Supporting High-Ability Students in the First Year

Staff Presenter
Student Panelists
Overview

I. Honors & Scholars Center

II. Honors and Scholars Programs

III. Supporting your high-ability students transition
   a) Student characteristics
   b) Transition challenges
   c) Best practices for support

IV. Conclusion
Our Mission

The University Honors & Scholars Center at The Ohio State University serves high-ability, motivated undergraduate students. While embracing diversity in both ideas and people, the Center fosters purposeful learning communities that enhance students’ academic and social experiences. The Center facilitates impactful, rigorous, and unique opportunities that further student success and involvement in our G.O.A.L.S.:

- Global Awareness
- Original Inquiry
- Academic Engagement
- Leadership Development
- Service Engagement
Honors Program

- Rigorous Curriculum
- Faculty connections
- Research-oriented
- Community among peers
Honors Expectations

- Complete a challenging curriculum
  - This includes Honors, 4000-level, and/or graduate-level courses as prescribed by the college of enrollment. Academic Advisors guide students on the appropriate Honors courses to take.

- Maintain a minimum 3.4 or 3.5 GPA
  - Must be achieved by the end of each year.

- Meet additional college Honors requirements
  - Examples include Honors Contract, Honors Thesis, etc.

Completion is denoted by Honors Research Distinction on Diploma, Honors Courses recorded on transcript
Scholars Program

- 17 distinct residential learning communities, tailored to engage peers with common interest on a particular theme
- Co-curricular programming
- Building networks
- Academic opportunities
Scholars Expectations

✓ 2 year commitment
  - 1st and 2nd year expectations differ
  - 1st year live with Scholar Program in assigned residence hall (unless commuting)

✓ Enroll and pass Scholars Seminar Course

✓ Maintain a minimum 3.0
  - Must be achieved by the end of each year.

✓ Meet specific requirements of the individual Scholars Program
  - Participation in learning experiences, community events, etc.

Successful completion is denoted on the student transcript as a Milestone.
H&S Initiatives for First Year Students

- Learning Communities
- Study Abroad opportunities
- H&S Launch
- Honors & Scholars Programming Board
- Honors & Scholars Ambassadors
- Semester of Service
- FYE Success Series Workshop
- H&S e-Portfolio
Honors London- Autumn 2016 (Honors students only)

- Course: Honors 2396H (3 credit hours, Mondays 4:10-6:10pm)
- Application Deadline: July 15th
- Cost: $2858
  - H&S offers need based grants
  - Indicate need in your application essay
- Travel Dates:
  - December 28, 2016-January 7, 2017

For more info: https://oia.osu.edu/getting-started/search-programs.html?sasid=126
Scholars Mexico 2017 *(Scholars Students only)*

- **Course**: Spanish 2510 (Department of Spanish and Portuguese)
- **Applications available**: Fall 2016
- **Cost**: TBA
- **Travel Dates**: March 2017 (2017 Spring Break)
Supporting Your High-Ability Student

• Characteristics
  • *Focus on Academics*
  • *High Confidence*
  • *High Emotional Intelligence*
Supporting Your High-Ability Student

- Transitional Issues
  - Academic
  - Social

- Challenges

- Strategies
**Transition Issue:** Shift in Academics

- **History of Academic Success**
  - Have always done well in classes and are motivated to continue trend of success

- **High Academic Self-Concept** (Rinn, 2005)
  - Students have high perceptions of their academic abilities

- **Active Learners**
  - Students truly engage with curriculum

- **High Aspirations**
  - Majority of incoming high-ability students have aspiration to go on to graduate school (Katchadourian & Boli, 1985; Perrone & Dow, 1993)
Challenge: Academic Effort vs. Performance

- Quality vs. Quantity of Work
  - Change in expectations from high school to college

- Development of Missing Study Skills
  - Some students did not need to study in high school, but now without studying they are not able to succeed

- Navigating Academic Self-Concept
  - If high-ability students feel that they are not doing well in classes, their identity is greatly impacted

- Students Not Willing to Ask for Help
  - High-ability students do not perceive that they need to ask for help (Gerrity, Lawrence, & Sedlacek, 1993)
**Strategy: Establishing Connections**

- Connect High-Ability Students with Upperclassmen and Resources
  - More likely to take high level classes earlier
  - Resources that teach college-level study skills are crucial for academic success

- Normalizing Experience
  - Ensuring that students feel comfortable asking for help

- Honors & Scholars Center Strategies
  - Residential Communities
  - FYE Success Series Workshops
  - Scholars Seminar
  - Honors Survey
Transition Issue: Adjusting to a New Environment

- Competitive
  - Confidence in academic abilities leads to seeing other students as competition

- Highly Involved
  - High-ability students have a long history of involvement

- More Mature than Peers
  - Able to perceive and manage emotions better than peers (Edman & Edman, 2004)

- Better able to channel negative feelings into adaptive behaviors
  - Adaptive behavior is more likely to lead to better academic performance (Castro-Johnson & Wang, 2003)
Challenge: Lack of Balance

- Over-Commitment
  - Some high-ability students will enter college thinking they can do it all

- Autonomy (Gottsdanker, 1968; Rinn, 2005)
  - Some high-ability students will enter college thinking they don’t need any help

- Being an Introvert at a Large University
  - High-ability students are more likely to be introverted (Randall and Copeland, 1986-1987)

- Perfectionism and Mental Health
  - High-ability students are likely to be perfectionistic and therefore have increased anxiety (Neumeister, 2004)
**Strategy: Reaching Out for Support**

- Encourage Reflection
  - Students cannot do it all, so what is most important?

- Honors & Scholars Center Strategy
  - Building supportive non-competitive community
    - H&S Launch, H&S Student Organizations
    - H&S e-Portfolio
We look forward to being partners with you in the pursuit of your student’s success.
Questions?
References:


