



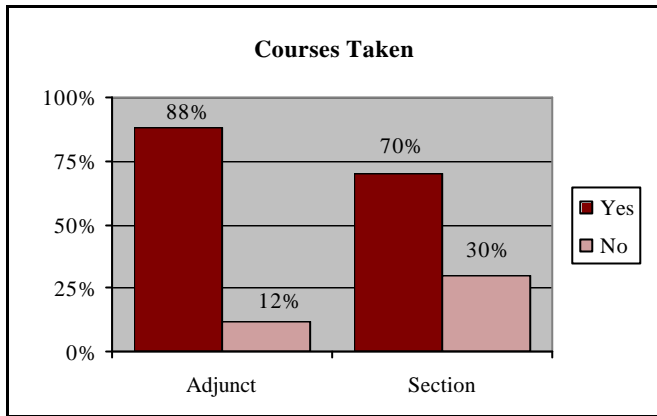
Honors Program Survey (0102-5)

During the Spring Quarter, 2002, NUPULSE surveyed 205 upperclassmen of the approximately 1750 students enrolled in the Honors Program. The survey was designed to measure preferences on types of courses, levels of interaction with the administrative office, participation in events, perceptions of honors housing, and overall satisfaction with the program.

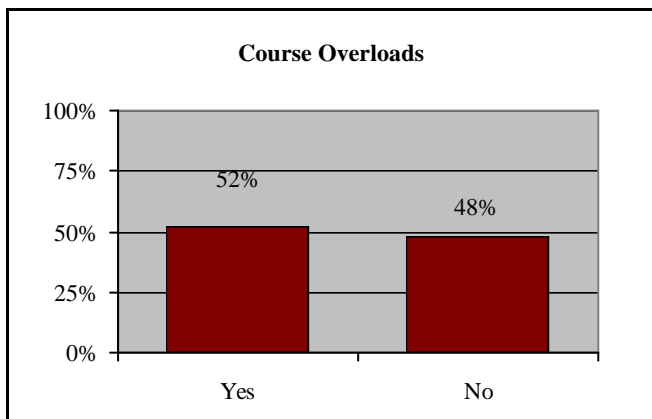
Executive Summary
The honors program rated well overall. Students' perceptions of courses, both adjuncts and sections, rate highly. One-third of students participate in special events. Slightly more than two-thirds of the students contact the office at least once a quarter. Half of the respondents stated that having an honors housing option available was important. The free overload offered to honors students and the smaller classes ranked highest in benefits received from being in the program. Twenty-four percent (24%) of those who had suggestions for improvements requested more honors courses be made available.

<u>College</u>	<u>n</u>	<u>%</u>	<u>Program Origin</u>	<u>n</u>	<u>%</u>
Arts & Sciences	86	42 %	Started as freshman	104	51 %
Bouvé Health Sciences	25	12	Joined at later date	101	49
Business Administration	31	15		205	100 %
Computer Science	9	4			
Criminal Justice	11	5	<u>Gender</u>	<u>n</u>	<u>%</u>
Engineering	43	21	Male	109	53 %
	205	99 %	Female	96	47
				205	100 %
<u>Class Year</u>	<u>n</u>	<u>%</u>	<u>Final Disposition of Sample</u>	<u>n</u>	<u>%</u>
Freshman	1	0 %	Completed interviews	205	24 %
Sophomore	41	20	Contacted but refused	23	3
Middler	49	24	Unable to contact	181	21
Junior	66	32	Phone number unavailable	390	45
Senior	48	23	Ineligible / unusable	73	8
	205	99 %		872	101 %

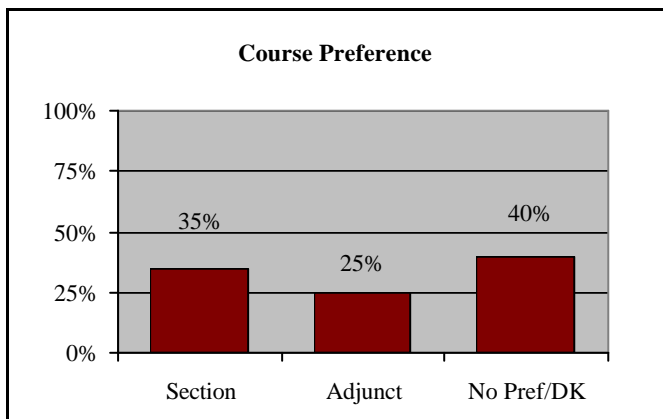
Courses



- ◆ More honors students have taken *honors adjuncts* (88%) than *honors sections* (70%). An *adjunct* is a one-credit academic experience attached to an existing course. *Sections* are classes offered exclusively for students in the honors program. By senior year, the average number of *adjuncts* taken was 4.3. The average number of *sections* was 4.1.



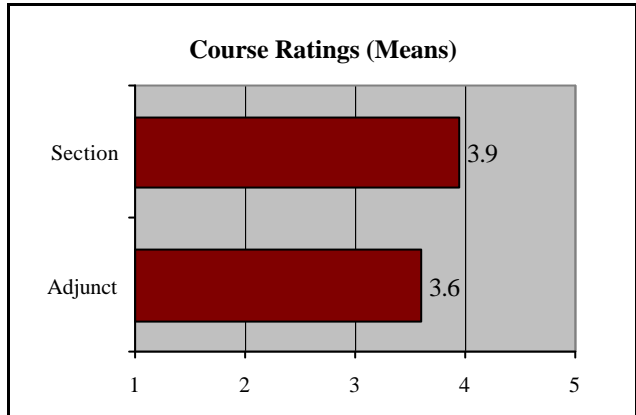
- ◆ Just over half (52%) the students have taken an *honors overload*. An *overload* is a course taken in addition to the average load at no extra cost. By senior year, the average number of *overloads* taken by survey respondents was 2.2.



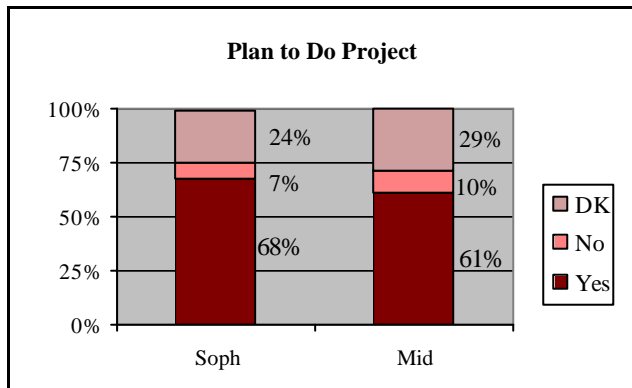
- ◆ Thirty-five percent (35%) of the students prefer taking *sections*, 25% prefer *adjuncts*, while 40% claim no preference or do not know.

Students were asked why they prefer an *honors adjunct* or *section*.

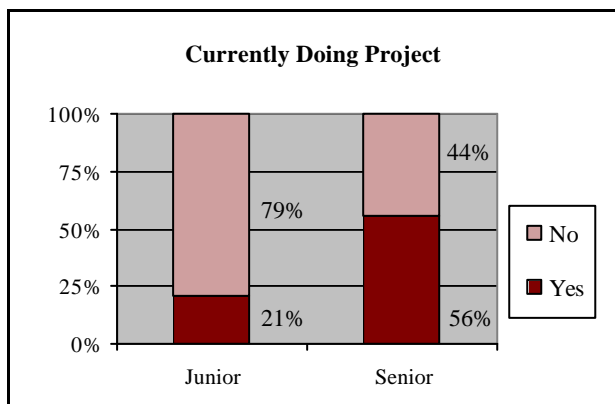
- ◆ Of the fifty students who prefer *adjuncts*, 30% noted that they allow for more independent study and/or smaller groups, and 26% said that *adjuncts* are easier and less time consuming than *sections*.
- ◆ Of the 72 students who prefer *sections*, 21% prefer the whole class experience over completing an extra assignment and 17% feel that *sections* are more intellectually intense and in-depth. In contrast, 23% feel that *adjuncts* are more work.



- ◆ Students who had ever taken an *honors section* rated the course(s) 3.9 on a scale of one to five, where 1=poor and 5=excellent. Students who had ever taken an *adjunct* rated the course(s) 3.6 on the same scale.

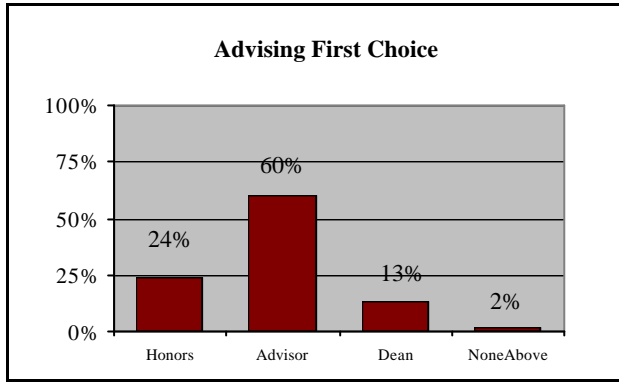


- ◆ Sixty-eight percent (68%) of sophomores and 61% of middlers plan to do a Junior/Senior Honors Project. A Junior/Senior Honors Project is an eight credit academic experience defined by the college as either a research activity or set of honors courses.

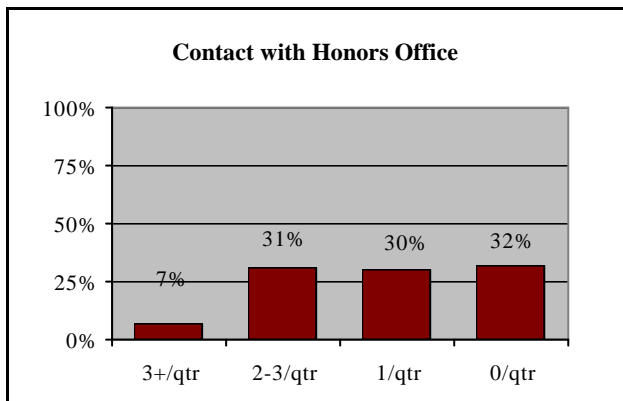


- ◆ As of May, twenty-one percent (21%) of juniors and 56% of seniors were working on a Junior/Senior Honors Project.

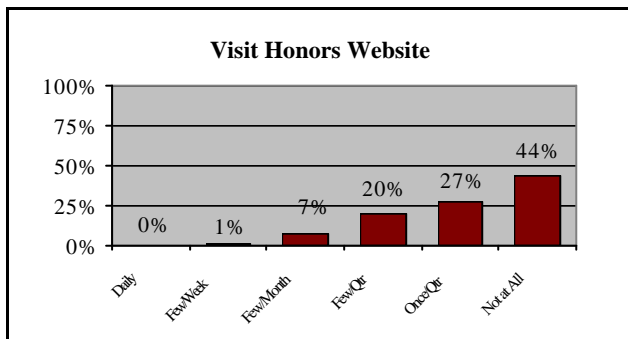
Interactions



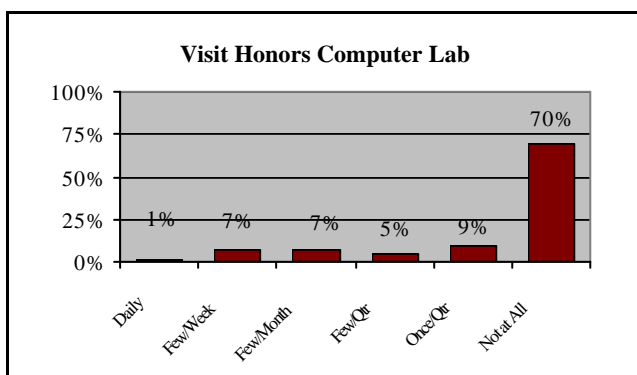
- ◆ Students were asked to list their first and second places they choose to go for advising. Of the 60% who said they would choose their faculty advisor first, 62% noted that they would choose the honors program office second. Of the 24% who would choose honors first, 74% would choose their advisor second.



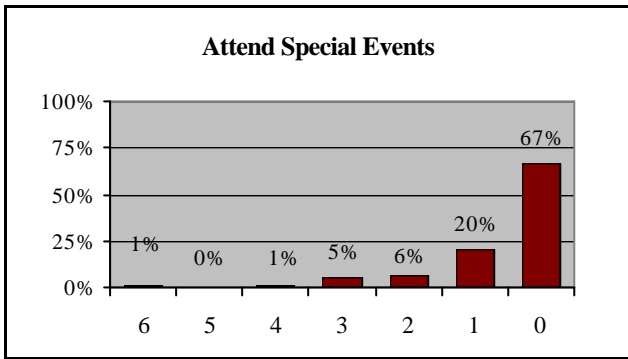
- ◆ Sixty-eight percent (68%) of students contact the honors office at least once a quarter, either by phone, email, or in person.



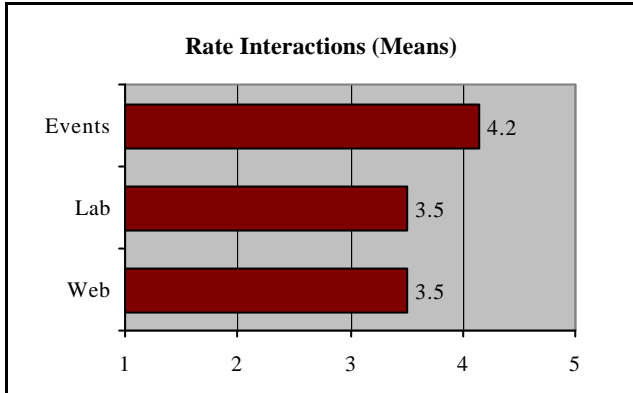
- ◆ Fifty-five percent (55%) of students visit the honors website at least once a quarter.



- ◆ Twenty-nine percent (29%) of students use the honors computer lab at least once a quarter.

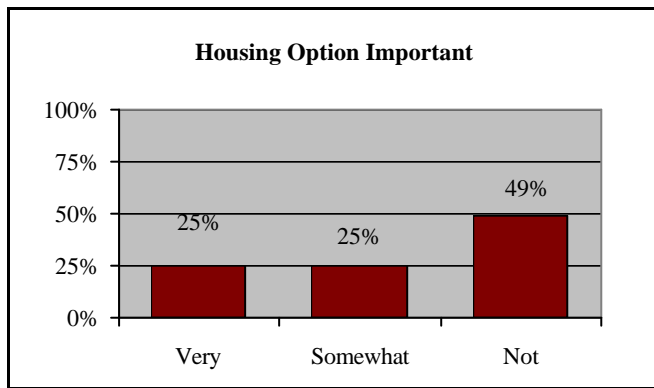


- ◆ Thirty-three percent (33%) of students participate in at least one special event in a typical quarter. Special events are cultural activities in the Boston area (e.g. Boston Ballet) made available to honors students at a subsidized rate.

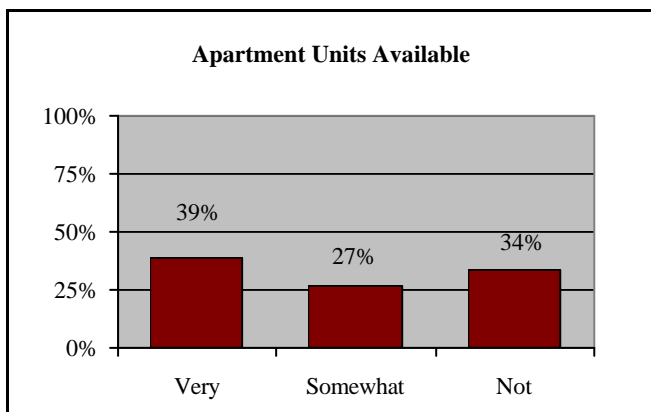


- ◆ On a scale of one to five, where 1=poor and 5=excellent, the website received a ranking of 3.5 (n=113), the lab 3.5 (n=77), and the special events 4.2 (n=75).

Honors Housing



- ◆ Half of the respondents stated that having an honors housing option, such as Kennedy Hall, available was very or somewhat important. Kennedy is currently reserved for honors students, primarily freshmen.

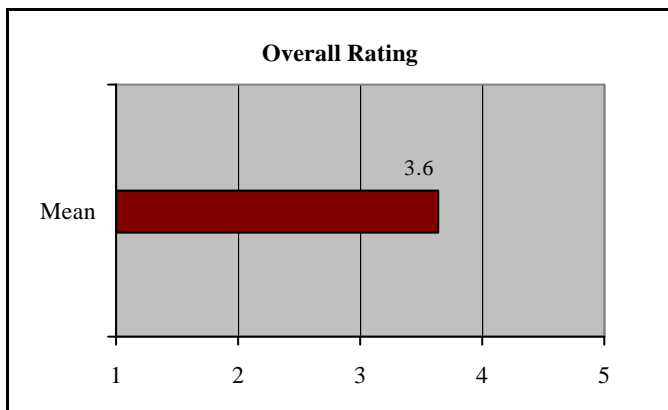


- ◆ Sixty-six percent (66%) of students would be very or somewhat interested in honors housing if it included apartment-style units.

Thirty-six percent (36%) of respondents live or have lived in Kennedy Hall. Students were asked to describe any benefits and/or drawbacks they perceive regarding living in the honors residence.

- ◆ Of the students who *have lived* in Kennedy, 54% feel that Kennedy is a better facility (i.e.: suites, private bath) than other residence halls. Twenty-nine percent (29%) noted that living with honors students is a benefit, while 24% feel that living with all honors students creates a less diverse environment.
- ◆ Of the students who *have not lived* in Kennedy, 41% noted that living with honors students is a benefit, while 29% feel that living with all honors students creates a less diverse environment.

Overall Rating



- ◆ On a scale of one to five, where 1=poor and 5=excellent, students rated the overall honors program between three and four ($\bar{X}=3.6$).

Students were asked what they thought were the major strengths of the honors program.

- ◆ About one-fourth (27%) feel that the free overload is a major strength, and another fourth (26%) feel that the smaller classes/individual professor attention is a major strength. An additional 15% feel that the academic advising by the program staff is a major strength.

Students were also asked to provide any suggestions for strengthening the program.

- ◆ Of the 141 students who offered a suggestion for improvements to the program, 24% asked for a better course selection/more course offerings and 16% noted that communication between the office and students needs improvement.