

**Assessment Report Standard Format
July 1, 2008 - June 30, 2009**

PROGRAM(S) ASSESSED ___University Honors Program___

ASSESSMENT COORDINATOR ___Susan Carrafiello_____

YEAR ___4___ of a ___5___ **YEAR CYCLE**

1. ASSESSMENT MEASURES EMPLOYED

Briefly describe the assessment measures employed during the year.

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What was done?

The following forms were administered: Graduate Exit surveys, Honors Course Evaluations, Honors Instructor Course Evaluations, quarterly Honors students email surveys about leadership and service activities.

The following databases were consulted: UHP Student Database, National Scholarship Resource Center database, WSU data on student retention

Who participated in the process?

Members of the Honors Program staff participated in the process.

What challenges (if any) were encountered?

No UH400 papers were collected for assessment.

2. ASSESSMENT FINDINGS

List the objectives and outcomes assessed during the year, and briefly describe the findings for each.

The objectives of the program are as follows:

Honors students

- Will participate in undergraduate research

55 of 80 Honors graduates (69%) completed Honors research projects in their major.

- Will assume leadership roles both on and off campus

Graduate exit surveys and quarterly Honors student email questionnaires show that Honors students assumed a wide variety of leadership roles both on and off campus. These leadership positions included: Student Government Association President; Student Vice-President, The Honor Society of Phi Kappa Phi; Co-President, Golden Key International Honour Society; Senator, College of Liberal Arts; Treasurer, Biology Club; Co-Chair, Student Judiciary Panels; President, Women in Computing; Chair, Dean's Student Advisory Board, CEHS; President and other officers, Student Honors Association; CoLA Student Advisory Board member; CEHS, Student Advisory Board member ; Programs Chair, National Society of Black Engineers; Vice-President, Honors Community Council; Treasurer, Kappa Delta Pi; Executive Board, Democrats of Wright State.

- Will participate in service projects on campus and in the community

186 total students enrolled in 11 Honors service learning courses, including the two UH400 seminars associated with the Honors Institute.

Graduate exit surveys and quarterly Honors student email questionnaires showed that Honors students also volunteered for numerous organizations, including St. Vincent De Paul, Relay for Life, Dayton Public Schools, and the Humane Society of Greater Dayton.

The learning outcomes of the program are as follows:

1. Honors graduates will demonstrate effective critical thinking and writing skills.

Members of the Honors staff and Honors committee evaluated a random sample of 19 (36% of total) Honors projects and answered yes or no to the following questions:

- a. Does this paper have proper documentation?
- b. Does this paper use sources critically?
- c. Does this paper have a thesis?
- d. Does this paper present an argument in support of the thesis?

100% of the papers received a yes response to all four questions.

The benchmark of 100% has been met.

2. Honors graduates will demonstrate an interdisciplinary perspective in their written work.

Transcript evaluation showed that all graduates completed their three required interdisciplinary courses with a grade of B or better.

Honors course evaluations showed that 81% of students agreed that Honors interdisciplinary courses provided an ability to use an interdisciplinary framework.

The benchmark of 90% for this learning outcome has not been met.

3. Honors graduates will demonstrate effective research skills.

55 of 80 Honors graduates (69%) completed Honors research projects in their major.

88% of the 24 graduates who returned their graduate exit questionnaires indicated that they had participated in undergraduate research.

Graduate exit surveys also showed that 88% of the graduates agreed that the Honors Program stimulated scholarship.

The benchmark of 80% for this learning outcome has been met.

4. Honors graduates will assume leadership roles and be socially conscious.

We reported on the alumni survey four years ago and thus do not have new data for this learning outcome.

5. Honors students will apply annually for national scholarships.

5 Honors students were nominated for 10 different national scholarships. Three students received 6 scholarships (NSF, Phi Kappa Phi Graduate Fellowship, Phi Kappa Phi Emerging Scholar, NIH Oxford/Cambridge, NDSEG, and Whitaker).

The benchmark of at least five applicants a year has been met.

6. Students from underrepresented populations will participate in the Honors Program at levels consistent with their enrollment at Wright State University.

The underrepresented populations that participated in the Honors Program were as follows: 7% African American, 4% Asian, and 2% Hispanic.

The benchmark that underrepresented student enrollment will remain consistent with the University enrollment for underrepresented students has been met for Asian and Hispanic students but has not been met for African American students.

7. The Honors Program will continue to maintain high levels of enrollment and retention.

93% of first year Honors students continued into their second year at Wright State. 86% of those students remained active in the University Honors Program.

The benchmark of 70% Honors students continuing in the Honors Program has been met.

3. PROGRAM IMPROVEMENTS

List planned or actual changes (if any) to curriculum, teaching methods, facilities, or services that are in response to the assessment findings.

Generally, the evidence suggests that the UHP is meeting its objectives and learning outcomes. We are in the process of implementing a new minority recruitment plan that was developed in response to last year's findings.

4. ASSESSMENT PLAN COMPLIANCE

Explain deviations from the plan (if any).

No evaluation of UH400 papers was done.

5. NEW ASSESSMENT DEVELOPMENTS

Describe developments (if any) regarding assessment measures, communication, faculty or staff involvement, benchmarking, or other assessment variables.

There are no new developments to report.