

We are sharing our Honors documents so that they may be of use to others. Please feel free to use or adapt these documents as needed for your institution. We ask that you acknowledge Knox College should you choose to use any of these materials.

Thank you.



2013 Honors Program Survey

Welcome to the 2013 Knox Honors Survey!

All responses to this survey are confidential, and all reporting will be done in the aggregate so that no individual students can be identified. Your email addresses will NOT be associated with your responses. (For more information, see Knox OIRA Statement on Confidentiality and Research Integrity). Your participation in this study is completely voluntary and you are free to discontinue your participation at any time.

At the completion of the Honors Program Survey, you will be linked to a separate survey asking for your name and student I.D. This enables us to not send you reminders once you have completed the survey. We are also requesting information regarding your future plans. While we would very much like to know what you will be doing after Knox, we respect your decision should you choose not to share this information.

Completion and return of the survey indicates your consent to participate.

Please click on the "Next" and "Back" buttons at the bottom of each screen to navigate through this questionnaire.

Thank you in advance for your assistance.

If you have any questions about this survey project, please contact:

Leah Adams-Curtis, Director of Assessment
Office of Institutional Research and Assessment
Email: lcurtis@knox.edu
Phone: 309-341-7260

1. Students choose to participate in Knox's Honors Program for a variety of reasons. Please indicate the importance of each of the following reasons to you:

	<i>Unimportant</i>	<i>Somewhat unimportant</i>	<i>Somewhat important</i>	<i>Important</i>
To graduate with College Honors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To enhance my resume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop research/artistic skills for academic discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain research/creative experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To become better prepared for graduate/professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To become better prepared for my future career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged by faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sounded challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sounded interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Were there any other important reasons for you to participate in the Honors Program? If so, please indicate below:

3. During the Honors Program, how often did you meet with your Committee Chair?

- Seldom*
- A few times during the term*
- About once every other week*
- At least once a week*

4. During the Honors Program, how often did you meet with your Committee members OTHER THAN the Chair?

- Never*
- Less than once a term*
- Once or twice a term*
- Several times a term*

5. During the Honors Program, did you meet with your Committee as a whole?

- Yes
- No

6. To what extent did your Committee CHAIR provide helpful guidance for the following?

	<i>To a small extent</i>	<i>To some extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>	<i>Not applicable</i>
Developing and refining research questions/creative inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting literature review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using prior scholarship/creative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using libraries and library personnel for my project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing appropriate methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing data/information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreting the results/research findings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesizing ideas, findings, and arguments in a coherent way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic/research writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping me informed about opportunities to present or to publish my work in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly discussing my progress toward completing the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a timeline or schedule to complete components of the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. To what extent did your Committee members OTHER THAN THE CHAIR provide helpful guidance for the following?

	<i>To a small extent</i>	<i>To some extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>	<i>Not applicable</i>
Developing and refining research questions/creative inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting literature review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using prior scholarship/creative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using libraries and library personnel for my project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Synthesizing ideas, findings, and arguments in a coherent way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Keeping me informed about opportunities to present or to publish my work in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly discussing my progress toward completing the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a timeline or schedule to complete components of the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. To what extent has your experience in the Honors Program contributed to your academic, intellectual, and personal development in the following areas?

	<i>To a small extent</i>	<i>To some extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>
Deepening my knowledge of areas of my research and/or creative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the process of research and/or creative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming more familiar with the literature and/or creative work in my field of inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing abilities to locate and evaluate information (e.g. scholarly, creative, primary source material) in my field of inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing presentation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining confidence in my research and/or creative abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. To what extent has your experience in the Honors Program contributed to your academic, intellectual, and personal development in the following areas?

	<i>To a small extent</i>	<i>To some extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>	<i>Not applicable</i>
Analyzing data/information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreting data/information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding and applying research methods, ethics, and conduct rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing academic/scholarly writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. To what extent has your experience in the Honors Program contributed to your academic, intellectual, and personal development in the following areas?

	<i>To a small extent</i>	<i>To some extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>
Experiencing a sense of self-realization as an independent researcher or artist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiencing a sense of satisfaction with my Knox education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing self-confidence in my capabilities to accomplish a complex project independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generating new ideas/theories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Producing new knowledge useful to the society, if applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Combining existing ideas, knowledge, images, or expertise in original ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual or artistic curiosity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defining problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to narrow down and focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. To what extent has your experience in the Honors Program contributed to your academic, intellectual, and personal development in the following areas?

	<i>To a small extent</i>	<i>To some extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>
Using prior scholarship or previous creative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking information from source(s) with enough evaluation to develop a comprehensive analysis, if applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Questioning viewpoints of experts thoroughly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically analyzing information or critical response to one's work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting previous knowledge and creativity with one's own work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drawing conclusions logically, if applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking what I have learned and applying it to future work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to adapt to changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing where to gain access to information or previous creative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balancing other work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. To what extent has your experience in the Honors Program contributed to your academic, intellectual, and personal development in the following areas?

	<i>To a small extent</i>	<i>To some extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>
Utilizing technology and/or computer programs, if applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting along with people who have different attitudes, opinions, and background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affirming the choice of my major(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overcoming obstacles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarifying career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting plans/personal deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. I participated in the Ford Fellowship Program.

- Yes*
 No

14. I participated in the Richter Fellowship Program.

- Yes*
 No

15. I participated in the McNair Program.

- Yes*
 No

16. I participated in the TRIO Achievement Program (TAP).

- Yes*
 No

17. I participated in an on campus summer research program (other than Ford, Richter, or McNair).

Yes

No

Please describe.

18. I participated in an off campus summer research program.

Yes

No

Please describe.

19. Prior to my Honor's Project, I completed an independent study or research project.

Yes

No

20. Prior to my Honor's Project, I completed an internship.

Yes

No

21. Not including the Honor's Defense, I have presented my work on campus.

Yes

No

22. I have presented my work off campus.

Yes

No

23. I plan to submit my work for presentation at a regional or national conference.

Yes

No

24. I already submitted my work for presentation at a regional or national conference.

Yes

No

25. I plan to submit my work for publication.

- Yes
- No

26. I already submitted my work for publication.

- Yes
- No

27. Reflecting on your overall experience with the Honors Program, to what extent do you agree with the following?

	<i>Disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Agree</i>
My experience with the Honors Program has positively contributed to my educational experience at Knox.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had the opportunity to work closely with a faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This experience is an important part of my Knox experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Honors Program provided me an opportunity to undertake and complete a unique and independent project of my own creation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experienced the sense of satisfaction and self-realization that results from the completion of my Honors project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I acquired intellectual maturity through the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I developed creativity through the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I developed the skills that will aid me to continue independent work, as a graduate student and later as a scholar or as a professional in the field of my choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had the opportunity to present or to publish my work at the regional or national level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The information you provide in the following section will help us interpret our results more accurately for students with different characteristics. Again, your responses are confidential and all reporting will be done in aggregate so that no individuals can be identified. You may skip this section if you do not feel comfortable supplying this information.

28. Gender

- Male*
- Female*
- Transgender*
- Prefer not to respond*

29. Are you an international student?

- Yes*
- No*

33. Are you Hispanic/Latino?

- Yes*
- No*

30. Choose one or more of the following racial categories to describe yourself:

- American Indian or Alaska Native*
- Asian*
- Black or African American*
- White*
- Native Hawaiian or Other Pacific Islander*
- White*
- Prefer not to answer*

31. Did you begin college at Knox or somewhere else?

- Started here*
- Started elsewhere*

32. Are you a member of a social fraternity or sorority?

- Yes*
- No*

33. What is the highest level of education your parent(s) completed?

	<i>Father</i>	<i>Mother</i>
Did not finish high school	<input type="radio"/>	<input type="radio"/>
High school graduate	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
Associate's degree	<input type="radio"/>	<input type="radio"/>
Bachelor's degree	<input type="radio"/>	<input type="radio"/>
Master's degree	<input type="radio"/>	<input type="radio"/>
Doctoral degree	<input type="radio"/>	<input type="radio"/>

34. Please list your major(s).

35. If you plan to attend graduate/professional school, at this point have you been accepted to a graduate/professional program?

- Yes, I have applied and have been accepted for next academic year*
- Yes, I have applied to programs but have not been accepted for next year*
- Yes, I plan to attend, but not next year*
- No, I do not plan on attending graduate/professional school*

Thank you for completing the survey!



2013 Honors Program Assessment

All responses to this survey are confidential, and all reporting will be done in the aggregate so that no individual students can be identified. Your email addresses will NOT be associated with your responses. (For more information, see Knox OIRA Statement on Confidentiality and Research Integrity). Your participation in this study is completely voluntary and you are free to discontinue your participation at any time. Completion and return of the survey indicates your consent to participate.

Please click on the "Next" and "Back" buttons at the bottom of each screen to navigate through this questionnaire.

Thank you in advance for your assistance.

If you have any questions about this survey project, please contact:

Leah Adams-Curtis, Director of Assessment
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Email: lcurtis@knox.edu
Phone: 309-341-7260

1. Students choose to participate in Knox's Honors Program for a variety of reasons. Please indicate the importance of each of the following reasons to you:

	<i>Unimportant</i>	<i>Somewhat unimportant</i>	<i>Somewhat important</i>	<i>Important</i>
To graduate with College Honors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To enhance my resume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop research/artistic skills for academic discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain research/creative experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To become better prepared for graduate/professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To become better prepared for my future career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged by faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sounded challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sounded interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Were there any other important reasons for you to participate in the Honors Program? If so, please indicate below:

3. During the Honors Program, how often did you meet with your Committee Chair?

- Seldom*
- A few times during the term*
- About once every other week*
- At least once a week*

4. During the Honors Program, how often did you meet with your Committee members OTHER THAN the Chair?

- Never*
- Less than once a term*
- Once or twice a term*
- Several times a term*

5. During the Honors Program, did you meet with your Committee as a whole?

- Yes*
- No*

6. To what extent did your Committee CHAIR provide helpful guidance for the following?

	<i>To a small extent</i>	<i>To some extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>	<i>Not applicable</i>
Developing and refining research questions/creative inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting literature review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using prior scholarship/creative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using libraries and library personnel for my project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing appropriate methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing data/information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreting the results/research findings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesizing ideas, findings, and arguments in a coherent way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic/research writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping me informed about opportunities to present or to publish my work in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly discussing my progress toward completing the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a timeline or schedule to complete components of the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. To what extent did your Committee members OTHER THAN THE CHAIR provide helpful guidance for the following?

	<i>To a small extent</i>	<i>To some extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>	<i>Not applicable</i>
Developing and refining research questions/creative inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting literature review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using prior scholarship/creative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using libraries and library personnel for my project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Analyzing data/information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreting the results/research findings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesizing ideas, findings, and arguments in a coherent way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Keeping me informed about opportunities to present or to publish my work in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly discussing my progress toward completing the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a timeline or schedule to complete components of the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. To what extent has your experience in the Honors Program contributed to your academic, intellectual, and personal development in the following areas?

	<i>To a small extent</i>	<i>To some extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>
Deepening my knowledge of areas of my research and/or creative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the process of research and/or creative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming more familiar with the literature and/or creative work in my field of inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing abilities to locate and evaluate information (e.g. scholarly, creative, primary source material) in my field of inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing presentation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining confidence in my research and/or creative abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. To what extent has your experience in the Honors Program contributed to your academic, intellectual, and personal development in the following areas?

	<i>To a small extent</i>	<i>To some extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>	<i>Not applicable</i>
Analyzing data/information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreting data/information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding and applying research methods, ethics, and conduct rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing academic/scholarly writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. To what extent has your experience in the Honors Program contributed to your academic, intellectual, and personal development in the following areas?

	<i>To a small extent</i>	<i>To some extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>
Experiencing a sense of self-realization as an independent researcher or artist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiencing a sense of satisfaction with my Knox education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing self-confidence in my capabilities to accomplish a complex project independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generating new ideas/theories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Producing new knowledge useful to the society, if applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Combining existing ideas, knowledge, images, or expertise in original ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual or artistic curiosity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defining problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to narrow down and focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. To what extent has your experience in the Honors Program contributed to your academic, intellectual, and personal development in the following areas?

	<i>To a small extent</i>	<i>To some extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>
Using prior scholarship or previous creative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking information from source(s) with enough evaluation to develop a comprehensive analysis, if applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Questioning viewpoints of experts thoroughly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically analyzing information or critical response to one's work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting previous knowledge and creativity with one's own work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drawing conclusions logically, if applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking what I have learned and applying it to future work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to adapt to changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing where to gain access to information or previous creative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balancing other work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. To what extent has your experience in the Honors Program contributed to your academic, intellectual, and personal development in the following areas?

	<i>To a small extent</i>	<i>To some extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>
Utilizing technology and/or computer programs, if applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting along with people who have different attitudes, opinions, and background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affirming the choice of my major(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overcoming obstacles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarifying career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting plans/personal deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. I participated in the Ford Fellowship Program.

- Yes
- No

14. I participated in the Richter Fellowship Program.

- Yes
- No

15. I participated in the McNair Program.

- Yes
- No

16. I participated in the TRIO Achievement Program (TAP).

- Yes
- No

17. I participated in an on campus summer research program (other than Ford, Richter, or McNair).

- Yes
- No

Please describe.

18. I participated in an off campus summer research program.

- Yes
- No

Please describe.

19. Prior to my Honor's Project, I completed an independent study or research project.

- Yes
- No

20. Prior to my Honor's Project, I completed an internship.

- Yes
- No

21. To what extent do you believe the following influenced your decision to drop out of the Honors Program?

	<i>To a small extent</i>	<i>To some extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>
Lack of academic background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of research/creative skills needed to complete the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change in academic direction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor fit with my committee/committee chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lost interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health or personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside Demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realized I would not be able to complete the project on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (Please specify.)

22. Looking back upon your experience in the Honors program, how would you describe your relationship with your Committee?

23. Based on your experience in the program, what did *not* work for you?

24. What might be done to help students complete the Honors program? Please elaborate.

Thank you for completing the survey!



A FACULTY GUIDE TO CHAIRING AN HONORS COMMITTEE

2013-2014 Knox College Honors Program

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The Role of the Honors Committee Chair:

The faculty chair of an Honors committee is expected to:

- Serve as the primary faculty mentor for the student conducting an Honors project
- Review and approve the project proposal submitted by the student to apply for College Honors
- Provide additional statements as required for the student applicant (see special conditions below)
- Meet regularly with the Honors candidate to review his/her progress
- Include other committee members as appropriate—at minimum convening the committee at least once each term (fall and winter) to formally review progress.
- Submit an end-of-term progress report each term (fall and winter).
- Set benchmarks and deadlines to ensure the student is making adequate progress
- Arrange for the outside examiner and oral examination/defense in the Spring Term.
- File the recommendation for College Honors to the Vovis Center for Research and Advanced Study, a Grade Report Form to the Registrar.

Application and Review Guidelines:

Discussing Honors with potential candidates:

When students apply to conduct College Honors, they are requested to supply the names of the faculty members who have agreed to serve on their Honors committee. One must be designated as the CHAIR of the committee, and one must be designated as from outside the student's academic department.

Honors is intended to be a distinction and privilege for students who have demonstrated strong academic excellence and are best prepared to undertake significant independent projects. Please be candid with students if you have any hesitations or concerns about their potential to pursue College Honors. Some students may be better served by pursuing independent study, off-campus experiential learning opportunities, or additional coursework than by committing the time and effort required to complete an Honors Project.

Approving a student's application to the Honors program:

Review all of the student's application materials before submission. Your signature on the application form confirms that you have agreed to serve as the faculty chair of the honors committee, and that you have reviewed and approved the student's project proposal. An application will not be accepted without your signature as chair.

If the student is applying under any special circumstances (please see Special Circumstances section below), you may need to prepare and submit separate statements to support the student's application to the Honors Program for consideration by the Academic Standing Committee.

The Vovis Center may contact you and the other faculty listed on the student's application to confirm your commitment to serve on the committee. Please consider it a priority to respond quickly. Once all materials and confirmations are received, the Academic Standing Committee will review the proposals. The committee may get in touch with you if they have any questions about your student's application.

Students should submit a complete application package to the Vovis Center for Research and Advanced Study by one of the two deadlines posted below. A complete application package will consist of:

1. A completed application form signed by both the student and the chair of the student's honors committee;
2. A written project proposal that has been approved by the faculty chair;
3. Any additional materials as required (Please see special conditions below.)

Application Deadlines for the 2013-2014 Knox College Honors Program:

Early Decision Deadline: Wednesday, May 1st, 2013: Students who meet the Honors GPA requirement of holding a 3.3 cumulative GPA or higher AND who have the full endorsement of their Honors chair and faculty committee may apply under this deadline.

General Deadline: Monday, September 16th, 2013: ALL students who wish to pursue College Honors during the 2013-2014 academic year must submit a complete application package by this deadline.

Registering for Honors credit:

Your student may enroll for Honors credit while his/her application is under review.

(1) In the first term in which the student is conducting Honors, you will need to sign and submit a completed Independent Study Form for a 400 level Honors credit in the student's discipline to the Office of the Registrar.

(2) In addition, and for EVERY term in which the student is conducting College Honors, the student will need to enroll for Honors credit at the 400 level through the College's online registration system.

Special Conditions:

GPA Waiver Request: If the student applicant has a cumulative GPA that falls below the 3.3 Honors requirement, both you and the student will need to submit separate statements requesting a waiver of the requirement. Your statement should clearly describe the academic preparedness of the student to conduct Honors-level work, and provide any evidence (GPA in major, grades earned in higher level coursework, etc.) that demonstrate the students' qualifications to pursue College Honors. You may give this statement to the student to submit with their application materials, or submit it directly to the Vovis Center.

Conducting Honors in the Junior Year: Students may apply to conduct honors as early as their junior year. However, to begin (or complete in full) work on an honors project in the junior year, both you and the student must submit separate statements that describe the student's academic preparedness and qualifications to do Honors work in their senior year, as well as an explanation as to why the student is not seeking to conduct honors solely in his/her senior year. You may give this statement to the student to submit with their application materials, or submit it directly to the Vovis Center.

Honors Credits Requested: The standard allocation of Honors credits earned is one credit per term (fall, winter, spring) for a total of 3 credits earned in the senior year. If a student proposes another arrangement (fewer/more credits earned in any given term or fewer/more than 3 credits earned overall), the student will need to include a brief statement of explanation as a separate labeled section of their project proposal.

Probationary Status: The Academic Standing Committee (ASC) may approve a student to pursue College Honors on a probationary status, particularly if there are concerns about the student's academic preparedness or with the quality of the project proposal. The ASC will set provisions to be met by the student, and a deadline by which to meet them. Often the provision is to earn a GPA at the Honors level (3.3) during the first term (excluding the honors credit which will not be assigned a grade until the end of the year.) You may be asked to provide information regarding the student's progress for review of the probationary status by the ACS.

Discontinuing Honors: If your student chooses to drop College Honors, whether on their own, through consensus of the student's honors committee, or as a result of a decision by the Academic Standing Committee, you will need to send an e-mail or formal note to the Vovis Center to confirm that the student is dropping honors. Honors credits will be converted to independent study credits at the 350 level in the student's discipline, and you will be asked to provide a grade for work completed (evaluated at the independent study level) for these credits.

Other Considerations:

Richter funding support: Honors candidates are eligible to receive up to \$1,750 in support of direct costs associated with their projects through the Richter Scholars Program. Students must submit a SEPARATE application to the Richter Scholars Program. They may use the same project proposal from their Honors application by adding an itemized budget and a Richter application form. Regular Richter applications apply.

Additional printing costs: Honors students are eligible to receive support in affording the copying and printing costs associated with their projects. Students may check out a Xerox card from the Vovis Center, or may ask the Vovis Center to reimburse printing costs charged to their student accounts. Students may be asked to apply for Richter support if their costs exceed that which can be met by the Honors budget.

Seymour Library honors offices: Students can apply for an assigned Honors office in the Seymour Library by completing an online request form: <http://www.knox.edu/library/research-help/for-honors-students.html>. Honors offices are assigned on a competitive basis. Students are encouraged to submit a request as early as possible.

The Oral Defense:

Outside Examiners: By the end of Winter Term, the Vovis Center will send you a package of information regarding the oral defense. You are expected to play a lead role in identifying and inviting a qualified outside examiner to participate in your Honors defense. Usually, outside examiners are faculty from other institutions who have expertise in the disciplinary area and topic covered in the Honors project. A specialist in the field but from outside of academia may also be considered, and may constitute a better choice for certain projects. Once you can confirm that someone has agreed to serve as the outside examiner, please do the following:

- Provide the Vovis Center with the name and contact information of the outside examiner as soon as you can—there's no need to wait for a reminder or prompt from the Vovis Center. The Vovis Center will send an informational letter to the examiner about the oral examination process.
- Using the HONORS ORAL DEFENSE FORM, inform the Vovis Center of what arrangements will need to be made and costs will need to be covered for the final defense. Costs that can be covered include:
 - Transportation (airfare, mileage reimbursement, train fare) to and from Knox College
 - ONE night of accommodations (standard). Two nights may be covered, but usually to accommodate cost savings for transportation.
 - A stipend of \$250 to be paid directly to the Outside Examiner.
 - A celebratory meal with the student for up to five (5) people at a rate of \$30 per person. (Note that institutional funds cannot be used for the purchase of alcohol.)

The Vovis Center will work directly with you and with the outside examiner to make all arrangements and process the stipend once you have submitted the Oral Defense Form. If you would like to handle arrangements differently, please contact the Vovis Center.

- Determine with your student how the outside examiner will be involved in the project prior to the defense. Will you send the examiner an earlier draft of the project for review? When must the project be fully completed and ready to share with the examiner? Who will be responsible for sending a full copy of the Honors project to the reviewer and by what date? It is HIGHLY recommended that the student provide a final draft of the project for the oral defense in digital format, saving a final printing and binding of the project till after the defense is complete and any final revisions are made.

Honors Oral Defense Guidelines:

- Decide with the student when and where to hold the defense. The defense **MUST** be held by the last date of classes for that term. (BEFORE reading day).
- Decide if the defense will be open for others to see, and let the Vovis Center know so that the defense can be posted on the College's calendar of events.
- Be sure to include the name of the restaurant, date, and number of people participating in the celebratory meal on the Honors Oral Defense Form.
- The day before the defense, pick up your Honors defense packet from the Vovis Center. This packet will include a check to pay the examiner (or a W-9 form to be filled out by the examiner so that payment can be processed), a purchase order for the meal, Honors Recommendation Forms, and an Honors Grade Form.
- After the defense, have the committee and outside examiner sign both copies of the HONORS RECOMMENDATION FORM (see attached). Submit both to the Vovis Center who will forward them on to the Academic standing Committee for approval. Once approval is received, the student will be sent an original signed copy, an original will be kept on file, and the chair will be sent a copy.
- Submit the HONORS GRADE FORM (see attached) to the Registrar's Office no later than the senior grade deadline—but preferably the day after the defense.

Printing and Binding Guidelines:

Number of Copies and Recipients: The Vovis Center will cover the cost for the student to print and bind nine (9) copies of the final project using the equipment in the Knox mailroom. One printed and bound copy must be submitted to each of the following:

- Seymour Library (using a cover page required by the library for archiving purposes);
- The Office of Admission
- Each member of the Honors committee, including the outside examiner.

In addition, the student must submit a **DIGITAL** copy of the final project to the Vovis Center (A printed and bound copy is acceptable if this makes more sense given the nature of the project.) Any remaining copies may be kept or shared at the student's discretion.

IF the student requires **MORE** than 9 print and bound copies of his/her honors project, arrangements must be made with the Vovis center **PRIOR** to beginning the printing and binding process.

Printing and binding instructions: Students will be instructed to schedule an appointment with the mailroom supervisor no less than two days in advance to use the duplicating and binding equipment in the mailroom. The mailroom staff can assist students in the process.

WHEN to print and bind the final project: It is **HIGHLY** recommended that the student wait to print and bind his/her final honors project till **AFTER** the oral defense. This allows the student to make any changes or revisions that may come up during the oral defense. Students will **NOT** be granted additional copies paid for by the Vovis Center if they choose to print and bind both before and after their defense (though they may choose to allocate a portion of their Honors Richter award to cover this additional expense.)

Cover pages: Seymour Library requests that students use a provided template for generating a cover page for their projects for archiving purposes. However, students may also generate their own cover, and simply insert the library cover as a first page on the copy they bind for Seymour Library.

Honors Chair Checklists:

The following checklists is intended to help you efficiently navigate the process of chairing an honors project:

Pre-award Checklist:

- Review and approve all application materials before submission. Sign the application form. Confirm the commitments of other faculty listed on the student's honors committee, including one from outside the student's department.
- Prepare and submit any additional statements needed for a GPA requirement waiver or for the student to conduct Honors work during his/her junior year.
- Sign the student's honors application form.
- Sign the student's Richter application form (if applicable).

Fall Term (or first term of Honors) Checklist:

- Complete and sign an Independent Study Form for a 400 level credit in the student's discipline, and ensure the student enrolls for this credit through the online registration system.
- Meet with the student to discuss the scope of the project and the work to be completed during that term. Set specific benchmarks to be met and schedule follow up meetings to check on the student's progress.
- Convene the full committee to meet and review progress made by the end of each term. Ask the student to give a full update on their progress, and to provide all committee members with a full draft of work accomplished to date. If you plan to meet over lunch in Seymour Union, you may ask the Vovis Center to cover the cost of the faculty meals. Call ext. 7278 or e-mail sljones@knox.edu to make arrangements.
- Complete a TERM PROGRESS REPORT and submit it to the Vovis Center by the end of the term. This report verifies that the student has been approved to continue pursuing College Honors.

Winter Term (or second term of Honors) Checklist:

- Ensure the student enrolls for Honors credit at the 400 level through the online registration system.
- Meet with the student to discuss the scope of the project and the work to be completed during that term. Set specific benchmarks to be met and schedule follow up meetings to check on the student's progress.
- Convene the full committee to meet and review progress made by the end of each term. Ask the student to give a full update on their progress, and to provide all committee members with a full draft of work accomplished to date. If you plan to meet over lunch in Seymour Union, you may ask the Vovis Center to cover the cost of the faculty meals. Call ext. 7278 or e-mail sljones@knox.edu to make arrangements. It is HIGHLY recommended that the student be in the final stages of completing a full rough draft by this point, even if there are sections with blank spaces waiting for results and analyses.
- Complete a TERM PROGRESS REPORT and submit it to the Vovis Center by the end the term. This report verifies that the student has been approved to continue pursuing College Honors. At this point, there should be very little doubt that the student will be able to successfully complete and defend his/her project.
- Identify an outside examiner and begin making arrangements for the oral defense.

Spring Term (or Final Term of Honors) Checklist:

- Make sure that all arrangements are made for the oral defense and for the outside examiner. If you are connecting with the outside examiner through technology (skype, gotomeeting, teleconferencing), make sure arrangements have been made with audio/visual services. (The Vovis Center can aid in these arrangements.)
- The day before the defense, pick up an Honors Defense Packet from the Vovis Center. The packet will include a check to pay the examiner (or a W-9 form to be filled out by the examiner so that payment can be processed), a purchase order for the meal, two Honors Recommendation Forms, and an Honors Grade Form.
- Ensure that the student disseminates a final draft of his/her project to all committee members and the outside examiner at least **TWO WEEKS PRIOR** to the date of the oral defense. It is highly recommended that this draft be disseminated in digital form to save on printing costs. It is important that the final copy of the student's project acknowledge any support received (Richter or Ford Fellowship support, etc.) as well as any contributors or resources that have been provided (access to archives, contributions from experts, etc.)
- Ensure that your student has submitted a completed Honors Title and Verification Form to the Vovis Center.
- After the defense and before committee members are dismissed, have all members and the outside examiner sign the two Honors Recommendation Forms. Submit both signed originals to the Vovis Center. Complete the Honors Grade Form and submit it to the Registrar no later than the deadline for senior grades, but preferably the day of or the day after the defense.
- Make sure to keep receipts for the Honors celebratory meal. College funds may not be used for the purchase of alcohol. If you have more than five (5) people attending the meal, or if you anticipate spending more than \$30 per person on the meal, you must make prior arrangements with the Vovis Center. (Exceptions to the 5 person/\$30 per person limit are determined on a case-by-case basis and only for clearly justified reasons.)
- Have the student print and bind the final draft of their project. Make sure that they submit one (1) to Seymour Library with the appropriate cover sheet for archiving purposes, one (1) to the Office of Admission, and (1) to each of the committee members, including the outside examiner. The student will also need to submit a **DIGITAL** copy of their project to the Vovis Center (though a print and bound copy is acceptable.)

Other General Considerations for Chairs of Honors Committees:

- It is best to be upfront and candid with your Honors student about your expectations for Honors-level work. It is always in the student's best interest to know as early as possible if their work is lacking in some way that may prevent them from completing the project at the Honors level. This gives them time to either remedy the situation, or to discontinue Honors and complete the project on a smaller scale as an independent study.
- Especially early on, it is advisable to meet with your student on a regular basis (biweekly) to ensure they are progressing with their project and have a clear sense of where they need to be by the end of the term.
- By the start of spring term, there should be very little doubt that the project will be completed and awarded College Honors. The majority of the work needed to pursue the project should be completed by this point.
- Projects should be completed and submitted for final review by the committee and outside examiner a full two weeks prior to the scheduled examination date.
- It is important that projects acknowledge any support or assistance received for the project. Students must acknowledge any departmental, Richter, McNair, or Ford Fellowship support received, as well as the use of any technology, equipment, workspace, specialized expertise, or other resources above and beyond what is generally available to the student body.

Sample Forms and Other Documents

Included with this guide are sample forms and other documents relevant to the Honors Program. Please note these are samples. Many of them will be provided to Honors Chairs at appropriate times by the Vovis Center, and others are only for use by the Vovis Center as noted on the forms. If at any time you have questions about the forms or about the Honors program in general, please contact Sandra Shumaker or Sandy Jones in the Vovis Center.

Sandra Shumaker, Director
309-341-7387
skshumaker@knox.edu

Sandy Jones, Secretary
309-341-7278
sljones@knox.edu

Sample documents:

Honors Application Form
Honors Application Guidelines
Honors End-of-Term Progress Report
Honors Title and Field Form
Oral Defense Form
Sample Letter to Outside Examiners
Honors Recommendation Form
Honors Grade Form
Sample Cover Sheet



KNOX
COLLEGE

THE KNOX COLLEGE HONORS PROGRAM APPLICATION FORM

Early Decision Deadline: Wednesday, May 1st, 2013: *ONLY students who meet the Honors GPA requirement (cumulative GPA of 3.3 or higher) and have the endorsement of their full Honors committee may apply under this deadline.*

General Deadline: Monday, September 16th, 2013: *ALL students who wish to pursue College Honors during the 2013-2014 academic year must complete and submit an application package by this deadline.*

Biographical/Contact Information:

Name: _____ Student ID #: _____
Major(s): _____ Minor(s): _____
E-mail: _____ Phone #: _____ Knox College Box #: _____

Please provide the contact information by which we can reach you if there are questions regarding your application.

Cumulative GPA:

If your GPA is below the 3.3 requirement, please refer to the program guidelines on how to request a waiver.

Intended Graduation Date:

If you are applying to conduct honors and earn honors credit in your junior year, please refer to the program guidelines and submit additional materials as described.

Project Information:

Tentative/Working Title: _____

Disciplinary Field(s) of your Proposed Project: _____

Honors Credits To Be Earned by Term: Fall: Winter: Spring:

If you are requesting more/less than 3 credits of Honors, or more/less than 1 credit in any given term of Honors, please refer to the program guidelines and submit additional information as described.

Honors Committee (print full names clearly):

- 1. Chair: _____
- 2. Member Outside Department: _____
- 3. Member: _____
- 4. Optional 4th Member: _____

Publicity/Marketing Release: Do you give permission for your name to be released as a candidate for Honors for use in publicity and marketing materials? yes no

By signing below, I confirm that the information provided here is correct to the best of my knowledge. I give permission to the Vovis Center and Academic Standing Committee to access my academic records to aid in the review of my proposal.

Student Signature _____ Date _____

By signing below, I confirm that I have agreed to serve as faculty chair of this honors committee, and that I have reviewed and approved the student's project proposal and application materials to apply to the Knox College Honors Program.

Faculty Signature _____ Date _____

Please attach your project proposal and any supplementary materials to this form and submit them to:
The Vovis Center for Research and Advanced Study • Old Main Room 102 • Knox College Box K-136



Application Guidelines for the 2013-2014 Academic Year

The Knox College Honors Program provides exemplary Knox College students with the opportunity to conduct year-long independent research, scholarly, or creative work under the guidance of a faculty committee. Honors projects culminate in a thesis, portfolio, or comparable product that is defended in an oral examination before a faculty committee including a qualified expert from outside of the Knox community. The privilege of pursuing College Honors is awarded by the Academic Standing Committee through an application process that is administered by the Vovis Center for Research and Advanced Study. Students who successfully complete and defend their Honors Project are recognized as graduating with College Honors.

Eligibility: To apply for the Knox College Honors Program, you must meet the following eligibility criteria:

- You must hold a cumulative 3.3 grade point average. (*This requirement may be waived in exceptional cases. Refer to the guidelines below on how to apply for a waiver to this requirement.*)
- You must have the endorsement of a Knox faculty member who has agreed to serve as the chair of your Honors committee. This person will serve as your primary mentor and guide through the Honors process.
- You must identify at least two other faculty members, one from outside your own department, who are willing to serve on your Honors committee.

Application Materials: A complete application to the Knox College Honors Program consists of:

1. An application form that includes:
 - (a) Basic biographical and contact information;
 - (b) Your cumulative GPA;
 - (c) The names of all members of your Honors Committee;
 - (d) The total number of credits you hope to earn at the 400 Honors level by term;
 - (e) Your decision regarding the release of information for publicity and marketing;
 - (f) Your signature; and
 - (g) The signature of the faculty member who has agreed to serve as your Honors Chair.
2. A written project proposal, approved by your Honors Chair, that clearly describes:
 - (a) The purpose of the project and its significance to your field(s) of study;
 - (b) The scope of work entailed (your methodology and activities/work to be conducted);
 - (c) Objectives, goals, or benchmarks that you will use to guide your work and monitor your progress;
 - (d) Your plans for addressing any contingencies that may arise (for example, unexpected data results)
 - (e) Your plans for connecting with your Honors chair and committee throughout the process.
 - (f) The anticipated outcome and intended product of your work;
 - (g) As applicable, any references cited, as well as an initial bibliography or list of resources you will reference or utilize in the course of your project.
 - (h) As applicable, separate statements to justify the number of honors credits requested or to conduct Honors during the junior year.
3. For students requesting a waiver of the GPA requirement, you must also submit separate statements, one from you and one from your Honors chair requesting a waiver of the GPA requirement. (See below.)

Application Deadlines for the 2013-2014 Knox College Honors Program:

Early Decision Deadline: Wednesday, May 1st, 2013: ONLY for those students who meet the Honors GPA requirement (3.3 cumulative), and who have the full endorsement of their Honors chair and committee.

General Deadline: Monday, September 16th, 2013: ALL students who wish to pursue College Honors during the 2013-2014 academic year must submit a complete application package by this deadline.

Special Conditions:

GPA Waiver Requests: The Academic Standing Committee may, in exceptional cases, grant a waiver of the GPA requirement. The waiver is not likely to be granted without compelling evidence that the student is otherwise academically well-qualified to pursue College Honors. To request a waiver, separate statements from the student applicant and from the faculty member willing to chair the student's Honors committee must be submitted that clearly justify why the student is otherwise well prepared and qualified to pursue College Honors. It is recommended that the statements include a description of factors that have impacted the student's GPA, as well as a description of any evidence (major GPA, upper class GPA) that demonstrate the student's qualifications.

Honors Credits Requested: The standard allocation of Honors credits earned is one credit per term (fall, winter, and spring) for a total of 3 credits earned in the senior year. If you are proposing another arrangement (fewer/more credits earned in any given term or fewer/more than 3 credits earned overall) a brief explanation is requested and can be provided as a separate, labeled section of your project proposal.

Conducting Honors in the Junior Year: Students may begin conducting College Honors as early as their junior year. If you plan to begin work on your project in your junior year, please submit separate statements, one from you and one from your chair, that describes your academic preparedness and qualifications to pursue College Honors, and explains why you are not pursuing honors solely in your senior year.

Probationary Status: In some cases, the Academic Standing Committee (ASC) may approve a student to pursue College Honors on a probationary status, particularly if there are concerns with the student's academic preparedness or quality of the project proposal. The student's status will be reviewed by the ACS at a specified point to re-evaluate the student's ability to continue his or her Honors project.

Other considerations:

- Being approved to pursue College Honors does not guarantee that you will graduate with College Honors. Your progress will be reviewed at the end of each term by your Honors Committee who will then approve your continuation in the Honors Program (fall and winter), or assign a final grade to your Honors Program (spring) along with a recommendation to award you College Honors upon commencement.
- Students who drop College Honors will have their honors credits converted to Independent Studies, and their committee will assign a grade based on the quality of work completed to these credits.
- Students are eligible to receive up to \$1,750 in support from the Richter Scholars Program to afford direct costs associated with their projects (supplies, books, travel costs, registration fees, archive access, printing costs, etc.) Students will need to submit a SEPARATE Richter Application that includes an itemized budget to secure this funding through the Vovis Center for Research and Advanced Study.
- More information can be found in the *A Faculty Guide to Chairing an Honors Project* or the *A Student Guide to Pursuing College Honors* available through the Vovis Center for Research and Advanced Study. You may also contact Sandra Shumaker, Director of the Vovis Center for Research and Advanced Study, at skshumaker@knox.edu or by calling 341-7387 for more information.



HONORS END OF TERM PROGRESS REPORT

Instructions to Faculty Chair: Please convene the Honors Committee overseeing [student's name]'s Honors Project before the last week of the term to discuss [his/her] progress to date. Please complete this form and submit it to the Vovis Center for Advanced Study by the grades due date of [DATE].

The project committee met on _____ and reviewed the
[DATE]
progress of the honors project of _____
[STUDENT NAME]

Committee members present:

We find that (*check one*):

- Progress is satisfactory and the project may continue as honors next term.
- Progress is not entirely satisfactory. Unless substantial improvement occurs soon, the project will not be honors eligible. (Please use the comments box below to discuss what improvements need to be made, and the date agreed upon by the student and committee for re-evaluating the student's progress.)
- Progress is unsatisfactory. The project is no longer honors eligible and credits should be converted to independent study.

Signature of Faculty Chair:

Comments:

HONORS ORAL DEFENSE FORM

(To be completed by the Chair of the Honors Committee. You may reply via e-mail to sljones@knox.edu or print this form, complete it, and send it by campus mail to box K-136)

Name of Honors Candidate:	
---------------------------	--

Project Title: (exactly as it should appear in the Commencement brochure)

Outside Examiner Information: Name, Title, Institutional/Organizational Affiliation, and Contact Information

Names and Departments of Committee Members (please include yourself as chair):	
Name	Department

Date of Oral Examination		Location	
--------------------------	--	----------	--

Please check all that apply and provide requested additional information:

- I would like the Vovis Center to aid in making travel and accommodation arrangements for the outside examiner. (Sandy Jones will follow up to ask for more information).
- The outside examiner prefers to make his/her own travel arrangements, and will need information from Knox about travel protocols and reimbursement.
- I would like to request a purchase order to provide for a lunch/dinner after the oral examination. (\$30 per person for up to 5 people will be provided.) Please provide the following information:

Restaurant Name:					
Date:		Time:		Number Attending:	

- I will pick up an honors packet from the Vovis Center for Research and Advanced Study the day before the oral examination.
- I will ensure that the Recommendation for Graduation with Honors forms are signed and that one is given to the student and the other is returned to the Vovis Center for Research and Advanced Study.
- I will ensure that the Honors Grade Report is submitted to the Registrar's Office no later than noon on [day after finals are due] awarding quality grades for Honors.

Signature _____ Date _____

PLEASE RETURN TO THE VOVIS CENTER FOR RESEARCH AND ADVANCED STUDY

SAMPLE LETTER TO OUTSIDE EXAMINER

<<Date>>

<<Name and Address>>

Sent via e-mail to: <<e-mail>>

Regarding: Honors Examination for <<Name of Student>>

Dear <<name>>

Thank you for agreeing to serve as an outside examiner for the Knox College Honors Program. I am sure that Professor <<name of chair>> has provided you with the information you need, though I am happy to answer any additional questions you may have. Here is some additional information that may be helpful:

- Our current honorarium for outside examiners is \$250, and we will cover travel and accommodations costs that are in line with standard travel protocols for the College. Our accounting office requires a completed W-9 form to process the honorarium, and this form is attached. You may return the form via e-mail to sljones@knox.edu, or by mail to The Vovis Center for Research and Advanced Study, Knox College Box K-136, 2 E. South Street, Galesburg, IL 61401. You may also be asked at another time to complete other documentation to account for travel costs (mileage log, receipts, etc.)
- Most committees ask the outside examiner to commence the oral examination with a series of questions or observations concerning the project. You should receive a final copy of the project at least two weeks prior to the oral examination date. The duration for the oral examination is rarely fixed, but most run for about an hour and a half, with the first half-hour or so reserved for the outside examiner. Please feel free to discuss this with the Knox faculty chair of the committee.
- Most students receive three 400-level academic credits for their work. (Knox operates under a trimester system in which students enroll in three classes per term, earning one credit per class.) Students may earn more Honors credits if the amount of work entailed exceeds the standard. Fewer credits may be earned if work has been conducted on a no-credit basis when Knox is not in session (for example, over the summer months.) The number of credits earned is reflective of the amount of work entailed, not necessarily the quality of the work produced.
- The Honors Committee decides if a recommendation for College Honors should be submitted to the Academic Standing Committee. It is unusual (though not unheard of) for honors to be denied. In most cases, students are counseled long before the oral examination to take an alternate path if it becomes apparent that their project will not meet Honors expectations.
- The oral examination itself is not graded. The examination should, however, facilitate the task of grading the honors project itself. At the conclusion of the oral defense, (once the candidate has been excused) the honors committee may advise the chair of the committee as to how to grade the honors project. We understand that outside examiners are usually not prepared to make specific grade recommendations at the conclusion of the oral examination. The faculty will ask for a general appraisal of the project from the outside examiner before determining a grade for the project.
- I will send you a note shortly after the examination asking you for a brief evaluation of the student's work and your appraisal of the College's honors program.

SAMPLE LETTER TO OUTSIDE EXAMINER

Thank you once again for agreeing to serve as an outside examiner for the Knox College honors program. Please do contact me directly with any questions or concerns you may have.

Sincerely,

Sandra Shumaker
Director, Vovis Center for Research and Advanced Study

SS/slj
Attachment: W-9 form

cc: <<faculty chair>>



KNOX COLLEGE HONORS RECOMMENDATION FORM

Instructions to the Honors Chair: Please have all members of the Honors Committee sign both copies of this form. Submit BOTH copies to the Vovis Center for Research and Advanced Study. Once the recommendation has been approved by the Academic Standing Committee, an original signed copy will be sent to the student, and a copy will be sent to you.

Date:

To: The Academic Standing Committee
c/o the Vovis Center for Research and Advanced Study
Old Main room 102, Knox College Box K-136

From: The Honors Committee of [Student Name]

We are pleased to recommend [Student Name] for graduation with College Honors in
[Discipline/Field] from Knox College.

Title of Project:

This recommendation is respectfully submitted by:

Professor [Name], Honors Committee Chair

Professor [Name], Honors Committee Member

Professor [Name], Honors Committee Member

Professor [Name], Honors Committee Member

Professor/Dr. [Name], Honors Outside Examiner:

This recommendation has been approved by the Academic Standing Committee:

Dr. Lori Haslem, Associate Dean of the College

Date



KNOX COLLEGE HONORS GRADE FORM

[Date]

TO: Office of the Registrar, SMC D203, Knox College Box K-145

FROM: [Chair of Student's Honors Committee]

RE: Final Grades Awarded for College Honors Credits

[STUDENT NAME] has completed a full-length Honors project and has defended it before a faculty committee including a qualified outside examiner. The Honors Committee has submitted a formal recommendation to the Academic Standing Committee to award the student College Honors for [his/her accomplishments].

Please replace the grades of 'P' awarded to [Student Name] (Student ID#) for [Discipline] 400 level credits in the previous terms to the grades indicated below:

2013-2014

Fall Term	From 'P' to _____	1.0
Winter Term	From 'P' to _____	1.0
Spring Term	From 'P' to _____	1.0

Signature of Faculty Chair

Date

Please submit this form to the Registrar's Office, preferably by the day after the oral defense, but no later than the senior grades deadline of [DATE].

VARIABLE TEMPERATURE ELECTRON SPIN RESONANCE STUDIES ON
5-DOXYL-N-HEXYLSILANE

By Bradley W. Poland

Submitted in partial fulfillment for a Bachelor of Arts degree with College Honors in Chemistry
at Knox College, Galesburg, Illinois
4:00 p.m. May 21, 1991

College Honors Committee:

Robert G. Kooser (Committee Chair): Professor of Chemistry, Knox College

Lawrence E. Welch, Assistant Professor of Chemistry, Knox College

Russell Sutton, Professor of Chemistry, Knox College

Linda Dybas, Professor of Biology, Knox College

Henry Connor (Outside Examiner): Professor of Chemistry, Kentucky Wesleyan College



Application Guidelines for the 2013-2014 Academic Year

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 - (f) The anticipated outcome and intended product of your work;
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Summer Research Experience

We are interested in your summer research experiences. By this we mean scholarly endeavors that you are undertaking during the summer. In addition to experiences in a laboratory, research can include one or more of the following endeavors: finding and reading the relevant scholarly literature, developing hypotheses and questions, determining ways to address those questions, statistical analyses, and writing about the work you are doing. Research also includes using primary and secondary sources to understand more about a given topic (for example, reading newspapers from Galesburg in 1933 to learn more about the impact of the Great Depression).

Please be assured that all responses are confidential and all data will be reported in the aggregate so that no individual students can be identified. Your honest responses will enable the college to identify areas in which summer research experiences can be improved. (For more information, see Knox OIRA Statement on Confidentiality and Research Integrity). Your participation in this study is completely voluntary and you are free to discontinue your participation at any time. Completion and return of the survey indicates your consent to participate.

Please click on "Next" and "Back" buttons at the bottom of each screen to navigate through this questionnaire.

Thank you in advance for your assistance.

If you have any questions about this survey project, please contact:

Leah Adams-Curtis, Director of Assessment
Office of Institutional Research and Assessment
Email: assessment@knox.edu
Phone: 309-341-7260

Name:

Faculty
Mentor:

**Project
Title/
Description:**

**Project Duration for
Summer Research
Experience:**

Prior to this summer's experience, have you worked with a faculty member on their research (not part of a class) during the academic year?

Yes

No

**Who did you
work with?**

**Number of
terms**

Have you worked with another member of the faculty on their research?

Yes

No

**Who did you
work with?**

**Number of
terms**

Have you worked with another member of the faculty on their research?

Yes

No

**Who did you
work with?**

**Number of
terms**

Prior to this summer's experience, have you completed an independent study during the academic year?

- Yes*
- No*

Please describe.

Who supervised this independent study?

Have you complete an additional independent study?

- Yes*
- No*

Please describe.

Who supervised this independent study?

Have you complete an additional independent study?

- Yes*
- No*

Please describe.

Who supervised this independent study?

Prior to this summer's experience, have you completed an on campus summer research experience?

- Yes*
- No*

Please describe.

Who did you work with?

How many summers?

- 1
 2

Have you worked with another faculty member to complete a summer research experience?

- Yes
 No

Please describe.

Who did you work with?

How many summers?

- 1
 2

Have you worked with another faculty member to complete a summer research experience?

- Yes
 No

Please describe.

Who did you work with?

How many summers?

- 1
- 2

Prior to this summer's experience, have you completed an off campus summer research experience?

- Yes
- No

Please describe.

Have you completed another off campus summer research experience?

- Yes
- No

Please describe.

Have you completed another off campus summer research experience?

- Yes
- No

Please describe.

Prior to this summer's experience, have you completed a research experience about which we have not asked?

- Yes
- No

Please describe.

Prior to this summer, have you participated in any of the following? Choose all that apply.

- McNair*
- Ford*
- Richter*
- Honors*
- Research off campus*
- Other, please describe*

We will now ask a series of questions regarding your preparation for the 2013 summer research experience.

Prior to beginning the 2013 summer research experience, please choose the statement that best matches your preparation for this experience.

- I did nothing to prepare prior to the summer research experience.*
- I was given material to read by my faculty mentor.*
- In addition to giving me material to read, I was instructed to find additional material on my own.*
- I was instructed to find material to read by my faculty member.*
- I completed an independent study related to the summer research project under the direction of my faculty mentor.*

Choose the statement below that matches your preparation.

- I read the material on my own.*
- In addition to reading the material, I discussed it with my faculty mentor.*

Choose the statement that best matches the number of times you discussed the material with your faculty mentor.

- 1 -2 times*
- 3 - 4 times*
- We met approximately once a week to discuss the material.*
- We met 2 - 3 times a week to discuss the material.*

Choose the statement below that matches your preparation.

- I read the material on my own.*
- In addition to reading the material, I discussed it with my faculty mentor.*

Choose the statement that best matches the number of times you discussed the material with your faculty mentor.

- 1 - 2 times*
- 3 - 4 times*
- We met approximately once a week to discuss the material.*
- We met 2 - 3 times a week to discuss the material.*

Choose the statement below that matches your preparation.

- I read the material on my own.*
- In addition to finding and reading the material, I discussed it with my faculty mentor*

Choose the statement that best matches the number of times you discussed the material with your faculty mentor.

- 1 -2 times*
- 3 - 4 times*
- We met approximately once a week to discuss the material.*
- We met 2 - 3 times a week to discuss the material.*

Prior to the start of the 2013 summer research experience, please choose the statement that best matches **your understanding of the project**.

- I had no previous knowledge of the project prior to the start of the summer research experience.*
- My faculty mentor provided me with relevant material regarding the research project such as protocols, questions, methods, and/or research designs prior to the start of the summer research.*
- I assisted my faculty mentor with the development of the research protocols, questions, and design.*
- I worked jointly with my faculty mentor to develop research protocols, questions, and design.*
- Under the supervision of my faculty mentor, I developed research protocols, questions, and design.*
- I worked independently to develop research questions, protocols, and design.*
- None of these descriptions work, here is my description*

Prior to the start of the summer research experience, please choose the statement that best describes **your laboratory or other technical skills to conduct the research**.

- I had no laboratory or other technical skills in this area prior to the summer research experience.*
- I have used the skills as part of a class or class laboratory.*
- Another student taught me the technical skills needed.*
- My faculty mentor taught me the technical skills needed.*
- There are no technical or laboratory skills required to conduct the research.*

Prior to beginning the summer research experience, please choose the statement that best matches **your academic coursework in this area for your summer research**.

- I had no previous academic background at all.*
- I took one course related to the research experience.*
- I have taken 2 or more courses related to the research experience.*

Please choose the statement that best describes your academic specialization in the area of your summer research.

- I am not planning on majoring or minoring in the research area (or closely related field).*
- I am planning on minoring in the research area (or closely related field).*
- I am planning on majoring in the research area (or closely related field).*
- I am a minor in the research area (or closely related field).*
- I am a major in the research area (or closely related field).*

Prior to beginning the summer research experience, please choose the statement(s) that best matches **your relationship with your faculty mentor outside of the classroom**. Choose all that apply.

- No previous experience with my faculty mentor.*
- My faculty mentor is a member of the faculty in my minor department.*
- My faculty mentor is a member of the faculty in my major department.*
- My faculty mentor is my academic advisor.*
- I have previously worked with my faculty mentor on research projects.*

Prior to beginning the summer research experience, please choose the statement that best matches **your classroom experience with your faculty mentor**.

- No previous experience.*
- I have taken one course.*
- I have taken two to three courses.*
- I have taken more than three courses.*

We will now ask a series of questions regarding your 2013 summer research experience.

Please choose the statement that best describes your involvement on the 2013 summer research experience.

- I am told what to do by my faculty mentor.*
- I am responsible for some component(s) of the project, but I was told how to carry out that responsibility.*
- I am responsible for some component(s) of the project, and assist in figuring out how to do it.*
- I was given a research question or problem, and worked with my faculty mentor to figure out how to do the research. My faculty mentor reviewed and commented on what I was doing.*
- I was given a research question or problem, and figured out how to do the research. My faculty mentor reviewed and commented on what I was doing.*
- I chose a research question, and figured out how to do it. My faculty member reviewed and commented on what I was doing.*
- I am working on a research project independently.*
- None of these descriptions work, here is my description*

Please choose the term that best describes your 2013 summer research experience.

- I am working exclusively on a faculty research project.*
- I am working on a faculty research project, but I am also working on my own project.*
- I am working with a faculty member to do a joint project.*
- I am completing an independent project, with supervision/direction/guidance from my faculty mentor.*
- I am doing a completely independent project.*
- None of these descriptions work, here is my description.*

Please choose the statement that best matches your scholarly reading during the summer 2013 research experience.

- I am not doing any reading in the scholarly literature related to the project I am working on.*
- I am reading material about the project given to me by my faculty mentor.*
- I am reading material about the project given to me by my faculty mentor, and I am also finding additional material on my own.*
- I am primarily reading material about the project that I have found.*

Please choose the statement that best matches your understanding of the 2013 research experience.

- I know how to do the tasks I have been assigned, but I really don't know anything else about the project.*
- I have read a research proposal, but I have not discussed it with my faculty mentor.*
- I have read a research proposal, and have discussed it with my faculty mentor.*
- I have talked with my faculty mentor about the nature of the project 1 - 2 times.*
- I meet with my faculty mentor at least once a week to discuss the project.*
- We talk regularly about the project.*

On a scale of 1 to 5, please choose the number that most closely matches your 2013 summer research experience.

<i>I am given tasks to complete.1</i>	2	3	4	<i>I have complete responsibility for what I do.5</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>I am working exclusively on a faculty member's project.1</i>	2	3	4	<i>I am working exclusively on my own project.5</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your faculty mentor on the following dimensions: *remember that all reporting of results are in the aggregate - no faculty member will have access to your individual responses. Your honest feedback will assist us in better understanding the student experience and allow the college to identify areas to improve.*

	<i>Almost never</i> 1	2	3	4	<i>Almost always</i> 5
Was available when I had questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed the reasons behind what we were doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treated me as a research colleague.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treated me as a lab assistant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was available to discuss issues related to the research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed future research plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided me with guidance/advice regarding pursuing graduate education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided me with guidance/advice regarding career opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided regular feedback on my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided guidance for my own research interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave me too little responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave me too much responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was fun to work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Created an intellectually stimulating environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of agreement with the following statements:

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Somewh at disagree</i>	<i>Somewh at agree</i>	<i>Agree</i>	<i>Strongly agree</i>
I met my goals for the summer research experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The summer research experience contributed significantly to my understanding of the discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The summer research experience met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worked harder than I thought I could during the summer research experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned about my own interests in the research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt ownership for at least part of the research outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Based on this experience, I plan to pursue additional related research experiences as an undergraduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Based on this experience, I plan to continue to work with my faculty mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Based on this experience, I plan to pursue unrelated undergraduate research experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Based on this experience, I plan to pursue graduate education in this area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Based on this experience, I learned that research was not for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What was the best thing about your summer experience?

Can we share your "best thing" with your faculty mentor?

- Yes*
- No*

Can we share your "best thing" with the campus community (your name would not be included, and any identifying information would be deleted)?

- Yes*
- No*

What was the worst thing about your summer experience?

Please provide additional comments.

Thank you for completing the survey!