

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

This program review is unique in that it examines Honors Baccalaureate degree outcomes in the context of the overall Cohen Honors College outcomes.

a. University Mission:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

b. Program Mission (if more than one program, list each mission):

The Cohen Honors College is dedicated to intellectual innovation. Honors aims to prepare students in any major for innovative work in a complex society. The Honors Baccalaureate degree exemplifies the WSU Honors mission and values.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The Honors Baccalaureate degree approved in 2014 furthers WSU's mission "to be an essential educational, cultural, and economic driver for Kansas and for the greater public good" and furthers the vision articulated by the Faculty Senate Honors Committee of creating an innovative, interdisciplinary Honors College curriculum that will have a positive impact on the university campus. The mission of the university and the vision of the new Honors College recognize WSU's designation as a research university, its location in the most populous city in Kansas, and its proximity to large employers. The H.B. degree is designed to allow high-performing undergraduate students to prepare for careers in emerging fields or graduate study.

Changes in technologies, cultural values, government regulations, and the natural environment present new challenges for individuals. To respond successfully to these challenges, to solve problems, create new industries and new jobs, individuals must merge concepts from different disciplines. Universities then create academic programs to prepare students for new work. The H.B. is designed to allow students to respond earlier to new disciplines and new social trends. H.B. students will design an interdisciplinary course of study that will help them prepare for and create new disciplines and new jobs. They will receive a strong grounding in humanist and scientific inquiry along with challenging professional, technical, leadership, and/or community-building experience.

d. Has the mission of the Program (s) changed since last review? Yes No

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?

Yes No

If yes, describe the changes in a concise manner.

The Honors College will benefit the University by:

- Attracting and retaining academically exceptional and highly motivated students from the Wichita area, the region, the nation, and the world
- Enhancing the recruitment of high-achieving transfer students
- Increasing undergraduate enrollment
- Increasing student-faculty collaboration in teaching, research, and service
- Attracting and retaining high-quality faculty and staff
- Creating compelling connections across disciplines and with the greater Wichita community
- Enhancing the academic reputation of the University

The Honors College will benefit students and faculty by:

- Emphasizing academic rigor along with exploration, creativity, and discovery
- Providing Honors students individualized advising and priority enrollment
- Engaging students in intellectual dialogue and real-world problems
- Facilitating undergraduate research across campus
- Preparing students for top graduate schools, competitive national scholarships, and leadership roles in professional careers
- Supporting interdisciplinary courses and curriculum development
- Serving as a curricular laboratory for faculty to experiment with course design and content

Academic Programs

All Honors College students choose from among several academic curriculum options including: 12-credit Honors Scholar tracks, 12-credit Interdisciplinary Honors Tracks, and 24-credit University Honors Minor.

Honors Baccalaureate students complete 24 credits required for the University Honors minor, 36 credits in the major, and a thesis or capstone project. The University Honors minor is not earned with the H.B. degree but the student completes the requirements as part of the college requirements for the H.B. degree.

1. *Honors Scholar tracks (12 credits): A student who completes 12 credits through either the Emory Lindquist Honors Scholar track or a Learning Community track earns a transcript designation.*

The Emory Lindquist Honors Scholar track is designed particularly for first-year students (because of the credit hours requirements) but is open to qualified continuing and transfer students. The curriculum leads students to explore intersections among academic disciplines and professions and to participate in academic research and creative activity in their first or second year at WSU.

Requirements:

- One Honors General Education Introductory Seminar (HNRS-prefix courses) (3 credits)
- HNRS 485: Honors Research and Creative Activity Seminar (3 credits) or HNRS 486 Honors Collaborative Research (3 credits);
- Electives chosen from Honors Seminars (HNRS-prefix courses) or departmental honors courses (6 credits).

The first Learning Community track is the Honors Science track. This track is designed for students who want to pursue a rigorous, intensive science and math curriculum.

Requirements:

- HNRS 310: Honors Tutorial-Honors Science (1 credit);
- One Honors General Education Introductory Seminar (HNRS-prefix courses) (3 credits);
- HNRS 485: Honors Research and Creative Activity Seminar (3 credits);
- Electives: any combination of HNRS or "H" credits (5 credits).

2. Interdisciplinary Honors Track (12 credits): A student who completes a 12-credit *Honors Track* earns a transcript designation.

Honors tracks are theme-based, interdisciplinary course clusters. Students choose from several tracks including leadership, law and public policy, and general (self-designed).

The common requirements for an Honors Track are:

- Introduction Course (3 credit hours): This course will provide perspectives from across academic disciplines to help students understand the complexities, connections, and context of the subject matter for the track.
- Track Courses (6 credit hours): The student will take two courses in the track area. Special topics Honors seminars (HNRS-prefix courses) are designed to provide diverse perspectives from multiple academic disciplines. With the approval of the Honors advisor, a student may take another course as a substitute for an honors seminar.
- Applied Learning (3 credit hours): The student is required to complete a total of 3 credit hours through non-classroom activities that enable the student to engage in experience-based learning and apply the knowledge and skills learned in the track to real-world problems and work environments. These activities include internships, international travel, and service-learning.

3. University Honors Minor(24 credits): A student who completes a 12-credit Emory Lindquist Honors Scholar track or Honors Science track AND a 12-credit interdisciplinary Honors Track receives a University Honors minor and the distinction “University Honors” on the diploma granted by the students’ primary college.

To receive the Honors Baccalaureate degree, students must complete the University Honors Minor requirements (above) and the following additional requirements:

4. Complete 36 credits in major courses. Complete at least 18 credits hours in each of two departmental majors/disciplines from at least two colleges (for a total of at least 36 credits) –or– at least 12 credits hours in each of three departmental majors/disciplines from at least two colleges (for a total of at least 36 credits). 18 of the 36 credit hours must be upper-division. The selection of major courses must be approved by an advisor from the department and an Honors advisor or Dean.
5. Complete an Honors Thesis: HNRS 410 Independent Study (3 credits). Each H.B. student will work with a faculty mentor who will supervise a capstone thesis project during the student’s senior year.

The H.B. curriculum requires students to engage in discipline-specific analysis as well as demonstrate understanding of cross-disciplinary approaches and real-world applications. The Honors Thesis challenges students to integrate knowledge they have gained from multiple disciplines in an intensive, independent research paper or creative project.

Several departments at Wichita State currently offer a departmental honors track. These include Aerospace Engineering, Communication Sciences and Disorders, Mathematic, Modern and Classical Languages and Literatures, Psychology, and Political Science. A student who completes requirements for a departmental honors track earns honors in the major. Departmental honors is noted on the transcript and on the diploma conferred by the students’ primary college. The departmental honors diploma distinction indicates distinguished work in one discipline or current academic/professional field.

The H.B. degree is different from the departmental honors degree in that it is conferred by the Honors College. It indicates distinguished work that integrates knowledge and experience from more than one current academic and/or professional field.

2. Describe the quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

Complete the table below and utilize data tables 1-7 provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production).

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1																	
Year 2																	
Year 3																	

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

3. Academic Program/Certificate: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

- a. For undergraduate programs, compare ACT scores of the majors with the University as a whole. (Evaluate table 8 [ACT data] from the Office of Planning and Analysis).
- b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. (Evaluate table 9 [GPA data] from the Office of Planning and Analysis)
- c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

The academic objectives of the H.B. degree are to instill in students a broad base of knowledge and to foster creativity, critical thinking, and higher-order and integrative learning. H.B. students are expected to:

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:

Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
<ul style="list-style-type: none"> ▪ Demonstrate understanding of the scholarship behind at least two disciplines' or professions' core principles/practices ; 				

<ul style="list-style-type: none"> ▪ Communicate effectively across disciplines and/or professions; 				
<ul style="list-style-type: none"> ▪ Address an urgent intellectual question, creative debate, or real-world problem through research or creativity activity; 				
<ul style="list-style-type: none"> ▪ Contribute to an intellectual, creative, or civic community; 				
<ul style="list-style-type: none"> ▪ Reflect on individual development. 				

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

Evaluate table 10 from the Office of Planning and Analysis regarding student satisfaction data.

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
1				
2				
3				

- e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Outcomes:	Results	
	Majors	Non-Majors
<ul style="list-style-type: none"> ○ Have acquired knowledge in the arts, humanities, and natural and social sciences ○ Think critically and independently ○ Write and speak effectively ○ Employ analytical reasoning and problem solving techniques 		

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at:

<http://www.aacu.org/value/rubrics/>

- f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

Provide information here:

- g. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide information here:

No accrediting body.

- h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

Provide information here:

- i. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Provide assessment here:

4. Analyze the student need and employer demand for the program/certificate. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

- a. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.
- b. Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors*							
	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only.
Year 1							↓
Year 2							
Year 3							

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

- Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

Provide assessment here:

5. **Analyze the service the Program/certificate provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.

- a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

6. Report on the Program’s/certificate’s goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome

7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here: