

**Student Learning Outcomes
Honors Program
Eastern Kentucky University
Results, 2002-2003**

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I. STUDENTS AND FACULTY IN THE HONORS PROGRAM WILL BECOME A “COMMUNITY OF LEARNERS.”

Assessments:

A. Living

1. At least 90% of the students who live in Sullivan Hall will be Honors Students.

Response Rate: 100%

Result: This goal was not met.

81 of the 108 possible residents (75%) in Sullivan Hall during the 02-03 academic year were Honors students.

Conclusion:

Although we did not meet our goal, the results of IA2 suggest that students are pretty happy with their current living situation, be it Sullivan or another dorm. We also found that few students not living in Sullivan who were changing their residence were moving to Sullivan. (See next outcome.)

Remediation:

Before a remediation can be put into place, we need to collect more data. We did not ask non-Sullivan students who changing residences if they would move to Sullivan if a space were available. We need this information to determine if a remediation should be put into place, or if we should revise this outcome. This question will be added to the current year activity survey. We will re-visit this assessment when we receive these data, and either change the outcome or institute a remediation.

2. Students who live in Sullivan Hall will indicate that living together enhances their educational experience.

Response Rate: 68 Freshman, 43 Sophomores, 22 Juniors, 11 Seniors

Result: This goal was met.

Themes in Quantitative data:

Do you like your Residence?

Honors students who live in Sullivan Hall indicated that living in this dorm facilitates their interactions with Honors students, and both the Honors Program

and University activities more than Non-Sullivan Honors students. Honors students living in Sullivan also indicated that Sullivan provides a marginally better study environment, and a better living environment, and that they were better able to form study groups than Non-Sullivan Honors students.

Non-Sullivan Honors students indicated greater interaction with non-Honors students than Sullivan Honors students. The qualitative data presented below indicates that some Non-Sullivan Honors students found this feature of alternative residences appealing.

There were no differences in answers to any of the questions by year of student.

Table 1
Student Responses to Questions about Residence

| | <u>Sullivan</u> | | <u>Non-Sullivan</u> | |
|--|-----------------|-----------|---------------------|-----------|
| | <u>Mean</u> | <u>SD</u> | <u>Mean</u> | <u>SD</u> |
| My current residence: | | | | |
| Makes me feel included in the Hon Prgm: | 4.71 | 0.59*** | 2.45 | 0.83 |
| Facilitates my interaction with Hon Students: | 4.70 | 0.54*** | 2.38 | 0.83 |
| Facilitates my interaction with Non-H Students: | 3.00 | 0.81 | 3.73 | 1.18*** |
| Facilitates my participation in study groups: | 4.36 | 0.75*** | 2.67 | 1.01 |
| Facilitates my participation in Hon Activities: | 4.46 | 0.63*** | 2.54 | 0.89 |
| Facilitates my participation in Univ Activities: | 3.70 | 0.83** | 3.29 | 1.14 |
| Provides adequate study space: | 4.09 | 1.01* | 3.69 | 1.35 |
| Provides an adequate study environment: | 3.98 | 0.80* | 3.38 | 1.35 |
| Provides a restful environment: | 4.20 | 0.86** | 3.71 | 1.33 |

Note. Responses ranged from 1 – 5. * $p < .10$, ** $p < .05$, *** $p < .01$

Are you moving?

Additionally, 9 percent of the Honors students living in Sullivan, who were not graduating, indicated that they would be moving residences. Alternately, 46 percent of the Non-Sullivan Honors students, who were not graduating, indicated that they would be moving residences (A total of 58 percent of the Non-Sullivan Honors students indicated that they were moving. However, 12 percent of these students were moving because they were living in Freshman-Only dorms.).

Of the 46 percent Non-Sullivan Honors students who indicated that they were moving, 9 percent indicated that they would be moving to Sullivan.

Although more Non-Sullivan Honors students than Sullivan Honors students indicated that they were moving, they were not necessarily moving to Sullivan.

Themes in Qualitative Responses:

Honors students were asked to indicate the best thing about their current residence and what they would like to change about their current residence. The following themes were found in their responses.

Sullivan Students:

Like best:

1. Living with other students “like them.” That is, students in the Honors Program, students in their classes, students who are high achieving, and students who are their friends.
2. The size and type of rooms in Sullivan.

Would change:

1. Features that are often not available or a problem in an old building such as adding carpet, adding an elevator, fixing wiring, etc.
2. Non-Traditional/Non-Honors students also living in the dorm.

Non-Sullivan Students:

Like best:

1. Living close to friends, especially sorority or fraternity friends.
2. Living with non-Honors students.
3. Having a sink in the room.
4. Having a private bathroom.
5. Low cost (usually students living at home with parents.)

Would change:

1. Increase size of rooms.
2. Make residence closer to center of campus.
3. Less noise in residence.

Conclusion:

Honors students living in Sullivan indicated that Sullivan was more conducive to studying, being involved in the Honors Program, and being involved in the University in general than Non-Sullivan students. However, although not reflected in the quantitative responses, the qualitative responses indicated that Non-Sullivan Honor students were also relatively happy with their residence, and of those who were moving, few were moving to Sullivan. Therefore, students in the Honors Program should have the opportunity to choose the living situation that works best for them. There should be enough room in Sullivan for those students who want to live there, but students should live where they feel most comfortable.

B. In a yearly survey of Activities Completed, 90% of the students in the Honors Program will indicate that they participated in 12 or more Honors sponsored academic and/or social activities.

Response Rate: 71 Freshman, 50 Sophomores, 26 Juniors, 27 Seniors

Result: This goal was not met.

Table 2
Number of Activities during the 02-03 Academic Year for Honors Students by Year

| | <u>Freshman</u> | <u>Sophomores</u> | <u>Juniors</u> | <u>Seniors</u> |
|------------|-----------------|-------------------|----------------|----------------|
| 12 or More | 38% (27) | 74% (37) | 54% (14) | 70% (19) |
| Less 12 | 62% (44) | 26% (13) | 46% (12) | 30% (8) |
| Mean | 10.80 | 8.84 | 11.30 | 7.96 |
| Median | 9.00 | 7.00 | 10.50 | 5.00 |
| Mode | 4.00 | 10.0 | 3.00 | 2.00 |
| SD | 6.68 | 7.18 | 9.72 | 8.57 |
| Max | 30 | 29 | 35 | 31 |
| Min | 0 | 0 | 0 | 0 |

Conclusions:

The Sophomores and the Seniors participated in the most Honors Program activities, with the Freshman participating in the fewest activities, and the Juniors participation falling in-between (From least to most participation: Freshman, Juniors, Seniors, Sophomores).

Remediation 1:

Although additional research is needed to determine if this is a stable pattern of participation by year, we realized that Juniors are required to take only one course (i.e., Junior level elective) during this academic year, and many may complete this requirement a different year. This is a year in which students are also becoming very involved in their major and with other organizations with which they are affiliated, and we believe that this is a healthy pattern of involvement. However, we also want to keep them in touch with the Honors program. To address this we will do two things: (1) Ask faculty, especially the faculty teaching the Jr. Level electives, to remind students about upcoming Honors activities, and encourage their participation. (2) Make the November Pizza Supper “Junior Night,” and issue a special invitation to the Juniors, have them tell us about their lives, and remind them that they are special to us. (3) Tell all students that we have a program goal of 4 activities per year. (See explanation below).

Remediation 2:

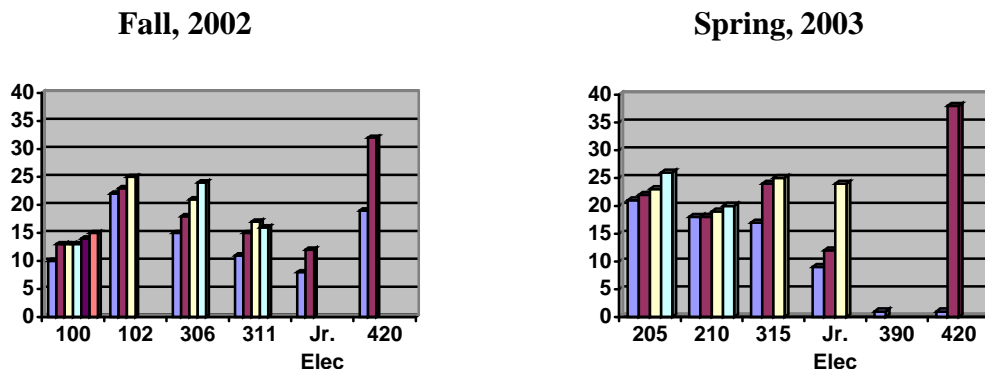
Upon additional reflection on this assessment and the data, we feel that we grossly over-estimated the average amount of participation. We are going to change this assessment to read: “In a yearly survey of activities completed, 90% of the students in the Honors Program will indicate that they participated in at least 4 Honors sponsored academic and/or social activities.”

C. Courses

1. All Honors classes will contain 20 or fewer students.

Result: This goal was not met.

Twenty-eight percent of the HON courses taught in the Fall, 2002, and 47 percent of the HON courses taught in the Spring, 2003 contained more than 20 students.



Conclusion:

More resources (i.e., faculty, classroom space) are needed so that more sections of the following courses can be offered during the appropriate semester: HON 102, HON 205, HON 315, HON 306, Jr. Level elective, HON, 420.

Remediation:

We will continue to ask the University for additional faculty and classroom space in our strategic planning documents.

2. Students will indicate that a small class enhances their learning experience.

Response Rate: 238 responses (Please note: Some responses are from same student in different class.)

Results: This goal was met.

Table 3

Students Perception of Course Size in the Honors Program versus the University

| | <u>Percent Responding</u> |
|--|---------------------------|
| Honors Courses Smaller than Non-Honors Courses | 60% |
| Honors Courses Same Size as Non-Honors Courses | 34% |
| Honors Courses Larger than Non-Honors Courses | 6% |

Quantitative Data

Students were asked to indicate if the class size enhanced (3), did not affect (2), or detracted (1) from the class.

Table 4

Average Score on “Did the class size enhance, neither enhance nor detract from, or detract from the quality of the class?”

| <u>Class</u> | <u>Mean</u> | <u>SD</u> | <u>Enhance</u> | <u>Neither</u> | <u>Detract</u> | <u>N</u> |
|--------------|-------------|-----------|----------------|----------------|----------------|----------|
| A | 2.48 | .51 | 10 | 11 | 0 | 21 |
| B | 2.64 | .58 | 15 | 6 | 1 | 22 |
| C | 2.63 | .50 | 12 | 7 | 0 | 19 |
| D | 2.60 | .60 | 13 | 6 | 1 | 20 |
| E | 2.00 | .63 | 1 | 4 | 1 | 6 |
| F | 2.56 | .62 | 11 | 6 | 1 | 18 |
| G | 3.00 | .00 | 9 | 0 | 0 | 9 |
| H | 2.32 | .72 | 10 | 9 | 2 | 22 |
| I | 2.93 | .27 | 13 | 1 | 0 | 14 |
| J | 2.43 | .60 | 10 | 10 | 1 | 21 |
| K | 2.82 | .39 | 14 | 3 | 0 | 17 |
| L | 2.71 | .47 | 12 | 5 | 0 | 17 |
| M | 2.71 | .47 | 12 | 5 | 0 | 17 |
| N | 2.53 | .64 | 9 | 5 | 1 | 15 |
| All Classes | 2.60 | .56 | 151(63%) | 78(33%) | 9(4%) | 238 |

Note. 3 is the maximum score. 1 is the minimum score

Themes in Qualitative Responses:

Honors students were asked to explain why they indicated that the class size enhanced, neither enhanced nor detracted from, or detracted from their Honors courses. The following themes were found in their responses:

1. Smaller class size allows for more discussion and student contribution to the class.
2. Smaller class size allows for more one-on-one attention from the instructor and “having one’s needs met.”
3. Class is more personal. Students get to know each other. Faculty get to know students.
4. Class size does not affect the quality of the class.

Conclusion:

More than half of the Honors students reported that their Honors courses were smaller than their non-Honors courses. So, even though many courses exceeded the desired class size of 20, the Honors Program seems to be doing a better job at offering small classes than the University. The quantitative data indicated that students felt that the smaller class size enhanced their Honors courses by allowing for more discussion and

more one-on-one attention from the instructor(s). They also felt that smaller classes are more personal.

**D. Students completing, and faculty teaching, the following courses will indicate that team taught courses enhance their educational or teaching experience:
HON 102, 205, 210, 306, 311, 308, 312, 315, 316.**

Response Rate: 17 faculty and 194 student responses (Please note: Some responses are from same student in different class.)

Results: This goal was met.

Table 5
Honors Faculty Responses to Questions about Team Teaching

| <u>Question</u> | <u>Mean</u> | <u>SD</u> |
|---|-------------|-----------|
| How do you view team teaching in comparison to single teaching? | | |
| Promotes more learning? | 4.47 | 0.62 |
| Less frustrating for students? | 3.06 | 0.82 |
| Easier for faculty? | 2.35 | 0.86 |
| Less time consuming for faculty? | 2.35 | 1.00 |
| Enjoyable for faculty? | 4.19 | 1.10 |
| Exciting for faculty? | 4.29 | 0.69 |

Note. Responses ranged from 1 – 5. A higher score indicates agreement with each statement.

Themes in Honors Faculty Qualitative Responses:

Honors faculty were also asked how team teaching has enhanced their team taught courses, how team teaching has enhanced their teaching in general, and how team teaching has detracted from their teaching. The following themes were found in their responses

Ways team teaching enhances team taught courses:

1. Experts teaching primarily within area of expertise.
2. Richer content. Greater depth/breadth of coverage of material
3. Sharing/learning of new teaching methods.
4. Modeling intellectual discussion for students.

Ways team teaching enhances teaching in general:

1. Uses teaching methods learned from partner in other courses.
2. Learning new subject matter that can be used in other courses.

Ways team teaching detracts from team taught courses:

1. More work than a single-taught course.
2. Difficult if partners do not mesh.

Themes in Honors Student Qualitative Responses:

Students were also asked to indicate if team teaching enhanced (3), neither enhanced nor detracted from (2), or detracted from (1) their team taught courses.

Table 6

Average Score on “Did the team teaching enhance, neither enhance nor detract from , or detract from, the quality of the class?”

| <u>Class</u> | <u>Mean</u> | <u>SD</u> | <u>Enhance</u> | <u>Neither</u> | <u>Detract</u> | <u>N</u> |
|--------------|-------------|-----------|----------------|----------------|----------------|----------|
| B | 2.46 | .74 | 13 | 6 | 3 | 22 |
| C | 2.68 | .48 | 13 | 6 | 0 | 19 |
| D | 3.00 | .00 | 20 | 0 | 0 | 20 |
| E | 2.00 | .89 | 2 | 2 | 2 | 6 |
| F | 2.68 | .73 | 11 | 4 | 2 | 18* |
| H | 2.51 | .60 | 15 | 3 | 3 | 22* |
| J | 2.48 | .81 | 14 | 3 | 4 | 21 |
| K | 2.94 | .24 | 16 | 1 | 0 | 17 |
| L | 2.94 | .24 | 16 | 1 | 0 | 17 |
| M | 2.77 | .56 | 14 | 2 | 1 | 17 |
| N | 2.60 | .63 | 10 | 4 | 1 | 15 |
| All Classes | 2.64 | .68 | 146 (75%) | 32(17%) | 16(8%) | 194 |

Note. 3 is the maximum score. 1 is the minimum score.

Classes A, G, and I were not team taught.

*One student did not respond in Classes F and H.

Themes in Qualitative Responses:

Students were asked to explain why they indicated that the team teaching enhanced, neither enhanced nor detracted from, or detracted from their Honors courses. The following themes were found in their responses.

Things students liked about team teaching:

1. Having two teachers kept the class interesting.
2. If one teacher wasn't being clear, the other could clarify.
3. Gave different perspectives on course material.

Things students didn't like about team teaching:

1. Sometimes teachers seemed to “fight” or talk with each other more than with students.
2. It was confusing if one teacher taught more than the other teacher.
3. It was irritating if you liked one teacher better than the other teacher.

Conclusion:

From faculty responses:

Both the quantitative and qualitative data indicate that faculty rate team teaching positively overall. They find team teaching to be more exciting and enjoyable than single teaching. Team teaching is also a faculty development tool, as Honors faculty indicated that they take skills and knowledge base learned in their team taught classes to their single taught classes. The downsides to team teaching are the amount of time required to team teach and frustrations if the two teachers do not “mesh.”

From student responses:

Both the quantitative and qualitative data indicate that overall, students found that having a team of teachers enhances a course. Students found that having two teachers kept the class interesting, allowed for the clarification of material, and that it was good that the two teachers could give different perspectives on course material.

On the downside, students also reported that sometimes teachers seemed to “fight” or talk with each other more than with students. This is especially interesting because as mentioned above, faculty reported that one positive feature of team teaching was “modeling intellectual discussion.” Faculty should be aware that detours into their own discussions of course material may not be seen positively by students. Faculty should explain to students that this type of discussion is common and productive. Students also looked negatively upon one teacher teaching more than the other, and sometimes they liked one teacher better than the other.

Additional information on Honors Courses:

Students were also asked to indicate any differences, in addition to the class size and team teaching, in their Honors and non-Honors courses. These themes were found in their responses.

1. Course environment is more positive (i.e., more relaxed, more trust, more friendly).
2. Faculty seem to care more for students.
3. More difficult. More reading. Harder tests.
4. More time consuming.
5. Class more engaging. Felt “intelligent.”
6. More interaction among students and faculty.
7. It is nice to be in a class with other students who want to be in class.

Honors students find Honors courses to be challenging and difficult, but their overall evaluation (with a few exceptions!) was positive. They seemed to understand that a good course can be difficult, and that challenging work is beneficial to them. Honors students are especially fond of the Honors faculty, and the course environment overall was more relaxed, more friendly, and more personal.

II. STUDENTS NEARING THE COMPLETION OF THE HONORS PROGRAM WILL DISPLAY STRONG RESEARCH, ANALYTICAL, AND COMMUNICATION SKILLS

Assessments:

A. 100% of the Honors Seniors presenting their Senior Thesis each academic year will complete the written portion of their Senior Thesis at a grade of B or better.

Response Rate:

Number of Students scheduled to make their Sr. Thesis Presentation Sp., 03 39
 Number of students with an IP at the end of Summer, 03: 3
 Number of Grade Sheets available: 34

(Please note: The collection of these data required that faculty complete a new grade reporting form in which they gave a separate grade for four different aspects of the project. Three of these forms were not returned, therefore, no data from these students could be collected.)

Results: This goal was met.

Table 8

Grades for Written Portion of the Senior Thesis Project

| <u>Grade</u> | <u>Number with Grade</u> |
|--------------|--------------------------|
| A | 28 |
| B | 6 |
| C or below | 0 |

Conclusion:

Of the students who completed their Sr. Thesis Project in the Spring, 03, 100% completed the written portion at a grade of B or better.

B. 100% of the Honors Seniors presenting their Senior Thesis each academic year will complete the oral portion of their Senior Thesis with a grade of B or better.

Results: This goal was not met.

Table 9

Grades for Oral Presentation Portion of the Senior Thesis Project

| <u>Grade</u> | <u>Number with Grade</u> |
|--------------|--------------------------|
| A | 31 |
| B | 2 |
| C or below | 1 |

Conclusion:

One student earned a C on the oral presentation portion of the Senior Thesis Project. This resulted in 97 percent of the students completing the oral presentation portion at a grade of B or better.

Remediation:

More data will be collected to determine if a program-wide remediation needs to be added for oral presentation skills.

C. 75% of the Honors Seniors enrolled in HON 420 will be awarded a grade of B or better on their ability to analyze, synthesize, and evaluate information within their Honors Thesis.

Results: This goal was met.

Table 10

Grades for Ability to Analyze, Synthesize, and Evaluate Information Within the Senior Thesis Project

| <u>Grade</u> | <u>Number with Grade</u> |
|--------------|--------------------------|
| A | 30 |
| B | 4 |
| C or below | 0 |

Conclusion:

Of the students completing their Senior Thesis project in the Spring, 03, 100% earned a grade of B or better on their ability to analyze, synthesize, and evaluation information within their Honors Thesis.

D. At least 60% of the students presenting a Senior Thesis will have participated in at least one state, regional, or national panel presentation.

Response Rate: 28 of 39 possible students responded

Results: This goal was not met.

Conclusion:

Thirty-three percent of the students presenting a Senior Thesis presented a panel at a state, regional, or national conference (67% did not present a panel.)

Remediation 1: Eastern leads the state, region, and nation each year in panel presentations at all conferences that we attend. Five to ten percent of the graduates of most other Honors Programs have made a panel presentation, Eastern regularly finds that 30-50 percent of their graduating Honors scholars have made a panel presentation. Therefore, upon additional reflection of this outcome, we decided that 60% is a bit too high. This outcome will be changed to read: "At least, 35% of the students presenting a

Senior Thesis will have participated in at least one state, regional, or national panel presentation.

Remediation 2: The acceptance criteria for panel and poster submissions to the national honors conference changes each year. This makes it impossible for the Honors Program administrators to form a strategy on panel/poster submissions. Potential panel and poster groups should be reminded during each submission season of the current submission guidelines as much as possible in an attempt to decrease the number of submissions rejected because they do not conform to the guidelines.

Remediation 3: Finally, Dr. Rose Perrine, Professor in the Psychology Department, presented a session on “How to Make a Poster” to all interested Honors students on Monday, September 22, 2003. This presentation should help students feel comfortable making and presenting a poster, as well as, encourage panel/poster formation.

III. STUDENTS WHO HAVE GRADUATED FROM THE HONORS PROGRAM WILL BECOME COMPETENT AND SUCCESSFUL MEMBERS OF SOCIETY.

Assessments:

A. Within 6 years of graduation, at least 50% of the Honors Scholars returning an alumni survey will have completed or have in-progress a post-graduate or professional degree.

Response Rate: There were nine Honors Scholars to graduate in 1997. Five of the nine returned a survey.

Results: This goal was met.

Four of five of the 1997 graduates who returned an alumni survey had completed or had in-progress a post-graduate or professional degree.

Table 7

Post-Graduate/Professional Degrees Completed or In-Progress, 1997 Graduates

| <u>Degree</u> | <u>Date of Completion</u> |
|--|---|
| M.A.T. Emphasis: P-12 Art | Anticipated: August 03 Eastern Kentucky University |
| J.D. | Graduation: 2002 University of Cincinnati |
| M.P.H. Emphasis: Prevention Science | Anticipated: Dec, 03 Emory University |
| J.D. | Graduation: 2002 University of Kentucky |

Conclusion:

Honors graduates do pursue a variety of post-graduate degrees soon after graduation.

***Please note*:** We will continue to offer to pay for tests required for admittance to any graduate or professional program (e.g., GRE, LSAT, MCAT) in an effort to encourage Honors students to apply to a post-graduate program.

B. At least 50% of the Honors Scholars will indicate that they have been active members of their community since graduation.

Results: This goal was met.

Four of the five alumni respondents indicated that they participated in their community.

Community Activities of 1997 Honors Scholars

Brain Injury Association of Georgia (helping lead activities for campers)

Hands-On-Atlanta (planting trees, cleaning up environment)

Kentucky Bar Association

National Trails Day (fixing up hiking trails)

Order of Eastern Star-Masonic Organization

Student Teacher

Conclusion:

Honors graduates become active members of their community soon after graduation.

C. At least 50% of the Honors Scholars will indicate that the Honors Program was instrumental in making them the person that they “are today” professionally, intellectually, culturally, and/or ethically.

Results: This goal was met.

All of the alumni respondents indicated that the Honors program had benefited them following graduation. The focus of their comments was on the ways that the Honors program had benefited their professional and intellectual life. A few also mentioned cultural enrichment. None of the respondents mentioned ethical influences.

Conclusion:

The Honors Program has a positive and lasting impact on its graduates. Most of the impact is on the professional lives of graduates.