

## 2017-2018 Assessment Cycle UC\_Honors Program

### Mission (due 12/4/17)

#### 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 / VP and Program / Department Mission

##### Mission of College or VP-area

*Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."*

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.

##### Mission of Program / Department

*Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."*

The University Honors Program offers undergraduate students a series of opportunities for excellence and creativity in the form of exceptional 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 healthy contributor to society and a life-long learner. Our motto is "per sapientiam felicitas" which means "through knowledge, happiness."

##### Attachment (optional)

*Upload any documents which support the program / department assessment process.*

## Assessment Plan (due 12/4/17)

### Assessment Plan (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(Imported)		
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	Learning_Outcomes_for_Honors_Contract_ORIGINAL_SURVEY_SHEET.docx

	<p>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 (Fall 2017-Spring 2018). See attached example. Assessment device created in Spring of 2010 to measure SLO's of Honors Contracts. Faculty</p>	
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	<p>asked to assess student contracts for Fall 2017 and Spring 2018 in early May. Faculty is asked to return data within 2 weeks. Assessment device may be changed for more detailed assessment. Student achievement in past semesters at 85% Meets or Exceeds Expectations</p>	
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Goal/Objective	Students will be able to craft a work of independent research and thinking(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
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	<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>
	Direct - Thesis	Assessment of SLO's for Honors Theses covering Content, Critical Thinking, Communication, Integrity/Ethics and Project	Learning_Outcomes_for_Honors_Thesis.docx

	<p>Management according to Exceeds, Meets or Fails to Meet expectations for Thesis Work at the Undergraduate Level (Spring 2017-Spring 2018). Faculty chairs of Honor Theses committees asked to evaluate student thesis work. Survey addresses 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 late November early December in the Fall semester and late April early May in the Spring semester. Achievement based on 85% Meets or Exceeds Expectations.</p>	
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Goal/Objective	Honors Program will track the success of students taking responsibility to construct their own academic success through contracting courses(Imported)	
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.

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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.(Imported)								
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	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 2016/2017 with the help of Greg Ohlenforst in the Office of Institutional Research.	

Goal/Objective	Implement new ways of increasing undergraduate research.(Imported)								
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Goal/Objective	Update and remodel third floor of Honors building to create larger classroom facilities, new media lab, and enhance storage space.(Imported)		
Legends	PO - Program Objective (academic units); OO - Outcome/Objective (administrative units);		
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Goal/Objective	Assessment function for assessing program effectiveness regarding excellence in student learning.(Imported)						
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	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.	
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Goal/Objective	Provide Biology with funding for student research.								
Legends	PO - Program Objective (academic units);								
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Goal/Objective	Provide 8 new scholarships, 3 new research scholarships, and 2 new study abroad scholarships.		
Legends	PO - Program Objective (academic units);		
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	Indirect - Honors / Awards	The Honors Program will provide in the Fall semester scholarships of \$500 each to sophomores and above, including: UL Honors Scholarship in Political Science, UL Honors Scholarship in Kinesiology, UL Honors Scholarship in Moving Image Arts, UL Honors Scholarship in Architecture, UL Honors Scholarship in Biology, UL Honors Scholarship in Humanities (English, History, Philosophy or Modern Languages), UL Honors Scholarship in Business, UL Honors Scholarship in Nursing, and 3 UL Honors	<b>Attachments</b>
			Scholarship_application_FALL_2017_NO_BURKE.pdf New_Scholarships_for_Scholarship_List_and_Scholarship_Form.docx

	<p>Scholarships for Baccalaureate Students for their success in ongoing Undergraduate thesis research. The Honors Program will provide in the Spring semester scholarships of \$500 each to sophomores and above, including: UL Honors Study Abroad Scholarships – 2 at \$1,000 each.</p>	
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Goal/Objective	Increase the number of informed, incoming students to the Honors Program.								
Legends	SLO - Student Learning Outcome/Objective (academic units); PO - Program Objective (academic units);								
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Assessment Measures									
	<table border="1"> <thead> <tr> <th data-bbox="375 1787 602 1856">Assessment Measure</th> <th data-bbox="602 1787 1321 1856">Criterion</th> <th data-bbox="1321 1787 1531 1856">Attachments</th> </tr> </thead> <tbody> <tr> <td data-bbox="375 1856 602 1984">Indirect - Graduate Acceptance</td> <td data-bbox="602 1856 1321 1984">Three officer positions were created on the Honors Board for students to commit to recruitment practices at high schools. Students were asked to devise an active recruiting protocol for attending high schools, and were</td> <td data-bbox="1321 1856 1531 1984"></td> </tr> </tbody> </table>	Assessment Measure	Criterion	Attachments	Indirect - Graduate Acceptance	Three officer positions were created on the Honors Board for students to commit to recruitment practices at high schools. Students were asked to devise an active recruiting protocol for attending high schools, and were			
	Assessment Measure	Criterion	Attachments						
Indirect - Graduate Acceptance	Three officer positions were created on the Honors Board for students to commit to recruitment practices at high schools. Students were asked to devise an active recruiting protocol for attending high schools, and were								

		<p>asked to set up the appointments. Honors board members will attend high schools to provide possible incoming students an experiential view of what the Honors Program means for a college student. Also, high school students will discuss with board members the implications of a good education, the opportunities provided for research and discovery in Honors, and the freshman thesis and baccalaureate scholarship. The number of student gains from Fall 2017 before the recruitment and Fall 2018 after recruitment will be assessed through a data count of the number of incoming freshmen and an analysis of the high schools attended by our Honors Board officers.</p>	
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**Program / Department Assessment Narrative**

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

**Assessment Process**

Currently to assess outcomes, multiple data assessment tools are used to collect the needed data including surveys, rubrics, and reported formal communications, and Honors personnel are directed to create data collection tools and distribute the tools. The department hopes to achieve more growth for the Honors Program, as well as a continued improvement in the operations, services, and opportunities that the Honors Program entails for its students, faculty, and staff. All prior initiatives are rolling over semester by semester to provide annual tracking for student success, facilities improvement, and faculty/staff operational success. Current initiatives: added scholarships for incoming freshmen; continued tracking of learning outcomes for Thesis and Contracts; continued tracking of added Honors classes; building and facilities funding and subsequent improvements; and recruiting improvements are likely going to increase the amount of data available and help expand on the Honors Program's future stability in serving students. As well, these initiatives will provide more stable systems for the Honors Program to assess its progress. The overall plan for data collected is to provide valuable information about the success of our student's ability to connect to critical thinking components, communicate effectively, and recognize appropriate organizational and content management. As well, operational data such as the exit survey or continued retention data is being used to track trends in helpfulness of our opportunities and recognize needed changes in operational needs, such as added classes, faculty participation, and student participation. Weekly meetings provide opportunities to share data in a report format within the Honors staff, and monthly meetings data can be shared orally with the Honors Board (the elected student body for Honors). Data can be shared both on the website for the University Honors Program in sections of outcomes and growth assessment, as well as in a detailed annual report that can be arranged and sent to the Dean of University College and the Provost.

## Results & Improvements (due 9/15/18)

### 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(Imported)

Goal/Objective	All students will perform honors level work with respect to Content, Critical Thinking, Communication and Project Management(Imported)				
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>		
	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, 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 (Fall 2017-Spring 2018). 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 2017 and Spring 2018 in early May. Faculty is asked to return data within 2 weeks. Assessment device may be changed for more detailed assessment. Student achievement in past semesters at 85% Meets or Exceeds Expectations		
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	Student Learning Outcomes were assessed	Learning_Outcomes_for_Honors_Contracts_Fall_2017.docx Learning_Outcomes_for_Honors_Contracts_Spring_2018.docx	- Assessment Process: Continuous

		<p>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</p>	<p>for contracts for the Spring 2018 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. Spring 2018 Content: 99.6%; Critical Thinking: 99.9%; Communication: 99.2%; Project Management: 100%. Honors students met the Expectations of at least 99% Meets or Exceeds Expectations. Scores were calculated using adjusted values that removed responses that were not applicable, usually meaning the SLO form was</p>		<p>s monitoring: Continue to use SLO's to track student progress with contract usage. - Assessment Process: Results Discussed / Shared: Additionally track Fall semester comparisons in future data results.</p>
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	<p>problem-solving strategy for the contract. Work is rated according to Exceeds, Meets or Fails to Meet Expectations for Honors Work (Fall 2017-Spring 2018). 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 2017 and Spring 2018 in early May. Faculty is asked to return data within 2 weeks. Assessment device may be changed</p>	<p>left blank or a SLO rubric was not attached by the professor.</p>		
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		for more detailed assessment. Student achievement in past semesters at 85% Meets or Exceeds Expectations been met yet? Met			
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**Assessment List Findings for the Assessment Measure level for Students will be able to craft a work of independent research and thinking(Imported)**

Goal/Objective	Students will be able to craft a work of independent research and thinking(Imported)	
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.
Assessment Measures	<b>Assessment Measure</b>	<b>Criterion</b>
	Direct - Thesis	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 2017-Spring 2018). Faculty chairs of Honor Theses committees asked to evaluate student thesis work. Survey addresses 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 late November early December in the Fall semester and late April early May in the Spring semester. Achievement based on 85% Meets or Exceeds Expectations.

Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improve ment Narratives
	Direct - Thesis	Has the criterion 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 2017-Spring 2018). Faculty chairs of Honor Theses committees asked to evaluate student thesis work. Survey addresses SLO's concerning whether the student exceeded their expectation	The plan to email faculty earlier in the Spring semester was executed for the Spring 2018 semester. Fall 2017 semester was not assessed, however, because Learning Outcomes sheet was reworked for thesis to include "Integrity/Ethics" sector, but not sent out in time for timely responses. Spring 2018 results for two (2) Theses completed showed that all sectors (Content, Critical Thinking, Communication, Integrity/Ethics, and Project Management	Briley_Higginbotham_Thesis_Learning_Outcomes_2018.jpg Emily_Tagensen_Thesis_Learning_Outcomes_2018.jpg	- Policy / Process / Procedure: For Fall 2017, SLO's were sent out too late to be processed, and collection of those SLO's did not have a folder or file to be saved to. SLO's will be saved in hard copy in a file specific to theses, and emails for faculty response for theses students graduating in the Fall semester will be sent the day after their committee presentation as part of procedure.

		<p>, 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 late November</p>	<p>nt) of the criterion for SLO's Exceeded Expectations for both theses workers. Comment sections were added to allow professors to assess students more specifically: "Briley did an outstanding job on her Honors Thesis. What I found helpful as director was to work with her to come up with a deadline of March 1 for a rough draft, which I commented on, and then a later deadline at the end of March for her to submit her revised thesis to entire committee for comments." - Dr. Jennifer Vaught, Chair "Emily grew from a quiet</p>		
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		<p>early December in the Fall semester and late April early May in the Spring semester. Achievement based on 85% Meets or Exceeds Expectations. been met yet? Met</p>	<p>student with limited confidence into an aspiring researcher with direction and career goals during this project. The change in her was noted by many on our faculty. I think this thesis was a life changing experience for her." - Dr. David Bellar, Chair In including these comments a more full picture of the impact on the student can be assessed.</p>		
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**Assessment List Findings for the Assessment Measure level for Honors Program will track the success of students taking responsibility to construct their own academic success through contracting courses(Imported)**

Goal/Objective	Honors Program will track the success of students taking responsibility to construct their own academic success through contracting courses(Imported)		
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.	

<p>Assessment Measures</p>	<table border="1"> <thead> <tr> <th data-bbox="277 411 521 485">Assessment Measure</th> <th colspan="4" data-bbox="521 411 1528 485">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="277 485 521 800">                     Indirect - Survey - Faculty (Other)                 </td> <td colspan="4" data-bbox="521 485 1528 800">                     Count number of Honors Contracts between Fall 2016 and Spring 2017 as compared to Fall 2017 and Spring 2018 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. 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.                 </td> </tr> </tbody> </table>					Assessment Measure	Criterion				Indirect - Survey - Faculty (Other)	Count number of Honors Contracts between Fall 2016 and Spring 2017 as compared to Fall 2017 and Spring 2018 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. 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.			
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		<p>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>usage of Honors contracts by Honors students to meet their requirements of 18 credit hours of Honors classes.</p>		<p>ty to expand their education through contracting a class.</p>
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**Assessment List Findings for the Assessment Measure level for Increase availability of honors courses(Imported)**

Goal/Objective	Increase availability of honors courses(Imported)																			
Legends	OO - Outcome/Objective (administrative units);																			
Standards/Outcomes	<table border="1"> <thead> <tr> <th data-bbox="375 1213 662 1257">Identifier</th> <th colspan="4" data-bbox="662 1213 1531 1257">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="375 1257 662 1329">Faculty SI.Faculty SI 4.KPI 12</td> <td colspan="4" data-bbox="662 1257 1531 1329">Provide faculty with the infrastructure needed to observe, evaluate, and provide constructive feedback on their instruction.</td> </tr> <tr> <td data-bbox="375 1329 662 1400">Student SI.Student SI 3</td> <td colspan="4" data-bbox="662 1329 1531 1400">Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.</td> </tr> </tbody> </table>					Identifier	Description				Faculty SI.Faculty SI 4.KPI 12	Provide faculty with the infrastructure needed to observe, evaluate, and provide constructive feedback on their instruction.				Student SI.Student SI 3	Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.			
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Indirect - Academic	Has the criterion Count of	Honors provides departmental and cross-listed course		- Assessment Process: Continuous																

	<p>Measure (Other)</p>	<p>honors courses. Create new honors courses each year and help implement already established courses. been met yet? Met</p>	<p>options through multiple departments. For Fall 2017, 18 departmental Honors courses, 18 UNIV 100 courses, and 25 cross-listed Honors courses were available for students to take. For Spring 2018, 15 departmental Honors courses and 26 cross-listed Honors courses were available for students to take. Honors was able to, in conjunction with the Office of First Year Experience, offer 18 new courses of Honors UNIV 100 to students. In addition, 2 new Kinesiology cross-listed classes and 3 Criminal Justice cross-listed classes were added.</p>		<p>monitoring: Continue to count and assess new classes that are added. - Assessment Process: Goals / Outcomes / Objectives changed: Include in objectives that classes are maintained for multiple semesters. ENGL 366 was added as an Honors Technical Writing course in Spring 2018, but was only offered the one semester and may not be offered again.</p>
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**Assessment List Findings for the Assessment Measure level for Increase incoming and current student participation in Honors Thesis.**

<p>Goal/Objective</p>	<p>Increase incoming and current student participation in Honors Thesis.</p>											
<p>Legends</p>	<p>SLO - Student Learning Outcome/Objective (academic units);</p>											
<p>Standards/Outcomes</p>	<table border="1"> <thead> <tr> <th data-bbox="375 1577 657 1621"> <p>Identifier</p> </th> <th data-bbox="657 1577 1531 1621"> <p>Description</p> </th> </tr> </thead> <tbody> <tr> <td data-bbox="375 1621 657 1724"> <p><b>Student SI.Student SI 1</b></p> </td> <td data-bbox="657 1621 1531 1724"> <p>Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).</p> </td> </tr> <tr> <td data-bbox="375 1724 657 1793"> <p><b>Student SI.Student SI 1.KPI 2</b></p> </td> <td data-bbox="657 1724 1531 1793"> <p>Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university</p> </td> </tr> <tr> <td data-bbox="375 1793 657 1864"> <p><b>Student SI.Student SI 3</b></p> </td> <td data-bbox="657 1793 1531 1864"> <p>Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.</p> </td> </tr> <tr> <td data-bbox="375 1864 657 1967"> <p><b>Student SI.Student SI 3.KPI 11</b></p> </td> <td data-bbox="657 1864 1531 1967"> <p>Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.</p> </td> </tr> </tbody> </table>		<p>Identifier</p>	<p>Description</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 1.KPI 2</b></p>	<p>Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university</p>	<p><b>Student SI.Student SI 3</b></p>	<p>Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.</p>	<p><b>Student SI.Student SI 3.KPI 11</b></p>	<p>Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.</p>
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<p>Assessment Measures</p>	<table border="1"> <thead> <tr> <th data-bbox="373 411 594 485">Assessment Measure</th> <th data-bbox="594 411 1528 485">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="373 485 594 678">Direct - Thesis</td> <td data-bbox="594 485 1528 678">Increase in student enrollment in HONR 497 Thesis Prep to encourage students to undertake Baccalaureate Degree work. Scholarship application will be provided for incoming high school students online to apply for a \$1,000 scholarship to be received each academic year for a total of 4 years of thesis work and a total scholarship of \$4,000. Increase of at least 5 Thesis Prep Students Each Academic Year added to the HONR 497 roster.</td> </tr> </tbody> </table>					Assessment Measure	Criterion	Direct - Thesis	Increase in student enrollment in HONR 497 Thesis Prep to encourage students to undertake Baccalaureate Degree work. Scholarship application will be provided for incoming high school students online to apply for a \$1,000 scholarship to be received each academic year for a total of 4 years of thesis work and a total scholarship of \$4,000. Increase of at least 5 Thesis Prep Students Each Academic Year added to the HONR 497 roster.						
Assessment Measure	Criterion														
Direct - Thesis	Increase in student enrollment in HONR 497 Thesis Prep to encourage students to undertake Baccalaureate Degree work. Scholarship application will be provided for incoming high school students online to apply for a \$1,000 scholarship to be received each academic year for a total of 4 years of thesis work and a total scholarship of \$4,000. Increase of at least 5 Thesis Prep Students Each Academic Year added to the HONR 497 roster.														
<p>Assessment Findings</p>	<table border="1"> <thead> <tr> <th data-bbox="373 821 574 921">Assessment Measure</th> <th data-bbox="574 821 826 921">Criterion</th> <th data-bbox="826 821 1078 921">Summary</th> <th data-bbox="1078 821 1282 921">Attachments of the Assessments</th> <th data-bbox="1282 821 1528 921">Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td data-bbox="373 921 574 1911">Direct - Thesis</td> <td data-bbox="574 921 826 1911">Has the criterion Increase in student enrollment in HONR 497 Thesis Prep to encourage students to undertake Baccalaureate Degree work. Scholarship application will be provided for incoming high school students online to apply for a \$1,000 scholarship to be received each academic year for a total of 4 years of thesis work and a total scholarship of \$4,000. Increase of at least 5 Thesis Prep Students Each Academic Year added to the HONR 497 roster. been met yet? Met</td> <td data-bbox="826 921 1078 1911">Five incoming students were selected from a pool of eight (8) students that applied for the scholarship. These students will not be added to HONR 497 until Sophomore year. Still, enrollment in HONR 497 for Spring 2018 was 12, and in Fall 2017, was 13, showing a steady number of students using Thesis Preparation in order to graduate with a Baccalaureate degree.</td> <td data-bbox="1078 921 1282 1911"></td> <td data-bbox="1282 921 1528 1911">- Assessment Process: Continuous monitoring: Continue to provide "Honors Excellence" scholarship to incoming freshmen and track progress for HONR 497. - Assessment Process: Targets / Criteria for Success changed: Instead of focusing on increase in number of Thesis Prep Students added to HONR 497, count the number of students about to enter Thesis Prep and those in Thesis Prep.</td> </tr> </tbody> </table>					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Direct - Thesis	Has the criterion Increase in student enrollment in HONR 497 Thesis Prep to encourage students to undertake Baccalaureate Degree work. Scholarship application will be provided for incoming high school students online to apply for a \$1,000 scholarship to be received each academic year for a total of 4 years of thesis work and a total scholarship of \$4,000. Increase of at least 5 Thesis Prep Students Each Academic Year added to the HONR 497 roster. been met yet? Met	Five incoming students were selected from a pool of eight (8) students that applied for the scholarship. These students will not be added to HONR 497 until Sophomore year. Still, enrollment in HONR 497 for Spring 2018 was 12, and in Fall 2017, was 13, showing a steady number of students using Thesis Preparation in order to graduate with a Baccalaureate degree.		- Assessment Process: Continuous monitoring: Continue to provide "Honors Excellence" scholarship to incoming freshmen and track progress for HONR 497. - Assessment Process: Targets / Criteria for Success changed: Instead of focusing on increase in number of Thesis Prep Students added to HONR 497, count the number of students about to enter Thesis Prep and those in Thesis Prep.
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives											
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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.(Imported)**

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.(Imported)				
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>			
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 2016/2017 with the help of Greg Ohlenforst in the Office of Institutional Research.				
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 Measure (Other)	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	Office of Institutional Research did not provide data results as of current assessment cycle.		<ul style="list-style-type: none"> <li>- Student/Faculty Support (for Administrative Units): Continue to interact with Greg Ohlenforst in Office of Institutional Research (OIR) to insure a continued data collection as requested in an annual report from OIR.</li> <li>- Assessment Process:</li> </ul>

		figures. With this data the program hopes to incentivize and increase enrollment into the Honors Program. Compile data for the years 2007 to 2016/2017 with the help of Greg Ohlenforst in the Office of Institutional Research. been met yet? Not met			Continuous monitoring: Continue to monitor receipt of data from OIR, and keep an email chain. - Assessment Process: Targets / Criteria for Success changed: Keep same target years. Years of 2016/2017 data will not be available until next year.
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**Assessment List Findings for the Assessment Measure level for Implement new ways of increasing undergraduate research.(Imported)**

Goal/Objective	Implement new ways of increasing undergraduate research.(Imported)				
Legends	OO - Outcome/Objective (administrative 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>		
	Indirect - Academic Indirect Measure (Other)		Tabulate increased or decreased use of Undergraduate Research Conference (URC) to determine growth of student usage. Increase numbers of students attending and participating in the conference each year by 20 students per academic year.		
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 Tabulate increased or	Students attending the 2017 Undergradu	URC_Faculty_Vs_Students_2015_2017.docx	- Assessment Process: Continuous

	<p>Measure (Other)</p>	<p>decreased use of Undergraduate Research Conference (URC) to determine growth of student usage. Increase numbers of students attending and participating in the conference each year by 20 students per academic year. been met yet? Met</p>	<p>ate Research Conference (URC) totaled 136 students. In comparison, students that attended in 2016 totaled 110. This was an increase of 26 students from multiple schools attending the conference as compared to the year prior. Honors is currently on a path to continue increasing students each year by the objective set.</p>		<p>monitoring: Continue to track the number of students participating in URC, and create new outreach plans if numbers fall below expectations of adding 20 more students in attendance per year.</p>
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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.(Imported)**

<p>Goal/Objective</p>	<p>Update and remodel third floor of Honors building to create larger classroom facilities, new media lab, and enhance storage space.(Imported)</p>							
<p>Legends</p>	<p>PO - Program Objective (academic units); OO - Outcome/Objective (administrative units);</p>							
<p>Standards/Outcomes</p>	<table border="1"> <thead> <tr> <th data-bbox="375 1703 639 1745">Identifier</th> <th data-bbox="639 1703 1531 1745">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="375 1745 639 1818"> <p>Faculty SI.Faculty SI 1</p> </td> <td data-bbox="639 1745 1531 1818"> <p>Significantly upgrade academic facilities related to instruction in order to meet or exceed the quality of those at peer institutions.</p> </td> </tr> <tr> <td data-bbox="375 1818 639 1919"> <p>Faculty SI.Faculty SI 1.KPI 1</p> </td> <td data-bbox="639 1818 1531 1919"> <p>Within the first year, develop a master plan to evaluate and prioritize upgrades to academic facilities.</p> </td> </tr> </tbody> </table>		Identifier	Description	<p>Faculty SI.Faculty SI 1</p>	<p>Significantly upgrade academic facilities related to instruction in order to meet or exceed the quality of those at peer institutions.</p>	<p>Faculty SI.Faculty SI 1.KPI 1</p>	<p>Within the first year, develop a master plan to evaluate and prioritize upgrades to academic facilities.</p>
Identifier	Description							
<p>Faculty SI.Faculty SI 1</p>	<p>Significantly upgrade academic facilities related to instruction in order to meet or exceed the quality of those at peer institutions.</p>							
<p>Faculty SI.Faculty SI 1.KPI 1</p>	<p>Within the first year, develop a master plan to evaluate and prioritize upgrades to academic facilities.</p>							

	<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	<table border="1"> <tr> <th data-bbox="375 617 651 688">Assessment Measure</th> <th data-bbox="651 617 1531 688">Criterion</th> </tr> <tr> <td data-bbox="375 688 651 856">                     Indirect - Academic Indirect Measure (Other)                 </td> <td data-bbox="651 688 1531 856">                     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.                 </td> </tr> </table>				Assessment Measure	Criterion	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 Measure	Criterion													
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	<table border="1"> <thead> <tr> <th data-bbox="375 995 578 1098">Assessment Measure</th> <th data-bbox="578 995 818 1098">Criterion</th> <th data-bbox="818 995 1073 1098">Summary</th> <th data-bbox="1073 995 1276 1098">Attachments of the Assessments</th> <th data-bbox="1276 995 1531 1098">Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td data-bbox="375 1098 578 1963">                     Indirect - Academic Indirect Measure (Other)                 </td> <td data-bbox="578 1098 818 1963">                     Has the criterion 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. been met yet? Met                 </td> <td data-bbox="818 1098 1073 1963">                     Goal half-way met. Money has not been raised for \$500, 000, but expectation of funds needed to refurbish third floor has stayed steady since previous fundraising event. However, collaborations with QEP Board is in works to provide half of building for Undergraduate Research office and other half of floor for Honors, which will decrease needed cost from Honors to finish floor by half. It will, however, decrease the amount of space on floor for Honors' usage.                 </td> <td data-bbox="1073 1098 1276 1963"></td> <td data-bbox="1276 1098 1531 1963">                     - Assessment Process: Targets / Criteria for Success changed: Instead of the Goal/Objective including classroom facilities, space will instead be used for media lab only, and storage space will be moved to second floor next to a lounge.                 </td> </tr> </tbody> </table>				Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Indirect - Academic Indirect Measure (Other)	Has the criterion 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. been met yet? Met	Goal half-way met. Money has not been raised for \$500, 000, but expectation of funds needed to refurbish third floor has stayed steady since previous fundraising event. However, collaborations with QEP Board is in works to provide half of building for Undergraduate Research office and other half of floor for Honors, which will decrease needed cost from Honors to finish floor by half. It will, however, decrease the amount of space on floor for Honors' usage.		- Assessment Process: Targets / Criteria for Success changed: Instead of the Goal/Objective including classroom facilities, space will instead be used for media lab only, and storage space will be moved to second floor next to a lounge.
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives										
Indirect - Academic Indirect Measure (Other)	Has the criterion 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. been met yet? Met	Goal half-way met. Money has not been raised for \$500, 000, but expectation of funds needed to refurbish third floor has stayed steady since previous fundraising event. However, collaborations with QEP Board is in works to provide half of building for Undergraduate Research office and other half of floor for Honors, which will decrease needed cost from Honors to finish floor by half. It will, however, decrease the amount of space on floor for Honors' usage.		- Assessment Process: Targets / Criteria for Success changed: Instead of the Goal/Objective including classroom facilities, space will instead be used for media lab only, and storage space will be moved to second floor next to a lounge.										

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**Assessment List Findings for the Assessment Measure level for Assessment function for assessing program effectiveness regarding excellence in student learning.(Imported)**

Goal/Objective	Assessment function for assessing program effectiveness regarding excellence in student learning.(Imported)				
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 2</b>		Enhance student engagement in co-curricular activities through a vigorous, energetic, and culturally diverse university community		
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	<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	Fall 2017 Exit Surveys completed with a sample of approximately 20 students who were graduating. Most used education opportunities by this cohort included contracts and	Exit_Survey_Spring_2018_Analysis_RESULTS.docx Exit_Survey_Fall_2017_Analysis_RESULTS.docx	- Assessment Process: Continuous monitoring: Continue to collect data and monitor patterns in data to assess needed changes.

		<p>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. been met yet? Met</p>	<p>departmental courses; Honors Program initiative for student success most appreciated were early registration, the computer lab, and staff; expansion of learning abilities included effective communication, research skills, and higher order thinking. Spring 2018 Exit Surveys completed with a sample of approximately 73 students who were graduating. Most used education opportunities by this cohort included contracts and departmental courses; Honors Program initiative for student success most appreciated were early registration, the</p>		
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		<p>computer lab, and staff; expansion of learning abilities included effective communication, organizing evidence, and higher order thinking. Also, it was measured that 44 students are planning to attend graduate school.</p>		
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**Assessment List Findings for the Assessment Measure level for Provide Biology with funding for student research.**

Goal/Objective	Provide Biology with funding for student research.														
Legends	PO - Program Objective (academic units);														
Standards/Outcomes	<table border="1" data-bbox="337 1308 1515 1419"> <thead> <tr> <th data-bbox="337 1308 581 1350">Identifier</th> <th data-bbox="581 1308 1515 1350">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="337 1350 581 1419"><b>Faculty SI.Faculty SI 1</b></td> <td data-bbox="581 1350 1515 1419">Significantly upgrade academic facilities related to instruction in order to meet or exceed the quality of those at peer institutions.</td> </tr> </tbody> </table>					Identifier	Description	<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.						
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Assessment Measure	Criterion														
Direct - Project	Honors Program donating \$5,000 to Biology department for new undergraduate research laboratory. Project completion will be monitored by continued updates via electronic communications.														
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Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives											



	Direct - Project	Has the criterion Honors Program donating \$5,000 to Biology department for new undergraduate research laboratory. Project completion will be monitored by continued updates via electronic communications. been met yet? Met	Honors Program was not asked for full \$5,000 donation for laboratory improvements, but Honors Program did provide \$326.50 in assistance with chairs for the laboratory.	Amazon.com___Order_114_0871449_6992244.pdf	- Resources / Resource Allocation (for Educational Programs: Continue to stay alert for any help Honors can give to assist other departments with funding initiatives.
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**Assessment List Findings for the Assessment Measure level for Provide 8 new scholarships, 3 new research scholarships, and 2 new study abroad scholarships.**

Goal/Objective	Provide 8 new scholarships, 3 new research scholarships, and 2 new study abroad scholarships.					
Legends	PO - Program Objective (academic units);					
Standards/Outcomes	<table border="1"> <thead> <tr> <th data-bbox="373 1333 625 1375">Identifier</th> <th data-bbox="625 1333 1531 1375">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="373 1375 625 1459"><b>Student SI.Student SI 1</b></td> <td data-bbox="625 1375 1531 1459">Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).</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).
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<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 Measure	Criterion					
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	<p>above, including: UL Honors Study Abroad Scholarships – 2 at \$1,000 each.</p>														
<p>Assessment Findings</p>	<table border="1"> <thead> <tr> <th data-bbox="375 478 578 583">Assessment Measure</th> <th data-bbox="578 478 862 583">Criterion</th> <th data-bbox="862 478 1084 583">Summary</th> <th data-bbox="1084 478 1289 583">Attachments of the Assessments</th> <th data-bbox="1289 478 1531 583">Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td data-bbox="375 583 578 1995"> <p>Indirect - Honors / Awards</p> </td> <td data-bbox="578 583 862 1995"> <p>Has the criterion The Honors Program will provide in the Fall semester scholarships of \$500 each to sophomores and above, including: UL Honors Scholarship in Political Science, UL Honors Scholarship in Kinesiology, UL Honors Scholarship in Moving Image Arts, UL Honors Scholarship in Architecture, UL Honors Scholarship in Biology, UL Honors Scholarship in Humanities (English, History, Philosophy or Modern Languages), UL Honors Scholarship in Business, UL Honors Scholarship in Nursing, and 3 UL Honors Scholarships for Baccalaureate Students for their success in ongoing Undergraduate thesis research. The Honors Program will provide in the Spring semester scholarships of \$500 each to sophomores and above, including: UL Honors Study Abroad Scholarships – 2 at \$1,000 each. been met yet? Met</p> </td> <td data-bbox="862 583 1084 1995"> <p>New Honors scholarships were provided for both Fall and Spring semester according to the criterion in the goal/objective.</p> </td> <td data-bbox="1084 583 1289 1995"></td> <td data-bbox="1289 583 1531 1995"> <p>- Assessment Process: Continuous monitoring: Continue to provide scholarships and make space in budget for new scholarships.</p> </td> </tr> </tbody> </table>					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	<p>Indirect - Honors / Awards</p>	<p>Has the criterion The Honors Program will provide in the Fall semester scholarships of \$500 each to sophomores and above, including: UL Honors Scholarship in Political Science, UL Honors Scholarship in Kinesiology, UL Honors Scholarship in Moving Image Arts, UL Honors Scholarship in Architecture, UL Honors Scholarship in Biology, UL Honors Scholarship in Humanities (English, History, Philosophy or Modern Languages), UL Honors Scholarship in Business, UL Honors Scholarship in Nursing, and 3 UL Honors Scholarships for Baccalaureate Students for their success in ongoing Undergraduate thesis research. The Honors Program will provide in the Spring semester scholarships of \$500 each to sophomores and above, including: UL Honors Study Abroad Scholarships – 2 at \$1,000 each. been met yet? Met</p>	<p>New Honors scholarships were provided for both Fall and Spring semester according to the criterion in the goal/objective.</p>		<p>- Assessment Process: Continuous monitoring: Continue to provide scholarships and make space in budget for new scholarships.</p>
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives											
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**Assessment List Findings for the Assessment Measure level for Increase the number of informed, incoming students to the Honors Program.**

Goal/Objective	Increase the number of informed, incoming students to the Honors Program.				
Legends	SLO - Student Learning Outcome/Objective (academic units); PO - Program Objective (academic 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 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>		
	Indirect - Graduate Acceptance		Three officer positions were created on the Honors Board for students to commit to recruitment practices at high schools. Students were asked to devise an active recruiting protocol for attending high schools, and were asked to set up the appointments. Honors board members will attend high schools to provide possible incoming students an experiential view of what the Honors Program means for a college student. Also, high school students will discuss with board members the implications of a good education, the opportunities provided for research and discovery in Honors, and the freshman thesis and baccalaureate scholarship. The number of student gains from Fall 2017 before the recruitment and Fall 2018 after recruitment will be assessed through a data count of the number of incoming freshmen and an analysis of the high schools attended by our Honors Board officers.		
Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Indirect - Graduate Acceptance	Has the criterion Three officer positions were created on the Honors Board for students to commit to recruitment practices at high schools. Students	Honors Board created new officer positions called "Honors Ambassadors" and delegated positions to other Honors Program members to volunteer		- Assessment Process: Continuous monitoring: Continue to track high schools visited and number of incoming

		<p>were asked to devise an active recruiting protocol for attending high schools, and were asked to set up the appointments. Honors board members will attend high schools to provide possible incoming students an experiential view of what the Honors Program means for a college student. Also, high school students will discuss with board members the implications of a good education, the opportunities provided for research and discovery in Honors, and the freshman thesis and baccalaureate scholarship. The number of student gains from Fall 2017 before the recruitment and Fall 2018 after recruitment will be assessed through a data count of the number of incoming freshmen and an analysis of the high schools attended by our Honors Board officers. been met yet? Met</p>	<p>attending high schools. Appointments were made with the high schools to attend and present information to students about the Honors Program and provide packets to students. Packets contained a brochure, information about benefits in the program, and a list of scholarship opportunities through Honors. Schools attended by Honors Ambassadors included: Lafayette High School, Acadiana High School, David Thibodaux STEM Magnet Academy, and New Iberia Senior High School. For Fall 2017, the number of new attending students was 639. In Fall 2018, the number of entering students is 653, a slight increase. Schools that received emailed packets: Mandeville High School Neville High School Ouachita Parish High School St. Amant High School Academy of the Sacred Heart Alexandria Senior High School Archbishop Hannan High School C.E. Byrd High School Caddo Parish Magnet</p>		<p>students to see effects of recruitment.</p>
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			High School Calvary Baptist Academy Carrol High School Ellender Memorial High School Fontainebleau High School Hahnville High School Haughton High School Jesuit High School LSMSA Minden High School Mount Carmel High School North Webster High School Ouachita Christian High School Pineville High School Richwood High School Southwood High School Terrebonne High School Thibodaux High School Vandebilt Catholic High School West Monroe High School West Ouachita High School Wossman High School		
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**Reflection (Due 9/15/18)**

**Reflection**

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

**1) How were assessment results shared in the program / department?**

*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?

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) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

Providing networking opportunities between on campus affiliates and measuring its effectiveness through qualitative reporting shows an increased likelihood of building improved facilities for student use on the third floor of the Honors building. 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. Reflecting on the measure of monies in budgetary spending provided additional scholarship monies for students. Recruitment measurements are a beginning trend with the creation of Honors Ambassadors for recruiting local schools, and results will begin to be compared in the coming academic years. 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. As well, by extending focus to the measurable effects of Thesis Prep enrollment and including comment sections for faculty, Honors was able to create a plan for the future to increase enrollment and to continue to 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. Counting the number of cross-listed and departmental classes and comparing to previous semesters shows the pattern of changing need in Honors students and reiterates how Honors might best serve our students with appropriate active learning classes to the benefit of their future.

## 5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

Honors was able to pinpoint multiple growth-based trends and outcomes that express an upward momentum for the program as a whole. As well, needed changes have been noted. Thesis outcome surveys need to be available for delivery in both semesters with appropriate filing spaces for hard-copy and digital reporting. Institutional Research must be contacted as a valued connector of data for retention in a timely manner, and this data needs to be evaluated either bi-annually or in a scheduled annual fashion. 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 Justice-Rickels Hall to completion, and we are beginning to see a possible collaboration between a burgeoning Undergraduate Research Office and the Honors Program. In effect, 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, including a recent provision to e-publish students moving towards professional careers paths. Additionally, Honors is providing more courses, contracts,

and funding opportunities to students than before, and more students are taking these opportunities than before. As more recruitment for students becomes applied through our Honors Ambassador program, it will become paramount that more opportunities and the monies that supply those new larger cohorts of students with opportunities be considered in future trends. An annual report provided by our IT staff member, Jason Suire, is attached to provide an appendix of improvements, achievements, and data not mentioned specifically in Results and Improvements, and is a new program initiative which will, as per current academic trends, be provided annually. As well, the current E-Publication for the Undergraduate Research Conference has been attached to provide another example of improved program opportunities for student research.

**Attachments (optional)**

*Upload any documents which support the program / department assessment process.*

2017\_2018\_Annual\_Report.pdf

E\_Publication\_URC\_Vol\_1\_2017.pdf