

Rowan University

Rowan Digital Works

Theses and Dissertations

1-13-2012

The impact on selected students participating in the Thomas N. Bantivoglio Honors Concentration at Rowan University

Valerie Zieniuk

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Higher Education Commons](#)

Recommended Citation

Zieniuk, Valerie, "The impact on selected students participating in the Thomas N. Bantivoglio Honors Concentration at Rowan University" (2012). *Theses and Dissertations*. 170.
<https://rdw.rowan.edu/etd/170>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact graduateresearch@rowan.edu.

THE IMPACT ON SELECTED STUDENTS PARTICIPATING IN THE THOMAS N.
BANTIVOGLIO HONORS CONCENTRATION AT ROWAN UNIVERSITY

by
Valerie L. Zieniuk

A Thesis

Submitted in partial fulfillment of the requirements for
Master of Arts in Higher Education Administration
of
The Graduate School
at
Rowan University
December 14, 2011
Thesis Chair: Burton R. Sisco, Ed.D.

© December 14, 2011 Valerie L. Zieniuk

ABSTRACT

Valerie L. Zieniuk

THE IMPACT ON SELECTED STUDENTS PARTICIPATING IN THE THOMAS N.
BANTIVOGLIO HONORS CONCENTRATION AT ROWAN UNIVERSITY
2010/11

Burton R. Sisco, Ed.D.

Master of Arts in Higher Education Administration

This study reviews the impact of the Thomas N. Bantivoglio Honors Concentration on its students. The Thomas N. Bantivoglio Honors Concentration is the Honors program of Rowan University. Two hundred and eighty-one students were given the opportunity to both take the paper survey and to participate in a one-on-one interview with the researcher during the spring 2011 semester. The quantitative portion of the study found that the Honors students were making great strides in thinking analytically and learning, they were lagging behind in the elements of a successful honors program, including socialization with faculty and engaging in different styles of learning and in learning about different cultures and peoples. In the qualitative portion of the study, the Honors students stated that they were, overall, happy with their institutional and Honors Concentration experiences. They enjoyed their classes and spoke often of learning not just academics, but about life, themselves, and others. They would like to see changes to the level of involvement and interaction within the Honors Concentration.

ACKNOWLEDGMENTS

I am deeply indebted to my husband, Gregory, for his love, positive encouragement, and support over the past four years as I have progressed towards my Master's degree and over the past year as I have written my thesis. None of this would be possible without all of the immeasurable ways in which you have guided and helped me; I can never thank you enough.

I would also like to thank my parents, siblings and friends for their support over these past few years. Thank you for your understanding and patience as I spent way too much time studying, writing, or talking about graduate school. I am also very grateful for all of the study breaks that you provided to me – they were much needed and very much enjoyed!

I would be remiss if I did not mention my thesis advisor, Dr. Burton R. Sisco, and thank him for all of his invaluable advice, constructive criticism, and chats about this work, higher education, and life in general. I am truly blessed to have had such a kind and intelligent person as a professor, mentor and friend throughout this entire process.

Thank you to my friend from another cohort, Gavin, for all of his guidance and assistance as I advanced in my degree program and in my thesis. I cannot tell you how appreciative I am of the advice and wealth of knowledge you have provided to me.

Finally, thank you to the women of Douglass – past and present. Thank you for blazing the trail for me, as a woman, to obtain a higher education. Your multitude of examples led me to further my education and helped me to discover a field that I love.

Acknowledgments	ii
Appendixes	vi
List of Tables	vii

TABLE OF CONTENTS

CHAPTER	PAGE
I. Introduction	1
Statement of the Problem	1
Purpose of the Study	2
Significance of the Study	2
Assumptions and Limitations	2
Operational Definitions	3
Research Questions	4
Overview of the Study	4
II. Review of Literature	6
Brief History of Honors Programs	6
Honors Programs	11
Seminal Study	16
Comparable Studies	19
Relevant Research on Honors Students	22
Theoretical Framework	23
Cognitive-Structural Theories	24
Psychosocial Theory	30
Summary of the Literature Review	35

III.	Methodology	37
	Context of the Study	37
	Population and Sample Selection	37
	Instrumentation	38
	Quantitative Instrumentation	38
	Qualitative Instrumentation	40
	Data Collection	41
	Data Analysis	43
IV.	Findings	45
	Profile of the Survey Sample	45
	Analysis of the Quantitative Data	56
	Research Question 1	56
	Research Question 2	71
	Research Question 3	76
	Research Question 4	81
	Profile of the Interview Sample	92
	Analysis of the Qualitative Data	94
	Research Question 5	94
	Research Question 6	109
	Research Question 7	118

V.	Summary, Discussion, Conclusions, and Recommendations	123
	Summary of the Study	123
	Discussion of the Findings	124
	Conclusions	134
	Recommendations for Practice	136
	Recommendations for Further Research	137
	References	139

Appendixes

Appendix A: Institutional Review Board Approval Letter	142
Appendix B: Thomas N. Bantivoglio Honors Concentration Application for Fall Incoming Freshmen	144
Appendix C: Alternate Informed Consent Form	148
Appendix D: College Student Experiences Questionnaire Item Usage Agreement	150
Appendix E: College Student Experiences Questionnaire	155
Appendix F: Interview Consent Form	164
Appendix G: Interview Schedule	166

LIST OF TABLES

TABLE	PAGE
4.1 Demographics for CSEQ Respondents	46
4.2 Socioeconomic Demographics	48
4.3 College Expenses – Reported Support from Various Sources	50
4.4 Students’ Living Demographics	52
4.5 Academic Related Demographics	54
4.6 Respondents’ Major or Anticipated Major	55
4.7 Library	58
4.8 Computer and Information Technology	60
4.9 Course Learning	62
4.10 Writing Experiences	64
4.11 Experiences with Faculty	66
4.12 Scientific and Quantitative Experiences	68
4.13 Reading/Writing	70
4.14 Art, Music, Theater	72
4.15 Campus Facilities	74
4.16 Clubs and Organizations	75
4.17 Opinions about Your College or University	77
4.18 The College Environment	79
4.19 Relationships with Others at the Institution	81
4.20 Personal Experiences	83

4.21	Student Acquaintances	85
4.22	Topics of Conversation	87
4.23	Information in Conversations	88
4.24	Estimate of Gains	90
4.25	Profile of the Interview Sample	93
4.26	Self-Reported Majors of Interview Sample	93
4.27	Reasons for Attending Rowan University	95
4.28	Reasons for Honors Concentration Participation	96
4.29	Thoughts about Overall Courses during Current Academic Year	97
4.30	Thoughts about Honors Courses during Current Academic Year	98
4.31	Rowan University Involvement's Influence on Experience	100
4.32	Honors Concentration Involvement's Influence on Experience	101
4.33	Changes to Rowan University	101
4.34	Changes to the Honors Concentration	103
4.35	Choosing Rowan University Again	104
4.36	Reasons Behind Decision to Choose Rowan University Again	104
4.37	Choosing the Honors Concentration Again	105
4.38	Reasons Behind Decision to Choose Honors Concentration Again	106
4.39	Rankings of Rowan University by Interview Participants	107
4.40	Thoughts Behind Ranking of Rowan University	107
4.41	Rankings of Honors Concentration by Interview Participants	108
4.42	Thoughts Behind Ranking of the Honors Concentration	109

4.43	Learning Highlights from Current Academic Year	110
4.44	Learning from Experiences with Peers, Faculty, and Administrators	111
4.45	Learning Low Points from Current Academic Year	112
4.46	Learning from Experiences with Academic Low Points	112
4.47	High Points in Honors Concentration during Current Year	114
4.48	Low Points in Honors Concentration during Current Year	114
4.49	Meeting Academic Potential for Current Academic Year	115
4.50	Reasons behind View on Meeting Academic Potential	115
4.51	Activities/Groups Occupying Time during Current Academic Year	116
4.52	Best Thing about Current Academic Year	117
4.53	Learning Elements Discussed While Talking about Best Things	117
4.54	Worst Thing about Current Academic Year	118
4.55	Positive Reflections during Discussion of Worst Things	118
4.56	Types of Clubs/Organizations Students Have Been or Currently Are Involved With	119
4.57	Reasons for Participation in Student Organizations and Clubs	120
4.58	Involvement in Honors Concentration Groups	121
4.59	Reasons for Participating in Honors Concentration Groups	121
4.60	Involvement in Honors Concentration Trips and Lectures	122

CHAPTER I

Introduction

Colleges and universities have looked for new ways to gain prestige and attract the best and the brightest future alumni. In recent years, they have established honors programs and colleges to achieve those goals. These programs have offered a variety of incentives to students that are not available to the rest of the undergraduate student population. These incentives, including greater opportunities for faculty interaction, smaller honors courses, and research or study abroad stipends, purportedly have made honors students better scholars and more attractive job candidates. However, the true impact of honors programs and colleges on their members remains an unknown quantity.

Statement of the Problem

There are a variety of research articles that contain evidence of what honors students gain by participating in an honors program. In most of these articles, the focus has been on their academic achievements, personality characteristics, or some other outcome of their stint in the honors program. While this information is great for touting the honors program to the rising class of freshmen, it does not cover the intangibles: how does an honors student truly feel about being in the honors program? There is a paucity of research on this topic. Some researchers have asked questions that are not about academics, but then have wound up discussing the honors students' personality characteristics or making a connection between honors housing and residence halls.

Discerning honors students' perceptions of the honors program's influence on them aids in creating incentives and programs that better suit their needs.

Purpose of the Study

The purpose of this study was to survey and interview selected Honors students at Rowan University, with the intent to assess their experiences in the honors program both as a whole and during the 2010-2011 academic year. Each portion of the study examined the academic, extracurricular/social, and overall experiences of the Honors students in the Thomas N. Bantivoglio Honors Concentration.

Significance of the Study

The significance of this study was that few researchers studied the impact of the honors programs on their participating students. This research also looked at the students' experiences on various levels, versus focusing solely on their academic achievements. The findings of this study have provided insight and useful knowledge for honors program staff, current and potential honors students, honors faculty, and other invested stakeholders at the institution.

Assumptions and Limitations

The scope of the survey and the interviews included only current Rowan University students who participated in the Thomas N. Bantivoglio Honors Concentration during the 2011 spring semester. I assumed that all honors students could stop by the offices of the Thomas N. Bantivoglio Honors Concentration in order to complete the survey. I also assumed that all subjects and participants could answer survey items and interview questions, respectively, in a truthful, honest manner. I participated in a graduate

internship with the Thomas N. Bantivoglio Honors Concentration during the 2010-2011 academic year, which has lead to bias.

Operational Definitions

1. Honors Concentration: The Thomas N. Bantivoglio Honors Concentration at Rowan University in Glassboro, New Jersey.
2. Honors Course: A course for students offered by Thomas N. Bantivoglio Honors Concentration. These courses were usually interdisciplinary or discipline-specific, taught by an honors faculty member, and had a lower faculty-to-student ratio than regular university courses.
3. Honors Faculty: A faculty member at Rowan University who has either taught an honors course in the last year or who was currently teaching an honors course.
4. Honors Program: Shushok (2002) defined an honors program as “an experience designed by a college or university for academically talented students” (p. 13).
5. Honors Program Staff: The coordinator and staff members charged with keeping the Thomas N. Bantivoglio Honors Concentration up and running.
5. Honors Student(s): A student who participated in the Thomas N. Bantivoglio Honors Concentration at Rowan University during 2011 spring semester.

Research Questions

This study addressed the following research questions:

1. What influence does the Honors Concentration have on the academic experiences of selected Honors students?
2. What impact does the Honors Concentration have on the extracurricular and social experiences of selected Honors students?
3. What is the impact of the Honors Concentration on the selected Honors students' overall experiences at Rowan University?
4. How does participation in the Honors Concentration contribute to the ethical and psychosocial development of selected Honors students?
5. How do Honors students describe their overall institutional experiences as compared to their Honors Concentration experiences?
6. What have the Honors students learned this year through their academic, extracurricular, and overall experiences?
7. What is the level of involvement amongst Honors students in both the overall institution and in the Honors Concentration?

Overview of the Study

Chapter II provides a detailed review of the available literature on the subject at hand. This includes a brief history of honors programs, as well as a glimpse of overall honors programs, and the Honors Concentration at Rowan University. There is also a treatment of the seminal study related to this research study, as well as comparable studies and relevant research on honors students. A theoretical framework describes both

cognitive-structural theories and psychosocial theories. The summary at the end of the chapter is a concise way for the reader to absorb the reviewed literature.

Chapter III lays out the methodology of the study. This includes the context of the study, the characteristics of the population and the selection of the sample. The chapter presents the instrumentation for the survey and interview, as well as details about their creation and information concerning their reliability and validity. There is also information about the collection of the data; a treatment of the data analysis concludes the chapter.

Chapter IV delivers the findings of the study, starting with the demographic details and overall profile of the survey respondents. There is a detailed analysis of the data that are relevant to the research questions. Then, the demographics and profile of the interview participants begins a thorough analysis of the data that are applicable to the research questions.

Chapter V gives a summary of the study, as well as a discussion of the findings on each research question. There are conclusions summarizing the study in its entirety; the study closes with recommendations for practice and further research.

CHAPTER II

Review of Literature

Brief History of Honors Programs

Chaszar (2008) provided a detailed history of the evolution of honors programs in the United States. The concepts of honors programs and honors colleges had been a part of American higher education since the late 19th century, albeit in differing formats. In the post-Civil War era, several state institutions of higher education and private colleges created honors options for their students. These options generally fell into two categories. In 1873, Wesleyan began to offer the option of receiving an honors degree. The University of Vermont made the option of writing an honors thesis available in 1888. Harvard also had a few honors options that possessed varied curricula and popularity from 1867 until the 1920s. There was no standard for honors programs or a common variable for these first prototypes. In 1921, Frank Aydelotte became president of Swarthmore College. He was an advocate of the curriculum at Oxford University, where students spent much of their time studying individually in preparation for comprehensive exams and taking courses that were a cooperative venture between departments. Chaszar described how Swarthmore took the program of the Oxford honors school and tailored it to their student population:

The Oxford honors school, *Literae Humaniores* (known as *Greats*), was their model, and each course was a cooperative effort between two or three related

departments, allowing for concentration on a field without overly narrow specialization in one department. The faculty chose seminars over individual tutorials as the method of instruction; they also decided to abolish the course and hour system for honors students, make class attendance voluntary, and use comprehensive written and oral examinations with outside examiners to evaluate the students' achievements. (p. 19)

The Oxford honors school served as the model for honors programs at several other institutions of higher education, including Princeton and Harvard. Honors programs began to blossom around the country, as college enrollment rates increased after World War I. In 1925, a report created by National Research Council entitled *Honors Courses in American Colleges and Universities* found that 93 colleges and universities had some form of an honors option, whether it was in addition to regular course work or was held above the general requirements of the institution. According to work done by Aydelotte in 1944, the number of honors programs in the United States had held steady since the 1925 report. Chaszar believed that Aydelotte had a flawed method of gathering data about honors programs in both reports, as programs covered in prior reports were inadvertently excluded. Nonetheless, the newly created and previously existing honors programs enjoyed a period of creativity and imagination in crafting the curricula and experimenting with new ideas. This foundation of creativity in building honors programs became heightened in the years following World War II.

After World War II, the Servicemen's Readjustment Act brought increased enrollment and funding to colleges and universities across the country. There was a

heightened interest in honors programs, which reached new heights in 1957. Chaszar explained the events that spurred further growth in honors programs:

While initially a shock to the nation, the launching of the Russian *sputniks* in 1957 spurred innovations rather than being a setback. Even prior to the satellite launches, many educators in the 1950s worried about the quality of education and the preparation of students for their future roles. ...The climate that created this general concern also encouraged the resurgence of honors programs... (p. 44)

In 1956, Joseph Cohen, considered a leader in honors education at the University of Colorado, received a grant from the Rockefeller Foundation. Cohen received the funds on the condition that he improves both the program at University of Colorado and honors programs throughout the United States. Cohen travelled extensively to visit honors programs he believed were of interest due to what they offered to their top students. In June 1957, he presented his findings during a conference at the University of Colorado about what honors programs could offer and why they were so important to colleges and universities. Chaszar summarized the basic principles for honors education created at the conference:

starting programs in the freshman year if possible; accommodating the goals of liberal education as well as those of specific departments; ensuring that honors faculty and non-honors students would benefit from honors programs; and removing obstacles to 'earlier, faster and more intensive studies' by gifted students. (p. 72)

Conference attendees provided best practices on how to create a good honors program: “faculty involvement, integration with the overall goals of the college, adequate structural and budgetary conditions, the selection of honors students, special facilities, counseling, program evaluation, liaison with high schools, and publicizing programs within and outside the institution” (p. 72). This conference, and its recommendations and plans of action, was the beginning of the Inter-University Committee on the Superior Student (ICSS). The ICSS had broad goals; Chaszar summed up those goals as stated in the first issue of *The Superior Student*: “to promote the sharing of information and production of new ideas and techniques, and ‘to stimulate nationwide discussion of the fundamental honors questions’” (p. 78). Joseph Cohen and his colleagues put in a tremendous amount of time and effort on behalf of honors programs, hosting conferences and providing information for those institutions looking to start honors programs. A variety of grants from the Carnegie Corporation, National Science Foundation, and the U.S. Office of Education, to name a few, funded the ICSS until financial support ran out in the middle of 1965. ICSS disbanded, feeling “that it had succeeded in spreading the honors idea and helped create momentum for continued growth in honors education” (p. 190).

The National Collegiate Honors Council (NCHC), created by some former members of ICSS, held their first annual conference in October 1966. At first, its primary focus was to serve as a center for information about honors programs; it has kept this focus through newsletters, a series of manuals and scholarly journals. Similar to ICSS, the NCHC provided guidelines for its members and those institutions looking to create honors programs or colleges. The NCHC has hosted annual conferences and regional

conferences so that honors students, faculty and administrators can discuss ideas and solutions for honors programs. On their website, the NCHC presented a Core Values Statement:

The National Collegiate Honors Council values an atmosphere that promotes academic opportunity and challenge for Honors students and faculty. Within this intellectual environment, members of Honors communities demonstrate integrity, respect, and excellence. Through the Honors experience, participants realize enhanced personal, social, and intellectual development. The NCHC recognizes the importance of life-long learning and social responsibility in preparing individuals for an increasingly complex world. These beliefs and values are reinforced among member institutions through the collegiality and shared purpose of the NCHC. (<http://www.nchchonors.org/aboutnchc.shtml>_2010)

In 1994, the NCHC developed a set of Basic Characteristics of a Fully Developed Honors Program, which according to analysis done by Chaszar, was very similar to the original set of features of an honors program developed by ICSS. The NCHC also created a list of Basic Characteristics of a Fully Developed Honors College in 2005, due to the rise in the number of honors colleges. The most recent revisions of the descriptors of both honors programs and colleges by the NCHC took place in February 2010. As of 2005, over 350 institutions of higher education reported having some type of honors option available to its students (Cossentino, 2006).

Honors Programs

It can sometimes be difficult to define what an honors program is and what an honors college is. Research articles have used the term “honors program” to mean both honors programs and honors colleges. This thesis has strived to solely talk about honors programs and use the correct terminology, as the sample population came from an honors program, the Honors Concentration at Rowan University. Sederberg (2005) admitted that even the NCHC had trouble delineating which institutions had honors colleges and which did not. That was due in part to the process of creating honors colleges:

Every year the number of honors colleges across the country increases. Most of these new colleges emerge out of pre-existing honors programs, an origin that suggests that the change reflects an interest in raising the public profile of honors education at a particular institution. Sometimes this transformation entails only a cosmetic name change; other times, institutions take the opportunity to review what they are providing in honors education and how they might enhance it. (p. 121)

The NCHC has provided characteristics of honors programs and honors colleges, as well as monographs and information on site visits that may be useful to stakeholders trying to create or improve their honors programs.

Admission to honors programs have required minimum SAT or ACT scores or perhaps a minimum high school GPA in addition to the standard application. Some students were pre-selected based upon certain criteria at the time of their application to the school, while others have submitted a separate application for the honors program.

That application may have required an essay, written statement, information about extracurricular activities and leadership roles, or perhaps even an interview to secure their spot within the honors program.

When the applicant has shared their SAT scores with Rowan University, it has spurred the Thomas N. Bantivoglio Honors Concentration application process. An applicant's SAT score must cross the threshold of a 1770 total for the critical reading, mathematics, and writing sections in order to trigger an invitation to apply to the Honors Concentration. If the applicant has met this lone criterion, then the student has received a letter informing him or her of personal eligibility for the Honors Concentration and encouraging submission of an application. Rowan University applicants whose SAT score have not triggered a letter may also apply to the Honors Concentration. The application for fall incoming freshmen for the 2011-2012 academic year (Appendix A) has been available on the Honors Concentration website. The program has created separate applications for incoming transfer students and current Rowan University students and has made them available on their website. The application has asked for details such as basic contact information, SAT scores, and Advanced Placement (AP) and college-level courses taken or currently being taken. In addition, applicants have responded to three statements: one about extracurricular activities, another about personal interests and career goals, and a final statement about why they want to be a part of the Honors Concentration. The application also has required a letter of reference, which may be sent separately from the application. The Honors Concentration website offered a brief

description of the application process and the criteria used in selecting students for the program:

Each candidate is evaluated individually. Selection is based upon a review of academic performance, interest in participating in an interdisciplinarily-focused [*sic*] Honors learning community, extra-curricular activities, service activities and references. Interviews may be requested by the candidate and/or by the Honors Concentration Coordinator as a condition for admission. We accept students on an “ongoing basis” until we have reached our maximum class size (approximately 80 students per year).

(http://www.rowan.edu/provost/honors_program/application/index.html)

This description, while a fluid one, does not tell the entire story behind the selection process. While SAT scores have been triggering point for a student to receive a letter recommending that he or she apply to the Honors Concentration, they have not been the deciding factor in a student’s selection for the program during the application process. When considering applications, the Honors staff has looked more critically at the applicant’s written statements about extracurricular activities, personal interests and goals, and why they want to become a part of the Honors Concentration. Letters of recommendation also have been another key factor in the decision to accept an applicant into the program. In past years, the coordinator of the Honors Concentration has read and approved all applications for new Honors Concentration students. For the first time in the spring of 2011, the Honors faculty members that comprised the Honors Advisory Board, read and approved all applications to the Honors Concentration.

Honors programs have offered a wide variety of special or unique options not available to the general university population. These include, but are not limited to, special living arrangements within university housing, scholarships or other financial aid, and other unique leadership opportunities. Honors courses and seminars have been the other special offerings of honors programs. In these courses, students have found smaller class sizes, increased work load, greater faculty interaction, and opportunities to delve into topics, research and papers that other students could only dream of. Day (1989) advocated nine “basic program ingredients” for ventures related to honors freshmen. Although she created these elements specifically for honors freshmen, Shushok (2002) used them to provide a base for the discussion of key components of programs for all honors students. Day (1989) gave the following list of items that a program should have in order to meet the needs of the students:

- Provide for a positive personal support climate.
- Fostering self-awareness and self-esteem.
- Provide an academic challenge that is diverse and offer a thematic or interdisciplinary seminar.
- Provide a flexible learning environment, including small, participatory classes and activities.
- Foster academic and social interaction among students and faculty as partners in learning.
- Orient honors freshmen to campus curricula, resources, and key personnel.
- Develop social and academic skills.

- Provide particular academic and career counseling.
- Facilitate honors freshman creativity and leadership. (p. 362)

The Thomas N. Bantivoglio Honors Concentration has provided its students with offerings not available to the general undergraduate population of Rowan University. The newest incentive to be a part of the Honors Concentration, a space called the Whitney Center, arrives in the fall of 2011. The Whitney Center houses four floors of apartments for Honors Concentration students, the offices of the Honors Concentration, and meeting spaces and classrooms for Honors courses. The Honors Concentration website listed some of the current benefits of being in the program:

- Small Classes taught by expert faculty
- Pedagogy based on student and faculty interaction, discussion and class participation using materials beyond standard text materials and lectures.
- Paid research assistantships: Honors students who have completed 57 credit hours and 4 Honors courses can apply for paid research assistantships that focus on research topics of their choice.
- Funding to attend academic and professional conferences.
- Faculty Lecture Series, guest speakers, social events: The Honors Student Organization sponsors a variety of events throughout the year.
- Honors Study Lounge and Computer Lab: The Campbell Library houses our "Honors only" student lounge and computer lab.

- Extra-curricular activities through which students explore the world around them, expand their world views and prepare to become effective community leaders.
- Funding support to study abroad.
- Campus cluster housing: Entering honors students can opt for Honors cluster housing.
- Extended Library borrowing privileges: Honors students can borrow books from the library for an extended period of six weeks.
- Priority Registration: Honors students get priority registration.
- Graduates: Students who complete the Honors Concentration will receive special recognition upon graduation, and the Honors Concentration completion is included on their transcripts and diplomas.

(http://www.rowan.edu/provost/honors_program/benefits/index.html)

Seminal Study

Shushok (2002) studied honors and non-honors students at one institution, looking to assess the satisfaction and academic performance of honors students, particularly the relationship between student outcomes and honors programs. His research questions attempted to discover both groups of students' level of involvement in a variety of activities, level of satisfaction, and how they viewed their college environment (pp. 57-59). His study was both quantitative and qualitative, in that he conducted two comparisons. The first comparison was a quantitative study that examined honors students and non-honors students and their unique outcomes. The second

comparison was a qualitative study that used focus groups to probe potential differences between honors students who had been invited to join the honors program by the institution and honors students who “self-selected” the honors program. Shushok used his quantitative results to answer questions about student engagement, achievements, and satisfaction levels amongst the three groups of students. He found that the honors students were just as likely to engage with faculty members as non-honors students, although the honors program and its options for interacting with faculty outside of the classroom had a positive effect on male honors students. The participation levels of honors students in the arts, personal interactions, and involvement in clubs and organizations was also the same as it was for non-honors students. Female honors students tended to report greater involvement in the arts and a greater amount of personal interactions than their male counterparts. According to Shushok, honors students also believed that they had made greater gains in general education, liberal arts, science, and technology, but were about the same as non-honors students in terms of critical thinking and analytical skills. With regard to the level of satisfaction with the college experience, male honors students reported higher levels of satisfaction.

In Shushok’s (2002) qualitative studies, he recognized several themes in the honors and non-honors students’ discussions about their experiences at the university and their overall satisfaction level. He found that both groups of students felt that they were special students at the university. The non-honors students, selected for the focus group because they had comparable high school GPAs and SAT scores to the honors students, felt that their status as scholarship students gave them advantages over their peers. The

honors students felt that they were also unique, in that they were also a group above and beyond most of their peers at the university. Both groups of students reported a “fear of failure” during their first academic year at the institution, and honors students reported more interactions with faculty members than non-honors students. Honors students who were “invited” to join the honors program submitted an application because the letter from the honors director served as motivation and they had no prior knowledge of the honors program. Shushok found that financial factors motivated both groups of students to attend the university. The honors students also felt that the honors college peer mentoring program was a particularly important component of their success so far in college.

The last theme to emerge from the qualitative studies of this dissertation was that the honors students and the academically similar non-honors students felt set apart from their peers, with regards to their focus on school and academics. Shushok stated that “honors students, however, being associated with the honors college provided a respite from their feelings of ‘being different’ because of their pursuit of academic activities” (p. 129). This echoes a theme found in a more recent qualitative study conducted by Hébert and McBee (2007). Shushok quoted an honors student on the honors college providing a safe haven for academic pursuits:

Being in the honors program immediately connects you with people who are like you. I always valued academics and my friends thought that was weird. In high school, we were dorks because we valued education so much. Honors surrounds us with people who have the same passion for succeeding. (p. 129)

Comparable Studies

Hébert and McBee (2007) conducted a qualitative study of seven undergraduate students previously involved in a university honors program, looking specifically at the impact of such a program on gifted university students. Although their outcomes and recommendations were to create best practices for honors programs, the research they conducted was one of the few qualitative studies available on the impact of the honors program on the honors student. In Hébert and McBee's research, they collected data in three phases. The first phase consisted of observing the current state of the honors program at a particular university, noting casual conversations with honors students, perusing materials relating to the honors program, and conducting an interview with the current director. The second phase occurred when the researchers attended a large gathering of honors program alumni, where they selected seven alumni who had traveled the greatest distance to participate in interviews. A semi-structured interview schedule allowed for the authors to ask the seven participants a flexible range of questions, with room for follow-up questions. The final phase of the data collection occurred when the participants shared two significant entries from the reflective journals that they kept when they were honors students.

The participants in the study reported similar experiences before, during, and after their honors program experience. They reported feeling isolated from their peers during their time in elementary and secondary school, a result of "asynchrony between the participants and their environments in terms of interests, goals, values, and intellectual ability. All of the participants described being oriented to the larger cultural and

intellectual world from an early age” (p. 142). The participants also struggled with questions of religion and theology during their childhood years, as Hébert and McBee described:

The participants in the current study also experienced a great deal of asynchrony between their own religious values and beliefs and the values of the community, which usually consisted of a fundamentalist and evangelical sect of Christianity. This misalignment served to further reinforce the feeling of isolation for the participants. (p. 143)

The impacts of the honors program on its participants were noteworthy in several areas. First, the participants reported feeling at home in a community of their true peers, people who had similar interests and passions as them. One of the participants, Kim, depicted her early experiences upon becoming a part of the honors program:

I was learning new things. I was with a group of people who were similar to me. I felt like I was at home. I had found a niche. All through high school I had been feeling out of place even though I had friends. In honors [at Tech] I was in a place where I was comfortable. I could be myself. I was happy. (p. 144)

Another outcome of the alumni’s past participation in the honors program was a hunger for growth, including “a strong valuing of knowledge and education for its own sake, the desire to bring one’s personal behavior into closer alignment with universal ethical principles, and the drive to overcome weaknesses” (p. 145). They experienced this growth in different facets of their lives, undergoing intellectual, psychosocial, and vocational growth at various points. In the arena of intellectual growth, the participants

described writing papers for honors courses that challenged them and how they viewed writing, academic research and their personal goals. Isaac provided an example of the intellectual growth, as he felt that the “honors program helped to motivate him to read about a variety of subjects to which he had not been exposed through coursework” (p. 145). The students experienced psychosocial growth through their participation in the mentor program and in sharing journals with others. The journals in particular served as vehicles towards greater self-understanding amongst the honors students. Study participants characterized vocational growth by beginning their college careers with one academic major and then changing “majors once or twice during the course of their university experience. As they explored various fields of study and became fascinated with different concepts, big ideas, and new theories, they shifted their professional goals and made significant changes in their degree programs” (p. 147).

In summary, Hébert and McBee’s study of a handful of honors students showed that they viewed the honors program as a respite from a secondary educational experience where they might not have felt either challenged or a part of their peer group (p. 148). The impact of the honors program on college students can be summarized as having:

provided them a strong source of interest and opportunity to develop talents, work with caring adults in supportive relationships, and enjoy significant social relationships that supported social and academic adjustment as well as the development of a strong identity as a gifted university student. (p. 149)

Relevant Research on Honors Students

Astin (1993) compiled a seminal study of the impact of college on young adults. He surveyed 25,000 college students enrolled at 217 colleges across the country. The study looked at a multitude of variables, including behavior, academic development, and the effects of involvement. With regards to honors programs, Astin found that:

enrollment in honors programs also has positive correlations with tutoring other students, bachelor's degree attainment, self-reported growth in preparation for graduate school, degree aspirations, and enrollment in graduate or professional school. Enrollment in honors or advanced placement courses also has small positive effects on virtually all areas of satisfaction and all other areas of self-reported growth. (p. 379)

Astin also found that there were positive correlations between enrolling in honors programs and institutional retention, enrollment in graduate or professional school, tutoring other students, and a drive to achieve. There were also slight positive correlations between participating in honors programs and analytical and problem-solving skills and preparation for graduate or professional school.

Rinn (2005) conducted a quantitative study in which she looked at the growth of honors students through a function of their class year. This article looked at literature about gifted and/or regular college students in reference to several variables, including their academic achievement, educational aspirations, and career aspirations. There was little research on academic achievement which was not, in some form, dependent upon another variable, such as attrition or student involvement. Educational and career

aspirations were generally linked to each other in the limited amount of research available on the subject. Rinn's study looked at only those students enrolled in the school's honors program. The honors students' self-reported grade point average (GPA) measured their academic achievement, while the self-reporting of the highest post-baccalaureate degree they wanted possess deduced their educational aspirations. O'Brien's (1992) *Career Aspiration Scale* (CAS) (as cited by Rinn, 2005) gauged the participants' career aspirations via questions about leadership and achievement aspirations. What Rinn found was that academic achievement was the same across all honors students, regardless of class year. The minimum GPA required of honors students to stay in the honors program may have contributed to her findings. Juniors appeared to aspire to doctoral degrees more than seniors, although seniors had higher career aspirations than juniors, perhaps because they were further along in career planning and in their majors.

Theoretical Framework

The aim of this study was to partially replicate the research conducted by Shushok (2002). His research considered "whether the environmental conditions of an honors program affect student outcomes" (p. 35) and considered a variety of college student development theories. Shushok (2002) examined four categories of student development theory: cognitive-structural, psychosocial, typological, and person-environment. This study focused on two of the four types of student development theories highlighted by Shushok: cognitive-structural and psychosocial.

Cognitive-Structural Theories.

Perry (1999) conducted a longitudinal study on college students and the ways in which they made sense of the teaching and learning process in college. In analyzing his data, a pattern emerged regarding the students' intellectual and ethical development. He saw intellectual development along a forward progressing line with different positions illustrating a person moving from seeing things in black and white to considering diverse perspectives and finally to moving to the ability to make well informed decisions. Perry proposed that his theory could be more easily understood as two portions with position 5 being the turning point because it was the position:

in which a person perceives man's knowledge and values as relative, contingent, and contextual. The sequence of structures preceding this Position describes a person's development from a dualistic absolutism and toward this acceptance of generalized relativism. The sequence following this Position describes a person's subsequent in orienting himself in a relativistic world through the activity of personal Commitment. (p. 64)

With this broad overview of Perry's theory in mind, positions one through three are dualistic moving towards multiplicity and positions four through six are moving from multiplicity to relativism. Positions seven through nine generally consolidated into one position of evolving commitments, as the person learned how to make commitments in a relativistic world. For the purposes of this study, I examined positions three through six, as Perry stated that "freshmen normatively expressed the outlook of Positions of 3, 4, or 5. Most seniors were found to function in Positions 6, 7, or 8" (p. 62).

Perry (1999) defined position three as “Early Multiplicity,” where college students began to move away from their dualistic way of perceiving all knowledge. The college students realized that there were a variety of viewpoints available, but they still believed that a correct path to the correct answer must exist. College students in position three assumed their instructors would show them this correct path; their role was to learn what the instructor taught them and to apply that knowledge to their work. They struggled with issues of evaluation and the amount of work required for the right way to the right answer. Another common struggle was how students perceived their instructors’ grading of their work:

So far Authority has been perceived as grading on amount of rightness, achieved by honest hard work, and as adding an occasional bonus for neatness and ‘good expression.’ But in the uncertainty of authorized Multiplicity, coupled with a freedom that leaves ‘amount’ of work ‘up to you’ and Authority ignorant of how much you do, rightness and hard work vanish as standards. (p. 100)

These students handled basic analytic tasks and, for the first time, understood the differences between process and content.

Perry (1999) referred to position four as “Late Multiplicity” and as when college students came to the realization that there was truly no certainty in knowledge. Of course, they still held onto the belief that some areas had right answers that they needed to discover, but would consider all opinions as potentially valid. College students in this position viewed their instructors as either unbelievable or as a model for “good scholarship” (p. xxxi). They believed that their role in the classroom was to think for

themselves and to apply their own unique thoughts to their assignments. They had also now learned to apply techniques such as analysis, critique, and the use of supportive evidence. The students in position four struggled with having the knowledge to back up their newfound opinions, while others learned to listen to their instructors again.

Perry (1999) called position five “Contextual Relativism;” this position was the light bulb moment for college students. They discovered that all knowledge had a particular context and no absolute truth. The instructor was now a guide to students, who could use their intellect and move between different contexts, as they determined how the “rules of adequacy” (p. xxxi) functioned. While in this position, college students discovered that an evaluation of their work was not necessarily a reflection of themselves. They saw complexities, expounded upon concepts and applied abstraction to their assignments. Perry (1999) reported that during their experience in position five, the students went through the following:

- (a) breakdown of the old structure and identity, balanced by a realization of growth and competence in a relativistic world;
- (b) changed relation to authorities;
- (c) new capacity for detachment;
- (d) unawareness of a path toward a new identity through personal commitment. (p. 128)

College students came to these realizations and then began to mull over how they would choose from amongst all of these contexts and if they would be able to make a commitment to one of them.

In position six, which Perry (1999) referred to as “Commitment Foreseen,” the college students cannot completely abandon reason. They still tried to apply it to their

opinions, knowing that it would never be completely right but had faith in their knowledge. Commitment was a way to solve some of the issues related to relativism, but students struggled with the process of making the commitment. Perry stated that commitment was “foreseen as the resolution of the problems of relativism, but it has not yet been experienced. ‘Finding out what I want to do’ may be yearned for as a settlement of present confusion; however, ‘having to choose’ may be apprehended as a narrowing, a loss of freedom defined as the freedom *to* choose” (p. 153).

Perry (1999) admitted that his research included interviews from only a handful of women attending Harvard’s sister college, Radcliffe: “the illustrations and validation in this study will draw on the reports of the men. However, we did include two complete four-year by women...the sample is very small, but the actual ratings provide no reason to question the judges’ statement that they experienced no significant difference in locating men’s and women’s reports on the Chart of Development” (p. 17).

Gilligan (1982) viewed the moral and ethical development of women through the lenses of care and responsibility. She postulated that there were three levels and two transitional periods in which women experienced a growth in their judgment and understanding of conflicts between themselves and others. Evans, Forney, and Guido-DiBrito (1998) summarized the levels and transitions of Gilligan’s theory as the following: “each level identifies a more intricate relationship between self and others. Each transition represents the achievement of a more sophisticated understanding between selfishness and responsibility” (p. 191).

The first level was where the woman focused on her own survival versus engaging in relationships or worrying about others. It may have been difficult for her to distinguish between needs and wants. According to Gilligan (1982), “the self, which is the sole object of concern, is constrained by a lack of power that stems from feeling disconnected and thus, in effect, all alone” (p. 75). The woman considered herself as selfish during this phase, but only because of her concern for her own survival and emotional well-being.

The first transition was where the woman moved from thinking solely about her survival to beginning to think about and care for others. The woman brought these concerns into her decision making processes; she also better understood the differences between needs and wants. She now saw her focus on survival as selfish and, for the first time, the woman began to consider the idea of responsibility during this first transition: “Their reference initially is to the self, in a redefinition of the self-interest that has so far served as the basis for judgment. The transitional issue is one of attachment or connection to others” (p. 76).

The second level was when the woman became more aware of her need and desire to care for others, ultimately choosing to define herself by how she cares for them. She realized that, by way of having relationships with others, that she needed their acceptance. Gilligan (1982) stated that it was in this perspective where “moral judgment relies on shared norms and expectations. The woman at this point validates her claim to social membership through the adoption of societal values. Consensual judgment about

goodness becomes the overriding concern as survival is now seen to depend on acceptance by others” (p. 79).

The second transition was a movement where the woman began to wonder why she put others’ needs ahead of her own. She tried to put her own needs on the same level as the needs of others, but struggled with wanting to care for others and not hurt their feelings at the same time. For first time, the woman realized that her needs were as equally as important as others’ needs, and having her own needs was not selfish. Gilligan described this perspective as where:

the woman asks if it is possible to be responsible to herself as well as to others and thus to reconcile the disparity between hurt and care. The exercise of such responsibility requires a new kind of judgment, whose first demand is for honesty. To be responsible for oneself, it is first necessary to acknowledge what one is doing. The criterion for judgment thus shifts from goodness to truth when the morality of action is assessed not on the basis of its appearance in the eyes of others, but in terms of the realities of its intention and consequence. (pp. 82-3)

The third and final level of Gilligan’s theory was when the woman put aside the preconceived notions of care and decided for herself what it meant to and for her. It was also when the woman realized that the responsibility “for care then includes both self and other, and the injunction not to hurt, freed from conventional restraints, sustains the ideal of care while focusing the reality of choice” (p. 95). Although women were the primary focus of Gilligan’s original work, she noted that her findings underscored a need to consider women’s viewpoints when crafting developmental theories and that “such an

inclusion seems essential, not only for explaining the development of women but also for understanding in both sexes the characteristics and precursors of an adult moral conception” (p. 105).

Psychosocial Theory.

Chickering (1969) developed one of the key psychosocial theories relating to college students. Building on Erik Erikson’s work, he conducted a longitudinal study of college students at Goddard College, where he worked at the time. Evans, Forney, and Guido-DiBrito (1998) described Chickering’s methodology and data collection:

He administered sixteen hours’ worth of achievement tests, personal inventories, and other instruments to students at the end of their sophomore and senior years. He also asked selected students to keep diaries of their experiences and thoughts and conducted detailed interviews with other students. (p. 36)

Through his analysis and review of the data collected, Chickering posited that there were seven vectors of college student development and, further, six key environmental factors that impacted college students. The seven vectors of development were: developing competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, developing purpose, and developing integrity. Chickering believed that college students moved through these vectors in a straight line, moving onto the next after the current one had been mastered. Sometimes, college students returned to a previously mastered vector when an experience in a current vector made them rethink issues.

In the Developing Competence vector, Chickering described three types of competence: intellectual, physical and manual skills, and interpersonal. They were all interconnected, compared by Chickering to a “three-tined pitchfork” (p. 20), and needed in order to develop competence as a whole. The three types of competence affected one another in both positive and negative ways. Intellectual competence was the “development of intellectual skills and the acquisition of information” (p. 21). Physical and manual skills came about through “participation in athletic and artistic activities” (p. 31). Interpersonal competence developed through learning how to lead and follow, being an effective member of a team, communicating well with others, and taking the time to listen.

The Managing Emotions vector focused on emotions: how to accept them in others and how to express and control them within oneself. Chickering summarized this vector:

the task is to develop increasing capacity for passion and commitment accompanied by increasing capacity to implement passion and commitment through intelligent behavior. ... Increased awareness of emotions and increased ability to manage them effectively are, therefore, developmental tasks central to social concerns as well as to full and rich individual development. (p. 53)

In the Developing Autonomy vector, the college students recognized independence and interdependence within themselves and further developed these characteristics. Chickering noted that the development of autonomy had three components: increased emotional independence, increased instrumental independence,

and a realization of interdependence. Emotional independence was “to be free from continual and pressing needs for reassurance, affection, or approval. The first step towards emotional independence is, of course, disengagement from the parents” (p. 58). Two components characterized instrumental independence: “the ability to carry on activities and to cope with problems without seeking help, and the ability to be mobile in relations to one’s own needs and desires” (p. 58). As a result of developing both types of independence, the college students came to notice that they possessed interdependence from family members and friends.

Chickering (1969) originally described the Establishing Identity as the “solid sense of self that assumes form as the developmental tasks for competence, emotions, and autonomy are undertaken with some success, and which, as it becomes more firm, provides a framework for interpersonal relationships, purposes, and integrity” (p. 80). Evans, Forney, and Guido-DiBrito (1998) explained that Chickering had since revised his explanation behind this vector. Identity can be now be defined as

comfort with body and appearance, comfort with gender and sexual orientation, a sense of one’s social and cultural heritage, a clear self-concept and comfort with one’s roles and lifestyle, a secure sense of self in light of feedback from significant others, self-acceptance and self-esteem, and personal stability and integration. (pp. 39-40)

In the Freeing Interpersonal Relationships vector, Chickering (1969) stated that growth in this vector came from two aspects: “increased tolerance and respect for those of different backgrounds, habits, values, and appearance, and (2) a shift in the quality of relationships

with intimates and close friends” (p. 94). College students used that higher level of acceptance of all others and applied it to their personal relationships.

College students developed and committed to their career choices and vocations in the Developing Purpose vector, even in the face of opposition. Lifestyles, personal interests, and activities affected their vocational choices. Chickering stated that there were three main elements to developing purpose: “avocational and recreational interests, (2) pursuit of vocation, and (3) life-style issues including concerns for marriage and family” (p. 108).

The final vector in Chickering’s theory was the Developing Integrity vector. In this phase, college students progressed from having just personal values to having values that reflected both self-interest and concern for others. Chickering stated that moving “towards integrity, towards increased congruence between behavior and values – whatever their content may be – involves three sequential, but overlapping, stages: (1) humanizing values, (2) personalizing values, and (3) developing congruence” (p. 127).

Chickering’s (1969) six key collegial environment factors that impacted college students were:

- 1) Clarity and Consistency of Objectives: Impact increases as institutional objectives are clear and taken seriously, and as the diverse elements of the college and its program are internally consistent in the service of the objectives (pp. 145-6).

- 2) Institutional Size: As redundancy increases, development of competence, identity, and integrity, and the freeing of interpersonal relationships decreases (p. 147).
- 3) Curriculum, Teaching, and Evaluation: Hypothesis A: When few electives are offered, when books and prints are the sole objects of study, when teaching is by lecture, when evaluation is frequent and competitive, ability to memorize is fostered. Sense of competence, freeing of interpersonal relationships, and development of autonomy, identity, and purpose are not. Hypothesis B: When choice and flexibility are offered, when direct experiences are called for, when teaching is by discussion, and when evaluation involves frequent communication concerning the substance of behavior and performance, the ability to analyze and synthesize is fostered, as are sense of competence, freeing of interpersonal relationships, and development of autonomy, identity, and purpose (p. 148).
- 4) Residence Hall Arrangements: Residence hall arrangements either foster or inhibit development of competence, purpose, integrity, and freeing interpersonal relationships, depending upon the diversity of backgrounds and attitudes among the residents, the opportunities for significant interchange, the existence of shared intellectual interests, and the degree to which the unit becomes a meaningful culture for its members (pp. 151-2).

- 5) Faculty and Administration: When student-faculty interaction is frequent and friendly and when it occurs in diverse situations calling for varied roles, development of intellectual competence, sense of competence, autonomy, and purpose are fostered (p. 153).
- 6) Student Culture: The student culture either amplifies or attenuates the impact of curriculum, teaching and evaluation, residence hall arrangements, and student-faculty relationships (p. 155).

Summary of the Literature Review

Honors programs, in a variety of formats, have existed in the colleges and universities of the United States for over 100 years. In recent times, the NCHC has developed characteristics of honors programs and honors colleges. These characteristics have served as guidelines to colleges and universities when developing honors programs to attract intelligent, well-rounded students to their campuses. The Thomas N. Bantivoglio Honors Concentration at Rowan University has provided its students with the characteristics of an honors program, as outlined by the NCHC, and has had an application process through which interested students must participate.

Shushok (2002) undertook a study comparing the experiences of honors and non-honors students at one particular institution. Honors students in this study reported greater interactions with faculty, feelings of being unique and special on campus, and saw their honors program as a place where they could connect with students who also placed a high value on academics. A comparable study, undertaken by Hébert and McBee (2007), also found that students felt at home in their honors program and that it provided

them with significant opportunities to explore their interests and to connect with other peers and faculty members.

Perry (1999), Gilligan (1982), and Chickering (1969) provided a theoretical framework from which college students can be understood. Honors students, as college students, developed their ethical and intellectual viewpoints through their interactions with their environment. They also generated particular psychosocial viewpoints that allowed them to fully develop things such as intellectual skills, emotional control, and independence.

Honors programs purportedly provided their students with opportunities for ethical and psychosocial development. However, there were a limited amount of resources which made the connection between what the honors programs offer and the impact on the students and their growth and development. More research was needed on this subject in order to understand the impact the honors program environment had on its students.

CHAPTER III

Methodology

Context of the Study

The researcher conducted this study at Rowan University in Glassboro, New Jersey. Founded as the Glassboro Normal School in 1923, this institution of higher education had several name changes leading up to its most recent moniker, Rowan University, in 1997. There were six academic colleges at Rowan University: Business, Communication, Education, Engineering, Fine & Performing Arts, Liberal Arts & Sciences and one service college focused on graduate and continuing education. The Thomas N. Bantivoglio Honors Concentration, the Honors program at Rowan University, had 281 students during the spring 2011 semester.

Population and Sample Selection

The target population for this study was all honors students in public universities in New Jersey. The available population was all Honors students in the Thomas N. Bantivoglio Honors Concentration at Rowan University in Glassboro, New Jersey, an estimated 280 students over four class years. The typical case sample for the qualitative portion of the study was Honors students who replied to the request to participate in an interview who matched key stratum within the Honors Concentration, such as gender, class year, and college. The typical case sample for the quantitative portion of the study

was honors students who came by the Honors Lounge and office space on the fourth floor of the Campbell Library at Rowan University to fill out the paper questionnaire.

Instrumentation

The instrumentation for this study replicated, with several modifications, the instrumentation used by Shushok (2002). The quantitative portion of the study utilized the *College Student Experiences Questionnaire* (CSEQ). The qualitative portion of this study applied a modified version of the Focus Group Moderator's Guide used by Shushok (2002).

Quantitative Instrumentation.

Pace and Kuh (1998, 4th edition) developed the CSEQ, an eight page multiple choice questionnaire designed to be completed in 20-30 minutes (see Appendix C). Most of the 191 statements and questions used different versions of a modified Likert scale.

The questionnaire measured the following:

- The quality of effort undergraduate students invest in using educational resources and opportunities provided for their learning and development.
- The students' perceptions of how much the campus environment emphasizes a diverse set of educational priorities.
- How the students' efforts and perceptions relate to personal estimates of progress made toward a holistic set of learning outcomes.

(http://cseq.iub.edu/cseq_glance.cfm)

There were four sections on the CSEQ: background information, college activities, college environment, and estimate of gains. The background information section

requested non-identifying information from the participating students, such as gender, age, class year, parents' level of education, and choice of college major. The college activities section asked the subjects to share how much time they spent during this school year involved in activities such as using the library, writing, conversing with faculty and in clubs and organizations. There were also more detailed statements and questions about conversations, reading/writing, and opinions about the college or university located within this section. Gonyea, Kish, Kuh, Muthiah, and Thomas (2003) stated that:

The more effort students expend in using the resources and opportunities an institution provides for their learning and development, the more they benefit [*bolded by authors*]. Pace coined the term *quality of effort* to describe this unique interaction between students and their campus environments. Quality of effort has been linked to academic achievement, satisfaction, and persistence and is widely regarded as a critical component of research studies of student learning and development. (p. 4)

In the college environment section of the CSEQ, the statements had the subjects assess what they felt the college or university emphasized and the relationships they had with others at their institution. In the final section of the CSEQ, the estimate of gains section, respondent considered statements about their progress in a variety of areas during their time at their institution. Gonyea et al. (2003) summarized why the CSEQ asked students about their progress during college:

Asking students to reflect on what they have gained from their college experience is consistent with a value-added approach to outcomes assessment. That is,

attending college is expected to make a difference in students' knowledge, values, attitudes, and competencies. (pp. 6-7)

The CSEQ is deemed reliable, as the Cronbach's alpha scores for the entire set of items were .96, with a range from .76 to .96 for the different subsections. These scores were consistent with Shushok (2002) who stated that the "alpha reliability ranged from .79 to .90 for all scales" (p. 75). SARTA (1999) summarized the validity of the CSEQ as the following:

Face validity of the CSEQ is based upon the logical relationships among items on the same scale. A factor analysis indicated a dominant factor in every scale and resulted in three general factors. A factor analysis of the quality of effort scales resulted in three factors (personal relationships, group facilities, and academic-intellectual activities). Two factors emerged as a result of the factor analysis of the college environment items (supportive relationships and intellectual, cultural, and aesthetic emphasis), and four factors emerged for the estimate of gains items (personal and interpersonal understanding, general education, intellectual competencies, and understanding science). Construct validity is shown through the correlations among the activity scales. (Shushok, 2002, pp. 75-6)

Qualitative Instrumentation.

The qualitative portion of the instrumentation, an interview schedule, developed from the focus group questions utilized by Shushok (2002). There were three groupings of questions: academic experience, extracurricular/social experiences, and overall satisfaction with the college or university. The questions were slightly modified from

their presentation in his research for two reasons. The first reason was that Shushok primarily focused on freshman at the participating institution. This research study focused on students from all class years, as to better reflect the makeup of the Honors Concentration at Rowan University. Therefore, the wording of the questions reflected a focus on the current year or experiences so far at the institution, as opposed to concentrating on the “first year.” The second reason was that Shushok interviewed both honors and non-honors students for his research, while this research focused solely on honors students. In analyzing his data, Shushok was able to hypothesize about the impact of the honors program on the honors students, since he could compare them to non-honors students. There was no comparison occurring within this portion of this study, other than to compare honors students to each other to decipher themes and patterns in their responses. Therefore, the wording of the questions reflected the students’ experiences in both the Honors Concentration and at the university as a whole. The interview schedule is located in Appendix G.

A field test of the interview with an honors student determined the reliability and validity of this instrument. The honors student reported no major issues with interview schedule, other than some changes to the wording of the questions. There were also no issues with the responses that the questions generated, as in they did not provoke any anxieties or other major emotional reactions.

Data Collection

For the quantitative portion of this study, paper copies of the CSEQ were left out in the Honors offices for students to complete. The students received e-mail reminders to

stop by and complete a questionnaire from the Honors Concentration staff on a regular basis. While participating in my graduate internship, I also solicited responses from honors students either studying in the Honors Lounge or visiting the Honors offices. Before they started the CSEQ (Appendix E), the students completed an alternate informed consent form (Appendix C).

For the qualitative portion of this study, Dr. Ieva Zake, the Coordinator for the Honors Concentration, granted permission to access the names and contact information of all current honors students and to conduct interviews with selected students. The Honors Concentration provided the contact information and various information regarding the students' gender, class year, and college. The students were selected in order to match the proportions of male and female students, freshman, sophomore, junior, and senior students, and students belonging to each of the six undergraduate colleges at Rowan University. Those six undergraduate colleges were: Rohrer College of Business, College of Communication, College of Education, College of Engineering, College of Fine and Performing Arts, and the College of Liberal Arts & Sciences. Each student received a personalized e-mail that contained information about the interviews and a response deadline. The e-mail also included information about the incentive being offered. In order to meet the goal of interviewing 10 honors students, all of the honors students could list the time spent in the interview, approximately one hour, as service hours for the spring 2011 semester. The Honors Concentration required its students to complete 14 service hours each semester and log their hours with the Honors offices at the end of the

semester. The Participation Requirements for the Honors Concentration described service hours as the following:

At least fourteen (14) hours of service projects of the student's choice. Service activities are those in which the student volunteers his/her time, talents, or resources to help another person, cause, or organization. Service activities may be performed on-campus or off-campus.

(http://www.rowan.edu/provost/honors_program/requirements/index.html)

Dr. Zake approved that service hours could be offered as an incentive for honors students to participate in the interview sessions.

After scheduling interviews with the students, an e-mail confirmed the date, time, and location of the interview. At the beginning of the interview, each participant completed a consent form (Appendix F). The interview sessions contained semi-structured questions, which allowed for the participants to further expound upon their answers; an interview schedule (Appendix G) was followed. Each interview was approximately one hour in length and conducted in available, private space near the offices of the Honors Concentration in Campbell Library at Rowan University in Glassboro, NJ. I served as a complete observer while collecting data on a tape recorder. The tape recorder stored the data for analysis immediately following the conclusion of each interview.

Data Analysis

The independent variables collected in the Background Information section of the CSEQ included the following: age, gender, marital status, year in college, transfer status,

living arrangements, the occupants of said living arrangements, computer access, grade point average, field of study, parents' level of education, plans for postgraduate education, credit hours undertaken this semester, hours spent per week on academic activities, hours spent per week at a job and if that affects school work, meeting college expenses, and racial/ethnic background. The dependent variables came from a corresponding section on the CSEQ and included information about the respondents' college activities, college environment, and estimate of gains during their time in college. The Statistical Package for the Social Sciences (SPSS) analyzed all of the data from the CSEQ.

In order to analyze the interview data, I transcribed the participants' responses to the questions from the interview schedule and then performed content analysis. The transcription for each interview occurred almost immediately thereafter, so that I could further expound upon themes and details with a fresh memory. Using a content analysis from Sisco (1981), I compared each of the participants' responses from a particular question to each other to look for themes and key details. After listing and reviewing the units gathered from each question, I grouped those units into categories based upon themes. I then ranked the concepts in order of frequency, from most to least, and used verbatim quotes from the participants to further develop the concepts.

CHAPTER IV

Findings

Profile of the Survey Sample

The subjects for the quantitative portion of this study were students in the Thomas N. Bantivoglio Honors Concentration at Rowan University in Glassboro, New Jersey who chose to stop by the Honors Lounge on the fourth floor of the Campbell Library to complete a survey. It also included students who gathered to complete the survey during an Honors class or during an Honors event, such as the annual End-of-Year Picnic. Of the 281 surveys made available to all Honors students, 93 completed surveys yielded a 33% response rate.

Table 4.1 showed the demographic information that the Honors students respondents reported on the CSEQ. Forty-seven percent of the Honors students reported being 19 years old or younger and 52% reported being between the ages of 20 and 23. The respondents contained 43% males and 56% females. Ninety eight percent of the Honors students reported their marital status as “not married.” The Honors student respondents included 33% freshman/first year students, 25% sophomores, 20% juniors, and 20% seniors. When asked about their “racial or ethnic identification,” 89% of the students reported “Caucasian (other than Hispanic).” Another 5% identified as “Asian or Pacific Islander,” 2% identified as “Black or African American,” and 1% identified as “Other: Hispanic.”

Table 4.1

Demographics for CSEQ Respondents

Variable	N=93	
	f	%
Age		
	19 or younger	44 47.3
	20-23	48 51.6
	24-29	0 0.0
	30-39	0 0.0
	40-55	0 0.0
	Over 55	0 0.0
	No response given	1 1.1
	Total	93 100.0
Sex		
	Male	40 43.0
	Female	52 55.9
	No response given	1 1.1
	Total	93 100.0
Marital Status		
	Not married	91 97.8
	Married	0 0.0
	Divorced	0 0.0
	Separated	0 0.0
	Widowed	0 0.0
	No response given	2 2.2
	Total	93 100.0
Classification in College		
	Freshman/first-year	31 33.3
	Sophomore	23 24.7
	Junior	19 20.4
	Senior	19 20.4
	Graduate student	0 0.0
	Unclassified	0 0.0
	No response given	1 1.1
	Total	93 100.0
Racial or Ethnic Identification		
	American Indian or other Native American	0 0.0
	Asian or Pacific Islander	5 5.4
	Black or African American	2 2.2
	Caucasian (other than Hispanic)	83 89.2
	Mexican-American	0 0.0
	Puerto Rican	0 0.0
	Other Hispanic	1 1.1
	Other: What?	0 0.0
	No response given	2 2.2
	Total	93 100.0

Tables 4.2 and 4.3 reviewed the answers to the questions in the Background Information portion of the CSEQ related to the students' socioeconomic situations. The questions included parents' level of higher education, jobs held during the academic year and how they affected school work, and how the students paid for their college expenses. The respondents chose from a variety of options when answering those questions.

Table 4.2 reviewed the answers to the parents' level of education, jobs held during the academic year, and how they affected school work questions. When asked about parents' level of college education, 18% of students reported neither of their parents graduated from college, 48% reported "yes, both parents," 16% reported "yes, father only," and 16% reported "yes, mother only." Sixty percent of the respondents reported "none; I don't have a job" when asked how many hours they worked at an on-campus job for pay. Twenty-one percent reported they worked "1-10 hours a week," 6% reported they worked "11-20 hours," and 1% reported they worked "31-40 hours" per week at their on-campus job. When asked how many hours they worked each week at their off-campus job, 64% replied "none; I don't have a job," 11% replied "1-10 hours a week," 10% replied "11-20 hours," 1% replied "21-30 hours," and 1% replied "more than 40 hours." Fifty-five percent of the Honors students answered "I don't have a job" when asked if their job affected their school work; 23% answered that their job "does not interfere with my school work," 20% answered that their job "takes some time from my school work," and 2% answered that their job "takes a lot of time from my school work."

Table 4.2

Socioeconomic Demographics

Variable	N=93	
	<i>f</i>	%
Did either of your parents graduate from college?		
No	17	18.3
Yes, both parents	45	48.4
Yes, father only	15	16.1
Yes, mother only	15	16.1
Don't know	0	0.0
No response given	1	1.1
Total	93	100.0
Hours per week at on-campus job		
None; I don't have a job	56	60.2
1-10 hours a week	20	21.5
11-20 hours	6	6.5
21-30 hours	0	0.0
31-40 hours	1	1.1
More than 40 hours	0	0.0
No response given	10	10.8
Total	93	100.0
Hours per week at off-campus job		
None; I don't have a job	60	64.5
1-10 hours a week	10	10.8
11-20 hours	9	9.7
21-30 hours	1	1.1
31-40 hours	0	0.0
More than 40 hours	1	1.1
No response given	12	12.9
Total	93	100.0
If you have a job, how does it affect your school work?		
I don't have a job	51	54.8
My job does not interfere with my school work	21	22.6
My job takes some time from my school work	19	20.4
My job takes a lot of time from my school work	2	2.2
No response	0	0.0
Total	93	100.0

Table 4.3 revealed the answers to the question that asked the students: “how do you meet your college expenses?” For each type of support, students chose from one of these options: “None,” “Very Little,” “Less Than Half,” “About Half,” “More Than Half,” or “All or Nearly All.” For the “Self (job, savings, etc.)” type of support, 15% said “None,” 37% reported “Very Little,” 17% said “Less Than Half,” 5% said “About Half,” 3% said “More Than Half,” and 3% said “All or Nearly All.” When asked how much parents helped them “meet their college expenses,” four percent answered “None,” 12% answered “Very Little,” 14% answered “Less Than Half,” 13% answered “About Half,” 13% answered “More Than Half,” and 30% answered “All or Nearly All.” Sixty percent of the students reported “None” when asked if a spouse or partner helped; 1% reported “Very Little” and 1% reported “More Than Half.” For the “Employer support” portion of the question, 59% of students replied “None,” 3% replied “Very Little,” and 1% replied “More Than Half.” When asked if “scholarships and grants” were used to help meet their college expenses, 12% reported “None,” 15% reported “Very Little,” 19% reported “Less Than Half,” 12% reported “About Half,” 10% reported “More Than Half,” and 13% reported “All or Nearly All.” Twenty-nine percent of the respondents replied “None” when asked about loans; 11% replied “Very Little,” 7% replied “Less Than Half,” 10% replied “About Half,” 10% replied “More Than Half,” and 7% replied “All or Nearly All.” When asked if there were any “other sources” that helped them to meet their college expenses, 57% of the students said “None,” 4% said “Very Little,” and 1% said “More Than Half.”

Table 4.3

College Expenses – Reported Support from Various Sources

Variable		<i>N</i> =93	
		<i>f</i>	%
Self (job, savings, etc.)	None	14	15.1
	Very Little	34	36.6
	Less Than Half	16	17.2
	About Half	5	5.4
	More Than Half	3	3.2
	All or Nearly All	3	3.2
	No response given	18	19.4
	Total	93	100.0
Parents	None	4	4.3
	Very Little	11	11.8
	Less Than Half	13	14.0
	About Half	12	12.9
	More Than Half	12	12.9
	All or Nearly All	28	30.1
	No response given	13	14.0
	Total	93	100.0
Spouse or partner	None	56	60.2
	Very Little	1	1.1
	Less Than Half	0	0.0
	About Half	0	0.0
	More Than Half	1	1.1
	All or Nearly All	0	0.0
	No response given	35	37.6
	Total	93	100.0
Employer support	None	55	59.1
	Very Little	3	3.2
	Less Than Half	0	0.0

	About Half	0	0.0
	More Than Half	1	1.1
	All or Nearly All	0	0.0
	No response given	34	36.6
	Total	93	100.0
Scholarships and grants	None	11	11.8
	Very Little	14	15.1
	Less Than Half	18	19.4
	About Half	11	11.8
	More Than Half	9	9.7
	All or Nearly All	12	12.9
	No response given	18	19.4
	Total	93	100.0
Loans	None	27	29.0
	Very Little	10	10.8
	Less Than Half	7	7.5
	About Half	9	9.7
	More Than Half	9	9.7
	All or Nearly All	7	7.5
	No response given	24	25.8
	Total	93	100.0
Other sources	None	53	57.0
	Very Little	4	4.3
	Less Than Half	0	0.0
	About Half	0	0.0
	More Than Half	1	1.1
	All or Nearly All	0	0.0
	No response given	35	37.6
	Total	93	100.0

Table 4.4 examined the answers to the questions from the Background Information section of the CSEQ that dealt with students' living situations during the academic year. Each question had a variety of answers to choose from; the options given were those that best fit the nature of the question. When asked where they lived "during the school year," 71% replied "dormitory or other campus housing," 18% replied "residence within driving distance," 9% replied "residence within walking distance of the institution," and 1% replied "fraternity or sorority house." Seventy-three percent of the students reported living with "one or more other students" during the school year, 7% reported "no one, I live alone," 16% reported "my parents," and 2% reported "friends who are not students at the institution I'm attending."

Table 4.4

Students' Living Demographics

Variable	N=93	
	<i>f</i>	%
Residence during the school year		
Dormitory or other campus housing	66	71.0
Residence within walking distance of the institution	8	8.6
Residence within driving distance	17	18.3
Fraternity or sorority house	1	1.1
No response given	1	1.1
Total	93	100.0
Living arrangements during the school year		
No one, I live alone	7	7.5

One or more other students	68	73.1
My spouse or partner	0	0.0
My child or children	0	0.0
My parents	15	16.1
Other relatives	0	0.0
Friends who are not students at the institution I'm attending	2	2.2
Other people: who?	0	0.0
No response	1	1.1
Total	93	100.0

Table 4.5 looked at the questions in the Background Information section of the CSEQ that correlated to the academic careers of the students. Ninety-nine percent of the students, when asked if they began college here or transferred from another institution, reported they “started here.” Ninety-nine percent answered that “yes” they had “access to a computer either where they lived or where they worked or in some other nearby location that could be used for school work.” When asked “what have most of your grades been up to now at this institution,” 43% replied “A” grades, 43% replied “A-, B+” grades, 11% replied “B” grades, and 2% replied “B-, C+” grades. Seventy-eight percent of the Honors students, when asked if they expected to “enroll for an advanced degree when, or if, you complete your undergraduate degree,” answered “yes;” 20% of the students answered “no.” The respondents also reported taking a full course load this academic semester; 16% of the respondents took “12-14” credits, 53% took “15-16”

credits, and 30% took “17 or more” credits in the spring semester. When asked how many “hours a week do you usually spend outside of class on activities related to your academic program, such as studying, writing, reading, lab work, rehearsing, etc,” 11% of the subjects stated “5 or fewer hours a week,” 17% stated “6-10 hours a week,” 23% stated “11-15 hours a week,” 21% stated “16-20 hours a week,” 6% stated “21-25 hours a week,” 6% stated “26-30 hours a week,” and 14% stated they spent “more than 30 hours a week” on their academic related activities.

Table 4.5

Academic Related Demographics

Variable	N=93	
	<i>f</i>	%
Transfer Status		
	Started here	92 98.9
	Transferred from another institution	0 0.0
	No response given	1 1.1
	Total	93 100.0
Computer Access		
	Yes	92 98.9
	No	0 0.0
	No response given	1 1.1
	Total	93 100.0
Grades up until this point		
	A	40 43.0
	A-, B+	40 43.0
	B	10 10.8
	B-, C+	2 2.2
	C, C- or lower	0 0.0
	No response given	1 1.1
	Total	93 100.0
Enrollment in an advanced degree program		
	Yes	73 78.5
	No	19 20.4
	No response given	1 1.1
	Total	93 100.0
Credit hours this semester		
	6 or fewer	0 0.0
	7-11	0 0.0
	12-14	15 16.1

	15-16	49	52.7
	17 or more	28	30.1
	No response given	1	1.1
	Total	93	100.0
Hours per week dedicated to academic program			
	5 or fewer hours a week	10	10.8
	6-10 hours a week	16	17.2
	11-15 hours a week	21	22.6
	16-20 hours a week	20	21.5
	21-25 hours a week	6	6.5
	26-30 hours a week	6	6.5
	More than 30 hours a week	13	14.0
	No response given	1	1.1
	Total	93	100.0

Table 4.6 listed the majors reported by the respondents. With regards to academic majors, 25% of the Honors students reported more than one major; of those, 83% were double majors and 17% were triple majors. A wide variety of majors were given; 32% of the subjects stated they were engineering majors.

Table 4.6

Respondents' Major or Anticipated Major

Variable	N=93	
	<i>f</i>	%
Field		
Engineering	30	32.3
Education	15	16.1
Communication	14	15.1
Biological/life sciences	12	12.9
Business	6	6.5
Social sciences	3	3.2
Computer and information sciences	2	2.2
Liberal/general studies	2	2.2
Mathematics	2	2.2
Physical sciences	2	2.2
Multi/interdisciplinary studies	1	1.1
Pre-professional	1	1.1
Undecided	1	1.1
Other: What?	1	1.1
Agriculture	0	0.0

Ethnic, cultural studies, and area studies	0	0.0
Foreign languages and literature	0	0.0
Health-related fields	0	0.0
History	0	0.0
Humanities	0	0.0
Parks, recreation, leisure studies, sports management	0	0.0
Public administration	0	0.0
Visual and performing arts	0	0.0
No response given	1	1.1
Total	93	100.0

Analysis of the Quantitative Data

Research Question 1: What influence does the Honors Concentration have on the academic experiences of selected Honors students?

In order to determine if the Honors Concentration influenced the academic experiences of selected Honors students, particular subsets of statements from the CSEQ were explored in depth. Those groups of statements centered on central themes, such as Library, Computer and Information Technology, Course Learning, Writing Experiences, Experiences with Faculty, Scientific and Quantitative Experiences, and Reading/Writing. The respondents contemplated how often they engaged in those items during the current school year. They chose from four options: “Very Often,” “Often,” “Occasionally,” and “Never.” On the Reading/Writing questions, the students chose from a range of numbers that corresponded to their reading and writing activities for the current academic year.

Table 4.7 showed the respondents’ answers to the Library subset of statements on the CSEQ. The Library subset of items assessed the students’ participation in certain experiences during the current school year. The respondents chose from the following options when answering the statements: “Very Often,” “Often,” “Occasionally,” or

“Never.” The table organized the statements from the highest level to the lowest level of agreement in congruence with the students’ responses.

Table 4.7 illustrated the students’ responses to this particular group of survey items. When asked if they had “developed a bibliography or reference list for a term paper or other report,” 35% of the Honors students respondents replied “very often” and 23% replied “often.” Twenty-three percent of students stated that they “very often” and 30% stated that they “often” referred to “an index or database (computer, card catalog, etc.) to find material on some topic.” The Honors students also reported that they “very often” (23%) and “often” (30%) formed a “judgment about the quality of information obtained from the library, World Wide Web, or other sources.” Ninety-three percent of the respondents replied that they had “never” (43 students) or “occasionally” (44 students) contacted a “librarian or staff member for help in finding information on some topic.” When asked if they had “read assigned materials other than textbooks in the library (reserve readings, etc.),” 54% answered “never” and 30% answered “occasionally.” The students stated that they “never” (45%) and “occasionally” (43%) located “something interesting while browsing in the library.”

Table 4.7

<i>Library</i>								
Item (<i>N, M, SD</i>)	Very Often		Often		Occasionally		Never	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Developed a bibliography or reference list for a term paper or other report. (<i>N</i> =93, <i>M</i> =2.76, <i>SD</i> =1.117)	33	35.5	21	22.6	23	24.7	16	17.2
Used an index or database to find material on some topic. (<i>N</i> =93, <i>M</i> =2.67, <i>SD</i> =.925)	21	22.6	28	30.1	36	38.7	8	8.6
Made a judgment about the quality of information obtained from the library, World Wide Web, or other sources. (<i>N</i> =93, <i>M</i> =2.58, <i>SD</i> =1.013)	21	22.6	28	30.1	29	31.2	15	16.1
Used the library as a quiet place to read or study materials you brought with you. (<i>N</i> =93, <i>M</i> =2.58, <i>SD</i> =1.004)	24	25.8	17	18.3	41	44.1	11	11.8
Gone back to read a basic reference or document that other authors referred to. (<i>N</i> =93, <i>M</i> =1.85, <i>SD</i> =.988)	8	8.6	15	16.1	25	26.9	45	48.4
Found something interesting while browsing in the library. (<i>N</i> =93, <i>M</i> =1.72, <i>SD</i> =.788)	4	4.3	7	7.5	40	43.0	42	45.2
Read assigned materials other than textbooks in the library. (<i>N</i> =93, <i>M</i> =1.69, <i>SD</i> =.897)	6	6.5	9	9.7	28	30.1	50	53.8
Asked a librarian or staff member for help in finding information on some topic. (<i>N</i> =93, <i>M</i> =1.65, <i>SD</i> =.732)	4	4.3	2	2.2	44	47.3	43	46.2

Table 4.8 revealed the respondents' answers to the Computer and Information Technology group of statements on the CSEQ. The Computer and Information Technology subset of statements assessed the students' participation in certain experiences during the current school year. The respondents selected from the following options when answering the items: "Very Often," "Often," "Occasionally," or "Never." The table organized the statements from the highest level to the lowest level of agreement in correspondence with the students' replies.

Table 4.8 provided the responses to the statements listed under the Computer and Information Technology subcategory. Ninety-five percent of the students stated that they "very often" and 5% stated that they "often" relied upon a "computer or word processor to prepare reports or papers." When asked if they "used e-mail to communicate with an instructor or other students," 86% replied "very often" and 11% replied "often." The respondents also stated that they "very often" (82%) and "often" (13%) looked on the "World Wide Web or Internet for information related to a course." When asked if they "used a computer to retrieve materials from a library not at this institution," 31% of the Honors students answered "never" and 37% answered "occasionally." Twenty-seven percent of the respondents stated they "never" and 28% stated they "occasionally" had "used a computer tutorial to learn material for a course or developmental/remedial program." The Honors students also declared that they "never" (15%) and "occasionally" (38%) had "developed a Web page or multimedia presentation."

Table 4.8

<i>Computer and Information Technology</i>									
Item (<i>N, M, SD</i>)	Very Often		Often		Occasionally		Never		
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	
Used a computer or word processor to prepare reports or papers. (<i>N</i> =93, <i>M</i> =3.95, <i>SD</i> =.227)	88	94.6	5	5.4	0	0.0	0	0.0	
Used e-mail to communicate with an instructor or other students. (<i>N</i> =93, <i>M</i> =3.83, <i>SD</i> =.457)	80	86.0	10	10.8	3	3.2	0	0.0	
Searched the World Wide Web or Internet for information related to a course. (<i>N</i> =93, <i>M</i> =3.75, <i>SD</i> =.583)	76	81.7	12	12.9	4	4.3	1	1.1	
Used a computer to produce visual displays of information. (<i>N</i> =93, <i>M</i> =3.39, <i>SD</i> =.885)	57	61.3	19	20.4	13	14.0	4	4.3	
Used a computer to analyze data. (<i>N</i> =93, <i>M</i> =3.00, <i>SD</i> =1.161)	47	50.5	14	15.1	17	18.3	15	16.1	
Participated in class discussions using an electronic medium. (<i>N</i> =93, <i>M</i> =2.76, <i>SD</i> =1.036)	27	29.0	31	33.3	21	22.6	14	15.1	
Developed a Web page or multimedia presentation. (<i>N</i> =93, <i>M</i> =2.44, <i>SD</i> =1.035)	24	25.8	20	21.5	35	37.6	14	15.1	
Used a computer tutorial to learn material for a course or developmental /remedial program. (<i>N</i> =93, <i>M</i> =2.42, <i>SD</i> =1.126)	22	23.7	20	21.5	26	28.0	25	26.9	
Used a computer to retrieve materials from a library not at this institution. (<i>N</i> =93, <i>M</i> =2.23, <i>SD</i> =1.114)	20	21.5	10	10.8	34	36.6	29	31.2	

Table 4.9 highlighted the students' replies to the Course Learning subset of statements on the CSEQ. The Course Learning subset of items measured the students' participation in certain experiences during the current school year. The respondents chose from the following options when answering the statements: "Very Often," "Often," "Occasionally," or "Never." The table organized the statements from the highest level to the lowest level of agreement based upon the students' responses.

Table 4.9 displayed the answers to the subset of statements grouped under Course Learning. A total of 71% of students reported that they "very often" worked on papers or projects that required "integrating ideas from various sources." Eighty-eight percent of students replied that they "very often" or "often" took detailed notes in their classes. The respondents also reported that they "very often" engaged in reading the assigned texts and documents for class (58%). When asked if they had "developed a role play, case study, or simulation for a class," 38% of the subjects stated "never" and 33% stated "occasionally." Two percent of the students replied they "never" and 15% replied they "occasionally" used "information or experience from other areas of your life in class discussions or assignments." The students also responded that they "occasionally" (17%) attempted to "see how different facts and ideas fit together."

Table 4.9

<i>Course Learning</i>								
Item (<i>N, M, SD</i>)	Very Often		Often		Occasionally		Never	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Worked on a paper or project where you had to integrate ideas from various sources. (<i>N</i> =93, <i>M</i> =3.61, <i>SD</i> =.619)	66	71.0	22	23.7	4	4.3	1	1.1
Took detailed notes during class. (<i>N</i> =93, <i>M</i> =3.51, <i>SD</i> =.732)	59	63.4	23	24.7	10	10.8	1	1.1
Completed the assigned readings for class. (<i>N</i> =93, <i>M</i> =3.45, <i>SD</i> =.715)	54	58.1	27	29.0	12	12.9	0	0.0
Summarized major points and information from your class notes or readings. (<i>n</i> =90, <i>M</i> =3.40, <i>SD</i> =.787)	49	54.4	28	31.1	11	12.2	2	2.2
Applied material learned in a class to other areas. (<i>N</i> =93, <i>M</i> =3.37, <i>SD</i> =.747)	47	50.5	33	35.5	12	12.9	1	1.1
Worked on a class assignment, project, or presentation with other students. (<i>n</i> =92, <i>M</i> =3.36, <i>SD</i> =.833)	52	56.5	23	25.0	15	16.3	2	2.2
Tried to explain material from a course to someone else. (<i>N</i> =93, <i>M</i> =3.34, <i>SD</i> =.744)	46	49.5	34	36.6	12	12.9	1	1.1
Contributed to class discussion. (<i>N</i> =93, <i>M</i> =3.33, <i>SD</i> =.838)	51	54.8	24	25.8	16	17.2	2	2.2
Tried to see how different facts and ideas fit together. (<i>n</i> =92, <i>M</i> =3.33, <i>SD</i> =.758)	46	50.0	30	32.6	16	17.4	0	0.0
Used information or experience from other areas of your life. (<i>N</i> =93, <i>M</i> =3.24, <i>SD</i> =.786)	40	43.0	37	39.8	14	15.1	2	2.2
Developed a role play, case study, or simulation for a class. (<i>N</i> =93, <i>M</i> =2.04, <i>SD</i> =1.031)	12	12.9	15	16.1	31	33.3	35	37.6

Table 4.10 presented the Honors students' answers to the Writing Experiences subset of statements. The Writing Experiences subset of items assessed how much the students took part in certain experiences during the current school year. The subjects selected from the following options when answering the statements: "Very Often," "Often," "Occasionally," or "Never." The table arranged the items from the highest level to the lowest level of agreement in congruence with the students' responses.

Table 4.10 showed the Honors students' responses to the Writing Experiences subset of statements. Sixty percent of the students reported they "very often" and 31% reported they "often" "thought about grammar, sentence structure, word choice, and sequence of ideas or points." Forty percent of the respondents stated they "very often" and 27% stated they "often" asked others to read something they wrote. When asked if they "revised a paper or composition two or more times before you were satisfied with it," 64% of Honors students replied "very often" or "often." Sixty-four percent of selected Honors students reported that they had either "never" or "occasionally" written a report larger than 20 pages during the current academic year. Fifty-seven students (61%), more than half of the subjects, disclosed that they either "occasionally" (32%) or "never" (29%) had "referred to a book or manual about writing style, grammar, etc." When asked if they sought out "an instructor or staff member for advice and help to improve your writing," 26% stated "never" and 22% stated "occasionally."

Table 4.10

Writing Experiences

Item (<i>N, M, SD</i>)	Very Often		Often		Occasionally		Never	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Thought about grammar, sentence structure, word choice, and sequence of ideas or points as you were writing. (<i>N</i> =93, <i>M</i> =3.52, <i>SD</i> =.653)	56	60.2	29	31.2	8	8.6	0	0.0
Asked other people to read something you wrote to see if it was clear to them. (<i>N</i> =93, <i>M</i> =3.01, <i>SD</i> =.950)	37	39.8	25	26.9	26	28.0	5	5.4
Revised a paper or composition two or more times before you were satisfied with it. (<i>N</i> =93, <i>M</i> =3.00, <i>SD</i> =.967)	37	39.8	22	23.7	29	31.2	5	5.4
Used a dictionary or thesaurus to look up the proper meaning of words. (<i>N</i> =93, <i>M</i> =2.81, <i>SD</i> =1.056)	31	33.3	26	28.0	23	24.7	13	14.0
Asked an instructor or staff member for advice and help to improve your writing. (<i>n</i> =92, <i>M</i> =2.45, <i>SD</i> =1.073)	17	18.5	31	33.7	20	21.7	24	26.1
Referred to a book or manual about writing style, grammar, etc. (<i>N</i> =93, <i>M</i> =2.27, <i>SD</i> =1.065)	16	17.2	20	21.5	30	32.3	27	29.0
Prepared a major written report for a class. (<i>n</i> =92, <i>M</i> =2.16, <i>SD</i> =1.151)	18	19.6	15	16.3	23	25.0	36	39.1

Table 4.11 showed the subjects' answers to the Experiences with Faculty statements on the CSEQ. The Experiences with Faculty subset of items gauged the students' involvement in certain experiences during the current school year. The respondents chose from the following options when answering the statements: "Very Often," "Often," "Occasionally," or "Never." The table organized the items from the highest level to the lowest level of agreement based upon the students' responses.

Table 4.11 provided the responses of students to the statements in the Experiences with Faculty subsection of the CSEQ. The Honors students stated they "very often" (46%) and "often" (34%) engaged their instructors with regards to "information related to a course you were taking (grades, make-up work, assignments, etc.)." When asked if they had "worked harder as a result of feedback from an instructor," 74% of the students responded with "very often" or "often." Twenty-eight percent of students stated they "very often" and 44% of students stated they "often" discussed classes or their academic program with a professor. When asked if they "socialized with a faculty member outside of class (had a snack or soft drink, etc.)," 50 students (54%) replied "never" and 22 students (24%) replied "occasionally." The Honors students respondents were asked if they "worked with a faculty member on a research project;" 55% reported "never" and 12% reported "occasionally." Eighteen percent of students disclosed that they "never" and 43% of students stated they "occasionally" had discussions with other students and faculty members outside of class.

Table 4.11

Experiences with Faculty

Item (<i>N, M, SD</i>)	Very Often		Often		Occasionally		Never	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Talked to your instructor about information related to a course you were taking. (<i>N</i> =93, <i>M</i> =3.26, <i>SD</i> =.793)	43	46.2	32	34.4	17	18.3	1	1.1
Worked harder as a result of feedback from an instructor. (<i>N</i> =93, <i>M</i> =3.06, <i>SD</i> =.918)	36	38.7	33	35.5	18	19.4	6	6.5
Discussed your academic program or course selection with a faculty member. (<i>N</i> =93, <i>M</i> =2.98, <i>SD</i> =.794)	26	28.0	41	44.1	24	25.8	2	2.2
Worked harder than you thought you could to meet an instructor's expectations and standards. (<i>N</i> =93, <i>M</i> =2.94, <i>SD</i> =.965)	31	33.3	34	36.6	19	20.4	9	9.7
Discussed ideas for a term paper or other class project with a faculty member. (<i>N</i> =93, <i>M</i> =2.81, <i>SD</i> =.947)	26	28.0	31	33.3	28	30.1	8	8.6
Discussed your career plans and ambitions with a faculty member. (<i>N</i> =93, <i>M</i> =2.59, <i>SD</i> =1.013)	21	22.6	28	30.1	29	31.2	15	16.1
Asked your instructor for comments and criticisms about your academic performance. (<i>n</i> =91, <i>M</i> =2.58, <i>SD</i> =1.001)	20	22.0	27	29.7	30	33.0	14	15.4
Participated with other students in a discussion with one or more faculty members outside of class. (<i>N</i> =93, <i>M</i> =2.41, <i>SD</i> =1.013)	19	20.4	17	18.3	40	43.0	17	18.3
Worked with a faculty member on a research project. (<i>N</i> =93, <i>M</i> =2.00, <i>SD</i> =1.242)	20	21.5	11	11.8	11	11.8	51	54.8
Socialized with a faculty member outside of class. (<i>N</i> =93, <i>M</i> =1.81, <i>SD</i> =1.045)	11	11.8	10	10.8	22	23.7	50	53.8

Table 4.12 displayed the respondents' answers to the Scientific and Quantitative subset of statements on the CSEQ. The items evaluated the students' participation in certain experiences during the current school year. The subjects selected from the following options when answering the statements: "Very Often," "Often," "Occasionally," or "Never." The table arranged the statements from the highest level to the lowest level of agreement in correlation with the students' responses.

Table 4.12 highlighted the answers to the Scientific and Quantitative Experiences statements in the CSEQ. When asked if they had "memorized formulas, definitions, technical terms and concepts," 60% of the Honors students replied "very often" and 16% replied "often." The subjects also reported that they "very often" (55%) and "often" (14%) had "used mathematical terms to express a set of relationships." Fifty-two percent of the students stated they had "very often" and 14% stated they had "often" explained their "understanding of some scientific or mathematical theory, principle or concept to someone else." When asked if they had "compared the scientific method with other methods for gaining knowledge and understanding," 34% responded "never" and 20% responded "occasionally." Thirty-seven percent of the respondents reported that they "never" and 13% reported they "occasionally" had shown "someone else how to use a piece of scientific equipment." The Honors students also replied that they had "never" (28%) and "occasionally" (23%) read "articles about scientific or mathematical theories or concepts in addition to those assigned for a class."

Table 4.12

Scientific and Quantitative Experiences

Item (<i>N, M, SD</i>)	Very Often		Often		Occasionally		Never	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Memorized formulas, definitions, technical terms and concepts. (<i>N</i> =93, <i>M</i> =3.27, <i>SD</i> =1.034)	56	60.2	15	16.1	13	14.0	9	9.7
Used mathematical terms to express a set of relationships. (<i>N</i> =93, <i>M</i> =3.05, <i>SD</i> =1.192)	51	54.8	13	14.0	12	12.9	17	18.3
Explained your understanding of some scientific or mathematical theory, principle or concept to someone else. (<i>N</i> =93, <i>M</i> =3.03, <i>SD</i> =1.193)	48	51.6	19	20.4	7	7.5	19	20.4
Completed an experiment or project using scientific methods. (<i>N</i> =93, <i>M</i> =2.94, <i>SD</i> =1.223)	46	49.5	15	16.1	12	12.9	20	21.5
Explained to another person the scientific basis for concerns about scientific or environmental issues or similar aspects of the world around you. (<i>N</i> =93, <i>M</i> =2.74, <i>SD</i> =1.162)	37	39.8	10	10.8	30	32.3	16	17.2
Explained an experimental procedure to someone else. (<i>N</i> =93, <i>M</i> =2.70, <i>SD</i> =1.275)	38	40.9	16	17.2	12	12.9	27	29.0
Practiced to improve your skill in using a piece of laboratory equipment. (<i>N</i> =93, <i>M</i> =2.59, <i>SD</i> =1.321)	38	40.9	10	10.8	14	15.1	31	33.3
Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class. (<i>N</i> =93, <i>M</i> =2.58, <i>SD</i> =1.245)	34	36.6	12	12.9	21	22.6	26	28.0
Showed someone else how to use a piece of scientific equipment. (<i>N</i> =93, <i>M</i> =2.47, <i>SD</i> =1.290)	31	33.3	16	17.2	12	12.9	34	36.6
Compared the scientific method with other methods for gaining knowledge and understanding. (<i>N</i> =93, <i>M</i> =2.43, <i>SD</i> =1.263)	30	32.3	12	12.9	19	20.4	32	34.4

Table 4.13 presented the respondents' answers to the Reading/Writing subset of statements on the CSEQ. The Reading/Writing subset of items assessed the students' participation in certain experiences during the current school year. When replying to the statements, the subjects chose from the following options: "None," "Fewer than 5," "Between 5 and 10," "Between 10 and 20," or "More than 20." The table is, based upon the students' responses, organized from the highest level to the lowest level of agreement within each statement.

Table 4.13 highlighted the replies to the Reading/Writing subsection of the survey. For the Reading items, 26% of the students surveyed read "fewer than 5," 49% read "between 5 and 10," and 18% read "between 10 and 20" textbooks or assigned books. When asked how many "assigned packs of course readings" they had read, 20% replied "none," 23% replied "fewer than 5," 27% replied "between 5 and 10," and 24% replied "between 10 and 20." The students also reported that they had read "none" (26%), "fewer than 5" (42%), and "between 5 and 10" (15%) of books that were "non-assigned." For the Writing questions, 31% of the Honors students replied that they wrote "fewer than 5," 30% replied "between 5 and 10," 22% replied "between 10 and 20," and 11% replied "more than 20" essay exams for their classes this academic year. When asked how many "term papers or other written reports" they had written, 29% stated "fewer than 5," 32% stated "between 5 and 10," 27% stated "between 10 and 20," and 12% stated "more than 20."

Table 4.13

Reading/Writing

Item	Subvariable (<i>N, M, SD</i>)	None		Fewer than 5		Between 5 and 10		Between 10 and 20		More than 20	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
During this current school year, about how many books have you read?	Textbooks or assigned books (<i>n</i> =89, <i>M</i> =2.92, <i>SD</i> =.842)	3	3.4	23	25.8	44	49.4	16	18.0	3	3.4
	Assigned packs of course readings (<i>n</i> =90, <i>M</i> =2.72, <i>SD</i> =1.200)	18	20.0	21	23.3	24	26.7	22	24.4	5	5.6
	Non-assigned books (<i>n</i> =89, <i>M</i> =2.31, <i>SD</i> =1.174)	23	25.8	37	41.6	13	14.6	10	11.2	6	6.7
During this current school year, about how many exams, papers, or reports have you written?	Essay exams for your courses (<i>n</i> =91, <i>M</i> =3.00, <i>SD</i> =1.116)	6	6.6	28	30.8	27	29.7	20	22.0	10	11.0
	Term papers or other written reports (<i>n</i> =90, <i>M</i> =3.22, <i>SD</i> =1.003)	0	0.0	26	28.9	29	32.2	24	26.7	11	12.2

Research Question 2: What impact does the Honors Concentration have on the extracurricular and social experiences of selected Honors students?

The subsets of questions from the CSEQ examined for this particular research question included the Art, Music, Theater, Campus Facilities, and Clubs and Organization sections.

Table 4.14 represented the subjects' answers to the Art, Music, Theater subset of statements on the CSEQ. This particular subset of items assessed the students' involvement in certain experiences during the current school year. The respondents selected from the following options when answering the statements: "Very Often," "Often," "Occasionally," or "Never." The table organized the items from the highest level to the lowest level of agreement in correlation with the students' responses. When asked if they discussed "music or musicians (classical, popular, etc.) with other students, friends, or family members," 56% reported either "very often" or "often." The Honors students also responded that they 20% "very often" and 26% "often" had "attended a concert or other music event, on or off the campus." Nineteen percent of students stated they "very often" and 19% stated they "often" attended "an art exhibit/gallery or a play, dance, or theater performance on or off the campus." When asked if they "participated in some music activity (orchestra, chorus, dance, etc.) on or off the campus," 66% replied "never" and 17% replied "occasionally." Fifty-one percent of students reported they "never" and 29% reported they "occasionally" participated "in some art activity (painting, pottery, weaving, drawing, etc.) or theater event, or worked on some theatrical production (acted, danced, worked on scenery, etc.), on or off the campus."

Table 4.14

<i>Art, Music, Theater</i>									
Item (<i>N, M, SD</i>)	Very Often		Often		Occasionally		Never		
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Talked about music or musicians with other students, friends, or family members. (<i>N</i> =93, <i>M</i> =2.71, <i>SD</i> =.973)	24	25.8	28	30.1	31	33.3	10	10.8	
Attended a concert or other music event, on or off the campus. (<i>N</i> =93, <i>M</i> =2.54, <i>SD</i> =.962)	19	20.4	24	25.8	38	40.9	12	12.9	
Went to an art exhibit/gallery or a play, dance, or theater performance, on or off the campus. (<i>N</i> =93, <i>M</i> =2.47, <i>SD</i> =.928)	18	19.4	18	19.4	47	50.5	10	10.8	
Talked about art or the theater with other students, friends, or family members. (<i>N</i> =93, <i>M</i> =2.44, <i>SD</i> =1.108)	24	25.8	14	15.1	34	36.6	21	22.6	
Read or discussed the opinions of art, music, or drama critics. (<i>N</i> =93, <i>M</i> =2.02, <i>SD</i> =1.053)	12	12.9	16	17.2	27	29.0	38	40.9	
Participated in some art activity or theater event, or worked on some theatrical production on or off the campus. (<i>N</i> =93, <i>M</i> =1.84, <i>SD</i> =1.056)	13	14.0	6	6.5	27	29.0	47	50.5	
Participated in some music activity on or off the campus. (<i>N</i> =93, <i>M</i> =1.63, <i>SD</i> =1.030)	11	11.8	5	5.4	16	17.2	61	65.6	

Table 4.15 illustrated the respondents' replies to the Campus Facilities subset of statements on the CSEQ. The Campus Facilities subset of items assessed the students' participation in certain experiences during the current school year. The respondents chose from the following options when answering the statements: "Very Often," "Often," "Occasionally," or "Never." The table arranged the statements from the highest level to the lowest level of agreement equivalent with the students' responses.

Table 4.15 provided an analysis of the responses to the statements included in the Campus Facilities subsection of the CSEQ. Seventy-two percent of Honors students reported that they either "very often" or "often" met up with other students "at some campus location (campus center, etc.) for a discussion." When asked if they "used campus recreational facilities (pool, fitness equipment, courts, etc.)," 32% of students replied "very often" and 23% of students replied "often." The Honors students also responded that they "very often" (30%) or "often" (25%) utilized a "campus lounge to relax or study" by themselves. When the students contemplated if they "used a campus learning lab or center to improve study or academic skills (reading, writing, etc.)," 52% stated "never" and 28% stated "occasionally." Fifty-five percent of students said they "never" and 15% of students said they "occasionally" played "a team sport (intramural, club, intercollegiate)." In response to the statement that inquired if the students "followed a regular schedule of exercise or practice for some recreational sporting activity," 44% answered "never" and 17% answered "occasionally."

Table 4.15

<i>Campus Facilities</i>									
Item (<i>N, M, SD</i>)	Very Often		Often		Occasionally		Never		
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	
Met other students at some campus location for a discussion. (<i>N</i> =93, <i>M</i> =3.04, <i>SD</i> =.884)	34	36.6	33	35.5	22	23.7	4	4.3	
Used campus recreational facilities. (<i>N</i> =93, <i>M</i> =2.74, <i>SD</i> =1.052)	30	32.3	21	22.6	30	32.3	12	12.9	
Used a campus lounge to relax or study by yourself. (<i>N</i> =93, <i>M</i> =2.73, <i>SD</i> =1.023)	28	30.1	23	24.7	31	33.3	11	11.8	
Attended a cultural or social event in the campus center or other campus location. (<i>N</i> =93, <i>M</i> =2.63, <i>SD</i> =.951)	20	21.5	31	33.3	31	33.3	11	11.8	
Went to a lecture or panel discussion. (<i>N</i> =93, <i>M</i> =2.24, <i>SD</i> =.758)	6	6.5	22	23.7	53	57.0	12	12.9	
Followed a regular schedule of exercise or practice for some recreational sporting activity. (<i>N</i> =93, <i>M</i> =2.19, <i>SD</i> =1.245)	23	24.7	13	14.0	16	17.2	41	44.1	
Played a team sport. (<i>N</i> =93, <i>M</i> =1.94, <i>SD</i> =1.187)	17	18.3	11	11.8	14	15.1	51	54.8	
Used a campus learning lab or center to improve study or academic skills. (<i>N</i> =93, <i>M</i> =1.76, <i>SD</i> =.949)	7	7.5	12	12.9	26	28.0	48	51.6	

Table 4.16 displayed the Honors students' answers to the Clubs and Organizations subset of statements on the CSEQ. The Clubs and Organizations subset of items measured the students' participation in certain experiences during the current school year. The subjects selected from the following options when answering the statements: "Very Often," "Often," "Occasionally," or "Never." The table organized the items from the highest level to the lowest level of agreement based upon the students' responses.

Table 4.16 revealed the students' responses to the Clubs and Organizations subset of statements from the CSEQ. Sixty-two percent of Honors students reported they "very often" and 18% reported they "often" went to "a meeting of a campus club, organization, or student government group." When asked if they "worked on an off-campus committee, organization, or project (civic group, church group, community event, etc.)," 48% replied "never" and 31% replied "occasionally."

Table 4.16

<i>Clubs and Organizations</i>									
Item (<i>N, M, SD</i>)	Very Often		Often		Occasionally		Never		
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	
Attended a meeting of a campus club, organization, or student government group. (<i>N</i> =93, <i>M</i> =3.42, <i>SD</i> =.825)	58	62.4	17	18.3	17	18.3	1	1.1	
Worked on a campus committee, student organization, or project. (<i>N</i> =93, <i>M</i> =2.59, <i>SD</i> =1.200)	31	33.3	17	18.3	21	22.6	24	25.8	
Managed or provided leadership for a club or organization, on or off the campus. (<i>n</i> =91, <i>M</i> =2.49, <i>SD</i> =1.177)	26	28.6	18	19.8	22	24.2	25	27.5	

Met with a faculty member or staff advisor to discuss the activities of a group or organization. ($n=92$, $M=2.00$, $SD=1.059$)	11	12.0	18	19.6	23	25.0	40	43.5
Worked on an off-campus committee, organization, or project. ($N=93$, $M=1.76$, $SD=.877$)	4	4.3	15	16.1	29	31.2	45	48.4

Research Question 3: What is the impact of the Honors Concentration on the selected Honors students' overall experiences at Rowan University?

The subsets of questions and statements from the CSEQ examined for this particular research question included the Opinions about Your College or University and The College Environment sections.

Table 4.17 showed the subjects' answers to both questions in the Opinions about Your College or University section on the CSEQ. The Opinions about Your College or University section gauged the students' overall opinions about their college experiences. For the "how well do you like college" question, the respondents chose from the following answers: "I am enthusiastic about it," "I like it," "I am more or less neutral about it," and "I don't like it." For the "if you could start over again, would you go to the same institution you are now attending" question, the students had the following answers to select from: "yes, definitely," "probably yes," "probably no," and "no, definitely." The table organized the items from the highest level to the lowest level of agreement for each question based upon the subjects' answers.

Table 4.17 highlighted the answers to the two questions in the Opinions about Your College or University subsection of the CSEQ. When asked “how well do you like college,” 62% replied that they were “enthusiastic about it” and 31% replied that they “liked it.” Fifty-seven percent of students reported they would “yes, definitely” and 35% reported “probably yes,” that “if you could start over again, would you go to the same institution you are now attending.”

Table 4.17

<i>Opinions about Your College or University</i>			
Item (<i>N, M, SD</i>)	Responses	<i>f</i>	<i>%</i>
How well do you like college? (<i>n</i> =90, <i>M</i> =3.56, <i>SD</i> =.620)	I am enthusiastic about it.	56	62.2
	I like it.	28	31.1
	I am more or less neutral about it.	6	6.7
	I don't like it.	0	0.0
If you could start over again, would you go to the same institution you are now attending? (<i>n</i> =91, <i>M</i> =3.48, <i>SD</i> =.673)	Yes, definitely	52	57.1
	Probably yes	32	35.2
	Probably no	6	6.6
	No, definitely	1	1.1

Table 4.18 displayed the respondents' answers to the first portion of The College Environment subset of statements on the CSEQ. The College Environment subset of items assessed the students' thoughts about their experiences at their institution. The respondents assigned a numerical value along a scale to represent the level of emphasis that best denoted their impression. A score of "7" corresponded with a "strong emphasis" and a score of "1" corresponded with a "weak emphasis." The table organized the statements from the highest level to the lowest level of agreement in correlation with the students' responses.

Table 4.18 presented the responses to the statements in The College Environment subsection of the CSEQ. Students thought about their experiences at the institution and "to what extent do you feel that each of the following is emphasized." For each of the following statements, students ranked the emphasis along a scale of seven to one, with seven representing a "strong emphasis" and one representing a "weak emphasis." When asked to rate their institution's emphasis on "developing academic, scholarly, and intellectual qualities," 37% of students gave it a "7," 32% gave it a "6," and 21% gave it a "5." The students gave the following scores for the emphasis "on developing critical, evaluative, and analytical qualities:" 31% assigned a score of "7," 40% assigned a "6," and 16% assigned a "5." When asked to rate their institution's emphasis on "developing an understanding and appreciation of human diversity," 9% percent of students gave it a "3," 23% gave it a "4," and 31% gave it a "5." The students gave the following scores for the emphasis on "developing vocational and occupational competence:" 19% gave it a "4," 28% gave it a "5," and 20% gave it a "6."

Table 4.18

The College Environment

Item (<i>N</i> , <i>M</i> , <i>SD</i>)	7		6		5		4		3		2		1	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Emphasis on developing academic, scholarly, and intellectual qualities. (<i>N</i> =93, <i>M</i> =5.91, <i>SD</i> =1.100)	34	36.6	30	32.3	20	21.5	6	6.5	2	2.2	1	1.1	0	0.0
Emphasis on developing critical, evaluative, and analytical qualities. (<i>N</i> =93, <i>M</i> =5.86, <i>SD</i> =1.069)	29	31.2	37	39.8	15	16.1	9	9.7	3	3.2	0	0.0	0	0.0
Emphasis on developing information literacy skills. (<i>N</i> =93, <i>M</i> =5.28, <i>SD</i> =1.378)	20	21.5	24	25.8	24	25.8	18	19.4	2	2.2	4	4.3	1	1.1
Emphasis on the personal relevance and practical value of your courses. (<i>N</i> =93, <i>M</i> =5.15, <i>SD</i> =1.459)	20	21.5	22	23.7	19	20.4	23	24.7	3	3.2	5	5.4	1	1.1
Emphasis on developing aesthetic, expressive, and creative qualities. (<i>N</i> =93, <i>M</i> =4.82, <i>SD</i> =1.503)	13	14.0	24	25.8	15	16.1	22	23.7	13	14.0	5	5.4	1	1.1
Emphasis on developing vocational and occupational competence. (<i>N</i> =93, <i>M</i> =4.76, <i>SD</i> =1.514)	12	12.9	19	20.4	26	28.0	18	19.4	9	9.7	7	7.5	2	2.2
Emphasis on developing an understanding and appreciation of human diversity. (<i>N</i> =93, <i>M</i> =4.62, <i>SD</i> =1.496)	10	10.8	15	16.1	29	31.2	21	22.6	8	8.6	7	7.5	3	3.2

Table 4.19 represented the students' answers to the second portion of The College Environment subset of statements on the CSEQ. The College Environment subset of items assessed the students' thoughts about their relations with people at their institution. The respondents assigned a numerical value along a scale that best represents the "quality of these relationships." For the "relationships with other students" statement, a score of "7" corresponded with "friendly, supportive, sense of belonging" and a score of "1" corresponded with "competitive, uninvolved, sense of alienation." For the "relationships with administrative personnel and offices" item, a score of "7" denoted "helpful, considerate, flexible" and a score of "1" denoted "rigid, impersonal, bound by regulations." For the "relationships with faculty members" statement, a score of "7" corresponded with "approachable, helpful, understanding, encouraging" and a score of "1" corresponded with "remote, discouraging, unsympathetic." The table organized the statements from the highest level to the lowest level of agreement based upon the students' responses.

Table 4.19 illustrated the responses in The College Environment subsection of the CSEQ. Students reflected upon their relationships with others at their institution. When asked to rate their relationships with "other students," 35% of students gave a score of "7," 39% gave it a "6," and 17% gave it a "5." The students gave the following scores for their relationships with "faculty members:" 31% of students assigned a "7," 35% assigned a "6," and 23% assigned a "5." When asked to rate their relationships with "administrative personnel and offices," 19% gave a score of "7," 27% gave a "6," and 29% gave a "5."

Table 4.19

Relationships with Others at the Institution

Item	7		6		5		4		3		2		1	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Relationships with other students. (<i>N</i> =93, <i>M</i> =5.92, <i>SD</i> =1.182)	33	35.5	36	38.7	16	17.2	3	3.2	3	3.2	1	1.1	1	1.1
Relationships with faculty members. (<i>N</i> =93, <i>M</i> =5.87, <i>SD</i> =.981)	29	31.2	33	35.5	21	22.6	10	10.8	0	0.0	0	0.0	0	0.0
Relationships with administrative personnel and offices. (<i>N</i> =93, <i>M</i> =5.26, <i>SD</i> =1.374)	18	19.4	25	26.9	27	29.0	16	17.2	2	2.2	3	3.2	2	2.2

Research Question 4: How does participation in the Honors Concentration contribute to the ethical and psychosocial development of selected Honors students?

The subsets of statements from the CSEQ examined for this particular research question included the Personal Experiences, Student Acquaintances, Topics of Conversation, and Information in Conversations sections. The students contemplated how often they engaged in particular behaviors or actions during the current school year. They chose from four options to answer those items: “Very Often,” “Often,” “Occasionally,” and “Never.” All tables arranged the statements from the highest to lowest level of agreement based upon the students’ responses.

Table 4.20 revealed the answers for the Personal Experiences subset of statements. When asked if they had “told a friend or family member why you reacted to another person the way you did,” 44% of Honors students responded “very often” and 32% reported “often.” Seventy-four percent of students replied that they “very often” or “often” had “discussed with another student, friend, or family member why some people get along smoothly, and others do not.” The respondents also reported that they “very often” (41%) and that they “often” (26%) “identified with a character in a book, movie, or television show and wondered what you might have done under similar circumstances.” The students stated that they “never” (50%) and “occasionally” (27%) spoke with a “faculty member, counselor, or other staff member about personal concerns.” Forty-seven percent of students disclosed that they “never” and 30% stated they “occasionally” read “articles or books about personal growth, self-improvement, or social development.”

Table 4.20

Personal Experiences

Item (<i>N, M, SD</i>)	Very Often		Often		Occasionally		Never	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Told a friend or family member why you reacted to another person the way you did. (<i>N</i> =93, <i>M</i> =3.17, <i>SD</i> =.868)	41	44.1	30	32.3	19	20.4	3	3.2
Discussed with another student, friend, or family member why some people get along smoothly, and others do not. (<i>N</i> =93, <i>M</i> =3.06, <i>SD</i> =.895)	35	37.6	34	36.6	19	20.4	5	5.4
Identified with a character in a book, movie, or television show and wondered what you might have done under similar circumstances. (<i>N</i> =93, <i>M</i> =2.97, <i>SD</i> =1.037)	38	40.9	24	25.8	21	22.6	10	10.8
Asked a friend for help with a personal problem. (<i>N</i> =93, <i>M</i> =2.94, <i>SD</i> =1.019)	35	37.6	27	29.0	21	22.6	10	10.8
Asked a friend to tell you what he or she really thought about you. (<i>N</i> =93, <i>M</i> =2.41, <i>SD</i> =1.086)	20	21.5	21	22.6	29	31.2	23	24.7
Taken a test to measure your abilities, interests, or attitudes. (<i>N</i> =93, <i>M</i> =2.27, <i>SD</i> =.980)	10	10.8	30	32.3	28	30.1	25	26.9
Read articles or books about personal growth, self-improvement, or social development. (<i>N</i> =93, <i>M</i> =1.87, <i>SD</i> =1.024)	11	11.8	10	10.8	28	30.1	44	47.3
Talked with a faculty member, counselor, or other staff member about personal concerns. (<i>N</i> =93, <i>M</i> =1.84, <i>SD</i> =1.035)	11	11.8	10	10.8	25	26.9	47	50.5

Table 4.21 illustrated the Honors students' answers to the Student Acquaintances subset of statements on the CSEQ. This subset of items assessed the students' involvement in certain experiences during the current school year. The subjects selected from the following options when replying to the statements: "Very Often," "Often," "Occasionally," or "Never." The table arranged the items from the highest level to the lowest level of agreement in correlation with the students' responses.

Table 4.21 examined the responses to the statements in the Student Acquaintances subsection of the CSEQ. Forty-one percent of the respondents replied "very often" and 40% replied "often" when asked if they "became acquainted with students whose family background (economic, social) was different from yours." The subjects also reported that they "very often" (35%) and "often" (38%) "became acquainted with students whose interests were different than yours." When asked if they "became acquainted with students whose race or ethnic background was different from yours," 31% of the students stated "very often" and 37% stated "often." The Honors students also replied that 41% had "never" and 32% had "occasionally" had "serious discussion with students from a country different from yours." When asked if they "had become acquainted with students from another country," 23% stated "never" and 43% stated "occasionally." Fifteen percent of the respondents replied "never" and 37% replied "occasionally" when asked if they "had serious discussions with students whose race or ethnic background was different from yours."

Table 4.21

Student Acquaintances

Item (<i>N, M, SD</i>)	Very Often		Often		Occasionally		Never	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Became acquainted with students whose family background (economic, social) was different from yours. (<i>N</i> =93, <i>M</i> =3.18, <i>SD</i> =.820)	38	40.9	37	39.8	15	20.4	3	3.2
Became acquainted with students whose interests were different from yours. (<i>N</i> =93, <i>M</i> =3.06, <i>SD</i> =.832)	33	35.5	35	37.6	23	24.7	2	2.2
Became acquainted with students whose race or ethnic background was different from yours. (<i>N</i> =93, <i>M</i> =2.97, <i>SD</i> =.859)	29	31.2	34	36.6	27	29.0	9	9.7
Became acquainted with students whose age was different from yours. (<i>N</i> =93, <i>M</i> =2.88, <i>SD</i> =.895)	28	30.1	30	32.3	31	33.3	4	4.3
Had serious discussions with students whose religious beliefs were very different from yours. (<i>N</i> =93, <i>M</i> =2.85, <i>SD</i> =.977)	29	31.2	30	32.3	25	26.9	9	9.7
Had serious discussions with students whose philosophy of life or personal values were very different from yours. (<i>N</i> =93, <i>M</i> =2.73, <i>SD</i> =.911)	24	25.8	25	26.9	39	41.9	5	5.4
Had serious discussions with students whose political opinions were very different from yours. (<i>N</i> =93, <i>M</i> =2.61, <i>SD</i> =1.053)	24	25.8	25	26.9	28	30.1	16	17.2
Had serious discussions with students whose race or ethnic background was different from yours. (<i>N</i> =93, <i>M</i> =2.58, <i>SD</i> =1.025)	23	24.7	22	23.7	34	36.6	14	15.1
Became acquainted with students from another country. (<i>N</i> =93, <i>M</i> =2.30, <i>SD</i> =1.019)	17	18.3	15	16.1	40	43.0	21	22.6
Had serious discussions with students from a country different from yours. (<i>N</i> =93, <i>M</i> =1.98, <i>SD</i> =1.021)	11	11.8	14	15.1	30	32.3	38	40.9

Table 4.22 highlighted the subjects' replies to the Topics of Conversation subset of statements on the CSEQ. This subset of items evaluated the students' participation in certain experiences during the current school year. The students chose from the following options when answering the items: "Very Often," "Often," "Occasionally," or "Never." The table organized the statements from the highest level to the lowest level of agreement based upon the students' responses.

Table 4.22 reviewed the responses to the statements in the Topics of Conversation section of the Conversation portion of the CSEQ. Thirty-four percent of Honors students said they "very often" and 26% said they "often" had discussions about "computers and other technologies." When asked if they had conversations about "current events in the news," 17% of the respondents reported "very often" and 35% reported "often." The students also replied that they "very often" (35%) and "often" (16%) engaged in conversations about "science (theories, experiments, methods, etc.)." Sixteen percent of the subjects stated that they "never" and 40% stated they "occasionally" had discussions about "international relations (human rights, free trade, military activities, political differences, etc.)." When asked if they had conversations about "the ideas and views of other people such as writers, philosophers, historians," 15% of the students replied "never" and 41% replied "occasionally." The Honors students also reported that they "never" (17%) and "occasionally" (41%) participated in conversations about "the arts (painting, poetry, dance, theatrical productions, symphony, movies, etc.)."

Table 4.22

<i>Topics of Conversation</i>								
Item (<i>N, M, SD</i>)	Very Often		Often		Occasionally		Never	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Computers and other technologies. (<i>n</i> =92, <i>M</i> =2.87, <i>SD</i> =.963)	31	33.7	24	26.1	31	33.7	6	6.5
Current events in the news. (<i>n</i> =92, <i>M</i> =2.66, <i>SD</i> =.802)	16	17.4	32	34.8	41	44.6	3	3.3
Science (theories, experiments, methods, etc.). (<i>n</i> =92, <i>M</i> =2.65, <i>SD</i> =1.162)	32	34.8	15	16.3	26	28.3	19	20.7
Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use. (<i>n</i> =92, <i>M</i> =2.59, <i>SD</i> =.951)	18	19.6	30	32.6	32	34.8	12	13.0
Different lifestyles, customs, and religions. (<i>n</i> =92, <i>M</i> =2.57, <i>SD</i> =.843)	15	16.3	28	30.4	43	46.7	6	6.5
The economy (employment, wealth, poverty, debt, trade, etc.). (<i>n</i> =92, <i>M</i> =2.49, <i>SD</i> =.932)	14	15.2	31	33.7	33	35.9	14	15.2
Social issues such as peace, justice, human rights, equality, race relations. (<i>n</i> =92, <i>M</i> =2.48, <i>SD</i> =.908)	16	17.4	22	23.9	44	47.8	10	10.9
The arts (painting, poetry, dance, theatrical productions, symphony, movies, etc.). (<i>n</i> =92, <i>M</i> =2.42, <i>SD</i> =.986)	17	18.5	21	22.8	38	41.3	16	17.4
The ideas and views of other people such as writers, philosophers, historians. (<i>n</i> =92, <i>M</i> =2.42, <i>SD</i> =.917)	13	14.1	27	29.3	38	41.3	14	15.2
International relations (human rights, free trade, military activities, political differences, etc.). (<i>n</i> =92, <i>M</i> =2.40, <i>SD</i> =.915)	12	13.0	28	30.4	37	40.2	15	16.3

Table 4.23 displayed the students' replies to the Information in Conversations subset of statements on the CSEQ. The Information in Conversations subset of items assessed the students' participation in certain experiences during the current school year. The subjects selected from the following options when answering the statements: "Very Often," "Often," "Occasionally," or "Never." The table organized the items from the highest level to the lowest level of agreement based upon students' answers.

Table 4.23 presented the responses to the statements in the Information in Conversations section of the Conversation portion of the CSEQ. When asked if they "referred to knowledge you acquired in your reading or classes," 31% of the respondents reported "very often" and 51% of the respondents reported "often." Thirty-three percent of students replied that they "very often" and 43% replied they "often" explored "different ways of thinking about the topic." The students also stated that 8% had "never" and 48% had "occasionally" "changed your opinion as a result of the knowledge or arguments presented by others." Nine percent of students reported that they "never" and 40% reported they "occasionally" had "persuaded others to change their minds as a result of the knowledge or arguments you cited."

Table 4.23

<i>Information in Conversations</i>								
Item (<i>N, M, SD</i>)	Very Often		Often		Occasionally		Never	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Referred to knowledge you acquired in your reading or classes. (<i>n</i> =90, <i>M</i> =3.12, <i>SD</i> =.741)	28	31.1	46	51.1	14	15.6	2	2.2

Explored different ways of thinking about the topic. (<i>n</i> =90, <i>M</i> = 3.07, <i>SD</i> =.818)	30	33.3	39	43.3	18	20.0	3	3.3
Referred to something one of your instructors said about the topic. (<i>n</i> =90, <i>M</i> =2.93, <i>SD</i> =.804)	22	24.4	44	48.9	20	22.2	4	4.4
Subsequently read something that was related to the topic. (<i>n</i> =89, <i>M</i> =2.75, <i>SD</i> =.920)	22	24.7	30	33.7	30	33.7	7	7.9
Persuaded others to change their minds as a result of the knowledge or arguments you cited. (<i>n</i> =90, <i>M</i> =2.57, <i>SD</i> =.849)	13	14.4	33	36.7	36	40.0	8	8.9
Changed your opinion as a result of the knowledge or arguments presented by others. (<i>n</i> =90, <i>M</i> =2.51, <i>SD</i> =.838)	13	14.4	27	30.0	43	47.8	7	7.8

Table 4.24 showed the respondents' answers to the Estimate of Gains portion of the CSEQ. The Estimate of Gains subsection on the CSEQ consisted of 24 statements where students indicated "to what extent do you feel you have gained or made progress in the following areas." The subjects chose from four options to answer each item: "Very Much," "Quite a Bit," "Some," and "Very Little." The table arranged the statements from the highest level to the lowest level of agreement in correlation with the students' responses.

Table 4.24 illustrated the replies to the statements in the Estimate of Gains subsection. When asked if they thought "analytically and logically," 56% of the Honors students reported "very much" and 25% reported "quite a bit." Forty-six percent of students replied they were "very much" and 41% replied they were "quite a bit" gaining

in “presenting ideas and information effectively when speaking to others.” The students also reported they “very much” (52%) and “quite a bit” (30%) learned on their “own, pursuing ideas, and finding information you need.” Thirty percent of Honors students replied “very little” and 45% replied “some” when asked if they gained “knowledge about other parts of the world and other people.” When the students were asked if they saw “the importance of history for understanding the present as well as the past,” 30% stated “very little” and 39% stated “some.” The subjects also reported that they “very little” (26%) and “some” (40%) developed “an understanding and enjoyment of art, music, and drama.”

Table 4.24

Item (<i>N, M, SD</i>)	Very Much		Quite a Bit		Some		Very Little	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
	Thinking analytically and logically. (<i>N</i> =93, <i>M</i> =3.33, <i>SD</i> =.884)	52	55.9	23	24.7	15	16.1	5
Presenting ideas and information effectively when speaking to others. (<i>N</i> =93, <i>M</i> =3.26, <i>SD</i> =.777)	43	46.2	38	40.9	9	9.7	3	3.2
Learning on your own, pursuing ideas, and finding information you need. (<i>N</i> =93, <i>M</i> =3.29, <i>SD</i> =.867)	48	51.6	28	30.1	13	14.0	4	4.3
Putting ideas together, seeing relationships, similarities, and differences between ideas. (<i>n</i> =92, <i>M</i> =3.28, <i>SD</i> =.803)	44	47.8	32	34.8	14	15.2	2	2.2
Gaining a range of information that may be relevant to a career. (<i>n</i> =92, <i>M</i> =3.25, <i>SD</i> =.693)	36	39.1	45	48.9	10	10.9	1	1.1
Writing clearly and effectively. (<i>N</i> =93, <i>M</i> =3.20, <i>SD</i> =.905)	47	50.5	27	29.0	14	15.1	5	5.4

Developing the ability to function as a member of a team. ($N=93$, $M=3.24$, $SD=.865$)	45	48.4	28	30.1	17	18.3	3	3.2
Understanding yourself, your abilities, interests, and personality. ($N=93$, $M=3.18$, $SD=.849$)	42	45.2	34	36.6	13	14.0	4	4.3
Learning to adapt to change (new technologies, different jobs or personal circumstances, etc.). ($n=92$, $M=3.24$, $SD=.908$)	44	47.8	28	30.4	15	16.3	5	5.4
Using computers and other information technologies. ($N=93$, $M=3.11$, $SD=.920$)	42	45.2	28	30.1	18	19.4	5	5.4
Developing the ability to get along with different kinds of people. ($N=93$, $M=3.06$, $SD=.848$)	34	36.6	38	40.9	17	18.3	4	4.3
Acquiring background and specialization for further education in a professional, scientific, or scholarly field. ($N=93$, $M=3.08$, $SD=.901$)	34	36.6	36	38.7	17	18.3	6	6.5
Acquiring knowledge and skills applicable to a specific job or type of work (vocational preparation). ($N=93$, $M=3.00$, $SD=.847$)	31	33.3	36	38.7	23	24.7	3	3.2
Developing your own values and ethical standards. ($n=91$, $M=2.97$, $SD=.896$)	30	32.6	37	40.2	19	20.7	6	6.5
Analyzing quantitative problems (understanding probabilities, proportions, etc.). ($N=93$, $M=2.94$, $SD=1.071$)	38	40.9	23	24.7	20	21.5	12	12.9
Understanding new developments in science and technology. ($N=93$, $M=2.89$, $SD=1.088$)	39	41.9	16	17.2	27	29.0	11	11.8
Gaining a broad general education about different fields of knowledge. ($N=93$, $M=2.87$, $SD=.755$)	19	20.4	45	48.4	27	29.0	2	2.2
Understanding the nature of science and experimentation. ($N=93$, $M=2.87$, $SD=1.115$)	38	40.9	19	20.4	22	23.7	14	15.1
Becoming aware of the consequences (benefits, hazards, dangers) of new applications of science and technology. ($N=93$, $M=2.86$, $SD=1.069$)	34	36.6	25	26.9	21	22.6	13	14.0

Developing good health habits and physical fitness. ($N=93$, $M=2.61$, $SD=1.000$)	22	23.7	26	28.0	32	34.4	13	14.0
Becoming aware of different philosophies, cultures, and ways of life. ($n=91$, $M=2.57$, $SD=.919$)	19	20.9	24	26.4	40	44.0	8	8.8
Broadening your acquaintance with and enjoyment of literature. ($n=92$, $M=2.28$, $SD=1.041$)	15	16.3	21	22.8	31	33.7	25	27.2
Developing an understanding and enjoyment of art, music, and drama. ($n=92$, $M=2.21$, $SD=.978$)	12	13.0	19	20.7	37	40.2	24	26.1
Seeing the importance of history for understanding the present as well as the past. ($N=93$, $M=2.20$, $SD=1.052$)	16	17.2	13	14.0	36	38.7	28	30.1
Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc.). ($N=93$, $M=2.06$, $SD=.920$)	9	9.7	14	15.1	42	45.2	28	30.1

Profile of the Interview Sample

The participants for the qualitative piece of this study were students in the Thomas N. Bantivoglio Honors Concentration at Rowan University in Glassboro, New Jersey. The participants all responded to either an individual e-mail or a general e-mail to schedule a time to partake in an interview, in exchange for two service hours for the spring 2011 semester. Nine students responded to the request for interviews, and eight scheduled and participated in the interviews. The interview sample contained 50% males and 50% females. No freshmen participated in the interviews; however, there were 50% sophomores, 25% juniors, and 25% seniors in the sample. The sample represented the following colleges: 37% College of Communication students, 25% College of Liberal Arts and Sciences students, 12% College of Business students, 12% College of Education students, and 12% College of Engineering students. Table 4.25 revealed the profile of the

interview sample. Table 4.26 showed the majors self-reported by the interview sample. The most common self-reported major was Radio, Television, and Film (RTF) with 18%; all remaining majors came up only once. Those majors were: Communication Studies, Early Education, Electrical & Computer Engineering, English, Finance, Journalism, Liberal Arts: Humanities, Psychology, and Secondary Education.

Table 4.25

Profile of the Interview Sample

Variable	Subcategory	N=8 <i>f</i>	%
Gender	Male	4	50.0
	Female	4	50.0
	Total	8	100.0
Class Year	Freshman	0	0.0
	Sophomore	4	50.0
	Junior	2	25.0
	Senior	2	25.0
	Total	8	100.0
College	Communication	3	37.5
	Liberal Arts and Sciences	2	25.0
	Business	1	12.5
	Education	1	12.5
	Engineering	1	12.5
	Fine and Performing Arts	0	0.0
	Total	8	100.0

Table 4.26

Self-Reported Majors of Interview Sample

Variable	Subcategory	N=8 <i>f</i>	%
Majors	Radio, Television, & Film (RTF)	2	18.2
	Communication Studies	1	9.1
	Early Education	1	9.1
	Electrical & Computer Engineering	1	9.1

English	1	9.1
Finance	1	9.1
Journalism	1	9.1
Liberal Arts: Humanities	1	9.1
Psychology	1	9.1
Secondary Education	1	9.1
Total	11	100.0

Analysis of the Qualitative Data

Research Question 5: How do Honors students describe their overall institutional experiences as compared to their Honors Concentration experiences?

To compare how the interviewees spoke about their overall institutional experiences and about their Honors Concentration experiences, the content analysis examined interview questions that asked about both the overall institution and the Honors Concentration. There were a total of 11 separate questions examined, with the like types of questions grouped together. The corresponding tables arranged the themes by most to least frequency and then gave them each a ranking. Direct quotes from the interviews illustrated the themes that appeared with the greatest frequency.

The first question of the interview asked the Honors students to “please tell me...why you chose to attend Rowan University and become a part of the Honors Concentration.” Table 4.27 presented the top reasons for attending Rowan University, as expressed by the interviewees. The price of tuition, campus “feel,” and the location of the school were the themes mentioned most frequently. The prestige of an academic program was also something that attracted students to attend Rowan University. One student stated: “I chose Rowan because they have a great Engineering program, it was close to home; it’s like a 40 minute drive for me and I wanted to stay relatively close. And out of

the schools I applied to and got into it was also the cheapest.” Another interviewee said they chose Rowan University because

it’s a New Jersey state school, I’m from about an hour away so locale was one of my main reasons why I chose it. Affordability was another reason I chose Rowan. And I enjoyed the environment of Rowan, just not a big city, I kinda like the peaceful surroundings, you know, the trees, the fields, kinda felt more like home...

Table 4.27

Reasons for Attending Rowan University

Theme	Frequency	Rank
Price	5	1
Campus “Feel”/Aesthetics	5	1
Location	5	1
Academic Program	4	2

The second part of the initial question asked the interviewees about why they chose to participate in the Honors Concentration. The key themes that emerged included receiving a letter or invitation to apply to the program and having been previously involved in Honors via other educational endeavors. The students also spoke of Honors as a vehicle to get involved and to partake in some of the perks only available to Honors students. There were also singular mentions of Honors courses and connecting with other Honors students as key reasons why they chose to participate in the Honors Concentration. One student said that they wanted to be in the Honors Concentration because “Honors has always been – since Kindergarten – offered so I have always been in Honors. I went to an all-honors high school so I knew it was a component of my

education that I wanted.” Another student stated “After I applied I got a notice that I could apply to the Honors Concentration and I kinda looked into the requirements and stuff for it. And you know just the base requirements and the activities and stuff – they were mostly stuff I wanted to do while I was a part of college anyway.”

Table 4.28

Reasons for Honors Concentration Participation

Theme	Frequency	Rank
Receipt of Letter or Invitation to Apply	4	1
Previous Involvement in Honors	4	1
Desire to Get Involved	3	2
The Perks	2	3
Classes	1	4
People in Honors	1	4

One of the interview questions from the Academic Experience section of the interview schedule asked the Honors students what they thought of “the courses you have taken this year.” The students used a variety of positive and negative statements to describe how they felt about their overall academic courses during the current academic year. The theme “interesting” came up three times, and the themes “challenging,” “fun,” and “learned stuff” each came up twice. One student discussed his overall courses for the year as “challenging to say the least but it was to be expected coming in as an Engineering major. I guess it has been good because it makes sure I stay on top of my work and progress through it and I’m really learning a lot.” Another interviewee said that they felt “pretty good, because of the double major and honors and I did Semester Abroad so I don’t have any free choices in my classes that I’m taking. And ones I need to have, so as far as that goes they’re fine. I’ve been...like my English classes have been more

interesting because they are topics that I'm not necessary familiar with so I'm learning new stuff which is fun for me."

Table 4.29

Thoughts about Overall Courses during Current Academic Year

Theme	Frequency	Rank
Interesting	3	1
Challenging	2	2
Fun	2	2
Learned Stuff	2	2
Enjoyed	1	3
Not Hard	1	3
Not Learning Much	1	3
Repetition	1	3
Stimulating	1	3
Unchallenging	1	3
Unimpressed	1	3

The second part of the question about overall courses during the current academic year asked Honors students to talk about what they "thought about the Honors courses" they took during the current year. The students used a wide variety of terms to discuss their experiences, as evidenced by Table 4.30. "Interesting" was mentioned five times, "favorite," "hate," and "nice" came up three times each, and the themes of "challenge," "difficult," "learned a lot," "making connections," "meeting people," and "not enjoyable" each came up two times during conversation. One student stated that "overall I feel that they have been a big help in terms of making sure I'm on my work and meeting people." Another student said:

Last semester's Honors course I did not enjoy particularly. It was a Sociology course that I thought was taught really well if you are a Sociology major however since the majority of us in the class weren't Sociology majors I think it was a little

more difficult for us to grasp some of the concepts. It was also the first class I ever had to write like a – we were assigned a 15 page research paper – it was the first time I ever had to do something like that. And I feel like I wasn't completely adequately prepared for it. So it made it not the most enjoyable class which again I am disappointed in because Sociology is something I am interested in and I wish I knew more.

Table 4.30

Thoughts about Honors Courses during Current Academic Year

Theme	Frequency	Rank
Interesting	5	1
Favorite	3	2
Hate	3	2
Nice	3	2
Challenge	2	3
Difficult	2	3
Learned a Lot	2	3
Making Connections	2	3
Meeting People	2	3
Not Enjoyable	2	3
Awesome	1	4
Amazing	1	4
Boring	1	4
Did Not Like	1	4
Disappointed	1	4
Enjoy	1	4
Fun	1	4
Good	1	4
Horrible	1	4
Struggle	1	4
Unprepared	1	4

In the second portion of the interview schedule relating to extracurricular and social experiences, there were two questions that examined how the Honors students' involvement "influenced your experience this year." The question was asked first from an overall viewpoint and then again from an Honors Concentration viewpoint. Table 4.31 reviewed the themes that frequently came up as students responded to the first question about how their involvement in overall activities influenced their experience this year. The students mentioned crucial themes such as "meeting and connecting with others" 10 times, instances of "learning about themselves, others, academics, life and leadership" on nine occasions, the "helping, influencing, impacting" aspects of their involvement came up six times, and "time commitment and management" was mentioned on three occasions. One student stated:

Being an RA, it absorbs, consumes, not consumes but permeates every part of your life. You walk into your friends' apartment and say that's a fire violation; and you become such close friends with your other RAs because it becomes a time of war. They are your war buddies. It's influenced the way you are. It is a life changing experience and you're like "gag me" but it's true though. Being an RA is one of the best things that ever happened to me.

Another participant said: "I like to be busy, I need to be busy or else it's not good. I don't want to sit at home alone. So it's definitely better than sitting at home alone. I like really doing things and I've learned a lot from everything I've been a part of."

Table 4.31

Rowan University Involvement's Influence on Experience

Theme	Frequency	Rank
Meeting and Connecting with Others	10	1
Learning About Themselves, Others, Academics, Life, Leadership	9	2
Helping, Influencing, Impacting	6	3
Time Commitment and Management	3	4

The second portion of the question dealt with how the students' involvement in the Honors Concentration "influenced your experience this year." Table 4.32 revealed the important themes of the Honors Concentration's influence on the experience of its students, with "requirements/perks" discussed eight times, "clubs/groups" mentioned five times, and "events" came up three times. One student spoke about the Honors Concentration influence on their experience this year: "it was nice opportunity to represent at the Open House and at the Accepted Students Ball because I've had such great experience in the Honors Concentration; it's been such a positive influence on my academic career." Another student discussed the recurring theme of the perks of the Honors Concentration:

I get to pick my classes before the athletes, that's awesome. And I can keep library books longer than 8 weeks and I get to live in special housing...but for some reason I don't want to go on a field trip to New York City, it's so stupid. I don't think it's impacted me a lot though because I don't...I don't like Boggle – Boggle does not stimulate me.

Table 4.32

Honors Concentration Involvement's Influence on Experience

Theme	Frequency	Rank
Requirements/Perks	8	1
Clubs/Groups	5	2
Events	3	3

In the section of the interview schedule that focused on the overall experiences of the Honors students, they contemplated a question on how if they could “change one thing about Rowan University, what would it be and why.” Table 4.33 presented the themes talked about the most when the interviewees discussed the changes they wanted to see at Rowan University. Changes to “academic programs/courses,” “campus aesthetics,” and the “continuance of the outgoing university President” each came up twice. “Apathetic peers,” “housing assignments,” “school pride,” and “view of campus organization” each came up once. One student said that “I wish President Farish was staying. Yeah I guess it would be something to do with the administration.” Another student stated “I would definitely change the Education classes and make them more organized or something because you are spending money for it and you want to get the most out of it. And I’m not. I feel like I’m wasting \$1200.”

Table 4.33

Changes to Rowan University

Theme	Frequency	Rank
Academic Programs/Courses	2	1
Campus Aesthetics	2	1
Continuance of Outgoing University President	2	1
Apathetic Peers	1	2
Housing Assignments	1	2
School Pride	1	2
View of Campus Organization	1	2

The Honors students interviewees also thought about if they “could change one thing about the Honors Concentration, what would it be and why.” Table 4.34 illustrates their answers and the top themes that developed when they spoke about the changes they would make to the Concentration. The students mentioned “Honors courses/academics” three times; “greater involvement” and “meeting other Honors students” came up twice. Each of the following came up once: “extracurricular opportunities,” “hours requirements,” and “structure of Honors groups.”

One student discussed Honors courses:

I personally love the way our classes are run. I think it’s really great, I think you’re really able to get a lot of new experiences; however I do realize that for some people in some majors it can be difficult to get in your 8 courses...And what I’ve seen some schools do is take just any class in the university and do something extra for it – do an extra research paper, do an extra research project, an extra something – and write up a proposal why it should be an honors course and have that count.

Another student stated:

But the Honors program needs to be more prominent among its students; I’ve met a couple people in the past couple of years in the Business program that I had no idea were Honors, in the Honors program. And like that shouldn’t be like that, like there’s very few Business Honors students to begin with and I’m just like realizing that they’re in the Honors program now. I feel like you could have more involvement, more bringing Honors students together.

Table 4.34

Changes to the Honors Concentration

Theme	Frequency	Rank
Honors Courses/Academics	3	1
Greater Involvement	2	2
Meeting Other Honors Students	2	2
Extracurricular Opportunities	1	3
Hours Requirements	1	3
Structure of Honors Groups	1	3

Another question in the Overall Experience section of the interview schedule asked the Honors students if they “could go back and make your ‘college choice’ decision again, would you choose Rowan University.” The students first gave a general “yes” or “no” answer and then explained their reply in further detail. Table 4.35 provided the immediate responses of the students. Sixty-two percent of the participants replied “yes,” while 37% of the students replied “unsure.” Table 4.36 reported on the themes behind the students’ decisions to choose Rowan University again. There were four mentions of “like/love it/happy here,” two instances where “good education” came up, “academic program,” “close to home,” “friends,” and “inexpensive price” each came up once. One student stated that:

Yeah. I just can’t imagine my life – anything that happened like Music would still be...If I didn’t like it I would have just left. I would have gone to Montclair where I wanted to go. But I made all these friends and it’s just like Rowan. When I tell my mom I’ve leaving it’s that I’m going home.

Another interviewee was a little more uncertain:

I was thinking about that yesterday and I don't know. Probably, because it is the best school for Education...probably but I mean it'd be a pain, I never looked into colleges. I knew I'd go here and I knew I'd get in here so I applied here and I got in. So I don't know but probably, just because the Education program is the same, they're the best.

Table 4.35

Choosing Rowan University Again

Item	Subcategory	<i>f</i>	%
If you could go back and make your “college choice” decision again, would you choose Rowan University?	Yes	5	62.5
	No	0	0.0
	Unsure	3	37.5
	Total	8	100.0

Table 4.36

Reasons Behind Decision to Choose Rowan University Again

Theme	Frequency	Rank
Like/Love It/Happy Here	4	1
Good Education	2	2
Academic Program	1	3
Close to Home	1	3
Friends	1	3
Inexpensive Price	1	3

The participants also considered if they “could go back in time, would you still choose to be a part of the Honors Concentration.” The students first gave a general “yes” or “no” answer and then explained their reply in further detail. Table 4.37 detailed the immediate responses, with 75% of the students said “yes,” 12% said “no,” and 12% said “unsure.” Table 4.38 reviewed the main themes behind the students’ decisions to choose the Honors Concentration again. The “perks” and the “opportunities” of the Honors Concentration came up twice and Honors “courses” came up once. One student answered the question with the following: “Definitely. The perks of the concentration are wonderful: early registration, early housing are great. All the added opportunities like I said the activities we do and stuff is great because the ones you have to pay for you normally get in for free.” Another participant stated: “depends on if I knew what I know now. Probably not. I like the things that the Honors Concentration has done for me but it’s one of those things that I did more for it than it did for me. It’s not really beneficial for me.”

Table 4.37

<i>Choosing the Honors Concentration Again</i>			
Item	Subcategory	<i>f</i>	%
If you could go back in time, would you still choose to be a part of the Honors Concentration?	Yes	6	75.0
	No	1	12.5
	Unsure	1	12.5
	Total	8	100.0

Table 4.38

Reasons Behind Decision to Choose Honors Concentration Again

Theme	Frequency	Rank
Perks	2	1
Opportunities	2	1
Courses	1	2

In the Overall Experiences portion of the interview, the students ranked, based upon their “overall opinion,” Rowan University on a scale of 1 to 10. One denoted that “you don’t think highly of the institution” and 10 denoted that “you think Rowan University is absolutely incredible.” Table 4.39 displayed the average scores given by the interview participants and Table 4.40 provided the recurrent themes behind the scores they gave to the institution. Nearly all of the students did not give one number for their ranking; rather they gave a range of numbers. The Honors students mentioned the range of “6-7” three times, the ranges of “7-8” and “8-9” twice each. When identifying the reasons behind the ranking of their institution, the interviewees mentioned “love” five times, “great” came up 3 times, “better” and “little bitter” each came up twice. One student stated that “So I think an 8 or a 9. Like I said I love pretty much everything about the school. The only thing I don’t like is that it’s in the middle of nowhere. So I think if there was more stuff around it, it could easily be a 9 or a 10. As far as the school itself is concerned I pretty much love everything about it.” Another participant said they would rank it as “an 8 or a 9 because I think it is great. I think the programs are great, I think what we are doing is great. Rowan University and administration and the higher-ups is much lower. Because I don’t think they are doing a lot of things very well right now.”

Table 4.39

Ranking of Rowan University by Interview Participants

Item	Subcategory	<i>f</i>	%
How would you rank Rowan University on a scale of 1 to 10?	“6-7”	3	27.2
	“7-8”	2	18.1
	“8-9”	2	18.1
	“4-5”	1	9.1
	“5-6”	1	9.1
	“7”	1	9.1
	“9”	1	9.1

Table 4.40

Thoughts Behind Ranking of Rowan University

Theme	Frequency	Rank
Love	5	1
Great	3	2
Better	2	3
Little Bitter	2	3
Good Experience	1	4
Hate	1	4
Middle of Nowhere	1	4
Not as Involved	1	4
Really Good	1	4
Really Great	1	4
Really Well Rounded	1	4
Worst Time	1	4

The final question from the interview schedule asked the participants, based upon their “overall opinion of the Honors Concentration,” to rank it on a scale of 1 to 10 “with 1 signifying you don’t think highly of the program, and 10 signifying that you think the Honors Concentration is absolutely incredible.” Table 4.41 reported the students’ ranking of the Honors Concentration and Table 4.42 highlighted crucial themes in the comments and thoughts behind their rankings. The students mentioned the ranking of “8-9” three

times and a ranking of “5” came up two times. When they discussed their thoughts behind the rankings of the Honors Concentration, the themes of “impact/influence” and “love” came up four times each, the ideas of “free,” “friendship,” “hard,” and “supportive” came up three times apiece, and “easier,” “great,” and “not effective” each came up twice. One student spoke about the reasons for their ranking: “it’s really been the rock of all my experiences here. It’s been the one consistent part of my life here. I’ve switched majors, I’ve switched friends, changed living assignments, but that has stayed.” Another student gave their ranking:

I would that would be between an 8 or a 9. Because they really, the Honors program really influenced and improved my experience at Rowan and without the Honors program, my experience at Rowan would have been a lot less valuable and a lot less diversified. So, I’ll say between an 8 and a 9. I’m a fan.

Table 4.41

Rankings of Honors Concentration by Interview Participants

Item	Subcategory	<i>f</i>	%
How would you rank the Honors Concentration on a scale of 1 to 10?	“8-9”	3	30.0
	“5”	2	20.0
	“3”	1	10.0
	“4”	1	10.0
	“7-8”	1	10.0
	“8”	1	10.0
	“9-10”	1	10.0

Table 4.42

Thoughts Behind Ranking of the Honors Concentration

Theme	Frequency	Rank
Impact/Influence	4	1
Love	4	1
Free	3	2
Friendship	3	2
Hard	3	2
Supportive	3	2
Easier	2	3
Great	2	3
Not Effective	2	3

Research Question 6: What have the Honors students learned this year through their academic, extracurricular, and overall experiences?

To digest how the participants spoke about their experiences during the current academic year, the content analysis examined interview questions that asked for examples and answers for this year only. There were a total of 10 separate questions examined, with the responses for each question contemplated separately. The corresponding tables arranged the themes by frequency and then ranked them from most to least. Direct quotes from the interviews highlighted the themes that appeared with the greatest frequency.

In the Academic Experiences portion of the interview schedule, the Honors students pinpointed “the academic highlight of this year so far.” In a secondary portion of the question, the students mulled over if anyone “had been particularly helpful to you this year.” Table 4.43 illustrated the top themes in the learning highlights from the academic year so far, while Table 4.44 represented themes in the students’ discussions about what they learned from interactions with helpful peers, faculty, and administrators. When they

discussed learning highlights from the current academic year, the students mentioned “applying knowledge to future degrees,” “experiencing courses within major,” and “pushing oneself” twice each. The theme of receiving “encouragement from faculty” came up four times, getting “faculty assistance with questions,” “guidance and support from faculty,” “making connections with faculty,” and “studying together with peers” came up three times apiece during the helpful people portion. One student spoke of their academic highlight from the current year:

One of the reasons that was such a big deal for me is it was never really writing for television that I really did, the class seemed really interesting...And I ended up writing pretty much an entire script for a pilot for a completely original television show. So it was something that I never really thought I could do. That I was really able to.”

Another student talked about a professor who had been helpful during the current academic year: “she let me know in very subtle way that she really liked the way I did my work and I’ve done really well on all of her assignments and I feel like I have excelled where I did not expect to excel. And I feel very proud – I feel like she had a guiding hand in that.”

Table 4.43

<i>Learning Highlights from Current Academic Year</i>		
Theme	Frequency	Rank
Applying Knowledge to Future Degrees	2	1
Experiencing Courses within Major	2	1
Pushing Oneself	2	1
Incorporating Different Disciplines	1	2
Publishing Work	1	2

Table 4.44

Learning from Experiences with Peers, Faculty, and Administrators

Theme	Frequency	Rank
Encouragement from Faculty	4	1
Faculty Assistance with Questions	3	2
Guidance and Support from Faculty	3	2
Making Connections with Faculty	3	2
Studying Together with Peers	3	2
Really Helpful Faculty	2	3

Another question in the Academic Experiences portion of the interview asked the students to talk about the “academic low point of this year so far” and to also contemplate what they had “learned from this experience.” Table 4.45 reviewed the important themes in the low points from the current academic year and Table 4.46 focused on the themes in what the students learned from experiencing the low points. When asked about academic low points during the current academic year, “classes and professor’s teaching style” and “time management/study habits” each came up twice. One student stated: “Last year or last semester rather the teacher didn’t really know when anything was due. We kinda just learned a variety of things and this semester is even worse. The teacher doesn’t know when anything is due, she doesn’t even tell us what we have to do and she changes the directions.” When asked about what they learned from that academic low point, the students mentioned the theme of “professor’s fault” seven times, “application to future situations,” “choices,” “luck of the draw,” and “strong work ethic” each came up twice. One student discussed what they learned: “sometimes it’s just the draw of the professor you get that really shapes the class as a whole and what you get out of it. Sometimes it’s

not what...not everything is in your hands as a student, it's a lot of what the professor brings to it.”

Table 4.45

Learning Low Points from Current Academic Year

Theme	Frequency	Rank
Classes and Professor's Teaching Style	2	1
Time Management/Study Habits	2	1
Courses in a Particular Area of Study	1	2
Interactions with Professor	1	2
Nearly All Courses During Current Semester	1	2
Struggle with Particular Subject Matter	1	2

Table 4.46

Learning from Experiences with Academic Low Points

Theme	Frequency	Rank
Professor's Fault	7	1
Applications to Future Situations	2	2
Choices	2	2
Luck of the Draw	2	2
Strong Work Ethic	2	2
Just Get Through It	1	3
Personal Limitations	1	3
Time Management	1	3

The students considered what they would “categorize as the high point and the low point of your Honors Concentration experience so far this year” in the Academic Experiences section of the interview schedule. Table 4.47 presented the themes in the high points, while Table 4.48 displayed the themes in the low points. With regards to the high points, “interactions with other Honors students” came up 4 times, while the students mentioned Honors “events/programs,” “courses,” and “groups” twice each. One student spoke of Honors courses: “My high point this year is the classes. I love the two

classes – the History of Pandemics, Don Quixote which is just Don Quixote – really the novel. Both of them are really interesting and engaging classes.” Another student mentioned a main theme of meeting others: “I got to meet other people in Honors I had never really met or talk to and I see them now around campus and say ‘hi’ and I think that’s good with all the Honors stuff because it gives you meet and greet with the other Honors students.” When talking about the low points of their Honors Concentration experience during the current academic year, the interviewees mentioned “lack of participation by other students in events/programs” and “lack of participation by self in Honors Concentration” twice each. Each of the following came up once: “disagreement with other students about Honors group,” “lack of organization for group service activity,” “negative experience with Honors professor,” and “no low point.” One student said that “this year I feel like was our lowest year of participation ever which made it very hard for us. And it was one of those things where it got to the point a couple of times where a lot of us were thinking if no one is participating then what are we doing this for.” Another student discussed their lack of participation:

I wasn’t as involved voluntarily and as far as the activities and thing like that, I just I didn’t have time, I had an eighteen credit semester and an internship and overloaded myself that semester and you know, the Honors program and my commitment to the university kind of fell by the wayside.

Table 4.47

High Points in Honors Concentration during Current Year

Theme	Frequency	Rank
Interactions with Other Honors Students	4	1
Honors Events/Programs	2	2
Honors Courses	2	2
Honors Groups	2	2
More Involved on Campus Because of Honors Concentration	1	3
Trips with Honors Concentration	1	3

Table 4.48

Low Points in Honors Concentration during Current Year

Theme	Frequency	Rank
Lack of Participation by Other Students in Events/Programs	2	1
Lack of Participation by Self in Honors Concentration	2	1
Disagreement with Other Students about Honors Group	1	2
Lack of Organization for Group Service Activity	1	2
Negative Experience with Honors Professor	1	2
No Low Point	1	2

At the end of the Academic Experience section of the interview schedule, the Honors students contemplated if they had “met your academic potential for this year.” Table 4.49 revealed their immediate “yes or no” responses; 50% of the students replied “yes,” 37% replied “no,” and 12% replied “unsure.” Table 4.50 highlighted the key themes in the reasons given by the students. The theme of “could have tried harder” came up four times, and the ideas of “better learning environment,” “met or exceeded expectations,” and “subject matter of courses” each came up twice. One student said: “I could have done better. There were environments to help me do better. I’m not gonna get physics. It’s just not gonna happen.” Another student stated: “Probably not. If my Journalism courses I’m just coasting along, not really caring.”

Table 4.49

Theme	Subcategory	<i>f</i>	%
Do you think you have met your academic potential for this year?	Yes	4	50.0
	No	3	37.5
	Unsure	1	12.5
	Total	8	100.0

Table 4.50

Theme	Frequency	Rank
Could Have Tried Harder	4	1
Better Learning Environment	2	2
Met or Exceeded Expectations	2	2
Subject Matter of Courses	2	2
Being a Senior	1	3
Overextended	1	3

The first questions in the Extracurricular/Social section of the interview schedule asked the interviewees “other than academic related activities, what has occupied your time this year.” Table 4.51 reviewed the items that the students mentioned as occupying their time during the current year. The students brought up the following items twice each: “having a job,” “involvement in Honors Concentration,” “participation in theatre,” “recreation,” “religious groups,” and “Rowan Television Network (RTN).” One student spoke of her involvement this year: “I have a regular job babysitting; I babysit around 4 times a week. And then a couple of months ago I was involved in the Vagina Monologues and that took up a bit of time. And then...that’s it, just the stuff that I do for Honors.” Another student stated: “I’ve been in RTN – Rowan Television Network – that

takes up a lot of my time because I do a lot of out of studio shoots, but I'm not really in any clubs that aren't academic. Like I went to a Hillel chocolate Seder for Passover.”

Table 4.51

Activities/Groups Occupying Time during Current Academic Year

Theme	Frequency	Rank
Having a Job	2	1
Involvement in Honors Concentration	2	1
Participation in Theatre	2	1
Recreation	2	1
Religious Groups	2	1
Rowan Television Network (RTN)	2	1
Academic Relations	1	2
Admissions Tour Guide	1	2
Hanging Out with Friends	1	2
Having Two Jobs	1	2
Joining Various Organizations/Clubs	1	2
Personal Reflection	1	2
Residence Life	1	2
Searching for a Job	1	2

At the beginning of the Overall Experiences section of the interview schedule, the students were asked “overall, what has been the best thing about this year.” Table 4.52 showed the themes in the best things that the students mentioned. Each of the students talked about a different best thing, with four responses related to academics (“getting into graduate school,” “learning within academic major,” “meeting a certain professor,” “sticking to personal academic plan”). Table 4.53 highlighted the themes related to learning mentioned when the students discussed the best thing about the current year. “Application of knowledge” and “learning with others” came up five times each, the students mentioned “learning about self” three times, and “learning within major and courses” came up twice. One student stated: “as this year progressed we started more and

more things that are not just the basics but applying them, like building our amplifier now.” Another student stated: “We had obviously had no planning behind it and that was great because there were maybe 15 of us that showed up at our offices and just went with it and there were no...I don’t think anyone was in charge – they just showed up and started doing their own thing, what they’re good at.”

Table 4.52

Best Thing about Current Academic Year

Theme	Frequency	Rank
Balanced Year	1	1
Events with RTN	1	1
Getting into Graduate School	1	1
Learning within Academic Major	1	1
Meeting a Certain Professor	1	1
More Involved than Previous Year	1	1
Personal Growth	1	1
Sticking to Personal Academic Plan	1	1

Table 4.53

Learning Elements Discussed While Talking about Best Things

Theme	Frequency	Rank
Applications of Knowledge	5	1
Learning with Others	5	1
Learning about Self	3	2
Learning within Major and Courses	2	3

The students deliberated on what they thought were “the worst thing about this year.” Table 4.54 presented the themes in the worst things about the current year, with “classes” mentioned five times and “disagreements with others” discussed twice. Table 4.55 reviewed the themes in the positive reflections the students had on those experiences; “move forward” came up three times and “academic success,” “become a better person,” “being fortunate,” “best effort,” and “glad to have had experience” each

came up twice. One student stated: “probably taking a lot of courses that are major related yet I hate them. They are no longer Gen Eds so they’re not a waste of my time but I don’t feel like a waste of my time yet I don’t like them.” Another interviewee said: “or I could move forward and realize this is a life experience.”

Table 4.54

Worst Thing about Current Academic Year

Theme	Frequency	Rank
Classes	5	1
Disagreements with Others	2	2
On-Campus Job	1	3
Transition from College to the Real World	1	3
Weather	1	3
Worries about Post-Graduation Employment	1	3

Table 4.55

Positive Reflections during Discussion of Worst Things

Theme	Frequency	Rank
Move Forward	3	1
Academic Success	2	2
Become a Better Person	2	2
Being Fortunate	2	2
Best Effort	2	2
Glad to Have Had Experience	2	2

Research Question 7: What is the level of involvement amongst Honors students in both the overall institution and in the Honors Concentration?

To examine how the participants discussed their involvement both at Rowan University and in the Honors Concentration, the content analysis only reviewed those interview questions that specifically focused on involvement. There were a total of four questions studied. The tables arranged each question’s theme by their frequency and then

ranked them from most to least. Direct quotes from the interviews illustrated the themes that appeared with the greatest frequency.

One of the first questions asked had to do with the students' overall involvement in student organizations and clubs. Table 4.56 highlighted at the types of organizations and clubs that the interviewees participated in, while Table 4.57 provided the themes in the reasons why they got involved in those groups. There were five mentions of being involved in an "Honors group or event" and three mentions of being involved in a "group associated with the Radio, Television, and Film Department." The students reported six times that "friends/faculty/family" and four times that "personal interest" were the key reasons for getting involved in student organizations and clubs. One student stated that they were involved in: "RTN, because it's related to my major, I'm into television. I got involved pretty much, they tell every RTF major to get involved, it's your club." Another student said: "I was a nervous freshman and I didn't want to attend, and there was a girl on the floor who is...she is currently the vice president of the club and one of my best friends who said she is also going, so we went to the club together and with that right away I got really involved."

Table 4.56

Types of Clubs/Organizations Students Have Been or Currently Are Involved With

Theme	Frequency	Rank
Honors Group or Event	5	1
Group Associated with Radio, Television, Film Department	3	2
Fraternity/Sorority	2	3
Group Associated with Business Department	2	3
Other Groups	2	3
Political Organization	2	3
Religious Organization	2	3
Residence Life	1	4

Table 4.57

Reasons for Participation in Student Organizations and Clubs

Theme	Frequency	Rank
Friends/Faculty/Family	6	1
Personal Interest	4	2
Major	2	3
Volunteered	2	3
Activity/Service Hours for Honors Concentration	1	4
Connecting with World Outside of Campus	1	4
Looking for a Way to Occupy Time and Energy	1	4

Another question asked in the same portion of the interview schedule was if the Honors students got “involved in any of the groups offered by the Honors Concentration.” Table 4.58 showed the immediate “yes or no” answers of the students and the amount of groups in which they were involved, with 87% stating that they participated in an Honors Concentration group, and 12% stating that they did not participate in an Honors Concentration group. Thirty-seven percent reported being in two Honors groups, 25% reported being in either one Honors group or three Honors groups, and 12% reported being in no Honors groups. Table 4.59 illustrated the themes behind why the students became involved in the groups offered by the Honors Concentration. The students mentioned the theme of “enjoy subject matter” three times and “friends” and “fulfillment of activity/service hours” twice. One student said: “I just started doing Sudoku as my girlfriend was doing it. And I just picked it up and I got an e-mail like ‘oh, Honors Sudoku group meeting this Friday’ and I was like ‘yup, I’ll stop by.’ And then I did that.” Another student stated: “So I have my activity hours and my service hours, which are the two big things. And I’m good for the semester.”

Table 4.58

<i>Involvement in Honors Concentration Groups</i>			
Item	Subcategory	<i>f</i>	%
Have you become involved in any of the groups offered by the Honors Concentration?	Yes	7	87.5
	No	1	12.5
	Total	8	100.0
How many groups?	0	1	12.5
	1	2	25.0
	2	3	37.5
	3	2	25.0
	Total	8	100.0

Table 4.59

<i>Reasons for Participating in Honors Concentration Groups</i>		
Theme	Frequency	Rank
Enjoy Subject Matter	3	1
Friends	2	2
Fulfillment of Activity/Service Hours	2	2
Honors Student Organization Executive Board	1	3

Another question about involvement was regarding participation in “any of the trips or lectures offered by the Honors Concentration.” Table 4.60 highlighted involvement in trips or lectures offered by the Honors Concentration based upon “yes or no” answers and the amount of trips or lectures mentioned. One hundred percent of the students reported attending a trip or lecture offered by the Honors Concentration. Thirty-seven percent of the interviewees reported attending two trips or lectures, 25% reported attending either one trip or lecture or five trips or lectures, and 12% reported going to three trips or lectures. One student stated: “there was this one really interesting lecture

last year that was given by someone who wrote a book about Galileo’s daughter. That was a lot of fun because – I don’t know, new perspective, history, that’s always fascinating.” Another student said of the Honors trips and lectures: “they are a lot of fun and good learning experiences with people you know, friends, but even if you don’t know them there is a good chance to hang out with new people and get to know them.”

Table 4.60

<i>Involvement in Honors Concentration Trips and Lectures</i>			
<i>Item</i>	<i>Subcategory</i>	<i>f</i>	<i>%</i>
Have you participated in any of the trips or lectures offered by the Honors Concentration?	Yes	8	100.0
	No	0	0.0
	Total	8	100.0
How many trips or lectures?	1	2	25.0
	2	3	37.5
	3	1	12.5
	5	2	25.0
	Total	8	100.0

CHAPTER V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This study examined the impact of the Honors program of Rowan University, the Thomas N. Bantivoglio Honors Concentration, on its students. The purpose of the study was to further investigate the experiences of the Honors students in both the Honors Concentration and at Rowan University and what impact those experiences had on their ethical and psychosocial development.

The focus of this study was current Rowan University students who were in the Honors Concentration. Data were collected for this study from the students in two ways: survey and interview. The survey, called the CSEQ, was an instrument comprised of 166 items and split into seven sections, with at least 16 different subsections. The survey was available to all Honors students by picking it up in the Honors lounge; it was also distributed in a handful of Honors courses and an Honors event. Of the 281 surveys dispersed, the 93 surveys completed and returned produced a 33% return rate. The interviews took place during April and May 2011. The eight participants answered 18 questions each, about their academic, extracurricular/social, and overall experiences both at Rowan University and within the Honors Concentration.

Discussion of the Findings

Research Question 1: What influence does the Honors Concentration have on the academic experiences of selected Honors students?

Day (1989) discussed nine key ingredients to honors programs, each with varying applications, four of which were applicable to this research question. The first two were “provide an academic challenge that is diverse and offer a thematic or interdisciplinary seminar” and “provide a flexible learning environment, including small, participatory classes and activities” (p. 362). In the Course Learning portion of the CSEQ, students contemplated a variety of questions about their experiences in class. Ninety-five percent of the students reported that they had either “very often” or “often” drafted a paper or project that necessitated the integration of “ideas from various sources,” 86% reported they “applied materials learned in a class to other areas,” 83% stated they “tried to see how different facts and ideas fit together,” and another 83% said they applied “information or experience from other areas.” The students appeared well versed in the application of one discipline to another and in expressing those ideas to others and in their work. Conversely, only 19% of the respondents reported that they engaged in different types of learning such as creating a “role play, case study, or simulation for a class.” The concept of participating in different learning methods was a listed benefit of the Honors Concentration: “Pedagogy based on student and faculty interaction, discussion and class participation using materials beyond standard text materials and lectures.”

A third element imperative to honors programs, according to Day (1989) was to “foster academic and social interaction among students and faculty as partners in learning” (p. 362). Shushok (2002) found that honors students had more interactions with faculty members than non-honors students and were just as likely to start those interactions as non-honors students. In the Experiences with Faculty section of the CSEQ, the Honors students stated that they, on average felt quite comfortable engaging their instructors with regards to “information related to a course you were taking (grades, make-up work, assignments, etc.).” Forty-six percent of students reported that they “very often” and 34% reported that they “often” spoke with their professors about these particular administrative details. The students also felt motivated by both their instructor’s feedback and expectations, as evidenced by their responses to two questions. The first question related to this theme asked if the students “worked harder as a result of feedback from an instructor;” 36 Honors students stated that this occurred for them “very often” and 33 Honors students stated that this occurred for them “often,” which totaled 74% of the respondent group. The second question asked if the students had “worked harder than you thought you could to meet an instructor’s expectations and standards;” 70% of the respondents replied either “very often” or “often.” However, when asked if they engaged in other types of interactions with faculty members such as socializing “with a faculty member outside of class (had a snack or soft drink, etc.),” 54% of the students replied that they “never” engaged in this type of interaction. Another 24% reported that socializing with professors outside of class only occurred “occasionally.” The results were slightly better when the students considered if they “participated with

other students in a discussion with one or more faculty members outside of class.” More students (43%) reported that they “occasionally” did so, versus those students (18%) who reported that they had “never” done so.

The fourth and final element from Day (1989) applicable to this first research question was to “develop social and academic skills” (p. 362). In Perry’s (1999) scheme, he described position four of “Late Multiplicity” as a point where students now knew how to utilize analysis, critique, and supportive evidence in their learning. In the data gleaned from the CSEQ, 53% of the respondents stated that they either “very often” or “often” passed “judgment about the quality of information obtained from the library, World Wide Web, or other sources.” Sixty-one percent reported that they “very often” or “often” used a computer to “analyze data” and 91% replied that they “very often” or “often” reflected upon “grammar, sentence structure, word choice, and sequence of ideas or points” as they wrote.

Research Question 2: What impact does the Honors Concentration have on the extracurricular and social experiences of selected Honors students?

Shushok (2002) stated that honors students had involvement equal to non-honors students in clubs and organizations, the arts, and personal interactions. In Chickering’s (1969) Developing Competence vector, three types of skills must be developed in order for someone to move through the other vectors. One of those types of skills was physical and manual skills that happened through “participation in athletic and artistic activities” (p. 31). In the Art, Music, Theater section of the CSEQ, half (50%) of the students reported that they “never” within the current academic year, “participated in some art

activity (painting, pottery, weaving, drawing, etc.) or theater event, or worked on some theatrical production (acted, danced, worked on scenery, etc.), on or off the campus;” another 29% reported that they had only “occasionally” done so. When asked if they “participated in some music activity (orchestra, chorus, dance, etc.) on or off the campus,” the Honors students reported that they were even less likely to have done so, with 66% stating “never” and 17% saying that this occurred “occasionally.” Conversely, the students instead talked more about art, theater and music. A greater percentage of students (89%) reported that they “occasionally” (33%), “often” (30%), or “very often” (26%) participated in discussions about “music or musicians (classical, popular, etc.) with other students, friends, or family members.”

In terms of the “physical part” of the acquisition of skills in the Developing Competence vector, 55% of the students reported using “recreational facilities” on campus “very often” or “often.” However, 70% stated that they “never” or only “occasionally” participated in a “team sport” and 61% replied that they “never” or only “occasionally” had a “regular schedule of exercise or practice for some recreational sporting activity.” When the staff of the Honors Concentration reviewed applications, they looked more closely at an applicant’s extracurricular activities, personal interests, and goals. Eighty percent of the students reported attending “a meeting of a campus club, organization, or student government group,” but only 49% reported involvement in a leadership position “for a club or organization, on or off the campus.”

Research Question 3: What is the impact of the Honors Concentration on the selected Honors students' overall experiences at Rowan University?

Shushok (2002) found that male honors students reported high levels of satisfaction with their college experience. Sixty-two percent of the Honors students stated that they were “enthusiastic” about college, and an additional 31% stated that they “like” college, totaling 93% of the respondents. A similar percentage of subjects reported that they would attend Rowan University again, given the option to start all over again. Fifty-seven percent said “yes, definitely” and 35% said “probably yes,” for a total of 93% of the respondents.

Chickering's (1969) six essential collegial environment factors included “clarity and consistency of objectives: impact increases as institutional objectives are clear and taken seriously, and as the diverse elements of the college and its program are internally consistent in the service of the objectives” (pp. 145-6). On a scale of 1 to 7, with seven being a “strong emphasis” and one being a “weak emphasis,” the students gave an average rating of 4.62 for the university's emphasis on “developing an understanding and appreciation of human diversity.” When asked about the university's emphasis on “developing critical, evaluative, and analytical qualities,” the students rated it a 5.86.

Research Question 4: How does participation in the Honors Concentration contribute to the ethical and psychosocial development of selected Honors students?

When Day (1989) espoused the nine key elements of honors programs, one of them was to “foster self-awareness and self-esteem” (p. 362). In Chickering's (1969) seven vectors of college student development, three vectors can be applied to this

research question: Managing Emotions, Establishing Identity, and Freeing Interpersonal Relationships.

In fostering self-awareness through Day's nine key elements and Chickering's Managing Emotions vector, the Personal Experiences questions in the CSEQ highlighted some of the improvements students felt they made and still needed to make. When asked if they "told a friend or family member why you reacted to another person the way you did," 76% reported that they "very often" or "often" did so. However, when questioned if they "asked a friend to tell you what he or she really thought about you," 56% reported that they "never" or only "occasionally" did this. Similarly, only 23% of the respondents stated that they "talked with a faculty member, counselor, or other staff member about personal concerns."

Within the Establishing Identity vector, college students gained comfort with issues of body image, gender and sexual orientation, cultural background, and their roles and lifestyle. The Honors students reported that they became acquainted with students who were different from them in the following ways (values in parentheses represent total percentage of "very often" and "often" responses): "family background" (81%), "interests" (73%), and "race or ethnic background" (68%). However, the students stated that they were less likely to have "serious discussions" with those that were different from them. Only 49% said that they had "serious discussions" with those students who had a different "race or ethnic background," and only 53% said that they had "serious discussions" with students who had different "political opinions." These items also made

connections to the Freeing Interpersonal Relationships vector, where college students gained further respect and comfort with those of different backgrounds.

One of the benefits listed by the Honors Concentration on their website stated that their extracurricular activities helped students to “explore the world around them, expand their world views and prepare to become effective community leaders.” Hébert and McBee (2007) found in their interviews that papers written for honors courses challenged the honors program alumni and how they viewed writing, academic research, and their personal goals. Astin (1993) also found that there were slight positive correlations between participating in honors programs and analytical and problem-solving skills and preparation for graduate or professional school. In the Estimate of Gains section of the CSEQ, the highest proportion of “very much” and “quite a bit” answers (81%) occurred when students thought about if they made gains in “thinking analytically and logically.” Similarly, 83% of the subjects felt that they had “very much” and “quite a bit” gained in their ability in “putting ideas together, seeing relationships, similarities, and differences between ideas.” The students also stated that they “very much” (45%) and “quite a bit” (37%) made gains in “understanding yourself, your abilities, interests, and personality.” However, the Honors students reported they made “quite a bit” (48%) and “some” (29%) gains in obtaining a “broad general education about different fields of knowledge.” Interestingly, the students also stated that they had only achieved “quite a bit” (26%) and “some” (44%) gains in “becoming aware of different philosophies, cultures, and ways of life.”

Research Question 5: How do Honors students describe their overall institutional experiences as compared to their Honors Concentration experiences?

Shushok (2002) reported from his focus groups that a letter received from the honors director motivated the honors students to join the program and financial reasons motivated them to attend their particular university. This study found similar results: when asked about the reasons why they chose to attend Rowan University, the Honors students mentioned “price” the most, along with “campus ‘feel’/aesthetics” and “location.” And when the Honors students contemplated why they chose to participate in the Honors Concentration, the “receipt of letter or invitation to apply” came up as the top reason, along with a “previous involvement in honors.” The students expressed the theme “interesting” the most when asked about both their current overall courses and their Honors courses. However, negative themes came up eight times more when discussing Honors courses as compared to overall courses at Rowan University.

The concept of learning resonated from all of the responses to the questions in the qualitative portion of this study, and it first appeared when the students discussed their reasons behind rankings, changes, and influences on their Rowan University and Honors Concentration experiences. Hébert and McBee (2007) found in their qualitative studies of honors alumni that they took away a hunger for knowledge and growth from their honors program experiences. The students reported nine times that their Rowan University experience influenced their “learning about themselves, others, academics, life, leadership;” however, they did not report the same themes with regard to the influence of their Honors Concentration experience. This also happened when the students reflected

upon if they would choose to be a part of Rowan University or the Honors Concentration again, given the choice. The students were more likely to say that they would be a part of the Honors Concentration again, but the reasons for choosing Rowan University again were more academic in nature versus the benefits and opportunities nature of the reasons for choosing the Honors Concentration again. Another finding was that the Honors students, when asked what changes they would make to both Rowan University and to the Honors Concentration, mentioned “academic programs/courses” and “honors courses/academics” as the top themes in their changes.

Research Question 6: What have the Honors students learned this year through their academic, extracurricular, and overall experiences?

Day’s (1989) nine basic elements of an honors program provided two applicable elements to the question at hand: “foster academic and social interaction among students and faculty as partners in learning” (p. 362) and “develop social and academic skills” (p. 362). In asking about the students’ experiences with helpful faculty and administrators during the current academic year, the students said that they garnered a lot of “encouragement from faculty,” as well as “assistance with questions,” “guidance and support,” and “making connections.” There were few mentions of interactions with faculty beyond the classroom. When the students pondered what they learned from the low points of the current academic year, the theme of placing blame on the professor occurred seven times. The students also looked to gain in their experiences in the Honors Concentration with regard to socializing with others. The students mentioned “interactions with other Honors students” as the high point in the Honors Concentration

during the current academic year four times, and mentioned concern for the “lack of participation by other students in events/programs” twice when asked about the low points in the Honors Concentration during the current academic year. This put the students in Gilligan’s (1982) first transition or second level; the students expressed that they wanted to interact with their classmates and felt concern when their fellow Honors students were not as involved in Honors programs. There was a division amongst the students as to whether their academic skills increased during the current academic year. When asked if they met their academic potential for the current academic year, the students split their answers between “yes” and “no” or “unsure.”

The concept of learning from Hébert and McBee (2007) was also evident when the students discussed the best and worst things that occurred during the current academic year. When discussing the best thing to happen to them so far this year, the students often spoke of themes such as “application of knowledge” and “learning about others,” while “learning about self” and “learning within majors and courses” occurred nearly as often. Similarly, the students found positives and teachable moments during their discussions of the worst things that happened to them during the current academic year. The theme of “moving forward” came up three times, and the students mentioned the themes of “academic success” and “becoming a better person” twice each during their answers. It was possible that these worst things during the current academic year served as an impetus to move the students from one level or transition in Gilligan’s (1982) theory of moral and ethical development to another level or transition entirely.

Research Question 7: What is the level of involvement amongst Honors students in both the overall institution and in the Honors Concentration?

Day's (1989) final essential ingredient of an honors program is to "facilitate honors freshman creativity and leadership" (p. 362). When asked what types of clubs or organizations they were either currently involved in or had been involved in, the students spoke of an "honors group or event" five times, which was more often than a "group associated with the Radio, Television, and Film department" or other types of groups. It appeared that there was a higher level of involvement by the students in Honors groups than in outside groups; however, there were a multitude of groups based within the overall institution, so the answer is not clear-cut. Their reasons for joining these organizations and clubs are related to persuasion from "friends/faculty/family" as well as their own "personal interests." Nearly all of the students reported involvement in the groups offered by the Honors Concentration and 62% reported involvement in two or more groups. The students' main motivation for joining these groups was an enjoyment of the group's main subject matter.

Conclusions

The Hébert and McBee (2007) study summarized the impact of an honors program on college students:

provided them a strong source of interest and opportunity to develop talents, work with caring adults in supportive relationships, and enjoy significant social relationships that supported social and academic adjustment as well as the development of a strong identity as a gifted university student. (p. 149)

It appears that this is not the impact of the Honors Concentration on its students. While the students learn how to become independent and analytical thinkers, they could benefit from better relationships with faculty outside of the classroom and different types of learning in their Honors courses. Their social environment leaves something to be desired as well. Although the students report being involved on campus and in Honors groups, trips, and lectures, they still wish that they were involved more, that their peers were more involved, and that they could meet more Honors students. The students also report limited involvement in creating art, theater or music and in recreational activities. The Honors students love their institution and would definitely return to it again, given the opportunity. However, they feel like Rowan University puts little emphasis on human diversity, which was one of Chickering's (1969) six essential collegial environment factors.

With regards to ethical and psychosocial development, the interview participants place across Perry's scheme from position three through position seven, with the seniors in the higher positions. The same can also be said for the interviewees moving through Chickering's (1969) vectors. The students appear to be moving through the Managing Emotions vector, as well as the Establishing Identity and Freeing Interpersonal Relationships vector. While they are comfortable with expressing their emotions and meeting those who are different than themselves, they lag behind in seeking professional help for issues and in engaging with and gaining awareness of those who are different than themselves.

Shushok's (2002) findings about the reasons for joining an honors program and for attending a particular university are comparable to the reasons why the Honors students in this study join the Honors Concentration and choose to attend Rowan University.

Overall, the students have a great interest in learning about themselves, others, and the world around them and in gaining new opportunities to connect with their peers. They are quite involved in the Honors Concentration and on-campus, and would like to find opportunities to become further engaged in the program and in areas that interest them.

Recommendations for Practice

Based upon the findings and conclusions of this study, the following items are recommended for better practice in the Honors Concentration

1. The Honors Concentration should provide an increased number of opportunities for its students to interact with one another outside of its pre-arranged groups, trips, and lectures.
2. The Honors Concentration could fill in a gap that exists at Rowan University by focusing more on human diversity, with additional courses, groups, and events that celebrate different peoples and cultures.
3. The Honors Concentration should provide more opportunities for Honors students and Honors faculty to interact with each other outside of the classroom. This can be achieved through student-faculty socials and other types of events.

4. The Honors Concentration can bring about greater involvement from its Honors students by having more events that are of interest to them academically and socially. This would mean providing events for the Honors students to really connect with their peer group and feel as though they are comfortable and at “home” amongst their peers.
5. Engage Honors faculty in discussions about bringing untraditional teaching methods, such as role playing, field trips, and case studies, into their Honors courses on a more regular basis.

Recommendations for Further Research

This study, while making a concerted effort to analyze the Honors Concentration, also leaves room for other researchers to expand upon the information provided in the future. The following items might be considered by those interested in learning more about an honors program through further research

1. Apply survey instrumentation that asks questions that are more directly related to the unique elements of the honors program.
2. Further research should strive to yield a higher survey return rate as to gain a better picture of the honors program as a whole.
3. A similar study should be conducted with both honors program students and non-honors program students for purposes of comparison, as well as determining if the honors students are having markedly different experiences from non-honors students.

4. Further longitudinal research should be conducted; possible ideas include following students over a five-year period, making the surveys and interviews required every semester, and doing comparisons across class years and gender designations.

References

- Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Chaszar, J. K. (2008). *The Reinvention of Honors Programs in American Higher Education, 1955-1965* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (UMI No. 3336005).
- Chickering, A. W. (1969). *Education and identity*. San Francisco, CA: Jossey-Bass.
- Cossentino, A. L. (2006). *Understanding the Experiences, Satisfaction and Performance of Honors Students: A Multisite Case Study at Public Higher Education Institutions* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (UMI No. 3243737)
- CSEQ – The College Student Experiences Questionnaire Assessment Program. *CSEQ – At a Glance*. (2007). Retrieved February 7, 2011 from http://cseq.iub.edu/cseq_glance.cfm
- Day, A. L. (1989). Honors students. In M. L. Upcraft, J. N. Gardner, & Associates (Eds.), *The freshman year experience* (pp. 352-362). San Francisco, CA: Jossey-Bass.
- Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: theory, research, and practice*. San Francisco, CA: Jossey-Bass.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University.

- Gonyea, R. M., Kish, K. A., Kuh, G. D., Muthiah, R. N., & Thomas, A. D. (2003). *College Student Experiences Questionnaire: Norms for the Fourth Edition*. Bloomington, IN: Indiana University Center for Postsecondary Research, Policy, and Planning.
- Hébert, T. P. & McBee, M. T. (2007). The impact of an undergraduate honors program on gifted university students. *Gifted Child Quarterly*, 51 (2), 136-151.
- National Collegiate Honors Council. *About NCHC*. (n.d.). Retrieved November 2, 2010 from http://www.nchchonors.org/aboutnchc.shtml_2010
- Perry, W. G. (1999). *Forms of ethical and intellectual development in the college years: A scheme*. San Francisco, CA: Jossey-Bass.
- Rinn, A. N. (2005). Trends among honors college students: An analysis by year in school. *Journal of Secondary Gifted Education*, 16 (4), 157-167.
- Rowan University. The Thomas N. Bantivoglio Honors Concentration at Rowan University. Application Process. (n.d.) Retrieved February 8, 2011 from http://www.rowan.edu/provost/honors_program/application/index.html
- Rowan University. The Thomas N. Bantivoglio Honors Concentration at Rowan University. Concentration Requirements. (n.d.). Retrieved January 31, 2011 from http://www.rowan.edu/provost/honors_program/requirements/index.html
- Rowan University. The Thomas N. Bantivoglio Honors Concentration at Rowan University. Honors Benefits. (n.d.). Retrieved February 8, 2011 from http://www.rowan.edu/provost/honors_program/benefits/index.html

- Sederberg, P. (2005). Characteristics of the Contemporary Honors College* A Descriptive Analysis of a Survey of NCHC Member Colleges. *Journal of the National Collegiate Honors Council – Online Archive*. Retrieved October 29, 2010 from <http://digitalcommons.unl.edu/nhcjournal/index.2.html>
- Shushok, F. X. (2002). *Educating the best and the brightest: collegiate honors programs and the intellectual, social, and psychological development of students* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3070562)
- Sisco, B. R. (1981). *A study of the attitudes of selected academics and selected decision-makers towards adult learners* (Unpublished doctoral dissertation). Syracuse University, Syracuse, NY.
- Survey Summary. From Planning and Resource Allocation course. Spring 2010.
- Document created March 24, 2010.

Appendix A

Institutional Review Board Approval Letter



February 23, 2011

Valerie Zieniuk
21 Ashdale Circle
Newark, DE 19702

Dear Valerie Zieniuk:

In accordance with the University's IRB policies and 45 CFR 46, the Federal Policy for the Protection of Human Subjects, I am pleased to inform you that the Rowan University Institutional Review Board (IRB) has approved your project:

IRB application number: 2011-126

Project Title: Honors Programs: Their Impact on the Ethical and Psychosocial Development of Honors Students

In accordance with federal law, this approval is effective for **one calendar year** from the date of this letter. If your research project extends beyond that date or if you need to make significant modifications to your study, you must notify the IRB immediately. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

Please retain copies of consent forms for this research for three years after completion of the research.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to Dr. Harriet Hartman (hartman@rowan.edu or call 856-256-4500, ext. 3787) or contact Dr. Gautam Pillay, Associate Provost for Research (pillay@rowan.edu or call 856-256-5150).

If you have any administrative questions, please contact Karen Heiser (heiser@rowan.edu or 856-256-5150).

Sincerely,

A handwritten signature in cursive script that reads "Harriet Hartman".

Harriet Hartman, Ph.D.
Chair, Rowan University IRB

c: Burton Sisco, Educational Leadership, Education Hall

Office of Research
Bole Hall Annex
201 Mullica Hill Road
Glassboro, NJ 08028-1701

856-256-5150
856-256-4425 fax

Appendix B

Thomas N. Bantivoglio Honors Concentration Application for Fall Incoming Freshmen

APPLICATION FOR THE BANTIVOGLIO HONORS
CONCENTRATION

For further information, contact:

Dr. Ieva Zake, Coordinator
Asst.
(856) 256-4643
zake@rowan.edu

or

Francesca McClay, Program

(856) 256-4775
mclay@rowan.edu

Entrance requirements for freshmen:

1. Demonstrated high level of high school achievement
2. Completed application
3. Letter of recommendation

For admission, complete the following application and return to:

Dr. Ieva Zake, Coordinator
Bantivoglio Honors Concentration, Campbell Library
Rowan University
201 Mullica Hill Road
Glassboro, New Jersey 08028
honors@rowan.edu

Deadline for application submission: March 8, 2011.

DATE: _____

NAME: _____

HOME ADDRESS: _____

PHONE NUMBER: _____

E-MAIL ADDRESS: _____

PROPOSED MAJOR: _____

NAME AND ADDRESS OF HIGH SCHOOL: _____

TEST SCORES:

SAT TOTAL: _____ SAT MATH: _____ SAT READING: _____ SAT WRITING: _____ ACT:

AP EXAMS TAKEN AND/OR PLANNED TO BE TAKEN:

COLLEGE-LEVEL COURSES TAKEN AND/OR IN PROGRESS (INCLUDING AP COURSES):

1. Briefly describe your extracurricular activities at high school.

2. Briefly describe your special interests and career goals.

3. Write a statement explaining why you want to become a Bantivoglio Honors Scholar.

Letter of Recommendation

The letter of recommendation should be written by a high school teacher. The letter can be included with the application or sent to Dr. Zake separately.

To the Reference: The student named below has applied for admission to the Rowan University's Bantivoglio Honors Concentration. Please evaluate his/her capacity to succeed in an interdisciplinary Honors Concentration, which is based on both intellectual curiosity and academic skill and focuses on identifying connections among various academic disciplines, engaging students in their own learning, and leadership development. If necessary, please feel free to attach a separate sheet.

APPLICANT'S NAME:

NAME OF REFERENCE:

POSITION OF REFERENCE:

ADDRESS AND E-MAIL OF REFERENCE:

Please return this letter of reference to:

Dr. Ieva Zake, Coordinator
Bantivoglio Honors Concentration, Campbell Library
Rowan University
201 Mullica Hill Road
Glassboro, New Jersey 08028

Appendix C

Alternate Informed Consent Form

HONORS STUDENT EXPERIENCES SURVEY

The purpose of this survey is to evaluate the experiences of students in the Thomas N. Bantivoglio Honors Concentration. The research, entitled “The Impact On Selected Students Participating In The Thomas N. Bantivoglio Honors Concentration At Rowan University”, is being conducted by Valerie Zieniuk of the Educational Services, Administration, and Higher Education Department, Rowan University, in partial fulfillment of her M.A. degree in Higher Education Administration. For this survey, you will be required to answer all of the multiple choices questions presented. Your participation in the study should not exceed 30 minutes. There are no physical or psychological risks involved in this study, and you are free to withdraw your participation at any time without penalty.

The data collected in this questionnaire will be combined with data from another portion of this study for the purpose of master’s thesis publication. Your responses will be kept anonymous and will not affect class standing with the university.

If you have any questions or problems concerning your participation in this study, please contact Valerie Zieniuk at (302) 294-6203 (hughes11@students.rowan.edu) or Dr. Burton Sisco at (856) 256-4500, ext. 3717 (sisco@rowan.edu). Thank you for your participation in this survey!

Appendix D

College Student Experiences Questionnaire Item Usage Agreement



Exhibit A: Item Usage Agreement Proposal
College Student Experiences Questionnaire
Assessment Program

Contact information:

Zieniuk, Valerie _____ Mrs. _____
Last Name, First Name Title
Rowan University _____
Office Institution
21 Ashdale Circle _____
Address
Newark _____ DE _____ 19702 _____ US _____
City State Zip or Postal Code Country
(302) 294-6203 _____ hughes11@students.rowan.edu _____
Phone Fax Email
February 28, 2011 _____
Date

Please answer the following questions in as much detail as possible. Feel free to attach additional documents in support of the proposal.

- From which survey are you interested in adapting items?
 CSEQ, 4th Edition CSXQ, 2nd Edition
Other edition? Please specify _____
- State the objective of your survey: The goal of this study is to learn more about the impact an honors program has on honors students. In particular, to learn more about the impact the Thomas N. Bantivoglio Honors Concentration at Rowan University has had on the academic, extracurricular, and overall experiences of honors students. Subjects involved in the survey portion of the research will be completing a questionnaire that focuses on the time spent involved in particular activities on campus, the emphasis put on the institution in particular areas, and the progress they believe they have made during their time at the institution.
- Identify the specific item(s) to be used: All of them, as the CSEQ will be used in its entirety.
- To whom will the survey be administered? Rowan University students participating in the Thomas N. Bantivoglio Honors Concentration during the Spring 2011 semester.
- How will the survey be administered—through oral interviews, on paper, electronically, a combination of methods, other? The survey will be administered on paper.
- Describe your sampling methodology. The target population for this study was all honors students in public universities in New Jersey. The available population was all honors students in the Thomas N. Bantivoglio Honors Concentration at Rowan University in Glassboro, New Jersey. The

Indiana University Center for Postsecondary Research
1900 East Tenth Street • Eigenmann Hall, Suite 419 • Bloomington, IN 47406-7512
Phone: (812) 856-5825 • Fax: (812) 856-5150
E-mail: cseq@indiana.edu • Web: www.iub.edu/~cseq

Last revised January 2006

typical case sample for the survey was honors students who came by the Honors Lounge and office space on the fourth floor of the Campbell Library at Rowan University to fill out the paper questionnaire. All women and minorities who are members of the Thomas N. Bantivoglio Honors Concentration will be included in this research.

7. State your maximum number of survey recipients. 287 students.
8. List your expected start and end dates for survey administration. Please indicate if you intend to use these items on a continuing basis (e.g. each semester, annually). The expected start date is Monday, March 7, 2011 and the expected end date is Monday, March 28, 2011.
9. Append a copy of the survey instrument to be used, noting where the CSEQ/CSXQ items will be located.
10. Provide the name, title, and organization of your principal investigator. Mrs. Valerie Zieniuk, Graduate Student, Rowan University

Indiana University Center for Postsecondary Research
1900 East Tenth Street • Eigenmann Hall, Suite 419 • Bloomington, IN 47406-7512
Phone: (812) 856-5825 • Fax: (812) 856-5150
E-mail: cseq@indiana.edu • Web: www.iub.edu/~cseq

Last revised January 2006



Item Usage Agreement
College Student Experiences Questionnaire
Assessment Program

The College Student Experiences Questionnaire Assessment Program is part of the Indiana University Center for Postsecondary Research. The CSEQ Assessment Program is home to the *College Student Experiences Questionnaire (CSEQ)* and the *College Student Expectations Questionnaire (CSXQ)*. These are copyrighted survey instruments, and the copyrights are owned by The Trustees of Indiana University. Any use of survey items contained within the *CSEQ* or *CSXQ* is prohibited without prior written permission from Indiana University. When fully executed, this Agreement constitutes written permission from the University, on behalf of the CSEQ Assessment Program, for the party named below to use an item or items from the *College Student Experiences Questionnaire* or *College Student Expectations Questionnaire* in accordance with the terms of this Agreement.

In consideration of the mutual promises below, the parties hereby agree as follows:

- 1) The University hereby grants **Valerie Zieniuk** ("Licensee") a nonexclusive, worldwide, irrevocable license to use, reproduce, distribute, publicly display and perform, and create derivatives from, in all media now known or hereafter developed, the item(s) listed in the proposal attached as Exhibit A, solely for the purpose of including such item(s) in the survey activity described in Exhibit A, which is incorporated by reference into this Agreement. This license does not include any right to sublicense others. This license only covers the survey instrument, time frame, population, and other terms described in Exhibit A. Any different or repeated use of the item(s) shall require an additional license.
- 2) In exchange for the license granted in section 1, Licensee agrees:
 - a) to pay to Indiana University the sum of **\$100**, by check upon execution of this Agreement;
 - b) to provide to the *CSEQ Assessment Program* frequency distributions and means on the licensed item(s);
 - c) in all publications or presentations of data obtained through the licensed item(s), to include the following citation: "Items xx and xx used with permission from the *CSEQ Assessment Program, Indiana University, Copyright 1998, The Trustees of Indiana University*";
 - d) to provide to the *CSEQ Assessment Program*, a copy of any derivatives of, or alterations to, the item(s) that Licensee makes for the purpose of Licensee's survey ("modified items"), for the *CSEQ Assessment Program's* own nonprofit, educational purposes, which shall include the use of the modified items in the *CSEQ, CSXQ* or any other survey instruments, reports, or other educational or professional materials that it may develop or use in the future. Licensee hereby grants the University a nonexclusive, worldwide, irrevocable, royalty-free license to use,

Indiana University Center for Postsecondary Research
1900 East Tenth Street • Eigenmann Hall, Suite 419 • Bloomington, IN 47406-7512
Phone: (812) 856-5825 • Fax: (812) 856-5150
E-mail: cseq@indiana.edu • Web: www.iub.edu/~cseq

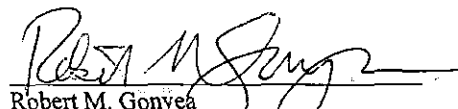
Last revised January 2006

reproduce, distribute, create derivatives from, and publicly display and perform the modified items, in any media now known or hereafter developed; and

- e) to provide to the *CSEQ Assessment Program* for its own nonprofit, educational purposes, a copy of all reports, presentations, analyses, or other materials in which the item(s) licensed under this Agreement, or modified items, and any responses to licensed or modified items, are presented, discussed, or analyzed. The *CSEQ Assessment Program* shall not make public any data it obtains under this subsection in a manner that identifies specific institutions or individuals, except with the consent of the Licensee.

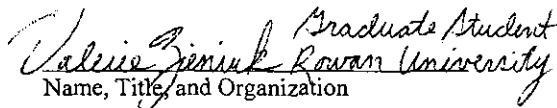
The undersigned hereby consent to the terms of this Agreement and confirm that they have all necessary authority to enter into this Agreement.

For The Trustees of Indiana University:


Robert M. Gonyea
Associate Director, Center for Postsecondary Research
Director, CSEQ Assessment Program
Indiana University

4-7-11
Date

For Licensee:


Name, Title, and Organization Graduate Student
Rowan University

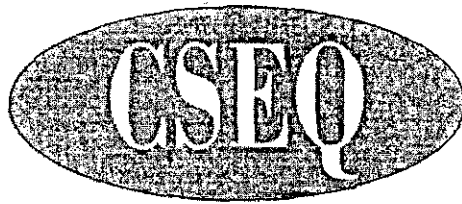
4/19/11
Date

Indiana University Center for Postsecondary Research
1900 East Tenth Street • Eigenmann Hall, Suite 419 • Bloomington, IN 47406-7512
Phone: (812) 856-5825 • Fax: (812) 856-5150
E-mail: cseq@indiana.edu • Web: www.iub.edu/~cseq

Last revised January 2006

Appendix E

College Student Experiences Questionnaire



College Student Experiences Questionnaire

This questionnaire asks about how you spend your time at college—with faculty and friends and in classes, social and cultural activities, extracurricular activities, employment, and use of campus facilities such as the library and student center. The usefulness of this or any other survey depends on the thoughtful responses of those who are asked to complete it. Your participation is very important and greatly appreciated.

The information obtained from you and other students at many different colleges and universities will help administrators, faculty members, student leaders, and others to improve the conditions that contribute to your learning and development and to the quality of the experience of those who will come after you.

At first glance, you may think it will take a long time to complete this questionnaire, but it can be answered in about 30 minutes or less. And you will learn some valuable things about yourself, as your answers provide a kind of self-portrait of what you have been doing and how you are benefitting from your college experience.

You do not have to write your name on the questionnaire. But as you will see on the next page we would like to know some things about you so that we can learn how college experiences vary, depending on students' age, sex, year in college, major field, where they live, whether they have a job, and so forth. To know where the reports come from, a number on the back page identifies your institution.

Your questionnaire will be read by an electronic scanning device, so be careful in marking your responses. **Please use only a #2 black lead pencil.** Do not write or make any marks on the questionnaire outside the spaces provided for your answers. Erase cleanly any responses you want to change. **It is very important to answer all questions;** if you are uncertain about what a question means, use your best judgment.

Thank you for your cooperation and participation!

This questionnaire is available from the Indiana University Center for Postsecondary Research and Planning, School of Education, 201 North Rose Avenue, Bloomington, IN 47405-1006. It is for use by individuals and institutions interested in documenting, understanding, and improving the student experience.

Fourth Edition 1998 © Copyright 1998 by Indiana University Authors: C. Robert Pace and George D. Kuh

BACKGROUND INFORMATION

DIRECTIONS: Indicate your response by filling in the appropriate oval next to the correct answer.

Age

- 19 or younger 30 - 39
 20 - 23 40 - 55
 24 - 29 Over 55

Sex

- male female

What is your marital status?

- not married separated
 married widowed
 divorced

What is your classification in college?

- freshman/first-year senior
 sophomore graduate student
 junior unclassified

Did you begin college here or did you transfer here from another institution?

- started here
 transferred from another institution

Where do you now live during the school year?

- dormitory or other campus housing
 residence (house, apartment, etc.) within walking distance of the institution
 residence (house, apartment, etc.) within driving distance
 fraternity or sorority house

With whom do you live during the school year? (Fill in all that apply)

- no one, I live alone
 one or more other students
 my spouse or partner
 my child or children
 my parents
 other relatives
 friends who are not students at the institution I'm attending
 other people: who?

Do you have access to a computer where you live or work, or nearby that you can use for your school work?

- yes
 no

What have most of your grades been up to now at this institution?

- A B-, C+
 A-, B+ C, C-, or lower
 B

Which of these fields best describes your major, or your anticipated major? You may indicate more than one if applicable.

- Agriculture
 Biological/life sciences (biology, biochemistry, botany, zoology, etc.)
 Business (accounting, business administration, marketing, management, etc.)
 Communication (speech, journalism, television/radio, etc.)
 Computer and information sciences
 Education
 Engineering
 Ethnic, cultural studies, and area studies
 Foreign languages and literature (French, Spanish, etc.)
 Health-related fields (nursing, physical therapy, health technology, etc.)
 History
 Humanities (English, literature, philosophy, religion, etc.)
 Liberal/general studies
 Mathematics
 Multi/interdisciplinary studies (international relations, ecology, environmental studies, etc.)
 Parks, recreation, leisure studies, sports management
 Physical sciences (physics, chemistry, astronomy, earth science, etc.)
 Pre-professional (pre-dental, pre-medical, pre-veterinary)
 Public administration (city management, law enforcement, etc.)
 Social sciences (anthropology, economics, political science, psychology, sociology, etc.)
 Visual and performing arts (art, music, theater, etc.)
 Undecided
 Other: What?

Did either of your parents graduate from college?

- no yes, mother only
 yes, both parents don't know
 yes, father only

Do you expect to enroll for an advanced degree when, or if, you complete your undergraduate degree?

- yes no

How many credit hours are you taking this term?

- 6 or fewer 15 - 16
 7 - 11 17 or more
 12 - 14

During the time school is in session, about how many hours a week do you usually spend outside of class on activities related to your academic program, such as studying, writing, reading, lab work, rehearsing, etc.?

- 5 or fewer hours a week 21 - 25 hours a week
 6 - 10 hours a week 26 - 30 hours a week
 11 - 15 hours a week more than 30 hours a week
 16 - 20 hours a week

During the time school is in session, about how many hours a week do you usually spend working on a job for pay? To provide information about your work experiences on and off campus, fill in one oval in each column.

	ON-CAMPUS	OFF-CAMPUS
None; I don't have a job	<input type="radio"/>	<input type="radio"/>
1 - 10 hours a week	<input type="radio"/>	<input type="radio"/>
11 - 20 hours	<input type="radio"/>	<input type="radio"/>
21 - 30 hours	<input type="radio"/>	<input type="radio"/>
31 - 40 hours	<input type="radio"/>	<input type="radio"/>
More than 40 hours	<input type="radio"/>	<input type="radio"/>

If you have a job, how does it affect your school work?

- I don't have a job
- My job does not interfere with my school work
- My job takes some time from my school work
- My job takes a lot of time from my school work

How do you meet your college expenses? Fill in the response that best approximates the amount of support from each of the various sources.

	None	Very Little	Less Than Half	About Half	More Than Half	All or Nearly All
Self (job, savings, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spouse or partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarships and grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is your racial or ethnic identification? (Fill in all that apply)

- American Indian or other Native American
- Asian or Pacific Islander
- Black or African American
- Caucasian (other than Hispanic)
- Mexican-American
- Puerto Rican
- Other Hispanic
- Other: What? _____

COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

	Very Often	Often	Occasionally	Never
Library				
Used the library as a quiet place to read or study materials you brought with you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Found something interesting while browsing in the library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a librarian or staff member for help in finding information on some topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read assigned materials other than textbooks in the library (reserve readings, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used an index or database (computer, card catalog, etc.) to find material on some topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a bibliography or reference list for a term paper or other report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone back to read a basic reference or document that other authors referred to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a judgment about the quality of information obtained from the library, World Wide Web, or other sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Often	Often	Occasionally	Never
Computer and Information Technology				
Used a computer or word processor to prepare reports or papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used e-mail to communicate with an instructor or other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer tutorial to learn material for a course or developmental/remedial program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in class discussions using an electronic medium (e-mail, list-serve, chat group, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Searched the World Wide Web or Internet for information related to a course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer to retrieve materials from a library <u>not</u> at this institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer to produce visual displays of information (charts, graphs, spreadsheets, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer to analyze data (statistics, forecasting, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a Web page or multimedia presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIRECTIONS: In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

	Very Often	Often	Occasionally	Never
Course Learning				
Completed the assigned readings for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took detailed notes during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributed to class discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a role play, case study, or simulation for a class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to see how different facts and ideas fit together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarized major points and information from your class notes or readings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a class assignment, project, or presentation with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used information or experience from other areas of your life (job, internship, interactions with others) in class discussions or assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to explain material from a course to someone else (another student, friend, co-worker, family member.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper or project where you had to integrate ideas from various sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Experiences				
Used a dictionary or thesaurus to look up the proper meaning of words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thought about grammar, sentence structure, word choice, and sequence of ideas or points as you were writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked other people to read something you wrote to see if it was clear to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referred to a book or manual about writing style, grammar, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revised a paper or composition two or more times before you were satisfied with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked an instructor or staff member for advice and help to improve your writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared a major written report for a class (20 pages or more).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Often	Often	Occasionally	Never
Experiences with Faculty				
Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your academic program or course selection with a faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas for a term paper or other class project with a faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your career plans and ambitions with a faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked harder as a result of feedback from an instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with a faculty member outside of class (had a snack or soft drink, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated with other students in a discussion with one or more faculty members outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked your instructor for comments and criticisms about your academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked harder than you thought you could to meet an instructor's expectations and standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with a faculty member on a research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art, Music, Theater				
Talked about art (painting, sculpture, artists, etc.) or the theater (plays, musicals, dance, etc.) with other students, friends, or family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Went to an art exhibit/gallery or a play, dance, or other theater performance, on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in some art activity (painting, pottery, weaving, drawing, etc.) or theater event, or worked on some theatrical production (acted, danced, worked on scenery, etc.) on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a concert or other music event, on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in some music activity (orchestra, chorus, dance, etc.) on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read or discussed the opinions of art, music, or drama critics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIRECTIONS: In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

	Very Often	Often	Occasionally	Never
Campus Facilities				
Used a campus lounge to relax or study by yourself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met other students at some campus location (campus center, etc.) for a discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a cultural or social event in the campus center or other campus location.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Went to a lecture or panel discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a campus learning lab or center to improve study or academic skills (reading, writing, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used campus recreational facilities (pool, fitness equipment, courts, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a team sport (intramural, club, intercollegiate).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Followed a regular schedule of exercise or practice for some recreational sporting activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clubs and Organizations				
Attended a meeting of a campus club, organization, or student government group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a campus committee, student organization, or project (publications, student government, special event, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on an off-campus committee, organization, or project (civic group, church group, community event, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met with a faculty member or staff advisor to discuss the activities of a group or organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managed or provided leadership for a club or organization, on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Experiences				
Told a friend or family member why you reacted to another person the way you did.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed with another student, friend, or family member why some people get along smoothly, and others do not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a friend for help with a personal problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read articles or books about personal growth, self-improvement, or social development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified with a character in a book, movie, or television show and wondered what you might have done under similar circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taken a test to measure your abilities, interests, or attitudes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a friend to tell you what he or she really thought about you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with a faculty member, counselor or other staff member about personal concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Often	Often	Occasionally	Never
Student Acquaintances				
Became acquainted with students whose interests were different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students whose family background (economic, social) was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students whose age was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students whose race or ethnic background was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students from another country.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose philosophy of life or personal values were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose political opinions were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose religious beliefs were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose race or ethnic background was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students from a country different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific and Quantitative Experiences				
Memorized formulas, definitions, technical terms and concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used mathematical terms to express a set of relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained your understanding of some scientific or mathematical theory, principle or concept to someone else (classmate, co-worker, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completed an experiment or project using scientific methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practiced to improve your skill in using a piece of laboratory equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed someone else how to use a piece of scientific equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained an experimental procedure to someone else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared the scientific method with other methods for gaining knowledge and understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained to another person the scientific basis for concerns about scientific or environmental issues (pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONVERSATIONS

DIRECTIONS: In conversations with others (students, family members, co-workers, etc.) outside the classroom during this school year, about how often have you talked about each of the following?

Topics of Conversation	Frequency			
	Very Often	Often	Occasionally	Never
Current events in the news.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social issues such as peace, justice, human rights, equality, race relations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different lifestyles, customs, and religions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ideas and views of other people such as writers, philosophers, historians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts (painting, poetry, dance, theatrical productions, symphony, movies, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science (theories, experiments, methods, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computers and other technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The economy (employment, wealth, poverty, debt, trade, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International relations (human rights, free trade, military activities, political differences, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Information in Conversations	Frequency			
	Very Often	Often	Occasionally	Never
Referred to knowledge you acquired in your reading or classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explored different ways of thinking about the topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referred to something one of your instructors said about the topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subsequently read something that was related to the topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changed your opinion as a result of the knowledge or arguments presented by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persuaded others to change their minds as a result of the knowledge or arguments you cited.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

READING/WRITING

During this current school year, about how many books have you read? Fill in one response for each item listed below.	Number of Books			
	None	Fewer than 5	Between 5 and 10	More than 20
Textbooks or assigned books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigned packs of course readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-assigned books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During this current school year, about how many exams, papers, or reports have you written? Fill in one response for each item listed below.	Number of Exams/Papers/Reports			
	None	Fewer than 5	Between 5 and 10	More than 20
Essay exams for your courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Term papers or other written reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OPINIONS ABOUT YOUR COLLEGE OR UNIVERSITY

- How well do you like college?
- I am enthusiastic about it.
 - I like it.
 - I am more or less neutral about it.
 - I don't like it.

- If you could start over again, would you go to the same institution you are now attending?
- Yes, definitely
 - Probably yes
 - Probably no
 - No, definitely

THE COLLEGE ENVIRONMENT

Colleges and universities differ from one another in the extent to which they emphasize or focus on various aspects of students' development. Thinking of your experience at this institution, to what extent do you feel that each of the following is emphasized? The responses are numbered from 7 to 1, with the highest and lowest points illustrated. Fill in the oval with the number that best represents your impression on each of the following seven-point rating scales.

Emphasis on developing academic, scholarly, and intellectual qualities

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on developing aesthetic, expressive, and creative qualities

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on developing critical, evaluative, and analytical qualities

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on developing an understanding and appreciation of human diversity

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on developing information literacy skills (using computers, other information resources)

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on developing vocational and occupational competence

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on the personal relevance and practical value of your courses

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

The next three ratings refer to relations with people at this college. Again, thinking of your own experience, please rate the quality of these relationships on each of the following seven-point rating scales.

Relationships with other students

Friendly, Supportive, Sense of belonging (7) (6) (5) (4) (3) (2) (1) Competitive, Uninvolved, Sense of alienation

Relationships with administrative personnel and offices

Helpful, Considerate, Flexible (7) (6) (5) (4) (3) (2) (1) Rigid, Impersonal, Bound by regulations

Relationships with faculty members

Approachable, Helpful, Understanding, Encouraging (7) (6) (5) (4) (3) (2) (1) Remote, Discouraging, Unsympathetic

Go to next page

ESTIMATE OF GAINS

DIRECTIONS: In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? Indicate your response by filling in one of the ovals to the right of each statement.

	Very Little	Some	Quite a Bit	Very Much
Acquiring knowledge and skills applicable to a specific job or type of work (vocational preparation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring background and specialization for further education in a professional, scientific or scholarly field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining a broad general education about different fields of knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining a range of information that may be relevant to a career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an understanding and enjoyment of art, music, and drama.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broadening your acquaintance with and enjoyment of literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing the importance of history for understanding the present as well as the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting ideas and information effectively when speaking to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computers and other information technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming aware of different philosophies, cultures, and ways of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing your own values and ethical standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Little	Some	Quite a Bit	Very Much
Understanding yourself, your abilities, interests, and personality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the ability to get along with different kinds of people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the ability to function as a member of a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing good health habits and physical fitness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the nature of science and experimentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding new developments in science and technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming aware of the consequences (benefits, hazards, dangers) of new applications of science and technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking analytically and logically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing quantitative problems (understanding probabilities, proportions, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Putting ideas together, seeing relationships, similarities, and differences between ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning on your own, pursuing ideas, and finding information you need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to adapt to change (new technologies, different jobs or personal circumstances, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ADDITIONAL QUESTIONS

- | | | |
|--------------|---------------|---------------|
| 1. A B C D E | 8. A B C D E | 15. A B C D E |
| 2. A B C D E | 9. A B C D E | 16. A B C D E |
| 3. A B C D E | 10. A B C D E | 17. A B C D E |
| 4. A B C D E | 11. A B C D E | 18. A B C D E |
| 5. A B C D E | 12. A B C D E | 19. A B C D E |
| 6. A B C D E | 13. A B C D E | 20. A B C D E |
| 7. A B C D E | 14. A B C D E | |

OTHER ID: _____
If Requested

1	2	3	4	5	6	7	8	9	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

THANK YOU FOR YOUR PARTICIPATION!

PLEASE DO NOT WRITE IN THIS AREA

Appendix F
Interview Consent Form

HONORS STUDENT INTERVIEW: INFORMED CONSENT FORM

You are being asked to participate in a research project interview administered by Valerie Zieniuk for Rowan University. Your signed agreement to participate in this project is required by the University.

The purpose of this project is to explore how the Thomas N. Bantivoglio Honors Concentration at Rowan University has had an effect on the experiences of Honors students. There will be one interview in total. The interview will take approximately one hour and will be tape-recorded for further analysis as part of this research project for the *Seminar/Internship in Higher Education II* graduate course at Rowan University.

While your participation is voluntary and you are not required to answer any of the questions herein, your cooperation and participation are important to the success of the project and are greatly appreciated. If you choose to participate, please understand that all responses are strictly confidential and no personally identifiable information is being requested.

If you have any questions or problems concerning your participation, please contact Valerie Zieniuk at (302) 294-6203 (hughes11@students.rowan.edu) or Dr. Burton Sisco at (856) 256-4500, ext. 3717 (sisco@rowan.edu).

I give my consent to participate in the interview that will examine honors students and their experiences.

Printed Name

Signature

Date

Appendix G
Interview Schedule

INTERVIEW SCHEDULE: HONORS STUDENT INTERVIEW

My name is Valerie Zieniuk and, as part of my research project for my master's thesis in Higher Education Administration, I am conducting interviews with selected students who are a part of the Thomas N. Bantivoglio Honors Concentration at Rowan University. The questions in this interview will cover demographic information, academic experiences, extracurricular/social experiences, and overall satisfaction with both the Honors Concentration and Rowan University.

1. Please tell me your first name, class year, major, and why you chose to attend Rowan University and become a part of the Honors Concentration.

Academic Experience

2. What has been the academic highlight of this year so far?

Who, if anyone, has been particularly helpful to you this year?

3. What would you say has been the academic low point of this year so far?

What have you learned from this experience?

4. What would you categorize as the high point and the low point of your Honors Concentration experience so far this year?

5. What have you thought about the courses you have taken this year?

What have you thought about the Honors courses you have taken this year?

Explore further comments about interactions with faculty and curriculum.

Explore further reasons behind good and bad experiences.

6. Do you think you have met your academic potential for this year?

For “yes” and “no” responses, explore perceptions of “why”.

Extracurricular/Social Experiences

7. Other than academic related activities, what has occupied your time this year?

Explore further comments about friends and work.

8. Have you become involved in student organizations and clubs?

How did you get involved in these clubs and organizations?

9. Have you become involved in any of the groups offered by the Honors Concentration?

Have you participated in any of the trips or lectures offered by the Honors Concentration?

10. How has your involvement influenced your experience this year?

How has your involvement in the Honors Concentration influenced your experience this year?

Overall Satisfaction with Rowan University and the Honors Concentration

11. Overall, what has been the best thing about this year?

Overall, what has been the best thing about your time so far at Rowan University?

12. What has been the worst thing about this year?

What has been the worst thing about your time so far at Rowan University?

13. If you could change one thing about Rowan University, what would it be and why?

If you could change one thing about the Honors Concentration, what would it be and why?

14. If you could go back and make your “college choice” decision again, would you choose Rowan University?
15. If you could go back in time, would you still choose to be a part of the Honors Concentration?
16. In general, what is your overall opinion of Rowan University? On a scale of 1 to 10, with 1 signifying that you don’t think highly of the institution, and 10 signifying that you think Rowan University is absolutely incredible, how would you rank it?
17. In general, what is your overall opinion of the Honors Concentration?
On a scale of 1 to 10, with 1 signifying that you don’t think highly of the program, and 10 signifying that you think the Honors Concentration is absolutely incredible, how would you rank it?
18. Before closing, is there anything else you want to share about your experiences at Rowan University or in the Honors Concentration either this year or overall?

That concludes the interview. Thank you for your time. I truly appreciate your help with the research I am conducting.