Assessment and Action Plan—Co-Curricular Units

Co-Curricular Title: Renée Crown University Honors Program

Web Address: http://honors.syr.edu/

Description: The Renée Crown University Honors Program is a selective, demanding, and rewarding program for outstanding students who seek intense intellectual challenge and are prepared to invest the extra effort it takes to meet that challenge. It is marked by four distinguishing characteristics: heightened expectations; participation in a vibrant and active community of learners; intensity of intellectual experience; and special intellectual opportunities and responsibilities. The program is open to qualified students from all undergraduate majors at Syracuse University. Its requirements, supplemental to those of their majors, stipulate that they demonstrate the attributes of depth, breadth, command of language, global awareness, civic engagement, and collaborative capacity by successfully completing the program requirements.

PHASE 1					PHASE 2		PHASE 3	
Goal What do you strive to accomplish?	**Outcome** Specific student or operational outcomes that are measurable	**KPI**	**Measures** What direct and indirect assessment measures will be used?	**Criteria** How will competency be determined?	**Results** What was learned in the assessment process?	**Interpretation** What do results mean to the program?	**Action** Based on Phase 2, what action will be taken?	**Follow-Up** How will you determine if the change made a difference?
1)Heightened expectations and special intellectual opportunities and responsibilities (student-focused goal)	1) In one of their major fields of study, Students will design and produce an in-depth research or creative project (the Honors Capstone), supervised by a faculty advisor. 2) Students will demonstrate sustained involvement in the wider campus and community through civic engagement. Honors will support this through the civic	x	- Students will enroll in 1-3 credits of XXX 499 and receive a grade from their faculty advisor. - Annually, Capstone projects in each major will be assessed by the faculty advisor and staff through a qualitative report of strengths and weaknesses and on a 5-point scale. - Students' civic engagement will be self-reported. - Students will reflect on their experiences in a civic engagement portfolio.	- Students must earn a B or higher in 499 in order to graduate with Honors. - Using the faculty advisor report, 80% of students will achieve 4-5 ratings on the 5-point scale. - Students will log 50 hours of community service (verified by a supervisor) over 3 semesters. - The civic engagement advisor tracks student experiences and verifies that the student has	- 1 student did not receive a "B" or higher on 499 and was not certified with Honors. 131 were certified for F15 and S16 graduation. - Faculty advisor report results: 45% = A 27.5% = B 11.5% = C 16% = no response A=prize worthy B=good C=competent	- 499 grade is a useful tool for advisor to indicate unsatisfactory work on the Capstone project. - Quality of Capstone projects can be improved. Faculty are our best resource in working towards this goal.	- No change needed to 499, except to continue with departments that have distinction or thesis projects to determine if 499 is needed and what work it should represent. - Host faculty lunches to thank advisors and solicit input on how to improve the quality of	- Ensure that our list of distinction/thesis overlapping projects is up to date with appropriate information for students. Examine data on successful overlapping projects; and students who complete one and not the other. - Look at data on faculty advisor reports for 16-17 and

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	engagement blog, "want ads", and group activities.			adequately reflected on their experience in a paragraph accompanying the logged hours.			the projects and make the process smoother for students and faculty.	look for increased numbers of A and B projects. Try to get 90% response rate.
2)Participation in a vibrant and active community of learners (student-focused goal)	Students will engage with each other and with faculty members to participate in the Honors community of scholars and learners.		- Students will participate in conversations through Honors programs including the Welcome Dinners, Footnotes, Backstage Pass, lectures by visiting alumni and guests, living in the Honors learning community, Honors Advisory Board events, and HNR 100.	- The senior survey open-ended questions will be used to determine students' participation in these activities and the value of this community to their undergraduate experience. 60% will show participation and satisfaction. - 90% of first-year students will live in the Honors learning community. - 100% students will participate in HNR 100, a small group seminar or another Honors Orientation seminar.				
3)Intensity of intellectual experience (student-focused goal)	Students will obtain competency in the remaining attributes: Breadth	x	- Students must earn a "B" or higher in courses (honors and non-honors) in which they utilize these concepts. Required Honors Courses= -Orientation: HNR 100 (1 credit)	- Honors course syllabi are collected annually to evaluate the course assignments and activities for fulfillment of the attribute requirements.	- 131 students certified for graduation in F15 and S16, meaning they have completed the required attributes.	- This number is consistent with the past several years, indicating that our retention rates are somewhat stable.	- Try some different strategies to retain higher percentage of the senior class: writing consultant involvement	- Revisit the number of students who drop between December 16 and May 17, and their reasons for doing so.

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			-Two courses with the HNR prefix (6 credits) -Two additional honors courses, either departmental honors or those with the HNR prefix (6 credits) -At least two academic divisions (social sciences, humanities, and natural sciences/mathematics) must be represented among the four honors courses used to complete this requirement -One interdisciplinary course (honors or non-honors)	- 100% of students graduating with Honors will fulfill these requirements with a "B" or higher.	- Of 28 students who dropped between December 15 and May 16, the reasons for dropping included: 62%= Capstone 14%= took leave 14%= GPA 7%= Courses 3%= reason not clear	- Capstone project is a major challenge for students. - Attaining the other attributes is feasible for a large number of students.	in Capstone process, Editor approval process, support and "working" sessions for students, and stronger coordination with faculty advisors.	
	Command of language		-One course including public presentation, or an approved public presentation experience -One quantitative or creative expression course -A written summary of the Honors Capstone Project -Presentation of the project on Capstone Presentation Day in late spring of senior year					
	Global awareness		-Two global awareness options (a course and an experience) from the list of approved avenues, at least one of which must be non-Eurocentric in focus					

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	Collaborative capacity (The attributes of depth and civic engagement are addressed in the first goal.)		-One collaborative course or experience (a group project with a group of at least 3 people, worth 30% of the final grade). Experience approved by petition.					
4)Ensure that course offerings are: *well-maintained*	1) Efficient scheduling will ensure that Honors courses are utilized to their maximum potential.		- Courses regularly fill to capacity (typically 15-20 students) and do not have long waiting lists.	- 80% of Honors courses with strong enrollments of Honors students. -If courses do not fill, offer open spots to non-Honors students.				
and meet the needs of Honors students and faculty. (operational goal)	2) Honors students are able to take high-quality courses that fulfill Honors requirements and overlap with other core requirements in their home college.		- Course evaluations are read every semester to determine continuation of course. - Advisors will note problems with overlapping core requirements in home colleges.	- Honors staff will address issues with instructor if problems are flagged by students. - Advising notes will be analyzed for patterns; if 50% of students from a particular college are having trouble with requirements, new courses will be				

			- Explore the logistics and option of summer or Maymester course offerings.	explored. - Offer at least one Maymester and one summer session course in 2016.				
5)Work with University admissions to more closely align our processes. (operational goal)	Support the university and schools/colleges in recruiting top students to Syracuse University.		- Work with admission to place the offer of Honors admission with the original offer of admission to the University and to hold special Honors programs for the recruitment period. - Work with schools/colleges' to recruit and attract their top candidates, offering Honors as a part of the admissions package. - Explore the possibility of aligning the offer of Honors with merit scholarship offers.	- Increase yield both in Honors and at the University. - Start compiling anecdotal data from advising notes on admission strategies' success.				
6)Maximize the ability of all students to complete the Honors Program. (operational goal)	1) Learn more about students who voluntarily drop out of the Honors program.		- Write and distribute a survey to be given to students who leave Honors. - Review student records data on dropped students.	- Capture data about why students leave, what could be done to better support their completion, and what how Honors helped them on their academic path. This will initially be done by review advising notes of recently dropped students. - Better understand and be able to articulate what we				

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	2) Students from programs that historically have not had strong Honors completion rates will have the opportunity to complete Honors and the Capstone.		- Meet with faculty advisors in these programs to determine course offerings that could support merging Honors courses into the relevant core curricula. - Consult with faculty to imagine ways that students could overlap the Capstone with high-level work that is already required by the program.	have provided to the larger SU community, not just Honors graduates. - Increase the number of students completing Honors in at least 2 low-performing programs/majors.				

Recommendations for improving the program assessment processes:

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