

# Academic Program Assessment Report

**Assessment** is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

**Be sure to SAVE your progress as you work!**

**Academic Program**

Honors College

**Submission Year**

2020-2021

**Assessment Coordinator Name**

Lillian Craton

**Enter Assessment Coordinator Email**

lcraton@lander.edu

## Program Goal

### Goal

#### Goal 1

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

**Program Goal**

To attract and retain well-qualified students to Lander University.

**Pillar of Success Supported**

Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

The Honors College will maintain enrollment at least 75% of its maximum capacity.

**Timeframe for this Outcome**

Academic Year 2019-20

**Performance Target for "Met"**

Honors College enrollment is 75% or more of maximum capacity.

**Performance Target for "Partially Met"**

Honors College enrollment is 60-74% or more of maximum capacity.

**Performance Target for "Not Met"**

Honors College enrollment is below 60% or more of maximum capacity.

**Assessment Measure Used**

2019-20 official Honors College roster

**Frequency of Assessment**

annual

**Data Collected for this Timeframe (Results)**

We had 204 members in good standing during 2019-20. Our max capacity was 200 (two cohorts of up to 40 and two cohorts of up to 80), using 85% of our capacity.

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

This goal is our broadest indicator of success: it reflects both our recruitment and retention efforts, as well our students' academic success and thus continuance in the program. The 75% threshold for "Met" is designed to allow for some natural attrition as students transfer or leave the program as well as some natural variation in the size of our first-year cohorts. We have experienced steady growth throughout the program's history, and doubled our incoming cohort size in 2018 from 40 to 80. However, due to limitations on instructor availability and physical space, resources were stretched thin after a second year recruiting at this level. (A good example is our Honors student lounge, which seats approximately 14 students and was often too crowded to move easily during the peak usage times between classes.) Future growth for the program will depend upon future availability of faculty resources and facilities.

**Resources Needed to Meet/Sustain Results**

Increased student lounge space (cost variable) and increased faculty availability for Honors courses (costs tied to faculty opportunity cost or overload pay)

**Explanation of How Resources Will Be Used**

## Outcome 2

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**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

The Honors College will attract and enroll a qualified cohort of new students that is at or near its capacity and recruitment goal.

**Timeframe for this Outcome**

Academic Year 2019-20

**Performance Target for "Met"**

The Honors College will enroll a qualified cohort of at least 95% of its 60-seat capacity.

**Performance Target for "Partially Met"**

The Honors College will enroll a qualified cohort of new students of at least 75% of its budgeted capacity.

**Performance Target for "Not Met"**

The Honors College will enroll a cohort of new students of less than 75% of its budgeted capacity.

**Assessment Measure Used**

2019-20 Honors College official roster

**Frequency of Assessment**

annual

**Data Collected for this Timeframe (Results)**

57 new Honors College members joined in 2020

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

Unfortunately, in 2020, Covid-19 forced us to adapt our recruiting methods during the peak season for freshman applicants. The spring Open House events and campus tours that are our most successful recruiting opportunities were obviously cancelled. While we increased digital outreach and used email to contact strong candidates, we think the distractions and cancellations of 2020 hurt our messaging. It also hurt our ability to meet students' needs. Because of the university's concerns about potential budget cuts, and because of our inability to offer the travel-based HONS 210 course that most freshmen take, in March we changed our recruiting goal from 80 to 60, a number we felt we could accommodate without the HONS 210 offerings. This decision has allowed us to focus on creating personal connections with new students. Ultimately, we enrolled 57 new students in 2020: 2 transfer sophomores, 8 continuing sophomores, and 47 new freshmen. While we met our enrollment goal, this recruitment cycle called for flexibility. We did not actively recruit students with SAT scores below our published benchmark, but we did accept several students who applied with lower-than-typical scores but whose high school transcripts assured us that they could succeed in the program. This decision was partly an expression of concern for the disruptions that incoming students had experienced in 2020, and in part a contribution to the university's aggressive enrollment push in a time of uncertainty: we hoped that our inclusivity would help encourage borderline students to commit to Lander.

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Outcome 3

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

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**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

The Honors College will play a significant role in the college decisions of its members.

**Timeframe for this Outcome**

Academic Year 2019-20

**Performance Target for "Met"**

The Honors College will play a significant role in the college decisions of 75% or more of its members.

**Performance Target for "Partially Met"**

The Honors College will play a significant role in the college decisions of 60-74% of its members.

**Performance Target for "Not Met"**

The Honors College will play a significant role in the college decisions of less than 60% of its members.

**Assessment Measure Used**

2020 Honors College Student Satisfaction Survey

**Frequency of Assessment**

annual

**Data Collected for this Timeframe (Results)**

58% of Honors College members responding to the survey indicated that Honors had been a "deciding" or "supporting" factor in their decision to attend Lander.

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

This outcome reflects our level of success in outreach to prospective students and the reputation/perception of the program's value to students. We set our threshold of "met" at 75% to be aspirational and have not yet met that benchmark. We chose to leave the threshold unchanged because we believe it is a realistic goal. The data dropped several percentage points from last year, though, driven mainly by a drop in the incoming freshman class. We believe this is a direct result of Covid-19 and the necessary cancellation of recruitment events in Spring 2020.

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Outcome 4

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

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**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Honors College students will report high satisfaction with their Lander experience.

**Timeframe for this Outcome**

Academic Year 2019-20

**Performance Target for "Met"**

Honors College members will report an average satisfaction level of 4.5 on a 5.0 Likert scale.

**Performance Target for "Partially Met"**

Honors College members will report an average satisfaction level of 4.0 to 4.4 on a 5.0 Likert scale.

**Performance Target for "Not Met"**

Honors College members will report an average satisfaction level below 4.0 Likert scale.

**Assessment Measure Used**

2020 Honors College Student Satisfaction Survey

**Frequency of Assessment**

annual

**Data Collected for this Timeframe (Results)**

When asked "How happy are you that you attend Lander University?" Honors College had an average response of 4.69 out of 5.0. (On the survey, a score of 4 indicated "I am happy that I attend Lander" and a score of 5 indicated "I am very happy that I attend Lander.")

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

Students' overall perception of their Lander experience is not within the control of any one program. However, Honors College aims to bolster students' overall satisfaction with their college experience, and we believe it is important to track this measurement of the morale of high-performing students. Also, it provides a basis of comparison for student satisfaction with the program itself. This score increased slightly from last year.

**Resources Needed to Meet/Sustain Results**

## Explanation of How Resources Will Be Used

### Outcome 5

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

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**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Honors College members will report high satisfaction with their Honors College experience.

**Timeframe for this Outcome**

Academic Year 2019-20

**Performance Target for "Met"**

Honors College members will report an average satisfaction level of 4.5 on a 5.0 Likert scale.

**Performance Target for "Partially Met"**

Honors College members will report an average satisfaction level of 4.0 to 4.4 on a 5.0 Likert scale.

**Performance Target for "Not Met"**

Honors College members will report an average satisfaction level below 4.0 on a 5.0 Likert scale.

**Assessment Measure Used**

2020 Honors College Student Satisfaction Survey

**Frequency of Assessment**

annual

**Data Collected for this Timeframe (Results)**

When asked "How happy are you to be a member of the Honors College?" Honors College had an average response of 4.72 out of 5.0. (On the survey, a score of 4 indicated "I am happy that I attend Lander" and a score of 5 indicated "I am very happy that I attend Lander.")

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

Student satisfaction with their Honors College experience reflects strongly on the program's ability to aid in retention and meet students' needs. In spite of reduced programming and travel opportunities in 2020 due to the pandemic, student satisfaction with the program increased slightly, from 4.69 to 4.72. While not statistically significant, the positive movement is reassuring.

## Resources Needed to Meet/Sustain Results

## Explanation of How Resources Will Be Used

# Goal Summary

### Goal Summary/Comments

We are pleased with the continued success of the Honors College in attracting and meeting the needs of high-achieving students. The Covid-19 pandemic adversely affected our recruiting outreach plans for 2020 and also reduced the travel and internship opportunities that are hallmarks of the Honors experience. This resulted in us reducing the size of our 2020 freshman cohort and slowing the growth of the program. The disruption to programming has not yet been shown to have a negative impact on student satisfaction. However, we expect to see that negative impact in future surveys if the pandemic persists into 2021.

### Changes Made/Proposed Related to Goal

We currently intend to maintain the 60-person cohort size as we recruit for 2021-22, although this decision could change depending on the number and timing of well-qualified applications this year. Though our original growth plan included a goal of 80 students per cohort, that pace of growth proved difficult to manage even during ideal conditions. Since the cost and safety of academic travel will be in question for the next year, a more cautious approach to growth seems prudent.

## Upload Rubrics/Other Files

## Goal 2

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

### Program Goal

To promote academic success and academic enrichment on Lander's campus.

### Pillar of Success Supported

Robust Student Experience

# Outcomes

## Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

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**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Continuing Honors College members will maintain a meritorious institutional GPA (defined as 3.5 or higher, the threshold for Cum Laude Latin honors at graduation).

**Timeframe for this Outcome**

Academic Year 2019-20

**Performance Target for "Met"**

75% or more of continuing Honors members will hold cumulative institutional GPAs of 3.5 or higher.

**Performance Target for "Partially Met"**

60-74% of continuing Honors members will hold cumulative institutional GPAs of 3.5 or higher.

**Performance Target for "Not Met"**

Less than 60% of continuing Honors members will hold cumulative institutional GPAs of 3.5 or higher.

**Assessment Measure Used**

2019-20 official Honors College roster

**Frequency of Assessment**

annual

**Data Collected for this Timeframe (Results)**

74% (119 of 161) continuing Honors members had meritorious GPAs.

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

Though we have not yet hit our benchmark of 75%, we've made significant progress; this year we were within one percentage point. Last year the percentage of students with meritorious GPAs grew from 64% to 71.4%, so the newest data continues that upward trend. It's difficult to know how these numbers were affected by disruptions from the pandemic and sudden shift online in Spring 2020, as well as by Lander's generous late withdrawal and "pass" grade policies during the Spring 2020 semester.

**Resources Needed to Meet/Sustain Results****Explanation of How Resources Will Be Used****Outcome 2**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

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**Most goals have at least two outcomes measured.**



**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Lander students will present research at the annual Student Academic Symposium.

**Timeframe for this Outcome**

Academic Year 2019-20

**Performance Target for "Met"**

5% of Lander's undergraduate population will participate in the Academic Symposium.

**Performance Target for "Partially Met"**

3% to 4.9% of Lander's undergraduate population will participate in the Academic Symposium.

**Performance Target for "Not Met"**

Less than 3% of Lander's undergraduate population will participate in the Academic Symposium.

**Assessment Measure Used**

Symposium Proceedings

**Frequency of Assessment**

annual

**Data Collected for this Timeframe (Results)**

The Student Academic Symposium was cancelled due to the Covid-19 pandemic in 2020. Students were invited to publish their research in our online proceedings, although we do not consider that opportunity comparable. There were 70 projects and 85 individual students included in that website (about 2.8% of the Lander student population). Because the normal event did not take place, we have not scored the outcome.

**Score (Met=3, Partially Met=2, Not Met=1)****Comments/Narrative**

We set our aspirational goal at 5% because we believe it is attainable. However, Covid-19 forced the cancellation of our 2020 event. The website we hastily created to publish student research came out better than expected, and we are considering maintaining that in lieu of our paper Proceedings booklet.

**Resources Needed to Meet/Sustain Results****Explanation of How Resources Will Be Used****Outcome 3**

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employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Honors College members will enroll in HONS seminars.

**Timeframe for this Outcome**

Academic Year 2019-20

**Performance Target for "Met"**

Honors College members will earn an average of 4 or more credit hours per academic year at the HONS level.

**Performance Target for "Partially Met"**

Honors College members will earn an average of 3.0 to 3.9 credit hours per academic year at the HONS level.

**Performance Target for "Not Met"**

Honors College members will earn an average of less than 3.0 credit hours per academic year at the HONS level.

**Assessment Measure Used**

2018-19 Honors College official roster

**Frequency of Assessment**

annual

**Data Collected for this Timeframe (Results)**

3.14 credit hours earned per member

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

We set our target at 4 credit hours for this outcome because that annual number would put an individual on track to exceed the required course hours for graduation with the Honors medal. During 2019-20, we experienced an intense space crunch with growth outpacing our ability to add more sections of the more popular Honors College classes. Unsurprisingly, the number of credit hours per student also dropped slightly during that year.

**Resources Needed to Meet/Sustain Results**

Flexible faculty time to teach HONS seminars. Costs are indirect, but may include adjunct or overload pay to cover courses that are part of the faculty member's core load.

**Explanation of How Resources Will Be Used**

Additional HONS course offerings will be made available to students.

## Outcome 4

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**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Honors College members will report that Honors has been a "significant" or "very significant" part of their college experience.

**Timeframe for this Outcome**

Academic Year 2019-20

**Performance Target for "Met"**

75% or more of Honors College members will report that Honors has been a "significant" or "very significant" part of their college experience. (4 or 5 on a 5-point Likert scale)

**Performance Target for "Partially Met"**

60-74% of Honors College members will report that Honors has been a "significant" or "very significant" part of their college experience. (4 or 5 on a 5-point Likert scale)

**Performance Target for "Not Met"**

Less than 60% Honors College members will report that Honors has been a "significant" or "very significant" part of their college experience. (4 or 5 on a 5-point Likert scale)

**Assessment Measure Used**

2020 Honors College Student Satisfaction Survey

**Frequency of Assessment**

annual

**Data Collected for this Timeframe (Results)**

72.1% of Honors Students reported that Honors has been a "significant" or "very significant" part of their college experience.

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

Our data remained virtually identical this year compared to the previous year. It is difficult to assess how the limited programming forced by the Covid-19 pandemic has influenced the data.

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Goal Summary

**Goal Summary/Comments**

The outcomes for this goal have remained relatively stable during a year of growth that was interrupted by a pandemic. Given the unusual circumstances of the year, it is hard to isolate which factors are shaping fluctuations in the data from year to year.

### Changes Made/Proposed Related to Goal

To help manage our growth, an Assistant Director of the Honors College position was created in Fall 2019. This role is providing additional advisement and programming opportunities; it has made it possible to grow without losing the ability to connect to students. In the long term, we will continue to seek additional physical space and faculty time for teaching a wider array of HONS courses.

### Upload Rubrics/Other Files

## Goal 3

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### Program Goal

To promote student engagement with academic/professional enrichment through experiential learning.

### Pillar of Success Supported

Robust Student Experience

## Outcomes

### Outcome 1

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**Most goals have at least two outcomes measured.**

### What type of Outcome would you like to add?

Operational Outcome

### Enter Outcome

Honors College members will engage in study abroad and internships through the Honors "Break Away" program.

### Timeframe for this Outcome

Academic Year 2018-2019

### Performance Target for "Met"

20 or more students (50% of a junior-senior cohort) will complete a Break Away experience.

### Performance Target for "Partially Met"

12-19 students (30-49% of a junior-senior cohort) will complete a Break Away experience.

### Performance Target for "Not Met"

Fewer than 12 students (less than 30% of a junior-senior cohort) will complete a Break Away

experience.

**Assessment Measure Used**

2019-20 Honors College official roster

**Frequency of Assessment**

annual

**Data Collected for this Timeframe (Results)**

17

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

The Covid-19 pandemic caused the cancellation of some spring and all summer 2020 study abroad programs, which impacted the number of students who were able to participate. A few of those students were able to find internships to replace the opportunity, but approximately 6 students had made plans to complete a Break Away but were unable to do so. Thus, we consider it a victory to maintain the same number of participants as last year.

**Resources Needed to Meet/Sustain Results**

The Global Scholars Program is currently budgeted \$20,000 for study abroad assistance annually. As our 80-person cohort begins studying abroad, additional funding for that program will be needed to maintain current levels of support.

**Explanation of How Resources Will Be Used**

Study abroad scholarships

## Outcome 2

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**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Honors College members will present at off-campus professional/research conferences as part of HONS coursework and capstone requirements.

**Timeframe for this Outcome**

Academic Year 2018-2019

**Performance Target for "Met"**

20 or more students (50% of a sophomore-senior cohort) will complete a conference presentation experience.

**Performance Target for "Partially Met"**

12-19 or more students (30-49% of a sophomore-senior cohort) will complete a conference presentation

experience.

**Performance Target for "Not Met"**

Fewer than 12 students (less than 30% of a sophomore-senior cohort) will complete a conference presentation experience.

**Assessment Measure Used**

2019-20 Honors College official roster

**Frequency of Assessment**

annual

**Data Collected for this Timeframe (Results)**

All of the spring semester conference to which students applied were either cancelled or delayed due to Covid-19.

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

The cancellation of undergraduate conferences forced us to take a step back from this initiative for 2020. We did have 2 students participate in outside digital conferences, and all graduating Honors students participated in the digital publication of the Academic Symposium. Because of the unusual circumstances in 2020, we will not score this outcome for the year.

**Resources Needed to Meet/Sustain Results****Explanation of How Resources Will Be Used**

## Outcome 3

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**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Honors College members will complete the requirements to earn graduation recognition in the form of the Honors Medal or Honors Pin.

**Timeframe for this Outcome**

Academic Year 2018-2019

**Performance Target for "Met"**

20 or more students (50% of a junior-senior cohort) will complete the Honors Medal or Pin.

**Performance Target for "Partially Met"**

12-19 students (30% of a junior-senior cohort) will complete the Honors Medal or Pin.

**Performance Target for "Not Met"**

Fewer than 12 students (less than 30% of a junior-senior cohort) will complete the Honors Medal or Pin.

**Assessment Measure Used**

2019-20 Honors College official roster

**Frequency of Assessment**

annual

**Data Collected for this Timeframe (Results)**

18 students earned Honors College graduation recognition in 2019-20.

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

For the second year in a row, we have nearly reached our goal of a 50% completion rate. This is our fourth full cohort to graduate from the program. We saw an increase in nursing students earning recognition this year, which was a priority for the year. Students in complex professional programs like nursing and education are still less likely to complete the Honors curriculum than other majors, so we continue to seek relevant coursework and experiential learning opportunities for those students.

**Resources Needed to Meet/Sustain Results****Explanation of How Resources Will Be Used**

## Goal Summary

**Goal Summary/Comments**

Honors College is dedicated to graduate success and sees the encouragement of career- and research-focused experiential learning as key to graduate opportunities. We use the Break Away and capstone components of our program to mentor students in these areas and the Honors Medal as an incentive to participation. At our outset, the Honors Committee chose a 50% completion rate for the program as a challenging but attainable goal to work towards. We have made progress but will need to reevaluate our goal in context of our larger-sized cohorts that entered in 2018 and 2019.

**Changes Made/Proposed Related to Goal**

We feel that our program has developed to the point that we can and will establish new student learning goals, and had intended to pilot new assessments in Spring 2020. The sudden shift to online classes during that semester delayed our plan, but we will be introducing those assessments in the Spring 2021 capstone courses. We have also reworked our Break Away proposal process to simplify the paperwork chain and reduce potential for communication breakdown. Students now have a single point of contact, the Honors Assistant Director, throughout the process. We believe that this will ultimately increase the number of students who complete the Break Away and earn graduation recognition. It will also address some inconsistencies in the way the individual Honors Advisors applied the standards for approving proposals, making the process more equitable across majors.

**Upload Rubrics/Other Files**