INTRODUCTION

Context

The University Honors and Scholars Center at The Ohio State University “develops and promotes an environment for the intellectual and personal achievement of high-ability undergraduate students.” As noted in the title, two distinct programs are supported by the Center – the Honors Programs and the Scholars Programs. The Scholars Programs, which are the focus of this research, have emerged as part of the University’s Academic Plan that calls for enhancing and better serving the student body. Specifically, in the plan, the University seeks to create at least 10 Scholars Programs in order to assist in creating a rich educational environment for undergraduates. In addition, a goal of these programs is to assist in the recruitment and matriculation of high-ability students.

The Scholars Programs “give students the chance to live with others who share similar academic interests and career goals. Each Scholars Program is dedicated to a particular area of study or a special focus, and a residential community of students is a vital part of each program.” Each Program provides individual advising, mentoring, and faculty support; selected first-year classes with other Scholars; enriched study approaches; enhanced career planning; participation in special social events and student activities; and living learning communities designed to integrate academic studies into students’ daily lives.

During the 2000-2001 academic year, the Center sponsored four Scholars Programs: the Health Science Scholars Program, the Humanities Scholars Program, the Mount Leadership Society Scholars Program, and the Arts-Interdisciplinary Scholars Program. Three of those programs, Health Sciences, Humanities, and the Mount Leadership Society, participated in a comprehensive assessment project. Detailed reports for each of the three programs may be requested from the Office of Student Affairs Assessment.

The data presented in this report represent combined responses from students in the three Scholars Programs and responses from a comparison group. This report is limited to 20 questions that are organized in three sections: recruitment, transition & adjustment, and learning outcomes; all of which are key aspects of the Scholars Programs and living learning communities.

Living Learning Communities

Living learning communities are intentionally designed environments that expand the learning process beyond the classroom to include structured and impromptu educational experiences where students live. Such communities provide practical and effective educational programs that increase student persistence and retention (Winston, Anchors, & Associates, 1993). These communities provide structured support for the transition from high school to college along with extended programming that links and integrates academic support, social activity, and peer interaction.

Living learning communities are especially important in the experiences of first-year students. Through research, we know that the first year of college is critical for building student success (Astin, 1993) and that living on campus contributes to students’ success. Living learning communities
promote social and co-curricular involvement and a sense of community and connection to the university (Kanoy & Bruhn, 1996). In addition, many goals may be achieved through the development of living learning communities such as social and academic integration, character development, personal development, academic enhancement, retention, increased graduation rates, and increased cognitive and psychosocial development. Researchers have found that students who participate in living learning communities have higher grades, slightly higher retention rates, fewer suspensions, and fewer cases of academic probation (Kanoy & Bruhn, 1996).

Moreover, Astin (1993) has found that the single most important environmental influence on student development is the peer group. Living learning communities provide structured peer involvement and interaction. They encourage both involvement and academic competence as students look to their peers for personal and academic support. Such peer interaction in living learning communities creates an environment that is conducive to positive adjustment to college and eases the integration into the community, both academically and socially (Kanoy & Bruhn, 1996). In addition to peer interaction, living learning communities also offer students opportunities to connect with faculty and staff members on campus, providing them with additional resources in navigating a new environment. Research has shown that students in living learning communities have higher levels of connection with faculty, staff, and peers as well as a greater overall satisfaction and commitment to the institution. With an increase in faculty/staff-student interaction, there is an increase in retention and persistence (Pike, Schroeder, & Berry, 1997).

It is especially important to develop living learning communities at large universities like Ohio State where it may be harder for students to connect with one another, where students may get lost in the crowd. Students involved in living learning communities are able to interact with the same peers over an extended period of time, thereby enhancing their success. Seeing the same people consistently has a positive impact on their perceptions of their experiences. Students form social networks, and being part of a community of learners enhances success. Peer interactions enhance success by creating peer pressure to attend class (especially when they are taking common courses) and by making it easier to find people to study with. Living learning communities enable students to engage in learning while developing social relationships (Tinto & Goodsell, 1994).

The Health Sciences, Humanities, and Mount Leadership Society Scholars Programs

The Health Sciences Scholars Program, initiated during autumn quarter 2001, introduces students to the wide variety of academic programs and career opportunities in health sciences and health care. Health Sciences Scholars might be interested in study and careers in medicine, medical research, hospital administration, dentistry, nursing, optometry, pharmacy, or veterinary medicine, or in one of the Allied Health fields. The Program is also geared toward increasing students’ psychological comfort when not being able to pursue a specific Health Sciences field and increasing students’ retention and timeliness to degree.

The Humanities Scholars Program also began during autumn quarter, 2001. The Humanities Scholars Program provides an enriched study of the liberal arts for selected students majoring in literature, languages, philosophy, history, culture, and interdisciplinary programs such as African-American and African Studies, Comparative Studies, Islamic Studies, Jewish Studies, Medieval and Renaissance Studies, and Women’s Studies. The Humanities Scholars Program is designed for motivated, high achieving students who want to use their undergraduate studies as a springboard to graduate work in
the humanities, education, or a professional school, or to pursue a leadership position in business, industry, government, or a nonprofit organization. The Humanities Scholars Program enables serious students to pursue a challenging, thoughtfully planned academic program, including opportunities for research and internship experiences that will best prepare them for success in these fields.

The Mount Leadership Society Scholars Program, which focuses on leadership and service, is a collaborative effort between the Office of Academic Affairs, the division of Student Affairs, and the University Honors and Scholars Center. The Program, in its second year, is named in honor of the late Ruth Weimer Mount, former associate dean of women, director of women’s housing, and the first dean of students at Ohio State. The Program is geared toward developing participants self understanding, fostering their respect and appreciation of personal and cultural differences, enhancing their leadership skills and abilities, and fostering an ongoing ethic of service.

Students were selected to these Scholars Programs on the basis of strong high school achievement and a demonstrated scholarly interest in specific academic areas or commitment to leadership and service. Ohio State applicants in the top 20 percent of their high school classes and/or those who had an ACT score of 24 or higher (excluding students eligible for University Honors status) and who demonstrated an interest in the programs were invited to apply. A total of 350 students participated in the three programs. More specific information regarding details of each program may be found in the individual assessment reports.

The Study

The Office of Student Affairs Assessment conducted the research for the Honors and Scholars Center with the assistance of the University Registrar's Office and the Office of Enrollment Management. The purpose of this research was to examine the satisfaction, outcomes, and experiences of students who participated in the OSU Health Sciences, Humanities, and Mount Leadership Society Scholars Programs. The project focused on the Scholars Programs’ goals and objectives.

Utilizing a survey strategy, students were asked to consider how their respective Scholars Program influenced their experience including their decision to attend Ohio State, their overall satisfaction with their experience and OSU, and their satisfaction with various elements of the program including Scholars clustered courses, career-focused events and activities, living/residential experiences, peer and program coordinator relationships, and community awareness programs. It also examined how students spent their time, their self-reported changes in their skills and values, and their level of belonging, sense of community and connectedness within the specific Scholars Programs and the University at large. Specific information regarding human subjects approval, participant selection, data collection, and limitations of the study are detailed in the individual Scholars Program reports.

The intent of this report was to focus on a limited number of questions that relate to program goals and objectives associated with recruitment, transition & adjustment, and learning outcomes. This report provides the findings of the combined responses from Health Sciences, Humanities, and Mount Leadership Society Scholars along with students in a comparison group. In total, 67.4% (or 236) of 350 Scholars in the three programs completed the survey. Of the 530 eligible students in the comparison group, 46.2% (or 245) completed the survey.
Definition of Terms

Comparison Group: There were 245 respondents who comprised the comparison group. Selection criteria for the comparison group was based on first-year students who were not involved in the Scholars Programs but who had the ACT score and/or class rank needed to qualify for the Scholars Programs and an interest in health sciences, humanities, or leadership. They were also not involved in other OSU living learning communities that offered comparable opportunities.

Combined Scholars: These were students who were first-year members of the Health Sciences, Humanities, and the Mount Leadership Society Scholars Programs as of Spring Quarter 2001. These students met the ACT score or class rank requirement and had an interest in a specific academic area or leadership and service.

FINDINGS

The findings from the survey highlighted in this report are organized in the following sections: Demographics; Recruitment; Transition & Adjustment, and Learning Outcomes.

Demographics

Combined Scholars
Of the 236 students who completed the survey:
- 69.3% were female and 30.7% were male.
- 82.0% were Caucasian/White; 5.2% Asian/Pacific Islander; 4.3% African American/Black; 2.8% Appalachian; 1.9% multi/biracial; 1.9% identified themselves as “Other;” 1.4% Hispanic/Latino/Latina, and 0.5% American Indian/Alaskan Native.
- 86.2% were from Ohio; 13.3% were from out-of-state, and 0.5% identified themselves as “Other.”
- 93.0% of students lived on campus and 7.0% lived off campus.
- 61.0% lived on campus in Morrill Tower; 24.0% in Halloran Residence Hall; 0.5% each in Morrison and Patterson Residence Halls; 7.0% lived in other residence halls on campus; 5.0% lived in their parents’ home; 1.5% in an off-campus apartment, and 0.5% identified their residence as “Other.”
- 34.1% were 18 years of age; 65.4% were 19 years of age, and .5% were 20 years of age.
- 54.2% of the students were not employed; 10.8% were employed under 10 hours per week; 13.2% were employed 10-14 hours per week, 13.2% 15-19 hours per week; 6.6% 20-29 hours per week, and 1.9% were employed 30-39 hours per week.
- Of those students who were employed, 54.7% worked on campus and 45.3% worked elsewhere.
- 83.6% had declared a major while 16.4% had not.
- Of those students who had declared a major, 29.5% had changed their major since enrolling at OSU. 70.5% have not changed their major.
- After two quarters at Ohio State the average GPA was 3.10.
Comparison Group
Of the 245 students who completed the survey:

- 63.9% were female and 36.1% were male.
- 78.4% were Caucasian/White; 9.7% African American/Black; 5.5% Asian/Pacific Islander; 3.4% multi/biracial; 1.3% Hispanic/Latino/Latina; 0.8% Appalachian, and 0.8% identified themselves as “Other”.
- 89.1% were from Ohio and 10.9% were from out-of-state.
- 72.4% of students lived on campus, 24.6% lived off campus, and 2.9% reported that lived in/on “Other.”
- 60.2% lived in undisclosed residence halls on campus; 16.4% lived in their parents’ home, 8.2% lived in an off campus apartment; 5.8% lived on campus in Morrill Tower; 4.1% lived on campus in Patterson Hall; 2.3% lived on campus in Morrison Hall, and 2.9% identified their residence as “Other.”
- 39.7% were 18 years of age; 59.5% were 19 years of age, and 0.8% were 20 years of age.
- 53.6% of the students were not employed; 10.5% were employed under 10 hours per week; 13.5% were employed 10-14 hours per week, 10.5% 15-19 hours per week; 8.9% 20-29 hours per week, and 3.0% were employed 30-39 hours per week.
- Of those students who were employed, 57.8% worked on campus and 42.2% worked elsewhere.
- 77.4% had declared a major while 22.6% had not.
- Of those students who had declared a major, 27.7% had changed their major since enrolling at OSU. 72.3% have not changed their major.
- After two quarters at Ohio State the average GPA was 2.98.

When comparing the combined Scholars respondents with the respondents from the comparison group we find that the Scholars had the following differences:

- There were slightly more females and fewer males.
- They were a slightly less racially diverse group.
- They were more likely to live on campus.
- Overall, they had a higher GPA after two quarters at OSU.
- They were slightly more likely to have declared a major.
Recruitment

A specific goal of the Scholars Programs is to assist in the recruitment and retention of high ability students. The Health Sciences, Humanities, and Mount Leadership Society Scholars were asked how their respective Scholars Program influenced their decision about enrollment at Ohio State. In this section, the first two questions were asked of the Scholars only while the third question includes students in the three Scholars Programs and in the comparison group.

- Over 60% (60.4%) of the Scholars responded that their respective Scholars Program was either “Very Important” or “Somewhat Important” in their decision to enroll at OSU (see Chart 1.0).
- Almost 22% (21.9%) of the Scholars responded that their respective Scholars Program was either “Somewhat Unimportant” or “Very Unimportant” in their decision to enroll at OSU (see Chart 1.0).

<table>
<thead>
<tr>
<th>Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>27.1</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>33.3</td>
</tr>
<tr>
<td>Neutral</td>
<td>17.6</td>
</tr>
<tr>
<td>Somewhat Unimportant</td>
<td>13.3</td>
</tr>
<tr>
<td>Very Unimportant</td>
<td>8.6</td>
</tr>
</tbody>
</table>

Chart 1.0: Overall, how important was the (Health Sciences, Humanities, Mount Leadership Society) Scholars Program in your decision to enroll at OSU?
• However, 81.4% stated that it was either “Very Likely” or “Somewhat Likely” that they would have enrolled at OSU if their specific Scholars Program did not exist (see Chart 1.1).
• Nearly 10% (9.5%) of the Scholars responded that it was “Somewhat Unlikely” or “Very Unlikely” that they would have enrolled at OSU if their specific Scholars Program did not exist (see Chart 1.1).

![Chart 1.1: How likely is it that you would have enrolled at OSU if the (Health Sciences, Humanities, Mount Leadership Society) Scholars Program did not exist?](image)

• Most of the Scholars and students in the comparison group reported being likely to enroll at Ohio State if they had to do it all over again with 91.9% of the Scholars and 92.8% of the comparison group reporting “Definitely Yes” or “Probably Yes” (see Chart 1.2).

![Chart 1.2: Overall, if you had to do it again, would you enroll here?](image)
Transition and Adjustment

The Scholars and students in the comparison group were asked a series of general questions about their experiences at Ohio State. The responses to questions presented in this section provide insight regarding the transition from high school to college and adjustment to the college environment. In this section, comparisons are made between the Scholars and comparison group.

• Students participating in the Scholars Program were more satisfied with their experience at Ohio State than students who did not participate. Almost 92% (91.9%) of the Scholars responded that they were either “Very” or “Somewhat Satisfied” with their experience compared to 88.1% of the comparison group (see Chart 2.0).

![Chart 2.0: Overall, how satisfied are you with your experience at Ohio State?](chart)

- Over 79% (79.5%) of the Scholars reported being either “Very Connected” or “Somewhat Connected” to the OSU community compared to 73.6% of the comparison group (see Chart 2.1). Notably, 28.1% of the Scholars reported they were “Very Connected” compared to 18.7% of the comparison group. The difference between the two groups is statistically significant.
- Also of note, 20.5% of the Scholars reported being “Only a Little Connected” to the OSU community while 26.4% of the comparison group reported either “Only a Little Connected” or “Not at all Connected.”
The Scholars Programs

Chart 2.1: Overall, how connected do you feel to the OSU community?

- The Scholars were more likely to agree that they had established close friendships with other students when compared to students in the comparison group. Nearly 88% (87.6%) of the Scholars agreed with the statement compared to 80.4% of the comparison group. (see Chart 2.2).
• Evidence suggests that the Scholars were more connected to OSU staff and administration with 49.8% of the Scholars reporting that they either “Strongly Agreed” or “Somewhat Agreed” compared to 22.9% of the comparison group (see Chart 2.3). The difference between the two groups is statistically significant.

• Also of note, 26.3% of the Scholars reported that they “Somewhat Disagreed” or “Strongly Disagreed” that they made strong connections to University staff and administration compared to 37.1% for the comparison group (see Chart 2.3).

![Chart 2.3: I have made strong connections to university staff and administration.](chart)

• The Scholars were more likely to report being connected to OSU faculty and instructors with 45.7% responding that they either “Strongly Agreed” or “Somewhat Agreed” with the statement compared to 24.9% of the comparison group (see Chart 2.4). The difference between the two groups is statistically significant.

• Also of note, 29.6% of the Scholars reported that they “Somewhat Disagreed” or “Strongly Disagreed” that they made strong connections to OSU instructors and faculty members compared to 34.1% for the comparison group.
Almost 82% (81.9%) of the Scholars agreed that they felt a sense of belonging at OSU compared to 70.5% of the comparison group (see Chart 2.5). The difference between the two groups is statistically significant.
• While the Scholars (17.6%) were less likely to “Strongly Agree” that they felt a sense of belonging in their classes than students in the comparison group (20.1%), 61.9% of the Scholars reported that they “Somewhat Agreed” compared to 47.0% of the comparison group (see Chart 2.6).

Chart 2.6: I feel a sense of belonging in my classes.

• Although members of the comparison group were more likely to “Strongly Agree” that they felt a sense of belonging in their residence hall than the Scholars, overall, the Scholars were more likely to report a sense of belonging in their residence halls with 83.5% agreeing with the statement compared to 75.2% of the comparison group (see Chart 2.7).

Chart 2.7: I feel a sense of belonging in my residence hall.
• Approximately 41% of both the Scholars and students in the comparison group “Strongly Agreed” that they had the social support they need to feel comfortable at OSU (see Chart 2.8). However, slightly more of the Scholars (83.1%) agreed that they had the social support needed to feel comfortable at OSU compared to the comparison group (77.6%).

![Chart 2.8: I have the social support I need to feel comfortable at OSU.](image)

• More of the Scholars (84.3%) "Strongly Agreed" or "Somewhat Agreed" that they had the academic support they needed to succeed at OSU compared to 77.8% of the comparison group (see Chart 2.9).

![Chart 2.9: I have the academic support I need to succeed at OSU.](image)
Learning Outcomes

Selected values and skills of the Scholars and the comparison group are examined in this section. The questions selected correspond to the core values articulated in the University’s academic plan. The core values represent the essence of academic excellence and include pursuing knowledge for its own sake, igniting in students a lifelong love of learning, producing discoveries that make the world a better place, celebrating and learning from our diversity, and opening the world to undergraduate students. Data are presented regarding students’ self-reported learning outcomes and the change in these outcomes since beginning their collegiate experience.

Values

- Over 69% (69.4%) of the Scholars rated diversity as “Very Important” or “Important” compared to 62.2% of the comparison group (see Chart 3.0).
- Also of note, approximately 15% of both the Scholars and students in the comparison group rated diversity as “Unimportant” or “Very Unimportant” (see Chart 3.0).
- Nearly 50% of both the Scholars and Comparison group reported no change in the level of importance placed on diversity compared to when they entered college. However, 43.5% of the Scholars and 42.0% of the comparison group reported that the level of importance they place on diversity is “Much Stronger” or “Somewhat Stronger” compared with when they entered college (see Chart 3.1).

Chart 3.0: Diversity - Rate the level of importance to you.
• Almost 59% (58.9%) of the Scholars rated civic responsibility as “Very Important” or “Important” compared to 50.8% of the comparison group (see Chart 3.2). The difference between the two groups is statistically significant.

• Less than 10% of both the Scholars and the comparison group rated civic responsibility as “Unimportant” or “Very Unimportant” (see Chart 3.2).

• Approximately 60% of the Scholars and 65% of the comparison group reported no change in the level of importance they place on civic responsibility. However, slightly more of the Scholars (33.8%) reported they place “Much Stronger” or “Somewhat Stronger” level of importance on civic responsibility compared to 29.3% of the comparison group (see Chart 3.3).
Almost 92% (91.8%) of the Scholars rated life-long learning as “Very Important” or “Important” compared to 80.6% of the comparison group (see Chart 3.4). The difference between the two groups is statistically significant.

Less than 2% of the Scholars and over 5% of the comparison group rated life-long learning as “Unimportant” or “Very Unimportant” (see Chart 3.4).

Almost 60% (59.8%) of the Scholars reported “Much Stronger” or Somewhat Stronger” levels of importance placed on life-long learning compared to when they entered college compared to 53.2% of the comparison group (see Chart 3.5).
Skills

- Notably, 29.8% of the Scholars rated their ability to think critically as “Very Strong” in comparison to 19.7% of the comparison group. Overall, most of the Scholars (76.0%) and students in the comparison group (77.2%) rated their ability to think critically as “Very Strong” or “Strong” (see Chart 4.0).
- Furthermore, only 2.0% of the Scholars and 3.0% of the comparison group rated their ability to think critically as “Weak” or “Very Weak” (see Chart 4.0).
- Fifty-nine percent (59.0%) of the Scholars reported “Much Stronger” or “Somewhat Stronger” levels of ability to think critically compared to when they entered college compared to 53.4% of the comparison group (see Chart 4.1).
• Slightly more of the Scholars (83.5%) rated their ability to get along with people of different races/cultures as “Very Strong” or “Strong” compared to 79.5% of the comparison group (see Chart 4.2).
• Approximately 48% of both the Scholars and comparison group reported no change in their ability to get along with people of different races/cultures compared to when they entered college. However, over 47% of both the Scholars and comparison group reported that this ability level was “Much Stronger” or “Somewhat Stronger” (see Chart 4.3).
Scholars (76.3%) were significantly more likely to rate their intellectual self-confidence as “Very Strong” or “Strong” compared to 65.4% of the comparison group (see Chart 4.4). The difference between the two groups is statistically significant.

More of the Scholars (52.9%) reported that their intellectual self-confidence was “Much Stronger” or “Somewhat Stronger” compared to 43.0% of comparison group (see Chart 4.5).

Of particular note, while more of the scholars reported stronger levels of intellectual self-confidence, 15.5% reported that their intellectual self-confidence was “Somewhat Weaker” or “Much Weaker” (12.2% for the comparison group – see Chart 4.5).
Chart 4.4: Intellectual Self-Confidence

<table>
<thead>
<tr>
<th>Responses</th>
<th>Scholars</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Strong</td>
<td>31.9</td>
<td>25.2</td>
</tr>
<tr>
<td>Strong</td>
<td>44.4</td>
<td>40.2</td>
</tr>
<tr>
<td>Average</td>
<td>16.4</td>
<td>11.8</td>
</tr>
<tr>
<td>Weak</td>
<td>6.8</td>
<td>4.4</td>
</tr>
<tr>
<td>Very Weak</td>
<td>0.5</td>
<td>1.3</td>
</tr>
</tbody>
</table>

Chart 4.5: Intellectual Self-Confidence: Compared to when you entered college, describe your level of confidence.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Scholars</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much Stronger</td>
<td>12.6</td>
<td>8.7</td>
</tr>
<tr>
<td>Somewhat Stronger</td>
<td>40.3</td>
<td>34.3</td>
</tr>
<tr>
<td>No Change</td>
<td>31.6</td>
<td>30.0</td>
</tr>
<tr>
<td>Somewhat Weak</td>
<td>12.1</td>
<td>10.0</td>
</tr>
<tr>
<td>Much Weaker</td>
<td>3.4</td>
<td>2.2</td>
</tr>
</tbody>
</table>
• Slightly more of the Scholars (69.9%) rated their social self-confidence as “Very Strong” or “Strong” in comparison to 67.6% of the comparison group (see Chart 4.6).
• Approximately 10% of both the Scholars and comparison group rated their current social self-confidence as “Weak” or “Very Weak” (see Chart 4.6). Similarly, 11.6% of the Scholars and 14.2% of the comparison group report that their social self-confidence is “Somewhat Weaker” or “Much Weaker” compared to when they entered college (see Chart 4.7).
• Noticeably more of the Scholars (47.6%) reported that their social self-confidence was “Much Stronger” or “Somewhat Stronger” compared to when they entered college in contrast to 39.6% of the comparison group (see Chart 4.7).
REFERENCES


Learning Outcomes

Values

In Table 1.0, data are presented regarding students’ values on diversity, civic responsibility, and life-long learning. The average score is shown for the level of importance placed on each value and the change in the importance students place on those values since entering college. Note in this section, a lower average score represents a high importance, a larger increase, or a higher ability level.

- Life-long learning and civic responsibility were of significantly greater importance to the Scholars with average scores of 1.52 and 2.30, respectively, compared to 1.79 and 2.47 for the comparison group.
- For the three values, the average scores of importance were stronger for the Scholars when compared to the average scores for the comparison group. Similarly, the average scores related to change in strength are slightly stronger for the Scholars.

Table 1.0: Rate current level of importance to you for the following. Also, compared with when you entered college, how would you describe the level of importance (strength of increase or decrease) you placed on those values?

<table>
<thead>
<tr>
<th>Questions</th>
<th>Average Importance</th>
<th>Average Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparison Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>2.17</td>
<td>2.52</td>
</tr>
<tr>
<td>Civic Responsibility</td>
<td>*2.30</td>
<td>2.71</td>
</tr>
<tr>
<td>Life-long learning</td>
<td>*1.52</td>
<td>2.23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Statistically significant difference at the 95% confidence level.
⊗ The scale for the current ability level was: 1.00 “Very Strong,” 2.00 “Strong,” 3.00 “Average,” 4.00 “Weak,” and 5.00 “Very Weak.” The strength scale representing increase or decrease compared to pre-college importance was: 1.00 “Much Stronger,” 2.00 “Somewhat Stronger,” 3.00 “No Change,” 4.00 “Somewhat weaker,” and 5.00 “Much Weaker.”

Skills

The average scores of students’ developmental outcomes related to critical thinking, getting along with others of different cultures, intellectual self-confidence, and social self-confidence are displayed in Table 1.1. The first two columns exemplify the students’ current ability level and the third and fourth columns show the students’ ability level prior to starting at OSU. The change in ability level indicates the level of growth or decline of each outcome. A positive score represents an increase in ability level, while a negative number represents a decline in ability level.

The following data are all based on the students’ self-reported ability levels (see Table 1.1):

- Overall, the Scholars reported entering college with similar ability levels to the comparison group for all four skills, although average scores were slightly higher for the Scholars.
- The Scholars rated their current ability levels for all four skills at higher levels of strength than did the comparison group.
The Scholars Programs

- The Scholars reported significantly stronger levels of intellectual self-confidence with an average score of 2.00 compared to the 2.21 average score for the comparison group.
- The Scholars reported increases in ability levels in the four skill areas. The Scholars also reported greater gains for most of the skill areas than did the students in the comparison group.
- Of note, the Scholars reported more than a half point change in ability levels for getting along with people of different race/cultures (as did the comparison group) and intellectual self-confidence.

Table 1.1: Compared with when you entered college, rate your current ability levels on the following skills:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Current Ability Level Average Strength</th>
<th>Compared to College Entry Average Strength</th>
<th>Change in Ability Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholars =236 Comparison group =245</td>
<td>Scholars</td>
<td>Comparison Group</td>
<td>Scholars</td>
</tr>
<tr>
<td>Ability to think critically</td>
<td>1.97</td>
<td>2.06</td>
<td>2.39</td>
</tr>
<tr>
<td>Ability to get along with people of different race/cultures</td>
<td>1.74</td>
<td>1.87</td>
<td>2.41</td>
</tr>
<tr>
<td>Intellectual self-confidence</td>
<td>* 2.00</td>
<td>2.21</td>
<td>2.53</td>
</tr>
<tr>
<td>Social self-confidence</td>
<td>2.13</td>
<td>2.21</td>
<td>2.50</td>
</tr>
</tbody>
</table>

* Statistically significant difference at the 95% confidence level.
⊗The scale for the current ability level was: 1.00 “Very Strong,” 2.00 “Strong,” 3.00 “Average,” 4.00 “Weak,” and 5.00 “Very Weak.” The strength scale representing ability level prior to entering OSU was: 1.00 “Much Stronger,” 2.00 “Somewhat Stronger,” 3.00 “No Change,” 4.00 “Somewhat Weaker,” and 5.00 “Much Weaker.”