2010

Honors College & Office of Scholar Development [Western Kentucky University]

WKU Honors College

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HONORS COLLEGE & OFFICE of SCHOLAR DEVELOPMENT
Confucius Institute & Chinese Flagship Program

Rachel Reetzke
Class of 2011; Franklin, KY
Communication Disorders

WKU in England,
Harlaxton College in Grantham, England

Jennifer Dooper
Class of 2010; Owensboro, KY
English & Spanish

Paul M. Love, Jr.
Class of 2007; Hendersonville, TN
History & Religious Studies
First Time Freshman Academic Profile

<table>
<thead>
<tr>
<th></th>
<th>Honors College at WKU</th>
<th>Centre College</th>
<th>Transy University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Freshmen in the Top 25% of their HS Class</td>
<td>92%</td>
<td>81%</td>
<td>67%</td>
</tr>
<tr>
<td>Percent of Freshmen in the Top 10% of their HS Class</td>
<td>72%</td>
<td>55%</td>
<td>41%</td>
</tr>
<tr>
<td>ACT (SAT Equivalent) 25th Percentile Score</td>
<td>27 (1220)</td>
<td>26 (1190)</td>
<td>24 (1110)</td>
</tr>
<tr>
<td>ACT (SAT Equivalent) 75th Percentile Score</td>
<td>30 (1340)</td>
<td>30 (1340)</td>
<td>29 (1300)</td>
</tr>
<tr>
<td>Average HS GPA</td>
<td>3.8</td>
<td>3.5</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Student Characteristics & Quality

<table>
<thead>
<tr>
<th>Category</th>
<th>Honors College at WKU</th>
<th>Centre College</th>
<th>Transy University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Enrollment</td>
<td>98%</td>
<td>119%</td>
<td>114%</td>
</tr>
<tr>
<td>Percent of Students from an Ethnic Minority</td>
<td>6%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>Acceptance Rate</td>
<td>62%</td>
<td>63%</td>
<td>79%</td>
</tr>
<tr>
<td>Number of Students w/ Selected National Scholarships</td>
<td>6</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

Persistence & Graduation

<table>
<thead>
<tr>
<th>Category</th>
<th>Honors College at WKU</th>
<th>Centre College</th>
<th>Transy University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman One-Year Retention Rate</td>
<td>94%</td>
<td>91%</td>
<td>84%</td>
</tr>
</tbody>
</table>

Comparison of Kentucky’s Top Colleges

The Honors College was conceptualized and designed to compete for students who are interested in a highly selective private school experience. We benchmark ourselves against private liberal arts and nationally ranked institutions. The data above demonstrates that in a very short time the Honors College compares favorably with the Commonwealth’s top private colleges.

Honors College Enrollment (2001-2009)

The Honors College enrollment will grow to 1,200 students by 2012. Our annual goal is 300 incoming first year students. Since 2005, the College has grown by 546 students (just over 133%).

Percentage of Students Studying Abroad

Supporting meaningful, engaged international experiences is very important to the Honors College and Office of Scholar Development. Through opportunities like the Chinese Flagship Program, WKU in England at Harlaxton College partnership, and recent success in national scholarship competition, almost one in every four WKU students who traveled abroad in 2009-10 was a member of the Honors College.

Number of WKU students who have studied at Harlaxton College

- As of publication, over 120 WKU students have studied at Harlaxton College
**Top Ten Producing High Schools**

The Honors College tracks enrollment progress of our top ten producing high schools, which include: Greenwood, Bowling Green, Central Hardin, Warren East, Warren Central, Oldham County, Daviess County, Barren County, Edmonson County, DuPont Manual, and Assumption.

<table>
<thead>
<tr>
<th>School</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenwood HS</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td>8</td>
<td>10</td>
<td>22</td>
<td>16</td>
<td>25</td>
<td>109</td>
</tr>
<tr>
<td>Bowling Green HS</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>12</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Central Hardin HS</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>4</td>
<td>14</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Warren East HS</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>13</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Warren Central HS</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Oldham County Middle HS</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>11</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Daviess County HS</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Barren County HS</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Edmonson County HS</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>DuPont Manual HS</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>Assumption HS</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>27</td>
</tr>
</tbody>
</table>

**High Test Score (Student scored a 30+ on the ACT or a 1340+ on the SAT)**

- Fall 2001: 2.0%
- Fall 2002: 2.5%
- Fall 2003: 3.0%
- Fall 2004: 3.5%
- Fall 2005: 4.0%
- Fall 2006: 4.5%
- Fall 2007: 5.0%
- Fall 2008: 6.0%
- Fall 2009: 7.0%

**Percent of Students on Main Campus with 25/1130 ACT/SAT Scores**

Data demonstrates that since 2005 there has been significant growth in WKU students testing in the top 20% of all ACT/SAT scores produced in the United States that year. From 2001 to 2005, the percentage of students in this category increased by less than one percentage point (18.4% to 19.2%), but from 2005 to 2009, the percentage increased nearly five percentage points (19.2% to 24%). In four years, (2005 to 2009), the WKU student body has increased from less than one-in-five students to almost one-in-four students being in the top 20% of the United States in terms of ACT/SAT scores.

**Top Ten Target High Schools “Out of Service Region”**

The Honors College has identified a significant set of target high schools, which lie outside WKU’s traditional service region. The chart tracks the Honors College enrollment progress on ten of these schools. Schools included are: DuPont Manual, Assumption, Louisville Christian Academy, Male, Trinity, Lexington Catholic, Academy of Our Lady of Mercy, Ballard, Sacred Heart, and Presentation Academy. Although more penetration into these schools is needed, the data shows very positive trend lines.

**Percent of Students on Main Campus with 30/1340 ACT/SAT Scores**

The chart shows that since 2005 there has been significant growth in students testing in the top 4% of all ACT/SAT scores produced in the United States that year. From 2001 to 2005, the number of students increased by a total of 19 students (a 6.6% increase); since 2005 the number of students in the top 4% has increased by 219 students (a 76.8% increase in four years).

**Fact:** Half of the 2010 WKU Fulbright recipients were alumni of the inaugural Harlaxton College class.
Average WKU Scholarships for Honors College Students (2005-2009) 2

In today’s highly competitive academic setting, the simple fact is “quality is expensive.” Competition for the nation’s top academic talent is increasing among universities and colleges. The Honors College competes directly with nationally ranked colleges/ universities across the country. Money is not the sole answer, but it is an important variable in recruiting gifted and high-achieving students. Therefore, WKU needs to focus on the best way to invest finite scholarship dollars in a way that connects students to the institution and develops their talents, instead of simply being used as a recruiting tool. The strategic use of scholarship dollars does not only help the Honors College; it improves the quality of the WKU student population.

- In 2009, 19.8% of Honors College freshmen were eligible for a Pell Grant (family income less than $40,000)
- 17.6% of Honors College freshmen received less than $1,000 per year in WKU scholarships (2005-09)
- 30.3% of Honors College freshmen received less than $2,000 per year in WKU scholarships (2005-09)
- 42% of Honors College freshmen received less than $5,000 per year in WKU scholarships (2005-09)

Honors College Degree Production 3

The Honors College works with academic departments to offer courses that allow students to complete their major/minor and Honors requirements in four years. The College has various tracks which allow students to undertake a Capstone Experience/Thesis project, as part of their overall WKU experience, depending on the students educational goals and the culture of their academic department.

- Average of 12 Honors Graduate per year from 2000-2004
- Average of 35 Honors Graduates per year from 2005-2010
- 34 Honors College and 40 Honors Program Graduates (2010)
- 51 total Capstone Experience/Thesis Projects completed
- 23 students graduated on the non-CE/T track

650% six hundred and fifty percent growth in Honors graduates from 2005-2010

Challenges/Opportunities for the Future

Honors Sections Per Academic Year (2001-2010)

Honors Augmentation Contracts 4

Other Challenges

Building better partnerships with a range of WKU academic and administrative units is a key priority over the next several years. The Honors College is designed to create partnerships in order provide opportunities for student, faculty, departments and colleges across campus. Our first five years have focused on ambitious growth. Although growth will continue to be important, a greater emphasis will be on stabilizing, sustainability and demonstration of the value-added nature of the Honors College to the WKU community.
Office of Scholar Development
Director, Amy Eckhardt

Established in 2008, the Office of Scholar Development (OSD) is an independent university-wide office committed to helping students on all campuses and in all majors and degree programs to develop the vision, experience, and skills to be independent, engaged scholars. OSD encourages research and creative activities while helping WKU students achieve local, national, and international success.

OSD has fostered success and growth in three key areas related to the University’s Strategic Plan: 1) Nationally Competitive Scholarships, 2) Undergraduate Research, and 3) Internationalization.

WKU Student Awardees in Key National Scholarship Competitions (2007-2010)

<table>
<thead>
<tr>
<th>Scholarship Type</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goldwater Scholarships</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Gilman Scholarships**</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Udall Scholarships</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SMART Scholarships</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fulbright Grants*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Fact: Since 2008, OSD has helped to produce nearly 50 scholarship success stories.

U.S. Department of Education Undergraduate International Studies and Foreign Language (UISFL) Grant

This two-year grant assisted over 14 faculty and staff to travel to China to collaborate with Chinese scholars and institutional partners to enhance research opportunities and to develop new courses that contribute to WKU’s Chinese Language and growing Asian Studies offerings. Additionally, this grant has assisted in the development of new study abroad trips and opportunities for experiential learning in China.

Confucius Institute (CI)

In 2010, OSD led efforts to cement a partnership with Hanban, executive body of the Chinese Language Council International, to become the first Confucius Institute in Kentucky, promoting Chinese language and culture in the region. The CI at WKU will engage in outreach and partnership building with local educational institutions, businesses, government and community organizations to offer cultural programming and language education. Additionally, the CI will encourage and help facilitate student, faculty and staff travel and study in China by offering study abroad scholarships and other support.

Office of Undergraduate Research

The Office of Undergraduate Research has worked with students and faculty to promote and facilitate undergraduate research. The research experience plays a vital role in enriching undergraduate education and preparing students for success in national scholarship competitions and graduate school. Recently, OSD successfully partnered with faculty in the Department of Biology on a three-year, $300,000 National Science Foundation (NSF) Research Experience for Undergraduates (REU) site grant.

Kentucky Chinese Language Flagship Pilot Program

In 2009, OSD secured funding from The Language Flagship, part of the National Security Education Program (NSEP) at the U.S. Department of Defense, to launch a Chinese Flagship Pilot Program at WKU. One of only nine similar initiatives in the nation, the Chinese Flagship program uses dynamic integration of Chinese language instruction in every stage of the undergraduate educational path to bring talented students who start with no knowledge of Chinese up to Superior levels of proficiency by the time they graduate from college. WKU’s program infuses study in the Honors College with Chinese language learning opportunities, incorporating a series of mandatory study abroad experiences and internships throughout students’ collegiate careers. The Flagship Program integrates Chinese language education in majors across the university, including the sciences, business, public health, the social sciences, and humanities.

OSD Student Spotlight

Joe Chavarria-Smith, 2009 (Recombinant Gene Technology, Belton, KY) was awarded a Barry Goldwater scholarship (2007) and later a National Science Foundation Graduate Research Fellowship (2009). He is currently a doctoral student at the University of California-Berkeley.

Johnathan N. Brantley, 2010 (Chemistry, Livingston, KY) received a full scholarship to work on a Ph.D. in Chemistry at University of Texas—Austin, ranked No. 12 in the field by U.S. News and World Report. In 2009, Brantley spent the summer conducting research at Oxford University. He was twice awarded Honorable Mention status in the prestigious Barry Goldwater Scholarship competition and was selected as the Ogden Foundation Scholar at graduation in 2010.

Brittany Logan, 2012 (Physics and Electrical Engineering, Englewood, OH) was awarded a prestigious SMART (Science, Mathematics, and Research for Transformation) Scholarship. Brittany has been active on the WKU engineering team that competed in the NASA Lunabotics Mining Competition. The value of this Department of Defense Sponsored scholarship is over $250,000.

Jacob Haven (Gatton Academy, 2010, Paris, KY) was awarded prestigious SMART (Science, Mathematics, and Research for Transformation) Scholarship. The combined value of the Department of Defense-sponsored scholarship is over $250,000. Jacob is will be starting at Stanford University Fall 2010.

Chase McNulty, 2010 (Pre-Veterinary Medicine, Ovensboro, KY) worked with OSD to prepare his application for veterinary school. He was the first WKU graduate to be accepted at the University of Wisconsin School of Veterinary Medicine. Each year Wisconsin selects one of its more than 300 students to receive a full tuition scholarship, and McNulty won that honor for the 2010 academic year.
OSD Student Spotlight (continued)

Joey Coe, 2012 (Environment and Sustainable Development, Louisville, KY) is a two-time Morris K. Udall Scholarship recipient. The Udall is the country’s highest undergraduate honor for environmental activism. He used the award to help fund his Fall 2009 circumnavigation of the globe with Semester at Sea Voyage. Coe is currently a finalist for a Thomas R. Pickering Foreign Affairs Fellowship.

Emily Wilcox, 2009 (Visual Studies-Art, Louisville, KY) was awarded a Fulbright to teach English in Indonesia. Her Honors College senior project focuses on art and social activism. She was commissioned by the Student Government Association to paint the mural on the wall between McLean Hall and Florence Schneider Hall.

Dawn Reinhardt, 2010 (German and English, Crawfissville, TN) was awarded a Fulbright to spend a year in Munich, Germany, researching sixteenth century Teufelsbacher, or “Devil’s Books,” and taking classes at the second largest university in Germany, Ludwig Maximilians Universitat Munchen (Ludwig Maximilian University of Munich). Her project will focus on exploring correlations between the Protestant Reformation and the beginning of the Teufelsbacher genre.

Eileen Ryan, 2010 (Journalism and English Literature, Louisville, KY) was awarded a Fulbright to teach English in South Korea. Ryan was a member of the inaugural class of Honors College students to study at Harlaxton College in Fall 2007. She has presented original research at national conferences and won awards for her journalistic writing.

Jessie Hazel, 2011 (Art, Bowling Green, KY) received a Benjamin A. Gilman International Scholarship to travel to Tianjin, China as part of the WKU Chinese Language Flagship Program in Winter 2009. Hazel, with other Flagship students, spent four weeks studying Chinese language and culture at Nankai University. Students not only took intensive Chinese language courses and worked one-on-one with Chinese language tutors but also studied Tai Chi, calligraphy, and Chinese cooking. The Gilman International Scholarship Program offers grants of up to $5,000 for U.S. citizen undergraduate students of limited financial means to pursue academic studies abroad.

Cassandra Warren (Psychology, Georgetown, KY) received the prestigious HSP-Huygens Scholarship to attend the University of Amsterdam, Netherlands, where she will complete a one-year master’s degree program in gender, sexuality, and society. The HSP-Huygens Scholarship Funds academic study at an accredited university in the Netherlands for up to two years. The scholarship, worth 29,000 Euros ($38,300 US), covers tuition, visa fees and airfare, as well as providing a monthly living stipend for food, housing and transportation.

Aric Johnson (Pre-Medicine, Smiths Grove, KY) received a Rotary Ambassadorial Scholarship from the Rotary Foundation. This scholarship provides a flat grant of $26,000 for one academic year of study in another country. Aric will use the scholarship to study at Edinburgh University, Scotland. Aric participated in the pre-medical study abroad course to Nairobi, Kenya in Winter 2009.

Harlaxton Gatehouse

The Gatehouse is available for short or long-term lease to faculty and friends of the Honors College at WKU. The newly remodeled, three-story flat contains a kitchen, bedroom, bathroom and a top-floor living room overlooking the Maner House itself and is conveniently located in the Midlands of England (and 200 meters from the Maner). It is ideal for a scholar looking for a place to do serious writing or research. WKU political science professor Ed Yager will be leasing the Gatehouse during the 2011-12 academic year, while he is on sabbatical and taking classes and researching at the London School of Economics in London. For more information on lease opportunities, contact Dr. Clay Matley, Assistant Director of Academics, in the Honors College.

Endnotes:
1 Ethnic Minority includes students who self-reported their ethnicity as African American, Native American/Aleutian Native, Hispanic, or Asian/Pacific Islander.

2 Freshman One Year Retention Rate reflects the percentage of Honors first-time freshmen entering in Fall 2004 who returned to WKU in Fall 2005 (or who were participating in study abroad as part of their studies at WKU). The retention rate counts students who entered WKU as an Honors student and were retained regardless of their Honors status in Fall 2005. 87% were retained within the Honors College.

3 Data is accurate at time of publication. Several more students will be completing their Honors College requirements over the summer.

4 Honors Augmentation Contracts (HACs) are designed to allow Honors students to earn Honors credit in upper-division courses in their major and minor areas by working closely with a course’s instructor to develop and participate in a creative and rigorous “Honors experience” distinct from the course’s other assignments.

5 Nationally competitive scholarships include Fulbright Scholarships, Benjamin A. Gilman International Scholarships, Barry M. Goldwater Scholarship, Marshall Scholarships, National Science Foundation Graduate Research Fellowships, NSP Boren Scholarships, Rhodes Scholarships, Harry S. Truman Scholarships, and Merit K. Udall Scholarships.

* Figures include Honorable Mention recognition.
** Students compete for Gilman Scholarships several times a year. Figures here are arranged by academic year.

Acknowledgements:
Mary B. Murphy, DEO, for graphic design work; the wonderfully patient staff at the Office of Institutional Research, and, of course, the working staffs of the Honors College and Office of Scholar Development.
Building Towards the Future: The Destiny of Space

The primary goal of an Honors College is the creation of collegial associations between students, faculty, and staff. A properly designed space is critical to the development of an Honors intellectual community. A facility housing the College's faculty and staff, and possessing a Commons space, classrooms, study alcoves, and programming areas will become the heart of the Honors experience at WKU.