The Scholars Programs:  
An Assessment Report on Recruitment, Transition & Adjustment, and Learning Outcomes

EXECUTIVE SUMMARY
Student Affairs Assessment

This report is a description of selected satisfactions, experiences, and outcomes of students who participated in the OSU Health Sciences, Humanities, and Mount Leadership Society Scholars Programs at The Ohio State University during the 2000-01 academic year. The report is based on responses to a survey that was distributed to all members of the Scholars Programs during Spring quarter. In total, 236 (or 67.4%) of the first-year students completed the survey of the 350 who participated in the Programs. In addition, a comparison group of 245 students also completed a parallel survey about their OSU experience.

In this report, the findings from 20 selected questions are reported. The questions are related to articulated goals of the Scholars Programs and of living learning communities. Findings from the questions are organized in three sections: recruitment, transition & adjustment, and learning outcomes. In this summary, key findings from the data are highlighted.

Recruitment

- A majority (60.4%) of the Scholars reported that their respective Scholars Program was an important factor in their decision to enroll at OSU, although most Scholars (81.4%) indicated it was likely that they would have enrolled at OSU if their Scholars Program did not exist.
- Approximately 92% of both the Scholars and the comparison group indicated that if they had to do it again, they would likely enroll at OSU.

Transition & Adjustment

- Satisfaction: In general, Scholars and students in the comparison group were satisfied with their experience at Ohio State. However, more students participating in the Scholars Programs (91.9%) were satisfied with their experience at Ohio State when compared to students not participating in a Scholars Program (88.1%).
- Connectedness: Evidence suggests that the Scholars Programs facilitated greater levels of connectedness to the OSU community, friends, staff and administration, as well as instructors and faculty members. Nearly 88% of the Scholars agreed that they had established close friendships with other students compared to 80% of students not participating in a Scholars Program. Of note, the Scholars were significantly more likely to report higher levels of connectedness to the OSU community, and staff and administration as well as instructors and faculty members.
• **Belonging:** Evidence also suggests that the Scholars Programs facilitated a sense of belonging at OSU, in classes, and in the residence halls among more Scholars in comparison to other first-year students. Of note, the Scholars were significantly more likely to report a sense of belonging at OSU compared to first-year students not participating in a Scholars Program.

• **Support:** Evidence suggests that the Scholars Programs provided and enhanced the support needed for student success. More of the Scholars reported that they have both the social (83.1%) and academic (84.3%) support they need to succeed at OSU in comparison to first-year students not participating in a Scholars Program (77.6% and 77.8% respectively).

**Learning Outcomes**

• **Values:** More Scholars reported that diversity, civic responsibility, and life-long learning were of importance to them compared to first-year students not participating in a Scholars Program. Life-long learning and civic responsibility were of significantly greater importance to the Scholars compared to other first-year students. Of note, almost 92% of the Scholars reported that life-long learning was of importance.

• **Skills:** More Scholars rated their ability levels to be stronger for critical thinking, getting along with people of different races/cultures, intellectual self-confidence, and social self-confidence compared to other first-year students. In particular, the Scholars reported significantly stronger levels of intellectual self-confidence compared to other first-year students. Additionally, the Scholars reported notable change in ability levels for getting along with people of different races/cultures and intellectual self-confidence.

After only two quarters of enrollment at Ohio State, evidence suggests that participation in the Scholars Programs positively facilitated transition and adjustment to the University while also producing change in learning outcomes. Evidence related to recruitment gives no indication of notable differences in satisfaction with enrollment choice between student groups. However, evidence does suggest that for a majority of the Scholars, their respective Scholars Program played an influential role in their enrollment decision. Overall, findings in this report are consistently higher, although modest at times, for Scholars compared to first-year students not participating in Scholars Programs.