

# Assessment Brief

## First-Year Scholars Profile

IUPUI Honors College

Fall 2017

### Introduction

Understanding the experiences and expectations of the IUPUI Honors College first-year student population is essential to meeting the needs of our scholars. The Honors College utilizes a four-year developmental plan to encourage students to excel inside and outside of the classroom. RISE to the IUPUI Challenge (Indiana University-Purdue University Indianapolis, 2014) provides a framework for the goals for Honors Scholars. RISE is an acronym for learning experiences in Research, International, Service, and Experiential opportunities which are recorded on the student's transcript. Research suggests that involvement of students in academic work and extracurricular activities impacts student development. In addition, the level of involvement predicts the potential impact of the college experience (Astin, 1999; Gellin, 2003). The Honors College seeks to understand past experiences of first-year scholars as well as future interests.

First-year scholars were compared to all other Honors College scholars in order to set a foundation for understanding the development of the Honors College demographically.

### Methodology

The two primary information gathering techniques used were an online survey and data retrieval from the IUPUI Honors College Student Tracking System (STS) on pre-matriculation and first-semester characteristics of our first-year scholars.

The survey was sent to all incoming students who were instructed to complete the survey before August 28, 2017 and before the required meeting with their respective Honors Advisor at the beginning of the semester. Each first-year scholar is required to meet with her/his Honors Advisor to review individual goals and expectations for IUPUI and the Honors College. This information is incorporated into their four-year-plan.

The STS data were collected on September 4, 2017. We examined multiple variables such as home address, major, gender, race/ethnicity, and SAT/ACT scores. Information from all students in the IUPUI Honors College was collected and used for the comparisons. The first-year student information was extracted from the full list in order to do the comparisons.

Both of the sources were combined using student ID numbers. Microsoft Excel was used to run descriptive statistics on the information. The following tables and charts are a result of those summaries.

### Results

#### Comparisons

The fall 2017 cohort is comprised of 212 students, while there are 927 upper-class students in the comparative dataset.

| Residency     |            |       |                    |       |
|---------------|------------|-------|--------------------|-------|
|               | First-Year |       | All Other Scholars |       |
|               | N          | %     | N                  | %     |
| Indiana       | 168        | 79.3% | 821                | 88.2% |
| Out of State  | 37         | 17.3% | 79                 | 8.5%  |
| International | 7          | 3.4%  | 31                 | 3.3%  |
| Total         | 212        | 100%  | 931                | 100%  |

There are more first-year scholars from Indiana than all other states.

#### Scholarship Cohorts

| First-Year Scholarship Cohorts |     |       |
|--------------------------------|-----|-------|
|                                | N   | %     |
| Bepko                          | 28  | 13.2% |
| Adam W. Herbert Presidential   | 9   | 4.2%  |
| Plater International           | 6   | 2.9%  |
| Chancellor's                   | 169 | 79.7% |
| Total                          | 212 |       |

Chancellor's Scholars remain the predominant cohort, as it has been since the scholarship's inception in 2010. The Fall 2016 cohort was the first cohort of Chancellors scholars who had to self-select into being a Chancellors scholar, which accounted for their smaller number. The Fall 2017 cohort has held steady from the previous year.

| Race/Ethnicity                            |            |       |                    |       |
|---|------------|-------|--------------------|-------|
|   | First-Year |       | All Other Scholars |       |
|   | N          | %     | N                  | %     |
| American Indian/<br>Alaska Native         | 0          | 0.0%  | 4                  | 0.4%  |
| Asian/Native Hawaiian/<br>Other Pac. Isl. | 34         | 16.0% | 100                | 10.7% |
| Black/African<br>American                 | 4          | 1.9%  | 28                 | 3.0%  |
| Hispanic/Latino                           | 3          | 1.4%  | 32                 | 3.4%  |
| White                                     | 166        | 78.3% | 742                | 79.7% |
| Not Applicable (Alien)                    | 1          | 0.5%  | 7                  | 0.8%  |
| Not Reported                              | 4          | 1.9%  | 18                 | 2.0%  |
| Total                                     | 212        |       | 931                |       |

This year we have seen a small increase in the number of Asian/Native Hawaiian/Other Pac. Isl students while our Black/African American and Hispanic/Latino students have seen small decreases. Over all our minority student population has seen a small increase over previous years

### Living Situation

| Living Situation During First Year |     |       |
|------------------------------------|-----|-------|
|                                    | N   | %     |
| On-Campus Housing                  | 147 | 69.3% |
| At Home                            | 40  | 18.9% |
| Off-Campus Housing                 | 13  | 6.1%  |
| Did Not Respond                    | 12  | 5.7%  |
| Total                              | 212 |       |

The majority of Honors first-year scholars live in campus housing. This year is the fourth year for the expansion of the Honors Residential Communities

into the University Tower with two floors dedicated to Honors Scholars, including an Honors Lounge on the 8<sup>th</sup> floor. Honors Scholars are encouraged to live in campus housing, and many are awarded a stipend to cover at least a portion of the cost. Research indicates that living on campus improves student performance and retention (Terenzini, Pascarella, & Bliming, 2010).

| Academic Major                                |            |       |                    |       |
|---|------------|-------|--------------------|-------|
|   | First-Year |       | All Other Scholars |       |
|   | N          | %     | N                  | %     |
| Herron*                                       | 3          | 1.4%  | 31                 | 3.3%  |
| Business*                                     | 25         | 11.8% | 140                | 15.0% |
| Dent  | 0          | 0.0%  | 0                  | 0.0%  |
| Education                                     | 5          | 2.4%  | 11                 | 1.9%  |
| Engineering and<br>Technology*                | 36         | 17.0% | 134                | 14.4% |
| Health and Rehabilitation<br>Sciences         | 2          | 0.9%  | 10                 | 1.1%  |
| Informatics*                                  | 13         | 6.1%  | 49                 | 5.3%  |
| Liberal Arts*                                 | 9          | 4.2%  | 84                 | 9.0%  |
| Medicine                                      | 0          | 0.0%  | 13                 | 1.4%  |
| Nursing*                                      | 0          | 0.0%  | 48                 | 5.2%  |
| Philanthropy                                  | 0          | 0.0%  | 2                  | 0.2%  |
| Physical Education and<br>Tourism Management* | 5          | 2.4%  | 49                 | 5.3%  |
| Public and Environmental<br>Affairs*          | 4          | 1.9%  | 13                 | 1.4%  |
| Public Health                                 | 3          | 1.4%  | 15                 | 1.6%  |
| Science*                                      | 85         | 40.1% | 315                | 33.8% |
| Social Work                                   | 0          | 0.0%  | 5                  | 0.5%  |
| University College                            | 22         | 10.4% | 12                 | 1.2%  |
| Total   | 212        |       | 931                |       |

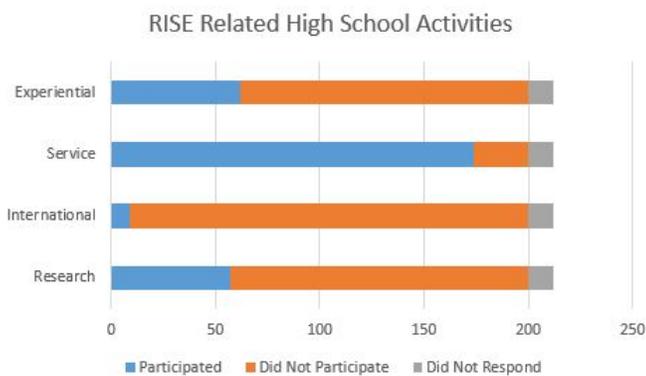
It is important to note this only accounts for the students primary major, many of our students have multiple majors across schools. Also the marked programs participate in school honors programs This accounts for greater increases in the number of upper-class scholars in those programs.

### College Employment

| Working While in School (First-Year) |     |       |
|--------------------------------------|-----|-------|
|                                      | N   | %     |
| Yes, I already have a job.           | 35  | 16.5% |
| Yes, but I don't have a job yet.     | 74  | 34.9% |
| No                                   | 38  | 17.9% |
| I'm not sure.                        | 53  | 25%   |
| Did Not Respond                      | 12  | 5.7%  |
| Total                                | 212 |       |

It will be important to identify whether students are working on or off campus in future surveys. The benefits of on-campus employment include higher rates of persistence and graduation (Beeson & Wessel, 2002).

### Pre-College RISE Experiences



Over 75 percent of our students have previously participated in civic engagement activities and service opportunities. Over fifty students participated in experiential learning (internships) and/or research. And nine students had a opportunities to study abroad.

### Future Actions

As our knowledge of our new scholars grows, so do the initiatives and events we implement for them. The following is a list of recommendations the Honors College has created for working with our first-year scholars based upon the data that has been collected.

- Revise first-year scholars' survey to collect additional information.
- Continue to develop and monitor individual Four-Year Plans.
- Engage students early (in the first six weeks) in their academic career with RISE opportunities, taking full advantage of their early interests.
- Find better ways to connect first-year scholars living off-campus to the campus community.
- Build relationships with all Honors Scholars by encouraging participation and leadership in Honors College student organizations, participation in signature events such as Academic Bowl and the Honors College Showcase, and communication through our weekly emails to the Honors College listserv, and scholarship cohort Facebook groups.
- Assist students seeking a job with finding on-campus employment and limiting work hours.
- Work with campus career services to assist students in the process of identifying job shadowing and internship opportunities.
- Continue to develop stronger connections with campus constituents such as Housing and Residence Life, Student Employment, the Center for Research and Learning, and the Center for Service Learning, to ensure Honors Scholars have maximum access to resources.

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#### Introduction

The IUPUI Honors College strongly encourages study abroad experiences for its students. The aim is to provide students with the opportunity to learn concepts from a different perspective, use knowledge from other traditions, develop intercultural communication skills, and develop positive attitudes toward diverse cultures. Honors programs, which function as laboratories for innovation in regular education, offer educational opportunities for talented, motivated students. We have a special responsibility to inspire these students to respect other disciplines, cultures, and nationalities through genuine conversations, interactive learning, and international exchange (Wolfsenberger, 2012).

Based on a survey the British Council conducted on American and British students interested in studying abroad, “access to and information about the options available are the first barriers that students face” in making study abroad experiences a reality. An additional hindrance cited in the survey was cost, with nearly three-quarters of American students stating expense was a likely obstacle to international study (Fischer, 2013). To combat these issues, the Honors College works with its students early and often to make study abroad possible.

#### Support

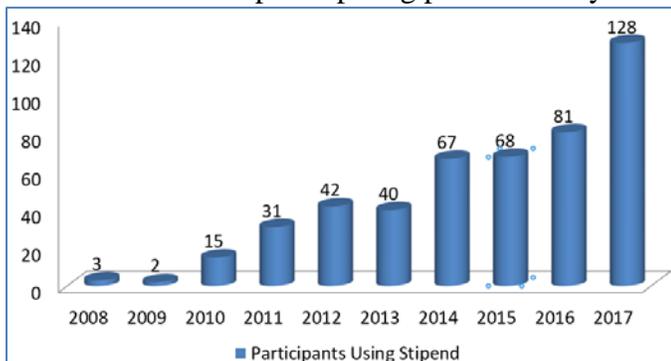
The following are actions taken by the Honors College to encourage study abroad experiences for its students:

1. The Honors College offers two study abroad programs specifically for its students: a one-week spring break program in Costa Rica and a summer program in The Kingdom of Swaziland. Both programs offer service-learning components with a higher level of intellectual expectations within the coursework.
2. The Honors College’s commitment to study abroad is communicated throughout the recruitment and orientation processes.
3. All first-year students discuss their plans for study abroad with their Honors College advisor in their first semester meeting. Advisors help students find programs that fit their curricular and time-frame specifications. They are introduced to a database of over 70 IUPUI-administered study abroad programs as well as programs administered by other campuses. They also direct them to resources available through the IUPUI Study Abroad Office as well as their individual schools.
4. All students receiving an Honors College scholarship have been awarded a one-time \$2500 stipend to be applied toward a credit-bearing study abroad experience. Students participating in the Honors College Swaziland program are offered an additional \$1000 to help with travel expenses. Starting in 2016, students participating in an honors program through their academic units were also awarded the \$2500 stipend. The availability of a scholarship can encourage the student to find additional resources needed to study abroad (Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005). To help with this process, students are made aware of funding for study abroad through their individual academic units, in addition to a general study abroad scholarship offered by the IUPUI Study Abroad Office.
5. Students may earn Honors credit through study abroad experiences, either by participating in the Honors College Swaziland or Costa Rica programs, by pursuing an Honors Contract for IUPUI administered programs, or by registering for HON-H 398 for non-IUPUI programs.

- Students returning from study abroad have the opportunity to share their experiences through individual connections facilitated by advisors and/or through the Honors College Showcase.

### History and Outcomes of the Addition of the Study Abroad Stipend

Prior to the founding of the Honors College in 2009, three competitive scholarship groups were offered study abroad stipends. After the Honors College formed, study abroad stipends were added to a much larger scholarship group—the Chancellor’s Scholars. The effect of the addition of the stipend to all scholarship groups can be seen below in the number of students participating per calendar year:



A marked increase occurred in the students’ use of the study abroad stipend in 2017. This increase can partially be attributed to the expansion of the stipend availability to Honors program students, of which 7 students students utilized the stipend.

### Results

Students surveyed about the Honors College administered study abroad programs have indicated a high level of satisfaction with their experiences. When asked what they appreciated most about the programs, following is a representative sampling of their responses:

- “Learning a new language, feeling unbelievably welcomed everywhere and being able to disprove many African stereotypes are just a few things I really appreciated.”
- “It let me put my own minor problems into perspective and realize the resilient nature of human happiness.”

- “Working at Escuela de Guatuso was an honor. From the mountains surrounding me to the voices of sweet children that carried from the classroom as we worked in the garden, I found myself humbled each day. It was a privilege to play even the smallest role in helping to impact these children’s lives.”

### Future Plans

- The Honors College will continue to work with the academic units to provide them with information that will help to develop study abroad programs that fit within their curricula.
- Students within the Honors College who have studied abroad may volunteer to serve as ambassadors for their programs. They can volunteer to have their names on a phone/e-mail list for students interested in learning more about their programs.
- Continue to identify programs that are relevant to our students in an effort to help them understand that study abroad is feasible both from an economic and curricular standpoint.

### References

- Commission on the Abraham Lincoln Study Abroad Fellowship Program. (November 2005). *Global Competence and National Needs: One Million Americans Studying Abroad*. Washington, DC.
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#### Introduction

The Honors Peer Mentor Program provides an opportunity for first-year scholars to connect with upper class Honors College Scholars. Honors Peer Mentors serve as individual peer advisors to first year Honors Scholars. They serve as a resource for students during the summer before they arrive at IUPUI, sharing information about campus and addressing any questions that students have before matriculating. Mentors also welcome students to the College, help them build their network at IUPUI and within the Honors College, and serve as a guide throughout their first year of college. The literature suggests that peer mentors are effective for many different reasons. Peers are closer in experience to first-year students than faculty or staff (Lockspeiser, O’Sullivan, Tehrani, & Muller, 2008). They are also likely to be the first resource students go to for answers (Newton & Ender, 2010).

Honors Scholars face numerous challenges that are enhanced when compared to the average college student. Literature shows that the challenges range widely from fear of success or failure to career selection based on outside pressure to difficulty selecting a major because of the potential to succeed in numerous academic areas (Gordon, 1992). Other challenges Honors students face include pressure to succeed, perfectionism, struggles with academic issues like development of effective study habits, potential for many different majors and careers, entitlement, and criticism of self and others (McDonald, 2003). The Honors Peer Mentor Program is designed to address these unique needs of Honors Scholars.

#### History

The Honors Peer Mentor Program began with a pilot program during the 2011-2012 academic year with Bepko Scholars. The program was student-initiated and began as a direct result of an Honors Scholar interested in creating positive connections and networks for first-year students. During the first

year, students were matched using a 1:1 mentor/mentee ratio. Peer Mentors were recruited from within the cohort of upper class Bepko Scholars with the knowledge that mentors would work with incoming Bepko Scholars. One of the goals during the pilot year of the program was to expand opportunities for upper class students to interact and support first-year students in the same cohort of Scholars. A primary challenge faced during the pilot year was the inability to match first-year students with mentors in similar majors or disciplines.

#### Program Growth and Development

The biggest change for the second year of the program was an expansion to include all four scholarship cohorts in order to provide the opportunity for all first-year students to work with an upper class Peer Mentor. This change allowed better matches for students that could incorporate factors such as major, intended career, and personal interests. Program expansion also led to an increased 1:2 mentor/mentee ratio.

A Peer Mentor Leader Council was incorporated into the program in 2014-2015. The Council is comprised of six experienced mentors who plan organized events for both mentors and mentees throughout the fall, lead welcome events at the beginning of the fall semester, and assist with mentor trainings. Additionally, each Mentor Leader is assigned a small group of approximately six mentors to assist and guide throughout the program. Ultimately, the Peer Mentor Leader Council provides the student voice to the program, and communicates the student perspective to the Honors College staff.

| Number of Program Participants |         |         |
|--------------------------------|---------|---------|
|                                | Mentors | Mentees |
| 2011-2012                      | 24      | 24      |
| 2012-2013                      | 33      | 66      |
| 2013-2014                      | 30      | 82      |
| 2014-2015                      | 43      | 85      |
| 2015-2016                      | 41      | 86      |
| 2016-2017                      | 41      | 77      |
| 2017-2018                      | 45      | 85      |

Honors Peer Mentors and Mentor Leaders are selected each spring semester through an application process and serve for one academic year. Mentees are invited to participate in the summer before beginning their freshman year. Mentors complete training that focuses on helping them serve their peers effectively. Mentors are expected to communicate with their mentees during the summer and also meet with their mentees biweekly during the course of the fall semester. Mentors do not receive a financial incentive for participating in the program; thus, only upper class students who want to serve as a role model tend to apply to be mentors.

| <b>Academic Standing of Mentors</b> |           |        |        |
|-------------------------------------|-----------|--------|--------|
|                                     | Sophomore | Junior | Senior |
| 2011-2012                           | 5         | 13     | 6      |
| 2012-2013                           | 18        | 10     | 5      |
| 2013-2014                           | 18        | 7      | 5      |
| 2014-2015                           | 21        | 15     | 7      |
| 2015-2016                           | 17        | 17     | 7      |
| 2016-2017                           | 15        | 14     | 12     |
| 2017-2018                           | 21        | 14     | 10     |

Eleven of the twenty-four mentees from the pilot program went on to serve as Honors Peer Mentors in 2012-2013. Three mentors from the pilot program continued on as mentors for a second year. Since that time, the program has averaged twelve returning mentors per year.

**Objectives**

1. To provide first-year Honors Scholars with a positive Honors role model;
2. To connect first-year Honors Scholars with the IUPUI Honors College;
3. To connect first year Honors Scholars with their academic program;
4. To help students balance the expectations of being an Honors Scholar with other roles;
5. To provide meaningful and authentic partnerships between Honors Scholars;
6. To expand students' awareness of campus resources;

7. To build networks for first-year Honors Scholars;
8. To provide a venue for students to process their college experience;
9. To connect students with student organizations, campus events, and opportunities that match their interests and passions.

**Methodology**

Scholars participating in the Honors Peer Mentor Program were surveyed after the end of the fall semester in January using an online survey including both quantitative and qualitative ratings. A separate survey was sent out to mentors and mentees. Students were sent a link to the survey via email and received one reminder two weeks later to complete the survey.

**Results**

Mentors (44% completion rate) were asked to rate their level of agreement with how well they think they met each objective of the Honors Peer Mentor Program. Mentees (53% completion rate) rated their level of agreement with how well the program met the objectives. The ratings below include Agree and Strongly Agree responses from the 2015-2016 academic year.

| <b>Objective</b> | <b>Mentor Response</b> | <b>Mentee Response</b> |
|------------------|------------------------|------------------------|
| <b>1</b>         | <b>100%</b>            | <b>91%</b>             |
| <b>2</b>         | <b>67%</b>             | <b>69%</b>             |
| <b>3</b>         | <b>67%</b>             | <b>62%</b>             |
| <b>4</b>         | <b>89%</b>             | <b>76%</b>             |
| <b>5</b>         | <b>67%</b>             | <b>73%</b>             |
| <b>6</b>         | <b>94%</b>             | <b>82%</b>             |
| <b>7</b>         | <b>46%</b>             | <b>58%</b>             |
| <b>8</b>         | <b>83%</b>             | <b>71%</b>             |
| <b>9</b>         | <b>94%</b>             | <b>73%</b>             |

**Matching**

Students rate the following factors as being most important for a successful pairing:

- Academic Interests, including major and academic school
- Career Interests
- Desire for Similar Experiences in College
- Personal Interests and Hobbies

**Training**

All respondents stated they felt prepared to be a mentor. Respondents rated FERPA training, Oncourse monthly reminders, and campus resources as the most important aspects of mentor training.

**Overall Experience**

To gauge overall experience with the Honors Peer Mentor Program, participants were asked which components of the program they enjoyed most. In comparison, they were also asked what challenges they faced in the Honors Peer Mentor Program. Both sections were free response. Themes below are divided into mentee and mentor responses.

**Components Participants Enjoyed Most**

*Mentee Responses*

| Theme   | Representative Quotes   |
|---|---|
| Someone to go to for help and questions       | <ul style="list-style-type: none"> <li>▪ "...the thing I have enjoyed most is just having someone available to answer questions, give input, and listen if there is ever a time I need guidance."</li> <li>▪ "I really liked that I knew when I came to campus that I would have someone to help me find all my classes and get adjusted in the first few days."</li> </ul> |
| Gaining knowledge from an experienced student | <ul style="list-style-type: none"> <li>▪ "It was nice having somebody there that was a student and who has been through similar situations."</li> <li>▪ "Probably one of the most comforting and reassuring bits of</li> </ul>  |

|   |  |
|---|--|
|   | <p>knowledge that eased the transition into college was the knowledge that not only did I have advisers and peers within the Honors College to assist me, but also someone who has been there and experienced firsthand what I was experiencing.</p>   |
| Getting to know others through the Mentor | <ul style="list-style-type: none"> <li>▪ "I have most enjoyed my mentor introducing me to other Honors students. It was helpful that we met weekly with other Honors students.</li> <li>▪ "Meeting a lot of other people through my mentor who I otherwise probably wouldn't have."</li> </ul> |

*Mentor Responses*

| Theme                        | Representative Quotes   |
|------------------------------|---|
| Connecting with new students | <ul style="list-style-type: none"> <li>▪ "Connecting with new students and acting as a guide for their first year."</li> <li>▪ "I enjoyed getting to meet incoming freshmen."</li> </ul>  |
| Serving as a resource        | <ul style="list-style-type: none"> <li>▪ "I've enjoyed being a resource for someone who has asked for my help – I've made so many mistakes that could have been solved by having a mentor, so I've enjoyed helping others steer clear of those mistakes."</li> </ul>                    |
| Seeing mentees grow          | <ul style="list-style-type: none"> <li>▪ "I enjoyed meeting my mentees and slowly watching them grow in confidence as their circle of friends expanded."</li> <li>▪ "It's nice to be able to watch them grow and make friend within the Honors College (and outside of it)."</li> </ul> |

**Challenges of the Honors Peer Mentor Program**

*Mentee Responses*

| Theme                  | Representative Quotes  |
|------------------------|--|
| Finding a time to meet | <ul style="list-style-type: none"> <li>▪ "Being able to meet with my mentor on a regular basis because we are two busy people."</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>▪ “I think the hardest thing was just finding time to meet with my mentor.”</li> </ul> |
|--|---|

Finding a time to meet was the only consistent theme that arose from mentee responses regarding challenges they faced.

*Mentor Responses*

| Themes                        | Representative Quotes  |
|-------------------------------|--|
| Non-responsive Mentees        | <ul style="list-style-type: none"> <li>▪ “As a mentor I have faced the challenge of mentees not responding to meet with me.”</li> <li>▪ “Some of my mentees did not want to meet with me. I almost felt like I was pulling teeth to get them to meet.</li> </ul> |
| Mentees that didn’t need help | <ul style="list-style-type: none"> <li>▪ “My mentees really never needed me at all so I felt quite useless.”</li> <li>▪ “One of my mentees had an older sibling who attended IUPUI so he didn’t have many questions for me.</li> </ul>                           |
| Finding a time to meet        | <ul style="list-style-type: none"> <li>▪ “I have a terrible time trying to get my mentees to meet with me.”</li> <li>▪ “I found finding a time for use to meet was sometimes challenging.”</li> </ul>  |

Mentor challenges were much more related to feeling needed or useful. While they also reported difficulty finding a time to meet, this did not stand out as much as having non-responsive mentees or having a mentee that didn’t need/want help.

**Recommendations**

As the Honors Peer Mentor Program continues to develop, assessment can help direct efforts to ensure the program meets the needs of both mentors and mentees. While the first two years have focused on growing the program to serve any interested Honors Scholar, future years should focus more on thorough development of training and support for the students involved. The following is a list of recommendations for improving the Honors Peer Mentor Program based upon the data we have collected.

- Devote similar amounts of time and resources to all objectives in mentor training.
- Prepare mentors to expect varied levels of involvement from their mentees.
- Develop strategies for mentors to work effectively with mentees that are non-responsive or who do not appear to need or want help.
- Send additional reminders for students to complete the survey and use mentors to distribute the survey to mentees in order to improve the completion rate.
- Prepare mentees more for their role and the expectations of participating in the program.
- Improve the survey so that more correlations can be drawn from the data.

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**IUPUI**  
**HONORS COLLEGE**

Senior Exit Survey 2017

# Table of Contents

|   |    |
|---|----|
| Introduction.....   | 1  |
| Distribution of Scholarships.....                               | 2  |
| Graduation Rate.....  | 2  |
| Academics and Completion.....                                   | 4  |
| Changes in School/Major.....                                    | 9  |
| Senior Survey Results.....                                      | 12 |
| Overall Satisfaction with Experience in the Honors College..... | 14 |
| Honors College Goals and Outcomes.....                          | 14 |
| Building Community.....   | 15 |
| Honors College Staff.....                                       | 15 |
| Enhancing the College Experience.....                           | 16 |
| Honors Credit/Coursework.....                                   | 17 |
| RISE.....   | 18 |
| Advising .....  | 19 |
| Study Abroad.....   | 20 |
| Services and Programs Satisfaction.....                         | 21 |
| Post-Graduation Plans.....                                      | 22 |
| Value of Honors College/Suggestions for Improvement.....        | 24 |

## **IUPUI Honors College 2017 Senior Exit Survey**

Each year, the IUPUI Honors College surveys its graduating seniors in order to better understand their experiences in the College. Results of these surveys form the basis for improvements in the College programming and environment.

There are four main sections in the survey:

- Student Involvement
- Satisfaction with the IUPUI Honors College
- Influence of the IUPUI Honors College
- Post-Graduation Information

The survey is conducted at the end of the academic year in May. It is conducted electronically and confidentially. Results of the survey presented here are combined with secondary data obtained through reports from the IUPUI Honors College Student Tracking System (STS), the Indiana University Information Environment (IUIE), student files, and an administered Formstack survey.

Additional information may be obtained by contacting the IUPUI Honors College at [honors@iupui.edu](mailto:honors@iupui.edu).

## Distribution of Scholarships<sup>1</sup>

238 students in entering class in Fall 2013

- a. Chancellors – 192 (80.67%)
- b. Bepko – 26 (10.92%)
- c. Plater – 9 (3.78%)
- d. Presidential – 11 (4.62%)

## Graduation Rates<sup>1,2</sup>

- a. Students in 2013 cohort who graduated in 4 years - 55.46%**
  - i. With Honors – 129 (54.2%)
  - ii. Without Honors – 3 (1.26%)
- b. Who graduated in less than 4 years – 5.46%**
  - iii. With Honors - 12
  - iv. Without Honors - 1
- c. Students are continuing beyond 4 years to graduation - 29 (12.18%)**
  - v. A small number of students are still on scholarship beyond 4 years – 2 (0.84%)
  - vi. Scholarship expired – 27 (11.34%)
    1. Possible reasons for continuing beyond 4 years (some students had multiple reasons listed)
      - a. Switched majors – 12
      - b. Multiple majors/degrees – 7
      - c. Length of program is greater than 4 years – 5
      - d. Entered degree program late (i.e. nursing) - 2
      - e. Semester study abroad experience – 2
      - f. Added minors/certificates – 2
      - g. Completing prerequisites for professional school – 2
      - h. Unresolved incomplete course – 1
- d. Revoked – 38 (15.97%)**
- e. Did not continue at IUPUI – 24 (10.08%)**
  - vii. Possible reason for not continuing
    1. Transferred – 8
    2. Medical issues – 2
    3. Reason not identified – 14
- f. 4-year Graduation Rates divided by scholarship group**
  - viii. Each scholarship individually
    1. Chancellors

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<sup>1</sup> IUPUI Honors College Student Tracking System (STS)

<sup>2</sup> Student files

- a. Graduated – 107 (55.73%)
  - b. Continuing – 29 (15.10%)
  - c. Left IUPUI – 21 (10.94%)
  - d. Revoked – 35 (18.23%)
- 2. Bepko
  - a. Graduated – 25 (96.15%)
  - b. Continuing – 0
  - c. Left IUPUI – 0
  - d. Revoked – 1 (3.85%)
- 3. Plater
  - a. Graduated – 6 (66.67%)
  - b. Continuing – 0
  - c. Left IUPUI – 1 (11.11%)
  - d. Revoked – 2 (22.22%)
- 4. Presidential
  - a. Graduated – 7 (63.64%)
  - b. Continuing – 2 (18.18%)
  - c. Left IUPUI – 2 (18.18%)
  - d. Revoked – 0
- ix. Competitive vs. Chancellors
  - 1. Competitive
    - a. Graduated – 38 (82.61%)
    - b. Continuing – 2 (4.35%)
    - c. Left IUPUI – 3 (6.52%)
    - d. Revoked – 3 (6.52%)
  - 2. Chancellors
    - a. Graduated – 107 (55.73%)
    - b. Continuing – 29 (15.10%)
    - c. Left IUPUI – 21 (10.94%)
    - d. Revoked – 35 (18.23%)

## Academics and Completion<sup>3</sup>

Data represents all students under a named or Chancellor's scholarship who graduated by May of 2017.

The following charts detail the majors represented within each academic unit at IUPUI:

| <b>School of Science</b>            | <b>Number of Majors</b> |
|-------------------------------------|-------------------------|
| Biology BS                          | 13                      |
| Neuroscience BS                     | 13                      |
| Psychology BS                       | 9                       |
| Biology BA                          | 8                       |
| Computer Science BS                 | 7                       |
| Chemistry ACS Cert. BSCH            | 7                       |
| Chemistry BA                        | 5                       |
| Psychology BA                       | 5                       |
| Math BS                             | 3                       |
| Applied Computer Science            | 1                       |
| Forensic and Investigative Sciences | 1                       |
| Math Teaching                       | 1                       |
| <b>TOTAL</b>                        | <b>73</b>               |

| <b>Kelley School of Business</b> | <b>Number of Majors</b> |
|----------------------------------|-------------------------|
| Finance BSB                      | 10                      |
| Marketing BSB                    | 10                      |
| International Studies BSB        | 9                       |
| Accounting BSB                   | 5                       |
| Human Resource Management BSB    | 2                       |
| Management BSB                   | 2                       |
| Supply Chain Management BSB      | 1                       |
| <b>TOTAL</b>                     | <b>39</b>               |

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<sup>3</sup> Indiana University Information Environment (IUIE)

| <b>School of Engineering and Technology</b> | <b>Number of Majors</b> |
|---|-------------------------|
| Biomedical Engineering                      | 8                       |
| Mechanical Engineering BSME                 | 5                       |
| Computer & Info Technology BS               | 4                       |
| Cmp Engr BS/Elec & Cmp Engr MS              | 2                       |
| Computer Graphics Technology BS             | 2                       |
| Electrical Engineering BSEE                 | 2                       |
| Energy Engineering BS                       | 2                       |
| Biomedical Engineering Tech BS              | 1                       |
| Computer Engineering BSCE                   | 1                       |
| Mechanical Engineering Tech BS              | 1                       |
| Motorsports Engineering BS                  | 1                       |
| Org Leadership & Supervision BS             | 1                       |
| Technical Communication BS                  | 1                       |
| <b>TOTAL</b>                                | <b>31</b>               |

| <b>School of Liberal Arts</b> | <b>Number of Majors</b> |
|-------------------------------|-------------------------|
| Communication Studies BA      | 4                       |
| English BA                    | 3                       |
| History BA                    | 2                       |
| Journalism BAJ                | 2                       |
| Political Science BA          | 2                       |
| Economics Quantitative BA     | 1                       |
| French BA                     | 1                       |
| Med Humanities & Health St BA | 1                       |
| Religious Studies BA          | 1                       |
| Spanish BA                    | 1                       |
| <b>TOTAL</b>                  | <b>18</b>               |

| <b>School of Nursing</b> | <b>Number of Majors</b> |
|--------------------------|-------------------------|
| Nursing BSN              | 10                      |

| <b>Herron School of Art and Design</b> | <b>Number of Majors</b> |
|--|-------------------------|
| Visual Communication Design BFA        | 4                       |
| Art Education BAED                     | 2                       |
| Drawing and Illustration BFA           | 2                       |
| Art History BA                         | 1                       |
| Furniture Design BFA                   | 1                       |
| Photography BFA                        | 1                       |
| <b>TOTAL</b>                           | <b>11</b>               |

| <b>School of Phys. Ed. and Tourism Mgmt</b> | <b>Number of Majors</b> |
|---|-------------------------|
| <b>Exercise Science BSK</b>                 | <b>4</b>                |

| <b>Fairbanks School of Public Health</b> | <b>Number of Majors</b> |
|--|-------------------------|
| Community Health BSPH                    | 2                       |
| Environmental Health Science BSPH        | 1                       |
| Health Services Management BS            | 1                       |
| <b>TOTAL</b>                             | <b>4</b>                |

| <b>School of Education</b>    | <b>Number of Majors</b> |
|-------------------------------|-------------------------|
| Elementary Education BSED     | 3                       |
| Social Studies Education BSED | 1                       |
| <b>TOTAL</b>                  | <b>4</b>                |

| <b>School of Medicine</b> | <b>Number of Majors</b> |
|---------------------------|-------------------------|
| Medical Imaging Tech BS   | 1                       |
| Paramedic Science AS      | 1                       |
| Respiratory Therapy BS    | 1                       |
| <b>TOTAL</b>              | <b>3</b>                |

| <b>School of Social Work</b> | <b>Number of Majors</b> |
|------------------------------|-------------------------|
| <b>Social Work BSW</b>       | <b>2</b>                |

| <b>School of Public and Environmental Affairs</b> | <b>Number of Majors</b> |
|---|-------------------------|
| Civic Leadership BSPA                             | 1                       |
| Media and Public Affairs BSPA                     | 1                       |
| <b>TOTAL</b>                                      | <b>2</b>                |

| <b>School of Computing and Informatics</b> | <b>Number of Majors</b> |
|--|-------------------------|
| <b>Health Information Management BS</b>    | <b>1</b>                |

| <b>Lilly Family School of Philanthropy</b> | <b>Number of Majors</b> |
|--|-------------------------|
| <b>Philanthropic Studies BA</b>            | <b>1</b>                |

Number of students graduating with double majors: **26**

Of those who graduated with a double major, following are the varieties of major combinations:

| Major 1                  | Major 2                   | Number of Double Majors per Areas |
|--------------------------|---------------------------|-----------------------------------|
| Biology                  | Neuroscience BS           | 5                                 |
| Marketing BSB            | International Studies BSB | 4                                 |
| Accounting BSB           | Finance BSB               | 3                                 |
| Community Health BSPH    | Biology BA                | 2                                 |
| Finance BSB              | International Studies BSB | 2                                 |
| Biology BA               | FIS                       | 1                                 |
| Communication Studies BA | English BA                | 1                                 |
| Computer Engineering BS  | Electrical Engineering BS | 1                                 |
| Finance BSB              | Marketing BSB             | 1                                 |
| Finance BSB              | Supply Chain Mgmt BSB     | 1                                 |
| Neuroscience BS          | Psychology BS             | 1                                 |
| Political Science        | History                   | 1                                 |
| Political Science BA     | Economics Quantitative BA | 1                                 |
| Political Science BA     | Mathematics BS            | 1                                 |
| Spanish BA               | Chemistry BA              | 1                                 |

Number of students graduating with triple majors: **6**

Of those who graduated with a triple major, following are the varieties of major combinations:

| Major 1              | Major 2        | Major 3              | Number of Triple Majors per Areas |
|----------------------|----------------|----------------------|-----------------------------------|
| Accounting BSB       | Finance BSB    | Intl. Studies BSB    | 2                                 |
| Accounting BSB       | Finance BSB    | Intl. Studies BSB    | 1                                 |
| French BA            | MHHS BA        | Religious Studies BA | 1                                 |
| Human Rsrc. Mgmt BSB | Management BSB | Intl. Studies BSB    | 1                                 |
| Human Rsrc. Mgmt BSB | Management BSB | Marketing BSB        | 1                                 |

Following are the minors completed by this cohort of students:

| <b>Minor</b>                        | <b>Number</b> |
|-------------------------------------|---------------|
| Mathematics                         | 21            |
| Chemistry                           | 13            |
| Spanish                             | 10            |
| Economics                           | 6             |
| Medical Sociology                   | 6             |
| Biology                             | 5             |
| Business                            | 5             |
| Health Psychology                   | 4             |
| Medical Humanities & Health         | 4             |
| Psychology                          | 4             |
| Art History                         | 3             |
| Book Arts                           | 3             |
| French                              | 3             |
| German                              | 3             |
| Leadership & Military Science       | 3             |
| Arabic and Islamic Studies          | 2             |
| Criminal Justice                    | 2             |
| Event Management                    | 2             |
| Global & International Studies      | 2             |
| Honors Leadership                   | 2             |
| Anthropology                        | 1             |
| Applied Computer Science            | 1             |
| Communication Studies               | 1             |
| Computer Science                    | 1             |
| Creative Writing                    | 1             |
| Design Production                   | 1             |
| Environmental Science & Health      | 1             |
| Film Studies                        | 1             |
| Forensic and Investigative Sciences | 1             |
| Health Education                    | 1             |
| Informatics                         | 1             |
| Literature                          | 1             |
| Music                               | 1             |
| Political Science                   | 1             |
| Religious Studies                   | 1             |
| Sociology                           | 1             |
| Women's Studies                     | 1             |

**Cumulative GPA upon graduation: 3.78**

## Changes in School/Major (August 2012-May 2016)<sup>3</sup>

- 67 of the 238 (28.15%) students changed either their schools or majors.
  - 56 students changed schools and 11 students changed majors with their schools.
- Graduated– 30 of the 149 students (20.13%)
- Continuing/Scholarship Expired– 13 of the 30 students (41.37%)
- Withdrew from IUPUI – 8 of the 21 students (38.09%)
- Revoked – 16 of the 38 students that were revoked (42.10%)

The following charts detail the schools and majors:

| School of Engr. and Tech.     | Number of Majors | Change to School                                |
|-------------------------------|------------------|---|
| Biomedical Engineering        | 4                | Science, and PETM                               |
| Mechanical Engr. BSME         | 3                | UC Exploratory to Science, Science to Education |
| Computer & Info Technology BS | 3                | Science   |
| Computer Engr. BS             | 2                | Science   |
| <b>TOTAL</b>                  | <b>12</b>        |   |
| Change of Major               |                  |   |
| Mech. Engr. Tech BS1          | 1                | UC Exploratory to ME Tech                       |
| <b>TOTAL</b>                  | <b>13</b>        |   |

| Health Sciences    | Number of Majors | Change to School                          |
|--------------------|------------------|---|
| Health Sciences BS | 1                | Physical Education and Tourism Management |
| <b>TOTAL</b>       | <b>1</b>         |   |

| Herron School of Art & Des. | Number of Majors | Change to School      |
|-----------------------------|------------------|-----------------------|
| Pre-Fine Arts               | 2                | Business              |
| <b>TOTAL</b>                | <b>1</b>         |                       |
| Change of Major             |                  |                       |
| Pre-Fine Arts               | 1                | Visual Communications |
| <b>TOTAL</b>                | <b>3</b>         |                       |

<sup>3</sup> Indiana University Information Environment (IUIE)

| <b>School of Informatics &amp; Comp.</b> | <b>Number of Majors</b> | <b>Change to School</b> |
|--|-------------------------|-------------------------|
| Media Arts & Science BS                  | 1                       | Liberal Arts            |
| <b>TOTAL</b>                             | <b>1</b>                |                         |

| <b>Kelley School of Business</b> | <b>Number of Majors</b> | <b>Change to School</b> |
|----------------------------------|-------------------------|-------------------------|
| Management BSB                   | 1                       | Science                 |
| <b>Change of Major</b>           |                         |                         |
| Management BSB                   | 1                       | Business Marketing      |
| <b>TOTAL</b>                     | <b>2</b>                |                         |

| <b>Liberal Arts</b>  | <b>Number of Majors</b> | <b>Change to School</b>   |
|----------------------|-------------------------|---|
| History BA           | 1                       | Philanthropy to SPEA to Physical Education and Tourism Management |
| Political Science BA | 1                       | Business  |
| Spanish BA           | 1                       | Physical Education and Tourism Management                         |
| <b>TOTAL</b>         | <b>3</b>                |   |

| <b>Nursing</b> | <b>Number of Majors</b> | <b>Change to School</b>    |
|----------------|-------------------------|----------------------------|
| Nursing BSN    | 1                       | Engineering and Technology |
| <b>TOTAL</b>   | <b>1</b>                |                            |

| <b>PETM</b>          | <b>Number of Majors</b> | <b>Change to School</b> |
|----------------------|-------------------------|-------------------------|
| Exercise Science BSK | 1                       | Education               |
| <b>TOTAL</b>         | <b>1</b>                |                         |

| <b>SPEA</b>      | <b>Number of Majors</b> | <b>Change to School</b> |
|------------------|-------------------------|-------------------------|
| Criminal Justice | 1                       | Health Sciences         |
| <b>TOTAL</b>     | <b>1</b>                |                         |

| <b>Science</b>                 | <b>Number of Majors</b> | <b>Change to School</b>   |
|--------------------------------|-------------------------|---|
| Biology BS                     | 3                       | Business, Liberal Arts, and Physical Education and Tourism Management |
| Chemistry BA                   | 1                       | Health Sciences   |
| Computer Science BS            | 2                       | Engineering and Technology  |
| Forensic and Investigative Sci | 3                       | Business, Engineering and Technology, and Informatics                 |
| Physics                        | 3                       | Engineering and Technology, and Business                              |
| Psychology BA                  | 1                       | Herron School of Art and Design                                       |
|                                | <b>13</b>               |   |
| <b>Change of Major</b>         |                         |   |
| Biology BS                     | 4                       | Chemistry, Applied Computer Science, and Psychology                   |
| Chemistry BA                   | 4                       | Biology, UC Clinical Lab to Biology, Computer Science, and Physics    |
| Forensic and Investigative Sci | 1                       | Biology   |
| Math                           | 1                       | Computer Science  |
|                                | <b>10</b>               |   |
| <b>TOTAL</b>                   | <b>23</b>               |   |

| <b>University College</b>          | <b>Number of Majors</b> | <b>Change to School</b>   |
|------------------------------------|-------------------------|---|
| Exploratory                        | 9                       | Public Health, Science, Science to Liberal Arts, Business, Informatics and Liberal Arts |
| UC Pre Business                    | 1                       | School of Public and Environmental Affairs  |
| UC Pre Health Medical Imaging Tech | 1                       | Science   |
| UC Pre Neuroscience                | 1                       | Engineering & Tech  |
| UC Pre Nursing                     | 3                       | Informatics, Engineering, English and Communications                                    |
| UCMD RAD                           | 1                       | Medicine  |
| UCMD Clinical Lab Science          | 1                       | Public Health   |
| <b>TOTAL</b>                       | <b>17</b>               |   |
| <b>Change of Major</b>             |                         |   |
| UC Pre Science                     | 1                       | Pre Neuroscience to Math Teaching   |
| <b>TOTAL</b>                       | <b>18</b>               |   |

## Survey Results<sup>3,4</sup>

The following data are reported from the annual Senior Survey. This survey was sent electronically via IU email to the Honors College Class of 2017 listserv.

We surveyed 176 students who received an Honors College scholarship in Fall 2013. Of the 176 scholarship students surveyed, we received 63 submissions. This is 36% of the total students surveyed.

- Of the 26 Bepko scholars surveyed, we received 13 submissions (50%). This is 21% of the 63 scholar submissions.
- Of the 139 Chancellor's scholars surveyed, we received 47 submissions (34%). This is 75% of the 63 scholar submissions.
- Of the 5 Plater scholars surveyed, we received 1 submission (20%). This is 1% of the 63 scholar submissions.
- Of the 6 Presidential scholars surveyed, we received 2 submissions (33%). This is 3% of the 63 scholar submissions.

Notably we have an exceptionally high concentration of Bepko Scholars; approximately half of the graduating Bepko scholars completed the survey.

What follows is a distribution of majors of our survey respondents.

| Major                               | # |
|-------------------------------------|---|
| Actuarial Science                   | 3 |
| Applied Statistics                  | 1 |
| Art History                         | 1 |
| Biochemistry                        | 2 |
| Biology                             | 8 |
| Biomedical Engineering              | 3 |
| Chemistry                           | 4 |
| Communication Studies               | 1 |
| Computer and Information Technology | 1 |
| Computer Engineering                | 1 |
| Diagnostic Medical Sonography       | 1 |
| Drawing and Illustration            | 1 |
| Economics                           | 2 |
| Electrical Engineering              | 1 |

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<sup>3</sup> Indiana University Information Environment (IUIE)

<sup>4</sup> Formstack

|  |   |
|--|---|
| Elementary Education                         | 1 |
| English Linguistics                          | 1 |
| Exercise Science                             | 2 |
| Finance                                      | 2 |
| French                                       | 1 |
| Health Information Management                | 1 |
| Healthcare Engineering Technology Management | 1 |
| History                                      | 1 |
| International Studies                        | 2 |
| Journalism                                   | 1 |
| Marketing                                    | 1 |
| Mathematics                                  | 1 |
| Mechanical Engineering                       | 2 |
| Motorsports Engineering                      | 1 |
| Neuroscience                                 | 6 |
| Nursing                                      | 3 |
| Organizational Leadership and Supervision    | 1 |
| Political Science                            | 1 |
| Psychology                                   | 9 |
| Public Health                                | 1 |
| Quantitative Economics                       | 2 |
| Respiratory Therapy                          | 1 |
| Radiography                                  | 1 |
| Spanish                                      | 1 |
| Visual Communication Design                  | 1 |

Honors Students must complete 24 credit hours of Honors courses in order to receive the Honors notation. The vast majority of our survey respondents are self-reporting they did complete this requirement with only one respondent indicating he or she did not.

Four students are not sure if they completed the notation, which may indicate confusion over final semester grades, as all students preparing for graduation have their honors experiences audited prior to their final two semesters in the Honors College.

| <b>Did you complete the 24 credits required to earn the Honors Notation?</b> |           |       |
|--|-----------|-------|
| Yes  | 58        | 92%   |
| No   | 1         | 1.50% |
| Not sure   | 4         | 6.30% |
| <b>TOTAL</b>   | <b>63</b> |       |

## Overall Satisfaction with Experience in the Honors College

|   | Strongly Disagree | Disagree | Neither Disagree nor Agree | Agree | Strongly Agree | Total | % Disagree | % Agree |
|---|-------------------|----------|----------------------------|-------|----------------|-------|------------|---------|
| Overall, I was satisfied with my experience in the IUPUI Honors College | 1                 | 2        | 9                          | 33    | 18             | 63    | 4.8        | 81.0    |

Of those surveyed, **81%** respondents were satisfied with their overall experience in the IUPUI Honors College.

## Honors College Goals & Outcomes

From an enrollment management perspective, one of the functions of the Honors College is to recruit high-ability students to IUPUI. Of those who completed the survey, over half agreed that the Honors College was a primary factor in their decisions to attend IUPUI.

|   | Strongly Disagree | Disagree | Neither Disagree nor Agree | Agree | Strongly Agree | Total | % Disagree | % Agree |
|---|-------------------|----------|----------------------------|-------|----------------|-------|------------|---------|
| I decided to attend IUPUI because of the Honors College | 4                 | 12       | 8                          | 23    | 16             | 63    | 25.4       | 61.9    |

## Building Community

One of the primary goals of the Honors College is to build a community of scholars. Based on our survey results it is widely accepted that the Honors College is welcoming to all Honors Students and that the Honors College Values diversity. However, only 36.5 percent of the same survey respondents feel as though they are part of the Honors Community. These students may be choosing to find communities in other areas of campus life, for instance in their major fields of study, instead of in the Honors College community, even though they are aware that is an option.

|  | Strongly Disagree | Disagree | Neither Disagree nor Agree | Agree | Strongly Agree | Total | % Disagree | % Agree |
|--|-------------------|----------|----------------------------|-------|----------------|-------|------------|---------|
| All Honors Students are welcomed into the Honors College community | 1                 | 5        | 12                         | 32    | 13             | 63    | 9.5        | 71.4    |
| The Honors College values diversity                                | 0                 | 3        | 10                         | 32    | 18             | 63    | 4.7        | 79.3    |
| I feel like I am part of the Honors College Community              | 3                 | 15       | 22                         | 18    | 5              | 63    | 28.5       | 36.5    |

## Honors College Staff

According to our survey results, the Honors College staff are widely considered both knowledgeable and approachable.

|  | Strongly Disagree | Disagree | Neither Disagree nor Agree | Agree | Strongly Agree | Total | % Disagree | % Agree |
|--|-------------------|----------|----------------------------|-------|----------------|-------|------------|---------|
| Honors College Staff are knowledgeable | 0                 | 5        | 11                         | 33    | 14             | 63    | 7.9        | 74.6    |
| Honors College Staff are approachable  | 0                 | 6        | 9                          | 29    | 19             | 63    | 9.5        | 76.1    |

## Enhancing the College Experience

Over 75 percent of our survey respondents agree that being an Honors Student has enhanced their education in some way. In addition, 63 percent agree the Honors College has helped realize their career and/or graduate school goals.

|   | Strongly Disagree | Disagree | Neither Disagree nor Agree | Agree | Strongly Agree | Total | % Disagree | % Agree |
|---|-------------------|----------|----------------------------|-------|----------------|-------|------------|---------|
| The Honors College helped make my transition into college easier            | 1                 | 10       | 20                         | 25    | 7              | 63    | 17.4       | 50.7    |
| The Honors College helped me become an engaged campus and community citizen | 3                 | 5        | 24                         | 28    | 3              | 63    | 12.6       | 49.2    |
| Being an Honors student enhanced my education                               | 2                 | 5        | 2                          | 35    | 19             | 63    | 11.1       | 77.7    |
| The Honors College helped me with my career and/or graduate school goals    | 4                 | 6        | 13                         | 30    | 10             | 63    | 15.8       | 63.4    |

## Honors Credit/Coursework

One-hundred percent of survey respondents had experience completing an honors course at least once in their undergraduate careers and 90 percent completed an honors contract. Interestingly we had a marked increase in the percentage of respondents who participated in a graduate level course for honors credit from last year.

| <b>How did you complete your honors credit requirements?</b> |    |        |
|--|----|--------|
| Honors Courses   | 63 | 100%   |
| Honors Contracts   | 57 | 90.47% |
| Graduate Courses   | 41 | 65.07% |
| Capstone and Research  | 18 | 28.57% |
| Honors Independent study                                     | 14 | 22.22% |
| Honors credit for Study Abroad                               | 6  | 9.52%  |
| Internship and/or Co-op                                      | 4  | 6.34%  |
| Student Teaching   | 2  | 3.17%  |

While students are reasonably satisfied with their interactions with the Honors College during the Honors contract approval process, their experiences with faculty could stand improvement, with less than 70 percent of respondents reporting they are satisfied with the experience. Since creating positive experiences between students and faculty is one of the goals of the Honors College and the Honors Contract process, future research should be done to improve this process.

|                                   | <b>Experience working with the Honors College for Honors Contract approval</b> | <b>Experience working with faculty to develop a project</b> |
|-----------------------------------|--|---|
| Not Applicable                    | 1  | 5   |
| Very Unsatisfied                  | 3  | 5   |
| Unsatisfied                       | 2  | 3   |
| Neither Unsatisfied Nor Satisfied | 6  | 7   |
| Satisfied                         | 27   | 22  |
| Very Satisfied                    | 24   | 21  |
| <b>TOTAL</b>                      | <b>63</b>  | <b>63</b>   |
| <b>% Unsatisfied</b>              | <b>7.93%</b>   | <b>12.69%</b>   |
| <b>% Satisfied</b>                | <b>80.95%</b>  | <b>68.25%</b>   |

## RISE

IUPUI students are encourage to complete two or more of the four RISE components (Research, International, Service, and Experiential Learning). Honors Students are encouraged to complete as many RISE experiences as possible and is a major component of Honors extracurricular advising. Of the four RISE, each area had at least a 60 percent participation rate by our survey respondents. The lowest participation rate was just at 60 percent in International/Study Abroad, which is to be expected as this area requires the most planning, preparation, and financial investment for our students. Experiential learning, that is, hands on experiences such as internships had the most participation with 76 percent. Most surprising was the lower response rate for Service Learning at 63 percent, given that Honors students are required to complete ten hours of volunteer work each academic year. This may be an area where the honors college can be more intentional in providing resources for service learning opportunities.

As mentioned above RISE experiences are a major component of Honors extracurricular advising, yet nearly 27 percent of survey respondents disagree that they participated in more RISE experiences because of the Honors College and less than half of our survey respondents (46 percent) agree that the Honors College was the cause of their RISE participation. More research needs to be done to determine why this is and what the Honors College can do to improve these numbers.

| <b>Did you participate in any aspects of RISE?</b> |    |        |
|--|----|--------|
| Research   | 41 | 65%    |
| International/Study Abroad                         | 38 | 60.31% |
| Service Learning                                   | 40 | 63.49% |
| Experiential Learning                              | 48 | 76.19% |

| <b>I participated in more aspects of RISE because of the Honors College.</b> |              |
|--|--------------|
| Strongly Disagree  | 5            |
| Disagree   | 12           |
| Neither Disagree nor Agree   | 17           |
| Agree  | 21           |
| Strongly Agree   | 8            |
| <b>TOTAL</b>   | <b>63</b>    |
| % Disagree   | <b>26.9%</b> |
| % Agree  | <b>46%</b>   |

## Advising

All Honors Scholars are required to have one meeting with their assigned Honors advisor, which occurs in their first semester of enrollment. If they remain in good standing, meetings are voluntary and students may schedule meetings as needed. If a student goes on scholarship probation, they are required to meet with their Honors advisor each semester until they return to good standing.

|                                       | On average, how often did you meet with your Honors College Advisor? |        | On average, how often did you meet with your School/Department Advisor? |        |
|---------------------------------------|--|--------|---|--------|
|                                       |  | %      |   | %      |
| <b>Never</b>                          | 6  | 9.52%  | 0   | 0      |
| <b>Less than once a year</b>          | 29   | 46.03% | 16  | 25.40% |
| <b>Once a year</b>                    | 17   | 26.98% | 18  | 28.57% |
| <b>Once or twice a semester</b>       | 10   | 15.87% | 25  | 39.68% |
| <b>Three or more times a semester</b> | 1  | 1.59%  | 4   | 6.35%  |

|   | Reasons you met with Honors Advisor | Reasons you met with School/ Department Advisor |
|---|-------------------------------------|---|
| Scholarship requirements                                      | 49                                  | 5   |
| Honors course selection                                       | 20                                  | 13  |
| Assistance developing an Honors contract                      | 15                                  | 3   |
| Progress toward Honors Notation on your university transcript | 17                                  | 3   |
| Scholarship probation   | 19                                  | 0   |
| Four-year plan  | 21                                  | 50  |
| Study abroad  | 22                                  | 15  |
| General advice  | 21                                  | 41  |
| Other   | 2                                   | 3   |

|                                   | Overall, how satisfied or unsatisfied are you with Honors advising? |        |
|-----------------------------------|---|--------|
|                                   |   | %      |
| Not Applicable                    | 5   | 7.94%  |
| Very Unsatisfied                  | 0   | 0.00%  |
| Unsatisfied                       | 10  | 15.87% |
| Neither Unsatisfied Nor Satisfied | 9   | 14.29% |
| Satisfied                         | 30  | 47.62% |
| Very Satisfied                    | 9   | 14.29% |

**61.90% of survey respondents were satisfied with Honors Advising.**

## Study Abroad

Following are survey responses regarding study abroad:

| Did you study abroad while at IUPUI? |    |
|--------------------------------------|----|
| Yes                                  | 36 |
| No                                   | 27 |

| Overall, how satisfied were you with the following? |                      |                         |
|---|----------------------|-------------------------|
|   | Study abroad stipend | Study abroad experience |
| Not Applicable                                      | 18                   | 22                      |
| Very Unsatisfied                                    | 1                    | 0                       |
| Unsatisfied   | 2                    | 1                       |
| Neither Unsatisfied Nor Satisfied                   | 3                    | 3                       |
| Satisfied   | 12                   | 8                       |
| Very Satisfied                                      | 27                   | 29                      |
| <b>TOTAL</b>  | <b>63</b>            | <b>63</b>               |

Of the 174 students who graduated within the four-year period, 68 of them (39%) studied abroad using the Honors College study abroad stipend.

## Services and Programs Satisfaction

We had exceptionally high satisfaction rate and low unsatisfied rate for our Honors Residential Community. However while there were low unsatisfied rates for our student organization, programs, and the peer mentor program, all three had less than 50% satisfied. In the future we will need to look for ways to improve these experiences with our students. Another area for concern is the high “not applicable” rate for our programs and events. Every Honors student should have some experience with an Honors College program and/or event. We will need to see where we are missing these students.

| <b>How satisfied are you with the services and programs offered by the Honors College</b> |                  |             |         |           |                |                |           |               |             |
|---|------------------|-------------|---------|-----------|----------------|----------------|-----------|---------------|-------------|
|   | Very Unsatisfied | Unsatisfied | Neutral | Satisfied | Very Satisfied | Not Applicable | Total     | % Unsatisfied | % Satisfied |
| Honors Residential Community  | 0                | 1           | 11      | 14        | 16             | 21             | <b>63</b> | 2.38%         | 71.42%      |
| Honors Student organizations  | 1                | 7           | 20      | 14        | 4              | 17             | <b>63</b> | 17.39%        | 43.47%      |
| Programs and events (e.g. Honors Showcase)  | 0                | 4           | 18      | 21        | 8              | 12             | <b>63</b> | 7.84%         | 46.03%      |
| Honors Peer Mentor Program  | 1                | 7           | 16      | 16        | 6              | 17             | 63        | 17.39%        | 37.50%      |

## Post-Graduation Plans

Distribution of Post-Graduation Plans of Survey Respondents

|   |    | %     |
|---|----|-------|
| Have Employment   | 29 | 46.03 |
| Plan to continue education and have been accepted         | 21 | 33.33 |
| Currently looking for employment                          | 15 | 23.81 |
| Plan to continue education but have not yet been accepted | 12 | 19.05 |

Survey respondents were provided space to share information about the opportunities they are pursuing. The charts below detail their responses:

| What will your position title be and where will you be working?  |
|--|
| Administrative Assistant for Precision Genomics at IU Health   |
| Project Engineer at PMC SMART SOLUTIONS  |
| HR Assistant   |
| Research assistant   |
| Founder-Levi Hadley Design, LLC  |
| Actuarial Student at Liberty Mutual  |
| I currently work in a neuro research lab for IUSM but I am looking for another position to fill my gap year. |
| Help Desk Coordinator at enVista   |
| Biomedical Equipment Technician  |
| 3rd Grade Teacher, Henry C. Maxwell Elementary School in Nashville, TN                                       |
| Registered Nurse, St Vincent Women's Hospital  |
| Title: Designer, company: Crossroads Education   |
| Calibration engineer at GM   |
| Actuarial Student II, OneAmerica   |
| Mental Health Technician   |
| Chemistry/ Physics Teacher at Indianapolis Lighthouse College Preparatory Academy South                      |
| Supervisor, Brownsburg Parks   |
| Full time Respiratory Therapist at Riley Hospital for Children   |
| Community Health, Medical Scribe   |
| Marketing Associate, Lilly   |
| Medical Scribe and EMT-B   |
| CourseNetworking-Marketing & Sales Intern  |
| Analytic Consultant at IBM   |
| Campus ministry intern at a Catholic church in Bloomington   |
| Working a summer job of a childcare educator. Don't know after that.   |
| RN at Methodist hospital   |
| Diagnostic Medical Sonographer at Clark Memorial Hospital in Jeffersonville, IN                              |
| Administrative Assistant for Precision Genomics at IU Health   |
| Assistant Race Engineer  |

**Where are you continuing your education and what degree are you seeking?**

|   |
|---|
| IU-master of physician assistant studies                            |
| Armstrong State University, Doctorate in Physical Therapy           |
| IUPUI; MA in TESOL  |
| MD  |
| Johns Hopkins, MS in Education                                      |
| University of Cincinnati College of Medicine                        |
| IU School of Medicine   |
| IUPUI; M.A. in Sociology  |
| IUPUI, PhD Biology  |
| Marian University Masters in Teaching                               |
| IU School of Medicine, MD   |
| IU Maurer School of Law- J.D.                                       |
| JD Mauer School of Law  |
| Indiana University Master's of Occupational Therapy                 |
| MD at IUSM  |
| UPR Medical School (Puerto Rico) - MD                               |
| PhD in Clinical Psychology at University at Buffalo                 |
| I will be getting my master's degree in Health Informatics at IUPUI |
| IU Maurer (Bloomington) School of Law, JD                           |
| IUPUI - Biomedical Engineering (MS)                                 |
| MD  |

**What is your intended degree program?**

|   |
|---|
| PhD   |
| Neuroscience Ph.D   |
| masters in kinesiology  |
| I plan to attend medical school at IUSM.                      |
| Medical School  |
| MSN   |
| Neonatal Nurse Practitioner                                   |
| M.S. or PhD in Geology/Environmental Science, likely at IUPUI |
| Law   |
| Medical School  |
| Public Relations  |
| MD  |

## Value of Honors College/Suggestions for Improvement

Below are qualitative data that have been analyzed to highlight common themes from the 63 responses.

### *What was most valuable about being a member of the Honors College?*

#### **Scholarship (22)**

#### **Study Abroad Stipend (13)**

- The study abroad stipend was absolutely critical to my success in completing my studies at IUPUI. I really couldn't have done it without this.
- The study abroad stipend was amazing. I'm not sure if I would have been financially able to study abroad if it were not for my stipend.

#### **Student Space (12)**

- In my opinion, the most valuable element was having a comfortable space available for students to work in. I highly value having a consistently peaceful place to work in, and the Honors College provided just that.
- Being able to have a designated space for all the scholars to come to and interact, especially if we were from different schools.
- I found the Honors College facility in the library to be extremely useful. It was nice having a location to quietly study or to meet with group members to work on a project.
- Having access to the Honors College in the library really helped me be more engaged in my classwork and in my studying. It also allowed for good cooperation with other honors students.

#### **Honors Community/connecting to peers (10)**

- It taps you into a community of very motivated students
- Connecting me with other high-achieving students who were positive influences, resources, and friends.
- Connecting with other students at your caliber from day one made the HoCo such a valuable asset.
- being able to work with diverse students that were also high achieving was a great experience

#### **Opportunities available to Honors students (6)**

- I highly appreciated the numerous opportunities for leadership and personal development I found in the context of the Honors College community. The Honors College made the large university feel personal and gave me the tools to create an exceptional college experience.
- The opportunities like ability to take graduate courses and scholarship-related networking

**Honors RBLC (4)**

- honors floor in the Tower were essential to me in creating a friend/support system
- I had the opportunity to live on one of the honors floors of the Tower during my freshman year. I feel that this experience was one of the best decisions of my education, as it helped me to find lifelong friends that had the same educational goals as me.

**Honors Advisors/Staff (4)**

- I also am so grateful for advisors who were equipped and able to help me make a four-year plan and consider how my extracurricular activities tied in with my academic courses.

**Access to additional resources/support (4)**

- Having more resources to help me throughout my undergraduate years. And now, since I am moving on to graduate school, having those resources remain will be huge.
- I feel as though I was given the means to accomplish anything; the honors college definitely provided many incredible tools to enhance the college experience.

**Working with faculty (4)**

- incentive to work with faculty to develop project ideas

**Honors curriculum (4)**

- Honors courses and contracts help me get more out of my college education

**Recognition (2)**

- I also greatly benefited from the recognition and respect that came along with being an honors student.
- ability to put it on my resume
- Graduating with cords and the medal

**Peer Mentor Program (2)****Free candy (2)**

Because I was a member of the honors college more was expected of me and that made me work harder as well as stay determined to do well. I was pushed to excel and go above and beyond. I probably wouldn't have studied abroad without the push of the honors college.

Community involvement in Indianapolis.

Everything about the Honors College was valuable to me.

Nothing

## *How could the Honors College improve for future students?*

### **No suggestions (10)**

- I don't have any suggestions - it was a great experience for me.
- I think the Honors College does a good job of supporting its Honors scholars and am grateful to have been a part of it.

### **Add more Honors study space (6)**

### **Strengthen community among Honors Scholars (5)**

- Improve Honors community outside of Honors House at Riverwalk Apartments. Honors room feels a little abandoned (the one right next to Honors House)
- More opportunities to interact with other honors students. I feel like I knew people, but not super well and it might have been nice to build stronger relationships.
- Increasing the opportunities for honors scholars to collaborate with one another
- I think it would be wonderful to have an Honors College freshman seminar. As an incoming freshman, I was not able to join a themed learning community because I already had AP credit for the courses included in the learning community. As a result, I took a generic freshman seminar with through University College. It would have been a perfect opportunity to get to know honors college community in my first semester on campus.
- More opportunities to engage with honors students outside of our individual schools.

### **Improve/increase advising (5)**

- Require yearly meetings with Honors Advisors
- Perhaps if the honors advisers worked to notice which individual students weren't feeling as connected with the rest of community and personally suggesting ways to help remedy that. Maybe if students were required to meet with their honors adviser more often. My adviser changed my sophomore year so it was a little tricky for me any way, though
- Finding advisers who are more knowledgeable of major courses
- The Honors advisor I was assigned was no help to me, and I stopped going freshman year. I found myself another advisor at Herron who was competent. For future students, try to encourage your advisors to follow through with requests they choose to take on and to know where to refer students when they themselves do not know the answer
- The advisors just tell you to get an A in the class with the most credits even if it is the most difficult class.

### **Foster a more inclusive/welcoming environment (4)**

- Honors College can be very clique-y and exclusive.
- I wish the atmosphere of the honors lounge was different. Despite being an honors college student, there were times I didn't feel welcome there.
- I would also say that sometimes the honors college develops a cliquish atmosphere...not sure how this could be addressed but it's something to keep in mind
- Encourage staff to connect with a better range of students so there isn't a cliquish inner circle of favorite Honors scholars given more opportunities and recognition than others

**Adjust attitude of superiority (4)**

- Make it seem less of an honor. Honors college makes it seem very braggadocios
- Be less full of itself.
- I think I had a hard time feeling at place in the honors college. Some of the people are not humble, it was very clear they were honors college students and they felt superior. This type of attitude was off putting for me and I didn't enjoy it. It made me feel excluded in the lounge.
- Don't be so standoffish with the lounge. Being as strict as you are with it creates a sense of superiority, especially when you send out emails about "don't let non-honors college people into the lounge". This creates a strange and unwanted dynamic between "us" and "them", and that does not foster a sense of community on campus. In fact, this turned me off of using the lounge at all. I hated this feeling and dynamic, and probably only used it 3-4 times.

**Change the Honors contract/credit processes (4)**

- Make the H398 program easier for professors. When I completed a project with this, my professor had trouble getting his name to be the instructor on record, as opposed to Dean Luzar. He wanted the credit for the course, and had to go through a lot of trouble to do so.
- Get rid of honors contracts. Honors students are already more involved on average than other students. Honors students take more classes on average than other students. Honors contracts are unnecessary additional work. From my experience in engineering, professors make it very difficult. I was told on multiple occasions that they were a "burden" and "inconvenience" on/for the professor.
- Give more time to set up honors contracts
- By and large, I believe that the biggest issue that I had with the Honors College was that the majority of my honors experiences devolved into paper writing. While this may have been a result of my or my professor's failure to capitalize on the opportunity, I would have liked to have a greater diversity in the experiences that I had. BIOL-K 102 was an excellent example of a good experience, as we were able to work on a distinct research experiment and do a poster presentation. It truly felt like an honors experience.

**Provide more amenities (3)**

- An extra microwave in the honors college in the library. And more airheads :)
- Free food, free coffee, honors "swag" and items
- Keurig

**Increase/appreciate diversity (3)**

- Appreciate a variety of college experiences
- It's not a very inclusive nor diverse atmosphere, socially, culturally or professionally. That also is just a reflection of the Indiana culture at large, however. There could be initiatives within the Honors College to help minority and underrepresented students. The Honors College does great things to help STEM and pre-professional students, but should work on fostering a more inclusive culture with things like providing resources for LGBT+ honors students, social nights for latino/a honors students, etc.
- I think the Honors College often relied on a very finite group of students to represent it. While these students are wonderful, well-qualified ambassadors for the Honors College, there are so many other worthy students who could also serve as excellent representatives for the group. I understand that there are many factors to consider when making these decisions, I just hope this suggestion will serve as an encouragement to consider additional options in the future.

|  |
|--|
| <p><b>Create a more welcoming environment for all majors (3)</b></p> <ul style="list-style-type: none"> <li>○ Be welcoming of all majors</li> <li>○ The Honors College is primarily designed for science and math related fields. Reaching out to other fields would be appreciated.</li> <li>○ As a liberal arts student, I never had any specific liberal arts courses that were honors. It seemed most of the honors courses were in the STEM departments.</li> </ul> |
| <p><b>Improve/increase communication with students (3)</b></p> <ul style="list-style-type: none"> <li>○ Reply to emails on time</li> <li>○ Staff could be more knowledgeable and communicative with students. I found that all the responsibility for communication fell on my shoulders thus making me feel like a pest for continuing to reach out. That is not how it should be.</li> <li>○ More information about outside research conferences</li> </ul>            |
| <p><b>Offer more Honors courses (3)</b></p> <ul style="list-style-type: none"> <li>○ Expand the honors courses.</li> <li>○ Creating more honors courses for upper level, major specific courses</li> <li>○ Create more honors courses for science major students</li> </ul>  |
| <p><b>Provide better communication with faculty regarding Honors contract process (2)</b></p> <ul style="list-style-type: none"> <li>○ More guidance given to faculty and professors on how to properly craft and manage a student's honors contract</li> <li>○ MUCH better guidance directed at instructors rather than students for honors contracts</li> </ul>  |
| <p><b>Provide more financial aid (2)</b></p> <ul style="list-style-type: none"> <li>○ I feel that there should be scholarships available for students that join the Honors College AFTER their freshman year (through grades, recommendation, and honors classes).</li> </ul>  |
| <p>Change the structure of ALD/PES. There is, again, a strange power dynamic that results in the officers feeling very separated and different than the members. This makes it difficult for members to want to be engaged, and means the officers do all the work.</p>  |
| <p>Some elements of scholarship dispersal with the honors college were disorganized (for example, they were late processing my scholarship for on campus housing so the payment was late).</p>   |
| <p>I would encourage the HC to lay out the RISE requirements for the students. As honor students, we are required to get all four letters, not just two like the rest of the population.</p>   |
| <p>Offer more study abroad trips.</p>  |
| <p>I participated in the mentor program during my freshman year. I unfortunately did not get a lot out of this because my mentor was not the best at communicating with her mentees. I think that this program would be valuable, but my experience did not prove too beneficial.</p>  |
| <p>I was very satisfied over my 4 years. Only complaint is the black and white printer seemed like it was out half the time (i know this is likely fault upon the IT department, so cannot complain).</p>  |
| <p>A notification when tours are coming through would be valuable because I often slept or was rowdy when many walked through.</p>   |
| <p>Really encourage them to use their study abroad stipend. I regret not using mine.</p>   |
| <p>The honors senior dinner - have the ceremony first and dinner second. I was one of the last people called and I sat through the entire thing. Some people left after their turn and it was super rude. 1/3 of the people and tables were gone! If dinner is second (start earlier), people will stay for the free meal and the ones that are called last won't be as embarrassed or upset.</p>  |
| <p>A more science focused day of research.</p>   |
| <p>More flexible volunteer opportunities. Sometimes it was hard for me to get hours while being restricted just the Indianapolis area. More opportunities to volunteer on campus would be great.</p>   |

