

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Honors Program

As of: 11/18/2016 09:34 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

The University Honors Program offers undergraduate students a series of opportunities for excellence and creativity in the form of exception courses, independent study, colloquia, research and internships. Our students find their place among a large but intimate community of scholars in every discipline. We support intellectual freedom, celebrate individuality, and hope each graduate will become a life-long learner. Our motto is "per sapientiam felicitas" which means "through knowledge, happiness."

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Honors Level Work

All students will perform honors level work with respect to Content, Critical Thinking, Communication and Project Management

Connected Document

[Fall 2014 Learning Outcomes for Student Contracts](#)

Strategic Plan Associations

University of Louisiana at Lafayette

3.1.3 Research KPI 3: Establish a mechanism for tracking unit-level performance metrics.

Related Measures

M 1: Faculty Honors Project Evaluation

Faculty asked to complete a survey on student with whom they undertook an Honors Contract. Survey addressed SLO's concerning whether the student exceeded their expectation, met their expectation or failed to meet their expectation on the content of the class and the contract, application of critical thinking to the contract, ability to communicate the ideas and concepts used or discovered in the contract, and whether or not the student showed the ability to design a problem-solving strategy for the contract. Work is rated according to Exceeds, Meets or Fails to Meet Expectations for Honors Work (Spring 2010-Fall 2011). See attached example.

Assessment device created in Spring of 2010 to measure SLO's of Honors Contracts. Faculty asked to assess student contracts for Fall 2010 and Spring 2011 in early May. Faculty returned data within 2 weeks.

Assessment device to be changed for more detailed assessment.

Source of Evidence: Project, either individual or group

Connected Document

[Fall 2014 Learning Outcomes for Student Contracts](#)

Target:

Achievement based on 85% Meets or Exceeds Expectations

Connected Document

[Fall 2014 Learning Outcomes for Student Contracts](#)

Finding (2015-2016) - Target: Met

Fall 2015 Contracts: Content Exceeds Expectations 54%, Meets Expectations 44%, Fails to Meet Expectations 1.0%; for Critical Thinking: Exceeds 57%, Meets 38%, Fails 0.4%; Communication: Exceeds 58%, Meets 38% Fails 0.4%, Not Applicable 0.4%; Project management: Exceeds 56%, Meets 36%, Fails 0.4%, Not Applicable 0%. Spring 2016 Contracts: Content: Exceeds 62.5%, Meets 37%, Fails 0.4%; Critical Thinking: Exceeds 61.2%, Meets 37.9%; Fails to Meet 0.4%; Communication 60.4%; Meets 39%; Fails to Meet 0.4%; Project Management: Exceeds 55%, Meets 28%, Fails 0.4%, Not Applicable 7.5%

Connected Documents

[Fall 2015 Contract Learning Outcomes](#)

[Spring 2016 Contract Learning Outcomes](#)

Related Action Plans (by Established cycle, then alpha):**Continue Honors Project Evaluation**

Continue the surveying of professor evaluations on student contracts for the next academic year.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Honors Project Evaluation |

Outcome/Objective: Honors Level Work

Implementation Description: Survey professors and calculate totals of surveyed assessments.

Projected Completion Date: 06/2017

Responsible Person/Group: Ryan Winters

Additional Resources: None

SLO 2: Thesis based on Research

Students will be able to craft a work of independent research and thinking

Related Measures**M 2: Faculty Assessment of Theses**

Assessment of SLO's for Honors Theses covering Content, Critical Thinking, Communication, Integrity/Ethics and Project Management according to Exceeds, Meets or Fails to Meet expectations for Thesis Work at the Undergraduate Level (Spring 2009-Spring 2010). Faculty chairs of Honor Theses committees asked to evaluate student thesis work. Survey addressed SLO's concerning whether the student exceeded their expectation, met their expectation or failed to meet their expectation on: the content of the thesis; the critical thinking involved in the thesis process; the student's ability to suitably communicate the research and creative process on the subject of their thesis; the whether or not the student practiced appropriate professional standards of behavior regarding their research and respect for intellectual property, and their abilities regarding management of the project as a whole. *Sample attached with this e-mail. Assessment device sent in early May.

Source of Evidence: Senior thesis or culminating major project

Target:

Achievement based on 85% Meets or Exceeds Expectations.

Finding (2015-2016) - Target: Met

Fall 2015 based on 3 theses Content 90% exceeds, 10% not met; Critical thinking 100% Exceeds; Communication 100% exceeds; Integrity and Ethics 100% Exceeds; Project Management 100% Exceeds.. Spring 2016 based on 2 theses Content 100% exceeds; Critical thinking 100% Exceeds; Communication 100% exceeds; Integrity and Ethics 100% Exceeds; Project Management 75% Exceeds, 25% not Met.

Related Action Plans (by Established cycle, then alpha):

Faculty Assessment of Theses

Provide faculty committee survey sheets at Thesis defense.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Assessment of Theses |

Outcome/Objective: Thesis based on Research

Implementation Description: Create surveys for faculty theses assessors with Exceeds Expectations, Meets Expectations, or Fails to Meet Expectations to be filled out by faculty immediately following thesis defense.

Responsible Person/Group: Dr. Julia Frederick and Ryan Winters

Additional Resources: None

SLO 3: Responsibility for Independent Learning

Students will take individual responsibility for independent learning

Strategic Plan Associations

University of Louisiana at Lafayette

2.1.4 Students KPI 4: Improve student success through engagement in high impact practices.

Related Measures

M 3: Honors Contracts

Count number of Honors Contracts between Spring 2009 and 2010 to show increase or decrease in usage. Honors Contracts not created or introduced until Fall of 2008. They took awhile to be accepted by both faculty and students. Awareness created by announcements at Deans Meetings, Faculty meetings, Student Honors Seminar and contacting individual students. Contract specifically addressed ability of students to access deeper learning in their chosen fields. Increase in contract use indicates more accessibility of Honors Learning increased. Please note that there are now Honors Contracts being used in the Summer of 2010.

Source of Evidence: Activity volume

Target:

Continued rise in use of contracts

Finding (2015-2016) - Target: Met

Fall 2015 Contracts 292 contracted, 212 finished for 72.6%. Spring 2016 Contracts: 325 Contracts, 258 finish rate at 79.4%. While Fall use of contracts

increased for Fall 2015, a smaller percentage were completed. By contacting students toward the end of the Spring semester, there was an increase in finished contracts.

Related Action Plans (by Established cycle, then alpha):

Contract creation

Creation of contracts resulted from previous feedback indicating importance of student investment and responsibility.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Honors Contracts | **Outcome/Objective:**
Responsibility for Independent Learning

Entrance/Exit Surveys

Creation of entrance/exit surveys for students.

Established in Cycle: 2014-2015

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Honors Contracts | **Outcome/Objective:**
Responsibility for Independent Learning

Implementation Description: Creation of Entrance/Exit Surveys. Used first exit surveys in Spring 2015. Using first entrance surveys in Summer of 2015.

Projected Completion Date: 06/2016

Responsible Person/Group: Julia C. Frederick

SLO 5: Increase Honors Theses

Increase student participation in Honors Theses for Baccalaureate Degree

Related Measures

M 5: Increased Enrollment in HONR 497

Increase in student enrollment in HONR 497 Thesis Prep to encourage students to undertake Baccalaureate Degree work

Source of Evidence: Activity volume

Target:

Increase to 5 Thesis Prep Students Each Year

Finding (2015-2016) - Target: Met

By June of 2016 there were 10 Students who had been enrolled in HONR 497. In Fall 2015 there were 6 students enrolled, and for Spring 2016 there were 4 students enrolled. This increase exceeded our target of 5 students.

Related Action Plans (by Established cycle, then alpha):

Independent 497 Courses

Use of Independent 497 courses tailored to student schedule to enhance ability to take Thesis Prep.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Increased Enrollment in HONR 497 |

Outcome/Objective: Increase Honors Theses

Implementation Description: Notify Students of availability of Independent 497 by contacting more faculty engaged with Undergraduate Research Conference (URC) to engage Honors students in undergraduate theses.

Responsible Person/Group: Dr. Julia Frederick and Ryan Winters

Additional Resources: None

SLO 7: Increased Undergraduate Research

Implement new ways of increasing undergraduate research.

Strategic Plan Associations

University of Louisiana at Lafayette

2.3.3 Students KPI 11: Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.

3.3.2 Research KPI 8: Provide programs and incentives for collaborations across disciplines, including on-going research networks (Communities of Interest) that regularly provide opportunities for researchers to extend their activity outside of their disciplines and colleges.

Related Measures

M 7: Increased Undergraduate Research

Tabulate increased or decreased use of Undergraduate Research Conference (URC) to determine growth of student usage. Tabulate usage of Student Opportunity Center.

Source of Evidence: Activity volume

Target:

Increase numbers of students attending and participating in the conference each year by 10 students per academic year, and track Student Opportunity Center to determine if it goes up by 75 students per academic year.

Finding (2015-2016) - Target: Not Reported This Cycle

Objective and measure created currently for next academic year. Will be assessed for 2016-2017 assessment cycle.

SLO 8: Upgrade Honors Facilities

Update and remodel third floor of Honors building to create larger classroom facilities, new media lab, and enhance storage space.

Strategic Plan Associations

University of Louisiana at Lafayette

1.1.1 Faculty KPI 1: Within the first year, develop a master plan to evaluate and prioritize upgrades to academic facilities.

Related Measures

M 8: Upgrade Honors Facilities

Determine the increase in funding for development of facilities.

Source of Evidence: Benchmarking

Target:

In conjunction with students, parents, and community, raise \$500,000 to refurbish third floor facilities.

Finding (2015-2016) - Target: Not Reported This Cycle

Objective and measure created currently for next academic year. Will be assessed for 2016-2017 assessment cycle.

SLO 9: Institutional Effectiveness

Assessment function for assessing program effectiveness regarding excellence in student learning as linked to strategic imperative K2.1.4.

Strategic Plan Associations**University of Louisiana at Lafayette**

2.1.4 Students KPI 4: Improve student success through engagement in high impact practices.

Related Measures**M 9: Institutional Effectiveness**

Gather information detailing supplemental education opportunities of the Honors Program taken by Honors students, as well as Honors Program initiatives for student success, and how program expands learning abilities in different ways.

Source of Evidence: Exit interviews with grads/program completers

Target:

For cycle, create and administer exit surveys for each semester that provide baseline data about institutional effectiveness.

Finding (2015-2016) - Target: Met

Survey issued in Fall 2015 and Spring 2016 which provided data about effectiveness. Sample rate of completion for survey was ___%.

Connected Documents

[Fall 2015 Exit Survey](#)

[Spring 2016 Exit Survey](#)

Related Action Plans (by Established cycle, then alpha):**Exit Survey Action Plan**

Use initial results to establish baseline and continue to track targets for future program improvements.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Institutional Effectiveness | **Outcome/Objective:** Institutional Effectiveness

Implementation Description: Continue to provide Exit Surveys at Honors Cording Ceremony.

Projected Completion Date: 06/2019

Responsible Person/Group: Ryan Winters

Additional Resources: None

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 4: Availability of Honors Courses

Increase availability of honors courses

Strategic Plan Associations**University of Louisiana at Lafayette**

2.1.4 Students KPI 4: Improve student success through engagement in high impact practices.

Related Measures**M 4: Count of New Honors Courses**

Count of honors courses

Source of Evidence: Activity volume

Target:

Create new honors courses each year and help implement already established courses

Finding (2015-2016) - Target: Met

The following new Honors courses were added by Spring of 2016 for the next academic year:

KNES 112 HONORS CONCEPTS OF FITNESS AND WELLNESS

INFX 327, HONORS INFORMATION ASSURANCE AND SECURITY, (3, 0, 3).

INFX 247. HONORS INFORMATION TECHNOLOGY INFRASTRUCTURE, (3, 0, 3).

INFX 107, HONORS INFORMATICS FUNDAMENTALS, (3, 0, 3).

Related Action Plans (by Established cycle, then alpha):**Increase New Honors Courses**

Increase the total number of Honors courses and the interdisciplinary nature of the Honors Program.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Count of New Honors Courses |

Outcome/Objective: Availability of Honors Courses

Implementation Description: Continue to have meetings with department heads to help promote creation of Honors courses.

Responsible Person/Group: Dr. Julia Frederick and Ryan Winters

Additional Resources: None

O/O 6: Increased Retention and graduation

Increase student retention and graduation in the program in comparison to general retention and graduation rates for the university. Special attention to student retention from the first to second year.

Strategic Plan Associations**University of Louisiana at Lafayette**

2.1.1 Students KPI 1: Implement and sustain student support to retain and graduate students.

2.1.2 Students KPI 2: Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university's image nationally and internationally, in both distance and traditional degree programs.

Related Measures

M 6: Increased Retention and Graduation

Using figures from the Office of Institutional Research we intend to continue to track graduation rates and retention rates on an annual basis. Additionally, we intend to focus on retention in the first two years, as well as compare results to overall university figures. With this data the program hopes to incentivize and increase enrollment into the Honors Program.

Source of Evidence: Existing data

Target:

Compile data for the years 2007 to present with the help of Greg Ohlenforst in the Office of Institutional Research.

Finding (2015-2016) - Target: Not Reported This Cycle

Objective and measure created currently for next academic year. Will be assessed for 2016-2017 assessment cycle.

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

Assessment results were evaluated with the Honors Director and the Academic Advising Coordinator who determined through data analysis, collaboration, and multiple meetings the overall findings and future action plans necessary to fulfill each outcome and create new outcomes. Data was shared in an interoffice share folder added during the summer to provide for easier access to data. Information gathered was put into charts and Excel worksheets for easier sharing and quicker analysis than previous semesters.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

Action plans implemented included Independent Study 497, Entrance/Exit Surveys, and Learning Outcomes Sheets. Measurable effects for Entrance/Exit Surveys showed that students were willing to provide information about the institutional effectiveness of the Honors Program for their matriculation. Measurable effects were also seen from creating the Independent Study option for students for HONR 497 in the increase in student enrollment by 2 students this academic year. Additionally, Learning Outcomes being handed out once more to professors provided us with survey information that alerted us to the need for more explanations on how to better communicate in research and create better project management explanations for students. The one major effect for the Entrance/Exit survey was that the entrance survey provided allowed us better reporting for our Honors yearly analysis which expressed what information students came to the program knowing from their high school counselors, and which elements of our program they most valued. Implementation of the Exit survey showed that we could improve reported sample rates by administering the survey in a different manner at each semester's Cording Ceremony. Findings for the Independent Study 497 showed that we might benefit from creating more accessible information to students about this opportunity through conferences and Honors events. The implementation of Learning Outcomes sheets revealed that professors will reply with reported data about students which will increase our understanding of their ability to finish contracts.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

The current assessment cycle presents the unit with information that shows a great success in the action plans and implementation. This effective method of planning has

provided more opportunities for students and lead to the motivation to create additional outcomes for the following academic years. The long-term goals of the program are inherent in these outcomes, which are reflective of the positive growth and meeting of all of our measurement objectives for this assessment cycle. All objectives are working towards their perceived targets, and new objectives are expected to do the same. No current assessment objectives fell below our desired outcomes.