

INSTITUTIONAL EFFECTIVENESS REPORT

7.6.17

Name of Program/Department:	FMU Honors Program
Year:	2016-2017
Name of Preparer:	Dr. Jon Tuttle

PROGRAM MISSION STATEMENT

FMU Honors exists to provide the university's highest-performing and most motivated students with a unique curriculum and enhanced educational opportunities that reward inquiry, stimulate learning and promote community outreach initiatives. FMU Honors reflects the university's commitment to innovative instruction, a low student-to-faculty ratio, and out-of-classroom service and experience.

(FMU Honors succeeded the FMU Honors program in August, 2014, the primary difference being a membership model, as opposed to the previous membership model, which reduced membership from 800~ students to 250~.)

PROGRAM LEARNING OUTCOMES (PLOs)

FMU Honors will:

- PLO 1: Identify, recruit, retain and graduate high-performing, highly motivated students.
- PLO 2: Promote opportunities for stimulating service learning and volunteerism. The target for the outcome is 80% positive endorsement.
- PLO 3: Provide Honors students with opportunities for conference and/or exposition participation. The target for the outcome is 80% positive endorsement.
- PLO 4: Provide Honors students with non-traditional curricular opportunities and small student: instructor ratios in order to better prepare Honors graduates for professional/graduate schools or career opportunities. The target for the outcome is 80% positive endorsement.
- PLO 5: Provide Honors students with opportunities for socializing and community building. The target for the outcome is 80% positive endorsement.
- PLO 6: To provide an environment conducive to personal growth, intellectual inquiry and community. The target for the outcome is 80% positive endorsement.

EXECUTIVE SUMMARY OF REPORT

None of the four SLO's has met the desired 80% target. This may be owing in part to the low participation level among rubric scorers in 2016-2017, as that rubric was circulated only after spring 2017, and not fall 2016, and/or the newness of the rubric. Until this year, thesis readers had no clear rubric against which to measure Honors theses.

STUDENT LEARNING OUTCOMES (SLOs)

FMU Honors graduates will:

SLO 1: State they are able to conduct and synthesize sophisticated and applicable research in their disciplines. The target for the outcome is 80% positive endorsement.

SLO 2: State they are able to clearly articulate ideas and concepts in writing. The target for the outcome is 80% positive endorsement.

SLO 3: State they are able to clearly articulate ideas and concepts via graphics or visual aids, as applicable. The target for the outcome is 80% positive endorsement.

SLO 4: State they are able to contribute knowledge to their discipline. The target for the outcome is 80% positive endorsement.

ASSESSMENT METHODS

A scoring rubric distributed to faculty mentors/readers of Honors theses readers (typically three per thesis) will assess the extent to which writers of Honors theses achieved each of the above. The target for the outcome is 80% Positive Endorsement (score points 4 or 5 on rubric).

ASSESSMENT RESULTS

The scoring rubric was administered following Spring 2017 among readers of Honors theses. The results were as follows (questions and rubric are attached in Appendix II):

SCORE POINT	1 poor	2 minimally acceptable	3 satisfactory	4 good	5 excellent
SLO 1	0	1	4	11	6
SLO 2	0	0	5	9	8
SLO 3	0	0	6	6	10
SLO 4	0	1	5	9	7
TOTALS	0	2	20	35	31

Of the 22 responses recorded as of June 1, 2017, 17.6 positive endorsements (score points of 4 or 5) were necessary to reach the 80% target. The following are results for each SLO:

SLO 1	77.27%	Target not achieved
SLO 2	77.27%	Target not achieved
SLO 3	72.73%	Target not achieved
SLO 4	72.73%	Target not achieved

ACTION ITEMS

FMU Honors graduates:

SLO 1: Stated they were able to conduct and synthesize sophisticated and applicable research in their disciplines as measured by an exit survey at the 77.27% positive endorsement level. Since our goal was 80%, this target was not achieved. The Program therefore plans to make the following changes during the 2017-2018 academic year:

- A) Ensure more reliable data by collecting rubrics from more readers, this year being the first year such rubrics were collected.
- B) Encourage thesis readers to hold students thesis writers to higher standards pertaining to research methodologies.

SLO 2: Stated they were able to clearly articulate ideas and concepts in writing as measured by an exit survey at the 77.27% positive endorsement level. Since our goal was 80%, this target was not achieved. The Program therefore plans to make the following changes during the 2017-2018 academic year:

- A) Ensure more reliable data by collecting rubrics from more readers, this year being the first year such rubrics were collected.
- B) Remind thesis readers to enforce clear and correct writing as central to the thesis project.

SLO 3: Stated they were able to clearly articulate ideas and concepts via graphics or visual aids, as applicable as measured by an exit survey at the 72.73% positive endorsement level. Since our goal was 80%, this target was not achieved. The Program plans to make the following changes during the 2017-2018 academic year:

- A) Incorporate into thesis guidelines suggestions pertaining to graphics/visual aids
- B) Ensure more reliable data by collecting rubrics from more readers, this year being the first year such rubrics were collected.

SLO 4: Stated they were able to contribute knowledge to their discipline as measured by an exit survey at the 72.73% positive endorsement level. Since our goal was 80%, this target was not achieved. Since our goal was 80%, this target was not achieved. The Program plans to make the following changes during the 2017-2018 academic year:

- A) Ensure more reliable data by collecting rubrics from more readers, this year being the first year such rubrics were collected.
- B) Encourage thesis readers to hold students thesis writers to higher standards pertaining to content in-discipline.

In addition to these changes that come directly from the evaluating outcomes in 2016-2017, the Honors Program will also implement more changes in 2017-2018 to insure continual improvement. Those SLOs and assessment methods are as follows:

SLO 1: be able to integrate knowledge and perspectives from different disciplines. The target for the outcome is 80% Positive Endorsement.

An additional item on the exit survey of Honors graduates will assess the extent to which Honors courses had enabled/empowered to integrate knowledge and perspectives from different disciplines. This is an indirect measure.

SLO 2: be engaged and empowered as critical and creative thinkers. The target for the outcome is 80% Positive Endorsement.

An additional item on the exit survey of Honors graduates will assess the extent to which Honors courses had enabled/empowered them to be engaged and empowered as critical and creative thinkers. This is an indirect measure.

APPENDICES

I: Honors Graduate exit survey and results

II: Rubric for Honors thesis committee

APPENDIX I: PROGRAM LEARNING OUTCOMES

FMU HONORS EXIT SURVEY

Congratulations, Honors graduate! Please complete the survey below by circling the answer you think most appropriate, and return this form to Dr. Jon Tuttle at your earliest convenience; it is important to our (required) Institutional Effectiveness reports. You may bring it in person (FH 146), email it as a PDF to jtuttle@fmarion.edu, or mail it to the address above.

NAME: _____ DATE OF GRADUATION _____

1: SERVICE LEARNING & VOLUNTEERISM: to what extent do you agree that participating in FMU Honors has enhanced your awareness of the value of your education as it impacts the community and culture beyond your own career path?

A: strongly agree B: agree C: no opinion D: disagree E: strongly disagree

2: PROFESSIONAL, CONFERENCE or EXPOSITION OPPORTUNITIES: to what extent do you agree that participating in FMU Honors provided you with research opportunities such as participating/presenting in local, regional or national conferences?

A: strongly agree B: agree C: no opinion D: disagree E: strongly disagree

3: CURRICULAR OPPORTUNITIES: to what extent do you agree that FMU Honors has provided you with non-traditional curricular opportunities and smaller student/instructor ratios in order to better prepare you for professional/graduate schools or career opportunities?

A: strongly agree B: agree C: no opinion D: disagree E: strongly disagree

4 EXTRA-CURRICULAR OPPORTUNITIES: to what extent do you agree that the number and variety of social and cultural events sponsored by Honors was appropriate to its goals of socializing and community-building?

A: strongly agree B: agree C: no opinion D: disagree E: strongly disagree

5 ENVIRONMENT: to what extent do you agree that FMU Honors has provided you with a physical environment conducive to personal growth, safety, intellectual inquiry and community? You may include, in your answer, considerations of student housing/living space, the Honors room and other classrooms.

A: strongly agree B: agree C: no opinion D: disagree E: strongly disagree

PLO 2. Promote opportunities for stimulating service learning and volunteerism.

OUTCOMES: Honors graduates will report an enhanced awareness of the value of their education as it impacts the community and culture beyond their own career paths.

ASSESSMENT METHODS: The Honors Director will schedule/participate in, with other faculty, opportunities for service learning and chart participation. An exit survey of Honors graduates will address this item.

RESULTS: Question #1 of the exit survey addresses this item. It reads as follows:

1: SERVICE LEARNING & VOLUNTEERISM: *to what extent do you agree that participating in FMU Honors has enhanced your awareness of the value of your education as it impacts the community and culture beyond your own career path?*

A: strongly agree B: agree C: no opinion D: disagree E: strongly disagree

Responses by semester:	F16	S17	TOTALS
A strongly agree	2	8	10
B agree	1	1	2
C no opinion	0	1	1
D disagree	0	0	0
E strongly disagree	0	0	0

DISCUSSION & CONCLUSIONS: Each Fall, instructors of University Life 100/Honors courses (4 in 2014, 2015 and 2016; 3 scheduled for 2017) build a service-learning component into the curriculum. In 2014, students fulfilled their service-learning obligation by working at the Florence Humane Society (cleaning, building a trail) or House of Hope (painting). In 2015, students worked at Help-4-Kids (stuffing lunch sacks with food items). In 2016, students organized and presented a political forum discussing several relevant social issues, e.g., concealed carry on campus, etc. Each spring, the Honors Student Advisory Council organizes a volunteer Saturday at the Florence Humane Society. In Spring, 2017, this event was cancelled owing to weather.

Results from the survey suggest that students agree that participating in FMU Honors has enhanced their awareness of the value of their education as it impacts the community and culture beyond own career path.

PLO 3. Provide Honors students with opportunities for conference and/or exposition participation.

OUTCOMES: Honors students will participate/present in local, regional or national conferences or other research opportunities.

ASSESSMENT METHODS: The Honors Director will promote/schedule conference participation using, as appropriate, REAL funds. Results of the REAL surveys will report satisfaction with such participation. An exit survey of Honors graduates will report satisfaction with opportunities offered.

RESULTS: Question #2 of the Honors exit survey addresses this item. It reads as follows:

2: PROFESSIONAL, CONFERENCE or EXPOSITION OPPORTUNITIES: *to what extent do you agree that participating in FMU Honors provided you with research opportunities such as participating/presenting in local, regional or national conferences?*

A: strongly agree B: agree C: no opinion D: disagree E: strongly disagree

Responses by semester:	F16	S17	TOTALS
A strongly agree	2	6	8
B agree	0	2	2
C no opinion	1	1	2
D disagree	0	1	1
E strongly disagree	0	0	0

DISCUSSION & CONCLUSIONS: Since spring, 2016, Honors has been proactive in encouraging students to participate in FMU's Research & Exposition Day, held each April in the Lee Nursing Building, during which students may display posters and projects pertaining to the their research. Some have done so (specific data not gathered). In March, 2017, FMU Honors sent (for the first time) two students to present their research at the Southern Regional Honors Council conference in Asheville. REAL surveys completed by those students are not yet available. Results from the Honors exit survey (above) suggest that students agree that participating in FMU Honors has provided them with research opportunities such as participating/presenting in local, regional or national conferences.

4. Provide Honors students with non-traditional curricular opportunities and small student:instructor ratios in order to better prepare Honors graduates for professional/graduate schools or career opportunities.

OUTCOMES: Honors will offer enough Honors special topics (250-289) courses and symposia (200, 201, 202) to satisfy demand. Honors students will report satisfaction with special topics and other Honors courses, as well as seminar-style learning environments. Average student:instructor ratios will not exceed 16:1

ASSESSMENT METHODS: The Honors Director will schedule special topics (250-289) courses and colloquia (200, 201, 202) and monitor enrollment therein. The Honors Director will also monitor student:instructor ratios in all Honors courses. An exit survey of Honors graduates will report satisfaction with the subject matter and diversity of Honors courses.

RESULTS A: Question #3 of the exit survey addresses this item. It reads as follows:

3: CURRICULAR OPPORTUNITIES: *to what extent do you agree that FMU Honors has provided you with non-traditional curricular opportunities and smaller student/instructor ratios in order to better prepare you for professional/graduate schools or career opportunities?*

A: strongly agree B: agree C: no opinion D: disagree E: strongly disagree

Responses by semester:	F16	S17	TOTALS
A strongly agree	2	9	11
B agree	0	1	1
C no opinion	0	0	0
D disagree	0	0	0
E strongly disagree	0	0	0

DISCUSSION & CONCLUSION A: Students agree that FMU Honors provides them with curricular opportunities and smaller student/instructor ratios.

RESULTS B: The REAL administrator collates data from various REAL-sponsored events meant to create non-traditional extra-curricular opportunities. In the case of Honors, that would include the November Honors trip for 40 students to New York, Washington or Philadelphia, and the spring break Honors Ambassadors Abroad trip for three or four Honors students. Data from the most recent trips are as follows:

HONORS TRIP TO NEW YORK, NOVEMBER 2016 (NYC)

1. Frequently reflected on significance and implications of my experiences:

<i>Very Unsatisfied</i>	<i>Unsatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
1	0	0	3	12

Comments:

- *When we went to the 9/11 museum, I was able to reflect on the significance of the event and how it impacts society today.*
- *Whenever I get the chance to travel it helps me realize how lucky I am to be living with a roof over my head and food on my table. Some people are not as fortunate as I am and I wish to be able to help more people throughout my university career and throughout the rest of my life*
- *It was a very eye opening experience on both a personal and professional level as I can see myself working in New York one day.*

2. Applied knowledge or ideas that I learned in university classes:

<i>Very Unsatisfied</i>	<i>Unsatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
0	0	2	9	5

Comments:

- *I was able to look at the design of the buildings as well as art, and apply what I learned about design to what I saw in New York.*
- *I learned various art history and historical knowledge by traveling to the various museums and attractions.*
- *I applied life skills that I learned in some shape or form from each of my classes as a first semester college freshman, especially from my university life class.*

3. Caused me to discover knowledge or ideas beyond what I learned in university classes:

<i>Very Unsatisfied</i>	<i>Unsatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
0	0	0	1	15

Comments:

- *learned life lessons on the trip for sure. Learning how to ride the subway and riding in a cab were definitely a cool experience. The city is very beautiful during the day but NYC at night is completely different.*
- *I was able to walk the same streets and see the same sights that we read about in books in literature and English classes and talk about in history classes. It is a city everyone really needs to experience at least once.*

4. Interacted with individuals whose value systems differed from my own:

<i>Very Unsatisfied</i>	<i>Unsatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
1	0	0	2	13

Comments:

- *I was roomed with people that I did not necessarily know and we talked throughout the trip about various things, which made the experience all the more fun.*
- *People up north, and specifically in the city have very different ways of life and thinking than ours in the south and in the suburbs, so we saw that while interacting with people there.*
- *I got to visit my friend who attends NYU and see what that school was like.*

5. made me more aware of my personal value system:

<i>Very Unsatisfied</i>	<i>Unsatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
1	0	1	3	11

Comments:

- *I realized that I like my way of life as it is right now and didn't want to rush into a lifestyle and value system of a someone in a city.*

6. Made me more aware of individuals whose value systems differ from my own:

<i>Very Unsatisfied</i>	<i>Unsatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
1	0	0	5	10

Comments:

- *People in the city who live in apartments and take the subway to work everyday and work and rush around all the time have a very different value system than what I've grown up with and experience in college in South Carolina.*

7. Gained new insights into interactions among individuals with differing value systems:

<i>Very Unsatisfied</i>	<i>Unsatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
0	0	0	5	11

Comments: (none)

8. Caused me to think more deeply about my educational and/or career objectives:

<i>Very Unsatisfied</i>	<i>Unsatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
0	0	3	5	8

Comments:

- *Seeing different news media at work made me see where my major is at work.*
- *I thought that I wanted a career where I could travel like that on a regular basis and live the city lifestyle for at least a part of my life.*

9. Made a meaningful contribution to my educational experience at Francis Marion University:
- | | | | | |
|-------------------------|--------------------|----------------|------------------|-----------------------|
| <i>Very Unsatisfied</i> | <i>Unsatisfied</i> | <i>Neutral</i> | <i>Satisfied</i> | <i>Very Satisfied</i> |
| 1 | 0 | 0 | 0 | 14 |

Comments:

- *Everyone should have to the chance to visit and experience New York City to its fullest at least once and I was able to do that with Francis Marion.*

10. In addition to the developments covered above, did this activity influence your knowledge or value systems in other ways? If so, identify and discuss.

DISCUSSION:

- I realized that I love having a group of people I am close to and can rely on in a big city and then apply it to my college campus and so forth.
- This trip taught me a lot about the history of our country that I was not previously aware of. For example, there is a church across from the site of the 9/11 attacks that was used as a shelter for many of the victims and emergency responders that I was not aware existed.
- It made me select specific events of my own interest rather than go along with whatever the group wanted.
- This activity definitely influenced my knowledge. For example, I learned more about the events leading up to 9/11 than I had previously known by going to the 9/11 Memorial and Museum. Also, being in the audience of the Stephen Colbert Show and The Today Show showed me just how much goes into television production. As a mass communication major, I saw things that are merely talked about in class on display.

HONORS AMBASSADORS ABROAD, MARCH 2016 (GERMANY)

- 1 Frequently reflected on significance and implications of my experiences:
- | | | | | |
|-------------------------|--------------------|----------------|------------------|-----------------------|
| <i>Very Unsatisfied</i> | <i>Unsatisfied</i> | <i>Neutral</i> | <i>Satisfied</i> | <i>Very Satisfied</i> |
| 0 | 0 | 0 | 1 | 3 |

Comments:

- Absolutely, every night I reflected in my journal about what an amazing this experience was to me. How it was helping me to grow and learn more and more about myself. How the trip taught me that there is more out there in the world and that though we all may not speak the same language, we all have the same dreams, desires and fears.

2. Applied knowledge or ideas that I learned in university classes:

<i>Very Unsatisfied</i>	<i>Unsatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
0	0	0	1	3

Comments:

- Yes, I was able to put my history skills to the test. Germany is full of such a rich history and we were lucky enough to see it all first hand and personally for 10 days. From the architecture, to the cities themselves. There was history everywhere.*

3. Caused me to discover knowledge or ideas beyond what I learned in university classes:

<i>Very Unsatisfied</i>	<i>Unsatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
0	0	0	0	4

Comments:

- Yes, each day I found myself realizing more and more that there is more out there than just the class room setting. This was a very good experience to show how hands on learning allows people to grow at a much more rapid pace than just reading something in a text book or from the notes of the class.*

4. Interacted with individuals whose value systems differed from my own:

<i>Very Unsatisfied</i>	<i>Unsatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
0	0	0	2	2

Comments:

- The 3 other students I was with alone had value systems different from my own, and by the end of the trip we all grew as a group in our dynamic and mutual respect for each of our value systems.*

5. Made me more aware of my personal value system:

<i>Very Unsatisfied</i>	<i>Unsatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
0	0	0	0	4

Comments:

- I was able to see where my value system allowed me to look at things in a totally different light than the other three. This allowed us to all have different experiences and opinions while at the same time enjoying the time that we were abroad*

6. Made me more aware of individuals whose value systems differ from my own:
- | | | | | |
|-------------------------|--------------------|----------------|------------------|-----------------------|
| <i>Very Unsatisfied</i> | <i>Unsatisfied</i> | <i>Neutral</i> | <i>Satisfied</i> | <i>Very Satisfied</i> |
| 0 | 0 | 0 | 1 | 3 |

Comments:

- *As I mentioned afore, the 3 other students I was with alone had value systems different from my own, and by the end of the trip we all grew as a group in our dynamic and mutual respect for each of our value systems. So, the answer to this is also yes.*

7. Gained new insights into interactions among individuals with differing value systems:
- | | | | | |
|-------------------------|--------------------|----------------|------------------|-----------------------|
| <i>Very Unsatisfied</i> | <i>Unsatisfied</i> | <i>Neutral</i> | <i>Satisfied</i> | <i>Very Satisfied</i> |
| 0 | 0 | 0 | 0 | 4 |

Comments:

- *Yes, we had to learn to work together and to appreciate what each and every person brought to the table as an individual. We learned that we all had something to contribute and when it was our turn to step in or when it was our time to step back*

8. Caused me to think more deeply about my educational and/or career objectives:
- | | | | | |
|-------------------------|--------------------|----------------|------------------|-----------------------|
| <i>Very Unsatisfied</i> | <i>Unsatisfied</i> | <i>Neutral</i> | <i>Satisfied</i> | <i>Very Satisfied</i> |
| 0 | 0 | 0 | 0 | 4 |

Comments:

- *Yes, this trip has me thinking about the next step in my career path. It has me thinking that maybe studying abroad is a real option for me to help me to grow more in myself, while embracing the rich history and the new culture.*

9. Made a meaningful contribution to my educational experience at Francis Marion University:
- | | | | | |
|-------------------------|--------------------|----------------|------------------|-----------------------|
| <i>Very Unsatisfied</i> | <i>Unsatisfied</i> | <i>Neutral</i> | <i>Satisfied</i> | <i>Very Satisfied</i> |
| 0 | 0 | 0 | 0 | 4 |

Comments:

- *Yes, it taught me that there is more to life than just the class room. It taught me to stay steadfast in my studies and to grow.*

10. In addition to the developments covered above, did this activity influence your knowledge or value systems in other ways? If so, identify and discuss.

DISCUSSION:

- *Bring emerged in another culture was an opportunity to experience interacting with another language and people from another culture. The entire experience made me grow as a student and as an individual.*

DISCUSSION AND CONCLUSION B: With only several exceptions, students registered satisfaction with the aims of the REAL-sponsored Honors activities as they pertained to non-traditional curricular opportunities and personal growth.

RESULTS C: During Academic Year 2016-17, FMU Honors offered the following non-traditional courses in addition to traditional (e.g., Economics, Political Science, English composition and Speech Communication) courses.

FALL 2016 (*enrollment figures unavailable*)

Honors 201: Humanities & Social Science Symposium (1 hr)
Honors 260 Special Topics: Science Writing/Writing Science (3 hrs)
Honors 262 Special Topics: Contemporary Art Theory & Process (3 hrs)
Honors 273 Special Topics: Biomedical Ethics & Modern Film (3 hrs)
Honors 285 Special Topics: 3D Printing & Iterative Design (4 hrs)
Honors 397 Colloquium: Vietnam War & American Culture

SPRING 2017:

Honors 202/Business Leadership Symposium (1 hr): 7 enrolled
Honors 254 Special Topics: Sociology, Psychology and Language of Advertising (3 hrs): 4
Honors 261 Special Topics: Existentialism (3 hrs): 8
Honors 263 Special Topics: Post-Apocalyptic Literature & Human Rights (3 hrs): 15
Honors 264 Introduction to Art Therapy (3 hrs): 16
Honors 350: Model UN (3 hrs): 8
Honors 397 Colloquium: History & Culture of Ireland (3 hrs): 9

Average enrollment in all other Honors courses (e.g., English 102, History 202, Econ 203, etc): 12.75 Average enrollment in all Honors courses, Spring 17: 11.2

DISCUSSION & CONCLUSIONS: Enrollment in Honors courses is clearly consistent with 16:1 goal and meets the perceived needs of students preparing themselves for professional or graduate education.

PLO 5. Provide Honors students with opportunities for socializing and community building.

OUTCOMES: Honors students will report satisfaction with the number and variety of social and cultural events sponsored by Honors. The fall Honors trip will operate at maximum capacity (40 students/4-6 faculty). Honors students, through the HSAC, help organize such events.

ASSESSMENT METHODS: The Honors Director will maintain a record of social/cultural opportunities. An exit survey of Honors graduates will report satisfaction with the number and variety of such opportunities.

RESULTS A: During 2016-2017, Honors (via the Honors Student Advisory Council) scheduled the following events:

- September 15: game night at the Heyward Community Center.
- September 21: reception at Wallace House
- October 7: Dinner & Movie night
- October 13: Haunted Hayride in Bishopville, SC

- October 20: Play & Pizza Night: *Blues for an Alabama Sky*
- December 6: Christmas Party at Heyward Community Center
- January 13: Bowling Night
- January 26: Faculty/Student Volleyball
- February 15: Play & Pizza Night: *Bluebird*
- March 25: Kayaking at Lynch's River
- April 8: Arts International
- April 25: Honors Cookout at Turners'

RESULTS B: The Fall, '16 Honors Trip to New York City (November 17-20) was attended by 40 Honors students and 6 faculty. The March, 2016 Honors Ambassadors Abroad 2016 trip to Germany was attended by four Honors students; the March, 2017 Honors Ambassadors Abroad trip to Italy was attended by three Honors students in addition to McNair or Konduros scholars.

RESULTS C: Question #4 of the exit survey addresses this item. It reads as follows:

EXTRA-CURRICULAR OPPORTUNITIES: *to what extent do you agree that the number and variety of social and cultural events sponsored by Honors was appropriate to its goals of socializing and community-building?*

A: strongly agree B: agree C: no opinion D: disagree E: strongly disagree

Responses by semester:	F16	S17	TOTALS
A strongly agree	2	7	9
B agree	1	1	2
C no opinion	0	2	2
D disagree	0	0	0
E strongly disagree	0	0	0

DISCUSSION & CONCLUSION: Results from the survey suggest that students agree that FMU Honors provides students with opportunities for socializing and community building. Participation quotas were met for both the Fall Honors trip and both Honors Ambassadors trips (the maximum for the latter being dictated by the university president).

6. To provide an environment conducive to personal growth, intellectual inquiry and community.

OUTCOMES: Based on their interactions with the whole of the FMU community, students will report an enhanced respect for themselves and for diversity in race, nationality, sexuality, gender-identification.

ASSESSMENT METHODS: An exit survey of Honors graduates will evince an enhanced understanding of themselves and others' race, nationality, sexuality and gender-identification.

RESULTS: Question #5 of the exit survey addresses this item. It reads as follows:

ENVIRONMENT: *to what extent do you agree that FMU Honors has provided you with an environment conducive to personal growth, safety, intellectual inquiry and community? You may include, in your answer, considerations of student housing/living space, the Honors room and other classrooms.*

A: strongly agree B: agree C: no opinion D: disagree E: strongly disagree

Responses by semester:	F16	S17	TOTALS
<i>A strongly agree</i>	2	5	7
<i>B agree</i>	1	1	2
<i>C no opinion</i>	0	4	4
<i>D disagree</i>	0	0	0
<i>E strongly disagree</i>	0	0	0

DISCUSSION & CONCLUSION: Results from the survey suggest that students largely agree that FMU Honors provides them with a physical and intellectual environment conducive to personal growth, safety, intellectual inquiry and community.

APPENDIX II: RUBRIC FOR HONORS THESIS COMMITTEE

HONORS INDEPENDENT STUDY THESIS ASSESSMENT RUBRIC

Thank you for serving as study director or secondary reader on an Honors Independent Study thesis. Please complete the following rubric, which will be used for Honors program assessment as one measure of program effectiveness after having removed any personal information (your name, the student's name) from the final assessment report. Please return this rubric to Jon Tuttle (FH [146/ juttlet@fmarion.edu](mailto:juttlet@fmarion.edu)) as soon as convenient. Check the boxes that correspond with your assessment below.

STUDENT'S NAME _____

SEMESTER _____

YOUR NAME _____

Category	Excellent (5)	Very Good (4)	Satisfactory (3)	Minimally Acceptable (2)	Poor (1)
Ability to conduct and synthesize sophisticated and applicable research in discipline	Writer performs thorough, perhaps exhaustive research, incorporates authoritative sources meaningfully and gracefully; bibliographical format is perfect.	Research component is impressive and clearly demonstrates aptitude for conciliating various reliable sources; bibliographical format is almost perfect.	Research component demonstrates diligence and competence; integration of sources is occasionally problematic but not prohibitively so; format is acceptable.	Research component exists, but seems cursory or rushed; ability to conciliate/integrate sources is spotty at best; bibliographical format includes some errors.	Research component is unimpressive, even lazy; sources are integrated clumsily or are underutilized; format is marred by thoughtless errors.
Ability to clearly articulate ideas and concepts in writing	Writing is elegant, incisive, economical, and conveys content in professional manner; writer understands appropriate tone and ethos.	Writing is clear and almost never impedes conveyance of content; most sentences are perfectly comprehensible on the first read.	The writing is adequate to the task of conveying sometimes complex material; the writer seems only rarely to struggle with clarity or concision.	Extracting meaning from the writing sometimes proves problematic; writer sometimes struggles for clarity or commits distracting grammatical errors.	Writing actually impedes content and impacts writer's credibility; grammatical errors or clarity problems recur throughout.
Ability to clearly articulate ideas and concepts via graphics or visual aids, as applicable	Presentation is aided significantly by appropriate reliance on graphics/visual aids; writer is very adept at reinforcing ideas/content with graphics.	Presentation is reasonably aided by well-presented graphics/visual aids, as applicable.	Presentation under-utilizes graphics/visual aids, or they facilitate only minimally the conveyance of content.	Utilization of graphics/visual aids is either so minimal or unhelpful as to be unnecessary or it neither impedes nor contributes to conveyance of content.	Presentation is actually marred by under or over-utilization of visual aids; they contribute nothing of substance and even occasionally detract.
Extent to which thesis contributes to knowledge in discipline	Thesis ably joins conversation in applicable discipline and meaningfully contributes original knowledge or ideas.	Thesis synthesizes relevant ideas in useful manner and contributes somewhat to the conversation in the discipline.	Thesis evinces an awareness of relevant issues in discipline and makes an attempt to address those issues through synthesis or original analysis.	Thesis evinces only some awareness of issues/ developments in discipline and makes only a meager attempt to contribute original ideas or knowledge.	Thesis makes no attempt to contribute original ideas or knowledge to discipline.

