October 24, 2007

TO: Honors Program Committee
   Pamela Bathurst, Chair
   Torry van Slyke, Chair, HSAB
   Stephan Flores, Director
   Mark Warner, Assoc. Director
   Eric Aston

Mary DuPree
Rick Edgeman
Pat Hart
Howard Peavy
Sandra Reineke
Cheryl Wheaton

RE: Minutes of meeting held October 22, 2007

The meeting was called to order at 2:35 p.m. with the following members present: Pamela Bathurst, Mary DuPree, Rick Edgeman, Stephan Flores, Pat Hart, Sandra Reineke, Torry van Slyke, Mark Warner, and Cheryl Wheaton.

Stephan Flores opened the meeting by asking for approval of the minutes of the October 15, 2007 meeting. Rick Edgeman moved, Torry van Slyke seconded that the minutes be approved as distributed by email to all committee members. Pamela Bathurst called for a vote; approval was unanimous.

AGENDA ITEMS

1. GPA and course requirements for good standing. Stephan Flores distributed to committee members a proposal that addressed changing the current cumulative GPA to remain in good standing in the Honors Program from 3.2 to 3.3, as well as retention criteria regarding completion of honors course work. The proposal follows: A member in good standing of the University Honors Program must be registered at the UI, maintain a 3.3 cumulative GPA, and complete a minimum of three graded honors credits in the first semester, and at least six graded honors credits by the end of the second semester; thereafter, students must complete, on average, one honors course every second semester. Mary DuPree made a motion to accept the proposal, with Torry van Slyke seconding the motion.

Discussion followed, beginning with comments by Stephan. He stated that although two committee members had expressed support for a retention GPA as high as 3.5, he was reluctant to make adjustments to program requirements whose consequences he was unable to justify and to predict. Although there are various criteria in many other honors programs, some with cumulative GPA requirements at 3.5, he felt that 3.3 would best suit this program criteria. He also observed that there is a portion of students in the program who need an extra nudge to more fully experience the curriculum offered. This would be accomplished by requiring the student to complete a certain number of credits during the early part of their membership. There are many students who take one or more courses in their first semesters but as they move further along into their majors, scheduling and the curriculum become more difficult to balance so the requirement moves back to averaging a course every other semester.

Pamela Bathurst asked if all courses in the curriculum are three credits to which Stephan explained that most honors courses are three or more credits. Exceptions to that would be the Interdisciplinary Colloquium and other upper division courses which have carried fewer credits and have been offered pass/fail. Students are encouraged to take what they can at that point to be able to stay active in the program. He also emphasized that students may take more than one three credit course during the first and second semesters.

Pat Hart wondered if a student’s study abroad would be affected by the revised requirement.
Stephan explained that students are given study abroad credit (3 credit minimum) once the university has received verification of the student’s grades. Rick Edgeman asked if there might be something such as journaling that might be provided by the student. Overseeing such an activity would fall to the responsibility of the director. Mark Warner emphasized that students currently are not hindered in their program participation by being on study abroad. Stephan added that although living and learning elsewhere is not always transcripted, if the UI accepts the work then the Honors Program accepts it as well.

Rick stated that in making the changes he felt there were four things to be considered. Program size, retention, quality, or perceived quality were all important aspects to be examined. Stephan observed that quality is represented through grades received and the curriculum provided by the institution must be worth experiencing and be able to produce a mutuality among students and faculty from engaging in that curriculum. As a community students benefit and participation in the program definitely enriches the first year experience.

Mark noted that people who don’t immediately get involved with the curriculum often fall away fairly quickly. The new policy would sharpen the retention rate in that respect. Stephan pointed out that for the size and number of members in the program the class enrollments are a bit high and it will lessen the stress for some classes where 22-25 students would be a much more appropriate number than the current enrollment limit of 30.

Stephan stated that, in addition, by raising the current index number he felt that the quality of the program will be increased. Limited course offerings will also be reduced. Torry van Slyke agreed with that and felt that those who don’t participate should be made inactive in the program as soon as possible. He supports the higher GPA and, although he didn’t participate in his first semester, now wishes that he had done so.

Finally, Stephan pointed out that priority registration offers another built-in retention factor.

Pamela called for a vote on the motion on the table; motion passed unanimously. Rick questioned the use of "thereafter" in the revised criteria, however after clarification of its intended meaning the committee moved on to the next agenda item.

2. Admission index criteria. Stephan asked the committee to refer to a previous handout (enclosed) given to the committee titled "University Honors Program" which contains data compiled to show and explain various sets of criteria applicable to the program. Flores pointed out that students in high school with a cumulative GPA of 3.7 and a composite SAT score of 1250 meet the minimum index and are sent information and invited to apply to the program. He then proposed moving to an index number of 84 and gave data to support the move. In fall 2006 there were 81 students with 81-84 indexes who were not in the program; there were 15 students, again with index numbers between 81 and 84, who were in the program. Combined, there would have been 95 students who would not have been invited to join the program if the current index was moved to an 85. The average GPA of new freshmen in the program was a 3.93; those not in the program was a 3.90. The average ACT was a 29; for those freshmen not in the program it was a 26. A hundred points separated the UI freshman from the UHP freshman on the SAT scores. Rather than settle on an 85 index, however, Stephan explained that after examining the different scores and high school GPAs used to establish the index (with greater weight placed on the high school GPA), he arrived at a minimum index of 84. This then would not exclude students who achieved an SAT of 1250 with a high school GPA of 3.8 or those who scored a 28 ACT composite score and had a 3.79 GPA.

Rick asked if a distinction was made between weighted and unweighted GPAs, to which Stephan responded that the unweighted GPA was used by the university as well as the honors program. Pam observed that weighting the test scores more heavily might level the playing field a bit.
Stephan further explained that the program had gradually moved from using just one of the
criteria (high school GPA or test scores) to the use of all three in establishing the index number.
He also emphasized the use of the essay as another criteria in the selection process. When asked,
Mark Warner responded that quantitative criteria are used first, then qualitative (the essay) to
determine whether a student is eligible to join the program. Stephan remarked that some students
with acceptable quantitative criteria simply don't have sufficient writing skills for the program.
Rick wondered if there were any disadvantaged students, those who might not be considered
because of language barriers. Both Stephan and Mark cited the essay as a means to determine
whether a student's writing skills were sufficient, with Mark pointing out that many of those
international students who apply spend an extra amount of time polishing their written work.
Stephan read an excerpt from the 2007 annual report regarding the program's diverse curriculum
serving a variety of student needs and interests.

Torry observed that there really wasn't much of a jump between an index of 81 to 84. Rick
countered that it wasn't much of a jump but that there wasn't much room in between those
numbers. Stephan also added that there wasn't enough data provided from the national testing
center to use the writing scores on the standardized tests as part of the qualitative criteria for
program consideration.

Rick then made the motion, with Mary DuPree's second, to adopt the new minimum index
number of 84. Pamela called for the vote; unanimously accepted.

3. Upcoming conversations with Honors Faculty, Department Chairs, Associate Deans. It is
the intention of the director to gather several honors faculty together to gain information about
their experiences in the program and to have at least one member of the Honors Program
Committee present in these meetings. More information will follow.

4. Speaker to be determined for 2008 Honors Convocation. Dr. Flores invited committee
members to gather names, to include those of colleagues or others known to the committee
members, as possible Convocation speakers. Stephan would like the committee to think about
speakers for perhaps the arts (music and theatre), cognitive psychology, and other areas of the
humanities and social sciences.

4. New business/new agenda items. Mary DuPree requested that the discussion of more upper
division, subject specific courses be placed on the agenda in response to Torry van Slykes'
comments at the previous meeting.

Next meeting will be held on November 5, 2007 at 2:30 pm in the Wellspring Room.

Meeting adjourned at 3:34 p.m.

Respectfully submitted,

Cheryl Wheaton

cc: Douglas Baker, Provost
    Don Crowley, Chair, Faculty Council
    Karen Guilfoyle, Chair, Committee on Committees
    Doug Adams, Faculty Secretary
    Jonathan Gaffney, ASUI President
    Special Collections, Library
University Honors Program

Total Students Accepted to UHP (8/18/06): 233 (32.4% increase)
Subset Entering spring semester 2006: 60
New Transfer Students: 11
New Freshmen: 164 (registered New Freshmen 123)
New Students Not Registered: 42 (41 Freshmen, 1 transfer)
Total Students Accepted to UHP (8/17/05): 176
Entering Spring 2005: 39
New Transfer Students: 13
New Freshmen: 122

New UHP Freshmen who met the minimum indexed correlation between HS GPA and ACT composite or SAT (combined reading/math scores): 107
Avg. HS GPA for these entering 107 UHP freshmen: 3.93
Avg. ACT for UHP freshmen: 29
Avg. SAT for UHP freshmen: 1296

Entering freshmen at UI who meet UHP’s minimum index correlation: 366
Number of these 366 who did not apply for admission to the UHP: 214
178 of these 214 were invited to apply (36 not invited—still determining why, e.g., test scores and GPAs may have changed over course of last year, or lack of full data on prospective students)

46 freshmen entering UI applied for admission to UHP but did not complete the admission essay
Avg. HS GPA of entering freshmen who meet index correlation but not in the UHP: 3.90 (vs 3.93 for UHP frosh)
Avg. ACT composite score of freshmen who meet index correlation but not in UHP: 26 (vs 29 for UHP frosh)
Avg. SAT reading/math score of freshmen who meet index correlation but not in UHP: 1195 (vs 1296 for UHP frosh)

Avg. UHP index correlation for freshmen not in UHP: 87.50
Avg. index correlation for freshmen in UHP: 92.76
Number of non-UHP freshmen with index numbers range 84-81: 81
Number of UHP freshmen with index numbers range 84-81: 14
Number of non-UHP freshmen with index numbers range 85-81: 97
Number of UHP freshmen with index numbers range 85-81: 18
Number of non-UHP freshmen with index numbers range 93 or above (high 104): 41
Number of UHP freshmen with index numbers 93 or above (high 105): 51
Number of non-UHP freshmen with index numbers 99 or above: 10
Number of UHP freshmen with index numbers 99 or above: 25
Number of non-UHP freshmen with 4.0 GPAs: 47 (25 with index of 93 or above)
Number of UHP freshmen with 4.0 GPAs: 37 (28 with index of 93 or above)
Avg. HS GPA of 1,612 entering freshmen at UI: 3.42 (vs 3.93 for UHP frosh)

Fall 2005 86% of entering class enrolled in at least one honors course
297 students completed, on average, at least one honors course per semester
361 seats occupied in fall 2005 honors courses (avg. 4.82 crs per student)
114 new freshmen fall 2005, avg. 3.89 GPA, avg. ACT 28.27, avg. SAT 1269.09

Fall 2005 entering class: 11 fewer than fall 2004
overall membership declined by 4% from spring 2005 to spring 2006, with CLASS only college to register a ‘gain’ in UHP members (8% increase relative to decreases in other colleges)
enrollment in honors courses for 2005-06 declined by avg. 6.5%
Avg. class enrollment for fall 2005: lower division (27); upper division (19.66); seminars (17)
Avg. class enrollment for spring 2006: lower division (19.1); upper division (14.33); seminars (12)

Fall 2006: 361 seats occupied
13.5 avg. seminars
27.5 avg. upper division
28.1 avg. lower division
A member in good standing of the University Honors Program must be registered at the UI, maintain a 3.3 cumulative GPA, and complete a minimum of three graded honors credits in the first semester, and at least six graded honors credits by the end of the second semester; thereafter, students must complete, on average, one honors course every second semester.
UI MEMORANDUM

TO: Honors Program Committee Members
FROM: Stephan Flores, Director, University Honors Program
       Pamela Bathurst, Honors Program Committee Chair

SUBJ: Agenda for 2007-08 Meeting #2
       Monday, October 22, 2:30-3:30 p.m., Wellspring Room, Commons

Agenda

1. GPA and course requirements for good standing
2. Admission index criteria
3. Upcoming conversations with Honors Faculty, Department Chairs, Associate Deans
4. Speaker to be determined for 2008 Honors Convocation
5. New business/new agenda items
6. Adjourn
Dear HPC members,

A quick reminder that we meet again this Monday at 2:30 pm. in the Wellspring room (just off the Commons foodcourt), to continue our discussion.

I've attached a draft of the minutes of mtg. #1.

best,

Stephan

Stephan Flores
Director, University Honors Program
Associate Professor of English
University of Idaho
http://www.uidaho.edu/honors_program/people.htm
Cheryl Wheaton

From: Nilsson, Lori [reservations@sub.uidaho.edu]
Sent: Tuesday, October 16, 2007 10:40 AM
To: Cheryl Wheaton
Subject: R25: Honors Program Committee [2007-AABTIL]

Please take a moment to review the information below and if you have any questions or changes, please contact my office and I will be happy to assist! If you wish to cancel for any reason, please do so at least 48 hours (48 for the Ballroom) in advance (business days), in writing (e-mail is fine), in order to avoid a $25.00 cancellation fee ($50.00 for the Ballroom). Also, if you wish to provide any catering/food service, you must contact Sodexo at 885-2576 to provide this service as the University has a contract with them. Any unauthorized food is prohibited as you may not furnish your own food without prior approval.

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**2007-AABTIL Honors Program Committee**

**Event Date:** Mon Oct 22 2007
**Start Time:** 2:30PM
**End Time:** 3:30PM

**Space Assignment(s):** Wellspring - Conference
- Regular
  - for 10
**Comments:** No requirements at this time. LN 10/16/07

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Let me know if you need anything else.

Thank You!

Lori S. Nilsson
Facilities Coordinator
Idaho Commons & Student Union
P.O. Box 442540
Moscow, ID 83844-2540
Phone: 208-885-6956
Fax: 208-885-6210
E-Mail: mailto:reservations@sub.uidaho.edu

Also, for future reference, we have an online room request form that you can use at the following website:

[http://www.sub.uidaho.edu/Rooms](http://www.sub.uidaho.edu/Rooms)
Stephan,

I just had a few thoughts to share and maybe they are not directly pertinent to the next meeting. You can decide:

1. I would think it is not too much more work to offer an Honors section of a course one already teaches. Is there some method of encouraging this? By supplying a grader perhaps rather than supplemental funds? I suppose faculty are free to do this with their Honors funds anyone, but perhaps the Honors Program could identify seniors who might be capable of begin graders rather than relying on the home deparment alone. I would certainly volunteer to teach an Honors section of a course I was already teaching if someone gave me a grader, though ChE is probably a poor example for this argument. This method could add as little as 3 hours a week to a teaching workload...maybe less, if one or two of the lectures could be joint between the two sections for those topics that naturally overlap. Then 1-2 lectures per week for the Honors course would be substantially different. This might optimize things and still provide an improvement in the overall offerings.

2. I think development of donations can begin with an annual or biannual newsletter from the program to alumni with not much additional work. Our department decided to starting fund raising long before our college got on the ball. We did so first by an opening letter from our department chair as a preface to the news letter, telling our alumni that we would begin fund raising soon. Then we followed up with our annual newsletter and a donation form. We also had a single donor who kicked off the fund raising. This is where Howard’s idea of identifying a few key members to contact first is a good idea. This strategy doesn’t take as much time as the intense one-on-one; of course, the trade off is probably a lower $ return.

3. On a more personal note, I’m interested in getting connected with another professor for developing an Honors writing class. I feel like there is a great opportunity to run a workshop-type atmosphere for both technical/scientific writing and creative writing. I do this with many of my own students outside of the classroom, plus I very much enjoy the creative side, as well. I’d love to work with someone as a team, ideally in both aspects--not just in the sense that I teach all the scientific parts and the other professor (English or closely-related field of writing) teaches the creative side. I do not currently have a solid concept in my mind, but I could use your help identifying possible links for future course proposal development. Do you know anyone else so inclined and willing to make the time?

Thanks!

-Eric

Prof. D. Eric Aston
BEL 301, Chemical Engineering
University of Idaho
Moscow, ID 83844-1021
208-885-6953
http://www.webpages.uidaho.edu/~aston/aston.htm

----- Original Message -----

From: Eric Aston [aston@uidaho.edu]
Sent: Tuesday, October 16, 2007 4:07 PM
To: Stephan Flores
Cc: Mark Warner, Cheryl Wheaton
Subject: Honors Committee meeting follow-up
Dear HPC members,

This past summer you received a copy of the UHP Annual Report. For your information, you can also retrieve that report online as a pdf file via the following URL (not posted to the general public):

http://www.uidaho.edu/honors_program/AnnualReport07.htm

I mention this in part because for those who cannot attend today's meeting, the handouts (in addition to the info on the files that I attached to the previous message) include p. 28 and p.30 from that report (regarding GPA stats).

Thanks again.

Stephan

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Stephan Flores
Director, University Honors Program
Associate Professor of English
University of Idaho
http://www.uidaho.edu/honors_program/people.htm

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October 16, 2007

TO: Honors Program Committee
    Pamela Bathurst, Chair
    Torry van Slyke, Chair, HSAB
    Stephan Flores, Director
    Mark Warner, Assoc. Director
    Eric Aston

Mary DuPree
Rick Edgeman
Pat Hart
Howard Peavy
Sandra Reineke
Cheryl Wheaton

RE: Minutes of meeting held October 15, 2007

The meeting was called to order at 2:30 p.m. with the following members present: Eric Aston, Pamela Bathurst, Mary DuPree, Rick Edgeman, Stephan Flores, Howard Peavy, Sandra Reineke, Torry van Slyke, Mark Warner, and Cheryl Wheaton.

AGENDA ITEMS

1. Welcome to new committee members. Self-introductions were made by committee members and Stephan Flores welcomed new committee members.

2. Brief overview of University Honors Program including statistics. Handouts were distributed to the committee to include program statistics for fall 2007 and course offerings for Fall 2007-Spring 2008.

Program numbers provided for committee members are as follows: 485 students are currently active in the program, down from 516 in the fall of 2006, a decline of 6%. Dr. Flores explained that there were 125 entering freshmen, up from 119 in 2006, the average high school GPA for UHP freshmen is 3.93, mirroring last year’s average, and that the average ACT composite is 28.45, and the average combined SAT critical reading and math score is 1281.05. The average index number of those entering the program was 92.04 (program’s minimum index for initial admission consideration is 81, which represents, for example, a correlation between a 3.7 high school GPA and an 1250 SAT score or 28 ACT composite score).

Dr. Flores pointed out that the decline in student enrollment in the honors program perhaps mirrored the overall decline experienced by the university, although in general the program has continued in recent years to recruit and retain students at rates above the nonhonors population, and this was to be expected. He also mentioned that the decline in students taking honors course work might be caused by the inability to offer some courses this fall (History 101, Philosophy 103, Biology 115) because departments were unable to provide faculty to teach those courses. Rick Edgeman wondered about the retention rate in the program and Dr. Flores replied there were two ways one could view the rate. One would be to look at the number of students ultimately receiving the Honors Certificate, Core Award, or graduating in good standing in the program (about 75 students in total this past year) or, and perhaps more productively, look at the number of students remaining in the program by year over a four-year period of time. He also said that it is highly unusual for there to be a high percentage of students retained in an honors program, due to the importance of its curriculum being founded largely in general education courses with selective offerings in upper-division and special topic courses. Pamela Bathurst wondered if students who leave the program simply drop away or if they leave the university altogether. Dr. Flores stated that it was difficult to answer as there isn’t a good way to track all the students who leave the program. Instances were cited of students leaving to be closer to home, financial constraints, attending other institutions either in their home state or of a more prestigious nature (Dartmouth was one such example), or to follow instructors in their declared
major (two students in the program left this fall to follow their music instructor to the University of Kansas). And because of the program’s academic standards, some students fail to meet minimum GPA or course requirements for remaining in good standing, though if there are not financial constraints, even these students tend to be successful in remaining at the university to achieve degrees. Dr. Flores added that a fuller explanation of the data could be found in the Honors Program annual report, distributed to each committee member this past summer.

Sandra Reineke stated that she knew of students who meet the initial criteria for the program but were not in it and wondered why that would be possible. Again, Dr. Flores responded that it was a question often asked and one with several answers. He noted that there is a group of students who simply don’t respond to repeated invitations to join and another group that responds by applying but don’t follow through by writing the essay. He feels that student contact does make a great difference with students applying to the program.

The topic of retention was revisited with Dr. Edgeman noting that retention in a program is enhanced by a sense of community. Dr. Flores agreed and went on to say that expansion of the curriculum, social get-togethers, and cultural enrichment opportunities are all ways that the program hopes to strengthen students’ connections to the program and to one another. For example, the program hosted a rock-climbing social that was well attended and received, and has expanded its support for cultural enrichment opportunities by providing for a select number of “free” tickets to UI Theatre productions, obtained at a discount with the support of the Department of Theatre and Film. Dr. Flores called attention to the list of events on the program’s website, and noted also a recent workshop on applying to graduate school that Dr. Warner arranged, and an informational meeting on applying for major and national scholarships that Dr. Flores presented. Edgeman suggested that local businesses might be asked for monetary support in order to fund some of the program activities; local businesses might include the Lewiston, Boise, Portland and Seattle areas. Prof. Bathurst wondered if it is permissible to do that and Mary DuPree responded that consulting the Foundation would have to take place before soliciting any kind of funds. Dr. Flores mentioned that the UHP has coordinated with development to keep its alumni list updated, and that the UHP needs support to advance its fundraising. Mark Warner pointed out that insufficient staffing in the program made it very difficult to undertake fundraising of this nature.

3. Adjust retention GPA. In the fall of 2001 the retention GPA for Honors Program students was changed from 3.0 to 3.2 in order to sharpen and strengthen the identification of those in the program. When comparing the program retention GPA to that of other similar institutions (17 peer, regional, and “aspirational” honors programs and colleges) the average GPA that students must meet to remain in good standing is 3.3. Dr. Flores cited GPA averages for the four previous semesters: GPA range of 3.2-3.24: 11 students; GPA of 3.25-3.29: 9.25 students; GPA below current UHP minimum 3.2: 31.5 students. See enclosed handout for further data in other years. Although Dr. Flores did not want just yet to make a formal proposal to the committee, he asked the committee to review this data to consider the prospect of raising the retention GPA in the near future to 3.3. Erik Aston responded positively to the suggestion, stating that a higher retention GPA equates to better program reputation and becomes more selective with a 3.3. Dr. Edgeman questioned the right size for the program in terms of reducing the numbers by raising the GPA. Mary DuPree added that if the university’s administration is not saying we want [the program] to grow, that becomes a limiting factor that supports a higher retention GPA. Dr. Warner added that the size of the program (nearly 6 percent of the total university undergraduate population, with an admission figure of 7 percent of entering freshmen) is in line with other honors program populations. Both Aston and Edgeman liked the idea of a 3.5 retention GPA. Dr. Flores observed that a component of retention criteria might also be the completion of a certain number of honors courses within a designated time period—perhaps increasing the number of courses completed within the first two years of a student’s membership in the program.
HSAB Chair Torry van Slyke stated that, as a student, he felt biggest difficulty for students remaining active in the program was the lack of course offerings, especially at the upper-division. He has tried to get instructors to offer seminars and feels that, based on their responses, colleges and departments are not willing or able to free up faculty members to allow them to offer honors courses. He also feels there are too many lower division courses offered and the variety across the disciplines is too narrow. Dr. Flores noted that such perspectives on the program, with comprehensive accounts of students’ views gained from surveys, are represented in the latest annual report.

The remaining agenda items were not addressed due to time limitations. The committee requested to meet again on October 22 at the same time to continue discussion of item 3 as well as remaining agenda items.

Meeting adjourned at 3:30 p.m.

Respectfully submitted,

Cheryl Wheaton

cc: Douglas Baker, Provost
    Don Crowley, Chair, Faculty Council
    Karen Guilfoyle, Chair, Committee on Committees
    Doug Adams, Faculty Secretary
    Jonathan Gaffney, ASUI President
    Special Collections, Library
### SPRING 2007 HONORS PROGRAM STUDENT STATISTICS

<table>
<thead>
<tr>
<th>Year Entered U of I</th>
<th>Number of Students</th>
<th>Enrolled in at least one honors class</th>
<th>Not in an honors class</th>
<th>On international exchange</th>
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<td>161</td>
<td>115</td>
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<tr>
<td>TOTAL</td>
<td>513</td>
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### SPRING 2006 HONORS PROGRAM STUDENT STATISTICS

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<th>Year Entered U of I</th>
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<th>Not in an honors class</th>
<th>On international exchange</th>
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</thead>
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<td>2003</td>
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<td>2004</td>
<td>151</td>
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<td>TOTAL</td>
<td>490</td>
<td>212</td>
<td>260</td>
<td>20</td>
</tr>
</tbody>
</table>

Comparing spring 2007 with spring 2006, the total number of students in good standing increased by 5%—a gross gain of 26 students. The total number of students enrolled in at least one honors course increased by 12%—a gross gain of 25 students. For spring 2007, 46% of the total number of students were enrolled in one or more honors courses; spring 2006, 43% were enrolled—a 3% increase.
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 1</th>
<th>Honors GPA*</th>
<th>Overall GPA</th>
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<tbody>
<tr>
<td>2001-2004</td>
<td>3.9</td>
<td>3.61</td>
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<tr>
<td>2002-2003</td>
<td>3.25</td>
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<td></td>
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<tr>
<td>2003 ENTERING CLASSES</td>
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<tr>
<td>Semester 1:</td>
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*Honors GPAs were rounded to the nearest one-hundredth decimal place.

**NOTE:** The figures above do not include those students who were on exchange during the 2006-2007 academic year.
University Honors Program
Total Students Accepted to UHP (8/18/06): 233 (32.4% increase)
Subset Entering spring semester 2006: 60
New Transfer Students: 11
New Freshmen: 164 (registered New Freshmen 123)
New Students Not Registered: 42 (41 Freshmen, 1 transfer)
Total Students Accepted to UHP (8/17/05): 176
Entering Spring 2005:
New Transfer Students: 13
New Freshmen: 122
New UHP Freshmen who met the minimum indexed correlation between HS GPA and ACT composite or SAT (combined reading/math scores): 107
Avg. HS GPA for these entering 107 UHP freshmen: 3.93
Avg. ACT for UHP freshmen: 29
Avg. SAT for UHP freshmen: 1296
Entering freshmen at UI who meet UHP’s minimum index correlation: 366
Number of these 366 who did not apply for admission to the UHP: 214
178 of these 214 were invited to apply (36 not invited—still determining why, e.g., test scores and GPAs may have changed over course of last year, or lack of full data on prospective students)
46 freshmen entering UI applied for admission to UHP but did not complete the admission essay
Avg. HS GPA of entering freshmen who meet index correlation but not in the UHP: 3.90 (vs 3.93 for UHP frosh)
Avg. ACT composite score of freshmen who meet index correlation but not in UHP: 26 (vs 29 for UHP frosh)
Avg. SAT reading/math score of freshmen who meet index correlation but not in UHP: 1195 (vs 1296 for UHP frosh)
Avg. UHP index correlation for freshmen not in UHP: 87.50
Avg. index correlation for freshmen in UHP: 92.76
Number of non-UHP freshmen with index numbers range 84-81: 81
Number of UHP freshmen with index numbers range 84-81: 14
Number of non-UHP freshmen with index numbers range 85-81: 97
Number of UHP freshmen with index numbers range 85-81: 18
Number of non-UHP freshmen with index numbers range 93 or above (high 104): 41
Number of UHP freshmen with index numbers range 93 or above (high 105): 51
Number of non-UHP freshmen with index numbers of 99 or above: 10
Number of UHP freshmen with index numbers of 99 or above: 25
Number of non-UHP freshmen with 4.0 GPAs: 47 (25 with index of 93 or above)
Number of UHP freshmen with 4.0 GPAs: 37 (28 with index of 93 or above)
Avg. HS GPA of 1,612 entering freshmen at UI: 3.42 (vs 3.93 for UHP frosh)
Fall 2005 86% of entering class enrolled in at least one honors course
297 students completed, on average, at least one honors course per semester
361 seats occupied in fall 2005 honors courses (avg. 4.82 crs per student)
114 new freshmen fall 2005, avg. 3.89 GPA, avg. ACT 28.27, avg. SAT 1269.09
Fall 2005 entering class: 11 fewer than fall 2004
overall membership declined by 4% from spring 2005 to spring 2006, with CLASS only college to register a ‘gain’ in UHP members (8% increase relative to decreases in other colleges)
Enrollment in honors courses for 2005-06 declined by avg. 6.5%
Avg. class enrollment for fall 2005: lower division (27); upper division (19.66); seminars (17)
Avg. class enrollment for spring 2006: lower division (19.1); upper division (14.33); seminars (12)
Fall 2006: 361 seats occupied
13.5 avg. seminars
27.5 avg. upper division
28.1 avg. lower division
UI MEMORANDUM

TO: Honors Program Committee Members
FROM: Stephan Flores, Director, University Honors Program
       Pamela Bathurst, Honors Program Committee Chair

SUBJ: Agenda for 2007–08 Meeting #1
       Monday, October 15, 2:30–3:30 p.m., Wellspring Room, Commons

Agenda

1. Introductions: new and continuing committee members
2. Brief overview of University Honors Program, including statistics
3. Adjust retention GPA?
4. Upcoming conversations with Honors Faculty, Department Chairs, Associate Deans
5. Speaker to be determined for 2008 Honors Convocation
6. New business/new agenda items
7. Adjourn
Dear members of the Honors Program Committee,

In reviewing everyone's schedules, it looks like a first meeting on Oct. 15, Monday, 2:30-3:30 p.m. would work for a majority of members. I realize this notice is not much in advance--please let me know if you can attend.

We may decide to meet again Monday October 29th, with a third meeting on Monday November 12th (to review/vote upon honors seminar proposals). As we proceed, we'll also try to learn if scheduling one of these meetings at a different time would accommodate those members who cannot make the Monday at 2:30 pm time slot.

Thank you.

Stephan

http://www.uidaho.edu/honors_program/uhpcomm.htm

Stephan Flores
Director, University Honors Program
http://www.uidaho.edu/honors_program/people.htm

UI MEMORANDUM [PROVISIONAL AGENDA--MAY BE UPDATED PRIOR TO MEETING VIA EMAIL, AND COPIES OF AGENDA WILL BE AVAILABLE AT THE MEETING]

TO: Honors Program Committee Members
FROM: Stephan Flores, Director, University Honors Program
Pamela Bathurst, Honors Program Committee Chair

SUBJ: Agenda for 2007-08 Meeting #1
Monday, October 15, 2:30-3:30 p.m., Wellspring Room, Commons

Agenda
1. Introductions: new and continuing committee members
2. Brief overview of University Honors Program, including statistics
3. Upcoming conversations with Honors Faculty, Department Chairs, Associate Deans
4. Speaker to be determined for 2008 Honors Convocation
5. New business/new agenda items
6. Adjourn
Cheryl Wheaton

From: Nilsson, Lori [reservations@sub.uidaho.edu]
Sent: Tuesday, October 09, 2007 3:49 PM
To: Cheryl Wheaton
Subject: R25: University Honors Program [2007-AABMZJ]

Please take a moment to review the information below and if you have any questions or changes, please contact my office and I will be happy to assist! If you wish to cancel for any reason, please do so at least 24 hours (48 for the Ballroom) in advance (business days), in writing (e-mail is fine), in order to avoid a $25.00 cancellation fee ($50.00 for the Ballroom). Also, if you wish to provide any catering/food service, you must contact Sodexo at 885-2870 to provide this service as the University has a contract with them. Any unauthorized food is prohibited as you may not furnish your own food without prior approval.

University Honors Program
- University Honors Program
- Event Type: Meeting
- Event State: Confirmed

Requested By: Wheaton, Cheryl
- Phone 208-885-8147
- Fax
- E-mail wheaton@uidaho.edu

Let me know if you need anything else.

Thank You!

Lori S. Nilsson
Facilities Coordinator
Idaho Commons & Student Union
P.O. Box 442540
Moscow, ID 83844-2540
Phone: 208-885-6956
Fax: 208-885-6210
E-Mail: reservations@sub.uidaho.edu

Also, for future reference, we have an online room request form that you can use at the following website:
http://www.sub.uidaho.edu(Rooms)
October 29, 2001

TO: Honors Program Committee
   James Reid, Chair
   Tim Hagen, Chair, HSAB
   Stephan Flores, Director
   Anna Banks, Assoc. Director
   MaryAnn Boehmke
   Ralph Budwig

Jeanne Christiansen
Rodney Frey
Glenn Grishkoff
Sheila O’Brien
Kurt Olsson

RE: Minutes of meeting held October 25, 2001

The meeting was called to order by James Reid at 8:30 a.m. The following were also present: Anna Banks, Ralph Budwig, Jeanne Christiansen, Stephan Flores, Glenn Grishkoff, Tim Hagen, Sheila O’Brien, and Kurt Olsson.

AGENDA ITEMS

1. Introduction of Committee Members. Jeanne Christiansen, Interim Academic Vice Provost, asked that each committee member introduce themselves as she had been unable to attend the first meeting and did not know all the members.

2. Approval of Minutes. Chair Reid asked if there were alterations to the minutes of October 4. Budwig/Hagen moved/seconded to approve the minutes. The minutes were approved as presented.

3. Discussion of Proposal to Revise UHP Admission Criteria. Dr. Flores noted that there were several different approaches to take in discussing the proposal to revise the program admission criteria and that perhaps recapping the revisions, with questions to follow would be one way to proceed. He also informed the committee that he had been advised in a conversation with Dr. Christiansen that President Hoover had directed the provost to form a task force to study ways to enhance the education of students who meet certain criteria like that of the UI Scholars, Presidential Scholars, Honors Program students, and those who qualify as National Merit Scholarship finalists. The task force may consider curricular offerings, extracurricular and additional academic opportunities, and also where students reside (such as the Scholars’ Residence and other theme halls) to explore concerted avenues for developing academic excellence in undergraduate education. The scope of the task force appears to be broad and Dr. Flores expressed his expectation that its efforts will require a productive coordination of different views and resources on various means to provide a strong constellation of academic support for these students.

Dr. Flores noted that both the administration of the University Honors Program and the committee’s oversight of its policies and curriculum are ongoing, and necessary to address current circumstances through the members’ discussion and collective judgment. The committee was also advised to keep in mind that should the HPC receive additional information and advice, the committee may expect to review UHP policy in light of such perspectives and directions. In addition, the enrollment in the program is also ongoing, and the committee could proceed carefully with the knowledge that there may be more to be learned with adjustments to be made, or it could defer judgment in order to learn if substantial or incremental changes are forthcoming. Dr. Christiansen confirmed Dr. Flores’s overview of the central administration’s desire to look carefully at the educational programs provided by the university for those selected groups. She noted that there might be several areas on campus where programs were proceeding on parallel paths that may or may not intersect one another from time to time and that although changes might be needed in the process, this situation need not preclude or prevent the
committee from exercising its judgment. In any case, comprehensive academic and residential enhancements shall be studied by the special task force.

Chair Reid directed the committee's attention to the proposed changes and noted that the Honors Program, with its current admission criteria, is admitting students to the program who don't succeed. He favored the proposed revision. Dr. Flores shared with the committee a response to the revisions from Dr. Tom Bitterwolf. Bitterwolf expressed that it is hard to predict the success of a particular student, especially those with apparently strong indicators for success (such as high GPA and test scores) and that perhaps provisional admission should be granted to all who apply. Flores responded by stating that although some high profile students may falter—as Professor Bitterwolf notes—data shows that honors students with low profiles, i.e., low test scores, low cumulative GPAs, don't do well. Trying to identify these students is important to their success at the UH, and the UHP already admits students under a system that is always provisional, due to the minimum GPA requirement and the course frequency provision. He reminded the committee that there are continuous opportunities for students to apply to the program, not just as freshmen from high school—including opportunities for those who do not meet the initial GPA and test score criteria—but throughout their careers at the UH. Dr. O'Brien pointed out that these are important issues in terms of retention of students. In her honors freshman and Core 101 courses she noted that the poorer students, by admission of students in those classes, tended to affect the level and learning experience of the entire class. She also pointed out that it creates bad emotional health for a student to be eliminated from the program once they've been accepted.

Tim Hagen was asked if the Honors Student Advisory Board supported the criteria revisions. He said that Dr. Flores had spoken to the board about the proposal at the evening meeting the previous night and that although a vote had not been taken, he was confident that the board would support the change. Dr. Flores mentioned that the board appeared to be in favor of all students being required to write the admission essay. He felt that a connection is made when an essay is written, then read and reflected upon, and that writing the essay demonstrates a commitment. Hagen asked if there were UI Scholars who might be affected by this change. Dr. Flores confirmed that there might be prospective UI Scholars who, under the current criteria, would not be required to write the essay but whose index number may be lower than students who have high GPAs and strong test scores who do not meet the UI Scholar criteria (3.5 high school GPA and 1420 SAT or 32 ACT). Hagen also asked what, if any, might be the drawbacks of the proposed changes. Dr. Flores replied that only with hindsight could that be determined for each prospective applicant. Variations of test scores and cumulative GPAs might enable a student to enter the program, yet not succeed as predicted, or not be allowed entry to the program, only to achieve a 4.0 GPA at the end of their first semester. He again pointed out, however, that a student would be encouraged to apply for admission even before the end of their freshman year if they met the criteria (3.5 cumulative GPA and completion of English 102 with an A or B). Rather than the program waiting to invite students at the end of their freshman year they will now be encouraged to join after the completion of their first semester. In that case, a student could, if space is available, be able to take an honors course the second semester of their freshman year. Dr. Flores also stated that in general, the proposed correlation of high school GPA with either the SAT or ACT test score, combined with the admission essay, should provide for a better basis for selecting prospective students for admission to the program. The primary concern in any case is building a basis for the student's success.

Dr. Budwig observed that he did not feel the proposed criteria change was a radical experiment and the change itself was only incremental. He asked if the committee were to vote if it would need to consider the criteria changes separate from the admission essay. Dr. Flores stated that he felt it would be difficult to separate one from the other. He felt it might be possible to conceive of an index system that would solely determine admission. It might, however, create a discrepancy without the essay. When asked why the essay was not required in some cases Dr. Flores suggested that in the past the HPC felt that this provided the smoothest admission possible
to those who might otherwise not follow through or participate in the program. He pointed out, however, that writing the essay might cause a student to give thought to why they are coming to the UI and to reflect on their reasons for wanting to participate in the program, and that this may enhance efforts at recruitment and retention of all applicants.

Discussion followed regarding reasons for the admission essay requirement to be eliminated for UI Scholars. Dr. Flores pointed out that requirements for the scholars were initiated during a different time and that changes have occurred since that time that have increased prospective students’ interest and knowledge of both the UI Scholars awards and the University Honors Program. Dr. O’Brien commented that she was impressed with the process of reading and commenting on over 200 essays, which she and most of the committee had not realized had always been the case. Dr. Banks compared this process with that of WSU’s “automatic” admission process, based solely on their computerized index system. WSU and other programs have recently reviewed such admission practices, and are developing admission processes that are more selective and that consider a fuller range of information. Dean Olsson emphasized that the essay is a way of enhancing the program’s profile and its value, including the value for applicants, in turn elevating the university’s profile when comparing it to other institutions.

Dr. O’Brien moved that the committee accept the proposal to change the UHP admission criteria as presented and to require that all applicants write the admission essay. Dean Olsson seconded the motion. Dr. Flores mentioned that Dr. Rodney Frey could not be present at the meeting but sent along his approval to change the program admission criteria. Those committee members present unanimously approved the motion. Dr. Christiansen requested that she be sent a brief synopsis of the committee’s actions so that she might forward that information to the President and Provost.

4. New Business. Dr. Budwig requested that the list of those students on the Honors Student Advisory Board, along with their majors, be emailed to him.

There being no further new business the committee was adjourned at 9:30 a.m.

Respectfully submitted,

Cheryl J. Wheaton

cc: Provost Brian Pitcher
    Ronald Smelser, Chair, Faculty Council
    Tom Bitterwolf, Chair, Committee on Committees
    Peter Haggart, Faculty Secretary
    ASUI President
    Special Collections, Library
Dear members of the Honors Program Committee,

Reminder that we meet tomorrow morning, same time and place as before: conference room 312, Idaho Commons, at 8:30 a.m.

We'll discuss the proposal to revise UHP admission criteria. Please bring the proposal and appended materials that were distributed at the last meeting.

I know that at least one person cannot make this meeting (Rodney Frey); anyone else who cannot make it?

Thanks,

Stephan
885-6147
http://www.uidaho.edu/honors_program

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UI MEMORANDUM

TO: Honors Program Committee Members

FROM: Stephan Flores, Director, University Honors Program
       James Reid, Chair, Honors Program Committee

SUBJ: Agenda for 2001-02 Meeting #2
      Thursday, October 25, 8:30 a.m., Idaho Commons, Rm. 312

DATE: Wednesday October 24, 2001

Agenda

1. Approve minutes of October 4th meeting.
2. Discuss proposal to revise UHP admission criteria.
3. New business/new agenda items
4. Adjourn
Subject: UHP Admission criteria/HPC
From: Stephan Flores <sflores@uidaho.edu>
To: Jeanine Christiansen <jeanine@uidaho.edu>
CC: Patti Heath <spatti@uidaho.edu>

Jeanine,

Here's a recap: the Honors Program Committee approved the proposal to revise initial and primary UHP admission criteria for entering freshmen based on an Admission Index Number system that correlates high school GPA with ACT or SAT test scores (a more selective sliding scale, as described below), and to require all applicants to complete a two-page admission essay as part of the admission process. Two HPC members were absent from today's meeting (Boehmke and Frey); those in attendance voted unanimous approval (votes by Ralph Budwig, Glenn Grishkoff, Tim Hagen, Sheila O'Brien, Kurt Olsson, and James Reid; because he could not attend the meeting, Rodney Frey also indicated his support for the proposal by email prior to the meeting.

The committee supported the productive aspects of prompting all students, including prospective UI Scholars, to engage with the UHP and the university through submitting an admission essay—we expect this to enhance the successful and meaningful recruitment of all applicants, and that has been our experience. The committee also recognized that requiring the essay of all applicants avoids the discrepancy that would result in expecting non-UI Scholars who have admission index numbers that might be higher (unlikely but possible) than a UI Scholar to write an essay, from which some UI Scholars who have lower AINs would previously have been exempt.

The admission essay is one aspect of the information that the UHP director and associate director consider in making decisions to admit students to the program and in deciding whether to pursue scholarship and out-of-state tuition waiver support (90 students currently receive some financial aid through the UHP). The admission essay, however, also provides an important opportunity for UHP staff to become acquainted with new students, and for these prospective students to engage with us as individuals. The short essay prompts students to review their education and to express their hopes and expectations about their future learning. UHP staff members are in a better position to advise and to serve as mentors to incoming students because of learning about such perspectives, and the directors' written responses to each essay may also prompt further exchanges and reflection. All entering UHP students may discover that writing the admission essay provides a good occasion to explore what is important to them in their learning and to focus their academic and career goals.

The revised criteria was presented and perceived to be a significant, carefully weighed adjustment that will help the UHP address, primarily, the concern over the number of UHP students who fail to remain in good standing because of low GPAs, and provide for a stronger honors experience overall for UHP members.

Our criteria now aligns more closely with other well-regarded honors programs and colleges that correlate GPAs and test scores, and that include an admission essay for all applicants (see comparisons further below). Our admission process remains open to students at different stages of their careers: students can apply and reapply as high school seniors; if they do not meet the criteria, they can apply with two letters of recommendation; they can apply as UI students anytime after their first semester; and we accept applications from transfer students.
The minutes of today's discussion and decisions shall also note the committee's understanding that should the task force on top scholars, or the president and provost, offer perspectives and information to prompt Honors Program Committee to review this decision, the HPC is of course ready to revisit any aspect of the program's criteria and curriculum. The administration and oversight of the UHP is ongoing and includes evaluation and strategic response to whatever conditions and views that may be forthcoming.

Related subjects: I look forward to learning more about the proposed task force, its composition and purpose, and about the other (?) task force or group that may be exploring remodelling Upham. Bruce Haglund certainly has ASU’s Barrett Honors College and its residences in mind, apparently according to President Hoover’s direction, and I have suggested to Bruce that his class might consider a visit to the newly remodelled residence of WSU’s Honors College. As I indicated in a previous message this week, I am also planning ways to reduce costs without reducing the number of courses offered for 2002-2003, though this will depend on departments' abilities to continue to offer honors courses with reduced resources, as directed according to the general guidelines of this year's 3.5% holdback/reserve, and next year's anticipated (at minimum?) 3.0% reduction.

Stephan

----------- Previous UHP Admission Criteria

High school students are invited to apply to the University Honors Program if they have a 28 ACT composite score or a 1250 SAT combined verbal/math score or a 3.7 high school GPA. Those who do not meet the above criteria but who would like to apply for admission to the UHP also need to submit letters of recommendation from two former teachers. Most applicants are also required to complete an admission essay.

Applicants, however, who meet the minimum criteria for the UI Scholars award (3.5 GPA and 32 ACT or 1420 SAT) are exempt from the admission essay. The director and the associate director evaluate all applications, and respond in writing to each applicant.

Reasons in Support of Newly Approved UHP Admission Criteria

Two primary concerns, and a third concern related to the program's growth, prompt this proposal to make admission criteria more selective in order to foster students' success and to support academic excellence: (1) an increasing number of students fail to meet the minimum GPA criteria for remaining in good standing (e.g., at the end of last spring 48 UHP students had GPAs below 3.0; 25 current UI Scholars have cumulative GPAs below 3.2 (13 of that number have GPAs below 3.0); (2) this proposal suggests a way to determine admission criteria that support a flexible and precise method to correlate GPA and test scores—we propose a specific standard (one that cross-links the current standard 3.7 GPA and either 28 ACT or 1250 SAT to establish the index number) in support of academic excellence; (3) these proposed methods provide, in turn, for a more selective and consistent sliding scale for admission criteria that enable the UHP to ensure that most students can enroll in an honors class during their first semester, or at least by the second semester of their first year.

Revised Criteria Based on an Admission Index Number

Five or six honors programs and colleges among peer and regional institutions admit students based on a correlation of several factors, usually high school GPA and the SAT or ACT test scores. Washington State University's Honors College and the University of Utah's Honors Program use admission index numbers (AINs) of 90 and 79 respectively. For example, correlating our current criteria of a 3.7 GPA with either a
1250 SAT or a 28 ACT produces an AIN of 81, which we propose as the minimum index number to use as a guide in admission invitations and decisions. Until recently, this was the AIN used by WSU’s Honors College, and the University of Utah’s 79 AIN is equivalent to a 3.7 GPA with 27 ACT or 1220 SAT. Washington State University’s current 90 AIN is equivalent to a 3.75 and 32. Our proposed index number of 81 corresponds to and correlates GPA and test scores based on the current criteria for inviting students to apply for admission.

Effects and Related Data

Of 196 new freshmen admitted to the UHP in fall 2001, 148 students had an AIN of 81 or higher; 32 students have an AIN below 79, and it is useful to keep in mind that students who do not meet the initial AIN requirement can always apply later (quite a few students take the ACT or SAT more than once), or apply with two supporting letters of recommendation. All Fall 2001 UI Scholars who meet the minimum criteria had an AIN of at least 81.

Additional note: all UI students who are not admitted directly from high school may still apply and qualify for UHP admission once they complete at least one semester of college courses with a 3.5 UI or transfer GPA. We routinely admit students after their first semester here, and at the end of the freshman year. This past spring and summer, for example, more than 70 incoming sophomores were admitted based on their first or second semester GPAs.

Several Institutions with Honors Admission Criteria Similar to the new UHP Admission Criteria

Arizona State University: Average SAT/ACT Scores: 1302/29; Average GPA of entering first-year students: 3.8

Oklahoma State University: 3.75 GPA and 27 ACT or 1200 SAT.

Oregon State University: Does not specify an absolute criteria, but states generally students will have 3.85 GPA and 1300 SAT or 29 ACT.

University of Arizona: "Selective criteria." Students are advised to use the means of this year’s entering class as a guideline: 3.88 GPA, 1258 SAT, 27.2 ACT.

University of Oregon: no specific criteria, but they evaluate between 600 and 700 applications each year for 150 available spots; application includes admission essay and two teacher recommendations.

University of Wyoming: 3.7 GPA, or 28 ACT, or 1240 SAT.

University of Utah: uses admission index that links, for example, a 3.7 with 27ACT or 1220 SAT, which produces an equivalent AIN of 79.

Washington State University: current 90 AIN; past profile of incoming students cites an average GPA of 3.8 and 1250 SAT.

West Virginia University admits with 28 ACT or 1240 SAT and 3.8 GPA.
October 8, 2001

TO: Honors Program Committee
   James Reid, Chair
   Tim Hagen, Chair, HSAB
   Stephan Flores, Director
   Anna Banks, Assoc. Director
   MaryAnn Boehmke
   Ralph Budwig

Jeanne Christiansen
Rodney Frey
Glenn Grishkoff
Sheila O’Brien
Kurt Olsson

RE: Minutes of meeting held October 4, 2001

The meeting was called to order by James Reid at 8:30 a.m. The following were also present: Anna Banks, MaryAnn Boehmke, Ralph Budwig, Stephan Flores, Rodney Frey, Glenn Grishkoff, Tim Hagen, Sheila O’Brien.

AGENDA ITEMS

1. Introduction of Committee Members. Prof. Reid opened the meeting by asking each committee member to introduce themselves.

2. Overview of University Honors Program. Dr. Stephan Flores, program director, was asked by the chair to give the committee a brief look at the program standing. Dr. Flores described it as “robust” in many ways. He reviewed class offerings, paying particular attention to the seminars offered in the recent past as well as those currently offered and the courses which will be presented in Spring 2002. He noted that course rotation will allow Economics 202 and Anthropology to be offered, and that a course new to the Honors curriculum, American Studies 301, has been added as well. With the addition of over 200 new members to the program, Dr. Flores also noted that Psychology 101, normally offered only in the fall, will also be offered again in the spring to accommodate those students who might not have been able to enroll in an honors course.

3. Preview of issues for Honors Program Committee.
   • Dr. Sheila O’Brien asked if there was something in the works to help deal with the growing number of students in the honors program. Dr. Flores stated that he had completed and forwarded to the Interim Vice Provost Jeanne Christiansen a four page memo in which he discussed at length various issues, to include staffing, moving both directors to full-time positions, physical space, the nature of the program and the types of students we invite to join the program. Dr. Ralph Budwig noted that although the addition of more honors courses was a way to help alleviate overcrowding and to avoid raising enrollment limits, it actually wasn’t of much help if instructors weren’t available to teach the courses. Dr. Flores cited the example of Political Science, whose department chair was willing to offer a political science course, but because of insufficient numbers of faculty in the department to teach the required courses was unable to give a course release to a faculty member.
   • Dr. O’Brien then posed the question of how the role of the committee was perceived in
dealing with the various issues. She suggested that it would probably be best to wait for a response from the administration to Dr. Flores’s memo before proceeding. Dr. Flores felt that the committee could evaluate the proposal to revise the program’s admission criteria and determine how best to proceed, which includes conferring with central administration to determine any further concerns or advise on this particular matter.

To further demonstrate the vitality of the honors program Dr. Flores asked Tim Hagen, HSAB Chair, to share his experiences in the program with the committee. Hagen reported on the activities of the student board, mentioning such things as the ice cream social and scavenger hunt, the upcoming field trip to Portland, and the revised newsletter whose first issue will address “The Palouse as a Classroom,” to include community service and activities on the Palouse. Professor Boemke observed that the increase in numbers in the program seemed to be a national trend and Dr. Flores confirmed this, also noting that at Idaho the program is also used as a strong recruitment tool.

• The committee’s attention was then turned to the remaining items on the agenda. Dr. Flores noted that he had missed the first two meetings of the General Education Task Force because of honors program commitments. One of these commitments, a meeting dealing with national scholarships, highlights another of the responsibilities, that of advising and coordination of national scholarships, which the program director has assumed. He went on to emphasize that the honors program could have dramatic changes with implementation of the new core. Committee members posed such questions as what would make for a good cluster, when would the program participate, and what kind of sustained commitment would there be and should there be more than one cluster offered. Some discussion followed with Dr. Flores pointing out that scheduling might be difficult for students to participate in a cluster and that he felt there should be more than one cluster offered in the program.

• Speakers for the 2002 and 2003 Convocations were announced. Dr. Len Zane, physics professor from the University of Nevada at Las Vegas, described as an energetic, enthusiastic speaker, will speak at the April 19, 2002 Convocation. Dr. Zane will give a noon public lecture in the Idaho Commons on April 18. Dr. John Harte, who holds a joint professorship at U.C. Berkeley, and is a distinguished Phi Beta Kappa speaker, will address the 2003 Convocation.

It was noted that the nature of the convocation will be changed somewhat. The various honor societies will no longer have their new inductees listed in the convocation brochure and will not be seated on the stage. Instead, a student from each of the colleges who is on the dean’s list will be asked to march in the processional and be seated on the stage. Dr. Flores pointed out that in many cases these same students will also represent many of the honor societies. By making this change it will greatly reduce the amount of time and resources spent on compiling and publishing the brochure.

• Committee members were urged to make proposals as well as encouraging colleagues to do the same for the 2002-2003 seminars. Dr. Flores asked Professors O’Brien and Reid to share their classroom experiences with the committee. Both used such terms as wonderful and exciting to describe their work with the honors program students. O’Brien said that honors students were able to “shine new light” on the subject matter in her “Women in Westerns” seminar.
At this point Dr. Flores briefly returned to the memo for the proposal to revise UHP freshman admission criteria. He reviewed current criteria for program admission and then pointed out the three points to consider in the memo regarding reasons for a revision of admission criteria: 1) the increasing numbers of students currently being admitted to the program who are not successful; 2) the cross check to produce an index number might also better predict the student’s success in the program; 3) a corresponding need to ensure that most students can enroll in an honors class. In addition to citing freshmen enrollment data on GPAs and test scores, Dr. Flores noted that should the UHP revise admission criteria to include the proposed Admission Index Number system, the UI Scholars’ exemption from writing the two-page admission essay will need to be reconsidered.

The committee will meet soon, with the hope that there has been a response to Dr. Flores’s memo. There being no further new business the committee was adjourned at 9:30 a.m.

Respectfully submitted,

Cheryl J. Wheaton

cc: Provost Brian Pitcher
    Ronald Smelser, Chair, Faculty Council
    Tom Bitterwolf, Chair, Committee on Committees
    Peter Haggart, Faculty Secretary
    ASUI President
    Special Collections, Library
UI MEMORANDUM

TO: Honors Program Committee Members

FROM: Stephan Flores, Director, University Honors Program
       James Reid, Chair, Honors Program Committee

SUBJ: Agenda for 2001-02 Meeting #1
      Thursday, October 4, 8:30 a.m., Idaho Commons, Rm. 312

DATE: October 1, 2001

Agenda

1. Welcome to new committee members

2. Brief overview of University Honors Program, including recent statistics

3. Preview of issues for the Honors Program Committee:
   • significant growth in UHP membership and enrollment
   • initial consideration of revising UHP admission criteria
   • ongoing curriculum review, especially in relation to revisions to
     • UI core curriculum
   • distinguished speakers for 2002 and 2003 Honors Convocations
   • selection of honors seminars for 2002-2003

4. New business/new agenda items

5. Adjourn

(Please bring agenda to the meeting.)
3 October 2001

TO: Honors Program Committee
FROM: Stephan Flores, Director, University Honors Program
SUBJECT: Proposal to revise UHP freshmen admission criteria

Current Admission Criteria

High school students are invited to apply to the University Honors Program if they have a 28 ACT composite score or a 1250 SAT combined verbal/math score or a 3.7 high school GPA. Those who do not meet the above criteria but who would like to apply for admission to the UHP also need to submit letters of recommendation from two former teachers. Most applicants are also required to complete an admission essay (see attached Essay Topics and Guidelines). Applicants, however, who meet the minimum criteria for the UI Scholars award (3.5 GPA and 32 ACT or 1420 SAT) are exempt from the admission essay. The director and the associate director evaluate all applications, and respond in writing to each applicant.

Reasons to Review Admission Criteria

Two primary concerns, and a third concern related to the program's growth, prompt this proposal to make admission criteria more selective in order to foster students' success and to support academic excellence. Main concerns and suggestions: (1) an increasing number of students—especially UHP freshmen and sophomores—fail to meet the minimum GPA criteria for remaining in good standing, and thus become ineligible to participate in the program; (2) this proposal suggests a way to determine admission criteria that support a flexible and precise method to correlate GPA and test scores—the admission index described below provides a way to correlate these factors, and we propose a specific standard (index number) in support of academic excellence; (3) these proposed methods provide, in turn, for a more selective and consistent sliding scale for admission criteria that enable the UHP to address the corresponding need to reduce the number of students admitted to ensure that most students can enroll in an honors class, and that a good portion can enroll in more than one honors course per semester, either in their first semester, or during the second or third semester in the program.

The following statistics help to illustrate our concern over students whose GPAs last year were below the minimum 3.0 GPA for remaining in good standing, a minimum that is in effect for students who entered the program prior to this fall. The new minimum cumulative GPA for students entering fall 2001 (approved by the HPC last spring) is 3.2:

End of fall semester 2000: 46 UHP students had cumulative GPAs below 3.0.
End of fall 2000: 81 UHP students had cumulative GPAs between 3.0-3.3.
End of spring semester 2001: 48 UHP students had GPAs below 3.0 (33 freshmen);
beginning fall semester 2001, 25 current UI Scholars (sophomores and above) had cumulative GPAs below 3.2 (13 of that number have GPAs below 3.0).
These numbers suggest that if we admitted approximately 45 fewer students—those whose high school GPA and test scores are most marginal—we may begin to address part of the problem of admitting students who do not do well enough academically to remain in good standing. The new 3.2 GPA standard, however, makes it very likely that a higher number of students from the fall 2001 entering class will be made ineligible by the end of spring semester 2002.

**Proposed Criteria Based on an Admission Index Number**

Five or six honors programs and colleges among peer and regional institutions admit students based on a correlation of several factors, usually high school GPA and the SAT or ACT test scores. Washington State University's Honors College and the University of Utah's Honors Program use an admission index number (AIN) similar to the one that we propose. I asked Professor Mark Nielsen, who teaches Honors Math 315, to determine the formula used by the state of Washington's sliding scale/AIN system, and he derived linear equations that correlate GPA and test score figures to produce AINs.

For example, correlating our current criteria of a 3.7 GPA with either a 1250 SAT or a 28 ACT produces an AIN of 81, which we propose as the minimum index number to use as a guide in admission invitations and decisions. Until recently, this was the AIN used by WSU's Honors College, and the University of Utah's program uses an AIN equivalent to 79 (3.7 GPA with 27 ACT or 1220 SAT). Washington State University has recently raised their minimum AIN dramatically, from 81 to 90 (for example, a 3.75 and 32, or 4.0 and 1170 produce an AIN of 90). Our proposed index number of 81 corresponds to and correlates GPA and test scores based on the current criteria for inviting students to apply for admission.

**Effects and Related Data**

Of 197 new students admitted to the UHP in fall 2001, 145 students had an admission index number (AIN) of 82 or higher; 148 students had an AIN of 81 or higher; 32 students have an AIN below 79. All Fall 2001 UI Scholars who meet the minimum criteria had an AIN of at least 81. Based on these 197 students, an 81 index may have led to reducing those admitted to 149 (48 fewer students, but this does not take into account evaluation of the admission essay or those students who submit two letters of recommendation).

We admitted 158 freshmen in fall 2000; 196 freshmen in fall 2001 (38 more freshmen); the program gained 94 students overall from fall 2001 (558 UHP members) to fall 2001 (652 members).

No freshmen UHP students who entered fall 2000 with low HS GPAs (for example, below 3.7) achieved higher college GPAs. For example, UHP freshmen with cumulative GPAs below 3.0 at the end of spring 2001 include students with index numbers of 54, 57, 58, 63, 68, 70, 73, 74, 76, 78, and 80, as well as some students with AINs above 81.
Only nine UHP students admitted fall 2000 with HS GPA below 3.5 (some of these had good test scores, but still did not do better in college in terms of their GPA).

A review of entering GPA statistics for freshmen may also be useful to consider: 318 of 1546 freshmen entering fall 2000 had a high school GPA of 3.7 or above (20.5%); 715 had a 3.5 high school GPA (46%); 191 had a 3.9 or above (12.3%); 17% (264) ranked in the top tenth of their class. Data for UI entering freshmen fall 2001: 790 of 1686 had high school GPAs of 3.5 or higher (47%).

Nationally, 17% of SAT I test takers (for year 2000) have a combined score of 1093, 16% score 1149, and 7% score 1238. Students who ranked in the top tenth of their class had a mean of 1197. The top 7% of ACT test takers had scores of 28 or above; the top 10% had composite scores of 28 or above.

Fall 2001: 67 UHP students are enrolled in two honors classes; 10 are enrolled in three classes; one student is enrolled in four classes; therefore, 90 slots in honors courses are occupied by students with multiple course registrations. Students on UHP scholarship support and those who wish to make timely progress towards earning the honors certificate need to complete at least four regular honors courses by the end of their third semester, and some students find it productive and necessary to complete five or more honors core courses by the end of the third semester. Related figures: 115 of 151 freshmen took honors classes fall 2000; 147 of 196 freshmen are enrolled in honors classes fall 2001.

Admission Essay

Should the UHP revise admission criteria to include the proposed AIN system, the exemption for UI Scholars will need to be reconsidered in order to avoid discrepancies between students whose AINs are above 81 and who may be required to complete the admission essay, and UI Scholars whose AIN may be lower than these students.

The admission essay is part of what UHP directors consider in making decisions to admit students to the program and in deciding upon UHP scholarship and out-of-state tuition waiver support (90 students currently receive some financial aid through the UHP). The admission essay, however, also provides an important opportunity for UHP staff to become acquainted with new students. These short essays prompt students to review their education and to express their hopes and expectations about their future learning. UHP staff are in a better position to advise and to serve as mentors to incoming students because of learning about such perspectives, and the directors' written responses to each essay may also prompt further exchanges and reflection. All entering UHP students may discover that writing the admission essay provides a good occasion to explore what is important to them in their learning and to focus their academic and career goals.
Peer and Regional Institutions Honors Admission Criteria

Colorado State University: Aims to admit 200-250 "new" students this year. "Selective criteria," which is not specified, but they send applications to high school students with 3.8 GPA, and 1180 SAT or 28 ACT.

Montana State University: "Selective" but no specific criteria listed on the web-site.

New Mexico State University: 26 ACT (only specific criteria listed).

Oklahoma State University: 3.75 GPA and 27 ACT or 1200 SAT.

Oregon State University: Does not specify an absolute criteria, but states generally students will have 3.85 GPA and 1300 SAT or 29 ACT. Application deadlines of Nov 1 and Feb 1.

Texas Tech University: no specific criteria mentioned but application includes two teacher recommendations, two essays, and other requested information.

University of Arizona: "Selective criteria." Students are advised to use the means of this year’s entering class as a guideline: 3.88 GPA, 1258 SAT, 27.2 ACT.

University of Nevada, Reno: top 10% of high school class, and 3.5 GPA, and 28 ACT or 1200 SAT.

University of Oregon: no specific criteria, but they evaluate between 600 and 700 applications each year for 150 available spots; application includes admission essay and two teacher recommendations.

University of Wyoming: 3.7 GPA, or 28 ACT, or 1240 SAT.

Utah State: No specific criteria—all honors students on scholarship.

University of Utah: uses admission index that links, for example, a 3.7 with 27 ACT or 1220 SAT, which produces an equivalent AIN of 79.

Washington State University: current 50 AIN; past profile of incoming students cites an average GPA of 3.8 and 1250 SAT.

West Virginia University admits with 28 ACT or 1240 SAT and 3.8 GPA.
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### FALL 2001 HONORS PROGRAM STUDENT STATISTICS

<table>
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<tr>
<th>Year Entered U of I</th>
<th>Number of Students</th>
<th>Enrolled in at least one honors class</th>
<th>Not in an honors class</th>
<th>On exchange</th>
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### FALL 2000 HONORS PROGRAM STUDENT STATISTICS

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<th>Enrolled in at least one honors class</th>
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Comparing fall 2001 with fall 2000, the total number of students in good standing increased by 17%--a gross gain of 94 students. The total number of students enrolled in at least one honors course decreased by .004%--a gross loss of 1 student.
**Essay Topics and Guidelines**

Use the guidelines provided below to prepare an essay on **ONE** of these topics:

1. Describe a learning experience that has influenced you in important and significant ways. Such experiences occur in many different contexts—classes, travel, books and other media, relationships, activities and events. In this essay, consider one of these meaningful—and perhaps challenging—learning experiences.

2. Describe and evaluate an important aspect of your education. You may consider any stage of your education from age eleven to the present. You might reflect upon a significant accomplishment or course of study, and the effects of your educational experience. Then, in light of your discussion as well as your desires and expectations, indicate briefly how participation in the University Honors Program might shape your future education.

**Guidelines**

--Use your own paper and a typed, double-spaced format with one-inch margins on all four sides. The essay should be well-developed (approximately 500 words), but no longer than two pages.

--Type your name in the upper left-hand corner of each page.

--On the first page, double space down from the line containing your name, type your essay’s title and then double space again before beginning the body of your essay.

**Format Example:**

Katie Hall

My Best (and Worst) Semester

The fall semester of my junior year presented one of the...

--Stay within essay length limits. Staple the sheets together at the upper left-hand corner with this sheet on top, followed by your essay. Be sure to put your name on this sheet!

--For your convenience, a pre-addressed postage-paid envelope has been enclosed for returning your essay.

--A returned essay postmarked by the date which appears at the top of this sheet will receive top priority for reviewing strong applications for potential scholarship or tuition waiver support. An essay returned after the postmark deadline will be accepted and receive consideration, but an essay meeting the deadline will receive top priority. Essays received on or before December 15 will be evaluated for early consideration for funding and those received by February 15 will be considered for normal notification of funding.
UI MEMORANDUM

TO: Honors Program Committee Members

FROM: Stephan Flores, Director, University Honors Program
      James Reid, Chair, Honors Program Committee

SUBJ: Agenda for 2001-02 Meeting #1
      Thursday, October 4, 8:30 a.m., Idaho Commons, Rm. 312

DATE: October 1, 2001

Agenda

1. Welcome to new committee members

2. Brief overview of University Honors Program,
   including recent statistics

3. Preview of issues for the Honors Program Committee:
   • significant growth in UHP membership and enrollment
   • initial consideration of revising UHP admission criteria
   • ongoing curriculum review, especially in relation to revisions to
     • UI core curriculum
   • distinguished speakers for 2002 and 2003 Honors Convocations
   • selection of honors seminars for 2002-2003

4. New business/new agenda items

5. Adjourn

(Please bring agenda to the meeting.)