PROGRAM(S) ASSESSED ___University Honors Program___

ASSESSMENT COORDINATOR ___Susan Carrafiello_______

YEAR ____5_____ of a __5__ YEAR CYCLE

1. ASSESSMENT MEASURES EMPLOYED
   Briefly describe the assessment measures employed during the year.

What was done?

The following forms were administered: Graduate Exit surveys, Honors Course Evaluations, Honors Instructor Course Evaluations, email surveys to Honors students 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
73 of 108 Honors graduates (68%) 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 Representative, Mid-East Honors Association; Student Vice-President, The Honor Society of Phi Kappa Phi; President, WSU OCMEA chapter; President, Women’s Ultimate Club; Vice-President, Beta Alpha Psi; Student Ambassador, Ohio Society of Certified Public Accountants; Chief Photographer, Guardian; President, Residential Community Association; Senator, College of Liberal Arts; President and other officers, Student Honors Association; CoLA Student Advisory Board member; Honors Director’s Student Advisory Board; Vice-President of Community Service, Kappa Delta; Chapter Treasurer, National Society of Black Engineers; Residential Senator, Student Government; and Treasurer, Phi Alpha Theta.

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

92 total students enrolled in 6 Honors service learning courses. Two of these courses integrated information gathered by faculty and students on economic, social and environmental issues in Appalachia and included a five night service-learning trip to Southeastern Ohio/Appalachia during spring break. While there, students worked with community partners (Good Works, Timothy’s House, Rural Action, Township of Glouster, Paul’s Organic Farm) on various projects.

Graduate exit surveys and quarterly Honors student email questionnaires showed that Honors students also volunteered for numerous organizations, including the Council on Aging, Relay for Life, Women’s Center in Dayton, Bike and Build, St. Vincent de Paul, Kettering Hospital, Alzheimer’s Association, the Fair at New Boston, and Dayton Children’s Hospital.

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 14 (21% 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 93% of students agreed that Honors interdisciplinary courses provided an ability to use an interdisciplinary framework.

*The benchmark of 90% for this learning outcome has been met.*

3. Honors graduates will demonstrate effective research skills.

73 of 108 Honors graduates (68%) completed Honors research projects in their major.

55% of the graduates who returned their graduate exit questionnaires indicated that they had participated in undergraduate research.

Graduate exit surveys also showed that 86% of the graduates agreed that the Honors Program stimulated scholarship.

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

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

We will conduct an alumni survey during the next year to assess this learning outcome.

5. Honors students will apply annually for national scholarships.

4 Honors students were nominated for the Goldwater scholarship. Two students received Honorable Mention.

*The benchmark of at least five applicants a year has not 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 1.5% 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.

86% of first year Honors students continued into their second year at Wright State. 77% 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.

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.

The Senior Associate Director of the University Honors Program retired on Feb. 28, 2010. She was replaced with a new Assistant Director on July 1, 2010.