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Columbus State University is an institutional member of the National Collegiate Honors Council.
Executive Summary

CSU Honors Program has grown dramatically over the last five years in both enrollment and opportunities made available to its students. In Fall 2011, the census reached 148 high achieving students representing eighteen academic departments on campus. Impressively, 42% were earning a 3.8 grade point average or greater in their university studies. Of these students, 64% of honors students participated in the program without financial incentives, such as scholarships. Students are choosing to pursue an honors education because of the academic rewards and opportunities provided by the program.

The increased enrollment required a commensurate increase in the number of core honors courses offered (up 63%), enrolling just under 180 students during the year. The program also offered eleven different honors enrichment seminars on topics ranging from ceramics to leadership, and for the first time, included a very well-received faculty and student “book club” seminar. The seminar was based *The Dressmaker of Khair Khana*, by Gayle Tzemach Lemmon, who spoke on campus in March as the invited CSU Hunter Lecturer. In addition, honors students worked with faculty to successfully complete 44 contracts to earn upper division honors credits during the year.

Honoris Causa, the society of Honor Program scholars, coordinated valuable lunch time programs on topics ranging from study abroad opportunities to writing a curriculum vita. Honoris Causa also supported many inspirational campus-wide events including: invited lecturer, John Hare, a British explorer, author, and conservationist; CSU Tower Day, the annual showcase of undergraduate research; and two scholarship interview days. The annual CSU Tower Day is the cornerstone to the Honors Program strategy to promote student engagement in scholarly activities across campus, and is complemented with two publications: *Abstracts 2012*, a campus publication showcasing all undergraduate research conducted on campus; and *Momentum: CSU’s Journal for Undergraduate Research and Critique*.

Along with the many accomplishments, the Honors Program is addressing the challenges expected with dramatic growth. These include providing advising and social support to students on two campuses; providing professional development and support for faculty who teach honors core courses and mentor honors contracts; and providing sufficient numbers of courses and seminars with restricted funding. As the Honors Program continues to grow, it will be necessary to implement an institutionalized approach with respect to budgeting, staffing, and programming in order to continue to provide well-organized and meaningful opportunities for honors students and to attract additional high achieving students to CSU.
THE Honors Program
Annual Report 2011-12

By the Numbers

Demographics

- Female (63%)
- Male (37%)

by Academic Department
- Advising Center 2
- Biology Department 24
- Chemistry Department 7
- College of Letters & Sciences 1
- Communication Department 2
- Criminal Justice and Sociology Department 2
- Pre-Business & Business 8
- Earth & Space Science Department 12
- English Department 11
- Health, Physical Education & Exercise Science Dept. 1
- History & Geography Department 10
- Mathematics & Philosophy Department 1
- Modern & Classical Languages 2
- Psychology Department 6
- School of Nursing 8
- Schwob School of Music 28
- Teacher Education Department 6
- Theatre Department 15
- TSYS School of Computer Science 2
- Total Enrollment 148

Key Characteristics
- 3.70 Average university GPA
- 42% Earning 3.8 or higher GPA
- 36% Supported by Honors Scholarships
- 15% Studied Abroad during 2011-12

2011 Fall Freshmen Honors Cohort
- 3.76 Average High School GPA
- 1221 Average SAT Math & Critical Reading
- 3.82 Scholarship Recipient Average HS GPA
- 1242 Scholarship Recipient Average SAT

2011-12 Honors Enrichment Seminars Enrollment: 134
Up by 135% from 2009-10

Fall Core Course Headcount

*Enrollment as of 7/31/12
CSU Honors Program
Mission Statement & Learning Outcomes

Mission Statement

The mission of the CSU Honors Program is to attract a diverse community of highly capable and motivated individuals who challenge each other in the life-long pursuit of learning. The program nurtures intellectual growth by interweaving cultural, professional, and scholarly experiences across all academic disciplines and cultivates future leaders for our global community.

Learning Outcomes

Honors program graduates will:

- Demonstrate critical and creative thinking through independent inquiry.
  - The honors program should develop students who think independently, engage in self-critique, and aspire to learn about the world around them. While nurturing their intellectual growth, students should develop a propensity for learning for the sake of learning. Students achieve this outcome through research and professional or creative experiences that are mentored by faculty members.

- Employ effective oral and written communication to persuade, critique, and inform others in and beyond their discipline.
  - The honors program should develop students who exhibit poise, self-confidence, and skills of rhetoric that enable them to share their passion to those outside their discipline and engage in intellectual discussions within their discipline.

- Utilize historical, cultural and global perspectives to analyze connections between academic disciplines.
  - The honors program should develop students who should realize that scholarly work is not restrained or limited by the boundaries of disciplines or areas of study. They should recognize how their chosen fields are interconnected with other disciplines and be challenged to study and explore a wide variety of academic topics from multiple perspectives.

- Exhibit propensity for leadership and civic engagement.
  - As academic leaders of our student body, the honors program should develop students who recognize the importance of civic responsibility and have the opportunity to share their talents with their collegiate and local communities. Honors students should have the confidence to assume leadership roles, participate in service learning, and engage in community activities.
Recruitment and Scholarships

In the fall of 2011, the Honors Program census reached a record 148 students. Enrollment increased 23% from fall 2010 and more than doubling in five years. Students were from local counties represented 47% of this enrollment, with an additional 43% from around the state, 7% from out of state and 3% classified as international students. Students were pursuing majors in twenty different departments with the greatest numbers majoring in music (28) and biology (24). Impressively, 42% were earning at least a 3.8 grade point average in their university studies. Thirty-six percent received tuition scholarships; the remaining 64% of all honors students are opting to pursue an honors education because of the curriculum, social networking, and recognition the program provides.

During 2011-12, the recruitment of high achieving honors qualified students to CSU became a major focus of program activities after a 10-year analysis of First-time Full-time Freshmen revealed a downward trend over the last five years. These results were presented to the Faculty Senate, the committee of Retention, Progression, & Graduation (RPG), and Enrollment Services to draw attention to the problem and to initiate campus wide planning to address this issue.

Recruitment Activities. To recruit new students, the Honors Program participated in all CSU Visitation Days, trained recruiters during two workshops, and provided one “How to Write Essays for College & Scholarships” workshops at area schools. In addition, the program ran a rigorous email campaign using lists purchased by enrollment services and developed retrievable recruitment reports from our campus databases.

Scholarship Policy Revisions. The Faculty Senate Committee on Honors Scholarships revised their policies to include two scholarship competitions for incoming freshmen to attract and recruit new students. The first “Presidential Scholarship Competition” had applications due January 31st and included our first “Presidential Scholarship” which was awarded at $5000 per year for four years. The second competition had applications due on March 15. Honors Scholarships were awarded at $2500 per year for four years with both the Honors and Presidential Scholarship receiving $3200 for study abroad. Both competitions award students who are honors eligible, in other word candidates who have earned a high school grade point average of 3.5 or above and have high standardized test scores (1200 or above

<table>
<thead>
<tr>
<th>Year</th>
<th>CSU</th>
<th>Honors Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>777</td>
<td>24</td>
</tr>
<tr>
<td>2002</td>
<td>893</td>
<td>22</td>
</tr>
<tr>
<td>2003</td>
<td>1012</td>
<td>37</td>
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<tr>
<td>2004</td>
<td>942</td>
<td>47</td>
</tr>
<tr>
<td>2005</td>
<td>1033</td>
<td>41</td>
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<td>2006</td>
<td>1025</td>
<td>41</td>
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<tr>
<td>2007</td>
<td>945</td>
<td>37</td>
</tr>
<tr>
<td>2008</td>
<td>1068</td>
<td>43</td>
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<tr>
<td>2009</td>
<td>1166</td>
<td>35</td>
</tr>
<tr>
<td>2010</td>
<td>1083</td>
<td>30</td>
</tr>
<tr>
<td>2011</td>
<td>1052</td>
<td>33</td>
</tr>
</tbody>
</table>

1 See Appendix A for Honors Program admission criteria.

2 This is a standard classification of students that the University System of Georgia uses to assess student retention, progression and graduation rates.
on SAT Math and Critical Reading, or 27 or above on ACT Composite). The committee also revised their policy to allow consideration of candidates who did not meet both requirements of grade point average and standardized test scores provided they excelled at one or the other. In addition, the committee approved a new scholarship competition for undergraduate students to improve retention. Students who reach their junior and senior year are eligible to apply tuition scholarships funded at $2500 per year for two years. These revised policies and procedures are provided in Appendix B.

Honors students may combine their scholarships with Georgia’s HOPE or Zell Miller Scholarship programs. HOPE scholarships require a grade point average of at least 3.0 and payes for approximately 90% of tuition. Zell Miller fund 100% of tuition, but require a high school grade point average of 3.7 or above and high standardized test scores (1200 or above on SAT Math and Critical Reading, or 27 or above on ACT Composite). Based on CSU’s current tuition and fee structure, our Honor Scholarships pay all remaining institutional fees not funded by Georgia HOPE or Zell Miller and leaves a nominal amount for other educational costs (e.g. books). The Honors Program also awards limited numbers of out-of-state tuition waivers to recruit non-Georgia residents.

**Results.** The number of new freshmen applying for honors scholarships in the spring of 2011 grew to 82 from 63 (30% increase), and 58 of those students were interviewed (32% increase). Thirty-four of these applicants were fully qualified for the honors program (up 55%). A total of 33 new scholarships were awarded to incoming freshmen for Fall 2012, and detailed comparison of competition over the last three years is provided in Appendix C. The competition for undergraduate students was equally successful. There were eleven applicants and 9 received awards. In addition, campus recruitment utilizing database reports stimulated undergraduate enrollment, resulting in an increased from 148 students on September 1st to 160 students on February 1st. In addition, the Honors Study Abroad stipend funded eight students to study abroad in four countries. See Appendix D.
Honoris Causa

Honoris Causa is the Society of Honors Program Scholars. The society has historically provided opportunities for students to work together on service projects, advised CSU Honors Program curriculum, and coordinated academic and social events. Due to the rapid growth in the program and increased attendance at bi-weekly meetings, the nature of those meetings has changed. Instead of all honors students meeting to discuss and coordinate activities, officers and committees organize events, set meeting agendas and deliver formal programming on the both campuses on topics of interest to honors students.

Officers 2011-12

Martha Newell, President
Mark Davis, Vice President
Lindsay Grant, Vice President RiverPark
Samantha Worthy, Secretary
Zachary Edwards, Treasurer

All students are required to attend at least three meetings or program events during a semester to maintain active status and receive full benefits, including early registration privileges. This policy is designed to improve retention since program announcements and due dates are advertised at all meetings. In Fall 2012, 122 out of 148 students (82.4%) met the minimum requirement.

Topics Presented at Honoris Causa Meetings

- Career Center Resources: Internships, Cooperatives, and More
- Spring Study Abroad Opportunities
- Pizza with the President
- Student Housing: Advantages and Disadvantages of Honors Housing
- Summer Study Abroad Opportunities
- Dean of Libraries: Resources, Plans, and Serving Honors Students
- Summer Research Experiences & Opportunities
- Preparing Posters & Presentations for Conferences
- Adding a Minor to Your Major
- Writing a Curriculum Vita

Biweekly Meetings

Main Campus
Thursdays 12:30-1:30
Schuster 130
Average Attendance: 50.0

RiverPark Campus
Tuesdays 12:30-1:30
Student Lounge behind the Den
Average Attendance: 10.0
During 2011-12, the organization participated in the following:

- Honors Program Visiting Lecture: John Hare
- Mocktails
- Spooktacular
- Garden of Feedin’ Community Garden
- Banquet on the Bridge
- Scholarship Interview Days
- Hunter Lecture: Gayle Tzemach Lemmon
- CSU Tower Day

Special Event: Visiting Lecturer John Hare

The Honors Program and Honoris Causa coordinated efforts with regional honors programs and the CSU Center for International Education to invite John Hare, British explorer, author, and conservationist to our campus on October 13, 2011. John Hare, a Fellow of the Royal Geographical Society, has won awards for his international explorations and advocacy for the preservation of endangered wild camels. He provided two lectures: *Two Wild Bactrian Camel Surveys in the Gobi Desert of China* and *The Mysteries of Lop Nur* at the RiverPark Campus and Main Campus, respectively. The lectures were open to the public and 50-75 were in attendance at both events.

Community Service & Leadership

The Honors Program requires students to complete 15 hours of community service annually and provides service opportunities. Collectively, honors students completed just under 1200 community service hours during the year and Honoris Causa participated in three service events coordinated by officers and committee members. These included the Garden of Feedin’ Community Garden, Banquet on the Bridge, and Spooktacular, the annual fall festival coordinated by the CSU Student Government Association that is free for school-aged children.
Honors Curriculum

To earn the Honors Diploma, students must complete 21 hours of honors course credits which includes a minimum of:

- 6 semester hours of lower division courses designated as Honors
- 6 semester hours of upper division Honors Contracts
- 3 semester hours of one of the following Senior Capstone sequences:
  - HONS 4901: Senior Project Proposal & HONS 4902: Thesis and Oral Defense
  - HONS 4901: Senior Project Proposal & HONS 4912: The Alternative to the Thesis

AND students must complete the following zero credit hour enrichment courses:

- Four sections of HONS 3000: Honors Enrichment
- Either HONS 3010: Global Perspectives or HONS 3020: Service Learning

Students entering as freshmen are strongly encouraged to take 12 hours of lower division coursework to enable them to have more flexibility in their junior and senior years. All students may utilize up to three credit hours from Servant Leadership or International Education to satisfy the 21 hours of Honors Coursework.

Honors Lower Division or Core Courses

Honors core courses provide opportunities for high achieving students to learn through discourse rather than lecture. Courses should focus on depth rather than breadth of the subject matter, and often allow opportunities for experiential learning or analysis of connections between academic disciplines. Field trips, guest speakers, and other unique academic experiences may be funded by the Honors Program. Course enrollment is restricted to Honors Program students and those earning greater than 3.0 GPA, course capacities are typically limited to 18 students.

During 2011-12, the Honors Program course enrollment totaled 179 in core and cross-listed courses, and with an additional three students enrolling in honors study abroad core courses. Cross-listed sections combine an honors section with a traditional section of the course, which is not optimal since this impacts honors course delivery. They are typically created when honors sections do not meet a minimum enrollment of twelve students or departments are unwilling to provide honors sections because of their lower enrollment. Fortunately, thirteen course sections were offered during the year and filled to 77% capacity. Only four of the sections were cross-listed. With the increase in Honors Program enrollment, demand for core
course has risen dramatically, from headcounts of 45 in Fall 2009 to 102 in Fall 2011. In Fall 2012, 100 non cross-listed seats are available for incoming students.

Since all honors core courses are also open to non-honors students who have earned an institutional GPA greater than 3.0, courses are also avenues for recruiting new students. Working in collaboration with the English department for example, instructors of ENGL 1101 were asked to identify and recruit high achieving students into ENGL 1102H. Since students in ENGL 1101 are typically first semester freshmen and have not established their institutional grade point average, those who were recommended for ENGL 1102H were enrolled and their GPA was verified at the end of the term. This successful strategy resulted the honors course filling to capacity. All students earned either an A or B in the course, with the exception of one medical withdrawal. Additionally, two non-honors students enrolled in ENGL 1102H joined the honors program, presumably because of their experience with the course.

**Fall 2011 Core Sections**

<table>
<thead>
<tr>
<th>Course</th>
<th>CRN</th>
<th>Title</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Cross Listed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1105H</td>
<td>83862</td>
<td>Cultural Anthropology</td>
<td>18</td>
<td>18</td>
<td>No</td>
</tr>
<tr>
<td>ASTR 1105H</td>
<td>83464</td>
<td>Descriptive Astronomy</td>
<td>18</td>
<td>18</td>
<td>Yes*</td>
</tr>
<tr>
<td>ASTR 1305H</td>
<td>84051</td>
<td>Descriptive Astronomy Lab</td>
<td>18</td>
<td>12</td>
<td>No</td>
</tr>
<tr>
<td>HIST 1111H</td>
<td>82564</td>
<td>Survey of World Civilization</td>
<td>25</td>
<td>12</td>
<td>No</td>
</tr>
<tr>
<td>ITDS 1145H</td>
<td>83740</td>
<td>Comparative Arts: Tennessee Williams</td>
<td>18</td>
<td>18</td>
<td>No</td>
</tr>
<tr>
<td>PSYC 1101H</td>
<td>83819</td>
<td>General Psychology</td>
<td>18</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>SOCI 1101H</td>
<td>82586</td>
<td>Intro to Sociology</td>
<td>8</td>
<td>8</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Spring 2012 Core Sections**

<table>
<thead>
<tr>
<th>Course</th>
<th>CRN</th>
<th>Title</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Cross Listed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1100H</td>
<td>23572</td>
<td>Communication</td>
<td>25</td>
<td>25</td>
<td>No</td>
</tr>
<tr>
<td>ENGL 1102H</td>
<td>20824</td>
<td>English Composition 2</td>
<td>18</td>
<td>18</td>
<td>No</td>
</tr>
<tr>
<td>HIST 2111H</td>
<td>23859</td>
<td>US History to 1865</td>
<td>25</td>
<td>14</td>
<td>No</td>
</tr>
<tr>
<td>POLS 1101H</td>
<td>22327</td>
<td>American Government</td>
<td>18</td>
<td>17</td>
<td>No</td>
</tr>
<tr>
<td>ARTH 1100H</td>
<td>22649</td>
<td>Art Appreciation</td>
<td>10</td>
<td>1</td>
<td>Yes</td>
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<tr>
<td>MUSC 1100H</td>
<td>22120</td>
<td>Music Appreciation</td>
<td>12</td>
<td>2</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*ASTR 1105 is a lecture with an optional lab, ASTR 1305. Honors students enroll in a cross-listed but have a dedicated honors lab.

**Embedded Experiential Learning.** Honors core courses often embed experiential learning opportunities, and this year students attended several field trips. Cultural Anthropology, for example, took students to Westville, Georgia and the Ruul mound complex to study a Mississippian culture that collapsed sometime between 1300 and 1400 AD. In addition, the Honors Program maintained the Bi-Annual tradition of a Washington, D.C. field trip to enhance the honors sections of Communications (COMM 1110H), US History (HIST 211H) and American Government (POLS 1101H). Students were given the option to participate in a two-day, four-night educational experience during spring break at a nominal cost of $200. Ten students and two faculty instructors attended, with a net program cost of $5398 or approximately $540 per student. Students were able to tour Congress, significant historical
sites, the Holocaust Museum and Newseum. Despite the very positive experience reported by the instructors and students, the cost per student is likely too excessive to maintain future trips.

**Student Evaluation of Honors Lower Division Courses.** End of course electronic evaluations were used to determine if lower division’s courses as a collective are addressing programmatic learning outcomes. Unfortunately, the electronic response rate was low (20% overall), but evaluations were received from all courses. In general, courses were positively received, viewed as challenging (70%) and engaging (83%), and tended to emphasize historical and cultural perspectives rather than connecting multiple disciplines or emphasizing global perspectives. Students reported several courses tended to be lecture-based (47%), but did allow students to engage in academic discourse with other honors students (83%). A table summarize results is available in Appendix E.

**Honors Enrichment**

Honors enrichment courses are designed to interconnect disciplines and enrich the collegiate experience through cultural, historical, and social perspectives. The courses (HONS 3000) are zero-credit hours and open only to members of the CSU Honors Program, who guide the selection of topics the program offers. Topics vary each term and extend beyond standard university offerings, and often give students access to faculty members and educational opportunities not typically available to students. For example, the Ceramics Seminar was present by Dr. Yuichiro Komatsu in the Art Department, and was based upon a course normally restricted to art majors. This year, the program also introduced a faculty & student book club based on the book, *The Dressmaker of Khair Khana*, by Gayle Tzemach Lemmon, who spoke on campus in March as the invited Hunter Lecturer.

**HONS 3000 Topics**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Films</td>
<td>7</td>
</tr>
<tr>
<td>Historical Venues</td>
<td>10</td>
</tr>
<tr>
<td>Ceramics</td>
<td>11</td>
</tr>
<tr>
<td>Art Lectures &amp; Exhibits</td>
<td>1</td>
</tr>
<tr>
<td>Hoyle History &amp;Strategy</td>
<td>13</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>18</td>
</tr>
<tr>
<td>International Perspectives</td>
<td>19</td>
</tr>
<tr>
<td>Bridge</td>
<td>14</td>
</tr>
<tr>
<td>Faculty &amp; Student Book Club</td>
<td>11</td>
</tr>
<tr>
<td>Organic Gardening</td>
<td>19</td>
</tr>
<tr>
<td>Leadership &amp; Team Building</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total Enrolled</strong></td>
<td>*<em>134</em></td>
</tr>
</tbody>
</table>

*Increase of 135% since 2009-10

**Student Evaluations.** Forty-seven students (response rate 35%) completed the online evaluation of their enrichment course at the end of the semester, with overwhelmingly positive responses with 96% recommending that their course be repeated in the Honors Program. Most reported that they learned something new that they would not have learned independently (94%), were able to do something unique (74%), and were able to meet and work with other honors students they did not previously know (85%). In addition, 72% reported their enrichment course...
introduced them to new cultural or artistic experiences. Not only are students enjoying the courses and interacting with other honors students, but they are being exposed to new and culturally enriching experiences and are able to work with faculty in disciplines outside of their majors. Summary of student evaluations are in Appendix E.

Honors Contracts

Students can transform any upper-division course into an honors course by developing a project in consultation with a faculty member. The primary method of earning honors credit in upper-division courses is to complete an honors contract. During the 2011-12, honors students completed 44 contracts addressing a variety of disciplines. A full list of students and contract titles is provided in the Appendix F. Thirty-one members of the CSU faculty mentored these projects, and their mentoring was donated time to the honors program. While excellent mentoring is critical to student success, current budgetary constraints do not allow for compensation and faculty agree to work with students outside of their normal teaching load.

Of the 31 faculty mentors, 16 (52%) participated in an online evaluation of the process. Six mentors reported that the completed contract was the first contract they had mentored, and 12-13 faculty mentors agreed or strongly agreed to all evaluation items including:

- The procedures for submitting and approving the contract were clear
- The expectations for completing the project were clearly defined in the contract
- The honors student and I met a sufficient number of times
- Required the student to think critically
- Required the student to think creatively
• Extended the student’s knowledge of the subject matter beyond the standard course material
• Challenged the student
• I would like to mentor another project in the future
• Overall, the honors contract experience was worthwhile

Additionally, mentors were asked to indicate if the project required students to connect the course content with historical, cultural, global or interdisciplinary perspectives. While all mentors selected at least one perspective, they commonly picked more than one. Of note, mentors reported cultural (10), historical (9) and interdisciplinary (9) perspectives, much more than global perspectives (4).

Honors Faculty Professional Development. Honors faculty are selected based upon recommendations from department chair, research expertise and honor student recommendations. Once identified, faculty members have traditionally been given information and guidelines for course development on an individual basis, and at the end of each semester, are asked to complete a course evaluation. In response to prior evaluations, the Honors Program developed this year a faculty resource section of the website at: http://honors.columbusstate.edu/faculty.php. Faculty members were provided these resources at two events. The first one hour lunch event was hosted in cooperation with the Interdisciplinary Program Council in November 2011, during which faculty learned about teaching in the honors program, freshmen learning communities and international learning communities. Approximately, twelve faculty members attended the session. The second event was a half-day workshop provided by the Faculty Center entitled, “Honors, Inquiry and Experiential Learning: Differentiating Course Instruction for Students.” Led by Dr. Carmen Skaggs and Dr. Mariko Izumi, faculty discussed various strategies and issues that arise when working with honors students and perused journals produced by NCHC. Thirty-two faculty members representing every college except the College of Business and Computer Science attended. The Honors Program will continue to sponsor professional development for faculty to improve their teaching in honors and all courses.
Retention and Progression

While some institutions limit the number of students admitted to their honors programs or colleges, CSU's Honors Program admits all those who meet academic requirements and are strongly recommended by faculty members. The Honors Program philosophy is to attract a diverse community of highly capable and motivated individuals, and afford those students an opportunity to participate in a rigorous, engaging educational experience. Since the program is rigorous, some opt out of honors education but are historically more likely than non-honors students to persist and graduate from CSU.

In order to longitudinally compare honors students' retention and progression to those of CSU, rates are calculated based upon the University System of Georgia method of tracking first-time full-time freshmen cohorts. Therefore, the following information does not take into account all students enrolled in the Honors Program. Data collection only considers a cohort of students who enter the Honors Program as freshmen during the fall semester of each year. Since only 61% of new students in Fall 2011 were first-time full-time freshmen who enrolled in the Honors Program, the retention and progression rates do not reflect all students. However, they do provide longitudinal data to compare with CSU overall.

From Fall 2010 to Fall 2011, 89% of the cohort of first-time full-time freshmen who were honors students returned to study at CSU for their sophomore year, compared to only 69% of CSU's first-time full time freshmen. In addition, 63% of the cohort were retained in the Honors Program. Honors students from the Fall 2005 cohort graduated at over twice the rate as CSU students (64% vs. 31%) with just under half graduating with the Honors Program designation. Of the Fall 2006 cohort, 72% have already graduated from CSU. Therefore, Honors Program students are more likely to be retained and more than twice as likely to graduate from CSU.

The Honors Program has also been tracking reasons for attrition from the program to improve retention and progression. Only 32% of students withdrew or were suspended because of lack of participation, and most of those reported that their schedules could not handle “extra work”. Another 32% left the Honors Program was because they transferred or withdrew from CSU (32%). Institutions most commonly cited by transferring students include University of Georgia and Georgia Institute of Technology, with Kennesaw State University and University of West Georgia also noted. These numbers include three students transferring to Georgia Institute of Technology engineering program was part of our Regents Engineering Transfer Program. The most common reasons students provided for transferring were lack of availability of their preferred academic program at CSU, (e.g.
engineering, ecology), the perception of academic challenge and reputation, and the desire to move closer to home.

Suspensions due to grade point averages falling below a minimum of 3.4 resulted in the second largest reason for attrition (25%). Students admitted as under-graduates, rather than entering freshmen, accounted for 70% of overall suspensions, which was slightly higher than the overall proportion of undergraduates admitted to the program (63%).

Voluntary withdrawal from the program was the third largest category, accounting for 19% of attrition, with students most commonly reporting that they could not commit to the additional work or requirements.

### Reasons for Leaving the Honors Program

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal from CSU and/or Transferred</td>
<td>17</td>
<td>32%</td>
</tr>
<tr>
<td>Suspended: Low GPA</td>
<td>13</td>
<td>25%</td>
</tr>
<tr>
<td>Withdrawal from Program</td>
<td>10</td>
<td>19%</td>
</tr>
<tr>
<td>Suspended: No Participation</td>
<td>7</td>
<td>13%</td>
</tr>
<tr>
<td>Provisional Admission, not accepted because of GPA</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Note: Students are classified as “Withdrawal from CSU” unless they notify the Honors Program of a transfer to other institutions.

Honors Graduates & Senior Projects

Six students completed all Honors Program Requirements and graduated with the Honors Seal. Three were nominated for CSU’s highest student award, The Faculty Cup, and Ms. Claire Cho winning the honor. Seniors graduating with honors included:

**Neena Alex – BS Biology, Faculty Cup Nominee**
Thesis: The effect of 17beta-estradiol on angiotensin II in astrocytes under oxidative stress, directed by Dr. Kathleen Hughes
Post-Graduation Plans: Mercer Medical School, Fall 2012; Also accepted to two schools of optometry.

**Will Borin – BS Biology (Summer 2012)**
Thesis: The Effects of Bacteria on the Germination of Clover, Directed by Dr. John Davis
Post-Graduation Plans: CSU Campus Minister for Cougars for Christ.

**Zachary Bryant – BA Music Performance**
Thesis/Lecture Recital: Die Zauberflöte: A European Singspiel, Directed by Prof. Earl Coleman
Post-Graduation Plans: Counselor at the prestigious Blue Lake Fine Arts Camp in Michigan.
Claire EunHye Cho – BS Chemistry, Faculty Cup Winner
Thesis: Chemoselective Oxidation of OF 6,13-Bis(Decylthio)Pentacene, directed by Dr. Anil Banerjee
Post-Graduation Plans: Accepted into chemistry doctoral programs at University of New Hampshire and Northeastern University. Offered a research position from Columbia University in the molecular biophysics department.

Lindsay Grant - BA Music Performance
Thesis: Learning from Plot and Characters in Musical Theatre; Directed by Prof. Earl Coleman
Post-Graduation Plans: Disney College Program Internship

Melora Slotnick – BSEd Theatre Education, Faculty Cup Nominee
Thesis: Feet that Don’t Touch the Floor: Perceptions in Marketing Theatre for Young Audiences; directed by Dr. Becky Becker
Post-Graduation Plans: Received a full assistantship as an MFA candidate in Theatre Management at The University of Alabama Graduate School. She is also the CSU Nominee for the Phi Kappa Phi fellowship award.

An additional six students graduated from CSU who were in the program their senior year, but they did not complete all requirements. Not having the time to complete honors requirements or thesis was most commonly reported, but one student was not able to complete the program because of his grade point average dropped below 3.4 and another secured a post-graduate position and did not see the value in completing the program.
Promoting Undergraduate Research

The Honors Program has continued to promote undergraduate research across the disciplines by coordinating events and publications with other campus resources in a combined campaign for students to “Prepare, Present, and Publish”. Resources are available to the students on the honors website. It contains links to various means of preparation support, including Student Research And Creative Endeavors (S-RACE) Grants and “how to create posters”. Students are also provided information for Tower Day, the annual showcase of undergraduate research and creative endeavors that is the cornerstone of CSU’s Academic Week of Excellence. All students who presented or published their projects during the year were invited to publish summaries of their work in the Abstract 2012 or submit manuscripts in Momentum, CSU Journal for Undergraduate Research and Critique.

Tower Day

Honors Program students hosted the third Tower Day Showcase of Undergraduate Research and Creative Endeavors on Tuesday, April 10, 2012 with the financial support of the Office of the Provost and AT&T. At the event, students from all disciplines were invited to present their scholarly activities to our community to share their discoveries and inspire others to study in and learn more about their fields. A former alumnus, Laura Nunley (BS Mathematics, ’08), and Dr. Angela Green, Assistant Professor of English, spoke to 115 students and faculty at the opening plenary session. The day showcased 70 projects presented by 164 undergraduates during multiple poster sessions. These sessions were attended by an average audience of 206 and included 20 minute presentations attended by an average audience of 15. While the number of projects and presenters were comparable to Tower Day 2011, the attendance grew by roughly 20%.

All presentations and posters were judged by teams of honors students and faculty mentors. Ten awards for best posters and presentations were announced at the Scholastic Honors Convocation on April 13, 2012. Two of these awards were reserved for “people's choice” awards which the Honors Students have decided to discontinue next year. These awards were determined by ballots submitted at the event, which are difficult to monitor and may be skewed by audiences consisting of students from large classes required to attend. All awards are listed in the Appendix G.
Tower Day Evaluations. Exit and online surveys found that 84% would encourage others to present at future Tower Days. Most items on the survey met or exceeded respondents’ expectations, with the exception of the catered lunch buffet. Comments ranged from, “I really enjoyed my first experience at Tower Day, [I] love the range of topics discussed...It’s nice to know what other students on campus are hard at work at” to very constructive suggestions including (1) improving rooms for power point displays, (2) providing additional guidelines and technical support for creating posters and power-point presentations, and (3) providing a better lunch.

Abstract 2012

Undergraduates from all disciplines who have published or presented their work at local, regional or national conferences during the academic year 2011-2012 were invited to submit their work to the annual publication of Abstracts 2012. The Abstracts publications are used to showcase and document the breadth and depth of undergraduate research occurring campus-wide. This year 99 abstracts were submitted from nineteen academic departments. 7 of the abstracts were associated with published manuscripts, 18 were presented at national or state conferences, 15 won awards, 10 were supported by external funds and another 41 were supported by CSU S-RACE Grants.

Momentum

In 2011-12, the Honors Program supported the second publication of Momentum, CSU’s Journal for Undergraduate Research and Critique. The second volume of this peer-reviewed journal, edited by undergraduates and faculty members, contained five articles from computer science, English, history and psychology. Each article accepted for publication is reviewed by a panel of cross-disciplinary undergraduates and faculty members with expertise in the discipline.
Areas for Improvement

The dramatic growth in Honor Program enrollment is exciting, but also presenting challenges. The census for Fall 2012 is projected to reach 184 students or 2.6% of undergraduate enrollment at CSU and if the growth rate over the last two years is sustained, enrollment will exceed 300 by 2015. According to the National Collegiate Honors Council, fully developed honors programs typically represent 3-5% of their institution's undergraduate enrollment. Currently, CSU’s Honors Program falls short of this standard, only representing 2.1% of undergraduate enrollment. We will likely reach this goal by 2015. The growth in enrollment must be accompanied by a growth in funding to maintain program objectives and provide opportunities to CSU’s highest achieving students. In addition, the Honors Program should solidify sources of funding and administrative structures that demonstrate the institutional commitment to recruit and education honors students. Within the program, ongoing assessment practices have also revealed specific strategic improvements that can be addressed in 2012-13. These include appointing an assistant director with a one course teaching load release to improve student advising and programming on both campuses, increasing honors faculty development and experiential learning opportunities, and improving the administrative processes for honors contracts.

Honoris Causa: Advising and Resources for Main and RiverPark Campuses

While average attendance at main campus meetings is strong, RiverPark meeting attendance has been generally weak, and at one point only three students were in attendance. RiverPark meetings have been held in an open student lounge with poor acoustics and are often interrupted by students walking through the area. Overall, students have reported that meetings are valuable but have indicated a desire for increased coordinated service activities and social events. Some concern was expressed that the policy of documenting fifteen service hours did not encourage meaningful, enriching service experiences. In addition, the policy did not account for students who contributed to the campus community as leaders in student organizations.

In response, the program will:

- Hire an assistant director with one course release to advise and support RiverPark activities.
- Locate and establish an alternative meeting location on RiverPark.
- Advise the officers group to appoint strong committee chairs for service and social activities.
- Implement a new policy, approved by the Honors Advisory Board, which will encourage students to undertake meaningful service experiences or assume leadership positions.
Honors Core Courses: Administration, Faculty Development, & Expanded Offerings
The Honors Program needs autonomous control of course capacities and offerings to deliver courses effectively to the students. Feedback from instructors and students indicate that cross-listed courses are less desirable, as are courses offered with high capacities. This was accentuated by COMM 1110H, in which the course capacity was set at 25 by the academic department chair. Students requested the opportunity for additional speech assignments, but because of the capacity, the instructor was unable to provide that experience. Funding a model for reimbursing colleges for reduced-capacity honors sections is needed, but may be challenging due to the 67% increase in core course enrollment we experienced between 2010 and 2011. Additionally, faculty development opportunities must be improved to reduce reliance on lecture-based instructional strategies and encourage innovative teaching.

In response to these areas of improvement, the program will:

- Request funding to allow the honors program to set course capacities.
- Develop a funding model for honors courses in collaboration with academic Deans.
- Discontinue field trips with high per student costs in lieu of more cost effective field trips, unless funds can be supplemented by fundraising by Honoris Causa, students or other sources; funding can be reallocated to enrichment courses and faculty development.
- Offer one faculty development workshop each semester.
- Continue to build on the experience of ENGL 1102H and solicit and attempt to offer courses in Economics and Education that are marketed by instructors of prerequisite courses or learning communities to recruit additional majors in business and education.

Honors Enrichment: Increased Demand for Courses & Completion Rates
Honors enrichment courses are an essential component to meeting the learning outcomes of the program by helping the students develop cultural, historical, and global perspectives. These courses improve the honors program retention by facilitating peer interaction. However, the increased enrollment in HONS 3000 courses has created a higher demand for coordinating and supervising courses. The enrollment for HONS 3000 course has increased by 135% from 2009-10, which has forced creative strategies including the use of “sign-in” type courses in which grades are satisfied by students attending campus events such as films at the Center for International Education. These courses offered alternatives with flexible scheduling for some students, but unfortunately these courses often lead to unsatisfactory grades. For example in fall 2011, 50% of unsatisfactory grades in HONS 3000 courses emanated from such a “sign-in” only course.

In response to these areas of improvement, the program will:

- Identify resources necessary to provide a sufficient number of courses that are not sign-in based.
• Improve student advising, to include a signed statement by all students who enroll acknowledging the times of the course meetings and the commitment to attend required events.

Honors Contracts: Completion Rates, Processing, and Demand on Mentors

Of students who proposed contracts, 29% did not complete their proposed project. One possible issue may be personal time management. Currently, contract proposals are submitted by midterm, and the honors advisory board should consider the advantages and disadvantages in creating an earlier due date and requiring a timeline. In addition to the challenge of poor completion rates, the logistics of contract processing through banner is cumbersome, involving three administrative units: the Provost’s Office for honors course creation; the Honors Office for section creation, and the Registrar’s Office for changing course registration. This process must be streamlined. Finally, a continued increase in Honors Program Enrollment will increase demand on faculty time with regards to the honors contracts, which currently goes uncompensated.

In response to these areas of improvement, the program will:

• Send additional emails to students two weeks prior to the end of the semester to remind them to complete their projects and scanned signed copies of all contracts will be emailed to mentoring professors for their records to improve communication and advising.
• Investigate alternatives to streamline the contract process, especially in anticipation of increased honors enrollment.
• Develop policies with input from department chairs, which can address faculty loads and also consider if upper division interdisciplinary seminars could reduce the amount of contracts necessary for honors students to complete their required hours and to help alleviate the demands on faculty mentors.
Appendices 2011-12

Appendix A: Honors Program Admission Criteria

Entering Freshmen

High school students who are applying for admission to Columbus State University are encouraged to apply for admission to the Honors Program if they have:

- Earned a combined score of 1200 or higher on the SAT Math & SAT Verbal score, with a 550 minimum on both math and verbal subsections, or an ACT composite score of 27.
- Achieved a cumulative high school GPA of 3.5 or higher, based on high school academic courses only. **

CSU & Transfer Student Admissions

In order to qualify for admissions, current CSU students or students transferring to CSU must meet the following criteria for admissions to the Honors Program:

- Earned a cumulative GPA of 3.40 or higher (calculated by academic courses only)
- Completed a minimum of 15 semester hours earned that are applicable to a degree program. **
- Recommended by a university faculty member.

**Students previously enrolled in developmental courses may enter the Honors Program if they have COMPASS scores of 95 in reading, 97 in writing, and 48 in math and are no longer enrolled in developmental courses. Students enrolled in developmental courses or in courses to remediate CPC (College Preparatory Curriculum) deficiencies may not enter the CSU Honors Program. The Honors Program may consider exceptions to the admission criteria in certain cases.
Appendix B: Honors Scholarships Policies & Procedures (Revised January 2012)

Entering Freshmen Scholarships

Honors Scholarships for Entering Freshmen are competitively awarded each year to students who meet the minimum CSU Honors Program admission requirements. The merit based scholarship competition includes a formal application and a campus interview. Funds may be used in addition to other financial aid, including Georgia's Hope scholarship program. Freshmen are eligible for either the $5000 Presidential Honors Scholarship or $2500 Honors Scholarships awarded annually. Both are annual, renewable scholarships and may be renewed for up to four-years if students are active participants in the CSU Honors Program. In addition, students receiving the scholarship are awarded a one-time study abroad scholarship of up to $3,200 that may be used when the scholar reaches their junior year.

Undergraduate Scholarships

Honors Program Scholarships for Undergraduates are also competitively awarded to active honors program students for tuition and academic pursuits during their junior and senior year. Scholarship may be up to $1250 per semester, renewable for four semesters. Full eligibility requirements and criteria are included on the application available here.

Recommended Schedules

Presidential Scholarship Competition, with one Presidential Scholarship of $5000 awarded:
► Application Due Date: January 31
► Notify Interviewees: February 8
► RSVP: February 17
► Interview Day: February 28 (Tuesday before Spring Break)
► Award Letters Mailed: March 2 (Friday before Spring Break) *All others will be wait listed.
► Acceptance Required by: April 1

Full Competition:
► Application Due Date: March 1
► Notify Interviewees: March 16
► RSVP: March 30
► Send Interview Day Schedule: April 16
► Interview Day: April 20
► Award Letters Mailed: April 24 *Letters will include those with one time scholarships
► Acceptance Required by: May 1
Undergraduate Competition:
   ► Application Due Date: April 15
   ► Award Letters Mailed: May 1, but may include a waiting list. Funding will occur after final acceptances received by Entering Freshmen

Awarding Policies

The number of available scholarships will be determined by the endowment budgets provided by the CSU Foundation Office, with all endowment restrictions noted. Based on the total funds available, sufficient funds will be reserved to support at least five scholarship in the full competition and two scholarships for the undergraduate competition held in April. All applications may earn up to 100 points, as determined by the scholarship committee. The awards will be made according to the following:

1) Round 1 – Presidential Competition: Based on the points earned by the applicant, rank all those in presidential scholarship competition. Offer all fully qualified students, if possible, a scholarship after reserving funds as described above. Those not receiving scholarships will be placed on a waiting list. The presidential scholarship is awarded to top ranking student in Round 1. All scholarships offered and not accepted by the deadline will be awarded during Round 2 along with the five scholarships reserved for the full competition.

2) Round 2 – Full Competition: Evaluate all applicants in the full scholarship competition; Award scholarships by:
   i) Add 5 points to scores of all those in Round 1.
   ii) Rank all fully qualified from Round 1 (with 5 points included) and Round 2
   iii) Rank all remaining (with curve included in Round 1 candidates)
   iv) Award remaining scholarship funds for new freshmen according ranking.

3) Round 3 – Undergraduate Competition; Evaluate all applicants in the undergraduate scholarship competition and award the two reserved scholarships to the top two applicants according to rank. As scholarships are declined after Round 2 offers have been made, award additional funds to undergraduates. If there are remaining funds, return to ranked list created during Round 2.
Appendix C: Honors Entering Freshmen Scholarships 2010 to 2012

<table>
<thead>
<tr>
<th>Award Years:</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>Round 1</th>
<th>Round 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>36</td>
<td>63</td>
<td>82</td>
<td>59</td>
<td>23</td>
</tr>
<tr>
<td>Invited Interviews</td>
<td>26</td>
<td>52</td>
<td>65</td>
<td>42</td>
<td>23</td>
</tr>
<tr>
<td>Interviewed</td>
<td>23</td>
<td>44*</td>
<td>58</td>
<td>39</td>
<td>19</td>
</tr>
<tr>
<td>Fully Qualified</td>
<td>13</td>
<td>22</td>
<td>34</td>
<td>28</td>
<td>6</td>
</tr>
<tr>
<td>Scholarships Offered</td>
<td>11</td>
<td>22**</td>
<td>41</td>
<td>27</td>
<td>14</td>
</tr>
<tr>
<td>Scholarships Accepted</td>
<td>10</td>
<td>14</td>
<td>5</td>
<td>5</td>
<td>n/a</td>
</tr>
<tr>
<td>Enrolled in Fall (%Yield)</td>
<td>10 (91%)</td>
<td>11 (50%)</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviewed</td>
<td>17 (74%)</td>
<td>28 (62%)</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Two students unable to interview due to extenuating circumstances; offered scholarships
**Two were asked to choose between Servant Leadership and Honors

<table>
<thead>
<tr>
<th>Department of Major</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology/PreMedicine</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry/PrePharmacy</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Communications</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Earth &amp; Space/Engineering</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Exercise Science</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Nursing</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Theater</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Undeclared</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>22</td>
<td>41</td>
</tr>
</tbody>
</table>

| Residence                    |         |         |         |
| Local                        | 4       | 11      | 18      |
| Non-Local                    | 7       | 11      | 23      |

| Academics                    |         |         |         |
| Average Combined SAT         | 1265    | 1254    | 1236    |
| Average GPA                  | 3.75    | 3.86    | 3.84    |

| Gender                       |         |         |         |
| Female                       | 8       | 13      | 26      |
| Male                         | 3       | 9       | 15      |

| Race/Ethnicity               |         |         |         |
| White                        | 9       | 16      |         |
| Black                        | 1       | 3       |         |
| Asian                        | 0       | 2       |         |
| Multi-Racial                 | 1       | 1       |         |
### Appendix D: Honors Tower Society Study Abroad Awards

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Location</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex</td>
<td>Neena</td>
<td>Belize</td>
<td>1,200.00</td>
</tr>
<tr>
<td>Davis</td>
<td>Mark</td>
<td>Belize</td>
<td>2,833.00</td>
</tr>
<tr>
<td>Earle</td>
<td>Stephanie</td>
<td>Italy</td>
<td>3,200.00</td>
</tr>
<tr>
<td>Gaines</td>
<td>Elizabeth</td>
<td>Italy</td>
<td>3,200.00</td>
</tr>
<tr>
<td>Honea</td>
<td>Allison</td>
<td>Italy</td>
<td>3,200.00</td>
</tr>
<tr>
<td>Husted</td>
<td>Emily</td>
<td>Belize</td>
<td>2,200.00</td>
</tr>
<tr>
<td>Worthy</td>
<td>Sydney</td>
<td>Australia</td>
<td>3,200.00</td>
</tr>
<tr>
<td>Zuiderveen</td>
<td>Caleb</td>
<td>Mexico</td>
<td>3,200.00</td>
</tr>
</tbody>
</table>
Appendix E: Summary of Student Evaluations of Core and Enrichment Courses
### Fall 2011 & Spring 2012 Honors Student Evaluation of Core Courses

<table>
<thead>
<tr>
<th>Please indicate your opinion for each item based on this honors course experience.</th>
<th>Agreed or Strongly Agreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>[The course was challenging but worthwhile]</td>
<td>Not Adjusted: 63%</td>
</tr>
<tr>
<td>[Assignments were engaging and meaningful]</td>
<td>Not Adjusted: 74%</td>
</tr>
<tr>
<td>[Students learned through discourse, rather than lectures]</td>
<td>Not Adjusted: 46%</td>
</tr>
<tr>
<td>[I would recommend this teacher for future honors courses]</td>
<td>Not Adjusted: 71%</td>
</tr>
<tr>
<td>[After completing the course, I have a deeper understanding of the material]</td>
<td>Not Adjusted: 69%</td>
</tr>
</tbody>
</table>

#### This honors course required me to:

<table>
<thead>
<tr>
<th>Item</th>
<th>Not Adjusted</th>
<th>Adjusted</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Engage in academic discourse with other honors students in the classroom]</td>
<td>74%</td>
<td>83%</td>
</tr>
<tr>
<td>[Write critically or persuasively]</td>
<td>69%</td>
<td>77%</td>
</tr>
<tr>
<td>[Present oral critiques or arguments]</td>
<td>51%</td>
<td>57%</td>
</tr>
<tr>
<td>[Extend concepts beyond standard course content]</td>
<td>71%</td>
<td>80%</td>
</tr>
<tr>
<td>[Engage in team projects with other honors students outside the classroom]</td>
<td>34%</td>
<td>33%</td>
</tr>
<tr>
<td>[Conduct independent research or inquiry]</td>
<td>71%</td>
<td>77%</td>
</tr>
<tr>
<td>[Participate in a field experience or activity]</td>
<td>43%</td>
<td>43%</td>
</tr>
</tbody>
</table>

#### The course required me to analyze concepts or connect ideas presented in the class with which of the following: (Check all that apply)

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Not Adjusted</th>
<th>Adjusted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical perspectives</td>
<td>80%</td>
<td>87%</td>
</tr>
<tr>
<td>Cultural perspectives</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>Global perspectives</td>
<td>51%</td>
<td>53%</td>
</tr>
<tr>
<td>Other academic disciplines</td>
<td>26%</td>
<td>30%</td>
</tr>
</tbody>
</table>

### Fall 2011 - Spring 2012 Student Evaluations of Enrichment Courses

<table>
<thead>
<tr>
<th>Item</th>
<th>Affirmative Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would recommend this course be repeated in the future</td>
<td>96%</td>
</tr>
<tr>
<td>Overall, the course worthwhile</td>
<td>96%</td>
</tr>
<tr>
<td>I learned something new, that I wasn’t likely to learn independently</td>
<td>94%</td>
</tr>
<tr>
<td>It allowed me to do something unique</td>
<td>74%</td>
</tr>
<tr>
<td>I was able to meet and work with honors students I didn’t know previously</td>
<td>85%</td>
</tr>
</tbody>
</table>

#### After taking this course, new ideas or concepts introduced for each area:

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Affirmative Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical viewpoints</td>
<td>43%</td>
</tr>
<tr>
<td>Cultural or artistic experiences</td>
<td>72%</td>
</tr>
<tr>
<td>Global perspectives</td>
<td>57%</td>
</tr>
</tbody>
</table>
Appendix F: Honors Completed Contracts 2011-12

Contracts Fall 2011

*Advanced Directing Analysis* in THEA 5281  
Completed by Justin Stevens, mentored by Professor Kate Musgrove

*An analysis of cultural Markers in "Las Companeras"* in SPAN 2001  
Completed by Leiland Arnholt, mentored by Professor Edwardo Leon

*Baroque Performance Study* in MUSA 1311  
Completed by David Gould, mentored by Professor Wendy Warner

*Bulk composition Analysis of Eutaw Formation Sediments* in GEOL 3235  
Completed by Donald Osborne, mentored by Professor Bill Frazier

*Children’s Theatre Tour Journal* in THEA 3305  
Completed by Hannah Carey, mentored by Professor Brenda Ito

*Detecting the effect of caffeine and microwave radiation in cancer cells.* in BIOL 3215K  
Completed by Bolivia A Hurtado De Mendoza, mentored by Professor Monica Frazier

*Diagnostic Assessment in Different Settings* in EDEC 4247  
Completed by Kiera M Cox, mentored by Professor Dee Greer

*Economic Globalization and Its Cultural Implications on the United States* in ECON 3165  
Completed by Mark N Davis, mentored by Professor Andres Jauregui

*Effects of Caffeine Treatments on Apoptosis Rates in Cancer Cells* in BIOL 3215K  
Completed by Martha L Newell, mentored by Professor Monica Frazier

*Effects of Ginkgo Biloba on astrocyte viability (Teamed with Huffman)* in BIOL 5515U  
Completed by Duncan Cantrell, mentored by Professor Katey Hughes

*Exploration of Lymphocytes* in BIOL 3215K  
Completed by Jaci K Carithers, mentored by Professor Monica Frazier

*Further and Complementary Exploration of Required Reading and Writing* in ENGL 3147  
Completed by Morgan K Hughes, mentored by Professor Carmen Skaggs

*History and Development of the Sacbut* in MUSC3228H  
Completed by James English, mentored by Professor Andree Martin

*Invasive Species Inventory at Oxbow Meadows* in BIOL 5535U
Completed by Will J Borin, mentored by Professor Kevin Burgess

Fall 2011 (Continued)

Literature Review for Laboratory Research Project in CHEM 3141
Completed by Samantha Worthy, mentored by Professor Nin Dingra

Mineralogical Composition Analysis of Eutaw Formation Sediments in GEOL 3266
Completed by Donald Osborne, mentored by Professor Clint Barineau

Momentum: CSU’s Journal for Undergraduate Research & Critique in ITDS 2797
Completed by Candice Lawrence, mentored by Professor Eliot Rendleman

Mozart Clarinet Concerto in MUSC 3228
Completed by Manuel Ramos, mentored by Professor Andree Martin

Presentation of novel spectroscopic topics in CHEM 5115U
Completed by Michael J Anderson, mentored by Professor Yousef Ahmadibeni

Presentation of novel spectroscopic topics in CHEM 5115U
Completed by EunHye Cho, mentored by Professor Yousef Ahmadibeni

Research Paper Presentation in MUSE 3221
Completed by Zachary F Bryant, mentored by Professor Michelle DeBruyn

Senior Seminar: Presentation at the Georgia Academy of Sciences in CHEM 4795
Completed by EunHye Cho, mentored by Professor Floyd Jackson

Shakespeare and Interdisciplinary Studies in Secondary English in ENGL 4105
Completed by Elysia J Davis, mentored by Professor Pat McHenry

Simulating Regional Castles in Medieval Spanish Kingdoms in HIST 5525U
Completed by Caleb N Zuiderveen, mentored by Professor Daniel Gullo

Social Psychology in Everyday Television in PSYC 3255
Completed by Lindsay Grant, mentored by Professor Diana Riser

The Historical Development of the Baritone Fach in MUSC 5225U
Completed by Zachary F Bryant, mentored by Professor Earl Coleman

The History of Timpani in MUSC 3228
Completed by Brandon Smith, mentored by Professor Andree Martin

The Importance of Science in the Early Grades of ECE in EDEC 4235
Completed by Kiera M Cox, mentored by Professor Keskin
A Night of Musical Theatre in MUSC4899H
Completed by Lindsay Grant, mentored by Professor Earl Coleman

Advanced Fiction Anthology in ENGL5158U
Completed by Candice Lawrence, mentored by Professor Aaron Sanders

Analyzing Paleorelief and Determining Paleotopography of the Cretaceous Coastal Plain in GEOL1122
Completed by Emily Randall, mentored by Professor David Schwimmer

Bird Watching at Oxbow Meadows in BIOL5525U
Completed by Duncan Cantrell, mentored by Professor Dr. Newbrey

Comparing Nutrition in U.S. and Nigeria and its impact on incidents of rickets, obesity and diabetes in HESC 2125
Completed by Adesikemi Ewedemi, mentored by Professor Pablo Sanchez III

Distribution and Types of Pollen on Bees in BIOL3217H
Completed by Sydney Worthy, mentored by Professor John Barone

Elliott Carter's Eight Pieces for Four Timpani in MUSC3229H
Completed by Brandon Smith, mentored by Professor Andree Martin

Field Guide of Plants in Belize in BIOL5535U
Completed by Emily Husted, mentored by Professor Kevin Burgess

Foreign Economic Issues in ECON 3165H
Completed by Zachary Bryant, mentored by Professor Andres Jauregui

Narrative Essay In Spanish in SPAN 3160H
Completed by Cecilia Felix, mentored by Professor Vivian Bonamy

Plate Loading due to the Southern Oscillation Cycle in GEOL4535
Completed by Matthew Robert Perry, mentored by Professor Clinton Barineau

Researching the Igneous/Metamorphic Rocks of the Indian/Nepalese Himalayan Mountains in GEOL3215
Completed by Emily Randall, mentored by Professor Clinton Barineau

Scrubs: Writing in a Three Act Structure in ENGL3109
Completed by Candice Lawrence, mentored by Professor Aaron Sanders
Survey of Medicinal Plants in Belize in BIOL5535U
Completed by Bolivia Mendoza, mentored by Professor Kevin Burgess

Trend Analysis of Amazon.com in FINC3105H
Completed by Rachael Lambert, mentored by Professor Alan Owen Tidwell

TSYS Database Design in CPSC 3131
Completed by LaQuarius Lesley, mentored by Professor Lei Li
Appendix G: Tower Day Awards

Best Tower Day Presentations

Remote Recognition of Objects Using an Off-the-Shelf Drone
Presenters: Mark Plagge & Lucas Flores, Computer Science

Synthesis and Characterization of Eight Coordinate Europium and Gadlonium Dicarboxylate Complexes
Presenter: Patsy (P. J.) Perry, Chemistry Major

Collaborative Composition Initiative: Perspectives of the Creative Process
Presenter: Ford Fourqurean, Schwob School of Music

RISO Plus
Presenters: Matthew Perry & Katherine Lodder, Earth & Space Science Majors, Niles, MI

Best Wound Care Practices for Chronic Infected Wounds*
Presenters: Kathleen Moore, Ashley Brantley, Angel Bussell, Cierra Coulter, Gabriel Leonidas School of Nursing

*People’s choice award

Best Tower Day Posters

The Progenitor of Type Ia SNR 0519-69.0 Was Either a Persistent Supersoft X-ray Source or Double-Degenerate System
Presenter: Zachary Edwards, Earth & Space Science Major

GUMBOS-Based QCM Sensor for Detection and Molecular Weight Determination of Organic Vapors
Presenter: Michael Anderson, Chemistry Major

Chandra Examination of the Magellanic Cloud SNR DEM L241
Presenters: Matthew Perry, Zachary Edwards, Brandon Furnish, Truman Williams, Earth & Space Science Majors

An Analysis of Caribou (Rangifer tarandus) Habitat on Unimak Island
Presenter: Martha Newell, Biology Major

Easing the Process of Death: Withholding Artificial Nutrition and Hydration at the End of Life*
Presenters: Angela Cruz, Shuntelle Anderson, Kristen Scogin, Kalysha Vazquez, Sarah Wright,

*People’s choice award
### Appendix F: Summary of Student Evaluations of Core & Enrichment Courses

#### Fall 2011 & Spring 2012 Honors Student Evaluation of Core Courses

<table>
<thead>
<tr>
<th>Please indicate your opinion for each item based on this honors course experience.</th>
<th>Agreed or Strongly Agreed</th>
<th>Not Adjusted</th>
<th>Adjusted</th>
</tr>
</thead>
<tbody>
<tr>
<td>[The course was challenging but worthwhile]</td>
<td></td>
<td>63%</td>
<td>70%</td>
</tr>
<tr>
<td>[Assignments were engaging and meaningful]</td>
<td></td>
<td>74%</td>
<td>83%</td>
</tr>
<tr>
<td>[Students learned through discourse, rather than lectures]</td>
<td></td>
<td>46%</td>
<td>53%</td>
</tr>
<tr>
<td>[I would recommend this teacher for future honors courses]</td>
<td></td>
<td>71%</td>
<td>80%</td>
</tr>
<tr>
<td>[After completing the course, I have a deeper understanding of the material]</td>
<td></td>
<td>69%</td>
<td>77%</td>
</tr>
</tbody>
</table>

**This honors course required me to:**

| The course required me to analyze concepts or connect ideas presented in the class with which of the following: (Check all that apply) |
|----------------------------------------------------------------------------------------------------------------------------------|------------------|
| [Engage in academic discourse with other honors students in the classroom]                                                      | 74%              | 83%      |
| [Write critically or persuasively]                                                                                             | 69%              | 77%      |
| [Present oral critiques or arguments]                                                                                          | 51%              | 57%      |
| [Extend concepts beyond standard course content]                                                                             | 71%              | 80%      |
| [Engage in team projects with other honors students outside the classroom]                                                     | 34%              | 33%      |
| [Conduct independent research or inquiry]                                                                                      | 71%              | 77%      |
| [Participate in a field experience or related activity]                                                                     | 43%              | 43%      |

Note: Data was aggregated to see if trends existed, and one course that received very poor reviews was removed in the “Adjusted” data to limit the distraction of the possible outlier. Both are presented to show the effect. Response rate was 20%.