The Honors Portfolio Project: Communicating Value in Honors

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The Honors Portfolio Project: Communicating Value in Honors

A Lee Honors College Thesis

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General Business & English

April 2004

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Assistant Dean, Lee Honors College

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Aimee Jachym, having been admitted to the Carl and Winifred Lee Honors College in Fall 2000 successfully presented the Lee Honors College Thesis on April 15, 2004.

The title of the paper is:

"The Honors Portfolio Project"

Dr. John Martell, LHC

Dr. Larry ten Harmsel, LHC
Executive Summary

In increasingly competitive job and graduate school markets, establishing a competitive advantage over the pool of other qualified applicants has never been more important. For instance, all candidates nowadays for professional positions are likely to have some form of portfolio detailing their relevant coursework, internships, and job-related skills. This is true for students graduating from professionally oriented programs such as Engineering, Business, and Education across the country. These portfolios detail applicants’ strengths, job related experiences, and technical skills, as described in an earlier section of this paper. Additionally, it is evermore probable that other applicants will have equally strong GPAs and résumé credentials, so graduates must differentiate themselves on the basis of personality, experience, or other factors.

To this end, the honors portfolio is presented as a tool that honors students can use to differentiate themselves in the marketplace. An honors portfolio conceptualizes and communicates the value in obtaining a well-rounded honors education. It contains documents and evidence that support the student’s holistic development through a diverse range of honors experiences. On a functional level, it is a personal marketing tool that can be used as a real source of competitive advantage in the marketplace when presented with already strong professional portfolios and résumés.

The accompanying paper begins by discussing the background for the project by describing what the unique qualities of an honors education are. It then explores the Haworth College of Business portfolio project and discusses the problem of conceptualizing an honors education in this fashion. Next, the paper details a project completed for the National Collegiate Honors Council conference and outlines the basis for the portfolio project. Then the paper
discusses the honors portfolio in detail, describing more deeply the rationale and recommended format. Finally, suggestions and concluding remarks are offered. The paper is followed by my Haworth College of Business electronic portfolio, my example honors portfolio, and relevant appendices.
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Introduction

This project is the result of my experiences as a Lee Honors College (LHC) member at Western Michigan University. The last four years have afforded me the opportunity to pursue an interdisciplinary education by which I have amassed a diverse collection of learning experiences. These pursuits have driven me academically, physically, and civically. I have been able to study a wide range of topics, from the modern day dilemma of cultural diversity in organizations to Dmitri Shostakovich’s dilemma as a genius in Stalinist Russia. Additionally, I have learned the laws and ways of rugby and have experienced the camaraderie of the sport here and abroad. Also, I have upheld my ethical duty as a citizen by serving others, both locally and throughout the United States. It is by this diversity of experience that I have come to understand my world and myself throughout the course of my education.

Conceptualizing my experiences in a way that others can understand has been an issue I have been thinking about throughout the course of my undergraduate career, and as I have thought about this issue, I frequently find myself questioning what it was that made my education different than the average student’s. While I believe there may be a number of qualitative differences and answers, I can best sum up the nature of my education as “honors”. The diversity of experiences, the inquisitive nature of my thinking, and the connections I have made with mentors—these qualities, I would argue, are characteristic of what it means to “achieve an honors education.”

However, I should point out that there is a fundamental difference between “achieving an honors education” and “being an honors student.” While it seems that the LHC is the most likely outlet for obtaining an intellectually diverse education, and thereby achieving an honors education, it is by no means the only outlet. I would also argue that an unfortunately high
proportion of LHC students do not truly “achieve an honors education,” which is a different problem beyond the scope of my thesis.

Throughout this paper I repeatedly differentiate between honors students and others. In these instances, “honors students” refers generally to the types of students who are “achieving honors,” or well-roundedness through their educations, whether they are members of the LHC or not. When I mean to reference the specific pool of students who are members of the Lee Honors College, I will specifically use the phrase “LHC students” or “LHC members.” Additionally, in this paper, the term “honors education” refers to a kind of intellectually diverse liberal arts education and should not necessarily be limited to the educations achieved within the walls of the LHC. Thus the discussion of honors versus non-honors students is not meant to be elitist; it is merely meant to serve as a basis for exploring the qualitative differences between two educational styles.

**Electronic Business Portfolio**

As part of my required Haworth College of Business coursework, I created an electronic portfolio during my sophomore and junior years. It was meant to showcase my knowledge, skills, and attitudes to potential employers. According to the HCoB Portfolio website, “The overall purpose of a portfolio is to work with your resume to convince and persuade people to be interested in you as a potential employee or student… Over time, your portfolio should provide information and demonstrate skills you’ve developed through your course work and experiences in outside activities” (http://www.hcob.wmich.edu/portfolio/introduction.html). The HCoB Portfolio Advisory Team suggests that the portfolio contain the following sections: online
resume, personal philosophy, internships/study abroad experiences, relevant academic projects, and personal interests, family, etc.

The portfolio project was originally a required component of the BBA (undergraduate) curriculum, but the College found that it lacked the resources and support staff required to properly manage it. Thus, the portfolio project is no longer required for graduation from the HCoB BBA program, but it is still a required component of the baccalaureate writing class, BUS 370. According to the chairperson of the HCoB Assessment Committee, the portfolio is now seen as a “self-managed” component of the BBA curriculum, whereby portfolios are not monitored, but students are expected to maintain and add to their electronic portfolios as they progress throughout their collegiate careers. The College still maintains minimum support for the Project, which includes four staff members who regularly advise students about their portfolios.

The original intent of the HCoB portfolio project is outlined in more detail in the official Executive Summary, which is included here for reference.

### Purpose
The purpose of the required portfolio project for undergraduate business students is to foster individual and professional growth. The portfolio will help students develop greater responsibility for their own development through dynamic linkages among college courses, work and internship experiences, individual expectations, academic majors and professional goals. The portfolio is a cumulative project that chronicles important knowledge, skills and attitudes developed throughout the student’s education.

### Audience
The intended audiences for the portfolio include students, faculty, graduate schools, prospective employers, business partners and volunteer and service organizations.

### Link to the BBA Degree
The portfolio supports the Haworth College of Business goal for its undergraduate program: "to deliver the best undergraduate business program in Michigan and surrounding states by the
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year 2006." The electronic portfolio will serve as one means of demonstrating student achievement along the following dimensions: (a) to communicate effectively, (b) to understand and use computer-based information systems; (c) to practice acceptable standards of ethical and professional behavior, and (d) to participate in professional development activities. It is a non-graded requirement for the undergraduate business degree program.

Portfolio Introduction
The concepts and elements for the student’s creation of the electronic portfolio will occur in several courses. The portfolio is briefly introduced to students in BUS 175, Business Enterprise, a freshmen-level general education class. Additional guidelines for developing the portfolio contents will be presented in BIS 142, Informational Writing, a second freshmen-level course. Students also will be instructed in the development of electronic web pages in BIS 102/110, End-User Computing. At the time of application for HCOB admission, transfer students will also be advised of the means to create their portfolio. Additionally, business students with established electronic portfolios will be available for consultation with freshmen and sophomores through a variety of student groups, including HCOB student organizations.

Portfolio Creation and Material
Students are responsible for creating and maintaining their own electronic portfolio. Several required BBA core courses will make specific assignments that involve the student’s electronic portfolio. More importantly, students themselves will determine what material to include or remove as their educational and professional development progresses.

Confidentiality
The college webmaster will install firewalls and other safeguards to ensure basic privacy and protection of portfolio material for students. However, given the open nature of the World Wide Web, information of a personal nature is neither recommended nor required in the portfolio. Each student will determine what parts of the portfolio are made available to external parties through password protection or other security measures.

Formal Portfolio Review
Student portfolios will be reviewed twice. First, each student must present a basic portfolio with specific content for admission to the business curriculum of the college. This first review by faculty and staff usually will occur when the student has accumulated between 30 and 45 credit hours and is applying for admission to the Haworth College of Business. The second formal review by the faculty usually will occur when the student has accumulated between 100 and 115 semester credit hours. This senior-level level review is required prior to graduation from the college.

Required Portfolio Pages for HCoB Admission
During the first formal review, the student’s electronic portfolio must contain the following material: individual web page with educational goal statements, knowledge log related to general academic course knowledge, skill log related to individual skill acquisition, an attitude log with a statement of business philosophy, initial statement of career goals with Bronco Jobs Plus registration, and a home page with an e-mail link.
In sum, the HCoB Electronic portfolio project is geared toward helping students find and prepare for positions in the professional world after graduation. As is evidenced by the College’s Executive Summary, it is very practically oriented, with its main emphasis on students’ knowledge, skills, and attitudes specific to the kinds of employment they are seeking. For instance, the Portfolio Advisory Team suggests that Marketing majors include “Papers showing your ability to analyze market research and develop appropriate marketing and advertising strategies.” Similarly, the Team encourages the display of “projects demonstrating your ability to analyze stock market trends and investment behavior” for Finance majors and “tax return assignments that show your ability to prepare and/or analyze financial documents” for Accountancy majors.

Given these suggestions, it is no surprise that as a General Business major, I had difficulty finding suitable broad-ranging “General Business” kinds of projects to put into my electronic portfolio. As is perhaps true of many honors students, my approach to my education was more interdisciplinary, and even within the professional curriculum of business, I sought to understand a wide range of disciplines. Thus, my coursework for my major included upper level classes in management, marketing, communications, and accountancy. No one project or handful of projects can adequately “sum up” what it is I learned in total about business or the
professional world by taking a diverse selection of classes. Of course, I could have included an example project or paper from every course I took, but it seems to me that the portfolio should highlight your best work, not serve as a receptacle for every paper ever written as an undergraduate.

As I thought about the problem of displaying “my best work” in a portfolio for public consumption, it occurred to me that my best work hasn’t necessarily been represented by papers, projects, and other required coursework. Given the nature of the education I’ve sought, I’ve done my best writing and thinking outside of class, as I’ve explored topics of particular interest more deeply and considered interrelationships across disciplines. A look at my transcript reveals course names like “Joan of Arc,” “Germanic Myth, Hitler, and Wagner,” and “Taoism” mixed with expected doses of “Principles of Microeconomics” and “Organizational Competencies.” To the unknowing business practitioner, this record seems to suggest a lack of seriousness and professional direction because it does not follow semester-to-semester sequentially from Accountancy I to Accountancy II through Advanced Methods in Accountancy. However, as champions of the liberal arts well know, diversity of course selection could, on the other hand, suggest a degree of intellectual curiosity and desire to become a well-rounded individual.

I knew that capturing the essence of the causal relationship between engaging myself in a diversity of experiences and becoming a well-rounded individual would be difficult. Thus, giving into the nature of the business electronic portfolio, I refrained from overtly attempting to establish such connections that drew on this experiential diversity and instead attempted to communicate the value in my education as recommended, through knowledge, skills, and attitudes logs. A hard copy of my HCoB electronic portfolio is included with this thesis as a separate attachment.
Even though my HCoB electronic portfolio didn’t truly reflect my development as a well-rounded individual, I continued thinking about this problem of communicating the “value” of the kind of education I was seeking. I knew that this problem had existed long before my time and had to do with the changing notion that students attend large public universities to receive job training in fields like engineering, education, and business, not necessarily to cultivate their lives in a broad-minded way. However, this problem was not necessarily limited to students in curricula like business; it was expressed by students studying everything from pre-med to pre-law to pre-kindergarten special education.

NCHC Project

I developed a more in-depth understanding of this problem in the spring of 2003, when three other students and I examined the problem of low retention rates within the LHC. We found that LHC students, in a wide variety of curriculums, were having difficulty valuing and finding meaning in their honors experiences. Our study found that many students drop out of the honors college because they “don’t see any point in it,” especially when the benefit of priority registration becomes unnecessary after the first few years and demands on time and stress increase. As our research unfolded, “not seeing a point” came to mean that students did not have an understanding of how an honors education made them “better people.” Just as I had a hard time equating my experiences with professional value for my business portfolio, others were having a hard time equating their honors experiences with personal value. What did “Joan of Arc” have to do with a student who was studying engineering? What did the mathematics of poetry have to do with my development as a well-rounded person? How are Taoism and
organizational behavior related? Having not considered these questions, many honors students we interviewed and surveyed failed to find meaning in their honors educations.

In our November 2003 presentation at the National Collegiate Honors Council (NCHC) Conference in Chicago, IL, we proposed a few solutions to this problem of low perceived value and subsequently low retention rates. One of the solutions we presented was to show students the "bottom line value" in their honors educations by helping them realize the importance of the experience itself, which we argued was the greatest reward of being an honors student. Being exposed to a multitude of opportunities, opposing viewpoints, and diverse course offerings are just a few aspects of the honors experience, which, when accumulated over the course of an entire undergraduate education, add up to a great advantage over the typical student when it comes to experiential, cultural, and intellectual development.

We argued that this qualitative difference in educational style between honors and non-honors is the "point of obtaining an honors education." We said, "Being a multifaceted human being, who has an understanding of a variety of subjects ranging from Investment risk to Indian religion is part of [the] bottom line. It makes you more humane—a more ethical engineer, a more informed teacher, [and] a more compassionate business leader." Would there have been a Challenger explosion, an Enron scandal, or an invasion of Iraq if the executives involved were made to challenge their moral fortitude during their time as undergraduates? The possibility that the answer to this question could be "no" is enough of a moral imperative to pursue experiences that promote well-roundedness and open-mindedness as an undergraduate student. However, these characteristics, as developed through an honors education, can also become tangible advantages in the "real world."
In increasingly competitive job and graduate school markets, establishing a competitive advantage over the pool of other qualified applicants has never been more important. For instance, all candidates nowadays for professional positions are likely to have some form of portfolio detailing their relevant coursework, internships, and job-related skills. This is true for students graduating from professionally oriented programs such as Engineering, Business, and Education across the country. These portfolios detail applicants’ strengths, job related experiences, and technical skills, as described in an earlier section of this paper. Additionally, it is evermore probable that other applicants will have equally strong GPAs and résumé credentials, so graduates must differentiate themselves on the basis of personality, experience, or other factors.

We claimed in our presentation that this could be done, that honors students could differentiate themselves on the basis of their experiences. However, the question of “how” remains. How do you “show value?” How can you conceptualize and communicate the advantages of obtaining an honors education?

Honors Portfolio

As an attempt to answer this question, I propose the honors portfolio Project as a means of conceptualizing and communicating the “value” in honors. As I suggest, the benefit of taking a variety of classes, studying abroad, and pursuing a variety of intellectual challenges is that you can become more aware of the world and its diversity, more communicative, and more conscious, and in turn, these qualities make you better suited to solve problems and make a contribution through leadership in today’s complex world, which Plato argued was the aim of intellectual enlightenment.
Yet, having an intrinsic understanding of the value in honors and demonstrating it to others are two different things. However, the honors portfolio is meant to be a tool that achieves both of these things. Students can use the portfolio project to reflect upon their honors experiences in connection with the broader world, and upon completion, it can serve as tangible evidence of their intellectual development through a wide range of challenges and courses.

For a variety of reasons, such as better access to financial resources, like undergraduate research grants, and more challenging intellectual pursuits, like seminar style learning, it seems that honors students tend to have more diverse collegiate experiences than non-honors students, which include interdisciplinary coursework, foreign study, and service learning. Completing an honors education in addition to a professional curriculum gives graduates a balanced perspective on the world and its complexity and better prepares them for solving problems and considering diverse viewpoints. It has been my experience that the more ways in which a problem is approached, the better it is understood.

For example, as I have attempted to understand the issue of cultural diversity, I have viewed it from business, psychological, historical, anthropological, statistical, and literary perspectives. Each of these disciplines has shed light on the complexity of the issue and has built upon my previous understandings. This method of interdisciplinary learning is a result of the diverse course offerings and opportunities I have been afforded as an honors student. For instance, my course on Germanic Myth, Hitler, and Wagner helped me understand the power that mythology has in shaping human beliefs, and studying abroad in Europe helped me develop a better picture of our diverse Tower of Babel origins. Thus, these honors experiences have greatly contributed to my development as a well-rounded scholar of cultural diversity because I am better able to consider a variety of viewpoints and interdisciplinary solutions.
A WMU honors education, like many liberal arts colleges across the country, prepares graduates for the professional world and graduate studies by fostering "flexible, complex thinking; problem solving; moral consideration; skepticism of faulty arguments; and tolerance for new and complicated ideas. Given the volatile job market and the shifts in careers most people currently experience, those with strong thinking skills are more adaptable, and quicker to catch on to an unfamiliar body of knowledge brought on by new technology, forays into different marketplaces, and career switches" (Hope College, http://www.hope.edu/admissions/academic/liberalarts.html). For these reasons, a well-rounded education, like that provided by the LHC, is becoming "increasingly 'practical' in our global society" (Hope College).

A recent article, "Preparing for Success on the Job," published on FastWeb.com, one of the Internet's largest career and higher education scholarship resources, outlined nine of the most important things college students can do before getting "out into the competitive reality of today's job market":

- Put Forth the Effort
- Specialize and Generalize
- Know a Second Language
- Master Your Native Language
- Keep Up Your Math Skills
- Learn How to Use Computers
- Be Part of a Club or Sport
- Show That You're a Born Leader
- Volunteer

( http://fastweb.monster.com/fastweb/content/focus/story/761.ptml?ID= )

Interestingly enough, most of these suggestions are achieved in whole or in part by completing an honors education, and they serve as an interesting basis for discussing the qualitative
differences between honors and non-honors students when it comes to competing for jobs in the marketplace.

As the article points out, "the difference between an average job candidate and one employers want to hire is the ability to go above and beyond," which is essentially the distinguishing characteristic between honors students and non-honors students. The thesis project is a good example of how honors students "put forth the effort" and "go above and beyond" the typical student. By following the thesis development, for example, from its inception as a class project in the junior year to further research in the summer to its culmination in a final publishable paper in the senior year, an honors student commits to an intense, and sometimes lengthy, process of intellectual inquiry and discovery, which is not typically faced by undergrads. Additionally, faculty mentors encourage and challenge honors students to examine the topic at hand from a variety of angles and levels, which often pushes the quality and scope of the thesis beyond what is normally expected of college seniors.

Another competitive advantage achieved through honors is the degree of knowledge obtained in terms of specificity and generality. This is of interest to employers because in order "to do well in a career, it's important that you learn everything about it," and also that you "take classes outside of your area and read general interest newspapers [because] your outside interests and well-rounded understanding of world events will impress [interviewers] and bring a new perspective to your field." Hence, opportunities to conduct narrowly focused research with honors faculty and take a variety of interdisciplinary courses every semester serve as means of differentiation when it comes to understanding the "real world" in terms of generalities and specifics. This is not to suggest that students who are not members of the LHC cannot achieve the same ends in terms of understanding generalities and specifics; rather, it suggests that LHC
students typically have better access to opportunities that lead to these kinds of discoveries. Perhaps, for this reason, it is fair to say that another fundamental difference between the LHC experience and the typical experience is that within the LHC, students gain more exposure to opportunities, such as seminars, volunteer opportunities, and cultural events, for developing their well-roundedness.

Lastly, “employers like to see people with initiative and motivation,” both of which are typically characteristic of honors students who enjoy volunteer work, take leadership positions on campus, and actively engage themselves in small seminar discussions. These defining characteristics are cultivated by the honors college culture, which promotes a spirit of inquiry across disciplines, age ranges, and cultures. Students are regularly encouraged to meet with full-tenured professors to discuss ideas, debate, and seek advice; they are also challenged and supported by one another in the living-learning residence hall environment, and they, to whatever degree it is possible, are urged to engage themselves civically and globally to gain a better understanding of themselves and their relation to the world. This nurturing culture created within the honors environment is one that naturally seems to breed active and motivated students, which are just a few of the qualities that differentiate honors students from others as they enter the workforce.

Documenting these kinds of characteristics and experiences in an honors portfolio would help honors graduates gain a “real advantage” over others in the marketplace. The portfolio would strengthen their applications by providing evidence and clarity of how the honors experience has made them more prepared for the “real world”.

The honors portfolio can be organized in any number of ways, but it should highlight the student’s development as a well-rounded individual. It can focus on a variety of aspects, from
interdisciplinary coursework to leadership in service to the development of worldviews. While portfolios are sometimes used in schools to document personal growth and reflection, the honors portfolio should be seen more as a piece of evidence showing how the honors experience has enhanced the student’s preparedness for his/her next step after WMU. This is not to suggest that the process should be devoid of introspection, but rather that the final product, the honors portfolio itself, should be targeted for public consumption. It should be seen as a marketing tool, which should augment the student’s professional portfolio and/or CV, and demonstrate how the honors experience has promoted well roundedness, intellectual diversity, etc.

The exact sections contained within the honors portfolio will and should be different for each student depending on his/her interests, experiences, and goals, but in general, the honors portfolio should be divided into sections highlighting the impact that the student’s honors experiences or skills developed have had on various relevant aspects of his/her development. Each section should include a brief explanation of its significance and supporting evidence such as abstracts, pictures, and essays. For instance, a student may wish to include journal entries, pictures, or a summary of his study abroad experience to illustrate how living in a different country helped him understand what it means to embrace cultural diversity. Another student may have been particularly involved in service activities on campus, so she may want to highlight her experiences by drawing out any relevant organizational and leadership skills that she developed, in addition to describing the time commitment involved. A third student may have spent her time as an undergrad taking a variety of classes, which when viewed on her transcript seem random and haphazardly selected. She could use her portfolio as a means of explaining what she has learned about interconnectedness across disciplines and explain how having a broad view better prepares her to solve “real world” problems, which is perhaps the
essence of the portfolio project itself. It is assumed that an honors graduate will have a different résumé than the average graduate, and the honors portfolio is, in a way, a necessary piece, which explains the qualitative advantages of achieving an honors education. In sum, as these specific examples illustrate, the portfolio should focus on communicating honors experiences in a way that relates them to the student’s future goals and the world at large.

The portfolio should be kept to a manageable size so that its purpose as a personal marketing tool is maintained. Thus, lengthy supporting evidence, such as term papers, should be limited to abstracts and summaries only in the honors portfolio, and full-length documents should be kept in a separate appendix binder or folder. In a traditional format, the portfolio is probably best presented in a three-ring binder or presentation folder, but Online and interactive formats would work as well. Ultimately, the student’s style and creativity should dictate the form and medium used.

For sake of example only, I provide a few loose outlines of possible portfolios:

**Portfolio A**
1) Interdisciplinary Studies
2) Research
3) Service
4) Cultural Experiences

**Portfolio B**
1) Intellectual Curiosity
2) Passion
3) Ethical Development
4) Environmental / Community Awareness (Local, Regional, Global)

**Portfolio C**
1) Intellectual Diversity
2) Cultural Diversity
3) Experiential Diversity

**Portfolio D**
1) Overcoming Challenges
2) Interpersonal Growth
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3) Networking & Mentors
4) The Thesis Experience

The honors portfolio should not replace the capstone thesis, but it is likely that the thesis will often be included as a key section in the portfolio due to its significance as a major undertaking. However, while the thesis is generally completed in the student’s area of specialization, the portfolio should encapsulate a wide array of experiences, coursework, and other pieces that contribute to the student’s understanding of how his/her honors education translates into the broader world.

Because the honors portfolio is a personal tool, students should approach it with their own professional goals in mind and tailor it to fit their own experiences and tastes. It should not be viewed as an “assignment” that can be completed by jumping through a series of necessary hoops over a given period of time. However, just as it is wise to practice free throws if you want to improve your free throw percentage or have an internship if you want to gain job experience, it is wise to seek out good honors experiences to enhance your honors portfolio, and, more broadly, your life.

In a way, just as an honors education is a four-(or more)-year process, so too is the honors portfolio project. Students should see the portfolio as an opportunity to evaluate the ways in which their honors experiences translate into “real life” skills, realizations, and encounters. Thus, as learning is a continuous process, students could begin this project as early as their first semester. It could also be completed toward the end of the undergrad experience, as is my case, and serve as a means of reflecting upon the ways in which an honors experience translates into “real life” preparedness.
Regardless of the way in which the portfolio project is undertaken and completed, mentoring and guidance should be available to desiring students throughout the process. Just as it was suggested as a step towards “bridging the gap” in the NCHC presentation, mentoring would provide a way for students to stay informed, focused, and motivated for the duration of the process. Specifically, peer mentoring might give students a forum in which they could share ideas, solve problems, and support the accomplishments of one another as they work to examine interrelationships, build their minds, and create honors portfolios. Many possibilities regarding the implementation of the portfolio project exist, and in its early stages, experimentation with the process is probably just as important as portfolios themselves.

In sum, the honors portfolio is just one more tool to add to the toolbox. In the past, any warm body with a Bachelor’s degree could get a job or get into to grad school, but as times have changed, graduates must become more qualified and creative to ensure their future success. In this way, the honors portfolio gives graduates an edge by translating the honors experience into a tangible source of competitive advantage in the job market.

Reflection

The honors portfolio I completed as an example of what the project could look like is included as a supplementary piece. It contains six sections:

1. Intellectual Curiosity & Challenges
2. Interdisciplinary Coursework
3. Service Learning Should...
4. On Rugby...
5. Study Abroad
6. The Ongoing Living Learning Community

Each section contains an opening explanation and supporting evidence, which is outlined in bullet form at the end of the explanation.
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The portfolio achieves its goal of communicating the “value” in honors by showing how my diverse experiences have made me a more well-rounded individual. For instance, the opening section portrays my young scholarly development and my eagerness to pursue academic interests. This illustration of how I went “above and beyond” supports the notion that honors students are hardworking and energetic.

The portfolio achieves the additional goal of being a personal marketing tool. It is a document that could supplement my résumé and business portfolio in a job interview. I would be able to use it to explain how my well-rounded honors education makes me a better job candidate than the typical business major because, as I note in the second section, I’ve had “an opportunity to examine the world in its true state, as a complex, multifaceted system.” This advantage is communicated throughout the portfolio’s contents.

Despite achieving the primary goals of the project, the portfolio I have included as an example could be improved in a number of ways. As it is, the portfolio is a fairly plain and dry document. It could be enhanced by the use of color, pictures, and other creative flourishes. Additionally, in the age of technology, it seems a bit unnatural for me to submit a paper portfolio, and I think serious consideration should be given to future interactive online formats.

Finally and most importantly, I must strongly recommend that in the future this project be assembled over the span of several weeks or months instead of in the brief time frame I used. I see no problem with completing the project towards the end of the undergraduate experience, but there are serious drawbacks associated with attempting to complete the project under the crunch of time, such as in the final weeks of the semester. I was fortunate to have completed much of the necessary writing and reflection before undertaking the project, but in my experience, it is difficult, at best, to devote the necessary reflective energies to any kind of project if it is
crammed together too quickly. As I noted in an earlier section, this portfolio project should not be viewed as an assignment that can be completed upon jumping through some requisite number of hoops. It must be pursued in the interest of the student, for the betterment of him/herself.

In conclusion, it is my hope that this portfolio project will evolve into something that honors students can use beyond their careers at WMU. By encouraging students to think about their diverse experiences in terms of real value and long-term growth, the project aims to show the outside world, and the students themselves, "the point in honors." If done successfully, on a college-wide scale, I would suspect that retention rates within the honors college would increase as more students began to understand the qualitative value in honors. While the possibility of large-scale change is exciting, I am realistic in knowing that changes, especially internal ones, do not happen quickly. Thus, I present this project plan as a flexible guideline, which, when implemented, should be experimented with, monitored, and changed over time.
Online References

The Haworth College of Business Portfolio Project

- http://www.hcob.wmich.edu/portfolio
- http://www.hcob.wmich.edu/portfolio/introduction.html

"Preparing for Success on the Job"

- http://fastweb.monster.com/fastweb/content/focus/story/761.ptml?ID=

"What is liberal arts education?"

- http://www.hope.edu/admissions/academic/liberalarts.html
My HCoB Electronic Portfolio

Completed Fall 2002 for BUS 370 course requirement under Instructor Ms. Zahida Soomro
Aimee Jachym's Electronic Portfolio

Education
degrees in pursuit, classes I have taken, and examples of my schoolwork

Future Planning
remaining courses to be completed and a look ahead

Résumé
a formal look at my achievements

Honors Thesis
a preview of my capstone undergraduate project to be completed during 2003-2004

Personal Essay
a brief look at my background and interests

Contact me with questions or comments at
a0jachym@wmich.edu
Created by: Aimee J. Jachym
Last updated: October 25, 2002
Education

Degrees in Pursuit
*a description of my dual-degree education in progress*

Completed Courses
*an outline of the classes I have taken*

Schoolwork
*examples of papers and projects I have completed*
Degrees in Pursuit

Expected April 2004

Bachelor of Business Administration in General Business

Upon graduating from the Haworth College of Business, I will be able to understand essential business knowledge, make effective business decisions, communicate effectively, understand and apply global business knowledge and diverse perspectives, demonstrate an understanding of business operations and product and process technology, understand and use computer-based information, systems, and infrastructures, practice acceptable standards of ethical and professional behavior, and participate in professional development activities. (Undergraduate Catalog 2001-2003, 128)

Bachelor of Arts in English with General Mathematics Minor

Upon graduating from the College of Arts and Sciences, I will have had an education in a broad range of subjects covering the liberal arts areas and will have a solid understanding of English literature. In the course of my studies, I will have developed superior reading comprehension and writing skills and will be able to think and analyze critically. In addition, my studies in mathematics will enhance my ability to solve problems and examine situations quantitatively.
Completed Courses

Advanced Placement Credits
Schoolcraft Community College Credits
Fall 2000
Winter 2001
Fall 2001
Winter 2002
Spring/Summer 2002
Fall 2002

(* indicates Honors course)

ADVANCED PLACEMENT (21 credits)

CALCULUS AB transferred as MATH 122 (4)
COMPUTER SCIENCE transferred as CS 111 (4)
ENGLISH LITERATURE transferred as ENG 105 (3)
U.S. HISTORY transferred as (6)
STATISTICS transferred as STAT 160 (4)

SCHOOLCRAFT COMMUNITY COLLEGE CREDITS (3 credits)

PSYCH 201 transferred as PSY 100 (3)

FALL 2000 (17 credits)

BUS 175 Business Enterprise (3)
ECON 201 Principles of Microeconomics (3)
HNRS 290* Film, Fiction, and Moral Issues (3)
MATH 123 Calculus II (4)
PHIL 201* Introduction to Ethics (4)

http://homepages.wmich.edu/~a0jachym/courses.htm

WINTER 2001 (17 credits)

ACTY 210 Principles of Accounting I (3)
Courses

ECON 202  Principles of Macroeconomics (3)
MATH 230  Elementary Linear Algebra (4)
MUS 450*  Music Appreciation : The Symphony (3)
STAT 364  Statistical Methods (4)

FALL 2001 (17 credits)

ACTY 211  Principles of Accounting II (3)
BUS 270  Information and Communication Infrastructure (3)
HNRS 490*  Joan of Arc (3)
MATH 190*  Survey of Math Ideas (4)
MATH 272  Vector / Multivariate Calculus (4)

WINTER 2002 (19 credits)

ACTY 310  Financial Accounting I (3)
ENGL 321  American Literature II (3)
ENGL 410*  Germanic Myth, Wagner, and Hitler (4)
FCL 320  Business Finance (3)
MGMT 250  Organizational Behavior (3)
MKTG 250  Marketing Principles (3)

SPRING / SUMMER 2002 (2 credits)

ED 399  Field Experience (2)

FALL 2002 (19 credits)

BUS 370  Integrated Communication in Business (3)
BUS 375  Production and Service Productivity (3)
ENGL 442  Studies in Drama (4)
FCL 380  Legal Environment (3)
HNRS 490*  Taoism (3)
MGMT 410  Multinational Management (3)

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http://homepages.wmich.edu/~a0jachym/courses.htm

4/22/2004
Schoolwork

These are some examples of research papers and essays I have written.

- **Shostakovich's Fifth Symphony: Dilemma of a Genius in Stalinist Russia**

  *This twenty-nine page paper was selected as a finalist for the national Portz Scholarship in 2001 through the National Collegiate Honors Council. It was presented at the Michigan Academy of Science, Arts, and Letters Annual Meeting at Central Michigan University during the spring of 2002. [read abstract] [download]*

- **The Master and His Misogyny: Richard Wagner as an Antifeminist**

  *This thirty-two page paper was written for my Honors ENGL 410: Germanic Myth, Wagner, & Hitler class and will be presented at the Michigan Academy of Science, Arts, and Letters Annual Meeting at Hope College in the Spring of 2003. [read abstract] [download]*

- **Diversity in Sony Corporation**

  *This essay was part of a longer project investigating the field of organizational behavior within Sony. [download]*

Papers are downloadable in Microsoft Word 2000 format.
Future Planning

Remaining Courses
an outline of the classes I have left to take until graduation

A Look Ahead...
a brief essay on my post-graduate plans
Remaining Courses

Tentative schedule:

Spring* 2003
Summer II* 2003
Fall 2003
Spring* 2004

HONORS THESIS

* In the Fall of 2002, Western Michigan University renamed its semesters from Fall, Winter, Spring, and Summer to Fall, Spring, Summer I, and Summer II.

SPRING* 2003 (17 credits)

ENGL 315  The Bible as Literature (3)
ENGL 320  American Literature I (3)
ENGL 540  Contemporary Literature (3)
GEOS 322  Ocean Systems (3)
HPER 111  Healthy Living (2)
MGMT 353  Organizational Competencies (3)

SUMMER II* 2003 (6 credits)

Will study at The Center for European Studies (CES) at the University of Maastricht in the Netherlands

ECON      The Economics of European Integration (3)
BIS       Intercultural Communication (3)

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FALL 2003 (13 credits)

ECON 410  Labor Economics (3)
ENGL 331  British Literature II (3)
MKTG 475  International Marketing (3)
PHYS 106  Stars and Galaxies (3)

http://homepages.wmich.edu/~a0jachym/coursesleft.htm 4/22/2004
PHYS 110  Stars and Galaxies Lab (1)

SPRING* 2004 (13 credits)

BUS 475  Strategic Business Solutions (3)
ENGL 472  American Dialects (4)
FCL 442  International Finance (3)
CHEM 190  Chemistry in Society (3)

HONORS THESIS

My honors thesis will be completed during my last two semesters. Its working title is *Experiences: Here and There, Abroad and Within*. For more information visit my thesis page.

http://homepages.wmich.edu/~a0jachym/coursesleft.htm 4/22/2004
A Look Ahead...

At the moment, it is unknown where my travels will take me upon graduation from Western Michigan University. I will take my two degrees- a Bachelor of Arts in English and a Bachelor of Business Administration in General Business- and make the most of them. I have considered the possibilities of further study in law school, graduate work in English, and doctoral studies in organizational behavior. In addition I have thought about serving in the Peace Corps and traveling the world before I settle into a career. At the same time, I could very well find a job that suits me well upon graduation and pursue a career in industry or the non-profit sector.

It is likely that I will prepare for and take the LSAT, GMAT, and/or GRE. The scores I receive on these exams will help to narrow the decision making process as I look towards graduate studies. However, I know that test scores are not the end all of my future, and I hope to continue to follow my dreams and aspirations, wherever they may take me. For the time being, I hope to make the most of my undergraduate experience and let my discoveries and passions dictate my future.

You may find me someday working as a professor at a research institution or as an agent with the FBI or as a volunteer in the Peace Corps. But then again who knows... I may just be a forever student.
Aimee J. Jachym

a0jachym@wmich.edu

Education
Community Service, Leadership, & Work Experience
Communication Skills
Computer Skills
Honors & Activities

Education

Western Michigan University, Kalamazoo, MI

- Graduation expected April 2004
- Bachelor of Business Administration in General Business
- Bachelor of Arts in English
- Minor in mathematics
- Medallion Scholar: the university’s most prestigious undergraduate scholarship
- Lee Honors College Member
- Cumulative GPA: 3.78/4.00
- Dean’s List every semester
- Research interests in managing cultural diversity in organizations

Plymouth Canton High School, Canton, MI

- Diploma Awarded, June 2000
- Valedictorian of 600+ graduating class
- Cumulative GPA: 4.21/4.00
- National Honor Society
- Earned 24 credits towards college in the following areas: statistics, calculus, computer programming (C++), English, American History, and psychology.
- Endorsed by the State of Michigan as proficient in English, mathematics, science, and social studies.
- Senior year independent study in Computer Science, worked on a word object using dictionaries as data, looked at a work-shift scheduling problem, tested the statistical software package “FATHOM” for possible use in middle school and high school classrooms.
- Capstone project in English: 25 page term paper on author Jane Austen’s times as reflected in Pride and Prejudice.

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http://homepages.wmich.edu/~a0jachym/resume.htm 4/22/2004
Community Service, Leadership, & Work Experience

Orientation Student Leader, Office of Admissions and Orientation, Western Michigan University, Kalamazoo, MI.

**Summer 2002**
- Participated in a four-week intensive leadership training class
- Facilitated small groups of first-year students
- Led campus tours
- Welcomed over 5000 first-year students and families to the University.

Visual Ensemble Instructor, Kent City High School Marching Band, Kent City, MI.

**2001 - current**
- Teach students proper marching and movement techniques in order to achieve the highest levels of individual and group success as possible.

Co-Site Leader & Team Member, Alternative Winter Experience, Western Michigan University, Kalamazoo, MI.

**2001 - current**
- Organize, plan, and lead a weeklong service trip in December
- Work closely with another co-site leader and eight other people, whom we select, to complete our team

MATH 123: Calculus II Supplemental Instructor, Academic Skills Center, Western Michigan University, Kalamazoo, MI

**2001**
- Attended MATH 123 class to serve as a model student
- Led four weekly review sessions to help other students understand the material
- Prepared lesson plans and handouts for each review session

Webmaster, Kalamazoo Women’s Rugby Football Club, Kalamazoo, MI.

**2000 - current**
- Developed and maintain club website
- Implemented and facilitate mass e-communication info service
- Coordinate Internet-based fundraising projects and advertising

General Store Clerk, Busch's Marketplace, Plymouth, MI.

**1998-2002**
- Experienced in nearly every department and aspect of the retail grocery environment
- Responsibilities included training new associates, transferring inventory, shelving and pricing merchandise, operating a cash register, and maintaining a high level of customer service
- Named the corporate 2000 Best Bagger; placed fifth in the Michigan Best Bagger Contest, representing all Busch's locations.

Communication Skills

- Oral skills developed through work experiences, as a panelist during annual Medallion Scholarship competitions, and via class presentations.
- Written skills best evidenced by undertaking of major projects:
- researched and wrote a thirty-page term paper entitled *Shostakovich's Fifth Symphony: Dilemma of a Genius in Stalinist Russia* in 2001 for submission to the National Collegiate Honors Council and presented it Spring 2002 at the Michigan Academy of Arts and Sciences conference.
- researched and wrote a thirty-five page term paper entitled *The Master and His Misogyny: Richard Wagner as an Antifeminist*, plans for presentation in the works.

**Computer Skills**

- Can operate in both Windows and Macintosh environments
- Programming experience in C++, HTML, and Basic
- Proficient in Microsoft Office applications and Adobe Photoshop

**Honors & Activities**

- 2002: Initiated into Golden Key National Honor Society, Alpha Kappa Mu National Honorary Society, and Omicron Sigma Lambda Orientation Fraternity; Lee Honors College Peer Advisor.
- 2001: National Portz Honors Scholarship Finalist; initiated into the Alpha Lambda Delta National Honorary Society; Lee Honors College Mentor; Detroit Rugby Football Club; intramural indoor soccer.
- 2000: Michigan Merit Award Scholarship; WMU Achievement Scholarship; University of Michigan Regent's Grant; Woman's Club of Plymouth Scholarship - Highest Honors; WMU Women's Rugby Team.
My Honors Thesis

Experiences: Here and There, Abroad and Within*

In the time that I have been a student at WMU, it has become increasingly clear that my education has not been limited to classroom experiences. In fact, I would argue that a majority of my learning has gone on outside of the classroom and largely, outside of academic endeavors. My Honors thesis will culminate in a final project which will draw on a wide range of my undergraduate experiences as an Honors student. It will serve as an example for future Honors students of what an Honors education can entail both in terms of academic and extracurricular work. Experiences tentatively included as pieces in my Honors thesis will be:

- playing rugby at WMU, September 2000 - current

- researching and writing a paper entitled "Shostakovich’s Fifth Symphony: Dilemma of a Genius in Stalinist Russia", Spring 2001

- teaching high school marching band in Kent City, Michigan, Fall 2001 & 2002

- going to Altamont, Tennessee with Alternative Winter Experience, December 2001

- researching and writing a paper entitled "The Master and His Misogyny: Richard Wagner as an antifeminist", Spring 2002

- touring Ireland with the women’s rugby team, May 2002

- working as an Orientation Student Leader, Summer 2002

- working on a project on cross-cultural diversity dimensions in domestic organizations, October 2002 - April 2003

- leading an Alternative Winter Experience service trip to Alamosa, Colorado, December 2002

- studying at the University of Maastricht in The Netherlands, July - August 2003

- life inside the classroom

- life outside the classroom

* working title
Personal Essay

I decided to come to Western Michigan University after a brief college search. I applied to two schools, the University of Michigan - Ann Arbor and WMU. After being accepted to both schools in December of my senior year at Plymouth Canton High School, I weighed my collegiate options. I decided I wanted to immerse myself in an environment where I could be challenged and where I could receive individualized attention. After visiting WMU in February, I realized that my decision was made. WMU’s Haworth College of Business, College of Arts and Sciences, and Lee Honors College, most importantly, were environments in which I could thrive and grow as an undergraduate.

Three years after my decision to come to WMU, I have attained senior status by amassing 96 credit hours between course work here and the AP credits I transferred from high school. It is difficult, at best, to summarize or describe my experiences during my time here, but I hope that my electronic portfolio serves as a glimpse into the life I have led here.

I have strived to immerse myself in quality experiences in and out of the classroom by becoming an active member on campus. I have been involved playing rugby (including a tour to Ireland), volunteering with Alternative Winter Experience, and teaching high school marching band. This past summer I made my ultimate commitment to the University by serving as an Orientation Student Leader. I became intimately familiar with the ins and outs of campus life and the workings of the University, and I was able to give a small piece of myself back to an institution that is responsible for so much of who I have become.

Upon enrolling at WMU, I accepted the Dwight B. Waldo Endowed Medallion Scholarship and agreed to give of myself to this University- an agreement called the Medallion Ethic. The Medallion Scholarship is the highest honor an incoming freshman can receive at WMU, and the University community expects a contribution to be made by each scholar. The contribution I have vowed to make is present throughout my regular activities on campus. I have agreed to give of myself passionately to the activities in which I participate, and as such, I am bettering myself, this University, and the community in which I live. It is this Medallion Ethic that has challenged me to apply for research grants, pursue study abroad experiences, and strive for the highest level of excellence in all places, even on the rugby pitch.
The Honors Portfolio Project

Appendices
List of Appendices:

A. Lee Honors College Questionnaire
B. Questionnaire Summary I
C. Questionnaire Summary II – Open Ended Responses
D. Completed Questionnaires
E. NCHC Presentation Script
F. NCHC Handout
G. NCHC Feedback Form
H. Completed Feedback Forms from LHC Presentation, 10/03
I. Completed Feedback Forms from NCHC Presentation, 11/03
J. Thesis Defense PowerPoint Slides
Contents

• Welcome

• Intellectual Curiosity & Challenges

• Interdisciplinary Coursework

• Service Learning Should...

• On Rugby...

• Study Abroad

• The Ongoing Living Learning Community
Welcome!

The contents of this portfolio are a reflection of my diverse experiences as an undergraduate at Western Michigan University. As a Lee Honors College member, I have been afforded the opportunity to pursue an interdisciplinary education by which I have amassed a wide range of learning experiences. My transcripts render only a partial story of my educational journey as a dual degree student of Business and English. To understand the real value in the kind of education I have obtained, I invite you to peruse the pages that follow...
Looking back on four years of college, it seems that my true undergraduate education didn’t begin until halfway through my first year. At the point in time, I realized that I was longing to break from the typical student routine of food, sleep, and class, and I was interested in finding a new outlet for my energies. I began my search by emailing the LHC Dean in January, and he referred me to my honors seminar professor, the Assistant Dean of the College. While I was informed that while there were a multitude of things that could cure my boredom, what I really should be seeking was an outlet that would provide intellectual development. I was reminded of the fundamental difference between being busy and being engaged. It turns out what I was really seeking was not some form of busy work but an intellectual challenge.

The result of these conversations was that the five-page paper I was writing for my class on music appreciation of the symphony evolved into a thirty-page work on Dmitri Shostakovich’s artistic dilemma as a genius in Stalinist Russia. We submitted the paper to a national honors essay competition, and it received an honorable mention, which was an unusual feat for a freshman paper, I was later informed. The following documents detail the progress of this project from its early beginnings to the final product:

- Email to Dr. Reish, then Dean of the Lee Honors College; January 2001
- Email to Dr. Martell, Assistant Dean of the Lee Honors College; February 2001
- Response email from Dr. Martell; February 2001
- Final paper abstract; June 2001
- Email from Dr. Jerry Reeck, Director of the Honors Program at Kansas State University; August 2001
Dr Reish,

I'm not sure that this matter is appointment worthy, so I will attempt to explain what's going through my mind in regards to my academic life. Any assessments or advice you have to offer would be most appreciative... You said at one of those medallion meetings that we should contact you if we ever needed anything... Something like that- I'm not trying to put words into your mouth... Anyhow, you set the point. I'm writing because I'm bored. I should clarify, I'mored in the classroom. Last year, about this time of year, when I was stuck in the middle of the college decision dilemma, I promised myself, noatter where I ended it up (be it Western, U of M, or a handful of other places), that I would challenge myself, and that I would allow myself to be challenged. Well now that my first semester is in the books, my 4.0 recorded, and the "new to this place" excuse no longer applicable, I find myself reflecting on the things I told myself a year ago.

In being honest with myself, I've come to realize that I didn't get all that I could have academically out of my first semester, but that may have been because I didn't allow myself to be challenged. I thoroughly enjoyed my honors cluster with Dr. artell and Dr. Ellin. My other classes went expectedly well also; those being alc 2, microecon, and business enterprise. I see my schedule as even less demanding this semester, though I am still taking 17 hours and a fewigher level courses. I have macroecon, accounting, linear algebra, statistics, and the honors music appreciation of the symphony course. I don't know how, but I am bored out of my mind. I really don't see myself as in the material that I'm learning. I just sort of do it- work the problems, read the assignments, etc...

So maybe you can see where am going with all of this. I really don't like the kind of student that I see myself becoming. I've found the easy way to do everything: the minimal amounts of studying to grasp concepts, answer questions correctly, and get a's on tests. I don't see myself benefiting from this routine. While I realize that this is my fault, I am having problems motivating myself to work beyond the basics and challenge my understanding of the concepts presented to me.

I also suppose I am having a hard time wrestling with the question of whether or not I came to college to get a job or an education, which would in turn give me a job. The way things are going for me right now, the answer, by my actions, seems to be that I came to get a job. I'm taking all of my requisite business classes and all of my math-stat classes. The plan right now is to get a BA in statistics or to get a double major with a bba in cis and a degree in stat. Both of these subjects, stat and business, interest me, and I think I might be able to find a good career in one or both of those either in years or after grad school. The question is that I don't know if I am earning all that I can here by taking only these kinds of classes. I'm not sure that I feel intellectually accomplished when I calculate a z-score or integrate an indefinite integral.

As you can see by my randomness and rambling, I don't really know what I want, or maybe I don't really even know what I'm trying to say. All I know is that I'm not doing the things that I said I would do with my time here. I'm not getting everything that can out of my scholarship or my time here, either because I am not allowing myself to be driven, or because I am not looking for challenges and guidance in the right places. It is my hope that as time goes on this semester and during my years here at Western, I will become truly engaged in my subjectatter, and from that I will be able to take away the education that I came to receive.

If it is possible, after reading all of this, to offer me any sort of insight or to point me in the right direction, I'd be most appreciative. Sometimes I need a kick in the butt or a beating to realize, go out, do all that I am capable of. Thanks for your time.

---------------------------------BR>Aimee J. Jachym

kwrfc@hotmail.com

6-1153<=DIV>

4/14/2004
An Honors Portfolio

Aimee J. Jachym

Western Michigan University
Bachelor of Business Administration in General Business
Bachelor of Arts in English
April 2004
Dr. Martell,

I was pointed in your direction by Dr. Reish, who told me that you might have some opportunities for me with which I might challenge myself and take an active interest in my education. I expressed to Dr. Reish a concern that I was spending much of this semester bored in class and without many challenges in or out of the classroom. As we learned through works read in your class last semester, boredom is often a bad thing... I find myself lacking the stimulation that I had last semester while I was actively engaged in my honors cluster with you and Dr. Ellin. I've reached the point in my curricula, business and statistics, where I find myself taking basic and intro classes. I'm fortunate in that I have usually found this type of schoolwork easy and relatively painless. Even though I am engaged in 17 hours of classroom credit, I find myself doing half to a quarter of that amount of study... I made a conscious decision last year, even before I knew I was coming to Western, in promising myself that I would engage myself in studies, challenge myself in and out of the classroom, and seek the highest quality of education afforded to me. A year later, I find myself not doing these things and am thus disturbed by my own action and inaction. Dr. Reish suggested that you might have some opportunities for me in which I might employ some of my talents and fill some of my time with meaningful and/or productive activity... Please let me know if any opportunities arise.

My other reason for writing is to ask your permission for the use of your name as a reference for a few positions that I am looking into for the summer months. I'm thinking of applying for an internship with Ford Motor in the statistics department or an internship with D&W or Busch's (Ann Arbor) in food marketing. I thought I might take the summer to spend a little time thinking about what I'm really interested in and what kind of paths are available to me. An internship in one of these areas might help to narrow (or broaden) my choices.

As always, thank you for your time. I'm looking forward to seeing you this Saturday and next at the Medallion competitions.

Aimee J. Jachym
2000 Medallion Scholar
kwrfc@hotmail.com
6-1153
Hi Aimee,

Very pleased to hear from you. About the second point, first. Yes. Please use me as a reference. I would be happy to support you in getting summer internships or other positions.

Now, the main issue. I am not surprised that you are not as challenged as you might be. I thought even in class that you wanted to be challenged to think and examine issues that would be stimulating. Actually, I was somewhat surprised to find you in business. You impressed me as someone who would go to medical school and join Doctors Without Borders and travel to interesting places around the world.

I would like to have you come in and talk to me about your background and interests. Then we can think through some possibilities. Are you doing any research papers at the moment? Do you have something from last semester that you would like to develop? I am thinking of the National Honors College Portz Grant contest. We have only had one winner. Last year. He was a student of mine. I think with the right subject and some energy you might win it—if not this year, perhaps in a year or two.

Come in and see me Aimee and we can talk it all over.

Best,
JM

Dr. John Martell
Assistant Dean
Lee Honors College
Western Michigan University
Kalamazoo, MI 49008
Phone: 616.387.3235
Fax: 616.387.3903

>>> Aimee Jachym <kwrfc@hotmail.com> 02/08/01 03:10PM >>>
Dr. Martell,
I was pointed in your direction by Dr. Reish, who told me that you might have some opportunities for me with which I might challenge myself and take an active interest in my education. I expressed to Dr. Reish a concern that I was spending much of this semester bored in class and without
many challenges in or out of the classroom. As we learned through works read in your class last semester, boredom is often a bad thing... I find myself lacking the stimulation that I had last semester while I was actively engaged in my honors cluster with you and Dr. Ellin. I've reached the point in my curricula, business and statistics, where I find myself taking basic and intro classes. I'm fortunate in that I have usually found this type of schoolwork easy and relatively painless. Even though I am engaged in 17 hours of classroom credit, I find myself doing half to a quarter of that amount of study... I made a conscious decision last year, even before I knew I was coming to Western, in promising myself that I would engage myself in studies, challenge myself in and out of the classroom, and seek the highest quality of education afforded to me. A year later, I find myself not doing these things and am thus disturbed by my own action and inaction. Dr. Reish suggested that you might have some opportunities for me in which I might employ some of my talents and fill some of my time with meaningful and/or productive activity... Please let me know if any opportunities arise.

My other reason for writing is to ask your permission for the use of your name as a reference for a few positions that I am looking into for the summer months. I'm thinking of applying for an internship with Ford Motor in the statistics department or an internship with D&W or Busch's (Ann Arbor) in food marketing. I thought I might take the summer to spend a little time thinking about what I'm really interested in and what kind of paths are available to me. An internship in one of these areas might help to narrow (or broaden) my choices.

As always, thank you for your time. I'm looking forward to seeing
you this
Saturday and next at the Medallion competitions.

-------------------
Aimee J. Jachym
2000 Medallion Scholar
kwrfc@hotmail.com
6-1153

Get your FREE download of MSN Explorer at http://explorer.msn.com
During the Great Terror, no one was safe from Stalin’s purges, and a general sense of fear was felt by the entire nation. This is the world in which Dmitri Shostakovich lived and in which he was expected to compose music. After the success of *Lady Macbeth* an article appeared in *Pravda* denouncing the opera and the artist. From that point forth, Shostakovich’s life was in great danger, and he knew it. He was in dire need of the full rehabilitation of his status. In order to do this, Shostakovich had to prove to the Party that his music had changed to conform to Socialist Realism, the only acceptable art form. The answer to this dilemma was his Fifth Symphony. The officials eventually embraced his work as an exemplary socialist realist work. But others did not. Friends and some other critics of Shostakovich heard dissidence in the work, but this was not openly discussed because of the fear of being caught and punished. It was not until 1979, when Solomon Volkov published *Testimony* that new information on Shostakovich came pouring out of Russia. Volkov’s work was, and remains, highly controversial, but it makes the argument that Shostakovich was a dissident, not a conformist. Before then, published critics commonly believed that Shostakovich was a loyal communist supporter. Whatever the case may be, Shostakovich’s Fifth Symphony was an important work for the development and continuation of his career. The debate for Shostakovich as a communist supporter or dissident can be examined in terms of specific and political contexts, musical form, and contemporaneous and modern reactions from critics and scholars. It is an intensely fought debate, which has been raging for over 20 years, and still no decisive conclusion has been reached.
Dear Aimee:

My name is Jerry Reeck, and I run the Honors Program in the College of Arts and Sciences at Kansas State University.

I serve on the Portz Committee for NCHC. With Dr. O'Donnell's approval and encouragement, I'm writing to congratulate you on your extraordinary essay on Shostakovich. It was a fine piece of work and quite remarkable given that you wrote it in your freshman year. You might wonder why you didn't win a Portz award, and that's because we had ten marvelous finalists and not all could win!

I'm writing to encourage you to rework your essay and submit again for the Portz competition. Most submissions come from seniors who, obviously, can't resubmit. You're in an enviable situation in that you can -- if, of course, your institution chooses your essay again next year (or the year after -- or the year after!!).

Although I'm a biochemist, I'm also very much interested in and involved in music. I would be more than happy to provide you with some suggestions or feedback on your essay if you wanted that. Just let me know.

Sincerely yours,

Gerald Reeck
Associate Dean
Director, Honors Program
Professor of Biochemistry
Interdisciplinary coursework involves the study of a particular subject from a variety of angles and disciplines. For instance, in my MATH 190: Survey of Mathematical Ideas honors seminar, we studied mathematics using a wide range of topics including poetry, paintings, and sports. Each one of these topics shed new light on certain mathematical concepts such as patterns, set theory, and graph theory. A variety of approaches to a single topic can enhance the learning experience and make the subject at hand understood from a 360-degree vantage point.

Whether by establishing connections between figures and themes throughout history or by viewing business through the lens of Eastern philosophy, interdisciplinary pursuits have challenged me to think about the world’s complexity and interconnectedness. Often times when subjects are viewed independently, they become oversimplified and lose their greater value. Mathematics is a good example. Calculus by itself is fairly meaningless, save the philosophical perspective; however, as engineering and the modern sciences have shown, the practical applications of calculus are boundless. Interdisciplinary studies have given me an opportunity to examine the world in its true state, as a complex, multifaceted system. The enclosed documents are products of the interdisciplinary education I have sought:

- “Taoist Ideas in Today’s Corporate World” paper abstract, for Honors 490 Seminar on Taoism; December 2002
- “The Master and His Misogyny: Richard Wagner as an antifeminist” paper abstract, for ENGL 410: Germanic Myth, Wagner, and Hitler; June 2002
In September 2001, Professor A.T. White’s honors Math 190 course, entitled “Survey of Mathematical Ideas,” began with an assignment in which students were to write a paragraph describing a favorite intellectual act and to give an opinion about whether the activity was a process of discovery or invention. During a later class period, the assignment was discussed, and some of the class made the case for discovery and others for invention. Surely there is no universally correct answer, so it was no surprise that the class did not come to a consensus. Likewise, mathematicians do not agree on the subject. For instance, some think Newton invented calculus; others say he discovered it. Did calculus always exist, and was Newton merely the first to uncover it? Or, did Newton think up a brand new idea, thus inventing what we know as calculus? George Polya offers the following:

A great problem means a great discovery, but there is a grain of discovery in the solution of any problem. Your problem may be modest, but if it challenges your curiosity and brings into play your inventive faculties, and if you solve it by your own means, you may experience the tension and enjoy the triumph of discovery (qtd. in White Coursepack c)

Polya makes the case for discovery in mathematics, but he also mentions certain “inventive faculties,” suggesting a combination of both discovery and invention. Artists share the debate on invention versus discovery. Did Michelangelo invent or discover his famous David statue? His own opinion was that the work was an act of discovery, and he was merely using tools to carve out something that was already there. Others find this idea preposterous—claiming that artwork is invented from within (White lecture).

Some twentieth-century artists would agree with Michelangelo.
Excerpts from "Mathematics and John Cage's Work in the American Experimental Musical Tradition"

In general, experimental artists initiate processes because they are interested in results as 'discoveries.' They approach the making of art as an experiment that begins with a problem that is eventually resolved; hence their labeling as 'experimental.' The emphasis is on an open-ended approach, where the artist does not proceed with a set goal in mind (Shultis xvii).

The term experimental, as applied to art, developed out of the nineteenth and twentieth centuries when some artists tried to place more emphasis on the process of doing art than on the end result. Experimental artists existed in all areas of art but primarily in music and literature...

Experimental music is vastly different from the traditional classical style of music familiar to many listeners. Experimental music is less melodic, making it more abstract in nature... One such example of an artist in this genre is John Cage, an American composer who lived from 1912 until 1992... He used his works of music to experiment with the ideas of musical time and continuity. Whether he knew it or not, Cage employed highly mathematical ideas in his music, which can be examined to provide insight on some of the connections between experimental music and mathematics.

Cage was best known for his piano composition 4’33”, in which a pianist is instructed to "play" by counting precisely four minutes and 33 seconds of musical rests. In keeping with the experimental nature of his genre, Cage was concerned with the process of composition and performance in his discoveries (or inventions, depending on how his work is interpreted). He focused on "following a method of observation without intentionally drawing conclusions" (Shultis 5), which at times, makes his work seem more scientific than musical. The purpose of 4’33” was to force the listener to pay attention to the silence, or lack thereof, and make observations for his self or her self. Cage’s “experiments [music] do not require human imposition; they simply require observation” (Ibid. 29). Often times in non-experimental music, the listener is not forced to listen critically, because the notes and melodies are presented in an all
too clean and obvious fashion; the listener does not have to listen independently, making it a
very passive activity. Cage’s work forced audiences to become active listeners.

This idea relates to mathematics in that it, too, is very active- as it is very difficult to learn
and/or appreciate mathematics passively. “As in athletics, music, art, and writing, the student
learns by doing [mathematics] rather than by watching” (Rahn). For this reason, courses such as
MATH 190 focus “on the active participation of students in discovering and communicating
mathematical ideas” (White Coursepack a).

John Cage employed several fundamental mathematical ideas and concepts in his musical
compositions. The following provides a sampling: “For Cage, parameters other than pitch have
to be considered, and ‘each aspect of sound…is to be seen as a continuum’; therefore…pitches
[should] be represented ‘by points in a multidimensional space’” (Kostelanetz Writings 109).
The ideas of “parameters,” “continuum,” “points,” and “multidimensional space” are all
mathematical concepts. The most interesting of these ideas, when it comes to describing music,
is multidimensional space. How can music, which is essentially sound, exist in multiple
dimensions? Would it be possible to model music in four-space, if such a thing existed?

Cage’s model of harmony, that is of pitches as “points in a multidimensional space,” has
led to “the conquest of the ‘horizontal’ dimension of melody” (Kostelanetz Writings 109),
meaning that musical notes are not seen merely as one successive point after another lined up on
a piece of manuscript paper. Cage “blurs the order of succession of musical events,” and in
doing so, he gets “rid of the spatial-visual measuring device of the horizontal line” (Ibid. 110).
“One may find…expressed as if in a nutshell, the essence of Cage’s doctrine of de-linearized
continuity in the well-known formula ‘interpenetration without obstruction’” (Ibid., 111). This
phrase “interpenetration without obstruction”, which describes Cage’s idea of vertical musical time, also seems to describe a mathematical object: the Klein Bottle.

A Klein Bottle is a representation of a möbius strip in three dimensions. While a two-dimensional möbius strip requires three dimensions to be depicted, a true Klein Bottle, similarly, would require four dimensions to be depicted accurately. However, the universe, as we know it, has only three dimensions with which to work. What the Klein Bottle tries to depict in three-space is precisely that interpenetration of the surface trying to pass through itself without a hole, without obstructing itself anywhere else, which is only possible in four-space. Somehow, though, in a three-dimensional world, Cage manages to compose music by arranging notes in a fashion that achieves his requirement of “interpenetration without obstruction”. If Cage’s music were to be modeled by any mathematical object, one might choose the Klein Bottle to show the relationships between notes and their relationships with space, time, and other parameters...

In conclusion, the case for acts of discovery can be made in mathematics and John Cage’s experimental music, and in serious inquiry, interesting connections can be made between the two subjects. Both Cage’s music and mathematics require active participation and self-discovery from their audiences. John Cage employed highly mathematical ideas, presumably with a degree of awareness, in his compositions and furthered the space-time debate within music by developing the idea of vertical time through the de-linearization his melodies...

It is also interesting to note that Schoenberg, a contemporary of Cage, adds fuel to the unsettled debate over discovery or invention. He describes Cage: “He’s not a composer, he’s an inventor – of genius” (Griffiths 108). While it seems that composing experimental music would be largely an act of discovery, (since experiments generally lead to discoveries as in science) there is a large amount of truth in Schoenberg’s statement.
Works Cited


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In today's society of home remedies, new age cures, and the search for anything to make life a little easier to live, it seems that Taoism has become a free marketplace template. A google.com search for "Tao of" (in quotes) produces 117,000 results, many of which are pages linking to subjects that have absolutely nothing to do with Taoism. Due to the popularity and accessibility of the *Tao Te Ching*, Taoism's foundational work, Taoism, as both practice and philosophy, has been related to almost any imaginable subject encompassing titles such as *The Tao of Physics* and *The Tao of Pooh*. The attraction to Taoism seems to be grounded in its inherent simplicity and tranquility—qualities which appeal to a wide variety of subjects and disciplines.

The purpose of this paper is to create a new assessment of Taoism cast under the light of the corporate business world. Of all of the disciplines to embrace Taoism as a metaphor, the business world has certainly been one of the biggest. Without the intention of subscribing to the cliché romantic picture of Taoism, this issue will be investigated by using a variety of sources on both Taoism and organizations. The goal is to assess the usefulness of Taoism as a business practice by looking at how its thought has been manifested by leaders and their organizations today. Core Taoist ideas such as balance, interconnectedness, and *wu-wei* (nothingness) will be examined.
So much attention has been placed on Richard Wagner's anti-Semitism and the influence he had on Hitler and the Third Reich that little notice has been given to his other more latent, conservative, extremist ideas. One such viewpoint was his misogynistic outlook on life, which he shared with many of his contemporaries. This disdain of women is often overlooked when the numerous relationships he had are studied. Wagner was creating his operas during the 19th century- a time of the rising middle classes in Europe, as political, economic, and social changes took place. During this era, antifeminism was a common sentiment; it was even held by prominent thinkers such as Arthur Schopenhauer and Friedrich Nietzsche.

Studying the women in Wagner’s life should shed light on the company with which Wagner lived, and help to explain the types of women who fascinated, repulsed, and frightened him. Wagner used these women, or his concept of them, to illustrate his Weltanshauung, philosophy of life, through his music.

Wagner’s illustrations of female characters in his operas support the position that he was antifeminist. Wagner saw women as objects with which he could create his Gesamtkunstwerk, his total artwork of the future. They were merely a means to his creative end. With this in mind, the real thesis in this paper is that there can be little doubt that the women portrayed in Wagner’s works were heavily influenced by the women in his life. In the spirit of scholarly investigation, four of his most significant works: Der Fliegende Holländer, Lohengrin, Parsifal, and Der Ring des Nibelungen will be examined alongside three of the most prominent, influential, and exploited women in his life: Minna Wagner, Mathilde Wesendonck, and Cosima Wagner in order to discuss the misogynistic tendencies of Richard Wagner.
Excerpts from Orientation Student Leader Application

2) **Explain why you want to be an Orientation Student Leader, and discuss the qualities that you possess that would make you a successful Orientation Student Leader.**

...One reason is for the opportunity to help and serve others. I believe that Orientation greatly eases the transition between high school and college for freshmen, and I would like to think that I could help make a great start for new students. I like to be influential in the lives of others, and I like to think that the work that I might do today or tomorrow will benefit someone else in the long run...

I strongly value and enjoy meeting new people and developing lasting relationships. Being an OSL would be an opportunity to meet a large portion of the incoming freshman class, as well as numerous other people, which might lead to the development of lasting relationships, the degree of which I can't quite even imagine at present. In my year and a half here at WMU, I have been nothing but impressed with a vast majority of the individuals I have come into contact with, both staff and students. The opportunity to meet and work closely with so many incredible peers and faculty members excites me.

Another reason the position appeals to me is that I am a challenge-seeker. I like to partake in activities that challenge and push me to develop physically (rugby, soccer), emotionally (AWE, community service), and intellectually (taking Honors classes, working for the Academic Skills Center). I believe that being an OSL would challenge me in all of these ways- physically, emotionally, and intellectually. As I understand, an OSL is often immersed in long days, lots of walking, problem solving, meeting new people, and extensive interaction. All of these things would lead me to develop physically, emotionally, and intellectually.

A last key reason why I would like to be an OSL is due to a promise I made to myself and this university at the end of my senior year in high school, when I accepted the Dwight B. Waldo Endowed Medallion Scholarship. The promise I made was that I would challenge myself in the three ways stated above and that I would do things in which I could passionately give to myself, to the university, and to the people who have made a great financial investment in my education. Formally, you might call this idea the Medallion Ethic. The Medallion Ethic has inspired me to pursue great experiences in the classroom, on the rugby pitch, and in the community. I believe it is this same Medallion Ethic that inspires my desire to be an OSL.

Life and classroom experiences have led me to develop several skills, which I think might be beneficial in becoming a successful OSL. My business classes have taught me that communication skills, problem solving skills, leadership skills, and teamwork are the necessary tools for success as we continue into the 21st century. I have been able to develop and implement these tools in a learning environment in the forms of group projects, presentations, and special tasks. In the real world, I have experienced these tools in action as captain of soccer and rugby teams, as an instructor in the high school and college settings, and as a team member in various work settings.

Aimee Jachym 2002 Orientation Student Leader Application
4) **Describe your most recent leadership experience... at WMU...**

My most recent leadership experience was last semester when I served as a Supplemental Instructor for Calculus II. My primary responsibilities were to attend a section of MATH 123 regularly and to hold four weekly review sessions. In the section of class that I sat in on, I was a silent leader, serving as a model for other students. Having already taken MATH 123 and having passed it successfully, I was able to attend class already understanding the material. While sitting in on the lectures, I actively paid attention and took notes, thus modeling the formula for successful student performance. The position that I was involved in was different from that of a graduate assistant in that I was not involved in any part of the grading process for the course. Because of this, I was able to focus entirely on the students’ needs and their ability to grasp the material.

The work I did in the classroom during my four weekly sessions shows some of my best leadership characteristics. Unlike many college classroom environments, I led my review sessions in a non-lecture based format. It wasn’t my goal to be a dictator or a head boss in class as much as it was to be an encourager and supporter of each student. The focus of each session was the student and his or her individual need, not as a mass numbering of people. I liked to lead discussions and raise questions that led to the student’s grasping of the material on their own. In mathematics, it wasn’t enough to memorize a formula; true understanding was required. I learned that by empowering students to seek out answers to their own questions and to develop habits that enabled this, individuals were able to achieve success. If students were able to think and analyze independently, they were likely develop a deeper understanding of the material. The Greek philosopher Socrates said, “I cannot teach anybody anything, I can only make them think,” and I think that statement is highly relevant to the way I led in the classroom.

5) **What are your plans after graduation, and how will being involved in **

**Orientation assist you in those plans?**

My plans after graduation are to make use of one or more of my majors and/or minors in a work related or academic setting. As you can see by the previous sentence, after a year and a half of undergraduate study, I have no plans, specifically...

Regardless of where academics and jobs take me, it is my definite plan to remain grounded in people. Contrary to what my business curriculum has taught me, I believe that the end result and the end goal is not money. While we are a capitalistic society based on money, I truly believe that the goal is people- making a difference in the lives of people. I believe that serving people and working with others are among the noblest and purest goals that one can strive to attain. I’ve always found the work done in helping other people extremely rewarding, whether it was a local service project or a church mission trip to West Virginia to repair damaged homes. I believe that service is just as beneficial for me, if not more so, as it is for the people who I help. Being an OSL would be an opportunity for me to serve the university and the incoming freshman class, and in turn it would be an opportunity to grow and reflect as an individual.

Aimee Jachym 2002 Orientation Student Leader Application
Service Learning Should...

be rewarding for the participants and allow them to grow and reflect. It should be a goal to take advantage of the unique situation that each team is placed in within the realm of humanity and to truly savor the aesthetic experience that emerges when you set everything aside and help others. Those involved with the program should come away from it with a deeper understanding of people in general and also of some other issue, whether it is poverty, health care, or world peace.

~ my thoughts on Alternative Winter Experience’s program goals, September 2001

Service learning is an educational process in which students make active contributions within their communities while gaining new insights about themselves and the world in which they live. Within the LHC, formal service learning opportunities are made available as component parts of certain clusters. However, many students find informal ways of engaging themselves in service learning. I have been fortunate to have had access to many such opportunities including participating in Alternative Winter Experience trips in 2001 and 2002, serving the university’s Orientation program in 2002, and volunteering for PeaceJam with Nobel Laureate Jody Williams in 2004. These experiences allowed me to enhance my leadership and communication skills while simultaneously giving me a chance to learn more about the world and its diversity experientially. The reflection I was able to do before, during, and after these service learning experiences has been a key part of my development as a well-rounded human being, and selections from these reflections are included in the following pages:

• Excerpts from my Orientation Student Leader Application; February 2002
• Excerpts from my Alternative Winter Experience Site Leader Application; March 2002
• Excerpt from a “pep talk” I wrote and presented to the Orientation Staff when tensions were running high; June 2002
• Follow-up email I sent to my PeaceJam group after the two-day conference; April 2004
1. What do you believe to be the purpose of Alternative Winter Experience?

I think the primary purpose of Alternative Winter Experience is pretty obvious: to help and serve people in need. In addition to this, I think that Alternative Winter Experience serves the purpose of fulfilling an intangible need for its participants. Individuals need to grow emotionally and intellectually and reflect on this growth. Alternative Winter Experience allows for this to happen. AWE also allows teams to take advantage of the unique situation they are placed in within the realm of humanity and to truly savor the aesthetic experience that emerges when you set everything aside and help others. Those involved with the program should come away from it with a deeper understanding of people in general and also of some other issue, whether it is poverty, health care, or world peace. Lastly I think it’s important that Alternative Winter Experience should serve as a fun outlet in which WMU students can get to know other WMU students and people from around the country.

2. What do you see as the role of an AWE Site Leader before, during, and after the AWE trip?

Well before the trip, the Site Leader serves as an aide to the AWE co-chairs in preparation for the recruitment and application process. Then I believe Site Leaders serve their most important role when the groups are first formed. Group members look to the Site Leaders as a source of organization, leadership, and trust. Site Leaders “get the ball rolling” by facilitating introductions and helping to ease everyone into the group formation process. At the same time, Site Leaders serve a dual role as participants. They, too, are actively involved in the group formation process as participants, not just as leaders. As the group formation process continues, Site Leaders begin to empower group members to develop their own leadership and organizational skills by encouraging one-on-ones and active participation. These things, in turn, lead to a trust developed among the group as a whole, leading to cohesiveness and involvement from everyone. Of course, before, during, and after the trip, Site Leaders serve as a primary source of information and are actively involved in the problem solving process when incidents do occur.
During the trip, Site Leaders continue to serve as problem solvers and leaders when issues arise either as navigators, interpreters, or mechanics. Primarily though, Site Leaders become model participants, sharing the conversations, laughs, and, maybe even, tears with their team. They should strive to do their best in meeting the needs of the site in which they are working, and they should also strive to meet the needs of their team. Often, AWE is a life-changing experience, and Site Leaders can serve as a support in the emotional growth of others.

After the trip, I believe the Site Leader continues to aide in the individual development of their group members. This is possible through the reflection activities, the service project upon return to the Kalamazoo area, and the direct communication with members. More importantly, the Site Leader, in many cases, becomes a friend to 9 or so more people.

4. What qualities do you possess that will make you a successful AWE Site Leader?

I’d like to think that I bring a lot of energy and passion to the table in anything I do. I’m excited to work with other people both on a team and in the community. I enjoy being around and talking to people, and I’d like to believe that I have a good sense of humor, which can make light of a tense situation and allow for progress, not dwelling. Life and classroom experiences have led me to develop several qualities, which I think might be beneficial in becoming a successful Site Leader. My business classes have taught me that communication skills, problem solving skills, leadership skills, and teamwork are the necessary tools for success as we continue into the 21st-century. I have been able to develop and implement these tools in a learning environment in the forms of group projects, presentations, and special tasks. In the real world, I have experienced these tools in action as captain of soccer and rugby teams, as an instructor in the high school and college settings, and as a team member in various work settings. In doing so, I’ve learned how to communicate my ideas, solve problems, and work cooperatively. These personal attributes would enable me to be an effective member of an Alternative Winter Experience Team.
Orientation isn’t about peak performance; it’s about constant performance. You are always performing. Every day is a show, so don’t pretend that you can get ready at the next dress rehearsal. In fact, you’re probably performing right now, and you might not even realize it, but I bet that someone is looking at you right now, someone is taking note of your actions, or even your lack of action. I bet that someone is forming an opinion about you right now. You might even be shaping their life without even knowing it.

That means give all you have to give, and give it now. Be aware that the little things you say and do or don’t say and don’t do are important. Don’t hold back on your freshmen. Each one deserves the same energy, passion, and enthusiasm that you envision on your best day. It’s a lot to ask, yes, but challenge yourself. Dig within yourself to discover something new, then reach out and share it with someone else. Show each and every one of your freshmen the real you, and try to get to know the real them. Be open to new ideas and new kinds of people. Be accepting, and really do it, don’t just say you will. Be a leader, but realize that being a leader sometimes means being a follower, and sometimes it even means doing things that you’re uncomfortable with or things that you don’t agree with, but trust, and give... Lastly, show up. Be here. Be now, mentally and physically. Today is the day.
Hey Group 7. I hope this message finds you all well and eager for warmer weather.

I wanted to send you all a copy of our group photo and see how you're all doing. I can send you a bigger file if you want to print it out, but I didn't want to clog your inboxes.

In any case, I just wanted to say thank you, again, for sharing yourselves over the course of two days with me, and each other. I am still reflecting and changing as a result of the time spent with Jody Williams and each and every one of you. Though we shared great diversity, I had the privilege of watching you communicate about it and through it. I hope your eyes were opened to the commonalities and challenges we all face today as members of the human race. You all certainly inspired me to think more about these things, and again I say "thanks". =)

As you go about your day to day lives, I hope you'll think about continuing the discussions we started in regards to some "tough issues". Don't be afraid to take some risks back at home to make your life and the lives of others better. Think about change and make it happen. Ask questions. Seek answers. Do something. As Jody has said many times, "Sentiment without action is irrelevant."

I hope you'll all let me know how your service projects are going and how life is unfolding before you, but I especially hope that you'll contact me if I can be of any help to you in any way, today, next month, or next year. I mean that.

Cheers,
Aimee

aimeejachym@comcast.net | Aimee J. Jachym | cell: 269-873-1990
On Rugby...

"It's a pretty confusing game, so that should be interesting."
~ an email to my parents after my first ever rugby practice, September 2000

I came to WMU having a vague idea that I wanted to play rugby for no other reason than that it sounded like fun. Thus, after spending much of my life as a soccer player, I made the switch to rugby, having no idea what I was getting myself into. Upon first viewing, I thought it looked much like the playground game "kill the carrier." However, I've learned a great deal in four years, and I've been able to develop a knowledgeable appreciation for the sport. My rugby days have taken me from Detroit, MI to Dayton, OH to Dublin, Ireland, and I have learned to ruck, maul, and scrum in a variety of circumstances, all of which have contributed to my development of mind, body, and spirit. Evidence of these contributions are excerpted in the following pages:

- Excerpt from email to Dr. Jennifer Palthe regarding the difficulties I was having with the cultural diversity paper I was writing; April 2003
- Excerpt from my cultural diversity progress report in which I use rugby for a metaphor for learning; April 2003
- Excerpt from a questionnaire I completed for a feature article on the Business College's web page; September 2003

"To us it's poetry: violence and creativity under the rules."
~ from Caveman Politics by Jay Atkinson
so instead, i've attached the current workings of my draft--a-one page overview of what it is i'm trying to accomplish... here, you win--i've "learned" something--there are times when it is necessary to take steps backward in order to move forward... it's like rugby: to advance the ball forward, sometimes you need to pass it, and that means throwing it backwards.

cheers,
aimee
But now I laugh; it’s all sort of funny, this developmental learning process. Cultural diversity and I have come around the circle of the team development model. Having experienced the uncertainties of *forming*, the joys of *norming*, and the frustrations of *storming*, I’d say CDL and I are finally *performing* under these stages—a lengthy process, but worthwhile and rewarding in the long run, I suspect. But don’t get me wrong, it’s not as if the performance is stellar. The writing process is still not easy, but it’s coming along. I’m moving forward now after having spent several weeks passing the ball backwards and losing the ball altogether in scrappy mauls (excuse the rugby, again). Six pages in three weeks—slower than taking the boat to Korea—but, in all seriousness, the ball is in play, and I am beginning to recognize the scope of the learning that has taken place.

The nature of the resulting change is large—gamma and tectonic in scope: gamma in that it has shifted my paradigms about how I write, how I think, and how I respond to criticism and tectonic in that the change has been piecewise—each new draft is a step; sometimes I plateau on a step as I think and develop, and when it’s time, I try to take that next step, another draft, another addition. These realizations about the nature of my learning are signs of my growth. I find myself much more focused, maybe a little more sensible, and a lot more at peace as I approach cultural diversity in organizations. It’s the inner calm after the storm.
... How did you wind up at Western Mi University?

For me, the college decision took some time to unfold even though I actually only applied to two places: WMU & a pretty famous place in Ann Arbor, MI (use your imagination), and after being accepted to both places, I did a little soul searching, trying to find out what it was I really wanted out of my education and, more broadly, my life. I decided that I wanted flexibility, intellectual challenges, and new experiences. When I accepted the Medallion Scholarship in April of my senior year in High School, I wasn’t sure if I would find what I sought here in Kalamazoo, MI, but then again, I was a little cynical, and I wasn’t sure if I would find it anywhere.

In any case, as a freshman I found all three things: flexibility in that I could’ve realistically majored in any of a dozen or so different subjects that interested me because of WMUs breadth of course offerings, intellectual challenges in that I sought out and met mentors who drove me to explore and test out new ideas, and new experiences in that I discovered the sport of rugby, which has taught me much about tenacity, camaraderie, and physical fitness.

I’ve realized that as a campus of nearly 30,000 students WMU offers everything and anything an individual could ever hope to pursue in terms of academics, extracurriculars, and campus events, so, arguably, the University experience is completely dependent on what one makes of it. I, personally, have been afforded incredible opportunities during my time here, but I think it’s because I’ve sought them out—the experiences and the people who made them happen.
Study Abroad

Traveling, if I can use that as a metaphor for life, has shown me that each destination presents similar uncertainties but is unmistakably home to its own unique characteristics and charms. Each day, each year, I suppose, is like that...
~ journal entry, 7/25/03 8:29pm, en route to Prague

In the summer of 2003, I saw the sun come up on the dawn of Western Civilization, on the Palatine Hill in Rome; I explored the seat of the European Union in Brussels, and I studied international business in Maastricht, the Netherlands. As a business major, I didn’t just study the Euro; I used it. I didn’t just read about intercultural communication; I tried it. Studying abroad was a two-month long submersion into the realm of experiential learning. Traveling away from much of what was familiar to me, I was able to develop a new outlook on the world and gain a better understanding of my own internal workings. The following excerpts attempt to highlight some of these experiences:

- Excerpts from my journal writings; June – August 2003

This high-speed train flies, sometimes as fast as 250 km/h & at times on this trip my thoughts have taken me that fast, but in many different directions. Not like a train track only running in 2 directions. More like a point extending in every direction. [...] As I continue to travel, I hope I continue to ask, why am I learning? What am I learning?
~ journal entry (continued), 7/25/03 8:29pm, en route to Prague
Excerpts from Journal Writings, Summer 2003 in Europe

6/29/03 11:47am
[...]
But slowly, somehow, this place will change me, leave me different some way. Maybe a little more independent, a little more dependent, a lot more experienced. I think that’s what being here is going to do, but we’ll see. In the mean time, I should live. I’m not touring here or passing by or vacationing—not singularly any one of those things—I am living[...] In time, all things become clear, and perhaps no truth is eternal truth. We are what we become. We become what we believe we are. Therefore, believing is being. Believing in what?

7/18/03 11:08am
Writing in the shadow of Neuschwanstein wondering how Ludwig got up here everyday—maybe he never left—it’s so beautiful. Did Wagner come to visit? Did he ever perform here?—The mountains his audience. The scenery looks like a model—too perfect to be nature, but that’s what makes it nature. The sound of the streams rolling through this place, rolling through me. Absolutely amazing—the first named aesthetic experience of this trip. sure there have been many awe-inspiring days, but this, this is the first that has taken my breath away, has taken me away—and maybe that’s because I’ve let it. I’m no longer driving the experience—the experience is driving me[...] All that geology I never paid attention to, does that explain that, this? Science? Does it explain me? What more, what else? Is it you?

8/15/03 3:36 pm [Interlaken, Switzerland]
It’s not all down hill from here—flipping out at times—slipping and sliding down the really steep grades—trying to hold myself together—’cuz it’s kinda all i have besides the sound of cow bells and some insects that buzz my head every now and then. i was mentally prepared for the uphill task, but this, i thought this would be easy. but i guess climbing the mountain is a full package—up and down.

8/18/03 9:44pm
@ the Forum now, enjoying the night time view—as I was coming over here, I was thinking about what I’ve learned in a little under two months of being here... not a language or a new skill—nothing really concrete sticks out... but the thing I’ve learned most about is me. Not really surprising, I suppose, but I’m beginning to develop a really conscious idea of who I am—21 years into life... I’m an extrovert, but I try to be my own best friend... I want a successful career, but above that I want a successful family. I question the existence of God, but I long to find spiritual harmony. I believe in the greatness of the individual but celebrate the achievements of the humankind collective. I play rugby, but I listen to the symphony... and if I were to order ice cream right now, it’d be vanilla chocolate twist... so I’ve learned that I’m trying to find the balance, the yin-yang, the hyphen that defines me... and why I had to come to Europe to find that, I don’t know. I’m not sure; maybe I’d have the same realizations @ home... but things always do seem to happen for a rzn... & as I take out the family picture I’ve been carrying w/ me, I know they would affirm me right now—this experience & all it’s been—and they’d be really proud, bc I’m starting to see what it’s going to take to make my own life, to be me, & above all else, I think that’s what they really want from me... Part of me feels like I’m following in the tradition of Goethe, Byron, and Keats—writing in Rome, only unlike the later two, I’m not sure that this constitutes Romanticism—I’m not up on my Brit Lit. I can’t wait to go home & hear ppl ask, “What did you do in Europe?” & I can respond, “I found myself.”
Everything—old meets new, meeting Koreans, in group / out group → finding the balance, finding myself… Anyway… 30 min later, the Forum @ night—that’s what I came to see.

8/23/03 8:15am
In the coach headed to Oxford, going past Hyde Park right now… off to see the great Hallowed halls… kind of exciting—I wonder if I’ll learn anything about academics or education.

8:27am
Educational subjects → each one leading to same end goal → enlightenment…
†more diverse studies are, better odds of attaining E?

8:44am
We are only here to live one life, to pass this time while we are here. Some pieces of us may come back again or go elsewhere, like a snowflake when it hits the ground & melts, but each one of us & the entity that we are, each individually only gets one shot today & tomorrow. This does not mean that life is meaningless—that we should pass the time idly—rather it means, since we do it just once—we should max it out, seize every opportunity to both do & be simultaneously… & living this existence means living an ethical one—it means doing the most for your own unique happiness & also for the happiness of all human kind—attempting to better the environment in which others can make their lives…& why do we care about others, since we only live one life? Bc it is likely that we will be a part of them → part of us, our eternal & universal spirit, that radiates through all beings, perhaps… our bodies & minds—those, like single use cameras—after so many exposures, we’re spent—but the flash that remains functional, that’s our spirit—and that carries on to others.

8/25/03 12:35pm [Cambridge]
These halls, these courts… I can’t help but be a little inspired… I must let my imagination go for a moment to conceptualize the great achievements which have made their way through these facilities… Here in Trinity College, you can sense that it was a container made for greatness. Sort of like the movie, “A Field of Dreams” if you build it, they will come—the masses, to be enlightened, to be inspired. Perhaps my path will lead me here, too, to be learned, to be filled w/ knowledge, to do something for the greatness of mankind.
The Ongoing Living Learning Community

It is a well-known fact that college students spend most of their time outside of class, as most students take between 12 and 16 hours. Thus aside from the 16 hours or so of class each week, I had the flexibility to vary my days with a number of pursuits including working part time jobs, socializing with friends, and doing some academic research here and there. When I got bored, interesting activities would find their way into my life; for instance, there were things like the birth of the NCHC Chicago Project during a late night philosophical conversation around the kitchen table and a head-shaving incident in April 2003. These unstructured, “extracurricular” pursuits encompass what I call “the ongoing living learning community,” and arguably, I have learned just as much by way of these endeavors as I have in traditional academic pursuits.

I’m fortunate to have been surrounded by a group of highly motivated and intelligent peers who have challenged me daily as classmates, roommates, and friends while sharing in the honors experience. They have helped me establish a sense of balance in my life and become more conversant with myself, and others, on a social level. Maintaining a balance between social and academic realms is important for using knowledge (the academic realm) for the good of others (the social realm). Thus, the ability to communicate fluently on the social level is a basic requisite skill for anyone wishing to impart knowledge onto others. In this way, developing a balanced view of life between academic and social spheres has been a consistent aim of mine. The following pieces evidence this:

- Excerpt from an email I wrote during my first semester; October 2000
- Excerpt from a journal entry I wrote a few days after shaving my head; April 2003
- Excerpt from an online conversation about overcoming challenges; November 2003
hey. it's weird not talking to someone you're this close to for extended periods of time. like it's strange to think that you lead a whole separate existence from me and that i do the same. that's all i'm saying. it's weird and it sucks. but at any rate, it happens. and even though we're living these separate existences, i still care about what you're doing, and part of me wishes i could be there for every day of it[…]

but as it goes, we've been separated, at least by location. i can't be there for every single thing that goes on in your life, nor can you for me. it would be wrong for me to expect that, so i don't, but all the same, i wish you were here. i really don't know what's going on. i don't know why am here, what i'm supposed to be learning, etc, etc. there's way too much going on right now that i can't even begin to comprehend this, that, or something else. i'm not just talking about my social habits. i'm talking about the work i'm doing, the things i'm learning, or am supposed to be learning, just everything[…]

i've made some good decisions, some bad decisions, and a few times i made decisions by not making any. so it goes. i've reflected on all of this, learned some more, have more of a clue than i did before, etc. i know this makes no sense, again i'm sorry. i hope you have a good weekend and that i have not left you too deep in thought, rage, or worry. take care of yourself. love aimee
10:45 pm 4/28/03 [...] everybody's had really different reactions... but i tell everyone it's my social identity experiment... people tend to associate with others like them... i've made myself a social outcast by shaving my head... people have lots of things to say about that. some are happy, proud, others confused--think i'm crazy, etc.

most people say they could never do it... i wonder why.

but then again, i couldn't do it before either... i don't know what changed, i did i guess.

i've told people it's very much like the korea experience i suspect... before i shaved it, i had no idea what it was going to be like, even though i could imagine it and play it all out in my head--korea, same thing... everyone was going to have different reactions, some supportive, others not... korea same. it's not something everyone else is going to do--korea same, and it's definitely not something everyone else understands, but i do it anyway... sometimes you have to do things you want to do simply because you want to do them... you can't always live your life for others. at the same time, you're going to do things that people don't agree with/understand, but they're going to love you anyway--my parents, the korea thing...

it's also been a lonely endeavor--it definitely marks me as "other" just like when i'll be in korea marked as "other"--the foreign kid that looks like us. double consciousness, completely. it comes with assumptions, perceptions, questions...some valid, some ridiculous... i can be straight and not have hair, i can have a mohawk and not be a hoodlum, i can be korean-american and not speak korean.

your appearance is part of you, it helps to shape you, but it is not you... this hair cut is not me... it's a reflection of me... but it doesn't change my love for my parents, my dreams, or my life directions... it's just hair, and it grows back.

[...] so maybe it's fitting that i'd shave myself a monk cut... i've done a lot of thinking, i've struggled the inner struggle, i've tried to name the tao that can't be named... but here i am... still thinking, still growing, becoming more and more conscious of the journeys i'm embarking on each and every day.

[...] also, reflecting upon the friendships i've had in the past year contributed to the hair... brian didn't even want me to cut my hair when i cut it last june--a long hair fan, but i did it anyway. jacque showed me that women can be hairless and feminine all the same... she was an example of a strong woman, but woman all the same-- my direct inspiration you could say... proof that it could be done. and kirklin, man, she sat through all of my prethought rambling... my sounding board at the kitchen table, saying, "dude, i couldn't do it, but go ahead." [...] 11:38pm
Screen names removed for privacy.

11/10/03

**ME (10:56:14 PM):** good... it's not always going to be easy or simple

**friend (10:56:57 PM):** i just keep thinking of all of the times i've heard that you should love the process, and not just the product...

**ME (10:57:04 PM):** and i'm sure some days will be harder than others, but through it all, i predict you're becoming a better person, a stronger person, and at the same time, a more vulnerable person, a more loving person... it's one of life's great paradoxes.

**ME (10:57:21 PM):** but that's ok. apparently, this is how it is meant to be.

**friend (10:57:24 PM):** indeed

**ME (10:57:28 PM):** for the time being anyway... in the seemingly strangest of ways, i know exactly what you are going through--on some level--because in the past two months, i've come to some similar realizations through some parallel courses of events.

**friend (10:59:42 PM):** yeah?

**ME (11:00:08 PM):** yeah, and it'll be ok. you'll be fine... actually, more than fine.

**friend (11:00:31 PM):** i know, this will all pay off in the end

**ME (11:01:01 PM):** it's just a holding tank. i'm pretty excited for the rest of your life starting now, starting yesterday, starting whenever you decide to live it.

**friend (11:01:48 PM):** i know. my next great adventure

**ME (11:02:22 PM):** it's all the same great adventure.

**friend (11:02:23 PM):** will be a good one

**ME (11:02:25 PM):** it's that vision.
Appendix A

Lee Honors College Questionnaire
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: M  F  Year in College 1st  2nd  3rd  4th  5th+  Year in LHC 1st  2nd  3rd  4th  5th+

Curriculum/Major(s)/Minor(s): __________________________________________________________

How many LHC clusters have you taken? 0 1 2 3 4+

How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+

Have you done any independent study course work for credit? Y  N

Was it through the LHC? Y  N

Have you studied abroad? Y  N

For what length of time? Short-term  Semester  Year  other________________________

Did you receive credit through the LHC? Y  N

Do you intend on graduating from the LHC? Y  N  maybe

Do you intend on completing an honors thesis? Y  N  maybe

Why or why not? ________________________________________________________________

What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming,
researching, etc.)? ______________________________________________________________

How many hours a week do you devote to class work? ________________________________

Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)? _________

What are your other academic pursuits? _____________________________________________

Extracurricular? _________________________________

Will being a member of the LHC alter (lengthen or shorten) the duration of your
undergrad education? Y  N  How? ________________________________________
As a student @ WMU, have you participated in any community service activities? Y N

What was it?

For what length of time?

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y N

For how many years? 0 1 2 3 4+ Was this experience beneficial? Y N n/a

Why?

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

____ Small class size
____ Scholarship/Financial Reasons
____ Eldridge-Fox Living/Learning community
____ Intellectual stimulation/academic challenge
____ Establish close mentoring relationships with faculty
____ Parental/high school mentor/teacher pressure
____ Priority registration
____ Personal advising
____ Uniqueness of course offerings
____ Résumé builder
____ Make friends/social benefits (HSA, programming, etc.)
____ Other(list)
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as "other" (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as "inferior" (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:

"Working on my thesis will _______________.”

Be time consuming  Be stressful
Be frustrating  Bring about unwanted criticism
Be a challenge  Be beneficial
Be useless  Be (other [fill in blank])__________________________
What has been your worst experience as an LHC member?  ____________________________

______________________________________________________________________________

______________________________________________________________________________

What has been your best experience as an LHC member?  ____________________________

______________________________________________________________________________

______________________________________________________________________________

What suggestions do you have for improving these experiences?  ___________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Additional comments:  ____________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Optional. Please provide the contact information requested below if we may contact you for additional input.

Name:  ____________________________________________________________

Email:  ____________________________________________________________

Summer phone:  ________________________________________________________
Appendix B

Questionnaire Summary I
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<th>Gender</th>
<th>F</th>
<th>M</th>
<th>F</th>
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<td>1</td>
<td>2</td>
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<tr>
<td>Year in LHC</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Major</td>
<td>Art Education</td>
<td>Seconday Ed</td>
<td>engish edu and geography</td>
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<td>LHC clusters taken</td>
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<td>1</td>
<td>2</td>
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<td>LHC single courses taken</td>
<td>2</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Independent study Y/N</td>
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<td>N</td>
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<tr>
<td>Independent study through LHC Y/N</td>
<td>N</td>
<td>xxxx</td>
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<tr>
<td>Study abroad Y/N</td>
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<td>Duration of study abroad</td>
<td>Semester</td>
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<tr>
<td>Credit received for study abroad Y/N</td>
<td>Y</td>
<td>xxxx</td>
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<td>Do you intend on graduating from the LHC Y/N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Do you intend on completing an honors thesis Y/N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Why or why not</td>
<td>Worth it</td>
<td>Requirement, and also sounds like fun</td>
<td>Want to graduate with honors</td>
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<td>What stage of planning/execution is your thesis in</td>
<td>Researching and Collecting</td>
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<td>none</td>
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<td>How many hours a week do you devote to class work</td>
<td>9 to 25</td>
<td>8</td>
<td>10+</td>
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<td>How many hours are devoted to other academic pursuits</td>
<td>0 to 15</td>
<td>xxxx</td>
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<td>What are you other academic pursuits</td>
<td>NAEA, Art Exhibitions/Performances</td>
<td>H.S.A, Hall activities</td>
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<td>How many hours a week are devoted to extracurriculars</td>
<td>15 to 30 hours</td>
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<td>Will being a member of the LHC alter the duration of your undergrad education</td>
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<td>Don't know</td>
<td>Lengthen it</td>
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<td>As a WMU student have you participated in any community service activities</td>
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<td>World peace art initiative, Bronco Days, NAEA</td>
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<td>For what length of time</td>
<td>1 day, 2 weeks.</td>
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<td>few weeks</td>
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<td>Y</td>
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<td>for how many years</td>
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<td>Was the experience beneficial</td>
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<td>Y</td>
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<td>Why or why not</td>
<td>Not informed about benefits available until later</td>
<td>Quiet hours and academic atmosphere</td>
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<tr>
<td>humane society, wednesdays kids</td>
<td>music task force</td>
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<tr>
<td>1 semester each</td>
<td>2 times/semester</td>
<td></td>
<td></td>
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<tr>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td></td>
<td>Y</td>
<td></td>
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<tr>
<td>it was not different except for the info regarding scheduling and other LHC stuff</td>
<td>good place to live, may classmates lived there, but it's not a living-learning community</td>
<td></td>
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<td></td>
<td>F</td>
<td>F</td>
<td>M</td>
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<tr>
<th>Subject</th>
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<td>English comm/math minor</td>
<td>computer engineering/science</td>
<td>computer engineering/math/comp science</td>
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<td>2</td>
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<td></td>
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<td>N</td>
<td>Y</td>
<td>N</td>
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<td></td>
<td>Y</td>
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<tr>
<th>Activity</th>
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<tr>
<td>it will allow me to grad from honors college and give me experience with my interests</td>
<td>have to for engineering</td>
<td>required for major anyway</td>
</tr>
<tr>
<td>none</td>
<td>start in the fall with engineering senior design class</td>
<td>none</td>
</tr>
<tr>
<td>25</td>
<td>40+</td>
<td>45</td>
</tr>
<tr>
<td>0</td>
<td>10-May</td>
<td></td>
</tr>
<tr>
<td>research, solar car</td>
<td>ASB, Bdays, IM sports, volunteering</td>
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<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>meals on wheels</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>Y</td>
<td>Y</td>
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<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>3.5 months</td>
<td>1 day, 1 week</td>
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<table>
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<tr>
<th>Requirement</th>
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<th>M</th>
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<tr>
<td>people shared experiences and took school equally seriously. Also they can recommend honors class they've met people in same cluster/people to study with</td>
<td>students had same values on school work</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>English / criminal justice</td>
<td>English major/ Psychology minor</td>
<td>Elementary Ed, English</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>further knowledge in specific subject and prepare for grad school</td>
<td>part of requirement, interesting academic pursuit</td>
<td></td>
</tr>
<tr>
<td>researching</td>
<td>brainstorming</td>
<td>brainstorming</td>
</tr>
<tr>
<td>10+</td>
<td>20</td>
<td>15 to 20</td>
</tr>
<tr>
<td>law school prep</td>
<td>grad schools apps, band</td>
<td>casual writing, research, student ambassador</td>
</tr>
<tr>
<td>Y, taking extra classes and have to do a theses will lengthen for 1 semester</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>N</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>project mentor</td>
<td></td>
<td>1 year</td>
</tr>
<tr>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>n/a</td>
</tr>
<tr>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>met LHC students who understand the stresses of the LHC</td>
<td>my suitemates were awesome</td>
<td>I wanted to live on main campus</td>
</tr>
<tr>
<td>English creative writing, women's studies, environmental studies</td>
<td>English creative writing</td>
<td>Management/ Org comm</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
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</table>

maybe Y Y
maybe Y Y
have not gone to workshop yet required that's the point of being in it
none finished none
15-Oct most waking hours outside of full time job and teaching 35 including class
0

scholarships, who's who award, internship

| N                                                             | N                       | Lengthen considering one class only counts for honors |
| Y                                                             | N                       | Y                                                         |
| cleaning up east campus | hilltoprs |
| 1 weekend             | 8 h                       |
| Y                                                             | N                       | N                                                         |

it was ok. I didn't enjoy it being co-ed by floor
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<th></th>
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<th>M</th>
<th>M</th>
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<tr>
<td>biomed sciences and spanish major, chem minor</td>
<td>Music</td>
<td>biomedical sciences</td>
<td>computer science/ math minor</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
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</table>

**it will add to a grad school resume**

because I want to graduate from the LHC
did not have time

none

brainstorm

6

20+

10 to 12

4 to 25

programming

wmu soccer

playing in bands

N

Y, taking honors classes that don't fit into my major set me back

Y additional classes will at the time spent here

shorten- allowed me to get into the classes I needed

N

N

Y

volunteer alliance, saturdays kids

N

Y

1

2

Y

Y

allowed me to meet many people, good living environment

good environment
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<tr>
<th></th>
<th>M</th>
<th>16 F</th>
<th>8M</th>
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<td>3</td>
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</tr>
<tr>
<td>3</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering/math minor</td>
<td>Computer information systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
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<thead>
<tr>
<th></th>
<th>Y</th>
<th>maybe</th>
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<tbody>
<tr>
<td>required by engineering</td>
<td>I don't feel like it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>none</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>5 to 10</td>
<td></td>
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<thead>
<tr>
<th></th>
<th>track, job</th>
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<tbody>
<tr>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>work at YMCA</td>
<td>MLK day</td>
<td></td>
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<tr>
<td>20 h</td>
<td>1 semester</td>
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<table>
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<tr>
<th></th>
<th>kids in my cluster on my floor</th>
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<tr>
<td>Small Class Size</td>
<td>N/A 4 5 5 2 2 3 4 3 6 5 6 4 6 N/A 9 6 5 2 4 N/A 3</td>
<td></td>
</tr>
<tr>
<td>Scholarships/Financial Reasons</td>
<td>N/A 6 3 1 1 0 6 4 1 N/A 6 1 1 3 N/A</td>
<td></td>
</tr>
<tr>
<td>Eld/FOX Living/Learning Community</td>
<td>N/A 7 7 6 8 11 N/A 10 11 9 N/A</td>
<td></td>
</tr>
<tr>
<td>Intellectual Stimulation/Academic Challenge</td>
<td>N/A 2 1 1 3 5 5 1 5 5 2 5 1 2 N/A 4 5 2 6 N/A</td>
<td></td>
</tr>
<tr>
<td>Establish close mentoring relationships with faculty</td>
<td>N/A 7 6 2 8 7 9 3 3 N/A 9 8 9 11 N/A</td>
<td></td>
</tr>
<tr>
<td>Parental/High School mentor/teacher pressure</td>
<td>N/A 5 4 8 11 4 7 9 N/A 11 8 8 N/A 4</td>
<td></td>
</tr>
<tr>
<td>Priority Registration</td>
<td>N/A 3 4 9 9 3 1 3 5 5 N/A 3 3 3 2 N/A 2</td>
<td></td>
</tr>
<tr>
<td>Personal Advising</td>
<td>N/A 4 4 7 9 3 4 11 7 N/A 9 8 10 10 N/A</td>
<td></td>
</tr>
<tr>
<td>Uniqueness of course offerings</td>
<td>N/A 4 5 3 4 3 4 4 8 3 2 4 N/A 5 4 6 3 5 N/A</td>
<td></td>
</tr>
<tr>
<td>Resume builder</td>
<td>N/A 1 3 4 .. 6 1 6 .. 1 2 1 1 .. 10 N/A 1 2 4 4 7 N/A</td>
<td></td>
</tr>
<tr>
<td>Make friends/social benefits</td>
<td>N/A 6 8 5 3 5 9 10 8 N/A 3 7 12 N/A</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>N/A 1 N/A 2</td>
<td></td>
</tr>
</tbody>
</table>
### I socialize with other LHC members on a nonacademic basis

| 5 | 1 | 3 | 1 | 3 | 2 | 4 | 4 | 2 | 5 | 4 | 5 | 5 | 4 | 5 | 1 | 4 | 3 | 5 | 1 | 4 | 4 | 5 |

Average: 3.56

### Most of my friends are also LHC members

| 4 | 1 | 1 | 1 | 3 | 1 | 1 | 2 | 1 | 3 | 3 | 5 | 4 | 5 | 3 | 3 | 4 | 1 | 3 | 1 | 3 | 2 | 4 |

Average: 2.56

### The general WMU population stereotypes LHC members as other (nerds, geeks, elitists)

| 2 | 5 | 2 | 2 | 4 | 2 | 2 | 4 | 2 | 1 | 2 | 4 | 5 | 2 | 2 | 5 | 1 | 4 | 4 | 1 | 5 | 3 | 1 |

Average: 2.8

### I personally perceive other LHC members the same way

| 1 | 5 | 2 | 1 | 3 | 1 | 2 | 5 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 3 | 1 | 1 | 5 | 3 | 2 | 3 | 2 |

Average: 2.16

### LHC members stereotype the general WMU population as "inferior" (less motivated, less intelligent, less successful)

| 5 | 5 | 1 | 1 | 4 | 4 | 1 | 3 | 4 | 2 | 1 | 4 | 1 | 2 | 2 | 1 | 1 | 4 | 3 | 1 | 5 | 1 | 3 |

Average: 2.6

### I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful)

| 3 | 5 | 1 | 1 | 2 | 3 | 1 | 2 | 4 | 1 | 1 | 1 | 3 | 1 | 3 | 1 | 1 | 3 | 1 | 5 | 2 | 5 | 2 |

Average: 2.24

### Working on my thesis will:

| be time consuming | X | X | X | X | X | X | X | X | X | X | X | X | X | X | N/A | 21 |
| be frustrating | X | X | X | X | X | X | X | X | X | X | X | N/A | 12 |
| be a challenge | X | X | X | X | X | X | X | X | X | X | X | N/A | 21 |
| be stressful | X | X | X | X | X | X | X | X | X | X | N/A | 16 |
| bring about unwanted criticism | X | N/A | 1 |
| be beneficial | X | X | X | X | X | X | X | X | X | X | X | N/A | 18 |
| be other | X | X | N/A | 2 |
| exciting | X | X | X | X | N/A | 3 |
| inciteful | X | N/A | 1 |
| creative | X | N/A | 1 |
| Fulfilling | X | X | N/A | 2 |
| further research | X | N/A | 1 |
| Interesting | X | N/A | 1 |
| Something to be proud of | X | N/A | 1 |
| Fun | X | N/A | 1 |

Total: 21

---

Note: Complete all real #s

Graduation iconic

Think about #s what strikes you
Appendix C

Questionnaire Summary II – Open Ended Responses
Response to Open-Ended Survey Questions

1. **What has been your worst experience as an LHC member?**

1. I didn’t receive the kind of advising I hoped for.
2. Discovering a cluster I wanted to take had been filled.
3. I had to tutor as part of the children’s lit cluster and had a bad experience in the kzoo public schools. There was not enough guidance.
4. Scheduling Honors related nursing classes.
5. NR.
6. NR.
7. I have not had any bad experiences that I can think of.
8. Scheduling- no one seems to make clear the requirements we must meet in order to graduate/ stay in LHC
9. NR
10. Some HNRS classes fell *way* below my expectations.
11. None
12. Taking the Joan of Arc upper level honors class...my writing skills are inferior to most of the other people in the class
13. Trying to fit in extra classes for the honors college that have nothing to do w/ my major.
14. The added stresses of writing my thesis is really affecting me. I feel it is a useless endeavor, an added stress or term paper to give us extra work.
15. Not having extra time to take fun classes through the LHC.
16. I truly have had no bad experiences in the LHC.
17. A graduate level class in the Family and Consumer Science department.
18. As a non-traditional student, class offers very limiting—so I more or less found ways to fit my schedule into theirs
19. Having a teacher be unprepared.
20. NR
21. worst?
22. I have not had a bad experience with the LHC
23. –
24. Getting kicked out of the lounge while I was sleeping
25. the RAs in eldridge/ fox thought they were GOD and held a bad grudge unlike the NON-HONORS dorm I stayed in.
2 What has been your best experience as an LHC member?

1. Pre-registration because it is hard to take some classes that are only offered once in a semester.
2. Meeting new friends through honor’s classes.
3. I really enjoy my classes w/ other honors students b/c we have a lot in common and we have smaller class sizes.
4. NR
5. Priority registration
6. Getting the classes I need: It has proven less stressful when doing your schedule and educational plans.
7. I love the priority registration! It takes the pressure off figuring out how to fit in regular classes with honors ones. Advising is also very helpful.
8. Priority registration is very helpful! Also the variety of courses we are offered.
9. Risk Taking and Change with Dr. Oxhandler. I really enjoy the personal one on one and specialized class settings tailored around students discovering their identity.
10. Working with the other Medallion Scholars has been great. Also, Risk Taking & Change an HNRS 290 class, was Absolutely amazing.
11. Living in Eldridge and meeting other people in the honors college. Also social and academic functions that aren’t necessarily publicized for the rest of the students at Western.
12. Meeting people in E/F and taking clusters of classes
13. meeting people in E/F & my honors classes that are still friends today.
14. I love being able to take special classes we are offered. The topics are fresh & different, making an interesting addition to my schedule.
15. making friends through LHC when I first came to WMU and being able to ‘feel smart’ because I’m in the Honor’s college.
16. My fall 02 Peoples of the World Cluster...I made some great friends as our group became very close, I loved Quest for Self, my most inspiring & enjoyable college class thus far, and I really felt like part of a community which helped me fit into Wester when everything about college life seemed new & overwhelming.
17. The Outdoor Backpacking Cluster my freshman year. The value was in making friends and the fact that every class counted for something in my major/ minor areas.
18. The challenge of doing better work. Then doing even better than that.
19. Having a small class size & getting to know other students in that class. Plus the interaction w/ the teachers.
20. NR
21. Best: priority registration
22. Priority is beneficial. I also enjoried Dr. tenHarmsel’s Friday presentation class was interesting.
23. Meeting good friends, having the close relationships to course instructors
24. good friends, gained more from Honors classes
25. tie between priority registration & napping on the leather couches in the LHC lounge.
3. **What suggestions do you have for improving these experiences?**

1. Be more open to all students in LHC. Not just the top select few (Medallions). Provide services & schedule activity times that the non-traditional working student can attend.
2. NR
3. There needs to be more mentoring with faculty in service learning classes
4. More general education Honors classes that would apply to a variety of majors.
5. More classes related to business college.
6. NR
7. Try to offer more than one section of classes that are extremely popular.
8. Make the requirements of the LHC much clearer.
9. NR
10. Actually look at student evaluations, if student seriously dislike a class, then improve it or cut it. Don’t just leave it!
11. NR
12. I would personally choose a different upper level honors class to fill that requirement. In general, I don’t have any suggestions....
13. Add honors classes that more apply to engineering students.
14. I feel everyone should be given credit automatically, instead of having to apply for the course. Also, I feel there should be less weight on the thesis. It creates too much unnecessary stress.
15. NR
16. I can’t think of anything that could have made my freshman LHC experience any better than it has been!
17. NR
18. Keep doing as I’m doing.
19. Make the Honors community stronger. Create more friendships within.
20. NR
21. ?
22. NR
23. Maybe more students would do a thesis if there was more direction.
24. I don’t think there is anything you can do. It is all subjective to each person.
25. Remind students in power they are students too.
4. Additional Comments:

1. NR
2. NR
3. NR
4. NR
5. NR
6. NR
7. NR
8. NR
9. I cannot imagine not being a part of the Honors college! It is a wonderful all around experience. I would love to help! FYI: I was also a member of the Ball State University Honors College & transferred here if that would help you guys at all!
10. NR
11. NR
12. Offer some upper level math or science classes as upper level honors classes like what is currently done with english, etc. classes. I would be more interested in taking honors classes then.
13. NR
14. NR
15. NR
16. As a general suggestion, I would enjoy more extracurricular academic opportunities available through the LHC, like essay contests or novel discussion groups for example. Otherwise, I think the LHC is doing a wonderful job!
17. NR
18. Only those who joyfully accept challenges will succeed well. If you think it hard, it is. The big world puts even harder challenges before you. You do it or you're fired!!!
19. NR
20. NR
21. Lorik kicks Ass
22. NR
23. NR
24. NR
25. NR
Appendix D

Completed Questionnaires
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: M F Year in College 1st 2nd 3rd 4th 5th+ Year in LHC 1st 2nd 3rd 4th 5+ Curriculum/Major(s)/Minor(s): Art Education

How many LHC clusters have you taken? 0 1 2 3 4+

How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+

Have you done any independent study course work for credit? Y N

Was it through the LHC? Y N

Have you studied abroad? Y N

For what length of time? Short-term Semester Year other

Did you receive credit through the LHC? Y N

Do you intend on graduating from the LHC? Y N maybe

Do you intend on completing an honors thesis? Y N maybe

Why or why not? I think graduating as an Honors is worth it.

What stage of planning/execution is your thesis in (i.e. haven't started, brainstorming, researching, etc.)? Researching

How many hours a week do you devote to class work? 0-25 depending on work hours

Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)? 0-15

What are your other academic pursuits? NAE, Art exhibitions/performances

Extracurricular? Volunteer WPAI, festivals, etc. Work 15-30 hrs/week

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y N How? 


As a student at WMU, have you participated in any community service activities? **N**

**What was it?** World Peace and Initiative, **N**

**For what length of time?** 1 day, 2 weeks, different activities

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? **Y**

**For how many years?** 0, 1, 2, 3, 4+ **Was this experience beneficial?** **N**

**Why?** Wanted to much er was unaware of programs available and was not in LHC until later.

**What were your reasons for joining the LHC?** Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

- Small class size
- Scholarship/Financial Reasons
- Eldridge-Fox Living/Learning community
- Intellectual stimulation/academic challenge
- Establish close mentoring relationships with faculty
- Parental/high school mentor/teacher pressure
- Priority registration
- Personal advising
- Uniqueness of course offerings
- Résumé builder
- Make friends/social benefits (HSA, programming, etc.)
- Other(list)
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.).

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:
“Working on my thesis will __________.”

Be time consuming  Be stressful
Be frustrating  Bring about unwanted criticism
Be a challenge  Be beneficial
Be useless  Be (other [fill in blank]) exciting, interesting, creative
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: [M] F  
Year in College: [1th 2nd 3rd 4th 5th+]  
Year in LHC: [1st 2nd 3rd 4th 5+]  
Curriculum/Major(s)/Minor(s):  
Secondary  Ed.  English

How many LHC clusters have you taken? 0 1 2 3 4+  
How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+  
Have you done any independent study course work for credit? Y (N)  
Was it through the LHC? Y  N  
Have you studied abroad? Y (N)  
For what length of time? Short-term  Semester  Year  other  
Did you receive credit through the LHC? Y  N  
Do you intend on graduating from the LHC? Y  N  maybe  
Do you intend on completing an honors thesis? Y  N  maybe  
Why or why not? It is a requirement of the program and sounds like fun  
What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)?  
none

How many hours a week do you devote to class work? 8  
Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)?  
What are your other academic pursuits?  
Extracurricular? HSA activities  Hall activities

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y  N  How? do not know yet
As a student @ WMU, have you participated in any community service activities? Y (N)

What was it? ____________________________________________________________

For what length of time? ________________________________________________

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y (N)

For how many years? 0 1 2 3 4+ Was this experience beneficial? Y (N) n/a

Why? Better quiet hours & academic atmosphere ______________________________

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

- Small class size
- Scholarship/Financial Reasons
- Eldridge-Fox Living/Learning community
- Intellectual stimulation/academic challenge
- Establishment close mentoring relationships with faculty
- Parental/high school mentor/teacher pressure
- Priority registration
- Personal advising
- Uniqueness of course offerings
- Résumé builder
- Make friends/social benefits (HSA, programming, etc.)
- Other(list) ___________________________
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis  1 2 3 4 5

Most of my friends are also LHC members  1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.)  1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.).  1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful)  1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful)  1 2 3 4 5

Circle all the phrases that complete this sentence for you:
“Working on my thesis will ______________.”

- Be time consuming
- Be frustrating
- Be a challenge
- Be useless
- Be stressful
- Bring about unwanted criticism
- Be beneficial
- Be (other [fill in blank])
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: M □ F ☐ Year in College 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th+ ☐ Year in LHC 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5+ ☐

Curriculum/Major(s)/Minor(s): Engl / Edu /

How many LHC clusters have you taken? 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4+ ☐

How many single honors courses have you taken? 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11+ ☐

Have you done any independent study course work for credit? Y ☐ N ☐

Was it through the LHC? Y ☐ N ☐

Have you studied abroad? Y ☐ N ☐

For what length of time? Short-term ☐ Semester ☐ Year ☐ other ☐

Did you receive credit through the LHC? Y ☐ N ☐

Do you intend on graduating from the LHC? Y ☐ N ☐ maybe ☐

Do you intend on completing an honors thesis? Y ☐ N ☐ maybe ☐

Why or why not? I want to graduate with honors.

What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)? haven’t started ☐

How many hours a week do you devote to class work? 10+ ☐

Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)?

What are your other academic pursuits?

Extracurricular?

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y ☐ N ☐ How? lengthen ☐
As a student @ WMU, have you participated in any community service activities? **Y** **N**

What was it? **Some mentoring through**

For what length of time? **a few weeks**

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? **Y** **N**

For how many years? **0** 1 2 3 4+ Was this experience beneficial? **Y** **N** **n/a**

Why? ____________________________

What were your reasons for joining the LHC? **Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.**

1. Résumé builder
2. Intellectual stimulation/academic challenge
3. Priority registration
4. Small class size
5. Parental/high school mentor/teacher pressure

___Scholarship/Financial Reasons

___Eldridge-Fox Living/Learning community

___Personal advising

___Uniqueness of course offerings

___Establish close mentoring relationships with faculty

___Make friends/social benefits (HSA, programming, etc.)

___Other(list) ____________________
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:
“Working on my thesis will________________.”

Be time consuming  Be stressful
Be frustrating  Bring about unwanted criticism
Be a challenge  Be beneficial
Be useless  Be (other [fill in blank])
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

| Gender: M (F) | Year in College: 1st | 2nd | 3rd | 4th | 5th+ | Year in LHC: 1st | 2nd | 3rd | 4th | 5+ |
|---------------|---------------------|-----|-----|-----|-----|----------------|-----|-----|-----|----|    |
| Curriun/Minor(s): | Nursing/Biology |

How many LHC clusters have you taken? 0 1 2 3 4+

How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+

Have you done any independent study course work for credit? Y / N

Was it through the LHC? Y / N

Have you studied abroad? Y / N

For what length of time? Short-term  Semester  Year  other

Did you receive credit through the LHC? Y / N

Do you intend on graduating from the LHC? Y / N / maybe

Do you intend on completing an honors thesis? Y / N / maybe

Why or why not? not enough info. on what it involves not enough time

What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)? researching

How many hours a week do you devote to class work? 15+

Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)? 3-5+

What are your other academic pursuits? research, studying for NUR boards

Extracurricular? Sorority/Greek Life, Honors Societies, SNA

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y / N  How? stays the same
As a student @ WMU, have you participated in any community service activities? Y N

What was it? Multiple events w/ Greek Life

For what length of time? 10 hrs per month

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y N

For how many years? 0 1 2 3 4+ Was this experience beneficial? Y N n/a

Why?

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

5. Small class size

4. Scholarship/Financial Reasons

3. Eldridge-Fox Living/Learning community

2. Intellectual stimulation/academic challenge

1. Establish close mentoring relationships with faculty

4. Parental/high school mentor/teacher pressure

2. Priority registration

1. Personal advising

3. Uniqueness of course offerings

3. Résumé builder

2. Make friends/social benefits (HSA, programming, etc.)

1. Other(list)
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful) 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:

“Working on my thesis will ________________.”

- Be time consuming
- Be stressful
- Be frustrating
- Bring about unwanted criticism
- Be a challenge
- Be beneficial
- Be useless
- Be (other [fill in blank])
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: M ☐ F ☐ Year in College 1st 2nd 3rd 4th 5th+ Year in LHC 1st 2nd 3rd 4th 5+  
Curriculum/Major(s)/Minor(s): Food Marketing/Finance/Gen. Business

How many LHC clusters have you taken? 0 1 2 3 4+
How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+
Have you done any independent study course work for credit? ☐ Y ☐ N

Was it through the LHC? Y ☐ N ☐  
Have you studied abroad? Y ☐ 
For what length of time? Short-term ☐ Semester ☐ Year ☐ other: ________________
Did you receive credit through the LHC? Y ☐ N ☐  
Do you intend on graduating from the LHC? Y ☐ N ☐ (maybe/)
Do you intend on completing an honors thesis? Y ☐ N ☐ (maybe/)

Why or why not? ______________________________________________________________________
What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)? Haven’t started ______________________________________________________________________
How many hours a week do you devote to class work? 0-10 ________________
Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)? ________________
What are your other academic pursuits? ______________________________________________________________________
Extracurricular? Food Mktg. Ass'n, Phi Kappa Phi, Golden Key ______________________________________________________________________
Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y ☐ N ☐ How? ______________________________________________________________________
As a student @ WMU, have you participated in any community service activities? Y(N)

What was it?

For what length of time?

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y(N)

For how many years? 0 1 2 3 4+ Was this experience beneficial? Y(N) n/a

Why?

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

5. Small class size 2. Priority registration


7. Eldridge-Fox Living/Learning community 4. Résumé builder

1. Intellectual stimulation/academic challenge 6. Make friends/social benefits (HSA, programming, etc.)

Establish close mentoring relationships with faculty Other(list)

Parental/high school mentor/teacher pressure
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as "other" (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as "inferior" (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:

“Working on my thesis will____________.”

Be time consuming Be stressful
Be frustrating Bring about unwanted criticism
Be a challenge Be beneficial

Be useless Be (other [fill in blank])
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: ☐ F ☑ M Year in College 1st 2nd 3rd 4th 5th+ Year in LHC 1st 2nd 3rd 4th 5+
Curriculum/Major(s)/Minor(s): BUSINESS

How many LHC clusters have you taken? 0 1 2 3 4+ How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+ Have you done any independent study course work for credit? ☑ Y ☑ N
Was it through the LHC? Y ☑ N

Have you studied abroad? ☑ Y ☑ N For what length of time? Short-term Semester Year other________
Did you receive credit through the LHC? Y ☑ N
Do you intend on graduating from the LHC? ☑ Y ☑ N ☑ maybe
Do you intend on completing an honors thesis? ☑ Y ☑ N ☑ maybe Why or why not? I'm not sure, dependent on workload.
What stage of planning/execution is your thesis in (i.e., haven’t started, brainstorming, researching, etc.)? Haven’t started
How many hours a week do you devote to class work? ________

Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)?________
What are your other academic pursuits?________
Extracurricular?________

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? ☑ Y ☑ N How? __________
As a student @ WMU, have you participated in any community service activities? Y ☐

What was it? ________________________________________________________________

For what length of time? __________________________________________________________

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? ☐ N

For how many years? 0 1 2 3 4+  Was this experience beneficial? Y ☐ n/a

Why? ________________________________________________________________

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

2. Small class size
   _____Scholarship/Financial Reasons
   _____Eldridge-Fox Living/Learning community
   5. Intellectual stimulation/academic challenge
   _____Establish close mentoring relationships with faculty
   _____Parental/high school mentor/teacher pressure

1. Priority registration
   4. Personal advising
   9. Uniqueness of course offerings
   _____Résumé builder
   _____Make friends/social benefits (HSA, programming, etc.)
   _____Other(list) __________________________
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:
“Working on my thesis will __________.”

Be time consuming Be stressful

Be frustrating Bring about unwanted criticism

Be a challenge Be beneficial

Be useless Be (other [fill in blank])
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: M(F) Year in College 1st 2nd 3rd 4th 5th+ Year in LHC 1st 2nd 3rd 4th 5+
Curriculum/Major(s)/Minor(s): Nursing/Biology minor
How many LHC clusters have you taken? 0 1 2 3 4+ How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+
Have you done any independent study course work for credit? Y N
Was it through the LHC? Y N
Have you studied abroad? Y N For what length of time? Short-term Semester Year other
Did you receive credit through the LHC? Y N
Do you intend on graduating from the LHC? Y N maybe
Do you intend on completing an honors thesis? Y N maybe Why or why not? It will complement my major well I think
What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)?
How many hours a week do you devote to class work? 15-20
Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)?
What are your other academic pursuits?
Extracurricular?
Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y N How?
As a student @ WMU, have you participated in any community service activities? Y N
What was it? Red Cross Volunteering
For what length of time? A few x/year
Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y N
For how many years? 0 1 2 3 4+ Was this experience beneficial? Y N n/a
Why?

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

2. Small class size
3. Scholarship/Financial Reasons
4. Eldridge-Fox Living/Learning community
5. Intellectual stimulation/academic challenge
6. Establish close mentoring relationships with faculty
7. Parental/high school mentor/teacher pressure
8. Priority registration
9. Personal advising
10. Uniqueness of course offerings
11. Résumé builder
12. Make friends/social benefits (HSA, programming, etc.)
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:

“Working on my thesis will________________.”

Be time consuming  Be stressful
Be frustrating  Bring about unwanted criticism
Be a challenge  Be beneficial
Be useless  Be (other [fill in blank]) fulfilling - hopefully!
Lee Honors College Questionnaire

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Gender: M F Year in College 1st 2nd 3rd 4th 5th+ Year in LHC 1st 2nd 3rd 4th 5+

Curriculum/Major(s)/Minor(s): Communications Art

How many LHC clusters have you taken? 0 1 2 3 4+

How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+

Have you done any independent study course work for credit? Y N

Was it through the LHC? Y N

Have you studied abroad? Y N

For what length of time? Short-term Semester Year other

Did you receive credit through the LHC? Y N

Do you intend on graduating from the LHC? Y N maybe

Do you intend on completing an honors thesis? Y N maybe

Why or why not? transferring

What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)?

How many hours a week do you devote to class work? 10-20 hours

Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)?

What are your other academic pursuits?

Extracurricular?

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y N How? because I am leaving
As a student @ WMU, have you participated in any community service activities? □ Y □ N

What was it? Humane Society, Wednesday's Kids

For what length of time? ____________ semester

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? □ Y □ N

For how many years? 0 ____________ 1 ____________ 2 ____________ 3 ____________ 4+ ____________ Was this experience beneficial? □ Y □ N □ n/a

Why? I don't feel like it was different except for the flow of communication regarding scheduling & other LHC stuff

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

□ 5 Small class size
□ Scholarship/Financial Reasons
□ Eldridge-Fox Living/Learning community
□ Intellectual stimulation/academic challenge
□ Establish close mentoring relationships with faculty
□ Parental/high school mentor/teacher pressure

□ 2 Priority registration
□ Personal advising
□ Uniqueness of course offerings
□ Resume builder
□ Make friends/social benefits (HSA, programming, etc.)
□ Other(list) __________________
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:

“Working on my thesis will ________________.”

Be time consuming  Be stressful

Be frustrating  Bring about unwanted criticism
Be a challenge  Be beneficial
Be useless  Be (other [fill in blank])
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: M [ ] F [ ] Year in College 1st [ ] 2nd [ ] 3rd [ ] 4th [ ] 5th+ [ ] Year in LHC 1st [ ] 2nd [ ] 3rd [ ] 4th [ ] 5+ [ ]
Curriculum/Major(s)/Minor(s): Secondary English Education History Psychology

How many LHC clusters have you taken? 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4+ [ ]
How many single honors courses have you taken? 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ] 10 [ ] 11 [ ] 11+ [ ]

Have you done any independent study course work for credit? Y [ ]
Was it through the LHC? Y [ ] N [ ]

Have you studied abroad? Y [ ] N [ ]
For what length of time? Short-term [ ] Semester [ ] Year [ ] other [ ]
Did you receive credit through the LHC? Y [ ] N [ ]

Do you intend on graduating from the LHC? Y [ ] N [ ] maybe [ ]
Do you intend on completing an honors thesis? Y [ ] N [ ] maybe [ ]
Why or why not? Great experience/great for resume [ ]

What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)? Brainstorming [ ]

How many hours a week do you devote to class work? [ ]

Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)? [ ]

What are your other academic pursuits? [ ]

Extracurricular? Student Ambassador [ ]

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y [ ] N [ ] How? [ ]
As a student @ WMU, have you participated in any community service activities? Y ☑

What was it? ________________________________________________________________

For what length of time? ______________________________________________________

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y ☑

For how many years? 0 1 2 3 4+ Was this experience beneficial? Y N n/a

Why? _________________________________________________________________________

What were your reasons for joining the LHC? *Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.*

1 Small class size
2 Scholarships/Financial Reasons
3 Eldridge-Fox Living Learning community
4 Intellectual stimulation/academic challenge
5 Establish close mentoring relationships with faculty
6 Parental/high school mentor/teacher pressure
7 Other (list) ___________________________
8 ___________________________________________________________________________
9 Priority registration
10 Personal advising
11 Uniqueness of course offerings
12 Résumé builder
13 Make friends/social benefits (HSA, programming, etc.)
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:

“Working on my thesis will ______________.”

Be time consuming  Be stressful
Be frustrating  Bring about unwanted criticism
Be a challenge  Be beneficial
Be useless  Be (other [fill in blank]) exciting

Useful for my future
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: M  F Year in College 1st  2nd  3rd  4th  5th+  Year in LHC  1st  2nd  3rd  4th  5+
Curriculum/Major(s)/Minor(s): Biomedical Sciences  Chemistry Minor

How many LHC clusters have you taken? 0 1 2 3 4+
How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+
Have you done any independent study course work for credit? Y N
Was it through the LHC? Y N
Have you studied abroad? Y N
For what length of time? Short-term  Semester  Year  other
Did you receive credit through the LHC? Y N
Do you intend on graduating from the LHC? Y N  maybe
Do you intend on completing an honors thesis? Y N  maybe
Why or why not? I have a topic I’m really interested in and would like to research it further.
What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)? I have a basic idea I just need to get a thesis committee
How many hours a week do you devote to class work? 40+
Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)? MCAT

What are your other academic pursuits? Studying for MCAT, applying to med school
Extracurricular? Professional Music Fraternity, Student member of Marching Band, active in church ministry
Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y N
How? I’ve been taking 18+ credits to get my major done in 4 years.
As a student @ WMU, have you participated in any community service activities? Y N

What was it? Music Task Force through music fraternity

For what length of time? 2 times each semester

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y N

For how many years? 0 1 2 3 4+ Was this experience beneficial? Y N n/a

Why? I found it a good place to live as many of my classmates lived there but it is not a living-learning community. That gives it too much credit. It's a dorm.

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

3 Small class size
2 Priority registration
1 Scholarship/Financial Reasons

Eldridge-Fox Living/Learning community
3 Intellectual stimulation/academic challenge

Establish close mentoring relationships with faculty

Parental/high school mentor/teacher pressure

1 Personal advising
4 Uniqueness of course offerings

Résumé builder

Make friends/social benefits (HSA, programming, etc.)

Other(list) ______________________
With $1 = \text{strongly disagree} \ 5 = \text{strongly agree}$, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as "other" (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as "inferior" (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:

"Working on my thesis will ________________ ."

Be time consuming  Be stressful

Be frustrating  Bring about unwanted criticism

Be a challenge  Be beneficial

Be useless  Be (other [fill in blank])
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: M (F) Year in College 1st 2nd 3rd 4th 5th+ Year in LHC 1st 2nd 3rd 4th 5+
Curriculum/Major(s)/Minor(s): English 3 Communications Major, Math minor

How many LHC clusters have you taken? 0 1 2 3 4+
How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+
Have you done any independent study course work for credit? Y (N)
Was it through the LHC? Y N
Have you studied abroad? Y (N)
For what length of time? Short-term Semester Year other
Did you receive credit through the LHC? Y N
Do you intend on graduating from the LHC? Y N maybe
Do you intend on completing an honors thesis? Y N maybe
Why or why not? Because it will allow me to graduate from the honors college, and give me experience with my interests.
What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)? Haven’t started, but I’m thinking of ideas
How many hours a week do you devote to class work? 25
Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)? O
What are your other academic pursuits? None now
Extracurricular?
Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y (N) How? It will still only take me 4 years to graduate
As a student @ WMU, have you participated in any community service activities?  

Y  N

What was it? Meals on Wheels, food delivery service for elderly

For what length of time? 3½ months

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community?  

Y  N

For how many years? 0 1 2 3 4+ Was this experience beneficial?  

Y  N  n/a

Why? I met people who shared experiences and took school equally seriously. Also, these people can recommend honors classes they’ve taken.

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

1 Small class size
2 Priority registration
3 Make friends/social benefits (HSA, programming, etc.)
4 Uniqueness of course offerings
5 Intellectual stimulation/academic challenge
6 Scholarship/Financial Reasons
7 Eldridge-Fox Living/Learning community
8 Establish close mentoring relationships with faculty
9 Personal advising
10 Résumé builder
11 Parental/high school mentor/teacher pressure
12 Other(list)
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:

“Working on my thesis will ________.”

- Be time consuming
- Be stressful
- Be frustrating
- Bring about unwanted criticism
- Be a challenge
- Be beneficial
- Be useless
- Be (other [fill in blank])
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

**Gender:** M (F)  
**Year in College:** 1st 2nd 3rd 4th 5th+  
**Year in LHC:** 1st 2nd 3rd 4th 5+  

**Curriculum/Major(s)/Minor(s):**  
Computer Engineering + Computer Science

**How many LHC clusters have you taken?** 0 1 2 3 4+  
**How many single honors courses have you taken?** 0 1 2 3 4 5 6 7 8 9 10 11+  
**Have you done any independent study course work for credit?** Y  N

Was it through the LHC? Y  N

**Have you studied abroad?** Y  N

For what length of time? Short-term  Semester  Year  other

Did you receive credit through the LHC? Y  N

**Do you intent on graduating from the LHC?** Y  N  maybe

**Do you intend on completing an honors thesis?** Y  N  maybe

Why or why not? Have to anyway For Engineering

What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)? Starting in the fall with engineering senior design class

**How many hours a week do you devote to class work?** 40+  

Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)? 5-10 hre.

What are your other academic pursuits? research

Extracurricular? solar car

**Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education?** Y  N  How?
As a student @ WMU, have you participated in any community service activities? Y N

What was it?

For what length of time?

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y N

For how many years? 0 1 2 3 4+ Was this experience beneficial? Y N n/a

Why? Met people in some freshman cluster/people to study with

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

_____Small class size

_____Scholarship/Financial Reasons

_____Eldridge-Fox Living/Learning community

_____Intellectual stimulation/academic challenge

_____Establish close mentoring relationships with faculty

_____Parental/high school mentor/teacher pressure

_____Priority registration

_____Personal advising

_____Uniqueness of course offerings

_____Résumé builder

_____Make friends/social benefits (HSA, programming, etc.)

_____Other(list)
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:

“My working on my thesis will ______________.”

Be time consuming Be stressful
Be frustrating Bring about unwanted criticism
Be a challenge Be beneficial
Be useless Be (other [fill in blank]).
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender M F Year in College 1st 2nd 3rd 4th 5th+ Year in LHC 1st 2nd 3rd 4th 5+  

Curriculum/Major(s)/Minor(s): Computer Engineering, Mathematics, Computer Science

How many LHC clusters have you taken? 0 1 2 3 4+  

How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+  

Have you done any independent study course work for credit? Y N

Was it through the LHC? Y N  

Have you studied abroad? Y N

For what length of time? Short-term Semester Year other ____________________

Did you receive credit through the LHC? Y N

Do you intend on graduating from the LHC? Y N maybe

Do you intend on completing an honors thesis? Y N maybe

Why or why not? B/c it is required for my major anyway.

What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)? haven’t started

How many hours a week do you devote to class work? ~ 45 hrs

Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)?________________________

What are your other academic pursuits?________________________

Extracurricular? ASB, B Days, IM sports, Volunteer alliance

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y N How?________________________
As a student @ WMU, have you participated in any community service activities? Y N

What was it? ASB trips / Hilltoppers

For what length of time? 1 week / 1 day

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y N

For how many years? 0 1 2 3 4+ Was this experience beneficial? Y N n/a

Why? I felt that I was better able to relate to the people who lived there... they had the same views on school work.

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

5 Small class size

10 Scholarship/Financial Reasons

6 Eldridge-Fox Living/Learning community

2 Intellectual stimulation/academic challenge

4 Establish close mentoring relationships with faculty

Parental/high school mentor/teacher pressure

3 Priority registration

4 Personal advising

8 Uniqueness of course offerings

1 Résumé builder

9 Make friends/social benefits (HSA, programming, etc.)

Other (list)
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:
“Working on my thesis will ______________.”

Be time consuming Be stressful
Be frustrating Bring about unwanted criticism
Be a challenge Be beneficial
Be useless Be (other [fill in blank]) ____________________________
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: √ Male  □ Female  Year in College: 1st □ 2nd □ 3rd □ 4th □ 5th+ □ Year in LHC: 1st □ 2nd □ 3rd □ 4th □ 5+ □

Curriculum/Major(s)/Minor(s):  English  Criminal Justice

How many LHC clusters have you taken?  0 □ 1 □ 2 □ 3 □ 4+ □

How many single honors courses have you taken?  0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 □ 10 □ 11+ □

Have you done any independent study course work for credit?  Y □ N □

Was it through the LHC?  Y □ N □

Have you studied abroad?  Y □ N □

For what length of time?  Short-term □ Semester □ Year □ other □

Did you receive credit through the LHC?  Y □ N □

Do you intend on graduating from the LHC?  Y □ N □ maybe

Do you intend on completing an honors thesis?  Y □ N □ maybe

Why or why not?  

What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)?  Researching

How many hours a week do you devote to class work?  10+ □

Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)?  2+ □

What are your other academic pursuits?  Law School Preparations

Extracurricular?  Phi Kappa Phi

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education?  Y □ N □ How?  I had to take extra classes and do my thesis making me take at least an extra semester. Without the LHC requirements, I could have finished my double major in 2'/2 years instead of 3.
As a student @ WMU, have you participated in any community service activities? Y (N)

What was it? __________________________________________________________

For what length of time? ______________________________________________

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y (N)

For how many years? 0 1 2 3 4+  Was this experience beneficial? Y (N) n/a

Why? Because I met many other LHC students who understand the stresses of the LHC

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

- 6 Small class size
- 4 Scholarship/Financial Reasons
- 8 Eldridge-Fox Living/Learning community
- 5 Intellectual stimulation/academic challenge
- 9 Establish close mentoring relationships with faculty
- 7 Parental/high school mentor/teacher pressure
- 2 Priority registration
- 1 Résumé builder
- 3 Uniqueness of course offerings
- 10 Make friends/social benefits (HSA, programming, etc.)
- Other(list) ____________________
With $1 = \text{strongly disagree}$ $5 = \text{strongly agree}$, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful) 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful) 1 2 3 4 5

Circle all the phrases that complete this sentence for you:

“Working on my thesis will____________.”

Be time consuming Be stressful

Be frustrating Bring about unwanted criticism

Be a challenge Be beneficial

Be useless Be (other [fill in blank]).
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student at WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: M F Year in College 1st 2nd 3rd 4th 5th+ Year in LHC 1st 2nd 3rd 4th 5th+
Curriculum/Major(s)/Minor(s): English major / Psychology minor

How many LHC clusters have you taken? 0 1 2 3 4+
How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+
Have you done any independent study course work for credit? Y N
Was it through the LHC? Y N
Have you studied abroad? Y N I wish I could.
For what length of time? Short-term Semester Year other
Did you receive credit through the LHC? Y N
Do you intend on graduating from the LHC? Y N maybe
Do you intend on completing an honors thesis? Y N maybe
Why or why not? To further my knowledge on a specific subject and to prepare myself for grad school.
What stage of planning/execution is your thesis in (i.e. haven't started, brainstorming, researching, etc.)? Brainstorming

How many hours a week do you devote to class work? 20 hours
Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)? Will apply to grad school & take GRE
Extracurricular? Bluecoke Marching Band

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y N How? Clusters & single courses can usually be counted as gen ed credits.
As a student @ WMU, have you participated in any community service activities? Y □
What was it? 
For what length of time? 
Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y □
N □
For how many years? 0 □ 1 □ 2 □ 3 □ 4+ □ Was this experience beneficial? Y □ N □ n/a
Why? 

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

Small class size Scholarhip/Financial Reasons Priority registration
Personal advising
Eldridge-Fox Living/Learning community
Uniqueness of course offerings
Intellectual stimulation/academic challenge
Résumé builder
Establish close mentoring relationships with faculty
Make friends/social benefits (HSA, programming, etc.)
Parental/high school mentor/teacher pressure
Other(list)
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:
“Working on my thesis will ____________.”

Be time consuming  Be stressful
Be frustrating  Bring about unwanted criticism
Be a challenge  Be beneficial
Be useless  Be (other [fill in blank]) filling
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student at WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: M ( ) F ( ) Year in College: 1st 2nd 3rd 4th 5th+ Year in LHC: 1st 2nd 3rd 4th 5+
Curriculum/Major(s)/Minor(s): ___________ Elementary Education ________ English ________

How many LHC clusters have you taken? 0 1 2 3 4+ How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+
Have you done any independent study course work for credit? Y ( ) N ( ) Was it through the LHC? Y ( ) N ( )

Have you studied abroad? Y ( ) N ( ) plans for this summer
For what length of time? Short-term Semester Year other: __________
Did you receive credit through the LHC? Y ( ) N ( )
Do you intend on graduating from the LHC? Y ( ) N ( ) maybe
Do you intend on completing an honors thesis? Y ( ) N ( ) maybe

Why or why not? __________ part of requirement, interesting academic pursuit
What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)? casual brainstorming - haven’t officially begun
How many hours a week do you devote to class work? 15-20 but varies not as much as
Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)? I would like
What are your other academic pursuits? casual writing, research
Extracurricular? student ambassador, __________
Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y ( ) N ( ) How? __________
As a student @ WMU, have you participated in any community service activities? Y N

What was it? Project mentor

For what length of time? This year - intend to continue next year.

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y N

For how many years? 0 1 2 3 4+ Was this experience beneficial? Y N n/a

Why? I wanted to live on main campus.

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

1. Small class size
2. Scholarship/Financial Reasons
3. Eldridge-Fox Living/Learning community
4. Intellectual stimulation/academic challenge
5. Establish close mentoring relationships with faculty
6. Parental/high school mentor/teacher pressure
7. Priority registration
8. Personal advising
9. Uniqueness of course offerings
10. Résumé builder
11. Make friends/social benefits (HSA, programming, etc.)
12. Other(list)
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:

“Working on my thesis will __________________.”

- Be time consuming
- Be frustrating
- Be a challenge
- Be useless
- Be (other [fill in blank]) exciting/interesting
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: M ☐ Year in College 1st 2nd 3rd 4th 5th+ Year in LHC 1st 2nd 3rd 4th 5+

Curriculum/Major(s)/Minor(s): ☐ English ☐ Creative Writing ☐ Women's Studies ☐ Environmental Studies

How many LHC clusters have you taken? 0 ☐ 2 3 4 +

How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+

Have you done any independent study course work for credit? Y ☐

Was it through the LHC? Y ☐

Have you studied abroad? Y ☐

For what length of time? Short-term ☐ Semester ☐ Year ☐ other ________________

Did you receive credit through the LHC? Y ☐

Do you intend on graduating from the LHC? Y ☐

Do you intend on completing an honors thesis? Y ☐

Why or why not? Haven't gone to a workshop yet...

What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)? Haven’t started

How many hours a week do you devote to class work? 10-15

Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)? ☐

What are your other academic pursuits? N/A

Extracurricular? N/A

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y ☐ How? ____________________________
As a student @ WMU, have you participated in any community service activities? ☑ N

What was it? Cleaning up East Campus

For what length of time? a weekend

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? ☑ N

For how many years? 0 ☑ 2 ☑ 3 ☑ 4+ Was this experience beneficial? Y ☑ N ☑ n/a

Why? It was ok. I didn't enjoy it being co-ed by floor.

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

☑ Small class size
☐ Scholarship/Financial Reasons
☐ Eldridge-Fox Living/Learning community
☐ Intellectual stimulation/academic challenge
☐ Establish close mentoring relationships with faculty
☐ Parental/high school mentor/teacher pressure

☑ Priority registration
☐ Personal advising
☑ Uniqueness of course offerings
☑ Résumé builder
☐ Make friends/social benefits (HSA, programming, etc.)
☐ Other (list)
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:

“Working on my thesis will ______________.”

- Be time consuming
- Be frustrating
- Be a challenge
- Be useless
- Be stressful
- Bring about unwanted criticism
- Be beneficial
- Be (other [fill in blank])


Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student at WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: M ☐ F ☐ Year in College 1st 2nd 3rd 4th 5th+ Year in LHC 1st 2nd 3rd 4th 5+
Curriculum/Major(s)/Minor(s): English Creative Writing/Eng. Pract.

How many LHC clusters have you taken? ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+ How many single honors courses have you taken? ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11+ Have you done any independent study course work for credit? ☐ Y ☐ N
Was it through the LHC? ☐ Y ☐ N
Have you studied abroad? ☐ Y ☐ N
For what length of time? Short-term Semester Year other ________________ Did you receive credit through the LHC? ☐ Y ☐ N
Do you intend on graduating from the LHC? ☐ Y ☐ N • maybe Do you intend on completing an honors thesis? ☐ Y ☐ N • maybe Why or why not? ________________________________
What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)? Finished
How many hours a week do you devote to class work? ________________________________
Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)? Full-time job, teacher
What are your other academic pursuits? My life is school (and work)
Extracurricular?

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? ☐ Y ☐ N How? ________________________________

I planned out my entire undergrad classes entering with as fr & knew what I needed & when generally offered
As a student @ WMU, have you participated in any community service activities? Y [N]

What was it? ____________________________

For what length of time? ____________________________

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y [N]

For how many years? 0 1 2 3 4+ Was this experience beneficial? Y N n/a

Why? ____________________________

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

[ ] Small class size
[ ] Scholarship/Financial Reasons
[ ] Eldridge-Fox Living/Learning community
[ ] Intellectual stimulation/academic challenge
[ ] Establish close mentoring relationships with faculty
[ ] Parental/high school mentor/teacher pressure
[ ] Priority registration
[ ] Personal advising
[ ] Uniqueness of course offerings
[ ] Résumé builder
[ ] Make friends/social benefits (HSA, programming, etc.)
[ ] Other(list) ____________________________
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful) 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful) 1 2 3 4 5

Circle all the phrases that complete this sentence for you:
“Working on my thesis will ____________.”

Be time consuming  Be stressful

Be frustrating  Bring about unwanted criticism

Be a challenge  Be beneficial

Be useless  Be (other [fill in blank])

was fun, challenging and very worthwhile, because it strengthened my writing and prepared me for grad school.
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: M ☐ F ☐ Year in College 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th+ ☐ Year in LHC 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5+ ☐

Curriculum/Major(s)/Minor(s): __________/_________/____________

How many LHC clusters have you taken? 0 ☐ 2 3 4+ ☐

How many single honors courses have you taken? 0 ☐ 1(2) 3 4 5 6 7 8 9 10 11+ ☐

Have you done any independent study course work for credit? Y ☐ N ☐

Was it through the LHC? Y ☐ N ☐ NA ☐

Have you studied abroad? Y ☐ (N) ☐ Next winter ☐

For what length of time? Short-term ☐ Semester ☐ Year ☐ other __________

Did you receive credit through the LHC? Y ☐ N ☐ N/A ☐

Do you intend on graduating from the LHC? Y ☐ N ☐ maybe ☐

Do you intend on completing an honors thesis? Y ☐ N ☐ maybe ☐

Why or why not? That’s the point of being in it. ☐

What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)? haven’t started ☐

How many hours a week do you devote to class work? 35 ☐ (including class ☐

Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)? __________

What are your other academic pursuits? __________

Extracurricular? internship ☐

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y ☐ N ☐ How? ________

class only works for honors.
As a student @ WMU, have you participated in any community service activities? Y N

What was it? Hilltoppers - USA related

For what length of time? 4 hrs each time x 2

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y N

For how many years? 0 1 2 3 4+ Was this experience beneficial? Y N n/a

Why?

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

1. Small class size
2. Priority registration
3. Make friends/social benefits (HSA, programming, etc.)
4. Eldridge-Fox Living/Learning community
5. Uniqueness of course offerings
6. Intellectual stimulation/academic challenge
7. Résumé builder
8. Establish close mentoring relationships with faculty
9. Scholarship/Financial Reasons
10. Personal advising
11. Parental/high school mentor/teacher pressure

Other (list)
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:
“Working on my thesis will ______________.”

Be time consuming  Be stressful
Be frustrating  Bring about unwanted criticism
Be a challenge  Be beneficial
Be useless  Be (other [fill in blank]) somthing to be proud of
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: M/F

Year in College 1st 2nd 3rd 4th 5th+ Year in LHC 1st 2nd 3rd 4th 5th+

Curriculum/Major(s)/Minor(s):
- Biomedical Science
- Spanish
- Major
- Chemistry
- Minor

How many LHC clusters have you taken? 0 1 2 3 4 4+

How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+

Have you done any independent study course work for credit? Y (N)

Was it through the LHC? Y (N)

Have you studied abroad? Y (N)

For what length of time? Short-term Semester Year other

Did you receive credit through the LHC? Y (N)

Do you intend on graduating from the LHC? Y N maybe

Do you intend on completing an honors thesis? Y N maybe

Why or why not? It will add to a graduate resume

What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)? I haven’t started

How many hours a week do you devote to class work? 10 or so

Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)? Yes

What are your other academic pursuits? In the future, MCAT’s

Extracurricular? WMU soccer team

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y (N) How? It shouldn’t affect it
As a student @ WMU, have you participated in any community service activities? Y (N)

What was it?

For what length of time?

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y (N)

For how many years? 0 1 2 3 4+ Was this experience beneficial? Y N n/a

Why?

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

- Small class size
- Scholarship/Financial Reasons
- Eldridge-Fox Living/Learning community
- Intellectual stimulation/academic challenge
- Establish close mentoring relationships with faculty
- Parental/high school mentor/teacher pressure
- Priority registration
- Personal advising
- Uniqueness of course offerings
- Résumé builder
- Make friends/social benefits (HSA, programming, etc.)
- Other(list)
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you: “Working on my thesis will __________.”

Be time consuming
Be stressful
Be frustrating
Bring about unwanted criticism
Be a challenge
Be beneficial
Be useless
Be (other [fill in blank])
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: F  M  Year in College: 1st  2nd  3rd  4th  5th+  Year in LHC: 1st  2nd  3rd  4th  5th+
Curriculum/Major(s)/Minor(s): Jazz  Studies  Music

How many LHC clusters have you taken? 0 1 2 3 4+  How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+  Have you done any independent study course work for credit? Y  N  Was it through the LHC? Y  N

Have you studied abroad? Y  N  For what length of time? Short-term  Semester  Year  other

Did you receive credit through the LHC? Y  N

Do you intend on graduating from the LHC? Y  N  maybe

Do you intend on completing an honors thesis? Y  N  maybe

Why or why not? Because I want to graduate from LHC

What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)? Brainstorm

How many hours a week do you devote to class work? Too Many - at least 20

Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)?

What are your other academic pursuits? Playing in Bands

Extracurricular?

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y  N  How? Taking Honors classes don’t fit into my major set me back
As a student @ WMU, have you participated in any community service activities? Y N

What was it?

For what length of time?

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y N

For how many years? 0 1 2 3 4+ Was this experience beneficial? Y N n/a

Why? Allowed me to meet many people, good living environment

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

5 Small class size
1 Scholarship/Financial Reasons
1 Eldridge-Fox Living/Learning community
2 Intellectual stimulation/academic challenge
1 Establish close mentoring relationships with faculty
1 Parental/high school mentor/teacher pressure

3 Priority registration
1 Personal advising
6 Uniqueness of course offerings
4 Résumé builder
1 Make friends/social benefits (HSA, programming, etc.)

Other(list)
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc). 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:

“Working on my thesis will _________.”

Be time consuming Be stressful

Be frustrating Bring about unwanted criticism

Be a challenge Be beneficial

Be useless Be (other [fill in blank])
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: [M/F] Year in College: 1st 2nd 3rd 4th 5th+ Year in LHC: 1st 2nd 3rd 4th 5+ 
Curriculum/Major(s)/Minor(s): Biomedical Sciences

How many LHC clusters have you taken? 0 1 2 3 4+ 
How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+ 
Have you done any independent study course work for credit? Y (N)

Was it through the LHC? Y (N)

Have you studied abroad? Y (N)

For what length of time? Short-term Semester Year other

Did you receive credit through the LHC? Y (N)

Do you intend on graduating from the LHC? Y (N) maybe

Do you intend on completing an honors thesis? Y (N) maybe

Why or why not?

What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)?

How many hours a week do you devote to class work? 10-12 hours

Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)?

What are your other academic pursuits?

Extracurricular?

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y (N) How? Additional classes will at to the time spent here.
As a student @ WMU, have you participated in any community service activities? Y ☐

What was it? ________________________________________________________________

For what length of time? _____________________________________________________

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y ☐

For how many years? 0 1 2 3 4+ Was this experience beneficial? Y ☐ N ☐ n/a

Why? __________________________________________________________________________

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

☐ Small class size
☐ Scholarship/Financial Reasons
☐ Eldridge-Fox Living/Learning community
☐ Intellectual stimulation/academic challenge
☐ Establish close mentoring relationships with faculty
☐ Parental/high school mentor/teacher pressure
☐ Priority registration
☐ Personal advising
☐ Uniqueness of course offerings
☐ Résumé builder
☐ Make friends/social benefits (HSA, programming, etc.)
☐ Other(list) ____________________________
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:

“Working on my thesis will __________.”

Be time consuming  
Be stressful  
Be frustrating  
Bring about unwanted criticism  
Be a challenge  
Be beneficial  
Be useless  
Be (other [fill in blank])
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

<table>
<thead>
<tr>
<th>Gender:</th>
<th>M</th>
<th>F</th>
<th>Year in College 1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th+</th>
<th>Year in LHC 1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5+</th>
</tr>
</thead>
</table>

Curriculum/Major(s)/Minor(s): COMPUTER SCIENCE / MATH

How many LHC clusters have you taken? 1 2 3 4+ 5 5+

How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+ 11+

Have you done any independent study course work for credit? Y N

Was it through the LHC? Y N

Have you studied abroad? Y N

For what length of time? Short-term SEMESTER Year other

Did you receive credit through the LHC? Y N

Do you intend on graduating from the LHC? Y N maybe

Do you intend on completing an honors thesis? Y N maybe

Why or why not? DIDN'T HAVE THE TIME

What stage of planning/execution is your thesis in (i.e. haven't started, brainstorming, researching, etc.)?

How many hours a week do you devote to class work? VALUES 4 - 25

Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)?

What are your other academic pursuits? PROGRAMMING - LEARNING OTHER

Extracurricular?

DEVELOPMENT METHODS

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y N

How? SHORTENED ALLOWED ME TO GET INTO THE COURSES I NEEDED
As a student @ WMU, have you participated in any community service activities? (Y) N

What was it? SATURDAYS KIDS VOLUNTEER ALLIANCE, LOTS

For what length of time? LAST TWO YEARS

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? (Y) N

For how many years? 0 1 2 3 4+ Was this experience beneficial? (Y) N n/a

Why? GOOD ENVIRONMENT, BUT TWO YEARS WAS A LITTLE TOO MUCH - GOOD EXPERIENCE OVERALL

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

4  Small class size
3  Scholarship/Financial Reasons
7  Eldridge-Fox Living/Learning community
6  Intellectual stimulation/academic challenge
11 Establish close mentoring relationships with faculty
8  Parental/high school mentor/teacher pressure
2  Priority registration
10 Personal advising
5  Uniqueness of course offerings
7  Résumé builder
12 Make friends/social benefits (HSA, programming, etc.)
1  Other(list) "HONORS" "HILIT ACADEMIC STANDARDS IN HIGH SCHOOL"
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:
“Working on my thesis will ____________.”

Be time consuming  Be stressful

Be frustrating  Bring about unwanted criticism

Be a challenge  Be beneficial

Be useless  Be (other [fill in blank])
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student at WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: [M] F  Year in College 1st  2nd  3rd  4th  5th+  Year in LHC 1st  2nd  3rd  4th  5th+
Curriculum/Major(s)/Minor(s):  Mechanical Engineering (Major)  Math (Minor)

How many LHC clusters have you taken? 0 1 2 3 4+
How many single honors courses have you taken? 0 1 2 3 4 5 6 7 8 9 10 11+
Have you done any independent study course work for credit? Y N
    Was it through the LHC? Y N
Have you studied abroad?  Y N
    For what length of time? Short-term  Semester  Year  other _______
    Did you receive credit through the LHC?  Y N
Do you intend on graduating from the LHC?  Y N  maybe
Do you intend on completing an honors thesis?  Y N  maybe
    Why or why not?  Required by Engineering
What stage of planning/ execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)?  NOT STARTED
How many hours a week do you devote to class work?  15 hours
    Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)? _______
What are your other academic pursuits? ________________________________
    Extracurricular?  WMU Athlete  JVB
Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education?  Y N  How? ________________________________
As a student at WMU, have you participated in any community service activities? Y N

What was it? Work at the YMCA

For what length of time? 20 hours

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y N

For how many years? 0 1 2 3 4+ Was this experience beneficial? Y N n/a

Why?

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

___ Small class size
___ Scholarship/Financial Reasons
___ Eldridge-Fox Living/Learning community
___ Intellectual stimulation/academic challenge
___ Establish close mentoring relationships with faculty
___ Parental/high school mentor/teacher pressure

X Priority registration
___ Personal advising
X Uniqueness of course offerings
X Résumé builder
___ Make friends/social benefits (HSA, programming, etc.)
___ Other (list)
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 5

Most of my friends are also LHC members. 1 2 3 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 3 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 3 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 4 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 3 4 5

Circle all the phrases that complete this sentence for you:
“Working on my thesis will ______________.”

- Be time consuming
- Be stressful
- Be frustrating
- Bring about unwanted criticism
- Be a challenge
- Be beneficial
- Be useless
- Be (other [fill in blank])
Lee Honors College Questionnaire

Note: This is a survey about your experience as an Honors student @ WMU. Please answer openly and honestly. Feedback will be kept confidential and will not be directly shared with faculty members or WMU affiliated staff under any circumstances.

Gender: M  F  Year in College 1st  2nd  3rd  4th  5th+  Year in LHC 1st  2nd  3rd  4th  5+
Curriculum/Major(s)/Minor(s): Computer Information Systems

How many LHC clusters have you taken? 0  1  2  3  4+  How many single honors courses have you taken? 0 1  2  3  4  5  6  7  8  9  10  11+
Have you done any independent study course work for credit? Y  N

Was it through the LHC? Y  N

Have you studied abroad?  Y  N
For what length of time? Short-term  Semester  Year  other

Did you receive credit through the LHC? Y  N

Do you intend on graduating from the LHC? Y  N  maybe
Do you intend on completing an honors thesis? Y  N  maybe
Why or why not? I do not feel like putting in the time along with my class schedule

What stage of planning/execution is your thesis in (i.e. haven’t started, brainstorming, researching, etc.)? did not start

How many hours a week do you devote to class work? 5 - 10

Other academic pursuits (i.e. research, studying for MCAT, GRE, etc.)?

What are your other academic pursuits?

Extracurricular?

Will being a member of the LHC alter (lengthen or shorten) the duration of your undergrad education? Y  N  How?
As a student @ WMU, have you participated in any community service activities? Y N

What was it? Random activities, mock day, cheer theater, business institute of arts

For what length of time? 1 semester

Do you live or have you ever lived in the Eldridge-Fox Living/Learning community? Y N

For how many years? 0 1 2 3 4+ Was this experience beneficial? Y N n/a

Why? Kids in my cluster on my floor

What were your reasons for joining the LHC? Rank order from highest to lowest (with 1 being highest) the reasons that apply to you. Do not mark reasons that do not apply.

3 Small class size
   1 Priority registration
   ___ Scholarship/Financial Reasons
   ___ Personal advising
   ___ Eldridge-Fox Living/Learning community
   ___ Uniqueness of course offerings
   ___ Intellectual stimulation/academic challenge
   ___ Résumé builder
   ___ Establish close mentoring relationships with faculty
   ___ Make friends/social benefits (HSA, programming, etc.)
   4 Parental/high school mentor/teacher pressure
   2 Other (list) clusters
With 1 = strongly disagree 5 = strongly agree, please rate your agreement with the following sentences.

I socialize with other LHC members on a nonacademic basis. 1 2 3 4 (5)

Most of my friends are also LHC members. 1 2 (3) 4 5

The general WMU student population stereotypes LHC members as “other” (i.e. nerds, geeks, elitists, etc.) 1 2 (3) 4 5

I, personally, perceive other LHC members in the same way (i.e. nerds, geeks, elitists, etc.). 1 2 (3) 4 5

LHC members stereotype the general WMU student population as “inferior” (less motivated, less intelligent, less successful). 1 2 3 (4) 5

I, personally, perceive the general WMU student population in the same way (less motivated, less intelligent, less successful). 1 2 (3) 4 5

Circle all the phrases that complete this sentence for you:
“Working on my thesis will __________.”

Be time consuming Be stressful
Be frustrating Bring about unwanted criticism
Be a challenge Be beneficial NOT HAPPEN
Be useless Be (other [fill in blank])
Appendix E

NCHC Presentation Script
Presentation Script

Introduction

_V formation from L to R: 1,2,3,4_

1: I am an honors student.
2: I am an honors student, and I worked hard for it.
3: I am an honors student, but I don’t tell people.
4: I joined the honors college at the last minute.

1: (dovetail in) I joined because I had to.
3: (dovetail in) My parents told me I had to.
4: I wanted intellectual challenges.
2: I want the title, for my resume.
3: I want to make lasting connections.

2,3 _Step forward to form straight line_

All: Priority registration.

1: Being an honors student is a privilege.

2,4: (dovetail in) I think it’s a pain.

3: (dovetail in) Smaller class sizes.

1: (dovetail in) Senior thesis is extra stress I don’t need.

2,3,4: _echo “stress”_

4: Being an honors student seems different now that I’m older.

3: I wish I would’ve made better use of it.

2: What it means to me is… (loop)

1: (slight step forward, slight turn in to face 2) I wish I would’ve known…(loop)

3: Looking back on… (loop)

4: (slight step forward, slight turn in to face 3) It’s important to me because…

All: (face forward, straight line) Being an Honors Student is…

1: (step forward) We represent our peers coming forth as a chorus of voices to reflect on their experiences as honors students at Western Michigan University. (step back)

3: (step forward) Last February we set out to collect and observe such student responses in an attempt to understand the kinds of changes taking place in our Honors college. We asked our
peers about the realities facing them as honors students and how being an honors student fit into their postgraduate goals. *(step back)*

2: *(step forward)* Amidst the diversity of responses, we found a common theme. The constructs on which our honors college was founded 40 years ago have not changed, but the students have. In addition to their honors educations, students are faced with new professional goals and challenges. *(step back)*

4: *(step forward)* An honors liberal arts education is desirable, but is it practical? Do students still see the value in honors classes or do they measure value by the convenience of priority registration? *(step back)*

*(hold straight line)*

1: Based on our statistics, the latter appears to be true. 60% of honors students we surveyed, said the convenience of priority registration was one of their top two reasons for joining the honors college.

3: However, like many other honors colleges, the benefit of priority registration—that is, registering before other university students—is just one of many components that accompany being an honors student.

2: At WMU, honors students are required to take two clusters, which are groupings of interrelated classes on subjects ranging from Medical Career Foundations to Ethics and Morality.

4: Students are also required to take two upper-level seminars offered through the honors college at the 300 level or higher. A research-oriented independent study, foreign study, or an internship can be substituted for one of the two upper-level honors course requirements.

3: A thesis, extended project, or performance given in the students’ area of interest or specialization is the capstone of the four-year honors program at WMU.

1: This presentation stems from an investigation of student perceptions about the program of study we have just outlined. We have spent considerable time delving into the lives and realities of today’s honors students, and although we are here to voice collective concerns, we cannot deny our own individual voices.

2: *(move left to pod)* I am part of the whole, but I am undeniably Laura Kirklin, Secondary Education English major with plenty of journalistic experience and a razor sharp wit who takes her time abroad in England. With a lifetime of dance training behind me, I am the most graceful of this group you see in front of you.
Yet I, Lorik Abdullai, am the by far the most handsome. As a future train driver—I mean engineer—who participates as a racecar driver for our Bronco Motor sports, is a member of Tau Beta Pi, has seen the Three Tenors three times, and hails from Kosovo, I am easily the James Bond of the group.

Although I do take my martinis shaken, I am more Artemisia Gentileschi than Mr. Bond here. Remember the name Diana Wilson, for as an Art major with an emphasis in painting and a penchant for performing arts I hope to one day have works hanging in the Met. If these artistic endeavors don’t work out, I can always fall back on my friends to support me so I don’t have to live in a box on the street.

I hate to break it to you, but I don’t think job-hunting will fit into my schedule anytime soon. When I’m not playing rugby or teaching marching band, you can find me preparing for my upcoming stint as an English teacher in Korea. My peers will tell you I am the brains of the group, but I refuse to accept that title, for my own liability. If you knew these kids, you’d know why they listed “Aimee Jachym, business major” first on the registration form.

We were hoping you wouldn’t figure it out... but, anyway... it is through this kind of experiential, cultural, and collective diversity that we have attempted to craft out honors educations.

Lorik: in Engineering
Diana: Fine Arts
Laura: Teaching
Aimee: and Business.

Amidst our diversity, we believe that our Honors educations have bonded us together during the last four years with the aim of cultivating our minds through interdisciplinary studies and passions.

This goal of achieving intellectual diversity amidst the backdrop of today’s Honors College realities was the focal point of our investigation

Hypothesis

1: Through our research, we came across a statistic concerning our honors college that we were shocked to hear.
2: 50% of students enrolled in our honors college will not actually graduate from it.
4: Nationwide, 60% of students enrolled in America’s honors colleges will not actually graduate from them.

3: What does this mean exactly?

2: (dovetail in) Is this the result of students cutting corners?

1: (dovetail in) Is it denoting failure?

4: (dovetail in) Or is there simply a gap between student and administrative realities in today’s honors colleges?

1: Though there may be many explanations for these statistics, the bottom line appears to be that a significant number of honors students do not truly grasp the value of an honors college education.

2: This ideal we hold, of the renaissance student within our honors colleges, is perhaps unrealistic, given the challenges that exist for today’s honors students.

3: Many students view the completion of an honors college education as difficult, stressful, or too time consuming.

1: For example, one of the most prevalent reasons for students’ withdrawal from the Honors College is to avoid the senior thesis, which is often seen as an “obstacle,” rather than a rewarding intellectual challenge.

4: In fact, 21 out of 25 students that we interviewed stated they felt that the thesis project would be time consuming, while only 3 out of 25 claimed they felt it would an exciting project.

2: If this is only one of many reasons for the dropout of students from our Honors College, then what can be done to change the views of the students?

**Explanation**

1: (move to center) We understand that the realities of University life can cause ideal standards to be compromised, so let us take a closer look at these compromising factors.

2: (move center next to 1) I can personally vouch for the struggle created by working 25 hours a week to help pay for school in addition to being a full time student facing an honors thesis.

3: (move center next to 1) Graduating in four years was a goal I had for myself when I entered the university, but the circumstances created by my Honors education will not allow me to graduate as soon as planned.
4: (move center next to 2) Overwhelmed by a multitude of postgraduate options and extracurricular activities on top of my Honors coursework, I find myself stressed and strained when it comes to my education.

1: Money, time, and stress may all be complications that prevent students from completing their honors college experience.

3: Each of us here confesses that there are outside elements hindering our scholastic performance, yet we maintain our course because we envision the outcome of obtaining an honors education.

(1 move to video unit)

4: Unfortunately, not all students value this same outcome. Caught up in the demands of the professional world, students often become anxious for the next thing after graduation and let the pinnacle of their undergraduate career fall by the wayside.

2: Perhaps this new view, of the professionally driven Honors College student, is best expressed by the students themselves.

Video

Solutions

1: (front & center, 2,3,4 move to V based off 1) Bridging the gap between the reality facing today’s honors students and the ideal we hold about their honors education can only be achieved by listening to their voices. (1 slight step away, turn to face 2,3,4)

3: Am I going to get a better job than someone who doesn’t have an honors education?

2: Am I going to be a better teacher because I took some honors classes?

4: What does Plato have to do with my future as a painter?

2: Show me the value in my honors education.

3: Show me how being an honors student sets me apart from others.

4: SHOW ME THE MONEY!

2,3,4: (2,3 step forward to make straight line w/4) SHOW ME THE BOTTOM LINE.

1: (step into straight line, face front) Increasing retention rates within our honors colleges is a matter of responding to these concerns. It is a matter of showing students that the “bottom line value” in their honors education extends beyond competition, beyond paychecks, and even beyond the classroom.
4: Being a multifaceted human being, who has an understanding of a variety of subjects ranging from Investment risk to Indian religion is part of that bottom line. It makes you more humane—
3: a more ethical engineer,
2: a more informed teacher,
1: a more compassionate business leader.

4: For these reasons, we believe experiential learning is the key to bridging the gap between ideal and reality in our honors educations.
3: The real value in today's honors education lies in the experience itself. Until experienced and understood at a deeply personal level, the greatest benefit of being an honors student remains largely unrealized.
1: Through new worldviews, new understandings, and new experiences—all developed firsthand—students can begin to see the value in intellectual diversity and individually begin bridging the gap between their realities and the achievability of their honors educations.
2: The ideas presented at the end of the video: living learning communities, study abroad, and academic and professional connections are just a few of many vehicles for experiential learning.
3: While these and other kinds of experiences are available to students at many honors colleges across America, they can be limited, impractical, and/or unaffordable because of financial and institutional realities.
4: In order to make experiential learning accessible to all honors students, we must brainstorm, develop, and implement changes and real solutions. In this session, we begin this process by presenting just a few of many potential ideas.

2: (move right to pod) Increased financial aid would help relieve the burden of today's educational costs and would give working honors students more time to devote to their academic pursuits such as the capstone thesis.

1: (move right to pod) Last summer, the $2,500 Dean's Summer Thesis Grant helped pay my bills while I researched my honors thesis on intellectual diversity. Without this financial support an independent scholarly pursuit of this kind would not have been possible.

4: (move left to pod) Another way of financially and experientially supporting honors educations is by offering and encouraging student internships. These hands on experiences are useful in developing an understanding of where college is actually taking us by giving us a glimpse of the "real world."
As an intern for Johnson Controls last summer, I received both honors academic credit and a steady paycheck. This experience gave me the opportunity to reflect on my progress as an undergrad while gaining practical experience about engineering, communication, and business.

For some of us standing before you, studying abroad was the greatest education and experience we’ve come across yet and we would encourage more students to pursue this option as a means of discovering experiential learning.

My Cambridge summer seminars gave me an up close and personal experience with some of the literature I’ll be teaching my future students.

Yet students don’t necessarily have to flee the country to realize the value in their honors educations. For some, as mentioned in the video, enjoying the benefits of the living learning community provided by the honors college may enhance their experiences.

Some students may capture the essence of their honors educations in the duration of a 90 minute weekly seminar, but others may require additional outlets for their creativity and talents.

As a member of a five person ensemble, I’ve put together a multidisciplined, multimedia art show two years in a row as a means of communicating to others what I’ve learned about myself and my education.

Through all these potential solutions and examples of successful honors experiences, the truth remains that change must begin and must be measured within the individual. For this reason, we propose implementing better systems of mentoring and feedback to monitor our development.

Mentoring is a key tool for making experiential learning effective and honors educations more tangible.

More specifically, peer mentoring may be the best way to foster these understandings in a deeply personal way. By sharing successes and supporting growth, students can reinforce each other’s goals as honors students.

Measuring the successes and failures in our honors colleges and personal experiences is also an important aspect of improvement.

Exit interviews for those who complete their honors educations’ successfully and also for those who prematurely depart would provide important feedback to help us improve upon our philosophies, processes, and products.
4: To this end, we have provided you with a sort of exit interview. We appreciate the time you’ll take at the end of this presentation to complete the guided reflection we have provided in order to continue the dialogue we have begun.
3: Please return these reflections to us at the end of this session.

Resolution
1: (move to center) What we have brought forth today,
4: (move to center next to 1) through months of discussion,
2: (move to center next to 1) hours of research,
3: (move to center next to 4) and the voices of many,
1: is our attempt to step back and take an honest, microcosmic look at our honors college. We present our ideas and solutions not as Gospel but as a tangible and malleable vision of more successful honors colleges throughout America. However, no amount of philosophizing will change the status quo.
3: Thus, we call for action. Continued communication on this matter is imperative.
2: For this reason, we ask that you fill out the guided response. By your input, you are an agent of change.
4: We hope to continue a dialogue on this imperative topic even after we return home. Our goal of high graduation rates in honors colleges will only become a reality through the concerted action of students and administrators across the country.
3: A passionate curiosity for life. That’s what we want to breed in our honors colleges.
1: We want more students to experience the value of knowledge in all the many areas possible,
4: from Picasso to Pythagoras,
2: from risk taking in business to Russian Ballet,
3: from fluid dynamics to the fine art of dining.
1: By being a member of the honors college our ideas of achievement have been reinforced,
2: our path of learning challenged,
3: and our last four years exponentially fuller.
4: With a wealth of knowledge at our fingertips, let us spread the beauty of such opportunity to each and every honors student.
Appendix F

NCHC Handout
Bridging the Gap
Between Theory and Reality in Honors Education

Presented by
Aimee Jachym, Lorik Abdullai, Laura Kirklin, and Diana Wilson
Members of the Lee Honors College Class of 2004
at Western Michigan University in Kalamazoo, Michigan

Topic: Bridging the Gap
Based on our research, a gap exists between the administrative philosophy about what an honors education should be and the reality facing today’s honors students. Despite this, we believe increasing the number of shared successes in our honors colleges is a common goal shared by administrators and students.

Objective: Finding the Common Ground
We believe that an honors education should develop a well-rounded individual with heightened communication skills and a more curious mind. Our goal is to find a way to effectively generate a genuine understanding of these characteristics in our honors students and to offer the administration our “student perspective” with intent to reunify ideal and reality.

Quick Facts About Our Institution

Lee Honors College
- Founded in 1962
- Approx. Enrollment: 1,300
- Average incoming freshman profile: 3.9 GPA; 29 ACT

Western Michigan University
- Founded in 1903
- Approx. Enrollment: 29,000
- Classified as a “student-centered research institution”

Feel free to contact Aimee Jachym at aimee.jachym@wmich.edu if you have questions or comments regarding this presentation.
Appendix G

NCHC Feedback Form
Bridging the Gap
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for “bridging the gap” between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

3. What obstacles do you see in implementing these potential solutions?

4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

5. Additional Comments

Optional.
Name: _____________________________________________
Institution: _______________________________________
Affiliation (student, professor, etc.): _______________________
Email: ____________________________________________
Appendix H

Completed Feedback Forms from LHC Presentation, 10/03
Bridging the Gap  
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for “bridging the gap” between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

honors during research scholarships, etc.,
however, the most effective method towards my success has been self-motivated discussions with administrators.

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

I think they could alleviate if implemented using cooperation between students and administration. (Such as open forums)

3. What obstacles do you see in implementing these potential solutions?

Student apathy, administrative unwillingness to change
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

Not that I can think of

5. Additional Comments

Good job.

Optional.

Name: __________________________________________

Institution: ______________________________________

Affiliation (student, professor, etc.): __________________

Email: __________________________________________
Guided Reflection

1. What methods for “bridging the gap” between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

   Close interaction between honors college advisors and students does aid things. However, various other methods, such as the various cluster requirements which often do nothing but take up a semester of time & money, are ineffective.

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

   I believe exit interviews and student mentoring would be the most helpful. It is only through close observation and individual interaction that any changes can be made.

3. What obstacles do you see in implementing these potential solutions?

   I see no real obstacles. Close, personal interaction is fairly easy to take care of.
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

I believe most of the obstacles you covered summarize the whole fairly well.

5. Additional Comments

This presentation was very well done.
On a side note, I believe your interviews should be done in a quieter, much smaller room to reduce echoes and other background noise. It was difficult to hear the video clearly. Also, it would be interesting to hear from interviews with freshmen.

Optional.

Name: Matt Weston
Institution: WMU
Affiliation (student, professor, etc.): Student
Email: m3weston@wmich.edu
Bridging the Gap: Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for “bridging the gap” between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

Exit interviews would be a great idea! It would allow the administration to communicate with students and make applicable changes. Experiential learning is enticing and allows students to gain knowledge in a totally different way.

3. What obstacles do you see in implementing these potential solutions?

I believe the administration is very separated and out of touch with the students. They seem unwilling to make connections and work together. As a student, I have tried and unfortunately failed to work with the LHC administration to make positive changes.
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

Lack of communication is a tremendous barrier! Many students use the honor's college to improve their resumes and achieve priority registration. This is sad but unfortunately true.

5. Additional Comments

Optional.

Name: ____________________________________________

Institution: ________________________________________

Affiliation (student, professor, etc.): ________________________

Email: ____________________________________________
Bridging the Gap
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for "bridging the gap" between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

   I believe the thesis session that Dr. M. provides/requires has been very helpful.

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

   Presenting the benefits of an honors education was very beneficial.

   I thought the student interviews highlighted student apathy/laziness.

3. What obstacles do you see in implementing these potential solutions?

   Money. Reach out to students more. Tell them we need their help!
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

   Apathy. The feeling that students' voices don't count, or can't count.

5. Additional Comments

   Great job of raising questions + awareness

Optional.

Name: ____________________________________________

Institution: __________________________________________

Affiliation (student, professor, etc.): __________________________________________

Email: ____________________________________________
Bridging the Gap
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for "bridging the gap" between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

For me personally, financial aid would be the most effective way to afford me the opportunity to focus more on my studies. Financial concerns distract me from my studies, actually hurt my academic achievements, and even keeps me from believing the fruits i.e. priority registration and honors classes of my choice because I cannot pay my bills early enough. As of right now, my major (creative writing) is not in and was incorporated into the honors college. There are no courses that reflect on my major or interests as in others with my major.

3. What obstacles do you see in implementing these potential solutions?
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

5. Additional Comments

This honor college has always been very important for me. As far as my relationship with administration at the honor college in counseling IT DOESN'T EXIST. I'm a member of the college, but I have no connections with the faculty. Any counseling is one on one. However, if you have gone through the counseling and just need help, these are the things I've learned to get me out of the dead end as quickly as possible. I'm an extremely active student, but for me at the honor college it's easier, I don't exist. The college does nothing a matter, but something I do because it will look good later to have it on a resume.

Optional.

Name: __________________________________________

Institution: ______________________________________

Affiliation (student, professor, etc.): ___________________

Email: __________________________________________
Bridging the Gap
Between Theory and Reality in Honors Education

Presented by
Aimee Jachym, Lorik Abdullai, Laura Kirklin, and Diana Wilson
Members of the Lee Honors College Class of 2004 at Western Michigan University in Kalamazoo, Michigan

Topic: Bridging the Gap
Based on our research, a gap exists between the administrative philosophy about what an honors education should be and the reality facing today’s honors students. Despite this, we believe increasing the number of shared successes in our honors colleges is a common goal shared by administrators and students.

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- Average incoming freshman profile: 3.9 GPA; 29 ACT

Western Michigan University
- Founded in 1903
- Approx. Enrollment: 29,000
- Classified as a “student-centered research institution”

Feel free to contact Aimee Jachym at aimee.jachym@wmich.edu if you have questions or comments regarding this presentation.
Bridging the Gap
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for "bridging the gap" between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e., student mentoring, exit interviews, experiential learning)? Why?

3. What obstacles do you see in implementing these potential solutions?
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

Suggestions:
- Increase financial support
- Offer and encourage student internships
- Encourage more study abroad
- Benefits of living learning
committees
- Better systems of mentoring and feedback
- Exit under review - good

5. Additional Comments

Call for action:

Students need development of minds as well as professors. How do we get more students to participate?

A rule of how things were built:
- [Note: content not legible]
- Students are to take more classes in honors. A lot of worry about getting a job.

Optional.

Name: [Handwritten name]
Institution:
Affiliation (student, professor, etc.):
Email:
Bridging the Gap
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for “bridging the gap” between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

   Least: The administration, specifically the dean, does not make an effort to make use of all his resources. HSEA E-board is a direct link between the student body and Administration, but the dean has not approached the board with ANY new policies.

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

   The interviews with the students were a good way to hear the “voice” of the student body, but no credibility was given by the students. Have them give names, grades, majors... MAKE THEM HUMAN.

3. What obstacles do you see in implementing these potential solutions?

   “Solutions” currently put into place by Administration have not taken into consideration the feedback and repercussions within the student body. The Dean has a student board—He should use it!
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

Being an Honors Student is not enforced as a privilege. What do we get other than Priority Registration?
We pay more to be in HHC, we are forced to participate in cultural events, and course policies change, without warning, and are not grandfathered into the program.

Don't force culture, rather offer cultural events to just Honors Students. Don't charge us more to be in HHC, but if you create an HE fee (let's assume $100 a year) give a percentage to the students, because it is our money, give it to HSA so we can return that money, and do things for the students. If HSA gets a % of that money, we can provide cultural events for Honors students.

Optional.

Name: Matt Nickels
Institution: ________________________________
Affiliation (student, professor, etc.): Student
Email: m3nickels@whic.ch.edu
Bridging the Gap
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for "bridging the gap" between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

The cultural Experiences Requirement. It has students experience cultural events offered by WMU. However, I think this would be more effective if students could use outside cultural activities—offered by non-WMU organizations.

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

Internships & Study Abroad Experiences. These ideas help cultivate an appreciation for a broad education, and also help students understand their field better.

3. What obstacles do you see in implementing these potential solutions?
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

  I can't think of any.

5. Additional Comments

  Lovely presentation.

  Don't overlook non-professional majors. (math, foreign language, etc.)

Optional.

Name: Mary Lynn Radcliffe

Institution: WMU

Affiliation (student, professor, etc.): Student

Email: m3radcli@wmich.edu
Bridging the Gap
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for "bridging the gap" between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

3. What obstacles do you see in implementing these potential solutions?
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

Clusters of time, the requirements of clusters often force other goals out of people's schedules because they require several non-nessary class a sweater.

5. Additional Comments

Optional.

Name: Trevor Robinson
Institution: WMU
Affiliation (student, professor, etc.): Student
Email: kylehippo@yahoo.com
Bridging the Gap
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for “bridging the gap” between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

exit interviews would be good, communication between administrators + students need to improve. - however that happens, I don’t know.

3. What obstacles do you see in implementing these potential solutions?

you need support from the administration. There has been many attempts for communication, but it has failed.
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

Money is a big deal, especially if the LHE is thinking of adopting a fee to be in the college. I think the drop out rate will be greater after that.

5. Additional Comments

Very good, interesting presentation. Very informative. Hopefully, the administrators will do something to "Bridge the Gap", especially between student & administrator. Communication needs to improve. There is a liaison group for that, but they get no support either.

Optional.

Name: Karie Blum
Institution: LHC
Affiliation (student, professor, etc.): Student
Email: Karie.blum@umich.edu
Bridging the Gap
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for “bridging the gap” between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

   Not sure

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

   Students rarely, exit interviews, would find out what students really think

3. What obstacles do you see in implementing these potential solutions?

   Students might see this as a waste of
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

money, time.

5. Additional Comments

Optional.

Name: Chris Koca

Institution: WMU

Affiliation (student, professor, etc.): student

Email: went@bestmusic.com
PLEASE COMPLETE BOTH SIDES OF THIS GUIDED REFLECTION AT THE CONCLUSION OF THE PRESENTATION, AND RETURN IT TO THE PRESENTERS BEFORE LEAVING THE SESSION TODAY. THANK YOU.

Bridging the Gap
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for "bridging the gap" between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

   since WMU is my university this question doesn't really apply

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

   student mentoring - having support and encouragement is so vital to being successful in the honors college. Sometimes a guiding hand is all that is necessary to leap into learning.

3. What obstacles do you see in implementing these potential solutions?

   It is difficult to find people willing to take time to mentor others, but I think it would be worth it.
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

these are the major factors

- time, stress, money are all very weighty

5. Additional Comments

- truly impressive presentation - your hard work is obvious and really paid off
- incredibly professional, interesting and reflective

Optional.

Name: Wingham Meuse

Institution: LMU

Affiliation (student, professor, etc.): Student

Email: Wingham. Meuse@umich.edu
Bridging the Gap
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for "bridging the gap" between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

   honors housing has by far been the most effective

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

   I think the idea of peer mentoring is awesome - but not only sending honors college students into the community - more specifically, mentoring within the honors college. After clusters and moving out of the dorms, the honors experience feels less community-oriented. I think it's important that students feel like they're part of something by being in the honors college - otherwise it's just some extra work for a resume.

3. What obstacles do you see in implementing these potential solutions?

   You mentioned increased financial aid, which would be an excellent solution, but just seems so impractical in terms of it coming to fruition
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

The actual quality of honors courses is an issue I would have liked to see addressed. My experience has been very so-so - right now I'm taking one of my most disappointing courses and it's an honors course (this is my 4th yr. -).

5. Additional Comments

Awesome job. I'm really glad to see this issue being addressed because it is the biggest issue I, and nearly all of my friends in the LHC, have faced.

Optional.

Name: Sarah Minnaugh English/American Studies Major 9th Yr.

Institution: ____________________________________________

Affiliation (student, professor, etc.): ________________________________

Email: ______________________________________________________
Bridging the Gap
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for “bridging the gap” between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

As far as I can see, nothing has been implemented.

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

Student mentoring.

3. What obstacles do you see in implementing these potential solutions?

Every student is different, no one rigid plan could possibly make it worthwhile for all.
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

Not really; but those three seemed to be almost brushed over, instead of taken as seriously as they should have been.

5. Additional Comments

Optional.

Name: __________________________________________

Institution: ______________________________________

Affiliation (student, professor, etc.): _________________

Email: __________________________________________
Appendix I

Completed Feedback Forms from NCHC Presentation, 11/03
Bridging the Gap
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for “bridging the gap” between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?
   - Study Abroad
   - Mentor program in our honors program—this is divided by major, so it's really helpful to learn about certain classes, good & bad teachers, any jobs or internships, etc.
   - Career & Job Placement Center—helps with job placement on/ off campus & internships.
   - "Student Response" after every class (end of semester)

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?
   - Experiential learning would be great to have since students would have the opportunity to study abroad (experience a new culture) or to have an internship.
   - Student mentoring would help with any job opportunity. People are interested if they grow leadership, character, and wisdom in that person.
   - Exit interviews to get feedback—new info to present!

3. What obstacles do you see in implementing these potential solutions?
   - Study abroad will lead to obstacles because of finance problems.
   - Mentoring—some people may not like or connect with their mentor.
   - Exit interviews: "time consuming," not everybody always fills them out.
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?
   * None that I can think of

5. Additional Comments

GREAT PRESENTATION!

The intro was great & grabbed our attention right away... it made me think of a TV advertisement. Everybody in the group added their own uniqueness (which the shirts added to greatly), but combined to make a unity. Also, everybody was a good speaker & nobody looked or acted nervous at all! I will take your ideas back to my school and see if any positive changes can be made. Thanks!

Good job!

Optional.

Name: Sarah Stoker
Institution: California State University, Fullerton
Affiliation (student, professor, etc.): Student
Email: RUWNRGURL7@yahoo.com
Guided Reflection

1. What methods for "bridging the gap" between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

- Collaboration between the Honors Council's Academic Committee, and the Director & Associate Director of the Honors Program
- Student involvement on the Honors Board of Associate Directors

The most effective method was to reach Honors students through the Academic Committee.
The least effective method was to fear that students have no power.

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

Exit interviews would provide a student perspective of which methods truly succeed, and which methods deserve improvement.

A meeting of both proponents and opponents, if facilitated appropriately, would produce an unbiased account of an Honors Program/College,

including students and faculty

3. What obstacles do you see in implementing these potential solutions?

Strong-willed administrators

Unfortunately, monetary difficulties are rarely few.
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

5. Additional Comments

Very well presented!

Optional.

Name: Matt Comer

Institution: University of Connecticut - Storrs, CT

Affiliation (student, professor, etc.): Student (Vice President, Honors Council)

Email: Matthew.Comer@UConn.edu
1. What methods for “bridging the gap” between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

   we haven't had much success or communication within our honors program and have a very high dropout rate after freshmen in the program get their incentive free trip to London. Only about 100-150 students in a 1800 student college are in our program, and we have very low participation and completion rates.

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

   Student mentoring, b/c they would see successful graduates of honors education and learn to see the value in it.

3. What obstacles do you see in implementing these potential solutions?

   Finding interested mentors
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?
   - lack of interest/ inability to see the benefits/values
   - narrowmindedness
   - increased freedom in college is too difficult to manage

5. Additional Comments

Optional.

Name: Jennifer Hohn

Institution: Arcadia University, Glenside, PA

Affiliation (student, professor, etc.): Student

Email: Beaverleodia05@yahoo.com
GUIDED REFLECTION

1. What methods for “bridging the gap” between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

   my school has a very small honors program, mostly b/c it is a small school and b/c student retention is low. We do not have any solutions in place. No priority registration, extra financial aid, stimulating classes.

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

   Exit interviews would really help to focus on the issues of the program. 
   Financial aid (at least for my school) might be a problem b/c of funds and loans - as opposed to grants - being used more.

3. What obstacles do you see in implementing these potential solutions?

   - Faculty advisors and support.
   - Lapse in attention
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

- How do you target the benefits of an honors education while also making them appealing?

5. Additional Comments

Great presentation!
I have some wonderful ideas to take back to my school.

Optional.
Name: Melissa Phillips
Institution: Arcadia University
Affiliation (student, professor, etc.): Student
Email:
Bridging the Gap
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for "bridging the gap" between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

I'm too new to my program to really know any history or background in the administration.

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

At our university, mentoring by peers has been difficult to get underway and maintain - not sure why...

Experiential learning seems good - keeps the smart kids involved and interested.

3. What obstacles do you see in implementing these potential solutions?

Must have motivated honors student in upper classes, willing to devote time to lower-level students; they need to see the value.
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

Laziness, apathy, lack of devotion to working hard (this is a reflection of our society as a whole. I believe - certainly not just in honors students.) People want instant gratification without effort. Look at our fast food culture.

I have certainly run into this "hand it to me on a silver platter" attitude as an honors, academic advisor.

5. Additional Comments

Does making core - honors classes cover all the University's General Education courses will help alleviate time/extra credits problem some students expressed. Plus, they should be more complex & challenging (hence more fun) for honors students.

Optional.

Name:_____________________________________________________

Institution:_________________________________________________

Affiliation (student, professor, etc.):__________________________

Email:____________________________________________________
1. What methods for “bridging the gap” between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

   Inter-Disciplinary Courses - Thay are currently being implemented now. Their effectiveness has yet to be determined.

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

   I think a combination of lower student to teacher ratio, innovative concepts in class and using activities such as Honors Tea w/prof's would be very effective in bridging the gap.

3. What obstacles do you see in implementing these potential solutions?

   Time, willingness of people involved.
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

5. Additional Comments

Very well rehearsed presentation.

Optional.

Name: ________________________________

Institution: ________________________________

Affiliation (student, professor, etc.): ________________________________

Email: ________________________________
Bridging the Gap
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for "bridging the gap" between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why? It is unclear what "experiential learning" is. My students talk about this all the time, as if visiting a museum is an "experience" while reading a book is not. I reject that view. If you mean "internships" -- OK, but how is that related to honors as opposed to career prep?

3. What obstacles do you see in implementing these potential solutions?
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

5. Additional Comments

What research suggests value of peer mentoring?

- exit interviews (a good idea)
- scholarships to fund summer work on theses or travel sounds like a good idea.

Optional.

Name:__________________________________________

Institution:____________________________________

Affiliation (student, professor, etc.):__________________________

Email:__________________________________________
Bridging the Gap
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for “bridging the gap” between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

We allow students to pick and choose their honors courses to fit their major, so fewer "extra" courses are needed. Only 1 "capstone" project is inter-disciplinary.

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

Positive successful honors students will need enthusiasm & support to "borderline" students.

3. What obstacles do you see in implementing these potential solutions?

funds for capstone projects
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

5. Additional Comments

Bravo!
Great reader's theater format
Lively and informative.

Optional.

Name: Heather Sisto
Institution: Matt Community College, Florist, Me
Affiliation (student, professor, etc.): Honors Coordinator
Email: hsisto@mcc.edu
1. What methods for “bridging the gap” between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why? 

   Many... here are a few: 

   * Taking senior engineering cap-stone project to real-world settings proving to the engineers that they need to understand culture, business, sociology, and economics to be truly successful. 
   * Honors Dorms for living-learning communities; Interest Houses. 
   * Honors English Composition requirement of all first-year students (to provide an emphasis on synthesis and analysis). 

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

   Exit interviews is least effective because grabbing someone as they exit (either graduate or withdraw) is really hard, and sending things to them after they are gone proves to give little return. When we do get info, it's contradictory, more less; too much, too little; too broad, too narrow... 

   Experiential learning is most effective since it provides integration of reason to learn and mentoring (during and after). 

3. What obstacles do you see in implementing these potential solutions?

   Exit interviews (see above) 

   Risk aversion, GPA stress, learner comfort-zone missing, time-time-time.
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

- Shyness/introverted/undersocialized
- Physical limitations
- Family obligations/personal obligations (kids, siblings, parents, especially for 1st generation/commuters & non-traditional students)
- Intensity of "fun isn't professional" attitude vs. "silly is high-schoolish"

5. Additional Comments

Nice presentation. (especially at 4:45pm!)

Students in my honors college (PSU) can earn up to 6-credit-hours for capstone thesis work (Honors Level). That brings "stress" of this work more integrated time to pay attention to it, manage it fit it in to their schedule.

Credit substitutions for University requirements throughout the H-selections at PSU

Optional.

Name: Dr. Judy Ozment Payne (Dr. Oz)

Institution: Penn State University

Affiliation (student, professor, etc.): Assoc. Dean of Schreyer Honors College

Email: 096@psu.edu
Guided Reflection

1. What methods for "bridging the gap" between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

   What gap? Our required courses fulfill many of our gen ed and area options. We have to complete 5 extra projects (1 can be volunteer; mostly related to classes). We can get up to $3000 for doing a thesis project out of our school. Also, we work with a combination of older and younger students to prepare for the thesis project.

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

   ran out of time

3. What obstacles do you see in implementing these potential solutions?
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

5. Additional Comments

Optional.

Name: ____________________________________________

Institution: _______________________________________

Affiliation (student, professor, etc.): _______________________

Email: ____________________________________________
Bridging the Gap
Between Theory and Reality in Honors Education

GUIDED REFLECTION

1. What methods for "bridging the gap" between administrative ideals and student realities have been implemented at your honors college? What has been most effective, least effective? Why?

2. In your opinion, what ideas in our presentation would be most effective, least effective (i.e. student mentoring, exit interviews, experiential learning)? Why?

3. What obstacles do you see in implementing these potential solutions?
4. Are there additional obstacles (i.e. money, time, stress) to student success that we overlooked in this presentation? What are they?

- Class size
- Better collaboration (students, staff)

5. Additional Comments

Optional.

Name: Brandon Withem

Institution: Gallaudet University

Affiliation (student, professor, etc.): Student

Email: brandon.withem@gallaudet.edu
The Honors Portfolio Project: Communicating Value in Honors

A Lee Honors College Thesis

Presented by: Aimee J. Jachym
General Business & English

Overseen by: Dr. John Martell & Dr. Larry ten Harmsel
Lee Honors College

Overview

- Background
- HCoB Electronic Portfolio
- NCHC Project
- Honors Portfolio
- Example
- Reflection & Conclusions
Background

1. "Honors" Education

2. Achieving vs. Being

The Haworth College of Business

Electronic Portfolio Project
CoB E-Portfolio Content

- Knowledge
- Skills
- Attitudes

-Portfolio + Honors Student =

???????
Challenges

- Holistic vs. Sequential
- Interdisciplinary Studies
- Experiential Diversity

National Collegiate Honors Council

Investigation, Findings, & Presentation
So...

How do you show value?

First, What is Value?

Value = Qualitative Difference in Education Achieved through Honors
Who Cares?

- Students
- Employers
- The Rest of the World

Communicating Value...

The Honors Portfolio Project
Honors Portfolio Project

- Supplementary
- Personal Marketing Tool
- Professional Focus

Structure & Contents

- Style
- Sections
- Rationale
- Supporting Evidence
My Portfolio…

Six Sections…

- Intellectual Curiosity & Challenges
- Interdisciplinary Coursework
- Service Learning Should…

Hare of My Portfolio…

- On Rugby…
- Study Abroad
- The Ongoing Living Learning Environment
Reflection

Goal Completion

Improvements

Implementation?

My knowledge should not be treated as a trophy in a case, only to be dusted from time to time, but rather, it should be thought of as a plow with which I can cultivate life.

~ 12/11/03
Questions & Comments