Recruitment and Retention of Students in the Lee Honors College

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Recruitment and Retention of Students in the Lee Honors College
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BACKGROUND
The Academic Affairs Strategic Plan (2009, draft) includes a goal to increase enrollment in the Lee Honors College (LHC) to 10% of the total undergraduate student body. In academic year 2009-2010 LHC students represent 5% of the undergraduate student population at WMU.

Enrollment in the LHC is elective for incoming students with excellent grade-point averages and standardized test scores and also for students with outstanding performance after enrollment at WMU. Over the past several years, approximately 15% of students enrolled in the LHC have withdrawn or opted not to complete the requirements for graduation from the LHC.

The LHC has no plans to modify standards for admission or continuation in order to increase enrollment. The proportion of students in the LHC could be doubled through combined efforts to increase enrollment and improve retention. The LHC has established several initiatives related to recruitment of incoming freshmen and reciprocity for transfer students.

The purposes of this project are to (1) examine the honors programs at other universities, (2) determine the factors that contribute to students’ decisions to enroll in the LHC and to remain enrolled, and (3) develop recommendations toward the goal of increasing the census in the LHC.

METHODS
The LHC conducted surveys of students in 2008 (n=288) and 2009 (n=116). Scaled responses and open-ended comments were combined across the two years. Most respondents (68%) were female with about equal division across years of study at WMU: Freshmen (25%), Sophomores (22%), Juniors (24%), and Seniors (29%).

Participation in the activities related to the objectives of the LHC were generally reported by less than half the respondents, with the exception of community service or volunteer work:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Internship, externship, or independent study</td>
<td>42%</td>
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<tr>
<td>Community service or volunteer work</td>
<td>51%</td>
</tr>
<tr>
<td>Attending community or cultural events</td>
<td>52%</td>
</tr>
<tr>
<td>Work on a research project with a faculty member</td>
<td>23%</td>
</tr>
<tr>
<td>Enrolling in a career plan with a faculty mentor or academic advisor</td>
<td>43%</td>
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<tr>
<td>Study abroad</td>
<td>26%</td>
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Advising was rated as “good” or better by 49% of students.

RESULTS
An on-line survey was conducted in February 2010 with 184 respondents (67% female) with approximately equal representation across years of enrollment. Responses reflected college affiliation (Arts and Sciences 46% of respondents). Nearly half lived in Honors housing (14%) or have in the past (33%). Most students were admitted to the LHC as incoming freshmen (88%).

Recruitment. The LHC was important in a decision to enroll at WMU for 47% of others. Responses are depicted in Figure 4. “the LHC made WMU very competitive when I compared it to attending the University of Michigan or Purdue University.”

Engagement. Very few students report consistent participation in LHC sponsored activities, with the exception of priority registration.

RECOMMENDATIONS
The LHC is achieving many of its stated objectives and has already initiated a number of strategies to meet these suggestions. The recommendations serve as a starting point toward achieving WMU’s strategic goals.

Recruitment. The LHC serves as an important recruiting tool for WMU. The LHC appeals to students seeking academic challenge, quality instruction, smaller classes, and like-minded peers. An invitation to enroll, parent encouragement, and scholarships are influential in students’ decision to enroll. Recruitment materials and presentations should emphasize these strengths. Scholarships and grant awards should increase (Strategy 2.3).

Retention. Most students (76%) report good or very good quality of instruction in honors courses. Availability of courses, particularly at upper-levels is a problem perceived by 69% of students. Only 21% of students report good/very good preparation for thesis/capstone projects. Student engagement in LHC social and supplemental activities is low.

Make the LHC a model for campus-wide strategic initiatives
• Increase students’ exposure to research and awareness of research programs on campus [Strategy (S) 1.2]
• Develop mechanisms for students to connect with capstone mentors. Faculty liaison to the LHC for each department/college (MSU has a ‘Fireside Chat’ at the homes of faculty)
• Increase course offerings in languages [S 1.3]
• Increase course offerings, particularly upper level, goal-directed targets in need areas
• One advisor for “100 LHC students is inadequate to meet the students’ needs, improve advisor:student ratio & cross- train advisors in each college for honors advising [S 1.8]

Next Steps
• Survey those who withdrew from the LHC
• Future surveys of students should include some incentive to respond (e.g., opportunity to win a gift certificate) and use multiple methods to increase response rates (e.g., Facebook).
• Work with Deans, Chairs and Directors, Faculty, and Academic Advisors to (1) develop sample/model programs, (2) target specific majors/areas of student interest, and (3) explore ways to streamline LHC and major/minor requirements.
• Develop incentives for faculty and departments to provide course offerings and individual learning opportunities
• Combine social, nutritional (free food), and learning opportunities in weekly ‘lunch and learn’ meetings (Northern Illinois hosts “Soup Wednesday”)
• Reduce the number of reflection papers for freshmen attending cultural events

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