

INSTITUTIONAL EFFECTIVENESS REPORT

5.16.19

Name of Program/Department:	FMU Honors Program
Year:	2018-2019
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.

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.

ASSESSMENT METHODS

PLO 1 will be tracked by the Honors director. PLOs 2-6 will be assessed with an exit survey administered to all graduating Honors students (and not just those graduating With University Honors). The benchmark for each item is 80% Positive Endorsement.

PLO I ASSESSMENT RESULTS:

- Admission thresholds to FMU Honors remain constant from before fall 2014: test scores of 1100 SAT (re-centered at 1160) or 24 ACT, or other credentials presented by the applicants.
- The 2014 Honors freshman cohort consisted of 88 students; the 2015 Honors freshman cohort consisted of 79 students; the 2016 Honors freshman cohort consisted of 78 students. The 2017 Honors freshman cohort consisted of 71 students. The 2018 Honors freshman cohort consisted of 65 students.
- The numbers of Graduates “With University Honors” each semester since Spring, 2015 are as follows:
 - Spring 2015: 8
 - Fall 2015: 2
 - Spring 2016: 10
 - Fall 2016: 4
 - Spring 2017: 16
 - Fall 2017: 3
 - Spring 2018: 13
 - Fall 2019: 0
 - Spring 2019: 9

PLO 2-6 ASSESSMENT RESULTS 2019:

The exit survey was administered following Fall 2018 and Spring 2019 to graduating Honors students. The benchmark for each item is 80% positive endorsement . The results were as follows (questions and rubric are attached in Appendix I).

Of the 10 responses collected in 2018-2019, 8 positive endorsements (score points of A or B) were necessary to reach the 80% benchmark.

SCORE POINT	A strongly agree	B agree	C no opinion	D disagree	E strongly disagree
PLO 2	6	1	3	0	0
PLO 3	5	3	1	1	0
PLO 4	7	2	1	0	0
PLO 5	6	3	1	0	0
PLO 6	6	0	3	0	0
TOTALS	30	9	9	0	0

PLO 2-6 BASELINE AND BENCHMARK PERCENTAGES

PLO	2017 - 2018	2018- 2019	BASELINE Avg. 2017 and 2018 Academic years	BENCHMARK 2018-19	TARGET 2020 Academic Year	Results 2018 - 19
2	92.3%	100%	96.15%	80%	80%	70%
3	76.9%	100%	88.45%	80%	85%	80%
4	100%	100%	100%	80%	85%	90%
5	84.6%	100%	92.3%	80%	90%	90%
6	69.2%	100%	84.6%	80%	80%	60%

PLO ACTION ITEMS

FMU Honors will:

PLO 1: To promote recruitment, Honors brochures have already been updated to feature the new Honors Center and recent curriculum. Acceptance packets will include Honors Student handbooks with, perhaps, flashdrives including Honors policies, coursework, etc. Also, the opening of the new Honors Center in 2020 may do much to make FMU Honors more attractive.

To promote retention/graduation WUH rates, circulate summaries of/links to those policies during the academic year for current students. Again, the opening of the new Honors Center will likely do much to stimulate retention.

PLO 2: One reason this PLO was not met (at 70%) was likely owing to the cancellation, for lack of enrollment, of the spring 2019 pilot Honors 203 Service Symposium. This course would have asked students to create a non-profit for a semester. We will attempt to do a better job marketing/filling it in October, 2019, during enrollment for spring 2020. We also have scheduled another service opportunity in fall 2019—a visit to a local children’s foster home.

PLO 6: The low endorsement for this PLO likely has to do with a missing sense-of-place Honors has experienced since its inception. This should be ameliorated by the building of the Honors Learning Center by summer 2020, which will include a commons area, study/seminar areas and Honors-dedicated classrooms.

STUDENT LEARNING OUTCOMES (SLOs) & METHODS

FMU Honors students graduating With University Honors will:

SLO 1: be able to conduct and synthesize sophisticated and applicable research in their disciplines. 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 meet this SLO. This is a direct measure. The target for the outcome is 80% positive endorsement (score points 4 or 5 on rubric).

SLO 2: be able to clearly articulate ideas and concepts in writing. 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 meet this SLO. This is a direct measure. The target for the outcome is 80% positive endorsement (score points 4 or 5 on rubric).

SLO 3: be able to clearly articulate ideas and concepts via graphics or visual aids, as applicable. 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 meet this SLO. This is a direct measure. The target for the outcome is 80% positive endorsement (score points 4 or 5 on rubric).

SLO 4: be able to contribute knowledge to their discipline. 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 meet this SLO. This is a direct measure. The target for the outcome is 80% positive endorsement (score points 4 or 5 on rubric).

SLO 5: be able to integrate knowledge and perspectives from different disciplines. A question on the Honors Exit Survey will assess graduate's self-perceived ability to meet this SLO. This is an indirect measure. The target for the outcome is 80% Positive Endorsement. This is an indirect measure.

SLO 6: be engaged and empowered as critical and creative thinkers. A question on the Honors Exit Survey will assess graduate's self-perceived ability to meet this SLO. This is an indirect measure. The target for the outcome is 80% Positive Endorsement. This is an indirect measure.

ASSESSMENT RESULTS SLO 1-4

The scoring rubric was administered following Fall, 2017 and Spring, 2018 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	0	0	9	11
SLO 2	0	0	0	9	11

SLO 3	0	0	0	6	14
SLO 4	0	0	2	8	10
TOTALS	2	11	11	42	61

Of the 20 responses recorded as of May 8, 2019, 16 positive endorsements (score points of 4 or 5) were necessary to reach the 80% target.

ASSESSMENT RESULTS SLO 5-6

The results for 2018-19 were as follows (questions and rubric are attached in Appendix II):

SCORE POINT	A strongly agree	B agree	C no opinion	D disagree	E strongly disagree
SLO 5	5	5	0	0	0
SLO 6	6	3	0	1	0

Of the 10 responses collected in 2018-19, 8 positive endorsements (score points of A or B) were necessary to reach the 80% target.

SLO BASELINE AND BENCHMARK PERCENTAGES

SLO	2017 - 2018	2018- 2019	BASELINE Avg. 2017 and 2018 Academic years	BENCHMARK 2018-19	TARGET 2020 Academic Year	Results 2018 - 19
1	77.27%	100%	88.63%	80%	90%	100%
2	77.27%	100%	88.63%	80%	90%	100%
3	72.73%	100%	86.36%	80%	90%	100%
4	72.73%	100%	86.36%	80%	90%	90%
5	N/A	100%	100%	80%	90%	100%
6	N/A	100%	100%	80%	90%	90%

SLO ACTION ITEMS

All benchmarks having been met, there are no action items.

EXECUTIVE SUMMARY OF REPORT

All but three of the PLO's were achieved. Each year's cohort size has inclined somewhat downward (from 88 in 2014 to 65 in 2018), while the number of students graduating With University Honors has zig-zagged a bit—for instance, from 0 in fall 2018 to 9 in spring 2019. Measures to address those problems are summarized above, but the program is certainly more robust than before it was overhauled in 2014, when 4-6 students per year graduated With University Honors.

Declining averages reflecting satisfaction with service opportunities (PLO 2) and sense of engagement/community (PLO 6) are not surprising for reasons mentioned above.

Students again report that participating in FMU Honors has prepared them for professional or graduate education, enhanced their awareness of the value of their education beyond own career path, and provided them with significant research opportunities. It has also presented opportunities for socializing and community building and provided a physical and intellectual environment conducive to personal growth, safety and intellectual inquiry.

Generally, the data suggest that FMU Honors continues to fulfill its mission.

APPENDICES

I: Honors Graduate exit survey

II: Rubric for Honors thesis committee

APPENDIX I: PROGRAM LEARNING OUTCOMES

FMU HONORS EXIT SURVEY 7.17

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 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: EXPOSITION OPPORTUNITIES: to what extent do you agree that participating in FMU Honors has 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 or cultural events sponsored by Honors was appropriate to its goals of 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 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*

6: CROSS-DISCIPLINE LEARNING: To what extent do you agree that participating Honors has enhanced your ability to integrate knowledge and perspectives from different disciplines?

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

7: CRITICAL/CREATIVE THINKING: To what extent do you agree that participating in Honors has engaged and empowered you as critical and creative thinker?

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

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:146/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.

