

To: Jo Allen, Associate Vice Provost for the Division of Undergraduate Affairs

From: Denise Wood, Associate Director, University Honors Program

Date: 1 May 2003

Subj: University Honors Program Annual Report 2002-03

Mission

The University Honors Program recruits and provides programmatic support for a diverse group of nationally outstanding students, ensuring that they benefit fully from the resources of a major land-grant, research university and the Research Triangle by emphasizing inquiry-, creativity-, and discovery-based learning.

Primary Short-Term Goals

- Recruit 100 excellent new students into the Honors Program and as many as possible into the Honors Village (Bagwell Residence Hall)—July 1, 2003.
- Complete the planning and funding for the Honors Mentors Program and the Honors Freshman Transition Program by—July 2003.
- Enroll 20 students (Sophomores – Seniors) into the new Honors Ethics Fellows Program, and the Honors Ethics Fellows retreat to Camp Caraway, Asheboro, NC by August 1, 2003.
- Equip the Clark Hall student computing room with three computers and a printer for use—August 15, 2003.
- Orient the new Honors Program Director, Dr. Larry Blanton—beginning July 1, 2003 and continuing to start-up of classes, August 20, 2003.
- Complete the new web site designs for the Honors Program and the Office of Undergraduate Fellowship Advising (OUFA)—June 30, 2003.
- Build a new database in cooperation with Administrative Computing Services for use in admissions, tracking student progress towards degree and completion of Honors Program requirements, alumni development, and program assessment—October 2003.
- Build an effective assessment plan using Tracdat—July 2003.
- Complete course actions for Honors in Cooperative Education (HON 395), Honors Study Abroad (HON 395), and Honors in Scholarship, Creativity and the Arts (HON 201A)—May 2003.
- Initiate a Mentoring and Transition program for all incoming Freshmen Village residents—August 2003.

Primary Long-Term Goals

- Develop a strong offering of permanent r-seminars.
- Create unique opportunities for all Honors students to engage in research.
- Manage effective web sites that are informative for all users, useful for current students, and, through ease of use and attractiveness, promote the Honors Program and OUFA to a wide audience.
- Strengthen and simplify our recruitment process by various means, including up-to-date web site information (FAQ, handbook, seminars, and the like); web application submission and response; closer relationships with local, state, and high-ranking national high schools; and data tracking.
- Increase retention through various means, including clear, consistent information; Freshman Transition Program; Honors Mentors; and innovative partnerships, both on and off campus.
- Increase student satisfaction by encouraging participation in the Honors Village, service learning projects, sponsored programs, and program, university, and community events.
- Incorporate *IWebfolio* into the program, both for student management and as a way for the program to assess student achievement.
- Formalize a system for students to identify potential faculty mentors and provide opportunities for students to meet with faculty outside of the classroom.
- Provide workshops designed to help students seeking scholarships, admission to graduate and professional schools, and employment opportunities (cover letter/resume writing, creating personal statements, interviewing skills, and the like).
- Refine the nomination process for major national scholarships by providing web application/information forms; streamlining the nomination process; providing timely and appropriate resources for student nominees, including application revision, mock interviews, and access to research sources (newspapers, books, journals, and magazines); using data base information to identify competitive students earlier; and creating a permanent National Scholarship Committee and appropriate sub-committees.

Major Achievements in 2002-2003

- The Honors Program was restructured to better fit the mission of a Doctoral Research Extensive University by focusing on discovery-, inquiry- and creativity-based learning. Students are required to take 12 hours of HON r-seminars and 6 hours of research/creative project. H-sections are not required but students are encouraged to take as many as they like. The two 1-hour Colloquium courses (HON 101, 102) were dropped based on student evaluations and the inability of students to use those credits towards graduation.
- The Honors Village Task Force, involving University Housing and Honors Program staff, have established realistic outcomes for the Honors Village.
- Three programs, two focused on student development and one on professional development, will begin in Fall 2003 (Honors Mentors, Honors Freshmen Transition, Honors Ethics Fellows).
- The program initiated a rigorous admissions process involving SAT of 1300+ and an unweighted high school GPA of 3.60+, and double-blind application readings by faculty members.
- The OUFA provided support and one-on-one advising for over 75 student applicants and nominees for a variety of scholarships. Notable among this year's nominees were winners for Marshall, Rotary, Gates Cambridge, Carnegie Endowment, and two Goldwater Scholarships; honorable mentions for Goldwater and Udall Scholarships; two national finalists for the Truman Scholarship; and two state finalists for the Rhodes Scholarship, one of whom went on to become a regional finalist.

Diversity Initiatives

The Honors Program is committed to the land grant philosophy of North Carolina State University in its desire to provide access to the diverse citizenry of the State. Indeed, one of the strengths of the Honors Program is inextricably linked to the diversity of its students. That diversity is not entirely based upon student ethnicity and race but, instead, it must reflect diversity-rich attributes within the prospective admissions pool of students: (1) academic record, (2) curriculum interests, (3) special talents, (4) leadership potential, (5) unique work, research or service experience, (6) understanding of, and appreciation for, cultural and human diversity issues, (7) urban or rural residency, (8) ethnicity, (9) and gender. These attributes foster teamwork, cross-disciplinary interactions and learning, critical thinking, reality- and experientially-based learning, effective communication with people of diverse interests, and the career skills needed to prepare students to effectively thrive and compete within an international society. Consequently, our short-term effort to increase diversity began with our application pool: the percentage of Fall 2003 students admitted per college now equals the percentage occurrence of a college's undergraduates at NC State. Special considerations were given to students interested in underrepresented curricula and those from small, rural high schools.

Long-term efforts include Honors Mentors programs and workshops designed to promote awareness of and respect for diversity, both within the program and campus wide. OUFA efforts will include creating campus-wide awareness of and opportunities for women and minority scholarships (Morris K. Udall, APA Minority Fellowship, GEM Engineering Awards for Minorities, Microsoft Scholarships, and the like) as well as scholarships in fields traditionally underrepresented at NC State (Javits, James Madison, and Carnegie Fellowships).

Staff Contributions

- George Barthalmus
 - Developing four web-based short course models through a grant from the Howard Hughes Medical Institute: 1) Philosophy of Science, 2) Animal Care and Use in Research, 3) Research Ethics, and 4) Laboratory Safety Practices.
 - Helped organize and judge NC State's Undergraduate Research Symposium, April 10, 2003, and the UNC-GA Undergraduate Research Symposium at the Capital for the North Carolina State Legislature, April 22, 2003.
 - Developed, organized, and hosted the Honors Baccalaureate Ceremony, May 15, 2003.
 - Attended four national meetings on Undergraduate Research: Reinvention Center at University of Maryland and in Washington, D.C.; CUR at James Madison University; and the NSF-REU Centers.
 - Member of UNC-GA Undergraduate Research Consortium, representing NCSU with Dr. Jo Allen.
- Yvette Walker
 - Promoted from Program Assistant to Administrative Assistant.
 - Taking Pathways, Supervisory Track.
 - Winner, Wolfpack Award: Leader of the Pack.