TO: **Honors Program Committee**  
Sanjay Sisodiya, Chair  
John Foltz  
Nishiki Sugawara-Beda  
Pam Bathurst  
Ashley Kerr  
David Pfeiffer  
Alton Campbell, Director  
Krista Stanley, HLC Co-President  
Brian He  

**March 22, 2016 Minutes**  
The meeting was called to order at 2:05 p.m. by Sanjay Sisodiya, with the following attendees present: David Pfeiffer, Krista Stanley, Nishiki Sugawara-Beda, Ashley Kerr, John Foltz, and Alton Campbell.

1. **Welcome and Introductions:** Chair Sisodiya welcomed everyone.

2. **Honors Leadership Council (HLC):** HLC Co-President Krista Stanley discussed meeting with WSU’s leadership council on 3/7 in Pullman. They plan to meet again in a couple of weeks over pizza and perhaps plan a joint event next fall. Krista described the community building and service activities recently completed and those that are planned for spring to include Dive-in, Cosmic Bowling, running in Bloomsday in Spokane.

3. **Honors Program updates, (Alton)**
   - Admitted honors students for fall 2016 = 304 students, a 24% increase from last year.
   - Honors courses for fall (see attachment)
     - INTR 404: Research and Creative Activity Proposal Writing (Dave McIlroy). New 1-cr course on proposal writing and all students must have a proposal topic and mentor by the first class.
     - New CORS 2xx: Theatrical Chemistry, Dan Stelck in Chem. In preparation for presentation to the General Education Review Committee. This proposed course was canceled on 3/23 due to Dan not having enough time to prepare his proposal.
     - Advising our increasing number of students is a challenge: the committee suggested considering group advising and student to student advising
     - ISEM sections for fall
       - ISEM 101: Sports and Society (Sharon Stoll)
       - ISEM 101: The Creative Mind (Elizabeth Sloan)
       - ISEM 101: The Monsters We Make: Asian edition. (Matt Wappett)
       - ISEM 301: Sustainability of the Human Ecosystem (Jo Ellen Force)
   - Fireside Chats for spring:
     - Tuesday, Feb. 23: “Economic Issues of the 2016 Presidential Election,” Stephanie Ramirez, College of Business, 14 in attendance
     - Thursday, April 14, Sharon Stoll, College of Education, “Cheating, Gaining Advantage, Lance Armstrong, and Tom Brady - commonalities to you, me and life.” 8 in attendance
   - Honors “Movie and a Prof Nights,”
     - Friday, Jan. 19, 7:00, Life Science 277. Irina Kappler Crookston (Department Chair Modern Languages and Cultures). Movie: “Qu’est-ce qu’on a fait au Bon Dieu” (English title: Bad Weddings), with 8 students attendees
4. Honors Program Ad Hoc Curriculum Committee: met on 3/22 and plan to meet one more time this semester to review and create a curriculum proposal for presentation to the Honors Program committee, probably next fall.

5. Honors Program assessment activities for 2016 to date (Alton)
   - Institutional Research and Assessment summarized honors course and instructor evaluations for the last 10 years; and the university averages about 3.3-3.4 and the honors program averages about 3.5-3.6. Thus, honors students rate their honors courses and instructors significantly higher than the UI students rate their regular courses. We will continue to monitor these data and trends each year.
   - Ad Hoc Curriculum Committee is reviewing current curriculum and will make suggestions/recommendations to the Honors Program Committee. With the increasing number of students coming in with AP and dual enrollment credits, it is challenging to provide enough honors courses for students to reach 27 cr for the Certificate. The Core Award (19 credits) is still pretty doable with planning and sufficient advising. This is a national issue that all honors colleges/programs are wrestling with.
   - Requested that Institutional Research and Assessment review the data available from current UI surveys such as CIRP, NSSE, and Senior Exit Survey to see if they can pull out useful data on honors students.
   - Conducted honors student focus groups with HLC and Honors Ambassadors. (see attached minutes from focus groups). Actions taken include:
     - Will use suggestions from student focus groups as we work with Creative Services to develop print materials and a pull-up display by the end of July
     - Will use their suggestions to choose photos for print and web materials
     - Used their suggestions to more effectively recruit prospective students
     - Initiated some new processes for recruiting under-represented and international students
   - Graduation and retention data

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<tr>
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<th>6-yr grad rate</th>
<th>4-yr grad rate</th>
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<td>Honors students (2008 cohort)</td>
<td>85%</td>
<td>60%</td>
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<td>UI student body (2008 cohort)</td>
<td>56%</td>
<td>25%</td>
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<th>1st - yr retention</th>
<th>2nd - yr retention</th>
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<tr>
<td>Honors students (2008 cohort)</td>
<td>90%</td>
<td>86%</td>
</tr>
<tr>
<td>UI student body (2008 cohort)</td>
<td>76%</td>
<td>70%</td>
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6. Honors Program assessment data that we will track and compare year to year into the future to assess the curriculum and to improve the program.
   a. Course and instructor summary teaching evaluations will be compared from year to year to assess quality and impact of the curriculum. We have a 10-year graphical summary that was created last summer by IR&A and we will continue to add to that year by year.
   b. Enrollment will continue to be measured annually. We have 5-years of baseline data.
      i. Admitted students
      ii. Enrolled students
      iii. Total students in program
c. Six-year and four-year graduation rates will be calculated annually and compared to the UI graduation rates. We have one year of baseline data.
d. Retention rates from first-year to second-year and from second-year to third-year will be compared to the UI general population each year. We have one year of baseline data. In addition, we will also compare retention of those honors students who live in honors residence halls with those who live in other venues on campus.
e. Completion rate for Certificate, Core Award, Active membership, and Honors Thesis. We will start collecting and analyzing data this summer.
f. Student learning and satisfaction with their experience in the honors program and suggestions for improvement will be measured qualitatively from the graduating senior survey and from annual Honors ambassador and HLC student focus groups.

7. Additional assessment suggestions from the honors program committee discussion
a. What makes the honors program different from other programs? (see information pasted below from the NCHC web page)
   ii. An expanded Definition of Honors Education: [document link](http://nchchonors.org/faculty-directors/definition-of-honors-education/) elaborates the summary above, including commonly sought and measurable honors outcomes, and describes "modes" of honors learning that are characteristically employed to foster these outcomes.
   iii. Basic Characteristics of a Fully Developed Honors Program: [http://nchchonors.org/faculty-directors/basic-characteristics-of-a-fully-developed-honors-program/](http://nchchonors.org/faculty-directors/basic-characteristics-of-a-fully-developed-honors-program/). Note #5 which provides guidelines for total honors coursework.
   iv. Basic Characteristics of a Fully Developed Honors College: [http://nchchonors.org/faculty-directors/basic-characteristics-of-a-fully-developed-honors-college/](http://nchchonors.org/faculty-directors/basic-characteristics-of-a-fully-developed-honors-college/). Note #9 which provides guidelines for an honors curriculum.
b. What methodology is used by honors programs at other universities for assessment? Alton will do some homework on this over the summer and bring back suggestions that can be used in next year’s assessment process
c. Imbed assessment strategies when developing the new honors program strategic plan next fall
d. Consider using “Linked-In” to track students and their success
e. Get faculty input on honors program and students
   i. Survey or do a focus group of general faculty
   ii. Survey or do a focus group of general faculty who teach honors courses
f. What is the value of the honors program and the success of our learning outcomes?
   i. Survey graduating students
   ii. Survey graduated students, maybe 2 years after graduation
   iii. Survey students who dropped out of the program
   iv. Communicate to students throughout their time in the program that we will be following up on their success over time

8. Final comments (Sanjay-2 min)
   • Final spring semester meeting; Tuesday, April 19th from 3:00 – 4:00 pm. This meeting was cancelled on 4/15 due to lack of agenda items.
   • Meeting adjourned at 3:05