part of the personal growth that should be part of the college experience and are the basis of the leadership skills we want graduates to achieve.

Directed responses provided an important opportunity for the program to measure response to individual concerns, but it was clear that the question related to how the program prepared students for the workforce did not elicit the kinds of responses the program would have wanted. Specifically, many responders interpreted this question to be asking about the Ferris experience in general, and some responders commented more on their major program than on the Honors Program.

Interestingly, when a reader compares the responses in this section with responses to questions about RSO involvement and Community Service, it is clear respondents valued those experiences that the program requirements forced them into, and thereby gained confidence in themselves and their leadership skills. However, when asked about preparation for the workforce, few respondents mentioned leadership issues, despite the large number of earlier responses that indicated many individuals did in fact believe they had gained such skills and felt such skills were of value.

A general reading of responses also shows that graduates are often concerned with many of the issues the program considers on a regular basis. Issues of increased diversity, exposure to the arts, funding of study abroad, program size, and requirements are common themes in responses. The fifty-six people who took the time to respond provided valuable feedback to the program, and consideration of these responses should help the program craft future alumni surveys and evaluate current requirements.

D. Relevant Faculty Perceptions: *The purpose of this activity is to assess faculty perceptions regarding the following aspects of the program: curriculum, resources, admissions standards, degree of commitment by the administration, processes and procedures used, and their overall feelings. Additional items that may be unique to the program can be incorporated in this survey.*

TECHNIQUES USED IN COLLECTING THE INFORMATION: Over the years we have surveyed faculty, plus conducted one-on-one meetings with professors and the coordinator. A lunch meeting is held each semester with the coordinator, her two assistants, and Honors faculty.

DIFFICULTIES ENCOUNTERED DURING SURVEYING: We have never had 100% response; usually 50-60 % will respond.

NUMBER AND PERCENT OF RESPONDENTS: About 60% attend the lunch meetings each semester, and all present engaged in open discussion about the challenges and perks of teaching Honors classes.

CURRICULUM: Faculty members are usually happy to be teaching Honors sections, and realize the vast difficulties of creating a more comprehensive, wide-ranging Honors curriculum. Many of them create classes (their “dream class”) for the Honors cohort, since they know the class will fill to capacity, and they know the students will almost all do excellent work. These classes give the faculty an opportunity to test out ideas, “mix things up”, and test the waters.

RESOURCES: There is money available to support the Honors educational enterprise. For example, Dr. Tony Baker takes his SOCH 341 class to Chicago each fall; the program provides almost 75% of the support for each student. They visit various neighborhoods, avail themselves of the cultural options in the city, and meet movers and shakers. Jesse Jackson spent quite a bit of time with them in fall 2008, and that was pure happenstance for all involved. Professor Lilia Caserta plans to take them to a Grand Rapids museum when she teaches LITH 290, Literature and Art. Professor Dan Noren took his World French Literature students on an Honors-sponsored museum trip.

ADMISSIONS STANDARDS: No faculty member teaching an Honors section has shown much concern about the admissions standards of the program. A few members of the Honors Council have been concerned since the 24 ACT/3.4 HSGPA seem to discourage racial diversity. However, since students can always transfer into the program with a 3.25 CGPA if they so choose we do leave the door open for diversity in this sense.

DEGREE OF COMMITMENT BY THE ADMINISTRATION: Some professors have expressed anger and contempt toward various administrators since they feel these administrators are more concerned with productivity as measured by Student Credit Hours (SCH), as opposed to the educational process. Due to this perception there is some bitterness towards the administration. The professors perceive this concern about productivity as a lack of support, and a misguided mindset.

PROCESSES AND PROCEDURES USED: In Honors classes dialogue is encouraged. The classes are supposed to follow the seminar format, even though we know that 23 is not the ideal size of a seminar. Most of the professors have students give presentations, write multiple papers, do some research, and in some cases take quizzes and tests. In Honors Principles of Learning each team of two is doing a series of studies with a lab rat. In Honors Medical Anthropology each student has a “lunch buddy” that

he/she visits each week for the whole semester over at Brookside Elementary. (Some students have stayed with their buddies for three years, and created an amazing partnership.)

OVERALL FEELINGS: Below is a summary of the written and spoken comments from faculty across the disciplines gathered over the last years.

“The difference between an Honors class and a regular class is the Grand Canyon.”

“Honors students are among the most respectful and well mannered students I have met in my entire career.”

“They want to learn. They try their hardest, so I try harder with them.”

“Honors students will go the extra mile for the A and want to know how to get it. I respect them for that.”

“I don’t like Honors kids because they are too obsessed about the grade that they will get. Class is supposed to be about learning and the joy of learning and all they seem to focus on is the grade.”

“They keep me going. I knock myself out for them in ways I would never do with my other classes. They are more attentive in class and much deeper in their responses. They are the best that Ferris has to give me.”

“I can’t keep them quiet. I don’t understand what my colleagues are talking about. These kids are a breeze to teach. In my classes they open up and share and laugh. We have a good time together.”

“Honors students have just as much, if not more speech apprehension, as the general population, but their outlines are almost all of ‘A’ quality; they are on time for class; they do not procrastinate; they are prepared on the day in which they have to give a speech.”

“They inspired me. They made me a much better teacher. They gave me hope and I loved being with them.”

“After being with them for the last few years I can say that I only like to teach Honors kids now. If I could, I would only teach Honors classes for the rest of my career.”

“Honors students are the best by far at Ferris. None of my other classes can even begin to compare to what I have experienced in my classes with them.”

“I had to figure out a way to get them to relax and to open up in my class. Normally that takes me one week, but with them it took six. Now that I know how to handle them it all goes a lot faster/smooother in my class.”

“They force me to be a better teacher because they expect far more of me than my other students do.”

“They aren’t *that* much different than my other students. They aren’t particularly well read. They are not sophisticated. They are not liberal in their thinking. They have a long way to go, but I do respect them, and they do work harder.”

“I was happy to meet such a wonderful group of young adults who are intellectually engaged, academically curious, well-informed on sophisticated subjects and so willing to learn outside their majors.”

“Honors students really give me hope that (their) generation will provide the world with leaders who are kind, intelligent, compassionate, passionate, and generous to others.”

LIST OF PROFESSORS INVOLVED IN TEACHING HONORS CLASSES AT FERRIS FROM 1997-2009

Ashraf Afifi, Economics

David W. Aiken, Philosophy, FSU Distinguished Faculty Award – 2003

Sandy Alspach, Speech

Tony Baker, Sociology

Richard Ball, History

Maude Bigford, HNRS 100 sections, FSU Distinguished Faculty Award 1995

Victor Broderick, Psychology

Kimn Carlton-Smith, History

Renato Cerdena, Anthropology

Ram Chakrabarti, Philosophy

John Cullen, Literature, HNRS 100, Orientation to Graduate School

Van Edgerton, HNRS 100

Abdollah Ferdowsi, Economics, FSU Distinguished Faculty Award 2001

J. Randy Groves, Religion, FSU Distinguished Faculty Award 2001

Gary Huey, History

John Kane, Orientation to Law School

J. Andy Karafa, Psychology

Patrick Klarecki, HNRS 100

Rodney Larson, Orientation to Pharmacy

Gayle Lopez, Orientation to Law School

Phillip Middleton, Literature, FSU Distinguished Faculty Award 2000

James R. Miller, Orientation to Optometry

Brooke Moore, Speech

Susan Morris, Philosophy

David Nicol, HNRS 100

Krishnakali Majumdar, Anthropology

Denise Mitten, HNRS 100

Daniel E. Noren, Literature, FSU Distinguished Faculty Award 2000

Thomas Oldfield, HNRS 100, FSU Distinguished Faculty Award

Colleen Partigianoni, Chemistry

Neil Patten, Speech

David Pilgrim, Sociology, FSU Distinguished Teaching Faculty 2004 , FSU Academic Excellence Award 2000, Michigan Association of Governing Boards of Colleges Distinguished Faculty Award 1998

Jana Pisani, History

Miles Postema, Orientation to Law School

Michael Ryan, Orientation to Medical School

David L. Russell, Literature, Michigan Association of Governing Boards of Colleges and Universities Distinguished Faculty Award 1997

Cami Sanderson, Speech

David Schrock, Speech

Marilyn Skrocki, HNRS 100

Donna Smith, Speech

Caroline M. Stern, Literature, FSU Distinguished Faculty Award 1996, Michigan Association of Governing Boards of Colleges Distinguished Faculty Award 1998

Kent Sun, HNRS 100

Robert von der Osten, Literature

Lee Ann Westman, Art History and Orientation to Graduate School

E. Advisory committee perceptions: *The purpose of this survey is to obtain information from the members of the program advisory committee regarding the curriculum, outcomes, facilities, equipment, graduates, micro and megatrends that might affect job placement (both positively and adversely), and other relevant information. Recommendations for improvement must be sought from this group.* In Honors we have an Advisory Board, NOT an Advisory Committee, since we do not grant degrees. Honors administrators have been meeting with the Honors Advisory Board annually, and sometimes bi-annually, since 1998. The Advisory Board is vocal, committed and open. Some serve on standing committees during the course of the year; many have served as keynote speakers at various Honors events; some have had children in the program; others graduated from Ferris and were enrolled in the program; some have provided internships for graduates and undergraduates. The comments gathered from them are below. Most of these comments were made during annual meetings. Some comments were sent via e-mail after the meetings. Some of the Advisory Board members came to campus on separate visits and spoke about their visions and concerns for the Honors Program.

PERCEPTIONS OF THE HONORS CURRICULUM: While we do not conduct a formal survey of this group, multiple occasions for dialogue occur during the school year. Examples of the comments gathered are below.

“You need a greater variety of courses in the Honors curriculum. The courses should be more international in focus and interdisciplinary in nature.”

“Focus on communication skills. Always make them take Public Speaking.” (We do and we have.)

“Encourage research in Honors. They need it to get ahead.”

“There should be an established mentor program for the highest achieving cohort.”

“Communication skills are the most important skills for success in the workplace.”

“Excellent computer skills should just be the norm, regardless of major.”

“Writing well should be emphasized in all of their classes, but especially in the Honors classes.” (We make this known to those professors teaching Honors sections.)

“Challenging, career-oriented internships should be part of every Ferris student’s major.”

“Educate them for a broader world view.” (This is what we do try to achieve via General Education classes at FSU.)

“Build a relationship with China.” (In fall 2010 Dr. Randy Groves hopes to teach an Honors class called *China and the Silk Road and the Playbook*.)

PERCEPTIONS OF OUTCOMES:

“The world of business values leaders with good communication skills. Continue to encourage leadership training and public speaking so you end up with a student who can handle both well.” (Both leadership skills and public speaking skills are emphasized and mandated in Honors.)

“Ideally, your students should be prepared for a diverse work force, explore issues related to diversity, and develop tolerance during the course of their educations.” (The Honors Program is not diverse. We are hoping that with the new admissions criteria of top 5% *or* 24 ACT composite/3.4 HSGPA that we may increase racial and ethnic diversity.)

“If a student can’t write well, think critically, and read for understanding then his education is incomplete.” (Writing well, critical thinking, and challenging reading are stressed in the Honors classes. ENGL 150 and 250, required of all students, demand writing.)

PERCEPTIONS OF FACILITIES:

FLITE was a big hit with all the members of the Advisory Board. They toured Helen Ferris, since that is where two of the coordinators’ offices are housed, and they were impressed with the cleanliness of the building. They remarked on how the campus was improved under President Sederburg’s leadership, and the trend to beautifying it continues.

Ray Dickinson, one of the original members of the Honors Council, who also attended all the Advisory Board meetings over the past 11 years, donated new oak bookcases and books to Helen Ferris Hall, and is making a similar donation to Carlisle Honors Hall. Now we have a library of recreational reading for the residents, and that is one of the characteristics of a fully developed Honors Program.

Helen Ferris, Carlisle, Henderson and Puterbaugh have been painted fairly recently and where they have not been freshly painted the area still looks clean. The Advisory Board was impressed with the lounge furniture, office furniture, dorm room furnishings, carpeting in the hallways, well-equipped study rooms, and the clean lobbies of Helen Ferris Hall. However, we realize our facilities are dated compared to that of our competition at GVSU, for example, as their program touts state-of-the-art facilities in the Glenn A. Niemeyer Learning and Living Center.

PERCEPTIONS OF EQUIPMENT:

Honors offices are equipped with up to date computers, a fax machine, color copier, and telephone system, and the Advisory Board was impressed that our offices were in the residence halls.

PERCEPTIONS OF GRADUATES:

From our first Advisory Board meeting in 1998, until our most recent one in fall 2008, the Board has advocated that our students get involved in their communities, take on service projects, step up and lead, study a foreign language, travel as much as possible, and find a mentor. These particular refrains of theirs appear in almost every one of our reports. They are interested in hiring graduates who have good communication skills, are willing to take risks, and can learn from their mistakes.

One of our Advisory Board members had two of our graduates serve as interns at his company, Morrison Industrial, in Grand Rapids.

Another advisory board member has served faithfully as an interviewer for various Honors awards ceremonies, and he volunteered to mock interview any of our students who wanted this service, since he specializes in interviewing techniques.

Another Board member presided over Lunch and Learn sessions and gave tips to our graduating Education majors, and shared his expertise as school principal and superintendent.

PERCEPTIONS OF MICRO AND MEGATRENDS:

The Advisory Board is concerned about the lack of diversity in Honors, since it does not even remotely reflect the workplace in which many of these students will be working. They urged us to increase diversity, and to make this one of our top priorities. (We have been working with Yolonda Barnes-she had served as an Honors intern focusing on diversity-and now supports Honors as a mentor to our African-American women; we have worked with Dr. Larry Wells from the Charter Schools, since those from a charter school in Detroit would be eligible for a lucrative scholarship package if they came to Ferris/Honors; we have worked over the years with Dr. David Pilgrim, Chief Diversity Officer. This year we worked with Matt Chaney from Multicultural Affairs, and he graciously volunteered to meet one-on-one with all minorities in Honors. Matt encouraged some of our Honors students to go on the Imagine More bus tour this May, so as to recruit for the Honors Program.) In fall 2010 we hope to increase diversity by opening up Honors to the top 5%. We realize that the 24 ACT composite, part of our present admission criteria, is a stumbling block for many minorities.

The Advisory Board believes Honors students should be educated more on the BRIC (Brazil, Russia, India and China) nations, and encouraged to travel. (We provide travel scholarships that many students utilize for study abroad or mission trips to Mexico, Guatemala, etc. Ironically enough we employ Honors professors from Russia and India and another professor has made multiple trips to China and is of Chinese descent, so BRIC is well represented.)

The Advisory Board believes that EVERY Honors student should have at least one internship experience prior to graduation. We support this plan, but not all the colleges demand it, so it is almost impossible to implement. Programmatic requirements would have to be re-configured if this were to become a reality.

Proven leadership skills and leadership experiences appear to be among the most valuable elements on the resume according to Advisory Board members. (We will continue to mandate the leadership requirement in Honors, even though a small percentage of students complain vigorously about this every year.)

Section 3: Program Profile

A. PROFILE OF STUDENTS

1. Student Demographic Profile

Describe the students in the program by providing the number and percentage of the following:

- a) *Numbers:* 620 students enrolled in the Honors Program in fall 2008; all but one are of traditional age (18-24 years)
- b) *Gender and numbers in spring '09:* 359/61% female; 228/39% male
- c) *Race/Ethnicity:* 556/95% White; 13/2% Asian/Pacific Islander; 7/1% Alaskan Native/American Indian; 6/1% Black; 4/.07% Hispanic/Latino; 1 Undeclared
- d) *In-state:* 96%; *out-of-state:* 4% (CT-1, FL-1, IL-6, IN-1, MI-566, NM-1, OH-2, TN-1, TX-1, WI-5)
- e) *Internationals:* Canada-1, South Korea-1
- f) *Full-time:* All
- g) *Attend classes during the day:* all; *attend in the evenings:* many; *on weekends:* 1 ; *enrolled in classes on main campus:* all but two; *at an off-site location:* 2; *on-line classes:* 36 students or 5% took 42 classes on-line
- h) *Discuss how the information presented above impacts the curriculum, scheduling, and/or delivery methods in the program.* **Curriculum-**Since the cohort is primarily Caucasians of traditional age we felt obligated to offer a wide array of cultural enrichment and social awareness classes that would confront issues of diversity. Students could choose from Black Literature, African Literature, African-American Women's History, Medical Anthropology, Community Studies, Minorities in America, etc. Also, in an effort to increase diversity and understanding we encouraged programming in the halls that confronts issues of diversity; hired a Black intern for one year in hopes of increasing our diversity; and worked in conjunction with the Office of Multicultural Affairs. **Scheduling-** It is easy to arrange due to the traditional age of the cohort, but since we have so many Pre-Pharmacy and Pre-Optometry and Pre-Medicine students we always had to be cognizant of their lab times when creating schedules for the Honors classes. **The preferred delivery method** – This has always been a seminar capped at 20-23 for the Honors classes; many in Honors like the convenience of online classes, so they readily sign up for them.

2. Quality of Students

Describe and assess the quality of the students in the program.

- a) **What is the range and average GPA of all students currently enrolled in the program? ACT? Comment on this data.**

- ❖ The average HSGPA for the FTIACs has been 3.8 for the past 11 years
- ❖ Range of HSGPAs for FTIACs: 3.40-4.50
- ❖ Range of HSGPAs for transfers: 2.70-4.50
- ❖ Range of all GPAs of the students in the program: 1.30-4.00
- ❖ Range of CGPAs of students graduating from the program: 3.25-4.00
- ❖ Average CGPA of students graduating from the program: 3.50

- ❖ Average CGPA of all students in the program: 3.40
- ❖ The average ACT is 27.4 for the FTIACs for the past 11 years
- ❖ Range of ACT composites for FTIACS: 24-35
- ❖ Range of ACT composites for transfers: 17-34
- ❖ Since 1997, according to the office of Institutional Research and Testing, there has been an increase in AP, CLEP, and Dual Enrollment credits earned due to the Honors Program cohort.
- ❖ Number of 4.0 GPAs in the cohort is listed in the table below.

Semester	1997-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Fall		55, 19%	49, 15%	58, 15%	68, 14%	77, 15%	73, 14%	65, 12%	94, 16%
Spring		47, 16%	63, 19%	61, 16%	56, 12%	65, 13%	99, 19%	81, 15%	91, 15%

COMMENT- The admission criteria to Honors for freshmen is a 3.4 HSGPA/24 ACT, so our ranges on both measures for the freshmen are not surprising. For the last few years we average 15 transfers each fall and 6 each spring. Transfers need a 3.25 CGPA in 18-66 non-remedial credits and three recommendations from professors. They do not need to supply an ACT score, nor a high school GPA, so their much lower ACT/HSGPA ranges are not surprising, either. In some quarters ACT scores and HSGPAs have been used as predictors of college success, so we should not be surprised at the average Honors students' GPA, since they came in better prepared for academe than the average FSU student. The number of 4.0 GPAs continues to increase as the size of the cohort increases.

b) For each of the last five years what are the range and average GPA of students graduating from the program? ACT? Comment on this data.

2003			
College GPA RANGE	ACT RANGE	AVERAGE College GPA	AVERAGE ACT
3.15-4.00	24-31	3.69	27
2004			
College GPA RANGE	ACT RANGE	AVERAGE College GPA	AVERAGE ACT
3.14-4.00	24-33	3.70	28
2005			
College GPA RANGE	ACT RANGE	AVERAGE College GPA	AVERAGE ACT
3.33-4.00	24-32	3.70	27
2006			
College GPA RANGE	ACT RANGE	AVERAGE College GPA	AVERAGE ACT
3.18-3.99	25-32	3.66	27
2007			
College GPA RANGE	ACT RANGE	AVERAGE College GPA	AVERAGE ACT
3.17-3.99	24-33	3.65	28

COMMENT- Those who graduate range from the lowest to the highest tier in the Honors cohort in terms of GPA and ACT scores. The averages of both ACT and CGPAs have remained consistent over the past TEN years, not just the last five. These students bring a lot to the table; they persist; they can and do succeed. The best part is that in the process of studying and achieving academic success that they volunteer, lead, bond to one another, and become part of a close knit community. In time we hope they will give back generously to this institution.

c) In addition to ACT and GPA, identify and evaluate measures that are used to assess the quality of students entering the program.

- ❖ For FTIACS and transfers three recommendation forms have been electronically submitted/numerically scored since the program's inception, but we are doing away with these forms since they only counted for 10% of the total, and the time involved in compiling the data in relationship to its value was disproportionate.
- ❖ For FTIACS a writing sample, produced at the Honors Invitational Competition each February; trained raters from the Department of Languages and Literature read/score the essays.
- ❖ AP, CLEP and dual enrollment credits are considered
- ❖ In fall 2010 we may go to a different set of admission standards. The top 5% and/or those with a 3.4 HSGPA/24 ACT composite will be eligible to apply; they will be required to submit a writing sample.

d) Identify the academic awards (scholarships or fellowships) students in the program have received. Comment on the significance of these awards.

- ❖ *MSU Scholarship. Christine Junker-Wilson (CAS '01) received a scholarship to cover the expenses for her Ph.D. in English Literature. She was granted that Ph.D. in February 2008.*
- ❖ *Bread Loaf Writer's Award 2000 (after a national competition the award is given to 80 students who have shown exceptional writing talent; founded by Robert Frost in the 1920s) Christine Junker-Wilson.*
- ❖ *University of Detroit Mercy School of Dentistry. Kala Foster (CAS '09).*
- ❖ *Michigan State University. Shannon Peters (CAS '09). Masters in Forensic Biology.*
- ❖ *CMU Scholarship. Heather Kchodl (CAS '04) was fully funded for a Ph.D. in Industrial/Organizational Psychology. She teaches in the Social Science department at Ferris. Plans on receiving the Ph. D. in 2010.*
- ❖ *Old Dominion University Scholarship. Anthony Coy (CAS '08) fully funded for a Ph.D. in Psychology.*
- ❖ *Indiana University. Nathan VanDusen (CAS '09) will pursue a Ph.D. in Medical and Molecular Genetics.*
- ❖ *University of North Carolina Scholarship. Autumn McClellan (CAS '09) received full funding for a Ph.D. in Sociology.*
- ❖ *Oakland University. Jonny Oaks (CAS '05) was funded for a Master's degree in Applied Statistics.*
- ❖ *University of Kentucky College of Law Scholarship. Melissa Randall (COEHS '06) will receive her J.D. degree from Kentucky in May '09.*

- ❖ *Central Michigan University Graduate Assistantship in Physical Therapy.* Deirdre Kolle (CAS '09) will pursue a Ph.D.
- ❖ *University of Michigan Scholarship.* Brandon Kandt (CAS '08) received a full ride in support of a Ph.D. in Actuarial Science.
- ❖ *Michigan State University.* Bret Muter (CAS '06), fully funded for masters in Fisheries and Wildlife.
- ❖ *Udall Scholar 2005* (This was established by the Mo Udall Foundation in Honor of the senator; 80 awards are given annually after a national search; awards are granted to those who demonstrate exceptional interest and commitment to environmental issues.) Bret Muter (CAS '06)
- ❖ *Ferris Professional Women (FPW) Scholarship-* 2000 Jenny Sternemann, 2001 Jamie Spore, 2009 Adrian Klautsch
- ❖ *Pharm. D. Scholarships:* 21 of there were awarded to Honors students this year; in the past dozens have been awarded to the Honors cohort
- ❖ *Stanley Dean Scholarship,* 1999 Jacob Cochran, 2000 Miguel Dobre and Cindy Horn, 2004 Erin Brewington, 2005 Abby Lund, 2007 Nichole Wheelock, 2008 Josh Kroll, 2009 Kari Alsager
- ❖ *AAUW Scholarship,* Nichole Wheelock, 2006
- ❖ *Udall Intern,* (This internship is highly prized, very selective, and involves tremendous initiative on the part of the intern. Bret had to create a *Parks in Focus Program* for students from all over the country.) Bret Muter, 2007
- ❖ *Helen Ferris Vartan Scholarship in Applied Math:* 1999-2001 Tegan Reist; 2002 Katrina Krevinghaus; 2003 Alex Capaldi; 2007 Brandon Kandt; 2008 Brittney Gist; 2010 Kyle Borgman and Jared Beyer
- ❖ *Allen Puterbaugh Scholarship in Applied Math:* 1999 Tegan Reist; 2001 Katyrina Krevinghaus; 2002 Brandon Odell; 2008 Matthew Nezwek; 2009 Shantel Grandmaison; 2010 Megan Kuk.
- ❖ *Helen Ferris Vartan Scholarship in Applied Biology:* 1997 Amber Shane; 2001 Dawn Sikarskie; 2002 and 2003 Jamie Wachtor; 2004 Victoria Sheridan; 2007 Nathan Roelant; 2009 Kristen Eischens, Lindsay Reder, Shannon Peters
- ❖ *Outstanding Graduate in Biology:* 2005 Bret Muter; 2008 Elizabeth Tovar
- ❖ *National Collegiate Athletic Association Postgraduate Scholarship:* 2002 Debbie Killips-Searles
- ❖ *College of Business Student Excellence Award:* 2001 Miguel Dobre, Jill Panetta, Carrie Ziegler and Deborah Tarbet. 2002 Clint Fitzpatrick, Kelly Gilbert, Dustin Hongisto, James Manko, Jennifer Garvey, Jill Panetta, Jared Kramer, Jessica Wortley and Kurt Zettel. 2003 Cat Badrak, Eren Berry, Stefanie Gavin, Jenna Halifax, Amy McElmurray, Julie Pitsch and Nick Wasmiller. 2004 Justin Gruber, Kristy Keler, Nate McAuliffe, Mircea-Ioan Cotosman, Julia Hitchingham, Matt Schrader, Nate Vanderwal and Jennifer Kailing. 2005 Melissa Donahue, Kurt Kramer, Peter Munson, Matt Tippet, Laura Blake, Randi Girven and Britney Zielinski. 2006 Erin Miller, Rita Ellison, Nicole Brooks, Amy Gifford, Ron Lovelace, Amanda Schafer and Todd Griffin. 2007 Megan Eisenhauer, Margaret Happy, Kari Kuenzer, Trevor Stokes, Sarah Lundgren, Tara Quigley, Chris Montagano and Ben Powell. 2008 AnnMarie Hornak, Crystal Ivy,

Callista Gloss, Elizabeth Kelly, Raquel Hansen, Rachel Wahr and Erica Rogerson. 2009
Liz Adams and Jessica Long.

- ❖ *Ferris Foundation for Excellence Scholarship*: 2002 Daniel Johnson, 2003 Joshua Gold, 2004 Sara McPherson and Emily Zoller, 2005 Chelsea Bowering, Zachary Kirschner, Adrian Ponik and Kathryn Priniski, 2006 David Feutz and Jason Williamson, 2007 Leanne VanRemortel, Kristin Frye and Kayla Uganski, 2008 Lorne Juday, Hannah Woodke and Kristin Littlefield
- ❖ *Honors Program 4.0 Semester Award*: hundreds of students over the last 11 years
- ❖ *Outstanding Student Award for Math Achievement*- 2002 Doug Searles; 2004 Jenny Sternemann and Alex Capaldi; 2008 Brandon Kandt.

Significance of these awards to the program and to the students: It shows that our students can successfully compete on a national stage; that they are the shining stars in their respective majors; that they are competitive; that Ferris can produce national award winners- only Bret Muter, Udall Award winner, and Christine Junker-Wilson, Bread Loaf Writer's Award winner, have garnered these national awards in the history of Ferris; that there is a lot of money available locally and nationally if you have the drive and the GPA to compete for it; that there are a lot of excellent role models in the program; that there is a fine synergy at work here.

e) *What scholarly/creative activities have students participated in? Comment on the Significance of these activities to the program and the students.*

- ❖ *FSU Women's Ensemble 2007-08* (five Honors students are in this), *FSU Concert Choir* (eight Honors Program students), *FSU Jazz Band* (two Honors Program students), *FSU Symphony* (nine Honors Program students) *FSU West Central Concert Band* (14 Honors Program students), *FSU West Central Chamber Orchestra* (four Honors Program students) and *FSU Athletic Pep Band* (11 Honors Program students). These musical opportunities provide a creative outlet, a way to practice their art and improve their skills. Many students have said that music keeps them "sane and happy".
- ❖ *Omicron Delta Kappa*, a national Honors society, has been comprised almost exclusively with Honors students since the inception of the Honors Program in 1997. For many years the student president of this elite organization was an Honors upperclassman.
- ❖ *"Ambassador" to Dubai 2007* Miguel Dobre (COB 2001) was one of seven people chosen from an international pool by Barclay's Bank of London to visit Dubai, Cairo and London for ninety days to determine how best to establish emerging markets in the Middle East. This was invaluable help to his career at RW Baird.
- ❖ *President's Intern*-Doug Searles, 2001. This position introduced Doug to the world of politics and honed his networking skills.
- ❖ *Washington Center Intern*-Kevin Simon, 2005. This great opportunity allowed Kevin to meet and greet the famous and the motivated.
- ❖ *2007 Prism Awards*: Tech/Pro Writing- Laura Crowe; Short Fiction- Nathan Everson (two awards); Poetry- Zach Jay; Junior/Senior Essays- Brianna Gayda and David Bush; Art Awards- Natalie Wernette, Marianne Rutkowski and Sara Bower. These awards

gratified our students and served to recognize gifts that may have gone unnoticed. Also, they were happy to add another line to their resumes.

- ❖ *2008 Honors Art Show*: First prize to Kristin Saunders; Second prize to Gina Wise.
- ❖ *2009 Honors Art Show*: Judge's Prize to Lynn Overmyer; Crowd Favorite to Chad Huizinga. These art awards encourage creativity, reward it, are a small cause célèbre in Honors, and show the previously unaware of the talent and creativity is in their midst.
- ❖ *Torchbearer and Rising Star Leadership and Service Awards*: **In 2009**, an excellent year for Honors students and awards-five of the ten Torchbearer Awards went to Honors students Lizz Kelly, Deirdre Kolle, Kevin Walsh, Shanyn Leonard and Kari Alsager. Three of the five Rising Star Awards went to Honors students Joel Lawell, Leanne Day and Justin Jackson. Crafters Anonymous, Student Alumni Gold Club and Ferris Idols, all overseen and/or created by Honors students, were three of the six RSOs to win the Five Star designation. Of the five Volunteer of the Year Awards three went to Honors students Mikael Kalat, Britny Raser and Matthew Weeks. Of the five awards given for Student Volunteer Center RSOs two went to organizations created and overseen by Honors students-Democratic Progressives and Ferris Idols. Of the six awards given for Three Star RSO recognition one went to the Outdoor Club, created and overseen by Honors students. Of the 19 awards given for Four Star RSO recognition two went to clubs created and overseen by Honors students-Ferris Recyclers and Democratic Progressives. **In 2008**, Robert Love, Erica Rogerson, Amanda Umlandt, Nichole Wheelock and Katie Hammond won Torchbearer Awards; Kelly Toren, Jaci TenEyck, Leanne Davidson, Derek Menefee, and Cliff Thornton won Rising Star Awards (only five are given out annually, and all five went to Honors students.) The Ferris Idols and the Ferris Recyclers, both created and organized by Honors students, won awards as Volunteer RSOs of the year. **In 2007**, Libby Schmidt, Sarah Lundgren, Danielle Spooner, Gary Schrader, Amanda Alverson, Brandy Johnston and Kaitlin Priniski won awards. **In 2006**, Holly Atherton, Samantha Krause, Katie Lombardo, Bret Muter, Robbie Rankey, Erica Rogerson, Jessica Urban and Nichole Wheelock won awards; the Ferris Idols, the FSU Outdoor Club and the Student Alumni Gold Club, all presided over by Honors students, won RSO Awards. **In 2005**, Crystal Flutur, Angie Jammer, Jillian Kersch and Samantha Krause were Honored. The students are pleased and proud and choked up when winning these awards. Many consciously shoot for them; some just plow ahead and due to their exemplary leadership and diligence walk away with a richly deserved prize. It is an excellent resume builder, and a moving ceremony.
- ❖ *Michigan Campus Compact, Commitment to Serve Award*, Erica Rogerson, 2008
- ❖ *Michigan Campus Compact, Community Impact Award*, Nichole Wheelock, 2008
- ❖ *Michigan Campus Compact, Heart and Soul Award*, Anthony Coy, 2008
- ❖ *Michigan Campus Compact, Heart and Soul Award*, Kevin Walsh, 2008 and 2009. The significance of the Michigan Campus Compact Awards is deep. The students know they have been chosen out of the pool of leaders and volunteers in the state of MI. It is a strong testimonial to their character and virtuous conduct.

- ❖ *Significance of these awards to the program:* It reinforces our mission; it shines a spotlight on talent and that may inspire others in the program to try harder or to take a similar risk; it is good for public relations as it gives us something to “brag about”; it is good for our image; it gives students something to shoot for; tangible awards and acclaim motivate some to perform at a higher level.

f) *What are other accomplishments of students in the program? Comment on the significance of these accomplishments to the program and the students.*

- ❖ *Previously mentioned accomplishments of students:* Udall Scholar, Bread Loaf Writer Award Winner, Perfect 4.0 Semester Award Winners, Outstanding Math and COB Students, Outstanding Graduate in Biology, Stanley Dean Awards, average graduate has a 3.50 GPA, Art Winners, Prism Winners, Michigan Campus Compact Award Winners, *Torch Bearer* Award Winners, Second in the nation in Honors Newsletter Contest, meaningful RSOs started by Honors students, President’s Intern (Doug Searles/President William Sederburg), Washington Center Intern (Kevin Simon). Biotechnology majors who applied this year for residencies are: Jenni McDowell-King, pediatrics; Dan Osborn, radiology. Pre-Medicine and/or Biotechnology majors who have residencies are: Vicki Sheridan, pathology; Chris Kirkpatrick, family medicine in Daytona, FL; Matt Roberge, family medicine in the Upper Peninsula; Andrew Jameson, internal medicine in Grand Rapids, MI; Lisa Randazzo-Fortin, radiology at Henry Ford Hospital in Detroit, MI.
- ❖ *Significance of accomplishments to program and students:* The program benefits from the public relations; program may become more valued as a result; program is accomplishing its mission; program publicizes the information and makes the cohort more aware, and that may inspire someone who would not have known about event/award otherwise; students feel good with their “15 minutes of fame”; students respond well to getting rewarded for hard work; it spreads good will and good vibes; these accomplishments give us all good reasons to celebrate and celebrations are usually enjoyed by most; students feel validated; Pre-Medicine students over the years have been an inspiring/driven bunch, and their accomplishments easily impress and inspire.

g.) *Employability of students*-Not Applicable, but placement in Pharmacy, Optometry, Medical School, law school, graduate school, etc. is significant.

B. ENROLLMENT

1. **What is the anticipated fall enrollment for the program?** 580-620
2. **Have enrollment and Student Contact Hours (SCH) increased or decreased since inception or the last APRC review?** Both enrollment and SCH have increased since program's inception in 1997. In 1997 there were 133 in the cohort; in fall 2008 there were 620. Each year the total enrollment has increased. In all but one year (2006) the freshman class has increased. The largest freshman class (237) entered in 2008, but for fall 2009 we anticipate a freshman class of 225. We suspect the Michigan economy and the cost of tuition are the reasons our enrollment has declined. In terms of SCH the numbers we have are the following: '03F- 1,241; '04S- 414; '04F- 1,278; '05S- 384; '05F- 1,300; '06S- 420; '06F- 1,318; '07S- 487; '07F- 1,323; '08S- 1,604; '09S- 230. The numbers vary widely since ALL freshmen take HNRS 100, Orientation to Honors, in fall semester; and up until this year ALL freshmen took COMH 121, Honors Public Speaking, in the fall.
3. **Since inception or the last APRC review, how many students apply to the program annually?** The average for the last five years has been approximately 260. See Appendix B for further information.
4. **Of those who apply, how many and what percentage are admitted?** Almost all who apply are qualified; consequently, almost all would be admitted. See Appendix B
5. **Of those who are admitted, how many and what percentage enroll?** From 1997-2000 we did not collect this data. In 2001, 83% enrolled; in 2002, 75%; in 2003, 79%; in 2004, 80%; in 2005, 72%; in 2006, 83%; in 2007, 82%; in 2008, 82%. See Appendix B
6. **What are the program's current enrollment goals, strategies, and efforts to maintain, increase, or decrease the number of students in the program?** Our ultimate goal is to fill all four Honors halls to capacity. We planned on doing it by fall 2009, but we know now that will not happen. At this time we project that we will fill all of Helen Ferris, Carlisle and Henderson Halls and half of Puterbaugh. In fall 2009 each FTIAC will receive, at the very least, the Dean's and the Honors Residential Life Scholarships, and that package is worth \$5,000, and is renewable for three years. Other FTIACs in the cohort will receive the President's or the Founders' in combination with the Residential Life. Considering these large scholarships, to exceed occupancy of four halls seems unrealistic at this time.

Strategies and efforts to fill all four Honors halls in fall 2009 will involve a continuation of all the following practices:

- ❖ buy the names of those with a 3.5-4.0 HSGPA and 25 ACT from the Educational Testing Service and market to this segment via a Flash Message
- ❖ advertise the Great Lakes Scholarship and International Scholarship
- ❖ advertise accelerated degree options between Honors and the College of Engineering Technology, College of Business and College of Education and Human Services

- ❖ have Honors students call all prospects
- ❖ have staff and students man Dawg Days tables
- ❖ send the Honors Program brochure to all applicants who qualify for Honors admission
- ❖ update the web site
- ❖ have Honors upperclassmen host tours/lunches/parent/student meetings
- ❖ have coordinator meet with prospects and their parents during office hours
- ❖ refine and improve the Honors Invitational Competition
- ❖ continue to host student-to-parent panels at the Honors Invitational
- ❖ have professors and department heads on hand at the Honors Invitational Competition each February to tout the merits of the respective majors

ENROLLMENT, RETENTION AND DEGREE COMPLETION DATA *The following narrative was drafted by Dean William Potter to provide a coherent overview of the enrollment management aspects of the Honors Program.*

As noted in an earlier section of this report, the Ferris Honors Program was founded to attract and retain a larger number of well-qualified students to the University. To that end, the Program's goal statement reads: *To increase the number of high ability students who enroll at Ferris to comprise 10% or more of each entering class; to retain 80% of the students who enter Ferris through the Honors Program to completion of a degree at the University.*

Over the past 11 years, the Honors Program staff has worked diligently to identify prospective students and recruit them to Ferris. Specific initiatives have included:

- Purchasing lists of eligible students from ACT and sending snail mail and flash messages with assistance from Enrollment Services
- Hiring and training Honors students to staff an Honors Program table at the *Dawg Days* recruiting events throughout the academic year
- Training Honors students to telephone prospective students to generate interest in Honors and to respond to their questions
- Developing agreements with the College of Pharmacy and the Michigan College of Optometry to attract qualified Pre-Pharmacy and Pre-Optometry students to Ferris
- Preparing articulation agreements with Honors Programs at selected community colleges to attract external transfer students
- Holding the annual Honors Invitational to get admitted students to campus and to "close the deal" for matriculation
- Maintaining a waitlist strategy so that students who are not initially admitted after the Invitational may be admitted throughout the spring and summer as space is available

- Accepting late applications from qualified students after the February deadline for possible admission throughout spring and summer as space is available
- Developing a plan to increase the diversity of the Honors Program enrollments in every respect by reconsidering admissions criteria and by taking advantage of new scholarship programs that could attract students from out of state and from abroad.

As these admissions tactics indicate, the Honors recruiting strategy has been to attract and enroll as many students as there are beds available in the residence halls. This strategy has served the University well as indicated by the data portrayed in Figure 1. Data collected during the past 12 years show how the enrollment of new students in Honors has increased since the program was founded in 1997. The Honors Program enrolled 81 first-year students in that year and filled one residence hall. By 2008, Honors enrolled 238 first-year students, an increase of 193%. Beginning in fall 2004, new Honors freshmen have accounted for 10% or more of each entering class at the Big Rapids campus. They represent the largest single cohort in each class (counting Honors Pre-Pharmacy students in Honors only). Beyond the recruitment of first-year students, Figure 1 also shows the enrollment of transfer students in Honors during the past three years.

Figure 1 – First-year and Transfer Honors Enrollments, 1997-2008

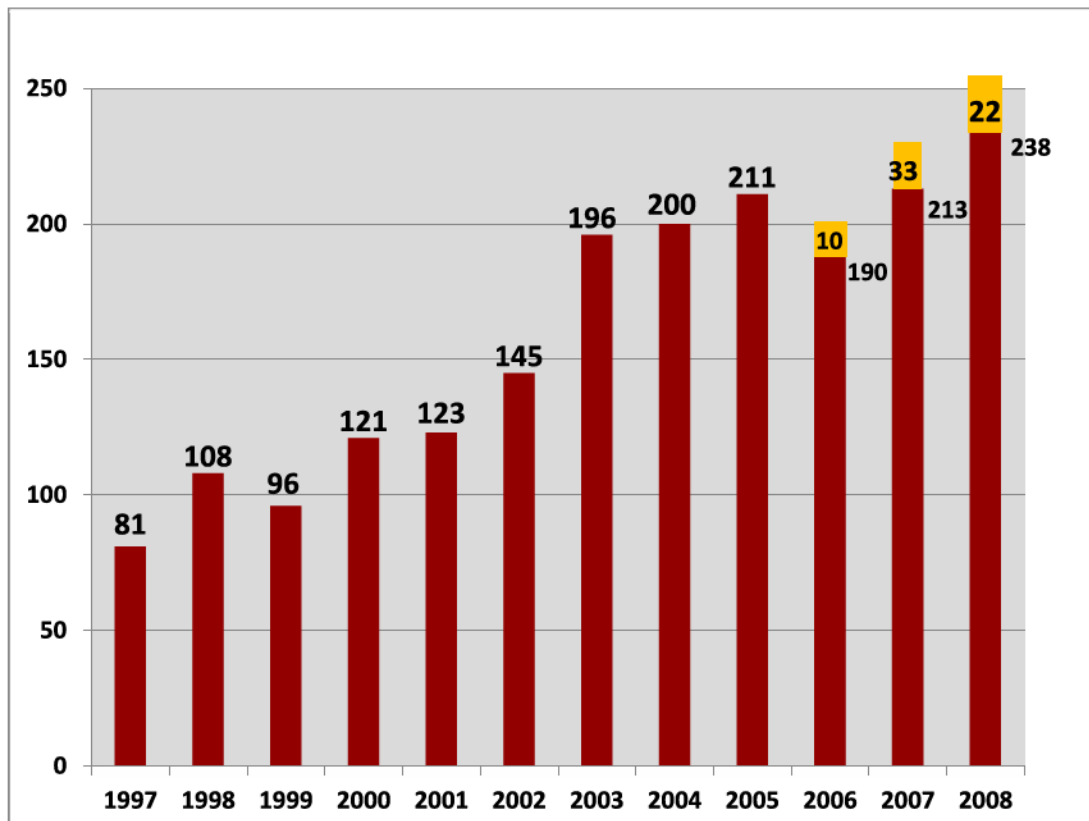


Table 1, on the next page, demonstrates that this growth has been accomplished with no change in the quality of the students enrolled. The original admissions standards for the Honors Program (3.4 or higher HSGPA and 24 or higher ACT composite) have remained intact throughout the Program’s history with the range for ACT at 24-36 and the range for HSGPA at 3.4-4.0+. Table 1 shows that the mean credentials for each entering cohort have been remarkably constant in spite of the tremendous growth of enrollment and a highly-competitive recruiting environment for this caliber of student.

Table 1 – Academic Credentials of Honors Cohorts

Cohort	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
ACT Mean	27	25	27	27	27	27	27	27	27	27	27
HSGPA Mean	3.80	3.60	3.80	3.80	3.82	3.80	3.81	3.82	3.78	3.82	3.82

The Honors staff continues to explore ways to increase both the size and the diversity of the recruitment pool. Planning for 2009-10 includes the development of new collaborations with two or more undergraduate colleges to recruit students along the lines of the Pharmacy and Optometry agreements. In addition, Honors intends to take advantage of the new Great Lakes and International Scholarships to attract more students from out-of-state. Finally, recent planning includes a wide-scale strategy to enhance the racial and ethnic diversity of Honors.

Retention - The increased numbers of first-year students addresses only one part of the goal statement concerning enrollment. The second aspect concerns retention of those students at Ferris. Table 2 indicates the retention of first-year Honors students to both the Honors Program and to Ferris thru the second year of college for each entering cohort since the program’s inception.

Table 2 – First to Second Year Retention of Honors First-year Students

(FSU data from <http://www.ferris.edu/admissions/testing/CLEPPages/CLEPPagesHTML/fwfRetention.htm>)

Cohort	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
# FTIAC’s	81	108	96	121	123	145	196	200	211	190	213
Retained HNRS	73%	78%	80%	76%	78%	79%	65%	72%	78%	73%	77%
Retained FSU	93%	96%	88%	92%	93%	94%	86%	87%	91%	94%	92%
FSU Retention	61%	60%	59%	62%	65%	66%	67%	68%	67%	70%	70%

These data show several interesting trends. First, with the exception of the 2003 cohort, three fourths of the Honors freshmen typically continue in the program during the sophomore year. Second, in terms of retention to the University, Table 2 shows that Honors freshmen have a high level of persistence, usually in excess of 90% -- a significantly higher level compared to the overall first-to-second year rates even after the adoption of general admission standards in 2002 and the subsequent ratchets in 2004 and 2006.

Continued high retention levels throughout the undergraduate years and first two years of pharmacy school has resulted in the overall growth of enrollment in the Honors Program reflected in Figure 2. The 620 students enrolled in fall 2008 filled nearly four residence halls and included more than 150 upper-division students who elected to live off campus.

Figure 2 – Total Honors Program Enrollments, 1997-2008

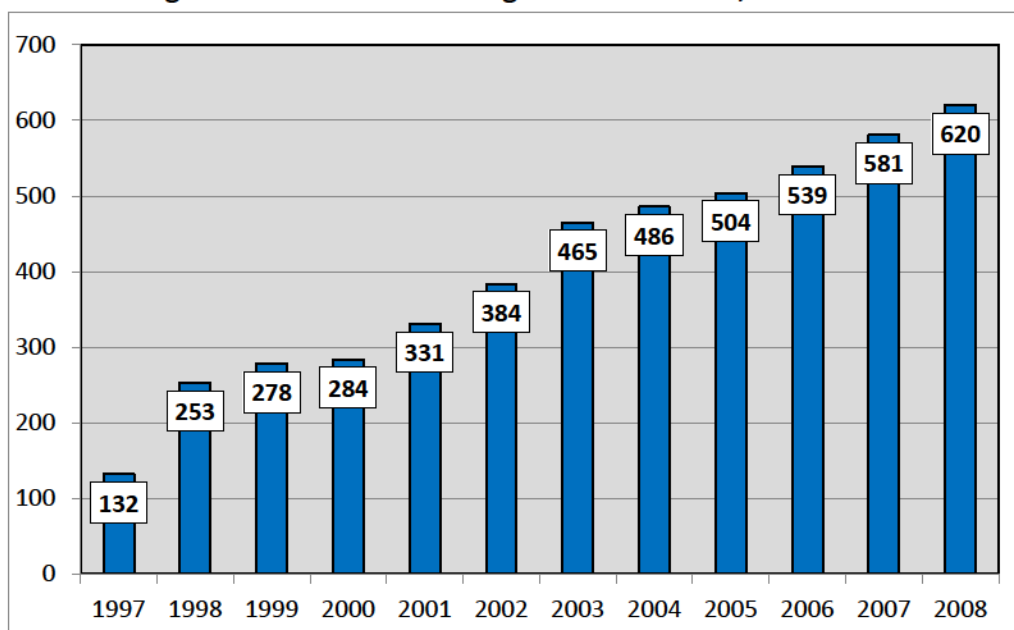


Table 3, below, indicates the proportion of Honors students as a percent of the Big Rapids full-time undergraduate student population since 1997. The full-time, undergraduate census is used since all Honors students are full-time and nearly all enroll in a four-year undergraduate degree program.

Table 3 – Honors Students as a % of Total Enrollment

Year	Honors Total Enrollment	Total # of Full-time Students/BR Campus	% Honors/Total Population
1997	132	7317	2%
1998	253	7429	3%
1999	278	7370	4%
2000	284	7668	4%
2001	331	7820	4%
2002	384	7908	5%
2003	465	8341	6%
2004	486	8286	6%
2005	504	8577	6%
2006	539	8382	6%
2007	581	8514	7%
2008	620	8532	7%

As noted previously, some students who started with Honors left the program, but remained at Ferris. If we added that number for fall 2008 to the 620 students reported above, the result would be that nearly 10% of the 2008-9 Big Rapids full-time undergraduate enrollment originated in the Honors Program.

Of course high retention can be attributed in part to the credentials of the students under review. However, the Honors Program has introduced various means to enhance the retention of students to Honors and to the University from first to second year. Each of these programming efforts is aimed at helping Honors students to make a successful transition to their new environment and to choose to remain here.

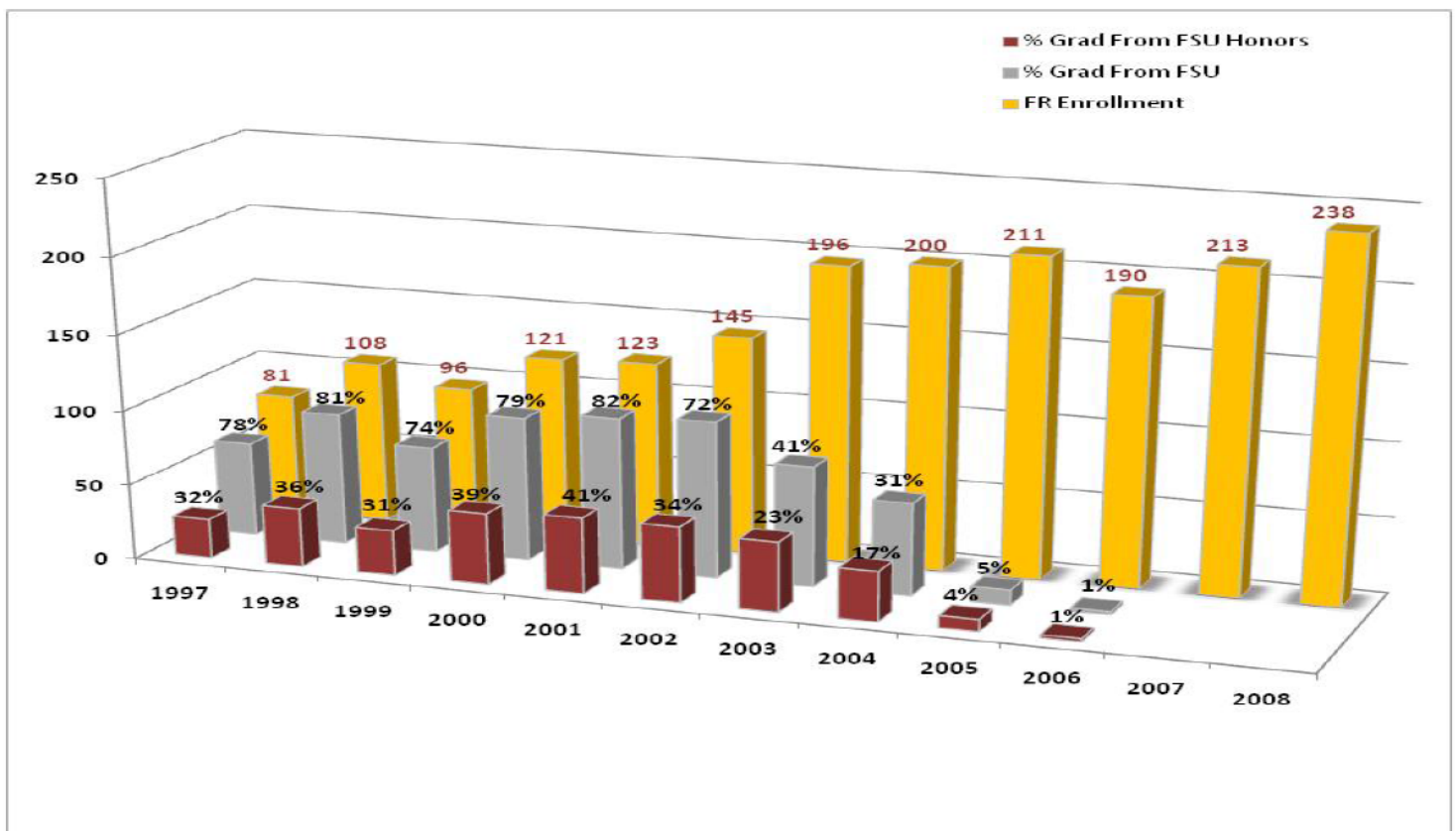
- Honors Invitational – the admissions event that seals the deal prior to enrollment.
- Summer Registration – priority registration for the new freshmen cohorts.
- Welcome Week – Honors students arrive early to move in and start bonding.
- Peer Mentors – Honors upperclassmen guide 10-12 new students during fall semester.
- Honors 100 – required for Honors freshmen to help them understand requirements.
- Strategies for Educational Success – a program for students on “Honors probation” (<3.25).
- Honors Awards Nights- Outstanding Volunteers, Leaders and Scholars are lauded and encouraged with speeches, plaques, and stoles during a “celebrity dinner” in the presence of their peers, parents and professors.

No matter how the rate is calculated, it is clear that since 2002 Honors enrollments have constituted a critical mass on the Big Rapids campus. The high proportion of Honors students (and former Honors students) has manifested itself in the classroom as well as service activities and hours, student organization growth and leadership, and campus leadership since 1997. Other sections of this report address those aspects of the program.

Graduation – Of course, the degree completion rate for Honors students is an essential aspect of the program’s purpose and goals.

Figure 3, below, shows the proportion of each entering Honors cohort that graduates from Ferris State University, both from the Honors Program and from the University.

Figure 3 – Honors Graduation Rates (Program Completers v. All Starting in Cohort)



Please note that these completion rates are final only for 1997-2002 as those years fall within the federal guidelines (6 years after initial enrollment) for such calculations. The final rate for the cohort that entered in 2003 will not be available until fall 2009. Figure 3 shows that typically one third of the freshmen who start in Honors finish all four years in the program and qualify for the Honors medallion at Commencement. This program retention rate is quite high compared to other Honors Programs in Michigan. In addition, the overall completion rates for the Honors cohorts compare very favorably with the rates (including both Bachelor’s and Associate’s) for Ferris during those years, as indicated in Table 4.

Table 4 – Honors Degree Completion Rate v. Ferris Degree Completion Rate
 (Ferris rates from <http://www.ferris.edu/admissions/testing/CLEPPages/CLEPPagesHTML/retenGrdtn.htm>)

Cohort	1997	1998	1999	2000	2001	2002	2003*	2004	2005	2006	2007
# FTIAC's	81	108	96	121	123	145	196	200	211	190	213
Honors Grad. #	64	97	73	99	102	118	(145)				
Honors Grad. Rate	79%	90%	76%	82%	83%	81%	(74%)				
FSU Grad. Rate	40%	40%	39%	42%	44%	46%	(43%)				

*Data for 2003 and thereafter is not complete.

Keep in mind that the FSU rate INCLUDES the Honors students and that the differences would be greater, with Honors nearly doubling the overall FSU rates, if the sorts were mutually exclusive.

It is also possible to compare the completion rates for the Honors cohorts to the rates for students at Ferris from the same entering classes who had similar HSGPAs and ACTs, as shown in Table 5.

Table 5 – Honors Degree Completion Rate v. Similar Ferris Students
 (FSU data from <http://www.ferris.edu/admissions/testing/CLEPPages/CLEPPagesHTML/retenGrdtn.htm>)

Year	FSU 3.5+/25+	Honors
1997	65%	79%
1998	76%	90%
1999	65%	76%
2000	72%	82%
2001	68%	83%
2002	63%	81%

Once again, keep in mind that the FSU rate INCLUDES the Honors students, or most of them anyway. Moreover, the 3.5/25 cut point for inclusion in the FSU population is higher (i.e., more selective) than the 3.4/24 cut point for Honors and so the graduation rate should be higher for them. Still, the Honors rates are higher by more than 13% each year and, as was the case for the comparisons in Table 4, the differences in Table 5 would be greater if the criteria for the sorts exactly matched. We believe that the Honors experience makes a difference here.

One other possible comparison point for degree completion is with peer groups at other institutions. Table 6 provides data for the Ferris Honors group that entered in 2000 and the group that entered in 2005 compared to the overall rates for other Michigan Colleges and Universities (not Honors Programs) with similar admissions standards. The Honors first-year retention rate for 2005-6 is third highest of this group and the degree completion rate for the 2000-6 Honors cohort is second highest – both rates compared to some pretty good company!

Table 6 – Honors Degree Completion Rate v. Select Michigan Schools

(data from <http://nces.ed.gov/collegenavigator/>)

<u>School</u>	<u>2005-6 Fresh. Retention Rate (1yr)</u>	<u>2000-6 (6-yr) Degree Completion Rate</u>
U-M	96%	87%
FSU Honors	91%	82%
Kalamazoo	92%	80%
MSU	90%	74%
Hope	88%	76%
Albion	87%	74%
Alma	80%	70%
Ferris (all students)	69%	42%

Graduation by College – One question that is often raised about Honors graduates concerns the degrees they actually finish. This issue surfaces primarily due to the high proportion of new Honors students, typically about half of each new cohort, who enter in Pre-Pharmacy. It is clear from the onset, that not all of those students will get into the College of Pharmacy, let alone complete the Pharm.D., but this study afforded the opportunity to examine more closely what degrees the Honors students do complete. Table 7 shows the degree distribution, by college, for each finishing cohort to date.

**Table 7 - Honors Graduates at Ferris State University, by College,
As a % of Total Honors Graduates by Entering FTIAC Cohort**

<u>College/Cohort</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>(2003)*</u>
Allied Health	19%	14%	7%	9%	15%	10%	(19%)
Arts and Sciences	9%	10%	18%	22%	21%	20%	(14%)
Business	17%	21%	29%	22%	16%	18%	(12%)
Education and Human Services#	6%	6%	10%	10%	12%	9%	(8%)
Engineering Technology	13%	13%	14%	10%	5%	11%	(12%)
Optometry	11%	11%	5%	6%	7%	5%	(8%)
Pharmacy	25%	25%	18%	20%	24%	26%	(26%)
Kendall/GR	---	---	---	---	---	1%	(1%)
Total Number	64	97	73	99	102	118	(145)

*Projected number of graduates based upon known completions and 2008-9 enrollments.

#Secondary education completers have been counted in EHS

These data show that while Pharmacy graduates the largest proportion (about 25% per cohort), all of the colleges at the Big Rapids campus have respectable shares of the Honors FTIACs who complete degrees.

What about Pre-Pharmacy? – Ferris State University’s College of Pharmacy is one of only three pharmacy programs in the state of Michigan. Because of limited space in this desirable program, entrance into Ferris’s college is highly competitive. Each year, as noted above, a large proportion of the freshmen enter the Honors Program as Pre-Pharmacy majors. Many, if not all, of the students, hope to matriculate into the College of Pharmacy. In fall 2008, 211/620 or 34% of all Honors students were Pre-Pharmacy majors. Because the Honors Program has so many Pre-Pharmacy students, an analysis of the success rate of this cohort is warranted.

To conduct this analysis, Dr. Kent Sun, a mathematics professor who is on a .5 release-time assignment with the Honors Program, compared incoming Pre-Pharmacy *Honors* students to incoming Pre-Pharmacy *non-Honors* students with similar high school academic backgrounds (a minimum 24 composite ACT score and a minimum 3.4 high school GPA) from 1997, which is when the Honors Program started, to 2007, which is the last year that a freshman could start the Pre-Pharmacy program and still matriculate into the pharmacy program in 2009. His analysis answered the following questions:

- What proportion of each group matriculated into Ferris’s College of Pharmacy? *
- What proportion of each group earned a degree from or is still enrolled at Ferris?
- Is the difference in the proportions statistically significant?
- How does the Honors/Pharmacy guarantee affect the difference in the proportion of matriculation into the College of Pharmacy?

The data in Table 8 show the number of students enrolled in the College of Pharmacy for each entering cohort as well as the number of new freshmen in that cohort for both Honors students and non-Honors students (who met the ACT and high school GPA requirements for admission to Honors) who started in Pre-Pharmacy. Dr. Sun’s analysis of the percentage of each group that enrolled in Pharmacy indicates that for all but one year since 2001 the Honors students have fared better than their non-Honors peers at a statistically significant level of 0.05.

*For matriculation into the College of Pharmacy in 2009, he counted the students who were offered admission and submitted a deposit indicating their intention to matriculate.

Table 8								
Number and Percent of Honors and Non-Honors Students in the COP								
	Honors Students			Non-Honors Students				
Freshman Year	Number in COP	Cohort Size	Percent in COP	Number in COP	Cohort Size	Percent in COP	Percent Difference	2-sided P-value*
1997#	16	24	67	6	16	38	29.2	0.106
1998#	20	33	61	3	8	38	23.1	0.267
1999#	12	20	60	6	10	60	0.0	1.000
2000	21	39	54	7	21	33	20.5	0.177
2001	24	36	67	6	19	32	35.1	0.022
2002	29	54	54	4	27	15	38.9	0.0008
2003	38	89	43	4	30	13	29.4	0.0038
2004	46	100	46	2	27	7	38.6	0.0001
2005	42	88	48	9	37	24	23.4	0.017
2006	43	90	48	9	29	31	16.7	0.135
2007	49	112	44	2	19	11	33.2	0.005

Years without the Honors/Pharmacy Agreement. *Using Fisher's Exact Test

In 2000, the College of Pharmacy and the Honors Program created an Honors/Pharmacy "guarantee" that automatically admitted into the College of Pharmacy any Honors Pre-Pharmacy student who satisfied certain conditions. Even if a student satisfied the guarantee, however, the College of Pharmacy still evaluated the student to see if he/she would have been admitted into the Pharmacy Program without the guarantee. According to the College of Pharmacy, at the most two students annually would not have been admitted unless they had the guarantee. Arbitrarily removing two matriculated Honors students per year, starting from 2000 with Table 8, results in the data in Table 9. The outcomes for Honors students v. non-Honors students are about the same after this change, and continue to be statistically significant in favor of the Honors Pre-Pharmacy cohort for the same years prior to the change.

**In 2007 the "guarantee" was changed to an "assurance" where, under certain conditions, an Honors Pre-Pharmacy student would be interviewed but not guaranteed admission.

Table 9								
Estimated Number and Percent of Honors and Non-Honors Students in the COP after Removing the Honors/Pharmacy Guarantee								
	Honors Students			Non-Honors Students				
Freshman Year	Number in COP	Cohort Size	Percent in COP	Number in COP	Cohort Size	Percent in COP	Percent Difference	2-sided P-value*
2000	19	39	49	7	21	33	15.4	0.287
2001	22	36	61	6	19	32	29.5	0.050
2002	27	54	50	4	27	15	35.2	0.003
2003	36	89	40	4	30	13	27.1	0.007
2004	44	100	44	2	27	7	36.6	0.0003
2005	40	88	45	9	37	24	21.1	0.029
2006	41	90	46	9	29	31	14.5	0.198
2007	47	112	42	2	19	11	31.4	0.009

* Using Fisher's Exact Test.

The statistical evidence in Table 8 and Table 9 indicates that at a level of significance of 0.05, the Honors Program has had a positive effect in placing Pre-Pharmacy students into the College of Pharmacy. However, another way to consider the place of Honors students in the College of Pharmacy is to study an entering cohort of P-1 students. Taking the fall 2009 class as an example, so far, 43% (65/150) of that class had Honors origins as described below:

- 49 started Honors in Fall 2007
- 8 started Honors in Fall 2006
- 1 started Honors in Fall 2005
- 7 were Honors transfers

Each year 35 Pharm-D scholarships worth \$3,000 a year for four years are awarded to the top matriculating students with financial need. As additional evidence of the success of the Honors Program, 60% (21 of the 35) of these scholarships were awarded to students with Honors origins for fall 2009. All of the data in this section of the report give reason to believe that beyond the Honors/Pharmacy Guarantee, the Honors Program, the faculty in the College of Arts and Sciences and the College of Business provide students with a caring and supportive environment, excellent mentoring and advising, and high-quality instruction that helped them to qualify for admission to the College of Pharmacy out of proportion to the general application pool.

Dr. Sun also considered the concern that unsuccessful Honors Pre-Pharmacy students were leaving Ferris prior to completion of a Bachelor's degree. The data in Table 10 compare the completion rates for the same population of Honors Pre-Pharmacy students and non-Honors Pre-Pharmacy students with the same ACT and high school GPA credentials. The results indicate that the Honors Program had a positive effect on Ferris graduation rates, especially the graduation rates for those obtaining a Bachelor's degree or higher. The good news for the University is that the non-Honors group is gaining ground on the high bar established by the Honors cohort.

Table 10								
Number and Percent of Honors and Non-Honors Students with Bachelor's or Higher Degree or Still at Ferris								
Freshman Year	Honors Students			Non-Honors Students			Percent Difference	2-sided P-value*
	Number with Bach+ Degree or still at Ferris	Cohort Size	Percent with Bach+ Degree or still at Ferris	Number with Bach+ Degree or still at Ferris	Cohort Size	Percent with Bach+ Degree or still at Ferris		
1997#	20	24	83	10	16	63	20.8	0.159
1998#	28	33	85	3	8	38	47.3	0.013
1999#	14	20	70	7	10	70	0.0	1.000
2000	29	39	74	12	21	57	17.2	0.245
2001	34	36	94	10	19	53	41.8	0.001
2002	39	54	72	11	27	41	31.5	0.008
2003	64	89	72	15	30	50	21.9	0.043
2004	71	100	71	16	27	59	11.7	0.252
2005	66	88	75	23	37	62	12.8	0.194
2006	75	90	83	22	29	76	7.5	0.412
2007	94	112	84	11	19	58	26.0	0.025

#Years without the Honors/Pharmacy Guarantee. * Using Fisher's Exact Test.

Dr. Sun then focused a similar analysis on all FTIAC Pre-Pharmacy students who entered Ferris between 1997 and 2007, both Honors and non-Honors with comparable entry credentials. Of the 685 Honors Pre-Pharmacy students, 81% (556 of 685) completed a degree or are still enrolled at Ferris. Most of the 556 who completed and persisted were in Pharmacy (61%), Arts and Sciences (13%), Allied Health (12%), or Business (8%). Of the 243 non-Honors Pre-Pharmacy students who entered during that decade, 67% (164 of 243) completed a degree or are still enrolled at Ferris. Most of the 164 non-Honors students were in Pharmacy (35%), Arts and Sciences (28%), Allied Health (16%) or Business (13%).

Summary – The preceding pages demonstrate conclusively that the Honors Program is achieving the enrollment, retention, graduation, and placement goals articulated in its Statement of Purpose.

- For the most recent six years, Honors has enrolled an average of 213 new freshmen, accounting for 10% or more of each freshman class during that time.
- Except for two years, retention of Honors freshmen to the second year has exceeded 90%.
- Throughout the first six years of its existence, the Honors Program has attained cohort graduation rates above 80% four times, just missing that mark in the other two years.

Moreover, the enrollment and retention accomplishments would seem to be highly related to the students' participation in the programming provided by Honors:

- Honors retention and graduation rates exceed the rates for similarly qualified Ferris students and compare favorably to the rates for similarly qualified students at other Michigan colleges and universities.
- Although one fourth of all Honors freshmen who earn Ferris degrees do so in Pharmacy, the other three fourths are well-distributed among the six other degree-granting colleges.
- Honors students seeking admission to the College of Pharmacy are more successful than their similarly qualified peers in the Pre-Pharmacy program at Ferris and comprise as many as one third of the P-1 cohort, well out of proportion to their numbers in the overall applicant pool. This level of enrollment has not been dependent on the Honors Pharmacy Guarantee or Assurance.

C. PROGRAM CAPACITY

1. What is the appropriate program enrollment, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors? All in Honors are granted a single occupancy room in the halls and all qualify for at least two scholarships, so space and cost are factors. 620 students enrolled in Honors in fall 2008. Of this number, 19 were R.A.s in other halls; 160 lived off-campus; 441 lived in one of the four Honors halls. We know that there is one more floor in Puterbaugh that we could fill.

At this point in our cycle we have about 225 freshmen committed to Honors for fall 2009; 19 transfers are on another list; perhaps another 3-4 will apply late. If we filled all of Puterbaugh in fall 2009 we would have approximately 531 students housed in the four Honors halls, plus those off-campus, so 531 *on-campus* and 150 *off-campus* (681 total) would be ideal, but we will not be able to attain that number in fall 2009.

- 3. What is the current enrollment? 620. Please explain any difference between capacity and enrollment.** The Honors Program has grown slowly but surely since it opened in 1997. As it has grown, more residence halls have been designated exclusively for the Honors cohort. As stated earlier, our present capacity on campus in the Honors halls is 531; 441 are housed in the Honors halls. At this point 225 students have committed for fall '09. Traditionally we have a 10% decline rate in Honors. Given the Michigan economy, the smaller number of high school graduates, and the increase in higher education costs the smaller applicant pool and the smaller number of students committing to Honors comes as no surprise.

D. RETENTION AND GRADUATION

1. **What is the annual attrition rate (number and percent) in the program?** After accumulating 11 years worth of data the average attrition rate to Honors is 25% from freshman to sophomore year. This past year 48 freshmen out of 213 (23%) left Honors due to low GPA, lack of funds, homesickness, transferring, inability to fit in, or dissatisfaction. One hundred ninety-five returned to Ferris in fall 2008, which constitutes a 92% retention rate to the University.

2. **What are the program's current goals, strategy and efforts to retain students in the program?** The Honors Program goal is to help them "fit in" and get into the swing of things as soon as possible. To retain students we rely on **peer mentors** (Honors upperclassmen), who are housed on the same floor as the freshmen to help ease the transition to college. The peer mentors act as a bridge, a welcoming committee, a big brother or sister. They spend a lot of time with the freshmen, especially during the critical first 6 weeks, but the commitment lasts for the entire year.

We also use the **HNRS 100 class as a retention tool**. The HNRS 100 professors discuss with their small groups (cap is 23) the pitfalls, challenges and success stories of those Honors students who have preceded them. Also we mandate RSO membership, 30 hours of community service annually and attendance at campus and off-campus cultural events. Dr. Alexander Astin's research has shown that the greater the level of involvement on the part of the students', then the greater their satisfaction rate is, and we want to keep them busy, involved and satisfied.

All in Honors have **easy access to the program coordinator and two assistant coordinators** as all of their offices are in Helen Ferris or Puterbaugh Honors Halls. The Honors Program secretary and her office assistant are also lodged in the halls and are available all week to answer queries, concerns, etc.

COMH 121 classes are taken by all Honors freshmen the first year. These classes serve as a learning community to support further bonding of the cohort, as students leave their various halls and go to these required classes together, and through this shared experience "suffer" together (some have speech apprehension or even phobia).

Welcome Week (WW) starts on Monday for Honors freshmen, whereas non-Honors freshmen show up to campus on Wednesday of WW. Peer mentors, professors and staff are all part of the WW process. During this time we make every effort to get the students out of their rooms, introduced to one another, and familiar with the campus. We host Scavenger Hunts, Ice Cream Socials, Movie Nights, volleyball games, etc. in an effort to break the ice, and get them to relax and enjoy their new "home". Friendships made during WW have been the hallmark of the program. Many remain friends for their academic careers, as a result of this social programming before classes begin.

Mandatory residence hall living for two years serves to bind the cohort to one another, programming in the halls reinforces those bonds, and so the sense of community and identity with the cohort is further reinforced.

Strategies for Educational Success is a program developed by the educational counselors to support those who are floundering, under-achieving or are at a loss as to which major to pursue. All in the Honors Program who are freshmen or sophomores who score <3.25 GPA must attend these sessions. It entails a group session, a battery of tests (such as the Myers-Briggs), and one-on-one educational/career counseling.

1. Describe and assess trends in number of degrees or designations awarded in the program.

Approximately 21% graduate with a Pharm. D. or O.D. degree each year. Until 2009 the trend has been that the Pre-Pharmacy cohort increased each year. However, 127 out of our 225 incoming freshmen for fall 2009 designated Pre-Pharmacy as their major. For example, in fall 2008 there were 128 Pre-Pharmacy majors out of 237 freshmen. Nine percent of Honors students graduate with an Associate's degree annually, and most of them return later or stay on campus to pursue a Bachelor's or professional degree. Surveying the graduation rates of those who started as freshmen from 1997-2004, approximately 80% graduate with a degree in six years.

2. What is the number and percentage of students who enroll in the program who graduate from it or complete its expectations within the prescribed time? Comment on any trends.

The first freshman class that entered Honors enrolled in 1997. Out of the 81 who came in that year 12 or 15% stayed with the program for their career at Ferris. In the class who entered in 1998- 20, 19% completed Honors; class of 1999- 28, 29%; class of 2000- 37, 31%; class of 2001- 38, 31%; class of 2002- 43, 30%; class of 2003- 65, 33%; class of 2004- 62, 31%. This data compares favorably with GVSU, for example, as they have a 25% retention rate to their Honors Program over the typical four-year span. The retention rate to Honors has gradually increased over time as we have refined our strategies, improved communication with the cohort, provided more secretarial, professorial, and advising support, and discussed the possible power of the words "Honors Program" on transcript or resume. Also, an increase in the raw ability of the Pre-Pharmacy cohort (our largest demographic) has affected retention. In the past many of these students dropped out of Honors upon entering the College of Pharmacy due to its demands. They repeatedly said they could not balance the demands of the Honors Program with those of the COP, so they dropped out. In the last four years the COP has increased its application requirements. Consequently we have been "flooded" with high-ability students who have been able to balance the demands of the Honors Program and COP more successfully. However, 82% of the cohort graduates from Ferris within six years. Given their ACT and HSGPA scores this graduation rate could be predicted, but it surpasses the graduation rates of many of our sister institutions. The theory is that Honors structures/requirements such as peer mentors, faculty mentors, service work in the community, membership in a campus organization, meetings with Honors staff, in-house advisors, Honors classes, Welcome Week, Honors Orientation, and living in an Honors residence hall enhance the undergraduate experience, encourage persistence to graduation, and consequently affect the graduation rate.

3. On average, how long does it take a student to graduate from or complete the expectations of the program? If the student is enrolled in Pre-Pharmacy the vast majority take two years in Pre-Pharmacy classes and then four more years to acquire the doctorate degree. In Pre-Optometry, most finish the Pre-Optometry curriculum in three years and then take the mandated four years to receive the doctorate. For those students who started out with a certain major, and did not change the major, the majority are finished with the undergraduate curriculum in the traditional four years. However, due to some students amassing large amounts of CLEP, AP and dual enrollment credits we have had students enter the College of Pharmacy after the freshman year; enter the Michigan College of Optometry after the sophomore year; and three or more students each year receive a Bachelor's degree in three years.

E. ACCESS

1. Describe and assess the program's actions to make it accessible to students.

- ❖ Transfers may apply to Honors for fall or spring admission provided that they have 18-66 credit hours with a 3.25 or higher. Since we opened admission up to transfers we have had a steady increase in that population each year, but may experience a decline this year. (See Appendix C for Transfer Scholarship information.)
- ❖ Freshmen may only apply for entrance in fall, as that is when the full scholarship packages are offered (See Appendix D for a list of the W.N. Ferris Scholarships), peer mentors are assigned, and HNRS 100 and COMH 121 classes are offered. Up until this year we have had a steady increase in freshmen applicants. (See Appendix E for Great Lakes Scholarship information.)
- ❖ Articulation Agreements, although rarely used, have been developed with Henry Ford Community College, Mott Community College and Delta College. This year two students from the Honors Program at Mott utilized the Articulation Agreement and applied for fall 2009 admission.
- ❖ Consideration of late applicants is practiced, provided we have the space to house them.
- ❖ Wait list has been standard practice. We rank order the applicants from highest to lowest and send out letters of acceptance until we reach capacity or exhaust the list.
- ❖ International students can be accommodated with a late application date, since they are not able to adhere to our early February application date. We intend to save spots in the residence halls for them in the future, but at this time we have more than enough rooms to house them, and we realize we rarely get internationals. At this point one Saudi student has expressed interest for fall 2009, and we are in the process of reviewing her credentials. (See Appendix F for International Scholarship information.)

2. Discuss what effect these actions have had on the program. In 1997 and 1998 we did accept transfers in Honors, but for many years thereafter we did not, as we felt that freshmen needed the support and the mandates embedded in the Honors experience more than transfers did.

When the Honors Program was given additional halls to occupy, and thus more space for the cohort, we began to accept more and more internal and external transfers (a record 33 in 2007; 24 in 2008). In addition, the Honors Program set up articulation agreements with the Honors Programs at Delta College, Henry Ford Community College and Mott Community College. Students from these particular colleges have the ability to blend in well since they are already acculturated to the norms of Honors, and their Honors credits easily transfer.

3. ***How does the program's scheduling of classes advance its goals and priorities?*** All in Honors have the benefit of priority registration. This perk was granted because it was one of the only ways that freshmen and sophomores could fit prescribed Honors classes into schedules that are typically jammed with science labs.

4. ***What factors hamper these efforts?*** Nothing.

F. CURRICULUM

- ❖ *The curriculum review sheet must also contain appropriate check sheets and example syllabi, which may be attached as an appendix.*
- ❖ Honors Contract, Appendix G
- ❖ Honors Freshman Seminar, HNRS 100 syllabus, Appendix H

1. ***Program requirements. Describe and assess current program requirements.***

All freshmen in the Honors Program must take COMH 121, Honors Public Speaking. The cap on the class is 23. To our knowledge all at Ferris, except for Respiratory Care majors, **MUST** take a communication competence class, so we are NOT adding to anyone's course load unnecessarily. (If a student is in Resp. Care, and we average one or two every four or five years, then this requirement is waived.) We designated COMH 121 because almost all at Ferris need communication competence credit. We assumed that many in Honors may hold positions of authority in the future where they would need public speaking skills. We believed that this would help them "perform" in other classes, and perhaps enhance or support the high GPAs that they seek. We "used" this class as one more bonding experience for the freshmen. It was a learning community that we were seeking to establish, and that has been the result. We have had few complaints about this arrangement, and at Senior Exit Interviews and at Outstanding Senior competitions various students have stated that this class was very important to collegiate success, and they would not have elected to take it due to fear, but retrospectively they realize it was key to successful performances in the classroom, at auditions, job interviews, wedding toasts, etc.

All freshmen in the Honors Program must take HNRS 100, Orientation to Honors. This class takes the place of FSUS 100, which is mandated for all on campus, and follows the FSUS objectives, in addition to Honors Program specific objectives. It serves to acquaint them with the Honors requirements, the paths to success, as well as to bond them further to those in their college. The HNRS 100 sections are arranged so that all those in COT, for example, are together

in one section. In that case, Professor Tom Oldfield will familiarize them with the particulars of the CET and the challenges faced by the typical Honors student. Since we have so many enrolled in Pre-Pharmacy Professor Kent Sun teaches three sections of this class to Pre-Pharmacy students exclusively.

The HNRS 100 sections are not content-based, but rather process-oriented. Their primary usefulness is as a conduit for information, a link to Honors advisors, yet another link to a specific college or major, and another opportunity for students to bond with those who have similar interests/majors.

All students in the Honors Program must take six Honors-designated credits of social awareness and/or cultural enrichment at the 200 or 300 levels. The vast majority of the students take these in sophomore year, with the exception of Automotive Technology and Survey Engineering students who postpone these credits until junior year due to the demands of their majors, or the small few who elect to graduate with an Associate's degree and do not need these at all. The six credits do not add to the students' credit loads, since all those in Bachelor's or professional school programs need these credits. Some of the classes scheduled for '08F are Honors Literature of the French World, Honors Black Literature, Honors Eastern Religions, etc. In surveys over the years multiple students have listed Honors classes and Honors professors as one of the highlights of their careers. The combination of high ability students, taught by many Ferris Distinguished Professors, coupled with the seminar concept, and encouragement on the part of the coordinators to have the professors create a dream class and teach it has made for a powerful mix. Not all of these classes have "worked". A few have been less than stellar. Usually it was because the professors could not get the students to open up and speak. While the grades in these classes were good to excellent, and the students performed well above the norm, some professors could not figure out a formula to engender discussion, so dissatisfaction resulted on both sides.

2. ***As part of the graduation requirements of the current program, list directed electives and directed General Education courses. Provide the rationale for these selections.*** This has been answered in the question directly above.

3. ***Indicate any hidden prerequisites.*** There are none.

4. ***Has the program been significantly revised since the last review?*** The Honors Program has never been reviewed.

5. ***Are there any curricular or program changes currently in the review process?*** No.

6. ***Are there plans to revise the current program within the next three to five years?*** Maybe. We are always tweaking, analyzing and studying results, so if things start to change in a way that is not for the good, then we will revise the program. The Honors Program is committed to the principles of Total Quality Management (TQM).

G. QUALITY OF INSTRUCTION

- 1. Describe and comment on trends in student mastery of the essentials of the subject area, using benchmarks such as professional college entrance exams or other assessment data.** The Honors students' grades in the General Education Honors courses are of very high caliber. In some instances every single student in a specific section received an "A".
- 2. Discuss student and alumni perceptions of the quality of instruction.** Generally the students are very pleased with the quality of instruction, challenge, learning environment and style of delivery of those professors teaching designated Honors sections. At the end of each semester the Honors classes are evaluated by the students. This data is shared with the Honors Program coordinator and the professor of the class. (See Appendix I and J for undergraduate survey; see Appendix A for Honors alumni survey.)
- 3. What collaborative departmental and individual efforts have been made to improve the learning environment, and to use or add appropriate technology?** Collaboration occurs from the outset. If a professor wishes to teach an Honors class then he/she sends a proposal to a designated committee of his peers, all of whom have been teaching Honors sections. The committee looks over the abstract and syllabus, and then contacts the Honors Program coordinator and the professor with their feedback. Dr. Kimn Carlton-Smith enhanced her Honors Turbulent Sixties class last year by the daily use of the WIKI. This semester her Honors Civil Rights Movement class is using it. None of the students had any prior knowledge of the WIKI, so it was a steep learning curve for them, and initially it was frustrating. Dr. Kimn surveyed the Turbulent Sixties class and discovered that more content was generated, more challenge was involved, and deeper learning seemed to have occurred. (The list of criteria that Honors classes adheres to can be found in Appendix K.)
- 4. What types of professional development have faculty participated, in efforts to enhance the learning environment that is pertinent to the program?** Since 1997 the Honors Program coordinator has attended all of the **National Collegiate Honors Council** annual meetings except for one. These meetings are designed for Honors students, faculty and coordinators to come together, share ideas and re-energize each other. The Honors Program coordinator has given presentations at these conferences, and has also presented in conjunction with Honors students. Each year the Honors Program coordinator and four-eight Honors Program students travel to the **Michigan Honors Association Conference**. These weekend conferences give students the chance to share ideas with students from other Honors Programs and Colleges, and give the coordinators a great opportunity to compare notes. The Honors articulation agreements with the community colleges were essentially forged at these conferences. The Honors Program coordinator and the assistant coordinators **meet with the Honors faculty once per semester**. During these lively meetings faculty share what is working, what isn't, and how they might change. The Honors Program coordinator attended the **Lilly Conference** on a few occasions to glean ideas from colleagues on how to improve the Honors Program. In November 2008 the coordinator and one of the assistant coordinators traveled to CMU for the day to attend an Honors Faculty Conference. The Honors Program coordinator has traveled to CMU,

GVSU and Oakland University for full day meetings to talk to those involved in the running of the various Honors Programs. The Honors Program coordinator has attended the following workshops this year through the Faculty Center for Teaching and Learning: diversity and inclusion, FerrisConnect, Liberal Education for Everyone, and WIKI. In addition the Honors Program coordinator attended the 18th Annual Equity in the Classroom Conference held in Big Rapids this year.

5. *What efforts have been made to increase the interaction of students with faculty and peers?*

- ❖ Each semester Honors hosts *Lunch and Learn* sessions in the Honors halls on Tuesdays or Thursdays from 11:00-11:50 a.m. At those sessions Honors graduates, advisory board members, upperclassmen or faculty host a session over pizza and pop that relates to one of their burning interests. These sessions have ranged from Aggression in Red Winged Blackbirds, to the Caves at Lascaux, France and a host of topics in-between. These sessions are casual, ungraded, fueled by food, and give professors and students a chance to step outside their boxes.
- ❖ The Honors Council is composed of faculty members from each of the colleges, the Dean of University College, the Honors Program Coordinator, and two or three student representatives. In these monthly meetings students have the opportunity to sit as partners with faculty. They supply input on policies, challenges and initiatives that affect the Honors Program.
- ❖ The Honors Advisory Board meets once annually. The Board consists of a few FSU graduates; a former President of the University; three former members of the Honors Program; those whose children were in the Honors Program; and some captains of industry who want Honors Program students to work in their companies. At these annual meetings ten Honors Program students, who represent the cohort, spend an entire morning in dialogue with faculty and Advisory Board members as we brainstorm how to improve the Honors Program as we get in touch with trends, and open our minds to changing economies/changing paradigms.
- ❖ We encourage students to find a faculty mentor.
- ❖ We mandate that they visit their advisors as needed.
- ❖ We mandate that they meet with the Honors Program coordinator and/or her assistants on a regular basis.
- ❖ Through Select Sixty, a women's mentoring group, 14 Honors Program students have been matched up with a mentor.
- ❖ Since all freshmen and transfers must have an Honors peer mentor, and since they must meet daily during Welcome Week, and weekly for the first eight weeks of college, peer interaction is increased.
- ❖ All in Honors must join an RSO, and all must do service work, so their networking is forced to expand. Out of 200 RSOs on campus about 60 are led by an Honors student. All of these student leaders must meet with the faculty advisor of the RSO, and some do this on a weekly basis. The Vagina Monologues have been led by an Honors student for the last three years (Nichole Wheelock '07 and '08, Autumn

McClellan '09), and the student coordinator oversees her peers and faculty members in this production.

- ❖ The Honors Senior Symposium, held annually in late April, requires faculty/student interaction as the duet sees the required poster board from conception to finished product.

6. Discuss the extent to which teaching and learning in this program are informed by current research and practice regarding inclusive pedagogy and curriculum. Since almost all in Honors must take social awareness and cultural enrichment credit at the 200 level or higher, and since we want to be in keeping with the mandate from the VPAA's office to not exceed 120 or 128 credits in undergraduate curricula, we were limited as to what Honors classes we could offer that would satisfy the demands of students in 93 different majors. However, Honors Black Literature, Honors African Literature, Honors Literature of the French World, Honors Medical Anthropology, Honors Philosophy of Sex and Love, Honors Community Studies, Honors Civil Rights Movement and Honors Turbulent Sixties all address topics that have to do with inclusion, diversity and change. These classes were deemed more than fitting to challenge students' paradigms, and that is precisely what has transpired.

7. What effect have actions described in (5) and (6) had on the quality of teaching and learning in the program? Due to Lunch and Learn sessions, mandated meetings with advisors and Honors Program coordinators, and the assignment of faculty mentors the Honors Program students who might have been shy or unaware or prone to procrastination developed at an earlier age than many other students a mutually satisfying and beneficial faculty/student relationship. The quality of the students' lives has been improved; their confidence has increased; they know that they have someone that they can lean on and talk to; the mentor may influence career paths and provide needed and prized letters of reference; faculty feel more needed and appreciated, and for the professor who has the great pleasure of mentoring someone in his discipline the good feeling this engenders cannot be easily quantified.

As far as peer mentors are concerned, many freshmen have told me that the peer mentor was a life line, essential to happiness and stability during the first semester. The peer mentor can and does become a trusted and valued friend, advisor and helper. The upperclassmen feel needed and valued; the freshmen have someone that they can talk to freely since the mentor usually lives on his/her floor in the residence hall.

The concepts and content explored in Honors African Literature, Honors Black Literature, Honors Medical Anthropology, Honors Community Studies, etc. shook the world of many students. In Community Studies they spend a weekend in Chicago exploring ethnic neighborhoods and interacting with those in the neighborhoods. This was eye-opening and some said it was life-changing. In Medical Anthropology the childbirth practices of third-world countries and the hungry populations of the world are studied. All students had to find a "lunch buddy" at Riverview Elementary and spend an hour a week with this buddy discussing nutrition, playing games, listening to their various fifth graders, while assessing school yard culture.

Professor Middleton assured me that NONE of his Honors students were familiar with a single African author, and knew almost nothing about the continent. From surveys we learned that all of these classes/experiences piqued interest, expanded world views, and rattled some students' carefully constructed paradigms. Some enjoyed having their assumptions challenged. In some it caused an increase in compassion and empathy.

H. COMPOSITION AND QUALITY OF FACULTY

Does the program have designated course sections or faculty? Yes.

1. ***If so, describe how such course sections and faculty are determined or selected.*** The model of most Honors Programs across the country is to give preference to Distinguished Teachers, which we have done. Also, professors are chosen based on the recommendations of department heads and the interest shown on the part of the various professors. Also, a committee of professors, all of whom have taught in Honors, was formed over a year ago and this group of four reads all the syllabi and course proposals submitted by colleagues, and votes on these proposals. The Honors courses are chosen based on curriculum logistics. Since over 98% of those in Honors need a communication competence course, COMH 121, Honors Public Speaking is required of all freshmen. All have to take HNRS 100, Orientation to the Honors Program, first semester of freshman year, as that replaces the FSUS 100 course that they would have to take. Also, all those competing for a Bachelor's degree take six credits of 200 level General Education classes in the sophomore year to fulfill those collegiate requirements.

2. ***Describe any diversity goals of the program.*** Since its inception we have tried to attract a diverse student and faculty population since it is a better reflection of the world at large; it is richer; it is more challenging; and it provides more options for growth and development due to the exchange of cultural norms and points of view. We have had greater success on the faculty end, than on the student end. Obviously we value diversity in all spheres. This semester there are ten men and seven women teaching in Honors, of the 17 three are minorities. Our average is probably far better than most, but we still could do better.

a) Include in the description any goals for gender and ethnicity. Since the Honors Program does not boast a highly diverse student population, one way we have achieved greater ethnic diversity is through the faculty members and the classes they teach. At this point the Honors faculty is consists of those who are 10% minority, 10% international and 33% women. Over the years the faculty members have been Chinese-American (Kent Sun), Indian-American (Kali Majumdar and Ram Chakrabarti), African-Americans (David Pilgrim and Phillip Middleton), Iranian-American (Abdi Ferdowsi), Egyptian-American (Ashraf Afifi), Russian-American (Lilia Caserta) and well traveled Fulbrighters (Maryanne Heidemann, Phil Middleton and Dan Noren). The classes that these professors and other professors in Honors teach cover a wide range of topics in the General Education curriculum that explore issues of diversity. The titles of these various Honors classes are: Honors Black Literature, Honors African Literature, Honors Civil Rights Movement, Honors African-American Women's History, Honors Community Studies, Honors Literature of the French

World, Honors Medical Anthropology, Honors Women and Art, Honors Eastern Religions, Honors Western Religions, Asia and the Pacific Rim, Minority Groups in America and Social Problems and Introductions to Honors.

b) What efforts are being made to attain or retain an appropriate level of diversity in the designated faculty? We have a fairly decent level of diversity amidst the faculty in Honors, and it is not difficult to retain or increase the diversity. The diverse group of professors who deal with them now enjoy the challenges of this ambitious cohort, since Honors students usually attend class faithfully and are known to perform well on oral presentations, tests, quizzes, labs, papers, and exams.

c) Has the program met its diversity goals? Please comment. Yes. There is a diverse combination of racial, ethnic, and disciplinary tracts amidst the professors who teach Honors sections.

3. Orientation: Describe and assess the orientation process for faculty who participate in the program. The orientation program to Honors is informal and loose. The coordinator meets with the new faculty member coming on board, gives him/her the Faculty Handbook which details the academic profile of the typical Honors student, the demographics of the cohort, the comments from faculty who have worked closely with Honors students, words of advice, etc. In addition, once per semester all of the Honors faculty are invited to a luncheon in Helen Ferris Hall sponsored by the program in which faculty exchange ideas about what worked, what didn't, and why. Plans for future courses and course changes are unveiled and rapport building ideas exchanged. Faculty members who are new to Honors almost always confer with those in their respective departments who have worked with Honors students for a long period of time. The "old timers" serve as bellwethers for the new faculty.

4. Reward Structure: e.g., salary, professional development funds, travel funds, UCEL and FSUGR incentive money.

a) Describe the reward structure in the program/department/college as it relates to program faculty. The two Honors assistant coordinators are given half-time release contracts for each semester of the year. Faculty claim the reward is the opportunity to teach such highly motivated students. In addition, there is a budget to support field trips, if faculty wishes to exercise that option. For example, the Honors Program helps to finance a sociology professor who annually takes his class to Chicago for the weekend where they explore Pakistani, Puerto Rican, Russian and African-American neighborhoods; they also attend a Hispanic Festival in Grand Rapids; and also visit the "ghost town" of Idlewild for the afternoon.

b) Does the existing salary structure have an impact on the program's ability to recruit and retain quality faculty? No. The faculty who teach Honors classes include the Honors class as part of their normal work load. However, those in humanities

and the social sciences normally would have a 40 member section; in Honors the cap for sections is 23, so this affects the classroom dynamic.

c) Is the reward structure currently in place adequate to support faculty productivity in teaching, research and service? If not, what recommendations would you make to correct the situation? The “reward structure” consists of the salary the various faculty receive depending upon promotions, years of service, degrees conferred, etc. The Honors Program has no control over this. If faculty wants to pursue research then they would have to apply for a sabbatical or grant; if they want to get involved in service learning they can attend the Faculty Center for Teaching and Learning workshops. Two Honors faculty members have embraced service learning, and for each of these professors Honors can supply money to finance their efforts (sociology professor mentioned above).

d) Is enhancing diversity and inclusion a component of the reward structure? Please explain. No. Enhancing diversity is a goal, a mission, and a necessity, but it is not a part of the reward structure. Those in Multicultural Affairs, the Chief Diversity Officer, and the minority students in Honors are dedicated to the mission of increasing diversity in the Honors Program. Faculty members have mentioned the lack of diversity in the program, and two have come forward with ideas about how to increase diversity; the majority of professors do not perceive this as their job or province.

I. DEGREE PROGRAM COST and PRODUCTIVITY DATA

Submit institutional studies data. Comment on the data.

Not applicable. We do not have this data. The Honors Program is not a degree granting program.

J. ASSESSMENT AND EVALUATION

Describe and evaluate the program’s assessment mechanisms.

1. ***What measures are used to evaluate whether or not the program is meeting its goals?*** We administered one Alumni Survey in 2009; administered in-house surveys of the cohort over the years; collect feedback from faculty who teach Honors sections; have students evaluate Honors sections each semester; the Honors Programming Board (current Honors students) created and disseminated a survey this semester; regularly meet with the Honors Council (internal advisory board of faculty and staff) to collect ideas/feedback about the Honors Program; conduct Senior Exit Interviews annually. Based on the responses to these various mechanisms we have kept almost all of the requirements, and are seriously re-considering what to do about the Senior Symposium. The feedback on the requirements of 30 annual service hours, four Honors classes, evidence of leadership, cultural event attendance, RSO membership, peer mentor meetings, and a longer Welcome Week than the rest of those on campus are all well-received. Many have reported in Senior Exit interviews that these requirements enhanced their collegiate experiences. They claim they would not have done nearly what they did without this prodding. They reported that it caused them to become more invested in the school, and expanded their networking skills. They said that it made them leave their rooms and put down their books. Some claimed that it caused them to revise their self-concepts from non-leader to leader. We

are seriously looking at how we can enhance, re-create or re-direct the Senior Symposium. The Symposium is the one requirement that has come under the most attack. Students perceive it as an add-on at a time in their careers when they are thinking about a new job, graduate school, or professional school. Many have wanted us to dispense with it altogether, or have it occur in October of the senior year as opposed to late April. Some wish to have it replaced with a Senior Project that would involve community service work related to the major and related to a specific RSO.

2. ***How are the rigor, breadth, and currency of the degree requirements and curriculum assessed?***

In Honors there are no degree requirements. The curriculum, which consists of 10-12 Honors-specific General Education credits, is regularly assessed. The professors who teach Honors sections are encouraged to do two assessments each semester- one midstream and one at the end. The one in midstream is for the benefit of the professor running the class; the one at the end was created and devised by the Honors staff. These evaluations are collected and turned in to the Honors coordinator towards the end of each semester. Overall these classes/professors are well received. In terms of rigor, generally the students regard the classes as challenging, interactive, discussion-based and thought provoking; that is precisely the result we wish to have happen. One of the goals of these sections is to create an atmosphere which promotes and encourages dialogue. Most professors who teach Honors sections are adept at creating this type of environment. Since the bulk of Honors students are in science-based curricula in which little dialogue seems to occur, these Honors General Education sections provide an opportunity for a different type of engagement and learning that is appreciated by the majority of the students. Of course there are still some students who would prefer to NOT be called on. They prefer to sit back and spit out information since they have succeeded very well with that style. However, the point of these 10-12 Honors credits (and almost all just take ten) is to have the students open up, exchange ideas and concepts, and enter into stimulating dialogue. In terms of breadth, African Literature, Black Literature, Eastern Religions, and Civil Rights Movement are Honors classes that survey the subjects mentioned. The majority of our students have had almost no exposure to the concepts, writers or trends involved. They are operating out of almost utter ignorance, as they admit. In terms of currency, contemporary writers/thinkers are studied in all of the above mentioned classes, and that would hold true for all of the Honors classes.

3. ***Based on these measures, describe the extent to which the goals are being reached.*** Some professors are very adept at establishing a “safe” classroom environment in which students are free to express their views and opinions. They know how to encourage and stimulate conversation. Others have difficulty with this. It is a stylistic element; some would call it a gift or a talent. In these classes, which are capped at 23, (which we know is not the ideal number for a seminar), we have professors encouraging often quiet, sometimes brilliant students to speak. When they can get the students to emerge from their shells, then a certain magic happens. Otherwise the result is fair to middling.

Section 4: Conclusions

Draw some conclusions based on data analysis derived from sections 2-4 and on the collective wisdom and judgment of the PRP. In arriving at these conclusions, the PRP should summarize the relationship of the program to each of the following specific categories and any other categories it deems appropriate:

A. Relationship to FSU mission- The demands of Honors such as service to the community, fulfilling a leadership role, the necessity for a strong GPA, mandatory attendance at cultural events, and mandatory membership in a RSO dovetail nicely with the mission. These demands help with the preparation for a successful career, responsible citizenship, lifelong learning, and a continuing commitment to serve the public which are the foundations of the FSU mission.

B. Program Visibility and Distinctiveness- Visibility is easily attained simply through campus locale, and is further reinforced at graduation, since all Honors graduates wear a large medallion. Having the Honors offices housed in Helen Ferris Hall on the heart of the campus, and then having Carlisle, Henderson and Puterbaugh Halls as additional residence halls spread throughout the campus, assures our presence is known. The distinctive features are the requirements, which are listed above, and the distinguished population. In Honors you will find 63 RSO presidents, many of whom founded the RSO wherein they serve as presidents. In addition, many writers for the *Torch*, many Student Government officers, those who created and organized *The Big Event* (community clean-up day in the town) on April 18th here in Big Rapids, a majority of the tutors in the Academic Skills Center, and many students who go on Alternative Spring Breaks bring a distinctiveness to the program that is hard to ignore.

C. Program Value- The program has cachet because it has a competitive admission standard; it enhances the reputation of the University due to the quality of students it attracts and then graduates; the thousands of service hours logged by our students to serve the citizens of Big Rapids have enhanced this community; the enrollment and retention statistics are a source of pride to the University; the leadership qualities that are so prized by our society are reinforced in the Honors Program; the pre-professional programs in the Honors Program serve to fill our professional degree programs here; FSU professors send their children to Honors, so its value is implied there; a significant number of sibling groups have enrolled in Honors, so we know those families value it; gift giving by alumni attests to that cohort valuing it; the Honors retention rate is well-respected and valued by administrators; the constellation of requirements has been effective since our seniors and graduates report the requirements were necessary and important; it is esteemed by our graduates because it brought about a transformation in their lives that many of them did not see as possible. Often that transformation had to do with a leadership post or a volunteer option or intense commitment to an RSO that they discovered serendipitously.

D. Enrollment- Honors recruiting efforts have helped FSU achieve enrollment and retention goals. Enrollment in Honors has steadily increased since we opened our doors in 1997, but fall 2009 will be the first year in which we do not log an increase. Our enrollment may dip by about 20-30, or remain at 620. This may be due to the Michigan economy, the outward migration from the state, and/or the rising cost of tuition at four-year institutions. Ideally, Honors should have an embedded recruiter. With the addition of this individual our enrollment could increase or at least stay at a steady level. Relative to most of the other public universities in the state,

Ferris provides far more scholarship money. Many students have said that is the primary reason why they came here or why their parents sent them here. While our chief competitors, and other Michigan public universities, are competing for these top students, Ferris can give them more in these very troubled economic times. This is a perfect time for a recruiter to come on board. The program is entering its 13th year; the majority of the “kinks” have been worked out; and we need to get our information out to those who can benefit from it.

E. *Characteristics, Quality and Employability of Students*- Due to the demands the students in Honors have to meet it is our belief that if a student remains in the program for four years he or she will have attained the necessary skills and abilities to be an excellent member of the work force. Through leadership positions, service work, contact with peer and faculty mentors, bonding to the Honors community, attending 24 or more cultural events, enrolling in a public speaking class, joining an RSO that is substantive, being stretched in Honors seminars, and being spurred on by ambitious/high performing peers coalesce to produce an excellent and polished citizen.

F. *Quality of Curriculum and Instruction*- The Honors curriculum is limited, and the course offerings need to be changed and/or expanded. The professors involved in teaching these courses are concerned with encouraging a finer degree of critical thinking, and deepening the learning processes through field trips, service learning, and group projects. Critical thinking and project commitment are in demand from employers, so skills refined or developed in Honors classes can translate easily to the work place. Interdisciplinary classes with an over-riding theme have proven to work effectively at many Honors Colleges and Programs, and they could work well here, too. Such classes allow a greater degree of experimentation for the professors involved and deeper challenges for the students. This would be a good direction to pursue.

An Honors Learning Community, similar in some aspects to the Justice Learning Community here at Ferris, could be an option for Ferris Honors of the future. In some universities Honors students are able to create their own degree pathways with the help of a trusted advisor. For those Ferris Honors students intending to go on to graduate school, medical school, or law school, a senior thesis requirement or an undergraduate research opportunity could be substituted for one or more classes. Such experiences would provide them with greater preparation, would constitute a stronger resume, and would probably hold more appeal due to their relevance and practicality.

Presently most students only take ten credits of Honors courses due to the constraints of the 92 different majors in Honors. These Honors General Education classes that students take have been judged by many as effective, and are listed among their favorite academic experiences. If we were to design an Honors curriculum of nine courses, instead of our present curriculum of three General Education courses, a lot of changes would have to be made to check sheets. For example, Honors courses are capped at 23; but most of the General Education sections have caps of 40. Some administrators have a concern about how productivity is measured and perceived, and are worried as to how it will affect their particular division, so they are reluctant to have one of their faculty members teach Honors courses, as it has a negative impact on their productivity.

Still we can dream, and the dream is to expand the Honors General Education curriculum to 27 or more credits; this will take time, money, political maneuvering, a lot of planning, and strong buy-in on the part of the Deans.

G. *Composition and Quality of Faculty*- The Honors faculty members are far more diverse than the Honors student body, and they come from a wide variety of disciplines. Some are Distinguished Teachers; some are Fulbright Scholars; others have been nominated for the Distinguished Teacher award on various occasions; most understand the mind set and “quirks” of the Honors cohort and work well with them. They understand that the students need to be challenged, and need to be “shaken up” a bit. Some professors joust with paradigms; some are out to enchant their students; some supply non-stop challenge but lace it with humor and wit. The students sense the dedication of the professors who teach the Honors sections. They comment on it frequently, and generally respect the efforts of these professors. Hardly any of the students in these general education classes are majoring in one of these subjects, although we have the occasional English, Psychology or Sociology major.

Honors Program Alumni Survey

The Honors Program at Ferris State University is undergoing an Academic Program Review process, so we are asking our Honors alumni to please take a few minutes to complete this survey about their opinions and experiences relating to the Honors Program.

Q1 Why did you decide to join the Honors Program? (Please select all that apply.)

- Scholarship
- Single room
- Prestige attached to admission
- Free cultural event tickets
- Honors-Pharmacy agreement
- Other

Please Specify:

Q3 If you think the GPA requirement is too low or too high, what GPA would you recommend?

Q4 What is your opinion of the 24 ACT requirement

- Too low
- About right
- Too high

Q5 If you think the ACT requirement is too low or too high, what score would you recommend?

Q2 What is your opinion of the 3.4 HSGPA requirement

- Too low
- About right
- Too high

Q6 For each of the following, please indicate if you think the requirement should be removed or kept.

	Remove	Keep
Community service	<input type="radio"/>	<input type="radio"/>
Membership in an RSO	<input type="radio"/>	<input type="radio"/>
Attendance at cultural events	<input type="radio"/>	<input type="radio"/>
Welcome Week activities	<input type="radio"/>	<input type="radio"/>
Peer Mentor	<input type="radio"/>	<input type="radio"/>
Two years residency in Honors hall	<input type="radio"/>	<input type="radio"/>
Four Honors classes (10 credits): COMH121, cultural and/or social enrichment, HNRS100	<input type="radio"/>	<input type="radio"/>

APPENDIX A

Q7 Please define a benefit of the community service requirement.

Q13 Please define a benefit of the four Honors classes requirement.

Q8 Please define a benefit of the RSO membership requirement.

Q14 What are your fondest memories of Ferris State University?

Q9 Please define a benefit of the cultural event attendance requirement.

Q15 What are your fondest memories of the Honors Program?

Q10 Please define a benefit of the Welcome Week activities requirement.

Q16 As you think back on classes, events, experiences, professors and residence hall living, what do you feel prepared you for the work force?

Q11 Please define a benefit of the peer mentor requirement.

Q12 Please define a benefit of the two-year residency requirement.

APPENDIX A

Q17 What professor or class stands out in your memory as a particular turning point?

Q21 Please use this space for additional comments/suggestions.

Q18 Would you recommend this Honors Program to others? Please elaborate on why or why not.

Demographics

Q22 Sex

- Male
- Female

Q23 Age

Q24 Year of graduation

Q25 Major in college

Q26 Minor in college (if you had one)

Q19 If you had it to do all over again, what would you do the same?

Q20 If you had it to do all over again, what would you do differently?

Thank you for your time and input.

APPENDIX A
Honors Alumni Survey...2008

Frequencies

Prepared by: Institutional Research & Testing, 01/09

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1a Join: Scholarship	54	2	.78	1.00	.420
q1b Join: Single room	55	1	.85	1.00	.356
q1c Join: Prestige	45	11	.42	.00	.499
q1d Join: Free event tickets	44	12	.27	.00	.451
q1e Join: Honors-PHR agreement	42	14	.05	.00	.216
q1f Join: Other	45	11	.13	.00	.344
q1g Join: Other specified	56	0			
q2 Opinion of GPA requirement	56	0	1.61	2.00	.528
q3 GPA recommendation	56	0			
q4 Opinion of ACT requirement	55	1	1.73	2.00	.560
q5 ACT recommendation	56	0			
q6a Community service	56	0	1.96	2.00	.187
q6b Membership in an RSO	56	0	1.88	2.00	.334
q6c Attendance at cultural events	56	0	1.91	2.00	.288
q6d Welcome Week activities	56	0	1.46	1.00	.503
q6e Peer Mentor	56	0	1.55	2.00	.502
q6f Two years residency in Honors hall	56	0	1.63	2.00	.489
q6g 4 Honors classes	56	0	1.77	2.00	.426
q7 Benefit of comm svc	56	0			
q8 Benefit of RSO	56	0			
q9 Benefit of event attendance	56	0			
q10 Benefit of Welcome Week	56	0			
q11 Benefit of peer mentor	56	0			
q12 Benefit of 2-yr residency	56	0			
q13 Benefit from 4 Honors classes	56	0			
q14 Fondest memories of FSU	56	0			
q15 Fondest memories of Honors	56	0			
q16 Prepared you for workforce	56	0			
q17 Prof/class stands out	56	0			
q18 Recommend Honors to others	56	0			
q19 What do the same	56	0			
q20 What do differently	56	0			
q21 Additional comments	56	0			
q22 Sex	56	0	1.61	2.00	.493
q23 Age	56	0			
q24 Year of graduation	56	0			
q25 Major	56	0			
q26 Minor	56	0			

APPENDIX A
Frequency Table

q1a Join: Scholarship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	12	21.4	22.2	22.2
	Selected	42	75.0	77.8	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

q1b Join: Single room

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	8	14.3	14.5	14.5
	Selected	47	83.9	85.5	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		

q1c Join: Prestige

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	26	46.4	57.8	57.8
	Selected	19	33.9	42.2	100.0
	Total	45	80.4	100.0	
Missing	System	11	19.6		
Total		56	100.0		

q1d Join: Free event tickets

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	32	57.1	72.7	72.7
	Selected	12	21.4	27.3	100.0
	Total	44	78.6	100.0	
Missing	System	12	21.4		
Total		56	100.0		

q1e Join: Honors-PHR agreement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	40	71.4	95.2	95.2
	Selected	2	3.6	4.8	100.0
	Total	42	75.0	100.0	
Missing	System	14	25.0		
Total		56	100.0		

APPENDIX A
q1f Join: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	39	69.6	86.7	86.7
	Selected	6	10.7	13.3	100.0
	Total	45	80.4	100.0	
Missing	System	11	19.6		
Total		56	100.0		

q1g Join: Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		50	89.3	89.3	89.3
	Around students who were serious about succeeding	1	1.8	1.8	91.1
	As a Resident Advisor, I joined as a transfer and to set an example.	1	1.8	1.8	92.9
	Challenge achievement oriented	1	1.8	1.8	94.6
	It was the first year of the honors program and I already only had that scholarship. I actually was one of two original rooms with a roommate and lived there 2 years with a roommate. I entered because I felt it would give me more opportunity and would be a better environment surrounded by others who were education focused.	1	1.8	1.8	96.4
	Thought she could get tips from other Optometry students	1	1.8	1.8	98.2
	variety of experiences offered	1	1.8	1.8	100.0
	Total	56	100.0	100.0	

q2 Opinion of GPA requirement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too low	23	41.1	41.1	41.1
	About right	32	57.1	57.1	98.2
	Too high	1	1.8	1.8	100.0
	Total	56	100.0	100.0	

q3 GPA recommendation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		30	53.6	53.6	53.6
	3.0	1	1.8	1.8	55.4
	3.4	1	1.8	1.8	57.1
	3.5	7	12.5	12.5	69.6
	3.6	8	14.3	14.3	83.9
	3.7	3	5.4	5.4	89.3
	3.75	4	7.1	7.1	96.4
	N/A	2	3.6	3.6	100.0
	Total	56	100.0	100.0	

APPENDIX A

q4 Opinion of ACT requirement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too low	18	32.1	32.7	32.7
	About right	34	60.7	61.8	94.5
	Too high	3	5.4	5.5	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		

q5 ACT recommendation

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid		32	57.1	57.1	57.1	
	0 -- use SAT Score Instead	1	1.8	1.8	58.9	
	20	1	1.8	1.8	60.7	
	23	1	1.8	1.8	62.5	
	24	1	1.8	1.8	64.3	
	25	2	3.6	3.6	67.9	
	26	10	17.9	17.9	85.7	
	27	2	3.6	3.6	89.3	
	28	4	7.1	7.1	96.4	
	N/A	2	3.6	3.6	100.0	
	Total		56	100.0	100.0	

q6a Community service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Remove	2	3.6	3.6	3.6
	Keep	54	96.4	96.4	100.0
	Total	56	100.0	100.0	

q6b Membership in an RSO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Remove	7	12.5	12.5	12.5
	Keep	49	87.5	87.5	100.0
	Total	56	100.0	100.0	

q6c Attendance at cultural events

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Remove	5	8.9	8.9	8.9
	Keep	51	91.1	91.1	100.0
	Total	56	100.0	100.0	

APPENDIX A

q6d Welcome Week activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Remove	30	53.6	53.6	53.6
	Keep	26	46.4	46.4	100.0
	Total	56	100.0	100.0	

q6e Peer Mentor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Remove	25	44.6	44.6	44.6
	Keep	31	55.4	55.4	100.0
	Total	56	100.0	100.0	

q6f Two years residency in Honors hall

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Remove	21	37.5	37.5	37.5
	Keep	35	62.5	62.5	100.0
	Total	56	100.0	100.0	

q6g 4 Honors classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Remove	13	23.2	23.2	23.2
	Keep	43	76.8	76.8	100.0
	Total	56	100.0	100.0	

q7 Benefit of comm svc

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	8.9	8.9	8.9
	A chance to help others while getting an awesome edition to my resume.	1	1.8	1.8	10.7
	Always good to help the community and volunteer.	1	1.8	1.8	12.5
	An Honors student is to set an example to the other members of student body and the community; this requirement holds a person accountable.	1	1.8	1.8	14.3
	Build up resume and provide a leadership role in organizing the Community Service event.	1	1.8	1.8	16.1
	Builds character & focus on others (not just self)	1	1.8	1.8	17.9
	Comm. Service is an important value that adds character & is the def. of a good citizen.	1	1.8	1.8	19.6
	Community interaction	1	1.8	1.8	21.4

APPENDIX A
q7 Benefit of comm svc

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Community service helps students recognize the need to continually help others and serve causes that interest them. Requiring this in college helps it carry over after the student has received his or her degree. For example, I recently volunteered for the Republican campaign - I may have been less willing if the Honors Program hadn't encouraged it while I was at Ferris.	1	1.8	1.8	23.2
	Doing something selfless, keeps school & other activities in perspective.	1	1.8	1.8	25.0
	Everyone needs to learn the importance of giving back to their community. The younger they learn that lesson, the better.	1	1.8	1.8	26.8
	Exposure to community service is a life long benefit. It helps students understand the needs of fellow citizens.	1	1.8	1.8	28.6
	Gaining exp. Civically active as an adult, finding one's social value.	1	1.8	1.8	30.4
	Get out into the community, meet people and help others	1	1.8	1.8	32.1
	Gets students active in the community. More likely to continue to be active later in life.	1	1.8	1.8	33.9
	Gets students involved in their communities	1	1.8	1.8	35.7
	Gives more of a giving rather than receiving mentality.	1	1.8	1.8	37.5
	Gives students an opportunity to help and experience gratitude from others.	1	1.8	1.8	39.3
	Giving Back	1	1.8	1.8	41.1
	Great material for a resume and really good memories of helping, and forming a habit for life.	1	1.8	1.8	42.9
	Great opportunity for exposure to community services.	1	1.8	1.8	44.6
	Helped open my eyes to what helping the community could do.	1	1.8	1.8	46.4
	Helps community; looks good for school	1	1.8	1.8	48.2
	Helps contribute to the community and good for resume	1	1.8	1.8	50.0
	Helps you discover your interests/passions; realize how privileged you are	1	1.8	1.8	51.8
	I benefited from the community service requirement because I got to meet new people in the community.	1	1.8	1.8	53.6
	I was able to meet people in the community through community service. Also it kept me involved in community service activities throughout college (as I had been required by my high school to do community service)	1	1.8	1.8	55.4
	Instills benefits of community activism as skills for life.	1	1.8	1.8	57.1
	Involvement outside the University, in the community -- which too few students do for their service -- is a great way to teach students a sense of community wherever they live.	1	1.8	1.8	58.9
	Involvement with a variety of students for a common cause.	1	1.8	1.8	60.7
	involvement, connections, and commitment	1	1.8	1.8	62.5
	It encourages exposure to the benefits of philanthropic work that should be essential to any professional throughout his or her life.	1	1.8	1.8	64.3
It encourages students to engage in activities that benefit the community and sets them on the path to continue that in the future beyond their college career.	1	1.8	1.8	66.1	
It forced me to effectively manage my time and to get out there in the community and meet new people!	1	1.8	1.8	67.9	

APPENDIX A
q7 Benefit of comm svc

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It gives members valuable opportunities to interact with people outside of their normal spheres, while providing some benefit to the community.	1	1.8	1.8	69.6
	It helps to get you involved in the community, network, and possibly gain valuable job experience.	1	1.8	1.8	71.4
	It helps you learn to manage time and actually helps the community.	1	1.8	1.8	73.2
	Just becoming aware of the process is a good experience.	1	1.8	1.8	75.0
	Keeps you grounded	1	1.8	1.8	76.8
	Learning the value of helping others and giving back. Getting to know others while performing that service, both other students and members of the community.	1	1.8	1.8	78.6
	Looks great on a resume	1	1.8	1.8	80.4
	Makes sure that those still receiving the benefits of Honors are aware of those in the community who may not be as fortunate as them.	1	1.8	1.8	82.1
	Meeting People.	1	1.8	1.8	83.9
	needed for admission to professional programs	1	1.8	1.8	85.7
	Opportunity to experience what it's like to help those less fortunate.	1	1.8	1.8	87.5
	opportunity to see service organizations in the new community you live in and to give back to that community, incredibly powerful experience	1	1.8	1.8	89.3
	Positive image of FSU within the community.	1	1.8	1.8	91.1
	Professional contacts, stay humble, take what you have w/appreciation.	1	1.8	1.8	92.9
	Seeing a different side of life.	1	1.8	1.8	94.6
	Student involvement in the Big Rapids community opened my eyes to how other people lived.	1	1.8	1.8	96.4
Thinking outside the box to find something worth 15+ hrs that didn't feel like work	1	1.8	1.8	98.2	
University life is not simply academic based growth, it is important for students to grow with the community and find interests they feel passionately for.	1	1.8	1.8	100.0	
Total	56	100.0	100.0		

q8 Benefit of RSO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	14.3	14.3	14.3
	Although I would have been involved in several RSO's anyway, it put pressure on me to develop my leadership skills.	1	1.8	1.8	16.1
	An Honors student is to set an example to the other members of student body; being involved in a common cause or part of a team helps build character and gives a testimony about the honors program.	1	1.8	1.8	17.9
	Being involved in an extra-curricular activities give a support base for students. It helps them with feeling a sense of community within the University and gives an opportunity for leadership experience that is now mandatory for most job interviews.	1	1.8	1.8	19.6

APPENDIX A
q8 Benefit of RSO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Being involved on campus exposes you to many amazing people and opportunities. Also, it's a good networking tool.	1	1.8	1.8	21.4
	beneficial for admission to professional programs	1	1.8	1.8	23.2
	Build resume and provide an opportunity to show leadership by taking on a role as a executive member.	1	1.8	1.8	25.0
	College is not all about academics. Pos. outlet for interest & passions	1	1.8	1.8	26.8
	Commitment	1	1.8	1.8	28.6
	Employers look for professional organization memberships and RSO membership can be a fun experience, as well as a great resume builder.	1	1.8	1.8	30.4
	Envolvement can give a sense of belonging to something bigger then yourself.	1	1.8	1.8	32.1
	Forces you to get involved on Campus & get to know more people.	1	1.8	1.8	33.9
	Gets students involved in the FSU community	1	1.8	1.8	35.7
	Gets you involved in something you might not otherwise do	1	1.8	1.8	37.5
	Gives you a release	1	1.8	1.8	39.3
	Got me out of my room and meeting non-honors people	1	1.8	1.8	41.1
	Great resume builder	1	1.8	1.8	42.9
	Helpful to be in RSO w/students in same major (tips,old books, etc).	1	1.8	1.8	44.6
	Helps gain leadership qualities and become involved with the campus community	1	1.8	1.8	46.4
	Helps students be involved in something. Ferris is plagued with inactivity so requiring an RSO is good.	1	1.8	1.8	48.2
	Honors students are to be active in campus life	1	1.8	1.8	50.0
	I'm not sure this was a requirement but I was a member of multiple so maybe I didn't even pay attention. I think this is important for a well rounded individual, one worthy of an honors acknowledgement.	1	1.8	1.8	51.8
	I did not find too much benefit in the RSO membership requirement given that the RSOs I wished to be a part of did not exist at Ferris at the time I attended and still do not exist, to the best of my knowledge.	1	1.8	1.8	53.6
	I learned more in my RSOs than I did in my classes.	1	1.8	1.8	55.4
	Involving oneself in the university.	1	1.8	1.8	57.1
	Involvement in more than just academics.	1	1.8	1.8	58.9
	It gives members valuable opportunities to interact with people outside of their normal spheres, and membership can provide chances to relieve stress, promote teamwork, and just plain have fun.	1	1.8	1.8	60.7
	It helps in teaching leadership skills and communication skills as each person has to work within the structure of an organized group.	1	1.8	1.8	62.5
	It helps students get involved and make friendships they'll keep forever. I am still great friends with Rachel, whom I met through an organization I joined.	1	1.8	1.8	64.3
	Keeps people involved.	1	1.8	1.8	66.1
Keeps students focused on becoming a leader.	1	1.8	1.8	67.9	
Leadership opportunity	1	1.8	1.8	69.6	
Making friends and investing yourself in what you enjoy.	1	1.8	1.8	71.4	
Means the focus of the honors program is on being well-rounded, not just on academics.	1	1.8	1.8	73.2	

APPENDIX A
q8 Benefit of RSO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Meet different students & good for resume	1	1.8	1.8	75.0
	Meet more people	1	1.8	1.8	76.8
	Meet other students like you.	1	1.8	1.8	78.6
	meeting friends with similar interests	1	1.8	1.8	80.4
	Meeting new people.	1	1.8	1.8	82.1
	Meeting others, learning leadership skills, getting involved and leaving your room. Broadening horizons, networking. Having fun.	1	1.8	1.8	83.9
	Meeting People.	1	1.8	1.8	85.7
	Membership in a student organization helps create leaders. It shows students the framework of an organization that will translate into the workplace.	1	1.8	1.8	87.5
	Part of an organization and a group of others will similar interests.	1	1.8	1.8	89.3
	requires students to get out and be involved in at least one group outside of there academic classes	1	1.8	1.8	91.1
	Showing importance of being involved in programs	1	1.8	1.8	92.9
	Social and networking connections, again a lifelong skill	1	1.8	1.8	94.6
	Structured involvement outside classes; meet friends & connect.	1	1.8	1.8	96.4
	Students should be leaders not only in academics, but in leadership on campus. This requirement is a MUST.	1	1.8	1.8	98.2
	This is a great way for students to be exposed to events, new people, and exciting opportunities.	1	1.8	1.8	100.0
Total	56	100.0	100.0		

q9 Benefit of event attendance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	12.5	12.5	12.5
	Adding diversity and benefits of socializing, opens horizons/doors	1	1.8	1.8	14.3
	Again, it is a great way for students to be exposed to events, new people, and exciting opportunities.	1	1.8	1.8	16.1
	Allows you to attend events you would normally not be able to attend.	1	1.8	1.8	17.9
	Appreciation of culture is lost today, atendance can foster appreciation	1	1.8	1.8	19.6
	Being exposed to varying forms of culture provide new insights and inspirations from which one can draw in other walks of life. Events can also inspire creativity, which can be of great use in a myriad of situations.	1	1.8	1.8	21.4
	Broaden limited horizans	1	1.8	1.8	23.2
	Broadens perspective	1	1.8	1.8	25.0
	By attending events that you would not necessarily otherwise go to, you expose yourself to new things and find out if you like something that you didn't think you would enjoy.	1	1.8	1.8	26.8
	Depends on if you want to go.	1	1.8	1.8	28.6
	Diverse events	1	1.8	1.8	30.4
	Diversity	1	1.8	1.8	32.1
	Enjoyable for students	1	1.8	1.8	33.9
	Enrich oneself culturaly with different experices that may not otherwise be seen.	1	1.8	1.8	35.7

APPENDIX A

q9 Benefit of event attendance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Enriches honors student	1	1.8	1.8	37.5
	enriches our lives to other types of performances and cultures around us	1	1.8	1.8	39.3
	Entertainment, broaden horizons, try new things.	1	1.8	1.8	41.1
	Expanding horizons, being exposed to different things. Many students have never seen a symphony, musical, lecture and this gives them that opportunity.	1	1.8	1.8	42.9
	Experience a cultural event that otherwise I would not have gone to had it not been required and free.	1	1.8	1.8	44.6
	Experience more unique performances, however, the number of opportunities for this were small, if I remember correctly. Pizza with a professor should not be counted. I thought those (although interesting) did not constitute a cultural event.	1	1.8	1.8	46.4
	Exposes them to things they wouldn't normally be exposed to.	1	1.8	1.8	48.2
	exposes you to cultural events you probably otherwise wouldn't go to	1	1.8	1.8	50.0
	Exposure to a variety of different things that students may not have had prior exposure to.	1	1.8	1.8	51.8
	Exposure to events you may never have had the opportunity to attend or may never do on your own.	1	1.8	1.8	53.6
	Exposure to Literature art, one might not have otherwise.	1	1.8	1.8	55.4
	Exposure to new and different media, without a cost to the student, is a great way to expand the student's life experiences.	1	1.8	1.8	57.1
	fun and stress-relieving and horizon-expanding	1	1.8	1.8	58.9
	Great opportunity for exposer that many would not have done on their own.	1	1.8	1.8	60.7
	HAve the attendance a requirement, but the papers are a waste of time.	1	1.8	1.8	62.5
	Helps students take a break & socialize	1	1.8	1.8	64.3
	I attended activities I had never had an opportunity to attend before such as the ballet.	1	1.8	1.8	66.1
	I like that the tickets were free. Free stuff is always good.	1	1.8	1.8	67.9
	I selected to remove the requirement because these events tend to occur during the weekend and many students I knew found it difficult to rearrange prior commitments. However, I still believe in attending cultural events as a way to remind yourself of the beauty in the world (for example, ballet is very graceful, and art shows demonstrate the awesome talent of the artist).	1	1.8	1.8	69.6
	I thought that was one of the best parts. We went to some amazing places and saw great shows. That was one of the highlights of living in the honors program for myself, my roommate and my suitemate.	1	1.8	1.8	71.4
It encourages students to be exposed to experiences outside of the normal box they function within. It also helps open their eyes to new	1	1.8	1.8	73.2	
It should not have to be a requirement--one would hope this would be done voluntarily. However, it does hold one accountable.	1	1.8	1.8	75.0	
It was fun to go to events for free.	1	1.8	1.8	76.8	
Just went for the sun. Campus cultural type events can use the support	1	1.8	1.8	78.6	
Learn new things	1	1.8	1.8	80.4	
Learned to appreciated events she may not have attened otherwise.	1	1.8	1.8	82.1	

APPENDIX A

q9 Benefit of event attendance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Learning different world views.	1	1.8	1.8	83.9
	Makes students well-rounded and have the ability to enjoy what the campus offers	1	1.8	1.8	85.7
	Makes you more aware of campus activities	1	1.8	1.8	87.5
	Many people might not be able to spend money on cultural events or perhaps their families never exposes them. This is a good opportunity that "forces" them into cultural enrichment.	1	1.8	1.8	89.3
	Many students who attend Ferris State haven't been exposed to different cultures and ways of life. Cultural events help students understand that there are different ways of doing things.	1	1.8	1.8	91.1
	Mostly just to find new interests and reasons to get together with people.	1	1.8	1.8	92.9
	Nice break from studying and something to look forward to. I was able to attend an opera which I had never been to before.	1	1.8	1.8	94.6
	Opening your mind to others points of view or cultures.	1	1.8	1.8	96.4
	Something fun to enjoy, and who doesn't love to dress up for the fancy ones?	1	1.8	1.8	98.2
	You had to get out there and experience new things. It forced you to evaluate them as well.	1	1.8	1.8	100.0
	Total	56	100.0	100.0	

q10 Benefit of Welcome Week

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		13	23.2	23.2	23.2
	acclimated to campus	1	1.8	1.8	25.0
	Developing leadership skills	1	1.8	1.8	26.8
	Don't remember this	1	1.8	1.8	28.6
	Get to know a few people	1	1.8	1.8	30.4
	Get to know other students	1	1.8	1.8	32.1
	Gets involved with the Ferris community as a whole and gives greater connection and loyalty to the university.	1	1.8	1.8	33.9
	Gets shy people out of their room	1	1.8	1.8	35.7
	Gets them out and seeing and experiencing campus, BUT, might put an undue burden on them before school even starts. Should let them adjust to campus a bit, without too many "scheduled and dictated" events that might frustrate them. I would have wanted to explore on my own, meet people and hag out, not be required to show up at certain events.	1	1.8	1.8	37.5
	Getting acquainted with other Honors members.	1	1.8	1.8	39.3
	Gives students a chance to connect w/o the pressures of school work.	1	1.8	1.8	41.1
	Good for school spirit	1	1.8	1.8	42.9
	Good info for student	1	1.8	1.8	44.6
	Hated welcome week honors activities. Was picked up after 1 day!	1	1.8	1.8	46.4
	Helped to make friends and FSU feel more like home.	1	1.8	1.8	48.2
	Helps to meet people	1	1.8	1.8	50.0
	I'm not sure what is required of students during Welcome Week, so I can not accurately answer this question.	1	1.8	1.8	51.8

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q10 Benefit of Welcome Week

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I'm not sure what this is either, as I was the inaugural year and not sure either that year or the following year had these activities	1	1.8	1.8	53.6
	I do not recall this requirement	1	1.8	1.8	55.4
	I don't remember having this requirement when I entered the Honors Program, but maybe you snuck it in and I just don't remember.	1	1.8	1.8	57.1
	I don't remember this requirement.	1	1.8	1.8	58.9
	I don't think this was a requirement when I was in the program, however, I did volunteer at the Honors orientation and I LOVED it.	1	1.8	1.8	60.7
	In my opinion, these activities set the bar too low. I felt like I was in Middle School at some of them. If you expect college students to act like adults, treat them like it.	1	1.8	1.8	62.5
	Introduction	1	1.8	1.8	64.3
	It helps encourage social interaction that helps students form lifelong friends and networking early in the year.	1	1.8	1.8	66.1
	It was nice to get know what was going on.	1	1.8	1.8	67.9
	May help some with adjustment	1	1.8	1.8	69.6
	Meeting people especially as a Frosh.	1	1.8	1.8	71.4
	More involved w/on campus activities.	1	1.8	1.8	73.2
	N/A	6	10.7	10.7	83.9
	No benefit.	1	1.8	1.8	85.7
	None, I was not impressed with this.	1	1.8	1.8	87.5
	Participated but should not be a requirement. Don't see the point.	1	1.8	1.8	89.3
	There isn't any.	1	1.8	1.8	91.1
	This seems as though it would provide excellent opportunities to meet incoming students and expand one's sphere.	1	1.8	1.8	92.9
	Welcome Week activities are a good way to meet new people.	1	1.8	1.8	94.6
	Welcome Week actually got in the way for me and I don't think it is something that should be required.	1	1.8	1.8	96.4
Would assist students in getting to know campus and people.	1	1.8	1.8	98.2	
You are able to get adjusted to college life and meet new people. While I liked Welcome Week, I don't think attendance should be required because it makes some students too nervous to be around such a large crowd.	1	1.8	1.8	100.0	
Total	56	100.0	100.0		

q11 Benefit of peer mentor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	17.9	17.9	17.9
	Again not sure on this one, but in my career I have had companies that offer this and this is very beneficial and helps with questions, etc so I think it is great you do this.	1	1.8	1.8	19.6
	Connecting w/someone at college w/experience & perspective.	1	1.8	1.8	21.4
	Did not enjoy peer mentor meetings.	1	1.8	1.8	23.2
	Did not have a peer mentor in honors when I attended.	1	1.8	1.8	25.0

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q11 Benefit of peer mentor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Did not work for me. I was supposed to peer 3 students and 2 students I had nothing in common with and beyond introducing myself the relationship didn't go anywhere. Nor do I feel I helped 2 out of the 3 students.	1	1.8	1.8	26.8
	Enjoyed being a peer mentor and helping others adjust.	1	1.8	1.8	28.6
	For those students who are having trouble adjusting, having a mentor forces students who would otherwise be anti-social to at least try to adapt to college life.	1	1.8	1.8	30.4
	get the support of an upperclass person	1	1.8	1.8	32.1
	Gives you someone to come to with questions or problems	1	1.8	1.8	33.9
	Giving support to another	1	1.8	1.8	35.7
	Have someone to listen, give good, honest direction.	1	1.8	1.8	37.5
	Help you feel connected to your program & ask specific questions.	1	1.8	1.8	39.3
	Helps connect you w/other students	1	1.8	1.8	41.1
	Honestly, I'm sure there is one, but when I was there, I know of no one that took this seriously. We all just "blew it off," as it were.	1	1.8	1.8	42.9
	I'm not sure what is required of students as part of the peer mentor program, so I can not accurately answer this question. I do think that a mentor relationship between upperclassmen and new students can be beneficial in some instances.	1	1.8	1.8	44.6
	I am still friends with my peer mentor.	1	1.8	1.8	46.4
	I did not have contact with my peer mentor frequently but I feel it would be beneficial to have someone to guide you along your first semester at FSU.	1	1.8	1.8	48.2
	I don't know how I would have gotten through my first year without a peer mentor. They helped me with classes, social activities and adjusting to life in a college town.	1	1.8	1.8	50.0
	I don't think this was a requirement when I went through.	1	1.8	1.8	51.8
	I had actually forgotten that I had had a peer mentor until I had to think about it for this survey. I think my peer mentor was quite a big slacker.	1	1.8	1.8	53.6
	If you have a good mentor, they really make you feel at home at Ferris.	1	1.8	1.8	55.4
	It's a good way to get adjusted to college and learn the ins and outs of campus and classes.	1	1.8	1.8	57.1
	It is always nice to hear another student's perspective of what college is like and especially someone who has gone through the experience not long before you. It is more comfortable to ask someone who is more of a friend (age and experience wise) than a professor or mentor who may be much older.	1	1.8	1.8	58.9
	It is helpful to have someone older than you to give you advice about Ferris and about the Honors Program in particular.	1	1.8	1.8	60.7
	Its just nice knowing if I needed anything I had a resource	1	1.8	1.8	62.5
	Lets new students talk to someone who went thru a similar experience/situation	1	1.8	1.8	64.3
	Make connections with others in program.	1	1.8	1.8	66.1
	Makes honors seem more like home	1	1.8	1.8	67.9
May help some with adjustment	1	1.8	1.8	69.6	
N/A	4	7.1	7.1	76.8	
None	1	1.8	1.8	78.6	
None. I met my "mentor" one time and did not speak with her again.	1	1.8	1.8	80.4	

APPENDIX A
q11 Benefit of peer mentor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not beneficial. May have been for some	1	1.8	1.8	82.1
	Not sure, we didn't have one, and I don't think I would've wanted one. That was what the RA's and upperclassmen on the floor were for. I wouldn't have wanted any more mandatory meetings, I already was too busy as it was.	1	1.8	1.8	83.9
	Once again, setting an example and being held accountable in the Honors program.	1	1.8	1.8	85.7
	Playing a role in helping someone who's having trouble, but allowing them to succeed	1	1.8	1.8	87.5
	Progress	1	1.8	1.8	89.3
	Provides someone to be there for them when they have questions.	1	1.8	1.8	91.1
	See previous	1	1.8	1.8	92.9
	someone to look to for questions, advice, a person to talk to	1	1.8	1.8	94.6
	The best advice comes from people who've gone through the program before you and it encourages students to share their experiences.	1	1.8	1.8	96.4
	This is super important in forming connections that help them through the first rough few weeks of college	1	1.8	1.8	98.2
	You are able to learn about upcoming course requirements and better prepare yourself. The peer mentor also offers tips based on his or her own experiences.	1	1.8	1.8	100.0
	Total	56	100.0	100.0	

q12 Benefit of 2-yr residency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	12.5	12.5	12.5
	1 year residency requirement allowed people to get to know one another. A second required year pushed people away from the program.	1	1.8	1.8	14.3
	A great way to meet others in the program that may not be in your core classes. So much of my time was spent in labs that living with the same folks for a few years gave me a 'base camp'.	1	1.8	1.8	16.1
	As former housing staff, I can personally say that the experience of living with other college students is a GREAT way to learn to work/live with people who you don't get along with.	1	1.8	1.8	17.9
	Besides aligning with Ferris' standard housing policy, it provides more exposure to recreational opportunities, other students, and the like.	1	1.8	1.8	19.6
	Bonding w/other students, shared exp., feeling of community.	1	1.8	1.8	21.4
	Build life-time friendship.	1	1.8	1.8	23.2
	Builds a good home away from home feeling.	1	1.8	1.8	25.0
	Centralized location, no housing worries	1	1.8	1.8	26.8
	Defines a culture of academic support and importance	1	1.8	1.8	28.6
	Don't have one-remove req.	1	1.8	1.8	30.4
	Don't see one	1	1.8	1.8	32.1
	Dorm was close to most classes, quiet place to study, made friends.	1	1.8	1.8	33.9
	Encouraged me to study more.	1	1.8	1.8	35.7
Exposure to living in the halls and interacting with different people.	1	1.8	1.8	37.5	

APPENDIX A
q12 Benefit of 2-yr residency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	focus	1	1.8	1.8	39.3
	get to know a lot of people that are really great	1	1.8	1.8	41.1
	Gives students a chance to experience dorm life, form friendships, and adjust to college life.	1	1.8	1.8	42.9
	Great way to make lifelong friends.	1	1.8	1.8	44.6
	Grow w/those in your hall/build relationships	1	1.8	1.8	46.4
	Having the whole "college experience"	1	1.8	1.8	48.2
	Helps to keep you involved	1	1.8	1.8	50.0
	Honors halls are quieter than regular halls.	1	1.8	1.8	51.8
	I chose to be an R.A. my sophomore year to move out of the Honors dorms. I think the freshman year should be required; after that, I feel that the Honors Program loses a lot of great participants by limiting their options.	1	1.8	1.8	53.6
	I don't think this should be a requirement.	1	1.8	1.8	55.4
	I think that the honors residency is beneficial to students because it harbors a learning environment that is more conducive to success. The only exception should be if a member of the honors program is selected as a RA at another hall.	1	1.8	1.8	57.1
	I think that there is value in a one-year residency requirement so that Honors students have the opportunity to meet other students with similar interests. After the first year, I don't see any additional benefits to requiring residency in an Honors dorm.	1	1.8	1.8	58.9
	I think this is key. I think the environment in the hall is what helps with the honors. We were required the whole time to stay in the hall and I didn't have a problem being there even though most of the other residents were freshman and sophmores. I was there 2 years with a roommate and the last year just myself and the same suitemate. We had no problem staying on campus... it was also more convenient than being off campus.	1	1.8	1.8	60.7
	It's the absolute best way to make friends. I had more fun in the dorms than I did living off campus.	1	1.8	1.8	62.5
	Keeping the honor's students connected and bonded. We lived there all 4 years because we loved it so much, but some people wanted to live in a house. They lost a lot of contact with friends who stayed in dorm because they weren't there 24-7 to interact and have fun.	1	1.8	1.8	64.3
	Keeps students in the campus/community environment	1	1.8	1.8	66.1
	Keeps you in a academic state of mind;consintrating on studying.	1	1.8	1.8	67.9
	Keeps you more involved w/campus life.You can appreciated the freedom of off campus living later.	1	1.8	1.8	69.6
	Living in the residence halls is a great experience; many might not think that until afterwards...	1	1.8	1.8	71.4
	Made great friends & solid foundation to feel comfortable moving off campus	1	1.8	1.8	73.2
	N/A	1	1.8	1.8	75.0
	None	1	1.8	1.8	76.8
	None, whether someone resides in a residence hall or not does not have anything to do with education. My freshman year I had several bad experiences living in the dorm. I had several issues with the other residents which were not addressed by the RA.	1	1.8	1.8	78.6
Safe environment	1	1.8	1.8	80.4	
stable your ground before heading off, convenience	1	1.8	1.8	82.1	
Students are around other serious students	1	1.8	1.8	83.9	

APPENDIX A

q12 Benefit of 2-yr residency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The entire university requires two years in the dorms so it's a benefit to be in the quieter and nicer honors dorms.	1	1.8	1.8	85.7
	The two year residency requirement is great, but students should not need to be confined to the Honors halls. If they want to stay at non-honors housing the option should exist.	1	1.8	1.8	87.5
	There is not one.	1	1.8	1.8	89.3
	This can help to reduce the "noise" that can distract new students.	1	1.8	1.8	91.1
	This encourages students to remain active on campus.	1	1.8	1.8	92.9
	This was a great requirement for me! I got to meet people a lot better than I probably would have if there was the choice to live off campus.	1	1.8	1.8	94.6
	Without this requirement I would not have known the other members of the honors program.	1	1.8	1.8	96.4
	You get to know a wide variety of people.	1	1.8	1.8	98.2
	You get to know other Honors students quicker than you would if everyone lived off campus. However, I don't believe Honors Hall residency should be required. Many high-achievers are not very social and would prefer to live off campus. They should be able to make a residency choice without having to leave the Honors Program.	1	1.8	1.8	100.0
	Total	56	100.0	100.0	

q13 Benefit from 4 Honors classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	17.9	17.9	17.9
	A majority of the classes are good classes but there are a few that are just ridiculous. You should be able to pick whatever you want not just a select few. For instance, languages, ect.	1	1.8	1.8	19.6
	Access to higher level ed., more challenge, more curriculum.	1	1.8	1.8	21.4
	Adds academic prestige to the program	1	1.8	1.8	23.2
	adds prestige to program	1	1.8	1.8	25.0
	Again, getting to know others in the program and having a higher standard in the class. I do wish that some of the Honor's classes offered were more focused on the Technology folks rather than the Medical folks.	1	1.8	1.8	26.8
	Although I feel that this requirement is a little light -- it give students and opportunity to take interesting electives that their program may not have otherwise asked them to take -- this exposes them to a diversity that nothing else does.	1	1.8	1.8	28.6
	Broaden horizons	1	1.8	1.8	30.4
	Broaden their horizons!	1	1.8	1.8	32.1
	Challenging & nice alternative to electives req. by my major	1	1.8	1.8	33.9
	Communications	1	1.8	1.8	35.7
	Discussions are more in depth, honors students bond who'd normally never have a class in common.	1	1.8	1.8	37.5
	Errr... these classes made me pretty angry most of the time; however, I made it through them and I know I'm smarter for it.	1	1.8	1.8	39.3
	Gives you a sense of accomplishment as well as more tailored learning that you may not receive in the non-honors classes.	1	1.8	1.8	41.1

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q13 Benefit from 4 Honors classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	goal reaching	1	1.8	1.8	42.9
	Got to know other honors students.	1	1.8	1.8	44.6
	held to a higher standard and surrounded with smart people so taht the professor can go more in depth	1	1.8	1.8	46.4
	Helped to meet even more people in the dorm.	1	1.8	1.8	48.2
	Helps build relationships w/those in your year	1	1.8	1.8	50.0
	Hindered me as a double major. Should not be req. in this instance.	1	1.8	1.8	51.8
	Honors classes help form a bond between honors members and allow instructors to take teaching to another level.	1	1.8	1.8	53.6
	Honors students should be challenged more but, as a student in the Visual Design program, it was extremely hard to find Honors classes that worked toward my major and fit in my schedule blocks. It was actually impossible and I had to request exemption.	1	1.8	1.8	55.4
	I believe that taking classes with a variety of students from around campus was more helpful than taking electives with those people already similar to you.	1	1.8	1.8	57.1
	I don't remember having four honors classes. I do remember COMH121 and it was beneficial.	1	1.8	1.8	58.9
	I think that the cultural enrichment courses were a good thing. Speech class was definitely important. I did not take HNRS100 or any other honors course.	1	1.8	1.8	60.7
	I think they are geared more toward people with honors in mind. But I'm again not sure I had to do these as I had already taken many classes my 1st year of college before the honors program opened and there wasn't much developed the first year... mainly seminars, etc.	1	1.8	1.8	62.5
	In order to be taken seriously as an Honors Program, a certain number of classes need to be taken at the honors level.	1	1.8	1.8	64.3
	In the case of the COMH class, it provides additional motivation to succeed because the proverbial bar is set higher. In the case of the humanities classes, having a group of students that is more likely to be engaged and interested can yield more beneficial discussions and insights.	1	1.8	1.8	66.1
	It's a little more challenging for students and it gives them the chance to meet other honors students.	1	1.8	1.8	67.9
	It was nice to have general classes with people you knew & were comfortable with.	1	1.8	1.8	69.6
	Keeps students challenged	1	1.8	1.8	71.4
	Mostly useful for any program requirements.	1	1.8	1.8	73.2
	My major didn't require a whole lot of credits outside the college of technology so Honors classes were a nice break from all the technical work I was doing.	1	1.8	1.8	75.0
	N/A	2	3.6	3.6	78.6
Shared exp. w/other honors students set apart from non honors FSU students	1	1.8	1.8	80.4	
Sharing a classroom with those of the same caliber and experiencing new things.	1	1.8	1.8	82.1	
Smaller classes with other like-minded intellectual kids. CON: Doesn't leave time in schedule for other electives a student may want to take such as photography,etc. CON: Makes the honors kids even more "dorky" that they are too good for the rest of the student population that they have to have their own classes.	1	1.8	1.8	83.9	

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q13 Benefit from 4 Honors classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	something different outside your direct academia and beneficial	1	1.8	1.8	85.7
	Taking classes outside a degree requirement can open up new levels of learning	1	1.8	1.8	87.5
	Taking classes which I would have never thought to take.	1	1.8	1.8	89.3
	There should be more courses required for honors students. Without these classes, non-medical honors students never meet their fellow honors students (as medical students tend to stick to their studies).	1	1.8	1.8	91.1
	These help break students out of their typical comfort zone and encourages them to see things outside of the required classes for their majors, making them more well rounded individuals.	1	1.8	1.8	92.9
	These were the best classes because all students actually gave input! I'm sorry to say, but in the non-Honors classes, more students portrayed they were eager for class to be over and therefore did not answer any of the professor's questions or participate in class discussion.	1	1.8	1.8	94.6
	They were classes I never would have taken if it weren't for Honors. I learned a lot, but I wasn't as motivated to do well in them.	1	1.8	1.8	96.4
	you're in the honors program, you should have to take honors classes	1	1.8	1.8	98.2
	You are taking challenging courses with other Honors students and forming relationships.	1	1.8	1.8	100.0
	Total	56	100.0	100.0	

q14 Fondest memories of FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		9	16.1	16.1	16.1
	1. Working on a new Constitution for the Student Government during a late-night session with the other SGFSU Executive Board. 2. Volunteering with the Biology Department to go to one of the local elementary schools and do a comparative anatomy lecture with a fourth-grade class.	1	1.8	1.8	17.9
	3rd Floor Helen Ferris!!! Close friends, being involved, knowing the president and many of the VP's, alumni director, etc. personally. Pizza parties in the hallway, "Chem Review Group" (aka, watch reality tv shows in the lobby), attending shows in Grand Rapids, knowing that I had lots of people (students, staff, profs) to turn to if I ever needed something. In other words, pretty much everything!!	1	1.8	1.8	19.6
	4th floor Carlisle w/all freshmen & the fun we had (movie nights, hanging out)	1	1.8	1.8	21.4
	Being Self-sufficient & looking forward to the future	1	1.8	1.8	23.2
	Best experience ever was being an RA for my last two years.	1	1.8	1.8	25.0
	Box City with Habitat for Humanity and sitting outside all night Hanging out in the hallways of the residence halls with friends just chatting	1	1.8	1.8	26.8
	Club sports practices and performances.	1	1.8	1.8	28.6
	Community service w/fire dept, hanging w/friends	1	1.8	1.8	30.4
	Comradery, meeting friends for life	1	1.8	1.8	32.1
	Dorm life, making friends. His House best part @FSU	1	1.8	1.8	33.9

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q14 Fondest memories of FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	education	1	1.8	1.8	35.7
	Friends	1	1.8	1.8	37.5
	Friends, learning and growing	1	1.8	1.8	39.3
	Friendships and parties!	1	1.8	1.8	41.1
	FSU womens basketball being part of a team. Friendships.	1	1.8	1.8	42.9
	Graduating.	1	1.8	1.8	44.6
	Graduation!	1	1.8	1.8	46.4
	Great friends. Meeting my husband. Participating in on-campus events and RSO activities.	1	1.8	1.8	48.2
	Great instructors and learning environment	1	1.8	1.8	50.0
	Hanging out with people in my program.	1	1.8	1.8	51.8
	Hockey games and my friends (we are still best friends)	1	1.8	1.8	53.6
	Hockey games w/friends.Playing a NCAA sport. Eating/laughing w/other honors students.	1	1.8	1.8	55.4
	I don't really have "fond" memories. I met some people in my classes who are still my friends to this day.	1	1.8	1.8	57.1
	I enjoyed my time as a Resident Advisor, meeting new people and working with new freshman. I also enjoyed writing for the Torch. For being a "smaller" school, FSU always had a lot of events going on and I made some great lasting friendships there!	1	1.8	1.8	58.9
	I have many, but I think my friends, both from Honors and the University at large, carry the most weight. During my junior year, there was a group of us that basically took over a chunk of Carlisle Hall, and we had a lot of fun.	1	1.8	1.8	60.7
	Kunitz's run for the Hobey Baker The sweet Library	1	1.8	1.8	62.5
	Lifelong friendships, and wonderful professors who truly cared and helped.	1	1.8	1.8	64.3
	Living on the third floor of Helen Ferris. I would go back there in a heartbeat!	1	1.8	1.8	66.1
	Loved living in HFE for 4 yrs.Miss Lang/Lit Dept & fellow English majors;now all over the States & Continents.	1	1.8	1.8	67.9
	Matt Eickhoff. He's a great guy.	1	1.8	1.8	69.6
	Meeting lifelong friends. Homecoming week w/Lambda Kappa Sigma.	1	1.8	1.8	71.4
	Meeting my fiancee and taking many many walks through Big Rapids.	1	1.8	1.8	73.2
	Meeting my future wife...	1	1.8	1.8	75.0
	Meeting my wife, earning my bachelor's degree, meeting lifelong friends, growing into the person that I am today, developing leadership skills and an understanding of business/public relations that have allowed me to flourish in my career.	1	1.8	1.8	76.8
	Mostly hanging out with other students in the dorms and off campus.	1	1.8	1.8	78.6
	My favorite and fondest memory was my study abroad trip. It was a once in a lifetime experience and I'll never forget it.	1	1.8	1.8	80.4
	My fondest memories stem from my work on campus concerts.	1	1.8	1.8	82.1
My friends, most of which I met as a direct part of the Honors program.	1	1.8	1.8	83.9	
My roommates and friends. The other memory that will always stick in my mind is the tornado that hit HF and we were banned from going in there for hours!	1	1.8	1.8	85.7	
The friends I made	1	1.8	1.8	87.5	

APPENDIX A

q14 Fondest memories of FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The friends I made there and still keep in touch with.	1	1.8	1.8	89.3
	The majority of my fondest memories at FSU were at the Racquet & Fitness Facility, where I worked for several years.	1	1.8	1.8	91.1
	too many to even consider...definitely the people i encountered and making each day count...i absolutely LOVED my time at ferris	1	1.8	1.8	92.9
	Too many to list...I love the feeling of family on campus and how everyone seems to know everybody.	1	1.8	1.8	94.6
	Tubing down the river	1	1.8	1.8	96.4
	Variety show,hockey games,PUT/HEN olympics, Broomball.	1	1.8	1.8	98.2
	While at Ferris, the school work seemed overwhelming, I look back and miss those experiences because life is pretty routine after college. You really have to seek out your own educational experiences after college whereas in college, it is easy to always learn something new. Obviously, my other fond memories consist of the friendships I made.	1	1.8	1.8	100.0
	Total	56	100.0	100.0	

q15 Fondest memories of Honors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		9	16.1	16.1	16.1
	1. Helping Maude/Tammy coordinate the Honors Invitational -- there was that one year when they basically turned it over to Liz Nettleman and myself.	1	1.8	1.8	17.9
	Being a peer mentor	1	1.8	1.8	19.6
	Being an RA, creating programs, the Haunted House	1	1.8	1.8	21.4
	Being the only person on my floor over 21.	1	1.8	1.8	23.2
	Carlisle!!	1	1.8	1.8	25.0
	connections, maude and tammy, living in HFE...the list goes on	1	1.8	1.8	26.8
	Eastern Religions and Cultural Anthrophology. (Chakrabarti and Krishnikali)	1	1.8	1.8	28.6
	First cultural event at Devos Hall in GR. The custodian Bob was friendly and helpful.	1	1.8	1.8	30.4
	Friends and a room that allowed privacy.	1	1.8	1.8	32.1
	Friendships & living in the dorm.	1	1.8	1.8	33.9
	Great dorm rooms & fellow honors students	1	1.8	1.8	35.7
	Haunted House HFE v. CAR	1	1.8	1.8	37.5
	Having my own room and living in a hall with others who have a respect for their education.	1	1.8	1.8	39.3
	Honors Formal Honors Haunted House	1	1.8	1.8	41.1
	Honors hall & meeting friends there. Senior dinner,brining coach to honor.	1	1.8	1.8	42.9
	I enjoyed the trip to Chicago my class took in the Community Studies course.	1	1.8	1.8	44.6
	I felt so much support both from peers and Honors Program faculty. It made leaving home easier because I felt assimilated into a new family.	1	1.8	1.8	46.4
I really enjoyed being able to get tickets for free to cultural events. Attending those events with friends are some of my fondest memories about the Honors Program.	1	1.8	1.8	48.2	

APPENDIX A
q15 Fondest memories of Honors

	Frequency	Percent	Valid Percent	Cumulative Percent
I suppose my answer to 14 would be appropriate here, as well.	1	1.8	1.8	50.0
Kyle Ryan and the haunted house we did in Henderson.	1	1.8	1.8	51.8
Life in HFE & the 24 hours DDR marathons.	1	1.8	1.8	53.6
Life long friendships	1	1.8	1.8	55.4
Living in Helen Ferris my first year. Going to events and activities as a floor.	1	1.8	1.8	57.1
Living in the dorms next to friends	1	1.8	1.8	58.9
Making friends,ability to register early,part of a unique group on campus	1	1.8	1.8	60.7
Meeting friends from the dorm and just our silly adcentures from that.	1	1.8	1.8	62.5
Meeting lifelong friends and exposure to many experiences that I never would have known otherwise. Sometimes students just need a little push to get out of their comfort zones and experience something new. Once students experience something, they might just like it and it will have a lasting impact on their lifes. It did for me.	1	1.8	1.8	64.3
Meeting my husband	1	1.8	1.8	66.1
Meeting new people and sharing experiences	1	1.8	1.8	67.9
Meeting some good friends and getting freedom along with a great new start from high school.	1	1.8	1.8	69.6
Meetings with Maude!	1	1.8	1.8	71.4
My roommates and friends. The other memory that will always stick in my mind is the tornado that hit HF and we were banned from going in there for hours!	1	1.8	1.8	73.2
Same as above...	1	1.8	1.8	75.0
Same as Q14.	1	1.8	1.8	76.8
See above, plus: Pizza with a Prof, late night with friends, Maude, nice quiet learning environment (mostly, we could get rowdy sometimes!),only 150 students in 2 honors halls so you knew almost everyone in the program, special dinners twice a year. Basically everything!	1	1.8	1.8	78.6
See previous	1	1.8	1.8	80.4
Some of my best friends lived in my dorm.	1	1.8	1.8	82.1
Studying with friends	1	1.8	1.8	83.9
support	1	1.8	1.8	85.7
Talent Show	1	1.8	1.8	87.5
Talking to Maude,feeling like someone cared.Being w/people w/same goals. Pool downstairs,finals week antics.	1	1.8	1.8	89.3
The biggest perk of the Honors Program is without a doubt the single room. Although the mandatory cultural events and public service were annoying, I believe they were a good way to maintain the quality of the program. I only met a few students in the Honors Program who I would consider my friends, however, I have not spoken to any of these since my graduation.	1	1.8	1.8	91.1
The dorm life and the access to all the events	1	1.8	1.8	92.9
The RSO I was a part of	1	1.8	1.8	94.6
The time spent engaged with other Honors students - both in class and spending social time together on the weekends and evenings.	1	1.8	1.8	96.4
Variety show, Pizza w/a Prof., cultural events.	1	1.8	1.8	98.2
Volunteering and cultural events	1	1.8	1.8	100.0
Total	56	100.0	100.0	

Valid

APPENDIX A

q16 Prepared you for workforce

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	17.9	17.9	17.9
	1. David Aiken's Eastern and Western Religions courses taught me how to properly appreciate non-Christian religious practitioners. Not that I was ever discriminatory, but I now know how to appreciate the other religions. 2. Being in Student Government taught me to develop and read formal documents -- as a business manager, I sign at least 10 contracts a week and have to write very formal business documents every day -- SGFSU taught me to do this. 3. Being the President of the NCPA student chapter taught me that I had a lot to learn about being a chief executive -- I was much better as middle management. Once my weaknesses were brought to my attention, I was able to begin addressing them.	1	1.8	1.8	19.6
	A combination of all of the above, good and bad, prepares and builds one up for graduation into the "real world."	1	1.8	1.8	21.4
	Above anything, I'd say my internship prepared me best for the real world. Internships should be required!!	1	1.8	1.8	23.2
	Absolutely	1	1.8	1.8	25.0
	all of the above.	1	1.8	1.8	26.8
	All the events I experienced prepared me for handling stress and resolving conflict. When everyone works together to determine the best solution, a win-win resolution will occur, making both parties happy.	1	1.8	1.8	28.6
	Almost everything had a hand in preparing me.	1	1.8	1.8	30.4
	Being an RA. The professors in the plastics program had real experiences to learn from.	1	1.8	1.8	32.1
	Being involved in RSO's, having professors that had been in the workforce (not just those that went to school to teach and never worked), speech class!, those professional business series where they taught tips and techniques on interviews, proper dinners, etc. (can't remember what they were called.) Living among lots of different people and having to deal with multiple personalities.	1	1.8	1.8	33.9
	Business classes. I am amazed every day how people I work with are so unaware of how they should act in a professional environment.	1	1.8	1.8	35.7
	Classes and Professors	1	1.8	1.8	37.5
	classes from major...	1	1.8	1.8	39.3
	Critical thinking skills from classes/profs.	1	1.8	1.8	41.1
	dealing with everything honors throws at you. In the work force you will have to do so many thing that class does not prepare you for it was nice that I had other things besides class to keep me busy & entertained	1	1.8	1.8	42.9
	Every experience I had at school has helped me prepare for life in the "real world" and has helped made me a more confident and independent person.	1	1.8	1.8	44.6
	Graduate school.	1	1.8	1.8	46.4
I believe that simply learning what needs to get done, planning how to accomplish these goals, and then completing the tasks is the most important aspect of college. The material learned is secondary.	1	1.8	1.8	48.2	
I don't really feel that I was prepared for the work force at all after leaving Ferris. However, I think that was majorly because my department was getting a new department head at the time, so things were a little chaotic.	1	1.8	1.8	50.0	

APPENDIX A

q16 Prepared you for workforce

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I think real life experience prepared me the best. But I also think some of the workshops etc on being an individual were beneficial in making me think for myself and not wait for someone to tell me something.	1	1.8	1.8	51.8
	I think that being forced to join an RSO and do community service helped me improve my communication skills and make me more comfortable in accepting a leadership role in my current job.	1	1.8	1.8	53.6
	I think that my internships for my HCSA degree most prepared me for the work force. I don't feel like internships beyond what was required for the programs were emphasized nearly enough. The networking and experience gained on an internship is extremely valuable when beginning a career.	1	1.8	1.8	55.4
	I went to graduate school not the work force	1	1.8	1.8	57.1
	Internship	1	1.8	1.8	58.9
	Leadership opportunities in the RSOs. Developing relationships with professors and having them push me to succeed.	1	1.8	1.8	60.7
	Learning to be flexible, things were always running late/changing	1	1.8	1.8	62.5
	Moral situations. Being tested beyond books.Standing on my own 2 feet against the odds.	1	1.8	1.8	64.3
	Mostly being involved with other CIS students outside of class. I learned most of what I've needed in my work by doing things outside of class.	1	1.8	1.8	66.1
	My coach gave me confidence & gave me exp. by trusting me w/so much	1	1.8	1.8	67.9
	My Resident Advisor training, group classes, and Public Relations Campaigns and Strategies courses.	1	1.8	1.8	69.6
	My Television classes were great preparation for working in the field. Residence hall living provided an interesting sort of "transition" from living with parents and not being concerned with things like bills to being a fully-functional member of society. Mostly though, it's about being able to interact with people, and my experiences at Ferris helped immensely in that regard.	1	1.8	1.8	71.4
	not really sure	1	1.8	1.8	73.2
	Nothing can prepare you enough.Managing activities & working, etc. sure helped	1	1.8	1.8	75.0
	On campus work exp.	1	1.8	1.8	76.8
	Practical skills learned in the class room.	1	1.8	1.8	78.6
	Professors in my degree program and my lab classes in that program.	1	1.8	1.8	80.4
	Professors played a major role in teaching what was needed in the real world.	1	1.8	1.8	82.1
	Research papers, I was taught about life outside work.	1	1.8	1.8	83.9
	RSO involvement	1	1.8	1.8	85.7
small professional school class size taught me how to get along with people on a daily basis	1	1.8	1.8	87.5	
Social work program classes & Prof. and His House	1	1.8	1.8	89.3	
The entire experience at Ferris prepared me for the workforce. The successes and the failures were all important. My classes were on target, my professors (for the most part) were experienced and knowledgable, the RSOs that I participated in were helpful, my time as an RA was valuable and living in a residence hall gave me an understanding of people that I wouldn't have had otherwise.	1	1.8	1.8	91.1	
the entire package...they all work together to prepare you for life	1	1.8	1.8	92.9	

APPENDIX A

q16 Prepared you for workforce

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The knowledge gained in class and interacting with others.	1	1.8	1.8	94.6
	The professors in the HVAC program were very real world & also gave us examples of what to expect. Living in the dorms taught us all how to live in & accept a new environment.	1	1.8	1.8	96.4
	The requirement to be in an RSO because of the forced interaction with diverse people and the leadership qualities learned	1	1.8	1.8	98.2
	Umm still have not got a job.. 4 years later.	1	1.8	1.8	100.0
	Total	56	100.0	100.0	

q17 Prof/class stands out

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	12.5	12.5	12.5
	Amy Dorey before graduation helping me get prepared for my new job.	1	1.8	1.8	14.3
	An advisors encouragement to stay in school despite being ill.	1	1.8	1.8	16.1
	Ana Davilla-Howard	1	1.8	1.8	17.9
	Any class taught by my advisor Wendy Samuels	1	1.8	1.8	19.6
	Anything with Mr. Greenfield and PR, my advanced speech class with Dr.Horn, Business writing with Caroline Stern, journalism. All those classes were super pertinent to my major and at least one thing from each class I have remembered and used since leaving college.	1	1.8	1.8	21.4
	Chemistry with Mr. Jacobs	1	1.8	1.8	23.2
	Cultural Anthropology, taught me to accept the different view of others even when neg. or hateful.	1	1.8	1.8	25.0
	David Aiken's Western Religions class taught me to truly write a paper. This was the first class in my life that I was allowed to write an OPINION into a paper; gasp! He made me evaluate the sources that I was reading and got me to truly think about the sources I got all of my information from -- this laid the ground work for discerning a good study from a bad study in Pharmacy School.	1	1.8	1.8	26.8
	Dr Ryan	1	1.8	1.8	28.6
	Dr. Aiken and the honors world religion class. He made me really think about the world and what I really believed.	1	1.8	1.8	30.4
	Dr. Alspach (communication & Speech Team) & Dr. Karafa (psychology)	1	1.8	1.8	32.1
	Dr. Asnord truly cares about students and gave confidence to make it.	1	1.8	1.8	33.9
	Dr. Carey's "School, Work & Society", Chem 121,Modernist Lit, & Public Administration.	1	1.8	1.8	35.7
	Dr. Cook in accounting	1	1.8	1.8	37.5

APPENDIX A
q17 Prof/class stands out

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dr. David Aiken - Humanities - he always engaged the students to think and question the world around us (what we're told by sources like the media vs. reality). I learned the most from his classes. As for a turning point story, I remember a time during my final year he was especially helpful. I was under a lot of stress with my final course load (18 credits) and my long-distance engagement (happily married 5 years now). Anyway, I was able to visit him during office and explain the situation. He granted me an extra couple days to hand in a required paper and offered advice on how to alleviate some of my personal stress.	1	1.8	1.8	39.3
	Dr. David Pilgrim, Sociology	1	1.8	1.8	41.1
	Dr. Friar and when he told me I would make a great nurse.	1	1.8	1.8	42.9
	Dr. Friar in Anatomy and Physiology. Hardest class I've ever had, but it was interesting and Dr. Friar kept the class excited about the subject at hand.	1	1.8	1.8	44.6
	Dr. John Jablonski (business writing ENGL 325)...every business student should take his class. It is the most demanding course I took in four years, but it prepared for grad school.	1	1.8	1.8	46.4
	Dr. Krishnakali and my medical anthropology class opened my eyes to a whole world that I had never experienced. I learned about culture and people within medicine rather than just the medicine that I would learn in pharmacy school. It helped breathe life into my future profession.	1	1.8	1.8	48.2
	Dr. Noren, my French professor. I took several classes on campus with him, went on two study abroad trips and did a self-study course at his home in the summertime. He was the absolute best.	1	1.8	1.8	50.0
	Dr. Walker was the most memorable, inspiring, and influential professor I encountered at Ferris.	1	1.8	1.8	51.8
	Ethics in Health Care	1	1.8	1.8	53.6
	For me, it was my Introduction to Television Production class with Clayton Rye. Because of a change in the curriculum for the Television program, most of the class, including me, were third and fourth year students in an intro class. As such, Clayton took the opportunity to show us a number of documentaries and other materials regarding topics like global warming and other political topics. That class changed my world outlook considerably.	1	1.8	1.8	55.4
	Hmmm... Dr. Dirado (not sure if that is how you spell it) of Organic Chemistry. He really took an interest in myself and my suitemates academics and really pushed us to make sure we were choosing the career we wanted.	1	1.8	1.8	57.1
	honors class Dr. Aiken, Dr. Pilgrim degree class Prof. Dilg, Prof. Middelton	1	1.8	1.8	58.9
	I really remember the honors communication class. I know that I would not be able to do the work that I do today without having taken that class. I'm very thankful for that class.	1	1.8	1.8	60.7
	I remember a large amount of honors students taking the same business writing class and it was very beneficial. Perhaps an honors version of the class should be setup.	1	1.8	1.8	62.5
	I wish I could remember.	1	1.8	1.8	64.3
	It was all cumulative, psychology classes were great though especially with Andy karafa.	1	1.8	1.8	66.1
kathy palazzollo-miller, wendy samuels, karen strasser...many classes, no particular one that was defining moment though	1	1.8	1.8	67.9	

APPENDIX A
q17 Prof/class stands out

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kirshnakali Muhemjar? Medical Anthrop. It was just a great class and I loved her outlook on life.	1	1.8	1.8	69.6
	Mark Rusco:Statistics. Taking it to a level you could understand.	1	1.8	1.8	71.4
	Mr. McNabb, Ms. Etienne, & Dr. Wolgamott-all wonderful accounting profs.	1	1.8	1.8	73.2
	Mrs. Stern	1	1.8	1.8	75.0
	My public relations professor and advisor Ronald Greenfield was a very valuable asset. He laid the framework that has helped me succeed.	1	1.8	1.8	76.8
	NA	1	1.8	1.8	78.6
	None that I am aware of. Some classes were definitely better than others, but my direction at Ferris maintained constant.	1	1.8	1.8	80.4
	Organic Chemistry w/Dr. Admond.Hard work but rewarding.Great Professor	1	1.8	1.8	82.1
	Organic Chemistry with Dr. DiRaddo because my inorganic chemistry insecurity was reversed and he was so supportive of my goals	1	1.8	1.8	83.9
	Phillip Middleton, Shakespeare class	1	1.8	1.8	85.7
	Prof. Dan Cronk was like an uncle to me.	1	1.8	1.8	87.5
	Professor Greenfield is an amazing asset to your Business College. He was inspirational, helpful, and truly wanted everyone in his courses to succeed. For Honors-specific courses, I felt that Dr. David Pilgrim was a great teacher. He taught very thought-provoking classes and made me want to come to class.	1	1.8	1.8	89.3
	Professor McNabb	1	1.8	1.8	91.1
	Russell Lewis	1	1.8	1.8	92.9
	Speech with Donna Smith	1	1.8	1.8	94.6
	Ted Walker-Amazing teacher, so funny.	1	1.8	1.8	96.4
	Vicky Hardy and Bruce Dilg (all of their classes)	1	1.8	1.8	98.2
	When it wasn't easy & had to study hard to succeed. Extra credit helped to learn even more.	1	1.8	1.8	100.0
Total	56	100.0	100.0		

APPENDIX A

q18 Recommend Honors to others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	10.7	10.7	10.7
	Absolutely. My best memories from Ferris are with the honors program--living in the dorms, my friends, honors orientation, etc.	1	1.8	1.8	12.5
	Definately. I think it is a great experience. They can still have all the normal college experiences (I know I did) while still having this amazing experience to counteract it.	1	1.8	1.8	14.3
	Definitely! It was a great experience and I'd do it all over again given half a chance!	1	1.8	1.8	16.1
	definitely. i feel it has so much to offer and the connections and networking available is absolutely incredible	1	1.8	1.8	17.9
	Highly recommended due to the leadership/mentorship of the faculty	1	1.8	1.8	19.6
	I always do. The room is one of the biggest reasons.	1	1.8	1.8	21.4
	I would because it was a very positive experience for me and I believe it can/would be for others as well.	1	1.8	1.8	23.2
	I would definitely recommend the program to others. THE benefits of being around people who are also driven academically helped me stay on track but also showed me that you can have fun and still do well in school. The requirements for service and RSO involvement helped me personally branch out and take on more responsibility in a leadership role, which coming out of high school I would never have expected and now I can't imagine my life without it.	1	1.8	1.8	25.0
	I would recommend the honors program to others, but I would also caution them to spend as much time as possible with non-honors students. It was in the broader campus and as an RA in south campus that I learned the most at Ferris. Exposure to a variety of people and situations allowed me to better develop leadership and people skills.	1	1.8	1.8	26.8
	I would.	1	1.8	1.8	28.6
	I would. The perks, like a single room and the scholarships, are potent incentives in and of themselves. Beyond that, though, Ferris' Honors Program provides many opportunities for personal growth through cultural events, opportunities to meet many different people, outside activities via RSOs, et cetera.	1	1.8	1.8	30.4
	Not sure...not nearly as prestige as once was considered! You are allowing may to many people in (it should only be the elite of the elite) -- the program is becoming watered down. The fact the the averages are going up (GPA) only reflects that our HS systems are watering down their GPA systems. The Honors Program represents over 5% of all students on the BR campus -- I don't know for sure but I would be surprised if other schools HP's were that big?	1	1.8	1.8	32.1
	Only if you are going to live in a honors hall. Also if you are a PGMer or a PTMer and you are doing interships you basically fall off the map in the honors program.	1	1.8	1.8	33.9
	Yes- overall a wonderful experience personally and professionally	1	1.8	1.8	35.7
	Yes - it was a wonderful experience that pushed me to do things I might not have done otherwise.	1	1.8	1.8	37.5
	Yes because there are many benefits for the student and completion of the program looks good on a resume.	1	1.8	1.8	39.3
Yes I would and I have. I think it's a great opportunity and the benefits are huge!	1	1.8	1.8	41.1	
Yes!	1	1.8	1.8	42.9	

APPENDIX A

q18 Recommend Honors to others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES!!!	1	1.8	1.8	44.6
	Yes, as long as their is an advanced educational component	1	1.8	1.8	46.4
	Yes, balanced & approachable honors program. Can not only be in honors but excel in it.	1	1.8	1.8	48.2
	Yes, challenges you to make the most of your college experience	1	1.8	1.8	50.0
	Yes, for the scholarship & a way to get involved.Looks good on resume.	1	1.8	1.8	51.8
	Yes, forced me to get involved & take ownership in my education	1	1.8	1.8	53.6
	Yes, good experience and helps people to grow.	1	1.8	1.8	55.4
	Yes, good transition into a big university.	1	1.8	1.8	57.1
	Yes, great support, dorm rooms, lots of bright students	1	1.8	1.8	58.9
	Yes, has much to offer serious students willing to work hard & get the most out of their education.	1	1.8	1.8	60.7
	Yes, I enjoyed my own room. I also like that through the RSO and community service requirements I met a lot of people.	1	1.8	1.8	62.5
	Yes, I experienced things I would have not on my own. I met great people who I am still close to today.	1	1.8	1.8	64.3
	Yes, if for nothing else the single room. I know that Ferris tries to build in a level of prestige to the Honors Program, but in my opinion, the program did not elevate my cultural or educational awareness. None of my employers or potential employers have ever mentioned it in a job interview.	1	1.8	1.8	66.1
	Yes, it was a great opportunity to save some money, have your own room, and stand out just a bit from the others in your program.	1	1.8	1.8	67.9
	Yes, it was expanded my horizons and brought friendships which will last a lifetime.	1	1.8	1.8	69.6
	Yes, it was invaluable and a lot of fun.	1	1.8	1.8	71.4
	Yes, lots of benefits, people to hang out w/who are like minded.	1	1.8	1.8	73.2
	Yes, of course I would recommend it! The private room is the best! Of course, there's other benefits, such as knowing that you are in the cream of the crop that Ferris has to offer.	1	1.8	1.8	75.0
	Yes, only for financial and single room considerations.	1	1.8	1.8	76.8
	Yes, Scholarships, single room, community	1	1.8	1.8	78.6
	Yes, the private room is priceless. Friends & activities made FSU home.	1	1.8	1.8	80.4
	Yes, with hesitation regarding the honors hall residence requirement.	1	1.8	1.8	82.1
	Yes,many benefits.Many "honors" students far from honors material.	1	1.8	1.8	83.9
	Yes.	2	3.6	3.6	87.5
Yes. Being around other high-achieving students helps keep you on track with your education. There is obviously a learning curve and adjustment to college life (immediately following high school) but being in Honors helps you bounce back quicker than you otherwise would.	1	1.8	1.8	89.3	
Yes. I feel that the Honors Program	1	1.8	1.8	91.1	
Yes. I think some of the benefits (single room, picking classes first) make it worth it. It was also nice having certain resources such as Maude Bigford.	1	1.8	1.8	92.9	

APPENDIX A

q18 Recommend Honors to others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes. I think the Honors Program is a great asset to Ferris while also being a great asset to the student. I made great friends & contacts that I probably would not have made if I had not lived on campus.	1	1.8	1.8	94.6
	Yes. I think the Honors Program is a very valuable experience for students. I think that its current requirements allow for a mix of students from different backgrounds to join and succeed. An increase in the GPA or ACT requirements would be a mistake in my mind.	1	1.8	1.8	96.4
	Yes. It was great having my own dorm room and being surrounded by people in my same major. I also liked being by people of the same intelligence level as me.	1	1.8	1.8	98.2
	Yes. I was in Pharmacy so the guarantee was a huge selling point. Beyond that, though, the community of Honors Students in the Residence Hall, gave me a support network that I don't think would have been there to that degree in another hall. Further, because of the Honors Program, I go to see my first ballet -- hated it; I also got to see my first live opera and LOVED it! I still listen to opera because of that experience. The Honors Program is not the only way to succeed as a student at Ferris but they work over-time to be sure that every student in the program has the tools they need to make themselves successful.	1	1.8	1.8	100.0
	Total	56	100.0	100.0	

q19 What do the same

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	17.9	17.9	17.9
	1. Join the Student Government. 2. Take David Aiken's Classes 3. Take David Pilgrim's Classes 4. Be a Desk Services Manager for Carlisle 5. Help Maude/Tammy put on the Honors Invitation each February	1	1.8	1.8	19.6
	Absolutely.	1	1.8	1.8	21.4
	All of it- except I wouldn't have changed majors twice.	1	1.8	1.8	23.2
	All of it! First two years in honors hall and last two years as an RA.	1	1.8	1.8	25.0
	Almost everything the same. I had an excellent experience and would not change it for the world.	1	1.8	1.8	26.8
	do it the same	1	1.8	1.8	28.6
	Enroll in honors, live on the same floor w/other new freshmen	1	1.8	1.8	30.4
	everything- I had a good experience with classes and dorm life	1	1.8	1.8	32.1
	Everything	2	3.6	3.6	35.7
	Everything!	1	1.8	1.8	37.5
	Everything.	2	3.6	3.6	41.1
	Honors Pharmacy College	1	1.8	1.8	42.9
	I'd do it the same way	1	1.8	1.8	44.6
	I think I might explore being a residence hall advisor "next" time and I could have been even more involved.	1	1.8	1.8	46.4
I would be in honors again. And I would spend time with friends rather than worrying too much about classwork. I felt that was a better well rounded experience than strictly worrying about school.	1	1.8	1.8	48.2	

APPENDIX A
q19 What do the same

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would definitely choose to apply for the Honors Program. It was a great opportunity over all and Maude is a really great person.	1	1.8	1.8	50.0
	I would do it all the same. I enjoyed my time in Helen Ferris, then my time in Carlisle. I am also very happy that I became an RA and moved to south campus. I enjoyed the cultural events and community service (although I did not enjoy the papers we had to write). I have no regrets from my time at Ferris.	1	1.8	1.8	51.8
	I would do most things as I did before. I have few regrets.	1	1.8	1.8	53.6
	I would keep it all the same, the roommate, the people and staying in the dorm for 3 years.	1	1.8	1.8	55.4
	I would probably have chosen a different major, but other than that I had a great experience at FSU.	1	1.8	1.8	57.1
	I would still have participated in the cultural events and the dorm-life.	1	1.8	1.8	58.9
	I would try to take as many classes over the summer as possible.	1	1.8	1.8	60.7
	involvement, many of my classes, staying on campus all 4 years	1	1.8	1.8	62.5
	Join different campus groups, make the same great friends, focus on my studies as much as possible, and overall enjoy the college experience.	1	1.8	1.8	64.3
	Join the Honors Program	1	1.8	1.8	66.1
	Keep my door open as much as possible.	1	1.8	1.8	67.9
	Live in dorm all 4 years, get involved, get to know people, etc.	1	1.8	1.8	69.6
	Live in Henderson	1	1.8	1.8	71.4
	Loved everything, all 7 yrs. @ FSU, honors, education, prof. and friends.	1	1.8	1.8	73.2
	Maybe, the cost of living in the hall was horrible (still paying for it 7 years later).	1	1.8	1.8	75.0
	No.	1	1.8	1.8	76.8
	nothing	1	1.8	1.8	78.6
	Probably everything	1	1.8	1.8	80.4
	Same program...	1	1.8	1.8	82.1
	Some on campus jobs, joined honors program	1	1.8	1.8	83.9
	Sure!	1	1.8	1.8	85.7
	The Honors Program was, however, a good program for me and if I had to return to Ferris, I would have stayed in the Honors Program.	1	1.8	1.8	87.5
	Volunteer w/local soccer club, lifelong friends,use of gym facility,study hard & gain benefits.	1	1.8	1.8	89.3
	Work as hard,make the best out of enrollment & opportunities presented.	1	1.8	1.8	91.1
	Wouldn't change anything	1	1.8	1.8	92.9
	Wouldn't change a thing.	1	1.8	1.8	94.6
	Yes	2	3.6	3.6	98.2
	Yes.	1	1.8	1.8	100.0
Total	56	100.0	100.0		

APPENDIX A
q20 What do differently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	17.9	17.9	17.9
	1. I would have joined Student Government much earlier than I did. 2. I would have been a tutor all four years that I was on campus. 3. I would have done more community service out in the community rather than on campus. 4. I would have done a study abroad program even if it didn't fit into my program.	1	1.8	1.8	19.6
	After graduation:don't work in automotive	1	1.8	1.8	21.4
	Although my suite mate Caitlin and I had different class schedules, I would make more of an effort to spend time with her on the weekend. We still talk, but I feel we could have been a lot closer if I had put more effort into that particular friendship.	1	1.8	1.8	23.2
	Begin in the honors program, not switch in after already in college.	1	1.8	1.8	25.0
	choose correct major from the very beginning(eventhough that was part of the process i loved)	1	1.8	1.8	26.8
	Enrolled in the honors dorm a year earlier	1	1.8	1.8	28.6
	Get to know more people.	1	1.8	1.8	30.4
	Gotten more involved with people on other floors in my hall. More Mingling.	1	1.8	1.8	32.1
	I'd have taken a 21 credit semester every time for a higher challenge for myself	1	1.8	1.8	33.9
	I probably would not join the honors program.	1	1.8	1.8	35.7
	I would've tried to be more involved in RSOs, club sports, and intramurals.	1	1.8	1.8	37.5
	I would be more active in my organizations.	1	1.8	1.8	39.3
	I would have liked to have volunteered more often at MOISD. I volunteered there for several months but then got busy with classes and campus shows, and never really returned.	1	1.8	1.8	41.1
	I would have moved off campus for my final year. The powerful dynamic that had existed the previous year was gone, and as one of the very few seniors in my building, I felt out-of-place there.	1	1.8	1.8	42.9
	I would have picked a different major from the beginning and I also would participate in a study abroad program.	1	1.8	1.8	44.6
	I would have preferred to have been with more students of my major instead of been surrounded by optometry and pharmacy students the entire time in the dorms.	1	1.8	1.8	46.4
	I would probably apply to more than just one school. Ferris is the only school I applied to after high school and Ferris is the only school I got accepted to... thank goodness for that, eh?	1	1.8	1.8	48.2
	I would probably have changed my major and become involved in slightly different RSO's.	1	1.8	1.8	50.0
	I would probably not have attended Ferris State and would have gone into an entirely different career, but that is my own fault for making the decisions I made at the time.	1	1.8	1.8	51.8
	I would probably try to become more involved earlier on. I waited until my second semester to make any meaningful contribution to my RSOs or service-wise and only after being encouraged by another member and mentored to do so.	1	1.8	1.8	53.6
	Minor in Business or Accounting (vs. Economics).	1	1.8	1.8	55.4
	N/A	1	1.8	1.8	57.1
NA	1	1.8	1.8	58.9	
No regrets	1	1.8	1.8	60.7	
No.	1	1.8	1.8	62.5	

APPENDIX A
q20 What do differently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not care so much about my 4.0, maybe? :-) Not leave campus on weekends my first year, I missed out on a lot of things going on around campus and town. Maybe not try to join every RSO, lol.	1	1.8	1.8	64.3
	Not eat dorm food!	1	1.8	1.8	66.1
	Not go into my chosen profession, but that is a different story.	1	1.8	1.8	67.9
	Not graduate a semester early	1	1.8	1.8	69.6
	Not live in the Freshman Challenge dorm my 1st year (I was very very late in choosing a dorm and that was all that was left!)	1	1.8	1.8	71.4
	Nothing - I would still participate in the honors program, but participate in many other things as well.	1	1.8	1.8	73.2
	nothing	1	1.8	1.8	75.0
	Nothing	3	5.4	5.4	80.4
	Nothing!	1	1.8	1.8	82.1
	Nothing.	1	1.8	1.8	83.9
	Only spend 3 yrs in residence hall.Freshmen last yr were so loud.	1	1.8	1.8	85.7
	Social decisions made to have a higher academic achievement	1	1.8	1.8	87.5
	Spend more time in library & exp. more time in the labs.Better SLA instructor, keep my door open more.	1	1.8	1.8	89.3
	Stay another year	1	1.8	1.8	91.1
	stay in program during graduate school	1	1.8	1.8	92.9
	Stay on campus longer.	1	1.8	1.8	94.6
	Study abroad!	1	1.8	1.8	96.4
	Withdrawn from school with sick with mono.Changed majors due to poor grades from not being able to study	1	1.8	1.8	98.2
	Would have taken some different classes,possibly diff. major	1	1.8	1.8	100.0
Total	56	100.0	100.0		

q21 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		37	66.1	66.1	66.1
	Ask Maude to participate in more ice cream social type of events with the Honors students. I saw her talking to campus officials more than students at times. I always yearned for more time to talk with her, and I realize she had many obligations to fulfill, but I would have liked the chance to talk with her more than I was actually able.	1	1.8	1.8	67.9
	Fear that program is getting too big and therefore prestige will decrease. We need more respect from other universities and we don't have it because of our lower gpa and act standards and huge program size	1	1.8	1.8	69.6
	Great program,exciting to see growth.Hope my brother will be in program Fall 2009	1	1.8	1.8	71.4
	Honors req. for 4 classes should be waived for doublbel major students in favor of a research project.	1	1.8	1.8	73.2
	I basically disappeared in the system everytime I left for an internship.	1	1.8	1.8	75.0

APPENDIX A
q21 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I do believe Ferris has a great Honors program; however the requirements could be a bit more strict. It was aggravating to see some Honors students hold such high standards while others walked away with the scholarship with putting in the minimal effort. This is not the point of the program.	1	1.8	1.8	76.8
	i do love the program but would strongly suggest the requirements go up...it's more about the prestige and not the numbers	1	1.8	1.8	78.6
	I liked how the free tickets were handled more before it was changed, but that is just a small thing...	1	1.8	1.8	80.4
	I loved the honors program and I think Maude did a fabulous job running the program. I would recommend it to everyone. I wish I could go back to 1999 and do it all over again.	1	1.8	1.8	82.1
	Include more minority students,more anti-drinking incentives,more entertainment,GPA redemption opportunities (explain why & plan to improve).	1	1.8	1.8	83.9
	Look @ probationary membership for student w/lower HS GPA's. Open up to transfer students.	1	1.8	1.8	85.7
	Maude used to constantly put down my major as the "fun" major. It deeply offended me, as well as some of my friends. I felt as if I was not as important as a student in the pharmacy program, or the HVAC program, or even the history education major. Anyone who is passionate about recruiting new students to the Honors Program should know better than to discount ANY major, no matter what personal opinion they have on the subject. She was always cordial to me, but I noticed a complete difference in her attitude toward me once I expressed interest in going slightly away from my major and attending law school.	1	1.8	1.8	87.5
	Need to increase the minimum requirements and truly begin to build a prestige Honor's Program that is representative of the true elite of the entire college campus. Graduating from HS with a 3.4 is not what it use to be...need to raise that to at least 3.75 and the ACT should be the same know that everyone is taking it and the scores will naturally start to go up.	1	1.8	1.8	89.3
	No comments. I just hope that this survey is anonymous and you won't be able to figure out who I am based on the comments that I have made.	1	1.8	1.8	91.1
	Really liked how the honors program financially support study abroads	1	1.8	1.8	92.9
	Regarding the service requirements, I think a "tiered" system would be appropriate, since helping to construct the Helen Ferris Haunted House is not comparable in scope to working for Habitat for Humanity. I would propose that outside service, like Habitat for Humanity or working a Food Bank count at a higher rate when compared to service on campus, such as constructing the Helen Ferris Haunted House or similar activities. Perhaps a 2:1 or 1:0.5 ratio would be appropriate.	1	1.8	1.8	94.6
	Some rules on HS GPA & ACT should be based on circumstance. Interviews may help.	1	1.8	1.8	96.4
Thank you for four great years with the honors program. I can honestly say I would not be who I am today without it.	1	1.8	1.8	98.2	

APPENDIX A

q21 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The Honors Program needs to work to grow students in a more global way. Ferris has benefitted tremendously from having the program; however, now it is time to expand beyond Big Rapids and maybe beyond Michigan. Students do not come out of the program with a globally-aware education and that is a shame!	1	1.8	1.8	100.0
	Total	56	100.0	100.0	

q22 Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	22	39.3	39.3	39.3
	Female	34	60.7	60.7	100.0
	Total	56	100.0	100.0	

q23 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21	1	1.8	1.8	1.8
	22	1	1.8	1.8	3.6
	23	4	7.1	7.1	10.7
	24	10	17.9	17.9	28.6
	25	7	12.5	12.5	41.1
	26	10	17.9	17.9	58.9
	27	8	14.3	14.3	73.2
	28	7	12.5	12.5	85.7
	29	6	10.7	10.7	96.4
	30	2	3.6	3.6	100.0
	Total	56	100.0	100.0	

q24 Year of graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2000	2	3.6	3.6	3.6
	2001	3	5.4	5.4	8.9
	2001 and 2003	1	1.8	1.8	10.7
	2002	4	7.1	7.1	17.9
	2003	11	19.6	19.6	37.5
	2004	10	17.9	17.9	55.4
	2005	5	8.9	8.9	64.3
	2006	7	12.5	12.5	76.8
	2007	7	12.5	12.5	89.3
	2008	6	10.7	10.7	100.0
	Total	56	100.0	100.0	

APPENDIX A

q25 Major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	1.8	1.8	1.8
	Accountancy	3	5.4	5.4	7.1
	Applied Biology	1	1.8	1.8	8.9
	Applied Math	1	1.8	1.8	10.7
	Architectural Technology	1	1.8	1.8	12.5
	Business	1	1.8	1.8	14.3
	Business Administration	1	1.8	1.8	16.1
	CIS	4	7.1	7.1	23.2
	CJ (BA), CJ Admin. (MS)	1	1.8	1.8	25.0
	CNS	2	3.6	3.6	28.6
	Criminal Justice	1	1.8	1.8	30.4
	Dental Hygiene	1	1.8	1.8	32.1
	English	1	1.8	1.8	33.9
	Environmental Health & Safety Mgt	1	1.8	1.8	35.7
	Facilities Management	1	1.8	1.8	37.5
	Graphic Design	1	1.8	1.8	39.3
	Health Care Systems Admin	1	1.8	1.8	41.1
	HVACR	1	1.8	1.8	42.9
	International Business	1	1.8	1.8	44.6
	Manufacturing Engineering	1	1.8	1.8	46.4
	Marketing/PGM	1	1.8	1.8	48.2
	Music Industry Management	1	1.8	1.8	50.0
	Music Industry Mgmt	1	1.8	1.8	51.8
	Nuclear Medicine Technology	1	1.8	1.8	53.6
	Nursing	1	1.8	1.8	55.4
	Optometry	4	7.1	7.1	62.5
	PGM	1	1.8	1.8	64.3
	Pharmacy	7	12.5	12.5	76.8
	Plastics Engineering Tech	1	1.8	1.8	78.6
	Printing Management	1	1.8	1.8	80.4
	Psychology	2	3.6	3.6	83.9
	Public Relations	3	5.4	5.4	89.3
	Social Work	2	3.6	3.6	92.9
Surveying-Engineering	1	1.8	1.8	94.6	
Television & Digital Media Production	1	1.8	1.8	96.4	
Visual Communication	1	1.8	1.8	98.2	
Visual Design and Web Media	1	1.8	1.8	100.0	
Total		56	100.0	100.0	

APPENDIX A
q26 Minor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		<i>35</i>	<i>62.5</i>	<i>62.5</i>	<i>62.5</i>
	Art History	<i>1</i>	<i>1.8</i>	<i>1.8</i>	<i>64.3</i>
	Associate in Science	<i>1</i>	<i>1.8</i>	<i>1.8</i>	<i>66.1</i>
	Associates in Science	<i>1</i>	<i>1.8</i>	<i>1.8</i>	<i>67.9</i>
	Club Management	<i>1</i>	<i>1.8</i>	<i>1.8</i>	<i>69.6</i>
	Communication, Multicultural Relations in the US	<i>1</i>	<i>1.8</i>	<i>1.8</i>	<i>71.4</i>
	Digital Security	<i>1</i>	<i>1.8</i>	<i>1.8</i>	<i>73.2</i>
	Economics	<i>1</i>	<i>1.8</i>	<i>1.8</i>	<i>75.0</i>
	Human Resources	<i>1</i>	<i>1.8</i>	<i>1.8</i>	<i>76.8</i>
	Industrial Electronics Technology	<i>1</i>	<i>1.8</i>	<i>1.8</i>	<i>78.6</i>
	Legal Studies	<i>1</i>	<i>1.8</i>	<i>1.8</i>	<i>80.4</i>
	N/A	<i>4</i>	<i>7.1</i>	<i>7.1</i>	<i>87.5</i>
	Political Science, French	<i>1</i>	<i>1.8</i>	<i>1.8</i>	<i>89.3</i>
	Psychology, Sociology, Multicultural Relationships in the U.S.	<i>1</i>	<i>1.8</i>	<i>1.8</i>	<i>91.1</i>
	Psychology, Spanish	<i>1</i>	<i>1.8</i>	<i>1.8</i>	<i>92.9</i>
	Sociology	<i>1</i>	<i>1.8</i>	<i>1.8</i>	<i>94.6</i>
	Sociology, Multicultural Relations in the US	<i>1</i>	<i>1.8</i>	<i>1.8</i>	<i>96.4</i>
	Spanish	<i>1</i>	<i>1.8</i>	<i>1.8</i>	<i>98.2</i>
Theater	<i>1</i>	<i>1.8</i>	<i>1.8</i>	<i>100.0</i>	
Total	<i>56</i>	<i>100.0</i>	<i>100.0</i>		

APPENDIX C

Transfer Scholarships

The Office of Scholarships and Financial Aid is now offering transfer scholarships for the 2009-2010 school year. The dollar values of the transfer scholarship opportunities have been significantly increased for students receiving FSU transfer scholarships for the first time in the 2009-2010 academic year. The purpose of the Ferris State University Transfer Scholarship program is to assist students with the completion of the final two years of their bachelor's degree. In the event that a student does not earn his or her bachelor's degree within two years of transferring to FSU, then they may submit a request for consideration of a third year award of their transfer scholarship.

All of the scholarships are merit-based. Only one transfer scholarship will be awarded per student. If you meet the criteria for more than one of the scholarships listed below, you will be awarded the highest valued scholarship for which you are eligible. Students who meet the criteria and are admitted to Ferris State University by May 15 will receive priority consideration. Students will automatically be reviewed for second year eligibility. Continuous enrollment is required. Full-time is 12 or more credit hours per semester.

TRANSFER ACADEMIC EXCELLENCE SCHOLARSHIP \$4,000 (\$8,000 TWO-YEAR VALUE)

- Student must have a minimum cumulative GPA of 3.7.
- Student must have at least 24 accepted transfer credit hours.
- Scholarship is automatically renewed for a second year if student maintains a 3.5 cumulative GPA or higher. Students who wish to be considered for a third year of this scholarship may submit an emailed request to scholarships@ferris.edu.
- Student must be enrolled full-time in an undergraduate, degree-granting program on the main campus (Big Rapids) only.
- Automatic consideration upon admission - no application necessary.

PHI THETA KAPPA SCHOLARSHIP \$3,500 (\$7,000 TWO-YEAR VALUE)

- The community college from which the student transfers must have a chapter of Phi Theta Kappa. The student is required to provide a letter of recommendation from the Phi Theta Kappa advisor or a copy of the membership certificate.
- Student must have a minimum cumulative GPA of 3.5.
- Student must have at least 24 accepted transfer credit hours.
- Scholarship is automatically renewed for a second year if student maintains a 3.25 cumulative GPA or higher. Students who wish to be considered for a third year of this scholarship may submit an emailed request to scholarships@ferris.edu.
- Student must be enrolled full-time in an undergraduate, degree-granting program on the main campus (Big Rapids) only.

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TRANSFER ACADEMIC ACHIEVEMENT SCHOLARSHIP \$3,000 (\$6,000 TWO-YEAR VALUE)

- Student must have a minimum cumulative GPA of 3.3.
- Student must have at least 24 accepted transfer credit hours.
- Scholarship is automatically renewed for a second year providing the student maintains a 3.25 cumulative GPA or higher. Students who wish to be considered for a third year of this scholarship may submit an emailed request to scholarships@ferris.edu.
- Student must be enrolled full-time in an undergraduate, degree-granting program on the main campus (Big Rapids) only.
- Automatic consideration upon admission - no application necessary.

NON-RESIDENT TRANSFER SCHOLARSHIP EQUIVALENT OF IN-STATE TUITION (Up to 15 credit hours)

- Student must have a minimum cumulative GPA of 3.3.
- Student must have at least 24 accepted transfer credit hours.
- Student must be a non-resident.
- Scholarship is automatically renewed for a second year if student maintains a 3.25 cumulative GPA or higher. Students who wish to be considered for a third year of this scholarship may submit an emailed request to scholarships@ferris.edu.
- Student must be enrolled full-time (at least 12 credit hours) in an undergraduate, degree-granting program on the main campus (Big Rapids) only.
- Automatic consideration upon admission - no application necessary.

INTERNATIONAL TRANSFER SCHOLARSHIP EQUIVALENT OF IN-STATE TUITION (Up to 15 credit hours)

- Student must have a minimum cumulative GPA of 3.3.
- Student must have at least 24 accepted transfer credit hours.
- Scholarship is automatically renewed for a second year if student maintains a 3.25 cumulative GPA or higher. Students who wish to be considered for a third year of this scholarship may submit an emailed request to scholarships@ferris.edu.
- Student must be enrolled full-time (at least 12 credit hours) in an undergraduate, degree-granting program on the main campus (Big Rapids) only.
- Student must be an international student.
- Automatic consideration upon admission - no application necessary.

APPENDIX C

TRANSFER RESIDENTIAL LIFE SCHOLARSHIP \$2,000 (\$4,000 FOR TWO-YEAR VALUE)

- Candidates must hold an associate degree and a minimum 3.0 GPA.
- Must be a full-time student, enrolled in a baccalaureate degree program at Ferris State University, and live in a residence hall on the Big Rapids Campus.
- Recipients must not attend another institution of higher education after receipt of the associate degree.
- Preference will be given to students enrolled in a Michigan community college.
- Scholarship is automatically renewed for a second year if student maintains a 3.0 cumulative GPA or higher. Students who wish to be considered for a third year of this scholarship may submit an emailed request to scholarships@ferris.edu.
- Automatic consideration upon admission - no application necessary.

APPENDIX D

Woodbridge N. Ferris Scholarships

Effective for the 2009-2010 academic year, Ferris State University offers several scholarship opportunities to first-time attending freshmen based on their high school GPA (Grade Point Average) and their ACT (American College Test) or SAT (Scholastic Assessment Test) scores. The following is a list of such scholarships along with their criteria:

Scholarship	*GPA	ACT	SAT Before March 2005	SAT March 2005 And After	\$/year	Renewable/Additional Information
WNF Founder's	3.90	31	1360	2040	Full-tuition up to 15 credit hours	Students meeting the Founder's criteria will be eligible to compete for the full-tuition scholarship. Contact scholarships@ferris.edu for more information. The scholarship can be renewed three times with a 3.5 or higher GPA and full-time continuous enrollment.
WNF President's	3.70	29	1280	1920	\$5,500	Can be renewed three times with a 3.50 GPA and full-time enrollment. Students admitted by January 10 automatically considered.
WNF Dean's	3.25	24	1090	1650	\$3,000	Can be renewed three times with a 3.25 GPA and full-time enrollment. Students admitted by January 10 automatically considered.
Honors Residential Life	3.4	24	1090	1650	\$2000	Must be in the Honor's Program and live in an Honor's resident hall. Renewable for three years with a 3.25 GPA and full-time enrollment. Honor's Reslife may be received in addition to the Founder's, President's and Dean's Scholarships.
Residential Life	3.25	21	980	1500	\$2,000	Must live in a resident hall. Renewable for three years with a 2.75 GPA, full-time enrollment and continued living in residence hall. Students admitted by January 10 automatically considered.

Only students at the Big Rapids, Kendall, and Grand Rapids campuses are eligible for the above listed scholarships. To be eligible, and to remain eligible, students must be enrolled for a minimum of 12 Ferris State University credit hours.

Students who fail to maintain full-time Ferris State University enrollment, or fail to maintain the required minimum renewal GPA, will lose their scholarship. The scholarship will not be reinstated in future semesters.

Only students at the Big Rapids campus are eligible for the Residential Life and Honors Residential Life Scholarships.

The value of the Founder's scholarship shall not exceed the cost of 15 credit hours at the undergraduate Michigan resident rate.

Students may only receive one WNF scholarship unless the student is enrolled in the **Honors Program**. Students enrolled in the Honors Program may receive Honors Residential Life in addition to the highest valued WNF Scholarship they qualify for.

The ACT and SAT scores listed represent the composite test score.

APPENDIX E

GREAT LAKES SCHOLARSHIP

(FORMERLY THE CHICAGO-AREA SCHOLARSHIP)

Ferris State University is pleased to announce the Great Lakes Scholarship. This new scholarship opportunity is available to students entering Ferris State University for the first time in the 2009-2010 academic year as new freshmen or transfer students who live or learn in selected counties in Illinois, Indiana, Ohio and Wisconsin. (Click on each state to see a list of eligible counties.)

Effective for the 2009-2010 academic year, you may receive the Great Lakes Scholarship, the value of which is equivalent to the difference between Midwest Compact tuition and in-state tuition up to 15 credit hours per semester. Currently the annual value of this scholarship at 15 credit hours per semester is \$4500. You must meet the qualifications below to be considered for this scholarship:

- 1) You are a resident of, attend a high school in, or transfer from a selected county in the states of Illinois, Indiana, Ohio and Wisconsin.
- 2) You enroll in an undergraduate, degree-granting program at Ferris State University - Big Rapids campus.
- 3) You complete the online Great Lakes Scholarship Application and submit it for review by the Office of Scholarships at Ferris State University.
- 4) This annual scholarship may be renewed three times providing the student is meeting the University's Satisfactory Academic Progress standards.

Note:

Prior (re-admitted) Ferris students are not eligible for this scholarship.

Students who are charged the Michigan resident tuition rate are not eligible for this scholarship (such as consortium students and those taking online classes).

APPENDIX F



SCHOLARSHIPS

1. WNF scholarships are awarded to students attending university for the first time.
2. Students must meet the GPA and test requirement. Any of the tests mentioned below can be used for eligibility.
3. Admitted students are automatically considered.

Scholarship	GPA	ACT	SAT	TOEFL	IELTS	AMOUNT	Additional Information
WNF Founder's	A or excellent, 80% or better	31	2040	96	8.0	Varies (full resident tuition – approx. US\$ 9,000/year)	Students meeting the Founder's criteria will be eligible to compete for the full-tuition scholarship. The scholarship can be renewed three times with a 3.5 or higher GPA and full-time continuous enrollment.
WNF President's	A or excellent	29	1920	88	7.5	5,500/year	Can be renewed three times with a 3.50 GPA and full-time enrollment.
WNF Dean's	B or good	24	1650	72	7.0	3,000/year	Can be renewed three times with a 3.25 GPA and full-time enrollment.
WNF Residential Life	B or good	21	1500	69	6.5	2,000/year	Must live in a resident hall. Renewable for three years with a 2.75 GPA, full-time enrollment and continued living in residence hall.

International Transfer Scholarship

For students with 24 college credits or more (one year full time study or more) and average grade of 3.3 or better. Amount: Approx. \$7,000/year (students pay Michigan resident tuition)

APPENDIX G



Fall 2008 Honors Program Contract

I understand that I must:

- 1) Maintain a 3.25 cumulative GPA
- 2) Reside in one of the honors halls or live on an honors floor for the first two years of college
- 3) Maintain a record of good citizenship on campus/in the residence hall
- 4) Attend three cultural events each semester and submit an electronic report on each
- 5) Complete 15 hours of service each semester and report it to the Student Volunteer Center
- 6) Join a team or RSO (Registered Student Organization) on campus and hold a leadership position by junior or senior year; submit one RSO report electronically at the end of each academic year
- 7) Meet with assigned peer mentor during the freshman year
- 8) Accumulate 10-12 credits in honors classes with a C or better
- 9) Attend a *Strategies for Educational Success* workshop if cumulative GPA falls below a 3.25 in fall or spring semester of freshman or sophomore year
- 10) In junior or senior year, in lieu of turning in multiple reports, turn in a JR/SR Assessment paper at the end of the academic year
- 11) Attend the Honors Senior Symposium annually
- 12) Present a poster at the Honors Senior Symposium in April of junior or senior year
- 13) Schedule a Senior Exit Interview with the coordinator or assistant coordinators of honors my last semester on campus.

Name **(Please Print)**

Student ID Number

Signature

Date

APPENDIX H

ORIENTATION TO HONORS HNRS 100 SYLLABUS FALL 2008

Professor Maude Bigford, Honors Program Coordinator
Office- Helen Ferris 129, Office Phone- x 2216, Office hours by appointment
bigfordm@ferris.edu

COURSE DESCRIPTION: The Orientation to Honors seminar is a one credit class designed to ease the transition from high school to college for first semester freshmen in the Ferris State University Honors Program. The protocols and expectations for those in honors will be outlined and the typical challenges that confront honors freshmen will be addressed.

COURSE REQUIREMENTS: You will be expected to-

- attend all scheduled seminars & attend the following events
- attend *Bulldog Bonanza* on **Wed., Sept. 17th (4:00-7:00 p.m. in Wink Arena)**
- attend *Beer, Booze and Books* on **Thur., Sept. 18th (11:00-11:50 a.m. in Williams)**
- attend *The Ultimate Road Trip* on **Tues., Sept 23rd (11:00-11:50 a.m. in Williams)**
- attend the Academic Success Fair on **Tues., Sept. 23rd (10:00-2:00 in Dome)**
- attend *Social Justice Speaker*, Sister Helen Prejean on **Thur., Sept. 25th (7:00-9:00 p.m. in Williams)**
- attend *Sex and the College Student* on **Tues., Sept. 26th (11:00-11:50 a.m. in SCI 126)**
- attend *Honors Variety Show* on **Thur., Nov. 13th (7:00-8:00 p.m. in Dome)**
- hand in 1,000 word interview; due week of Oct. 27th
- participate in class discussions
- do a presentation on a topic of interest with your trio or quartet
- have a one-on-one meeting with me in my office *before* the semester ends
- attend three different RSO meetings; discuss with your peer mentor

FORMAT FOR WRITING ASSIGNMENT: Interview must be typed in Times New Roman, double spaced, with a title page including name/date/title/class section.

WRITING ASSIGNMENT: Interview your peer mentor, your RA, your Hall Director, one of your present or future professors, your advisor, one of the HP staff, your dean or the president of your RSO. In conversing with your interviewee here are some sample questions to get the discussion started: find out what motivates him, where she derives meaning in life, discover the goals/dreams/plans he has for the future, ask about favorite books/author(s) and why, discuss what she believes are the “Big Questions”, discuss what he perceives to be the strengths of this university, find out how she felt about freshman

APPENDIX H

year in college, discuss the high and low points of freshman year, ask for the best advice he has for you, find out the greatest challenge she faced in college and how he overcame it, ask her about clubs and organizations joined in college, if he had to do freshman year over what would he do differently, etc.

PRESENTATION: You and your group of three or four will do an interactive 15 minute presentation on a topic of interest. You may pursue your own topic, with prior approval from me, or choose one of the possibilities below.

- ✓ How NOT to flunk out of college
- ✓ The obsession with Facebook and how it can build community or destroy people
- ✓ Ideal mate
- ✓ Ideal date
- ✓ Successful study tips
- ✓ The hidden agenda in college
- ✓ Why Ferris? Why now?
- ✓ Honors is...
- ✓ I believe...
- ✓ An Ideal Environment
- ✓ My Favorite RSO
- ✓ Volunteerism: The Importance of Contributing
- ✓ Survival tips from upperclassmen
- ✓ How to get the most out of college
- ✓ Pressure to drink, to conform
- ✓ Depression in the College Population
- ✓ Deconstructing Barack Obama's Speech on You Tube: *A More Perfect Union*
- ✓ Who's got religion?
- ✓ The meaning of freedom
- ✓ The Importance of Community and What it Signifies
- ✓ Obama vs. McCain: The Strengths and Weaknesses of Each
- ✓ Reasons for Academic Trouble
- ✓ Learning Outside the Classroom
- ✓ A Special Rankin Art Exhibit
- ✓ Robert Barnum's Murals: What They Mean/How they Enhance the Campus
- ✓ Michigan Art Walk
- ✓ Fitting In or Not Fitting In: Its Impact
- ✓ What's with the Obama Girl?
- ✓ Jeopardy Game based on Ferris facts
- ✓ Multiple Intelligences, book by Howard Gardner
- ✓ Emotional Intelligence, book by Daniel Goleman
- ✓ What YouTube can teach us
- ✓ Create your own Wiki
- ✓ Why vote for McCain?
- ✓ Why vote for Obama?
- ✓ All About the Card Wildlife Museum
- ✓ The Impact of the Jim Crow Museum

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GRADING: Your grade will be based on-

- class participation
- attendance in class and at events listed
- meeting all the course requirements listed above

GOALS AND RATIONALE FOR THIS CLASS: To provide you with a deepened understanding of why you are here, where you fit in, how you can serve and how you can benefit from the collegiate experience. Hopefully, this class will become a community within the larger collegiate community, and through increasing your sense of community, you will increase your sense of belonging. This class is designed to help you with all the mechanics of adjusting to college. It is not a “content class”, such as English or Math or Chemistry; rather, it is a process class, and will be unlike almost all other classes that you take at the University.

Honors students come to college with the typical needs and concerns of all freshmen; in addition almost all come with a strong commitment to academic success and “making the grade”. For many students the freshman year entails a cramped living space, weight gain, “foreign” food, the opportunity to meet a wider array of people, increased academic pressure, much greater freedom, and a crash course in learning how to manage conflicting points of view on faith, morals, and cultural norms. The interplay of competing ideas can be exciting, if approached with an open mind.

In HNRS 100 the issues that concern so many freshmen will be addressed, such as:

- ✓ how do I contact my advisor
- ✓ how do I change advisors
- ✓ what minor should I take
- ✓ how do I change majors
- ✓ how can the Academic Skills Center help me
- ✓ when do I know if I need a tutor
- ✓ how do I register for classes
- ✓ when should I drop a class
- ✓ should I drop a class
- ✓ what does it mean to work in a diverse environment
- ✓ what are the wounds of racism, and how can we heal those wounds
- ✓ who are the hard teachers/the easy ones/the interesting ones
- ✓ how do I know if I am in the right major
- ✓ how do I find my way around FLITE
- ✓ how do I handle peer pressure as it relates to drugs/drinking/sexual behavior
- ✓ what are the best ways to deal with stress

APPENDIX I

1 HOUR OF COMMUNITY SERVICE

2009 Honors Program Survey

Academics

1. How do you feel about the selection of Honors courses?
2. Do you feel that the Honors requirements are too easy? Too Hard? Explain.
3. Which Honors professors would you like to see teach more classes?

Housing

4. How do you feel about the noise levels in the residence halls?
5. Are noise level regulations enforced adequately or not enough?
6. How do you feel about your Resident Advisor and how he/she enforces policies?
7. Would you feel better having an RA that is part of the Honors Programs? Why?
8. Any recommendations for improvement?

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Community Service

9. Where do you get community service from? (RSO, etc.)

10. How difficult do you think it is to find community service hours?

11. Do you want to get more community service options through the Honors Program?

12. Would you like Honors community service projects to be larger (ex. Habitat for Humanity) or smaller (ex. Easter baskets for needy families)?

13. Any suggestions?

14. What is your major?

15. In which residence hall do you reside? Floor?

APPENDIX K

Honors Course Criteria

Honors courses will be capped at 23 since they are writing intensive; when service learning is required the cap will be 20.

In honors courses the **four practices that are required:**

- Assign frequent writings, with prompt and regular feedback on that writing; provide opportunities for student revision, thus abiding by the tenets of WIC
- Create a class climate that supports and encourages dialogue between and among students and professor
- Allow two or more opportunities for students to provide evaluative feedback to the instructor about the course
- Professor evaluates course using the criteria that is both recommended and required

In honors courses the **eight practices that are recommended are:**

- Teach students how to analyze, evaluate and synthesize
- Teach students to honor and value diversity in all its myriad forms
- Foster individualized learning
- Provide a rationale for the course; show the relevancy of the content
- Include a challenging selection of readings
- Require students to develop some of the course content and process
- Experiment with Academic Service Learning and provide detailed documentation of the results.
- Incorporate an on-line component which requires critical thinking, student interaction and cooperation.