

## 2016-2017 Assessment Cycle UC\_Honors Program

### Mission (due 1/20/17)

#### University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

#### University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

#### University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

#### College / Department / Program Mission

##### College Mission

*Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."*

MISSION – University College provides an academic environment to facilitate the matriculation of a diverse population of intellectually-capable undergraduate students: wishing to pursue a unique and coherent interdisciplinary program of study in an area in which there does not exist an established curriculum; who initially selected a major for which they lack the interest or preparation necessary for success, but possess a specific and attainable career development plan; or who are transitioning into other colleges and pursuing the academic requirements necessary for admission into their preferred major. In meeting the needs of these students, University College promotes retention at the University of Louisiana at Lafayette, collaborates with other colleges to elevate to the collective quality of campus learning, and enables and empowers students to achieve success in their chosen field of graduate study and/or occupation. Indeed, a distinguishing characteristic of the college is its program of intensive developmental initiatives geared toward enhancing student accomplishment.

VISION – To become a college of choice for incoming freshmen desiring to pursue an individualistic multidisciplinary curriculum founded in a strong core of liberal education that imbues students with broad knowledge, transferable skills, and a strong sense of civic duty.

##### Department / Program Mission

*Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".*

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."

## Assessment Plan (due 1/20/17)

### Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

#### Assessment List

Goal/Objective	All students will perform honors level work with respect to Content, Critical Thinking, Communication and Project Management		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes	<b>Identifier</b>		<b>Description</b>
	<b>Faculty SI.Faculty SI 4.KPI 12</b>		Provide faculty with the infrastructure needed to observe, evaluate, and provide constructive feedback on their instruction.
	<b>Student SI.Student SI 3</b>		Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.
	<b>Student SI.Student SI 3.KPI 11</b>		Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.
Assessment Measures	<b>Assessment Measure</b>		
	<b>Criterion</b>	<b>Attachments</b>	
	Indirect - Survey - Faculty (Other)	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,	Learning_Outcomes_for_Honors_Contract_ORIGINAL_SURVEY_SHEET.docx

	<p>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 2016-Fall 2017). See attached example. Assessment device created in Spring of 2010 to measure SLO's of Honors Contracts. Faculty asked to assess student contracts</p>	
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Goal/Objective	Increase availability of honors courses		
Legends	OO - Outcome/Objective (administrative units);		
Standards/Outcomes			
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	<b>Faculty SI.Faculty SI 4.KPI 12</b>	Provide faculty with the infrastructure needed to observe, evaluate, and provide constructive feedback on their instruction.	
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	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	Indirect - Academic Measure (Other)	Count of honors courses. Create new honors courses each year and help implement already established courses.	

Goal/Objective	Increase student participation in Honors Theses for Baccalaureate Degree		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
	<b>Identifier</b>	<b>Description</b>	
	<b>Student SI.Student SI 3</b>	Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.	
<b>Student SI.Student SI 3.KPI 11</b>	Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.		

Assessment Measures			
	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
		Increase in student enrollment in HONR 497 Thesis Prep to encourage students to undertake Baccalaureate Degree work. Increase to 5 Thesis Prep Students Each Year	

Goal/Objective	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.		
Legends	OO - Outcome/Objective (administrative units);		
Standards/Outcomes			
	<b>Identifier</b>	<b>Description</b>	
	<b>Student SI.Student SI 1</b>	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).	
	<b>Student SI.Student SI 1.KPI 1</b>	Implement and sustain student support to retain and graduate students.	
Assessment Measures			
	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	Indirect - Academic Indirect Measure (Other)	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. Compile data for the years 2007 to present with the help of Greg Ohlenforst in the Office of Institutional Research.	

Goal/Objective	Implement new ways of increasing undergraduate research.		
Legends	OO - Outcome/Objective (administrative units);		
Standards/Outcomes			
	<b>Identifier</b>	<b>Description</b>	
	<b>Student SI.Student</b>	Develop an undergraduate research initiative that will provide research	

	<b>SI 3.KPI 11</b>	opportunities for all undergraduate students, regardless of major.	
	<b>Student SI.Student SI 3</b>	Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.	
Assessment Measures	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	Indirect - Academic Indirect Measure (Other)	Tabulate increased or decreased use of Undergraduate Research Conference (URC) to determine growth of student usage. Tabulate usage of Student Opportunity Center. 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.	

Goal/Objective	Update and remodel third floor of Honors building to create larger classroom facilities, new media lab, and enhance storage space.		
Legends	PO - Program Objective (academic units); OO - Outcome/Objective (administrative units);		
Standards/Outcomes	<b>Identifier</b>	<b>Description</b>	
	<b>Faculty SI.Faculty SI 1</b>	Significantly upgrade academic facilities related to instruction in order to meet or exceed the quality of those at peer institutions.	
	<b>Faculty SI.Faculty SI 1.KPI 1</b>	Within the first year, develop a master plan to evaluate and prioritize upgrades to academic facilities.	
	<b>Faculty SI.Faculty SI 1.KPI 3</b>	Equip 90 percent of all classrooms with minimum digital technology: internet access, laptop/computer workstations, LCD projectors, screens, and sound systems.	
	<b>Student SI.Student SI 1.KPI 2</b>	Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university	
Assessment Measures	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	Indirect - Academic Indirect Measure (Other)	Determine the increase in funding for development of facilities. In conjunction with students, parents, and community, raise \$500,000 to refurbish third floor facilities. Collaborate with University offices on campus to create opportunities through networking to contribute to	



	refurbishment.	
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Goal/Objective	Assessment function for assessing program effectiveness regarding excellence in student learning.							
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## Results & Improvements (due 9/15/17)

### Results and Improvement Narratives

#### Assessment List Findings for the Assessment Measure level for All students will perform honors level work with respect to Content, Critical Thinking, Communication and Project Management

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Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Indirect - Survey - Faculty (Other)	Has the criterion Faculty asked to complete a survey	Student Learning Outcomes were assessed for	Learning_Outcomes_for_Honors_Contracts_Spring_2017.docx	- Assessment Process: Continuous

	<p>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</p>	<p>contracts for the Spring 2017 semester. For each section it was determined whether students Met or Exceeded Expectations. These two sectors were added to give the scores for each item. Content: 99.7%; Critical Thinking: 99.7%; Communication: 95.4%; Project Management: 96.2%. Honors students met the Expectations of at least 85% Meets or Exceeds Expectations.</p>		<p>monitoring : Continue to monitor student contract work via Student Learning Outcomes survey.</p>
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Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Indirect -	Has the	Honors	Comparison of Number of Contracts Spring 20	- Assessment

	Survey - Faculty (Other)	<p>criterion Count number of Honors Contracts between Spring 2016 and Fall 2017 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</p>	<p>counted the number of contracts between Spring 2016 and Spring 2017, and compared them in the attachment provided below. As well, contracting was expressed at the President's meetings, during faculty meetings with Advisors in Academic Success, and additional information was provided to students via seminar</p>	<p>16_to_Spring_2017.docx Fall_2016_Contracts_List.xlsx Spring_2016_Contracts_List.xlsx Spring_2017_Contracts_List.xlsx</p>	<p>Process: Continuous monitoring: Fall 2017 will be assessed and compared against Fall 2016 to show increase or decrease in contracts as well, and so will Spring of 2018 to Spring of 2017. - Professional development/training: Honors will plan to provide training to Academic Advising Office and professors on campus as per request from multiple advisors. This training will provide more information for advisors on contracts.</p>
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		<p>fields. Increase in contract use indicates more accessibility of Honors Learning increased. Continued rise in use of contracts. Honors will track the number of contracts per semester and create a comparative analysis for the years 2016 to 2020. been met yet? Met</p>	<p>Power Point slides. Honors contract completion decreased by 6%, but Honors contract usage increased by 104, which allows for variance of completion due to usage increase.</p>		
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**Assessment List Findings for the Assessment Measure level for Increase availability of honors courses**

Goal/Objective	Increase availability of honors courses			
Legends	OO - Outcome/Objective (administrative units);			
Standards/Outcomes	<table border="1"> <tr> <th data-bbox="300 1612 597 1654">Identifier</th> <th data-bbox="597 1612 1547 1654">Description</th> </tr> </table>	Identifier	Description	
	Identifier	Description		
	<table border="1"> <tr> <td data-bbox="300 1654 597 1724"><b>Faculty SI.Faculty SI 4.KPI 12</b></td> <td data-bbox="597 1654 1547 1724">Provide faculty with the infrastructure needed to observe, evaluate, and provide constructive feedback on their instruction.</td> </tr> </table>	<b>Faculty SI.Faculty SI 4.KPI 12</b>	Provide faculty with the infrastructure needed to observe, evaluate, and provide constructive feedback on their instruction.	
<b>Faculty SI.Faculty SI 4.KPI 12</b>	Provide faculty with the infrastructure needed to observe, evaluate, and provide constructive feedback on their instruction.			
<table border="1"> <tr> <td data-bbox="300 1724 597 1793"><b>Student SI.Student SI 3</b></td> <td data-bbox="597 1724 1547 1793">Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.</td> </tr> </table>	<b>Student SI.Student SI 3</b>	Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.		
<b>Student SI.Student SI 3</b>	Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.			
Assessment Measures				
	<table border="1"> <tr> <th data-bbox="300 1936 657 1978">Assessment Measure</th> <th data-bbox="657 1936 1547 1978">Criterion</th> </tr> </table>	Assessment Measure	Criterion	
Assessment Measure	Criterion			

	Indirect - Academic Measure (Other)		Count of honors courses. Create new honors courses each year and help implement already established courses.												
Assessment Findings	<table border="1"> <thead> <tr> <th data-bbox="300 485 462 583">Assessment Measure</th> <th data-bbox="462 485 592 583">Criterion</th> <th data-bbox="592 485 797 583">Summary</th> <th data-bbox="797 485 1360 583">Attachments of the Assessments</th> <th data-bbox="1360 485 1547 583">Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 583 462 1990">Indirect - Academic Measure (Other)</td> <td data-bbox="462 583 592 1990">Has the criterion Count of honors courses. Create new honors courses each year and help implement already established courses. been met yet? Met</td> <td data-bbox="592 583 797 1990">In Fall of 2017, 3 new Kinesiology/Honors cross-listed course options will be available, and 2 new Criminology/Honors cross-listed course options will be available to students. In Spring 2017, 5 new Criminal Justice/Honors cross-listed course options were available. Director and advisor met with faculty from English department to suggest additional offerings for Honors English courses, such as an ENGL 365 (Technical Writing) Honors course. It is currently being discussed with curricula committee in the English department. Attachments provided show these course additions</td> <td data-bbox="797 583 1360 1990">FALL_2017_COURSE_OFFERINGS_VERSION_4.pdf SPRING_2017_COURSE_OFFERINGS_VERSION_4.xlsx</td> <td data-bbox="1360 583 1547 1990">- Assessment Process: Continuous monitoring: Continue to suggest new courses, work towards new course ideas, and implement cross-departmental communication and implementation of courses.</td> </tr> </tbody> </table>					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Indirect - Academic Measure (Other)	Has the criterion Count of honors courses. Create new honors courses each year and help implement already established courses. been met yet? Met	In Fall of 2017, 3 new Kinesiology/Honors cross-listed course options will be available, and 2 new Criminology/Honors cross-listed course options will be available to students. In Spring 2017, 5 new Criminal Justice/Honors cross-listed course options were available. Director and advisor met with faculty from English department to suggest additional offerings for Honors English courses, such as an ENGL 365 (Technical Writing) Honors course. It is currently being discussed with curricula committee in the English department. Attachments provided show these course additions	FALL_2017_COURSE_OFFERINGS_VERSION_4.pdf SPRING_2017_COURSE_OFFERINGS_VERSION_4.xlsx	- Assessment Process: Continuous monitoring: Continue to suggest new courses, work towards new course ideas, and implement cross-departmental communication and implementation of courses.
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives											
Indirect - Academic Measure (Other)	Has the criterion Count of honors courses. Create new honors courses each year and help implement already established courses. been met yet? Met	In Fall of 2017, 3 new Kinesiology/Honors cross-listed course options will be available, and 2 new Criminology/Honors cross-listed course options will be available to students. In Spring 2017, 5 new Criminal Justice/Honors cross-listed course options were available. Director and advisor met with faculty from English department to suggest additional offerings for Honors English courses, such as an ENGL 365 (Technical Writing) Honors course. It is currently being discussed with curricula committee in the English department. Attachments provided show these course additions	FALL_2017_COURSE_OFFERINGS_VERSION_4.pdf SPRING_2017_COURSE_OFFERINGS_VERSION_4.xlsx	- Assessment Process: Continuous monitoring: Continue to suggest new courses, work towards new course ideas, and implement cross-departmental communication and implementation of courses.											

			(classes are listed at end of the sheet in attachments.)		
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**Assessment List Findings for the Assessment Measure level for Increase student participation in Honors Theses for Baccalaureate Degree**

Goal/Objective	Increase student participation in Honors Theses for Baccalaureate Degree				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes	<b>Identifier</b>		<b>Description</b>		
	<b>Student SI.Student SI 3</b>		Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.		
	<b>Student SI.Student SI 3.KPI 11</b>		Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.		
Assessment Measures	<b>Assessment Measure</b>		<b>Criterion</b>		
			Increase in student enrollment in HONR 497 Thesis Prep to encourage students to undertake Baccalaureate Degree work. Increase to 5 Thesis Prep Students Each Year		
Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
		Has the criterion Increase in student enrollment in HONR 497 Thesis Prep to encourage students to undertake Baccalaureate Degree work. Increase to 5 Thesis Prep Students Each Year been met yet? Met	In the Spring of 2017 there were 2 students in Thesis Prep. For Fall 2017 there are 7 students, for a total increase of 5 students.		- Assessment Process: Goals / Outcomes / Objectives changed: Addition of Scholars of Excellence Scholarship for incoming Freshmen will allow them to become Thesis-oriented students from their inception as members in the Honors Program. Students receive a \$1,000 scholarship each year if they agree to maintain a 3.5 GPA and work towards a thesis.

				<p>These will be tracked each Fall semester to ensure they are continuing quality thesis-related school work. There are five (5) scholarships awarded every Fall. It is expected that this will ensure each year at least 5 students are taking Thesis Prep by their Sophomore to Junior semester, and it will exponentially grow the success of Theses.</p> <p>- Assessment Process: Continuous monitoring: Continue to track the success of Thesis Prep course (HONR 497) through its enrollment.</p>
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**Assessment List Findings for the Assessment Measure level for 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.**

Goal/Objective	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.								
Legends	OO - Outcome/Objective (administrative units);								
Standards/Out comes	<table border="1"> <thead> <tr> <th data-bbox="285 1362 578 1409">Identifier</th> <th data-bbox="578 1362 1547 1409">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="285 1409 578 1478"> <b>Student SI.Student SI 1</b> </td> <td data-bbox="578 1409 1547 1478">Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).</td> </tr> <tr> <td data-bbox="285 1478 578 1547"> <b>Student SI.Student SI 1.KPI 1</b> </td> <td data-bbox="578 1478 1547 1547">Implement and sustain student support to retain and graduate students.</td> </tr> </tbody> </table>	Identifier	Description	<b>Student SI.Student SI 1</b>	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).	<b>Student SI.Student SI 1.KPI 1</b>	Implement and sustain student support to retain and graduate students.		
	Identifier	Description							
	<b>Student SI.Student SI 1</b>	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).							
<b>Student SI.Student SI 1.KPI 1</b>	Implement and sustain student support to retain and graduate students.								
<b>Student SI.Student SI 1</b>	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).								
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Assessment Measures	<table border="1"> <thead> <tr> <th data-bbox="285 1694 558 1766">Assessment Measure</th> <th data-bbox="558 1694 1547 1766">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="285 1766 558 1988">Indirect - Academic Indirect Measure (Other)</td> <td data-bbox="558 1766 1547 1988">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. Compile data for the years 2007 to present with the help of Greg Ohlenforst in the Office of Institutional Research.</td> </tr> </tbody> </table>	Assessment Measure	Criterion	Indirect - Academic Indirect Measure (Other)	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. Compile data for the years 2007 to present with the help of Greg Ohlenforst in the Office of Institutional Research.		
	Assessment Measure	Criterion					
Indirect - Academic Indirect Measure (Other)	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. Compile data for the years 2007 to present with the help of Greg Ohlenforst in the Office of Institutional Research.						
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<p>Assessment Findings</p>	<p><b>Assessment Measure</b></p>	<p><b>Criterion</b></p>	<p><b>Summary</b></p>	<p><b>Attachments of the Assessments</b></p>	<p><b>Improvement Narratives</b></p>
<p>Indirect - Academic Indirect Measure (Other)</p>	<p>Has the criterion 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</p>	<p>With the help of Greg Ohlenforst and the Office of Institutional Research, we were able to gather data on retention and graduation that showed students in the first two years do have a better chance of graduating and staying at the university by being in Honors (85.7% retention rate for freshmen, second year), as opposed to being Non-Honors</p>	<p>Retention_Second_Year_Honors_vs_Non_Honors_up_to_2014.docx            Graduation_Honors_vs_Non_Honors_up_to_2012.docx            Retention_and_Graduation_Rates_of_FTF_Honors_students_2_18_17.pdf            Retention_and_Graduation_Rates_of_Honors_Eligible_students_2_18_17.pdf            Retention_Fourth_Year_Honors_vs_Non_Honors_up_to_2012.docx            Retention_Third_Year_Honors_vs_Non_Honors_up_to_2013.docx</p>	<p>- Assessment Process: Continuous monitoring: Continue to track the retention rates and graduation rates of the Honors Program as compared to the University and Non-Honors students to track student success in relation to participation in the University Honors Program.            - Assessment Process: Results Discussed / Shared: Add the data to our Honors</p>	

		<p>ze and increase enrollment into the Honors Program. Compile data for the years 2007 to present with the help of Greg Ohlenforst in the Office of Institutional Research. h. been met yet? Met</p>	<p>(79.40% retention rate for freshmen, second year.) Graduation rates could only be presented for the years 2007 through 2012 (this means students starting in 2012 and graduating in 2016 were represented in the data). Honors students who started in the cohort of 2012 completed 4 years of university to graduation 29.9% of the time, whereas Non-Honors students completed 4 years of</p>	<p>website to show comparatively the positive effect on retention of students via membership in the Honors Program.</p>
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		<p>universit y to graduati on 24% of the time. Attachm ents provided show the graphs of both retention and graduati on; addition ally, the raw data provided by Office of Institutio nal Researc h is provided , and the fourth year and third year retention rates were also graphed .</p>		
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**Assessment List Findings for the Assessment Measure level for Implement new ways of increasing undergraduate research.**

Goal/Objective	Implement new ways of increasing undergraduate research.							
Legends	OO - Outcome/Objective (administrative units);							
Standards/Outcomes	<table border="1"> <thead> <tr> <th data-bbox="354 1793 618 1841">Identifier</th> <th data-bbox="634 1793 1528 1841">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="354 1841 618 1906"> <b>Student SI.Student SI 3.KPI 11</b> </td> <td data-bbox="634 1841 1528 1906">Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.</td> </tr> <tr> <td data-bbox="354 1906 618 1976"> <b>Student SI.Student SI 3</b> </td> <td data-bbox="634 1906 1528 1976">Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.</td> </tr> </tbody> </table>	Identifier	Description	<b>Student SI.Student SI 3.KPI 11</b>	Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.	<b>Student SI.Student SI 3</b>	Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.	
	Identifier	Description						
	<b>Student SI.Student SI 3.KPI 11</b>	Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.						
<b>Student SI.Student SI 3</b>	Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.							

<p>Assessment Measures</p>	<table border="1"> <thead> <tr> <th data-bbox="354 415 602 485">Assessment Measure</th> <th colspan="4" data-bbox="602 415 1528 485">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="354 485 602 678">Indirect - Academic Indirect Measure (Other)</td> <td colspan="4" data-bbox="602 485 1528 678">Tabulate increased or decreased use of Undergraduate Research Conference (URC) to determine growth of student usage. Tabulate usage of Student Opportunity Center. 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.</td> </tr> </tbody> </table>					Assessment Measure	Criterion				Indirect - Academic Indirect Measure (Other)	Tabulate increased or decreased use of Undergraduate Research Conference (URC) to determine growth of student usage. Tabulate usage of Student Opportunity Center. 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.			
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<p>Assessment Findings</p>	<table border="1"> <thead> <tr> <th data-bbox="354 825 526 894">Assessment Measure</th> <th data-bbox="526 825 716 894">Criterion</th> <th data-bbox="716 825 906 894">Summary</th> <th data-bbox="906 825 1265 894">Attachments of the Assessments</th> <th data-bbox="1265 825 1528 894">Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td data-bbox="354 894 526 1992">Indirect - Academic Indirect Measure (Other)</td> <td data-bbox="526 894 716 1992">Has the criterion Tabulate increased or decreased use of Undergraduate Research Conference (URC) to determine growth of student usage. Tabulate usage of Student Opportunity Center. 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</td> <td data-bbox="716 894 906 1992">The Undergraduate Research Conference data was gathered from lists made each Fall semester of attendees. Data shows that from 2016 as compared to 2015, 49 more UL Lafayette students attended. And from 2016 to 2015, students from all schools that attended increased a total of 18 students. Increasing attendance at the Undergraduate Research Conference was met and extended by</td> <td data-bbox="906 894 1265 1992">URC_2016_Students.jpg URC_2015_Students.jpg URC_2014_Students.jpg URC_Students_vs_Faculty.jpg URC_Presentation_Types.jpg</td> <td data-bbox="1265 894 1528 1992">- Assessment Process: Goals / Outcomes / Objectives changed: No longer track Student Opportunity Center as an objective until there is an available administrative tracking option for measurement of student usage. - Task Force / Focus Group / Consultation / Meeting: Additional help is being provided by an Undergraduate Research Committee to help create new initiatives to increase attendance. As well, the committee meeting has found additional ideas to prepare for advertising and increasing the incentives to attend the Undergraduate Research</td> </tr> </tbody> </table>					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Indirect - Academic Indirect Measure (Other)	Has the criterion Tabulate increased or decreased use of Undergraduate Research Conference (URC) to determine growth of student usage. Tabulate usage of Student Opportunity Center. 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	The Undergraduate Research Conference data was gathered from lists made each Fall semester of attendees. Data shows that from 2016 as compared to 2015, 49 more UL Lafayette students attended. And from 2016 to 2015, students from all schools that attended increased a total of 18 students. Increasing attendance at the Undergraduate Research Conference was met and extended by	URC_2016_Students.jpg URC_2015_Students.jpg URC_2014_Students.jpg URC_Students_vs_Faculty.jpg URC_Presentation_Types.jpg	- Assessment Process: Goals / Outcomes / Objectives changed: No longer track Student Opportunity Center as an objective until there is an available administrative tracking option for measurement of student usage. - Task Force / Focus Group / Consultation / Meeting: Additional help is being provided by an Undergraduate Research Committee to help create new initiatives to increase attendance. As well, the committee meeting has found additional ideas to prepare for advertising and increasing the incentives to attend the Undergraduate Research
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives											
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		<p>per academic year. been met yet? Met</p>	<p>more than 10 students. Student Opportunity Center has restructured its Administrative side of their website, which is unfortunately not providing data anymore due to a glitch in their new format. SOC has been contacted, but still no update on usage of the data analysis side of their website has occurred, making it impossible to collect the data of increased users.</p>		<p>Conference by providing more Research presentation/poster opportunities, giving credit for attending in Psychology and Honors Seminar, and contacting faculty to attend via email.</p> <ul style="list-style-type: none"> <li>- Student/Faculty Support (for Educational Programs): Faculty and graduate students will be contacted to attend and provide help with monitoring the presentation periods at conference.</li> <li>- Resources / Resource Allocation (for Administrative Units): Webform and Honors website used as a place to sign up for conference, and to have presentations and papers published in an e-publication on the website.</li> <li>- Professional development/training: Luncheons are being provided with speakers during Undergraduate Research Conference on the Saturday to faculty in order to discuss undergraduate research, its applications, and how it fits into curriculum.</li> <li>- Assessment Process: Continuous</li> </ul>
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					monitoring: Report the results of these new initiatives for the Undergraduate Research Conference.
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**Assessment List Findings for the Assessment Measure level for Update and remodel third floor of Honors building to create larger classroom facilities, new media lab, and enhance storage space.**

Goal/Objective	Update and remodel third floor of Honors building to create larger classroom facilities, new media lab, and enhance storage space.				
Legends	PO - Program Objective (academic units); OO - Outcome/Objective (administrative units);				
Standards/Outcomes	<b>Identifier</b>		<b>Description</b>		
	Faculty SI.Faculty SI 1		Significantly upgrade academic facilities related to instruction in order to meet or exceed the quality of those at peer institutions.		
	Faculty SI.Faculty SI 1.KPI 1		Within the first year, develop a master plan to evaluate and prioritize upgrades to academic facilities.		
	Faculty SI.Faculty SI 1.KPI 3		Equip 90 percent of all classrooms with minimum digital technology: internet access, laptop/computer workstations, LCD projectors, screens, and sound systems.		
	Student SI.Student SI 1.KPI 2		Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university		
Assessment Measures	<b>Assessment Measure</b>		<b>Criterion</b>		
	Indirect - Academic Indirect Measure (Other)		Determine the increase in funding for development of facilities. In conjunction with students, parents, and community, raise \$500,000 to refurbish third floor facilities. Collaborate with University offices on campus to create opportunities through networking to contribute to refurbishment.		
Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Indirect - Academic Indirect	Has the criterion Determine the increase in	Honors Director met with the liaison and director		- Assessment Process: Goals / Outcomes /

	<p>Measure (Other)</p>	<p>funding for development of facilities. In conjunction with students, parents, and community, raise \$500,000 to refurbish third floor facilities. Collaborate with University offices on campus to create opportunities through networking to contribute to refurbishment. been met yet? Met</p>	<p>for colleges for fundraising sent from the Office of Development. A plan was enacted for the coming year to boost support for the third floor refurbishment and to find donors for scholarships, as well. At one point, the STEP Office had a meeting with Honors staff to discuss contracting to build the third floor with an Honors section and STEP Office section. Upon further review by the administration of STEP, it was decided that the office would not be in Judice-Rickels Hall. Veteran's Affairs also met with director to discuss using the third floor for a space for Veteran's.</p>		<p>Objectives changed: Work towards gathering funds to create more opportunities for scholarships as well as the previous objective of funding the third floor. Begin enacting the plan discussed by Office of Development, and continue to look for partners in collaborating in providing office space for third floor in quid pro quo of providing the other section of floor for Honors.</p>
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**Assessment List Findings for the Assessment Measure level for Assessment function for assessing program effectiveness regarding excellence in student learning.**

Goal/Objective	Assessment function for assessing program effectiveness regarding excellence in student learning.	
Legends	OO - Outcome/Objective (administrative units);	
Standards/Outcomes	<p><b>Identifier</b></p>	<p><b>Description</b></p>
	<p><b>Student SI.Student SI 1</b></p>	<p>Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).</p>
	<p><b>Student SI.Student SI 2</b></p>	<p>Enhance student engagement in co-curricular activities through a vigorous, energetic, and culturally diverse university community</p>
Assessment Measures		

	<b>Assessment Measure</b>	<b>Criterion</b>
	Indirect - Exit Interviews	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. For cycle, create and administer exit surveys for each semester that provide baseline data about institutional effectiveness.

Assessment Findings										
	<table border="1"> <thead> <tr> <th data-bbox="311 646 483 751"><b>Assessment Measure</b></th> <th data-bbox="483 646 646 751"><b>Criterion</b></th> <th data-bbox="646 646 829 751"><b>Summary</b></th> <th data-bbox="829 646 1362 751"><b>Attachments of the Assessments</b></th> <th data-bbox="1362 646 1547 751"><b>Improvement Narratives</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="311 751 483 1976">Indirect - Exit Interviews</td> <td data-bbox="483 751 646 1976">Has the criterion 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. For cycle, create and administer exit surveys for each semester that provide baseline data about institutional effectiveness.</td> <td data-bbox="646 751 829 1976">Exit survey is delivered to students manually by hand at each graduation Ceremony, and students return it to the sign-in desk at the end of completion of the survey. The survey is split into 3 quadrants of self-report measurement, including Success of Supplemental Honors Education Opportunities, Value of Honors Program Initiatives and Incentives to Students, and Effectiveness of Honors Program to Expand Learning</td> <td data-bbox="829 751 1362 1976">Exit_Survey_Spring_2017_Analysis_RES ULTS.docx</td> <td data-bbox="1362 751 1547 1976"> <ul style="list-style-type: none"> <li>- Assessment Process: Continuous monitoring: Continue to use Exit Survey as a means of quality control and to track and assess program effectiveness according to student report.</li> <li>- Assessment Process: Measures changed: Reword "Topics in Honors" to "Cross-listed Honors Courses" and provide an example on survey.</li> </ul> </td> </tr> </tbody> </table>	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>	Indirect - Exit Interviews	Has the criterion 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. For cycle, create and administer exit surveys for each semester that provide baseline data about institutional effectiveness.	Exit survey is delivered to students manually by hand at each graduation Ceremony, and students return it to the sign-in desk at the end of completion of the survey. The survey is split into 3 quadrants of self-report measurement, including Success of Supplemental Honors Education Opportunities, Value of Honors Program Initiatives and Incentives to Students, and Effectiveness of Honors Program to Expand Learning	Exit_Survey_Spring_2017_Analysis_RES ULTS.docx
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		<p>I effectiveness. been met yet? Met</p>	<p>Abilities. Trends were found in each quadrant to include, respectively: Honors Contracts are the most used supplemental Honors tool, while Honors Thesis is the least utilized; Early Registration and the Computer Lab are the most appreciated incentives, while the Honors Thesis and Topics in Honors Courses were low (likely due to the misnaming of item as "Topics in Honors" as opposed to "Cross-listed," which is what they are usually referred to by staff to students); Higher Order Thinking, Organizing Evidence, and most importantly Effective Communication, as the lowest</p>		
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			<p>impact was the Book Essay (which is used for assessment to give credit in seminar.) Information gathered showed a continuous trend from the prior year to include similar favorites by students of most impacting parts of the Honors Program, and have resulted in us using resources to improve those options (such as a STEP grant for the computer lab, and continued addition of critical courses, as well as more opportunities for communication in the Honors seminar courses.)</p>	
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## Reflection (Due 9/15/17)

### Reflection

#### 1) How were assessment results shared in the unit?

*Please select all that apply. If "other", please use the text box to elaborate.*

Distributed via email (selected)

Presented formally at staff / department / committee meetings (selected)

Discussed informally (selected)

Other (explain in text box below)

#### 2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle) (selected)

Periodically (2-4 times per cycle)

Once per cycle

Results were not shared this cycle

#### 3) With whom were assessment results shared?

*Please select all that apply.*

Department Head (selected)

Dean / Asst. or Assoc. Dean (selected)

Departmental assessment committee

Other faculty / staff (selected)

#### 4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

By extending focus to the measurable effects of Thesis Prep enrollment, Honors was able to increase and create a plan for the future to increase enrollment and provide a scholarship to help create an exponential increase. Additionally, counting the amount of completed contracts displayed the need to continue assessment and ensure that students understand the importance of completing a contract. Measuring the enrollment and graduation rates of Honors and Non-Honors provided us an invaluable and concrete tool to show the importance of Honors to the matriculation and completion of university for undergraduate students. Measuring the number of students attending the Undergraduate Research Conference displayed that the trend of the conference is leading towards more participation by students, and provided Honors a motivation to continue expanding the reach of the conference. Measuring the Student Opportunity Center has expressed to Honors that the site may not be a good fit due to website design errors which could lead to a lack of usefulness. Measuring through an exit survey student assessments of usefulness of different incentives as well as opportunities and student learning ability improvement has provided an excellent tool that helps Honors decide if its continuing trends of allocation of resources is appropriate and successful.

#### 5) What has the unit learned from the current assessment cycle?

Honors was able to discern multiple positive trends and outcomes that express a movement upward for the program as a whole. As well, needed changes have been noted. Thesis outcome surveys need to be easy to get out to faculty in order to assess student learning outcomes. Additionally, creating a quid pro quo opportunity for other offices to help us with our third floor may be our best option for funding the construction in Judice-Rickels Hall to completion. Student Opportunity Center is no longer a helpful tool after its redesign which makes it difficult to use on the administrative side; this will help us decide if Honors wants to continue to pay for its use. Honors has discovered its enrollment and retention is an advantage for the Program, and that the Undergraduate Research Conference is a growing tool that will help provide the campus as a whole a great space to improve, understand, display, and support undergraduate research. Additionally, Honors is providing more courses, contracts, and funding opportunities to students than before, and more students are taking these opportunities than before.

## Attachments

### Attachments

Upload any supporting documents related to your assessment plans, results, or improvements. Documents may include rubrics, survey questions, reports, etc. There is no limit to the number of documents you can upload.

Click "Select File" to upload document(s)

Learning\_Outcomes\_for\_Honors\_Contracts\_Spring\_2017.docx  
Graduation\_Honors\_vs\_Non\_Honors\_up\_to\_2012.docx  
Retention\_and\_Graduation\_Rates\_of\_FTF\_Honors\_students\_2\_18\_17.pdf  
Retention\_and\_Graduation\_Rates\_of\_Honors\_Eligible\_students\_2\_18\_17.pdf  
Retention\_Fourth\_Year\_Honors\_vs\_Non\_Honors\_up\_to\_2012.docx  
Retention\_Second\_Year\_Honors\_vs\_Non\_Honors\_up\_to\_2014.docx  
Retention\_Third\_Year\_Honors\_vs\_Non\_Honors\_up\_to\_2013.docx  
Exit\_Survey\_Spring\_2017\_Analysis\_RESULTS.docx  
Comparison\_of\_Number\_of\_Contracts\_Spring\_2016\_to\_Spring\_2017.docx  
Fall\_2016\_Contracts\_List.xlsx  
Spring\_2016\_Contracts\_List.xlsx  
Spring\_2017\_Contracts\_List.xlsx  
Learning\_Outcomes\_for\_Honors\_Thesis.docx  
URC\_2016\_Students.jpg  
URC\_2015\_Students.jpg  
URC\_2014\_Students.jpg  
URC\_Students\_vs\_Faculty.jpg  
URC\_Attendees.jpg  
SPRING\_\_2017\_COURSE\_OFFERINGS\_VERSION\_4.xlsx