Supporting High-Ability Students in the First Year
Overview

Honors and Scholars Programs
- Program expectations

Supporting your high-ability students transition
- Student characteristics
- Transition challenges
- Best practices for support

Fall Opportunities & Conclusion
Honors and Scholars Programs
PROGRAM EXPECTATIONS

Honors

- Four-year commitment
  - 1st year students live with Honors Peers in an engaged learning community (unless commuting)

- 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
PROGRAM EXPECTATIONS

Scholars

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

✓ Enroll and pass Scholars Seminar Course

✓ Maintain a minimum 3.0 GPA
  ➢ 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 competition is denoted on the student transcript as a Milestone.
SUPPORTING HIGH ABILITY STUDENTS
Characteristics

- Focus on academics
- High confidence
- High emotional intelligence
Supporting Your Student

- Transitional issue
  - Academic
  - Social

- Challenge

- Strategies
Academic Motivation

• 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

Establish 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
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

• 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 ePortfolio
    • Peer mentorship
FALL OPPORTUNITIES & CONCLUSION
FALL OPPORTUNITIES

Pre-Enrollment Trips

- First-year Student Outdoor Adventure Trips
  - Sea Kayaking
  - Backpacking and Rock Climbing
  - Hiking, Riding and Ziplining in Hocking Hills
  - Biking and Boating

- Application Deadline: rolling

- Cost: ranges between $1200-$300

- Travel Dates:
  - August 2019- dependent on trip

For more info:
http://fye.osu.edu/programs/outdoor_adventures.html
We look forward to being partners with you in the pursuit of your student’s success.
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References:


College Student Inventory Survey (2019).


