

## Honors College Annual Report 2009-2010

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### ***Honors Mission Statement***

The Honors College offers talented and motivated students a unique opportunity to create new knowledge through its enriched academic environment and through distinctive educational, research, and intellectual opportunities. Our curriculum, grounded in liberal education from genetics to modern dance, offers cutting edge courses and innovative teaching methods and provides academic and professional advising and mentoring as well as preparation for graduate school. The Honors signature experience—the *Engaged Learning Initiative* in the context of community—takes students out of traditional classrooms and offers them opportunities to work with faculty scholars and active community partners to design original research with applications for the broader community. In the Honors College, we recognize the crucial role of compassion, life-long intellectual curiosity, community engagement, inclusiveness, and academic excellence in local and global citizenship.

### **INTRODUCTION**

For more than 2,200 Honors students, this has been a great year. The Honors College has launched the Early Assurance to Graduate and Professional Program, the Honors Legal College Scholars program that engages commuter students in new learning communities, the Distinguished Scholarship and Preparation for Graduate School program, formed new partnerships with College of Engineering, University Neighborhood Partnership and the College of Architecture and Planning for next year's think tanks and worked on diversity recruitment with the network of student organizations that serve students of color. Our recruitment activities have broadened to include the Washington DC area and continue to focus on the top ten percent of students in the region.

The Honors College is committed to identifying and measuring student learning outcomes in line with our mission statement. Our demographic data helps us better understand the students we serve. Throughout the year we collect and review Honors College data through focus groups, surveys, and evaluations. This qualitative and quantitative review of each of our program ensures that students get the best experience possible in the Honors College.

### **FALL 2009 DEMOGRAPHICS:**

SEX	Frequency	Percent
F	1167	51.59
M	1095	48.41

ETHNICITY	Frequency	Percent
Asian	166	7.34
Black	14	0.62
White	1816	80.28
Intl	32	1.41
Hispanic	89	3.93
Multicultural	9	0.40
Native Amer	10	0.44
Polynesian	13	0.57
Unknown	113	5

ACAD LEVEL	Frequency	Percent
Freshman	228	10.08
Sophomore	182	8.05
Junior	400	17.68
Senior	475	21
5 <sup>th</sup> Year Senior	944	41.73
6 <sup>th</sup> Year Senior	33	1.46

## RESIDENCY

Non-Resident	258	11.41
Resident	2004	88.59

MAJOR COLL	Frequency	Percent
AR	40	1.77
BU	203	8.97
ED	48	2.12
EN	342	15.12
FA	172	7.6
HE	120	5.31
HU	267	11.8
MD	14	0.62
MI	26	1.15
NU	51	2.25
PH	28	1.24
SB	247	10.92
SC	375	16.58
SW	8	0.35
UC	321	14.19

AGE	21.38
ADM INDEX	125.5
HS GPA	3.85
ACT COMP	28.04

2009 ADVISING	Total	Fall	Spring/Summer
Freshman Group Advising	74	74	0
Individual Advising	239	103	136

## RECRUITMENT EVENTS YIELD

08-09	Attended	Admitted	Enrolled	%App Enroll
Honors Day (15)	209	168	114	65%
Honors U-Night (3)	36	36	21	58%

## HONORS-ELIGIBLE PROSPECT YIELD (FRESHMAN)

Entering	Number	Admitted	Enrolled U of U	% Admt Enroll
Fall 2007	7645	1857	813	41.06%
Fall 2008	7425	1871	804	42.93%
Fall 2009	7623	2077	861	41.45%

## HONORS COLLEGE ADMISSIONS

Applications, January-September	First Year	Transfer Students	Total numbers, first year class
2006	303	68	401
2007	542	104	646
2008	545	105	650
2008	513	77	590
2009	467*	38	505

\*The Honors admission records are missing any admissions processed between 8/27/09-12/15/09

**New Out-of-State Recruitment Efforts:** During the academic year, 2009-2010 we held an Honors Recruitment event in Washington DC at Randy Quarles and Hope Eccles House. We had 75 persons in attendance including prospective students and their parents, alums, donors, Honors and recruitment staff and President Michael Young and Suzan Young. We announced the Early Assurance Program at this event and the Eccles Distinguished Scholars program. We held two special Honors U days for out-of-state students, offering them each a \$300 travel stipend.

RETENTION of first-year Honors students to 2<sup>nd</sup> year

Fall 2006	460	72.17%
Fall 2007	476	76.26%
Fall 2008	431	79.81%

RETENTION of first-year Honors students to 2<sup>nd</sup> year by ethnicity

2006-2007	White	373	68.63%
	Non-white	64	89.06%
	Foreign	1	100%
	Unknown	22	81.82%
2007-2008	White	388	74.74%

	Non-white	64	84.38%
	Foreign	2	100%
	Unknown	22	77.27%
2008-2009	White	344	78.78%
	Non-white	71	87.32%
	Foreign	3	66.67%
	Unknown	13	69.23%

## RETENTION of transfer students

2006-2007	115	94.78%
2007-2008	81	82.72%
2008-2009		

## Graduation with the honors degree and Honors Certificates

Honors Certificates	
2009-2010	77
2008-2009	84
2007-2008	79
2006-2007	66

Academic Year	Honors Degrees
2004	48
2005	53
2006	66
2007	77
2008	82
2009	94
2010	80

Type of degree, year ending 2010	Number of Degrees
University Honors Degree	47
Departmental Honors Degree	17
University & Departmental Honors	16
Total Honors Degrees	80

College	University	Department	Total
Architecture	4	4	4
Business	7	7	9
Engineering	2	7	7
Fine Arts	4	2	5
Health	3	2	5

Humanities	16	0	16
Science	8	9	14
Soc/Behav Science	17	1	17
Social Work	1	0	1
<b>Totals</b>	<b>62</b>	<b>32</b>	<b>76</b>

#### **LIVING AND LEARNING STUDENTS**

2004-2005: 18 students	18 students lived in the Poulson Honors House and the Quinney Law House
2005-2006: 68 students	Eighteen students living in the Poulson Honors House, the Quinney Law House and 50 students living on the Honors Floor at Chapel Glen
2006-2007: 80 + students; Honors students also lived on the Engineering floor, the Science, Kennecott and Humanities House and take classes with the cohort at the Honors Center	Eighteen students living in the Poulson Honors House, the Quinney Law House and 50 students living on the Honors Floor at Chapel Glen, and twelve students in the Second Year House at Officer's Circle
2007-2009: 180 + students in Honors housing situations 2009-2010: 200 +	100 students on the two Honors floors at Chapel Glen; twelve in the Second Year Honors House; twelve in the Poulson Honors House; eight in the Quinney Law House; second year floor (student generated experience) at Sage Point; honors students in Engineering, Science, Humanities, Diversity and Bennion Center houses.

A few years ago we launched—the Living and Learning floor at Chapel Glen and then added the next year a second floor for Honors first year students. This year we had an entire Honors Residence Hall at Sage Point, including a third floor that was be open to all Honors students who wanted to live in the context of an Honors Community. Several times during the year, all the students in the Honors Residence Hall were invited to participate in communitywide activities—a baseball game at the beginning of fall semester, a symphony, and a play at Pioneer Theater. In addition, they had the option to join the Honors Dean's book club. Each semester several students read a common book and met for a discussion led by one of the Honors professors on campus. Texts like Thomas Friedman's *The World Is Flat* and *A House on Mango Street* generated tremendously spirited discussions and have contemporary relevancy.

The students on the living and learning floor took the course, "City as Text" from Dr. Bradley, a class that brought the students into the city to learn about their own city. Students went on a series of walkabouts, read books from urban planning theory, and analyzed the ways spatial realities reveal larger trends. Tom Richmond and Martha Bradley took ten students to the Western Regional Honors Conference to deliver presentations about their work in City as Text.

## **New Activity:**

### ➤ **Honors World Café Summit**

In January we held a World Café Summit intended to be a community wide visioning process that would help us set strategic goals, get widespread buy-in on our future agenda, and engage the members of the Honors Community in thinking about where we might go next. More than 100 individuals attended during the day. Summary notes of what the group proposed are attached to this document.

### ➤ **Honors College Scholars Program**

Our most engaged students are those who are most completely connected to the Honors community through the Living and Learning Experience, through Honors Think Tanks or special classes like the one that planned the Social Justice Symposium, or students in the Community Leadership Scholars program or HSAC. For these students, involvement in Honors spreads beyond the classroom to communities that they help create. This year the Honors College launched the Legal Scholars Program, and continued the Community Leadership, the Social Justice Scholars and Global Health Scholars Programs. These programs engaged commuter students in meaningful learning communities for monthly or bi-monthly or weekly intellectual activities, group projects and in the case of the Global Health Scholars, a summer international service experience (several students were funded with Honors Scholarships).

### ➤ **Early Assurance Program and Eccles Distinguished Scholars Program**

This year the University of Utah launched the Early Assurance Program and the Eccles Distinguished Scholarship Program for entering undergraduate students. Students enrolled in the program will be able to obtain a broad-based liberal arts education at the U and, provided they meet all standards and contingencies during their undergraduate education, will be guaranteed admittance to one of the U's participating graduate or professional school programs. Most colleges and departments on campus with the exception of the Medical School and the College of Fine Arts are participating. Conversations have begun with the divisions in the Family and Preventive Medicine Programs. It looks like they will join us next year.

### ➤ **Honors Residence Hall at Legacy Bridge**

This year we participated in a series of design workshops for the programming phase of the new Honors Residence Hall at Legacy Bridge. I spent several hours outside the workshops working with the lead architect to develop a strong sense of the vision of the project. We also helped write the proposal submitted to the Marriott's for funding for the new residence hall. We also successfully proposed to LE Simmons the idea of funding for a "Big Ideas" in the new residence hall that will house the Honors Engaged Learning initiative, a gift of \$250,000.

### ➤ **Honors Faculty Awards**

Each year the Honors College awards two faculty awards: HSAC chooses the winner of the Distinguished Honors Professor. This year's winner is business professor. Cal Boardman Universally regarded as one of the most compassionate and kind hearted professors. He was nominated by Lorin McDavid who said: "The professor I would like to recognize is Professor Calvin Boardman. I took the course BUS 1051 from him and it was the best course I have ever had. Most of my classmates were Freshman pre-business students at the University. We were all scared of big tests, reading long chapters and mean professors, but Calvin Boardman really cared about each and every one of us and our education about business ethics. I learned more about the business world, philosophers and ethics, in that class than I have in my entire college experience. Everyone who takes BUS 1051 from Professor Boardman can expect a well planned, wonderful discussion every time they step into the classroom."

The Honors Policy Board chooses the Honors Professorship that is funded by a gift from the LE Simmons family. The Board awarded two Honors Professorships, for 2010-11 to Daniel McCool and to Greg Owens.

Professor Dan McCool proposed a highly specialized class, with the goal of writing an edited book that explores the future options and possibilities of the Colorado River Basin. Each chapter would be written by a different student (or possibly two students), and would cover an aspect of the water problems facing the Colorado River Basin. These chapters would delve into many aspects of the river, and cover topics from many disciplines. The course will include trips to Las Vegas and Glen Canyon Dam.

Greg Owens proposed a class that will expose honors students from all majors and backgrounds to some of the greatest discoveries and ideas in science: the astronomy of Galileo and Hubble; the modern physics developed by Einstein, Bohr, and Heisenberg; the discovery of radioactivity (Curie), fission (Meitner), and the structure of DNA (Franklin); the development of nuclear weapons by Oppenheimer and Teller; and the framework of evolutionary biology set forth by Darwin. What sets this course apart from traditional science classes is that they will also devote considerable time to discussing the men and women responsible for these contributions.

### **Engaged Learning Initiative: Honors Think Tanks**

#### **ENGAGED LEARNING OPPORTUNITIES**

Think Tanks	36
Community Leadership Scholars	26
Living and Learning floors/houses	200
Legal Scholars	24
Social Justice Scholars	23
Global Health Scholars	22
Internships	8

#### **THE HONORS THINK TANK ON RADIATION AND THE ENVIRONMENT** Tom Richmond, Department of Chemistry, Robert Huber, Department of Electrical Engineering

The renewed interest in nuclear power as part of a carbon-free sustainable energy supply is

sure to re-ignite fears that radiation will cause irreparable damage to the environment.

During the 1960's and 70's nuclear power was seen as a near unlimited source of cheap electric power but two serious accidents changed all that. The 1979 accident at the Three Mile Island plant in Middletown, Pennsylvania led to a near complete shut down of nuclear plant construction in the U. S. The much more serious accident at Chernobyl in the Ukraine in 1986 cemented the public's fear of anything nuclear but still about 20% of all of the electricity used in this country comes from nuclear power plants even though no new ones have been built in the last two decades. Now concern over global warming has sparked new interest in nuclear power plants because they release no greenhouse gasses into the atmosphere. Proposals to build a plant in central Utah sparked much debate and ultimate rejection by the 2009 session of the Utah Legislature. Proposals to store spent fuel rods and other high-level nuclear power plant products in the Utah desert continue to generate headlines. Television commercials propose storage of low-level waste from international sources as a means to help solve the state budget deficit.

This two-semester think tank will explore the past, present and future of both natural and man-made radiation in the environment and the political, moral and ecological issues it raises. For example dose limits to the general public from man-made radiation are set by regulation to be well below that received from naturally occurring radiation, which has always existed. It is imperative that public policy decisions in this area be based on facts and not emotional factors.

#### **THE HONORS THINK TANK ON COMMUNITY LEADERSHIP: A UNP COMMUNITY-BASED THINK TANK**

Ken Embley, Center for Public Policy and Administration, Rosemarie Hunter, University Neighborhood Partnership

"How do we get people to get involved in their communities?": The question is asked more and more frequently amidst theories about the decline of civic participation in U.S. society and the increase of the 'bowling alone' phenomenon, and as it becomes clear how challenging it can be to create meaningful roles for everyday people in making important decisions about their communities--whether neighborhood, city, state, or country. This Think Tank takes a unique approach to the question of how to encourage grassroots community leadership: students will work side by side with residents of the west side of Salt Lake City who are participating in the Westside Leadership Institute (WLI). The WLI is a partnership supported by University Neighborhood Partners (UNP) that takes an innovative approach to encouraging residents of all different backgrounds (cultural, political, socio-economic, educational) to become catalysts for positive change in their communities. By working on 'on-the-ground' community problems with the WLI participants, students will investigate questions such as: what are the barriers that keep people from participating in local decision-making? What are cultural differences in leadership and organizing? What makes someone a 'leader'? Why do people choose to follow? These questions will be answered while collaborating on a community project with real impact.

#### **THE HONORS THINK TANK ON SOCIAL CHANGE**

Matt Bradley, Honors College. Caitlin Cahill, Department of City and Metropolitan Planning

This Think Tank will provide students with a historic and contemporary context for analyzing social change, an introduction to the theory and practice of community-based participatory action research methods, and the cultivation of leadership skills. The course will be offered in a hands-on, workshop format. We will engage in discussions of readings to help students develop a theoretical base for their work, but will also actively engage the students in a variety of community-based activities such as attendance at city council meetings or the state legislative session, participation in community-organized events, meeting with community members and leaders, and applying both the theoretical and the practical as they learn leadership and organizing skills. Students will also benefit from the opportunity to travel and learn from community organizers and youth in other parts of the U.S. We will explore together the contemporary political economic context (addressing, for example, issues of structural racism, global restructuring and neoliberalism). Students will also gain experience working collaboratively with communities, and mentoring youth activists to develop community-based action research projects. To this end, our course design reflects the interdependence of critical pedagogy, public scholarship, and community involvement. Motivated by a commitment to introduce students to public scholarship that challenges social injustice, this course will engage students in inquiry informed by community-based research and grounded in critical theory. Our goal is to build the capacity of students to analyze and transform their own lives and become partners in the building of more sound, democratic, communities. The overarching theme of this course is public scholarship and social change. Critical questions that frame our course includ

In conclusion, it has been a great year. A year of growth. A year of vision and creativity. A year of expansion.

## Appendices

### Additional Information: Development Activity

We are also implementing an ongoing strategy of building on this base of new friends, refining our message and case statement, creating a distinctive brand for the new College, and working to cultivate and partner with new donors to Honors as we bring the College to a new plane. Our principal focus is on the identification of named-gift opportunities and named-gift prospects as well as greater emphasis on cultivating existing and identifying new major gifts prospects. We will also launch a comprehensive annual fund program, expand contacts with national foundations and corporations, increase grant production for local and national corporate support, and strategically leverage our participation in University, alumni, and development event

Categories	Development Narrative	Total
<p><b>Major Giving</b>            \$250,000 gift from LE Simmons            \$100,000 pledge payment from Kem Gardner            \$14,000 in other major giving</p>	<p>The Honors College has a number of outstanding major gift proposals for the second quarter of 2010. The proposals are to support residential scholarships, student fellowships, distinguished professorships and endowed scholarships. They include \$1 million Robert Whitman; \$200,000 Harold Blomquist; \$100,000 John Dahlstrom; \$25,000 Dr. Janice Dutcher.</p>	<p>\$364,000</p>
<p><b>Major Gifts that Honors helped secure</b>            \$3 million pledge from Bill Marriott for the Honors Housing at Legacy Bridge            \$1.2 million pledge for the Eccles Distinguished Scholars Program</p>		<p>\$4.2 million</p>
<p><b>Foundations/Corporations</b>            Willard L. Eccles Charitable Foundation (\$35,000)            American Express (\$10,000)            Marriner S. Eccles Foundation (\$9,000)            Breatrice F. Kroesche Foundation (\$2,500)            Sweet Candy Company (\$2,000)            Alberta Henry Education Foundation (2,000)            The Handley Foundation, Inc. (\$750)</p>	<p>The Honors College submitted 14 proposals to local, regional and national foundations and corporations. Out of the 14 submitted 8 grants were awarded totaling \$61,750. These awards went to support the Honors Think Tanks, Honors College Scholars Program, and scholarships.</p> <p>For this quarter there are five</p>	

<p>Kroesche Family Foundation (\$500)  Kennecott Utah Copper Corporation (pending decision)  Harris Foundation (pending decision)  Bamberger Foundation (pending decision)  Daniels Foundation (pending decision)  Alberta Henry Education Foundation (pending decision)  Castle Foundation (not awarded this year)  Eskuche Foundation (not awarded this year)  Dee Foundation (not awarded this year)  Michael Foundation (not awarded)</p> <p><b>Total Foundations/Corporations</b></p>	<p>proposals requesting up to \$50,000 that are still pending decisions.</p>	<p>\$61,750</p>
<p><b>Annual Giving</b>  Spring 2010 Phonathon: \$9,770  Annual Giving: \$10,217</p> <p><b>Annual Giving Total</b></p>		<p>\$19,987</p>
<p><b>Development Activities and Alumni Events</b>  May 14<sup>th</sup> 2009 Engaged Learning Event  April 22<sup>nd</sup> 2009 Honors Awards Banquet  September 9<sup>th</sup> 2009 President's Reception  January 15<sup>th</sup> 2010 Honors World Café  March 9<sup>th</sup> 2010 DC Alumni/Student Recruitment  April 20<sup>th</sup> 2010 Utah Latinos Reception</p>	<p>The Honors College hosted five major development and alumni events for FY10. The May 14<sup>th</sup> Engaged Learning Event concluded the academic year by bringing together past and current participants and acknowledging the financial support of some key donors.</p>	
<p><b>Total Giving</b></p>	<p>Direct gifts</p>	<p>\$545,737</p>
	<p>Indirect gifts</p>	<p>\$4.2 million</p>

## **Development/Recruitment plans for 2010-2011**

### **Southern California (Q3 2010)**

We have a number of alumni, donors and major prospects in the southern California area. This trip would build our prospect list and establish key relationships for future alumni events and student recruitment efforts.

Projected Budget: \$1,500

### **Northern California (Q3 2010)**

Northern California has a strong U of U alumni chapter and many of whom are Honors alumni and donors. This effort would include visiting major gift prospects (new and existing) and coordinate efforts with major gift officers in central development.

Projected Budget: \$1,500

### **Washington DC (Q4 2010)**

The Honors College has successfully connected with a number of major gift prospects in the DC area. Those connections have resulted in a very successful student recruitment event (March 2010), an alumni event (March 2010) and cultivation of new major prospects. An effort for fall 2010 would focus cultivation of key donors, a student recruitment event targeting high school seniors and a possible alumni event with the Washington DC alumni chapter.

Projected Budget: \$3,500

### **Utah/Notre Dame Event (November 2010)**

The Honors College has a number of major prospects and National Honors Advisory Committee members who would be interested in attending an Honor event for the Utah/Notre Dame football games. Major prospect names have been submitted to central development for approval to get tickets for the game.

Projected Budget: 1,800

### **Boston/New York (Q4 2010)**

The Honors College has not visited the Boston/New York area in a number of years. Honors has major gift prospects in both cities and this effort would include reconnecting with existing alumni and donors and working with the central development office to identify new prospects to visit. Modeled after the DC efforts, Boston and New York are also strong locations for a student recruitment event targeting high school seniors.

Projected Budget: \$3,500

### **Boston/New York (Q2 2011)**

A visit to the Boston/New York area would focus on cultivating existing relationships with Honors prospects and working with the major gift officer in the area to identify new Honors prospects.

Projected Budget: \$2,500

**Washington DC (Q2 2011)**

A visit to Washington DC (spring 2011) would focus on visiting existing major gift prospects and working with central development to identify new major gift prospects.

Projected Budget: \$1,800

Total Development Travel budget: \$16,100



**2009-2010 Honors Senior Exit Survey**

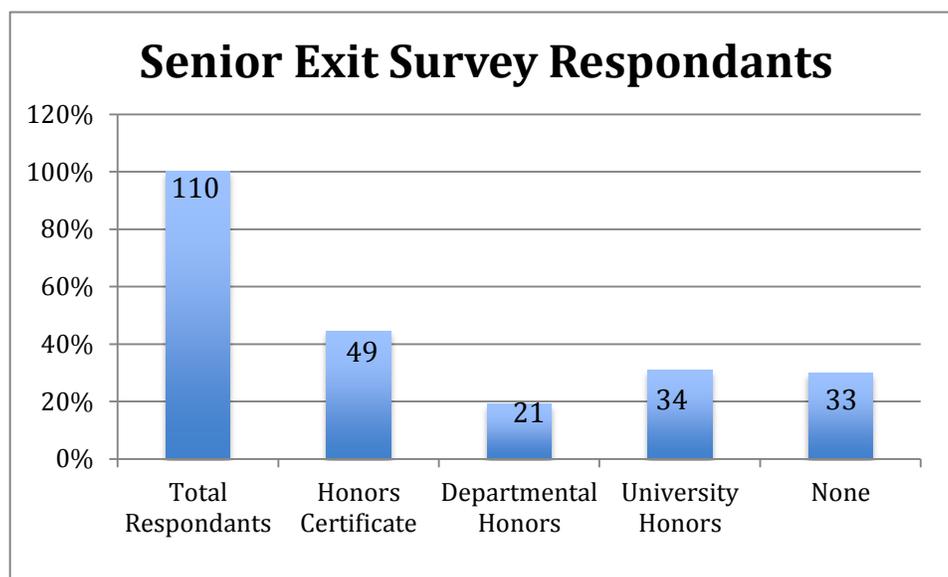
### Purpose

The Honors Senior Exit Survey attempts to gather information about Honors College graduates and their perceptions about the Honors College and Honors opportunities in which they were involved. It also measures to what extent students felt that the Honors College contributed to a number of learning outcomes. These are the same learning outcomes measured in the senior exit survey administered by OBIA to the broader undergraduate population; this survey will allow us to compare our results with the OBIA survey results.

Finally, the Senior Exit Survey allows us to gather qualitative data regarding our graduates and their experiences in Honors. This part of the survey provides insights about where our students are headed after graduation. It also helps us gather feedback and suggestions for improving the Honors experience for future students.

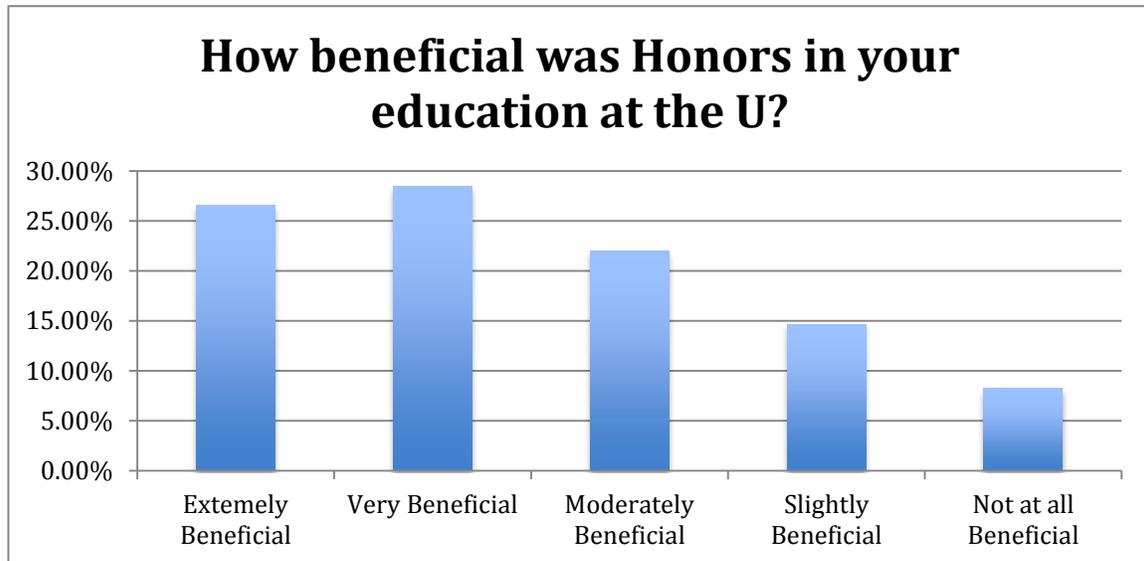
### Methods

The survey was administered to Honors students who graduated in the 2009-2010 academic year. Out of approximately 700 emails, 110 students responded and completed a web-based StudentVoice survey.



### Results

Seventy percent of respondents earned at least one of the Honors distinctions upon graduation, in contrast to eighty percent earning distinctions in the previous year. Students who had earned an Honors Degree were the most satisfied with their Honors education, responding that Honors was “very beneficial” to “extremely beneficial” to their undergraduate education at the U.



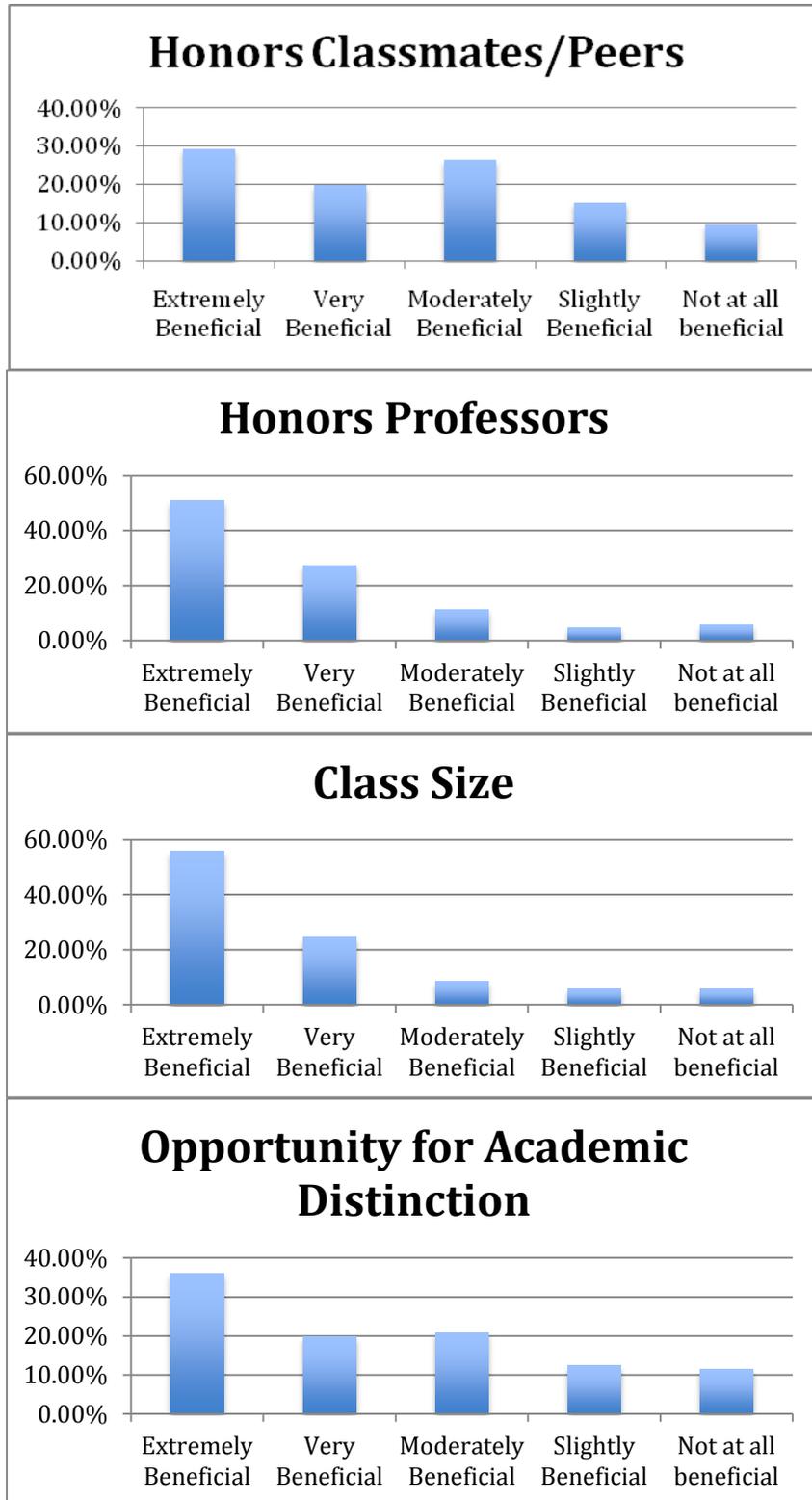
A majority of the students participated in Honors the most in their Freshman and Sophomore years. Half of those surveyed reported that they took 6 or more Honors courses while at the University. Half of the respondents had majors in the college of Humanities or Social and Behavioral Science.

Twenty-four percent of the students considered themselves to be transfer students, which is an increase from last year when 20% considered themselves as transfer students. Of this group, 30% of this transfer amount came from SLCC, in comparison to 55% last year. Of those who responded, 40% of those transfer students said that Honors was moderately to extremely beneficial in their transition to the University, in comparison to 46% last year.

### **Benefits of Honors**

The Honors College has always offered benefits to its students, such as opportunities for academic distinction, small class size, excellent Honors professors, and the company of excellent peers. On average, class size and Honors professors were considered the most beneficial aspects of Honors. This scored the highest in the previous year's survey as well.

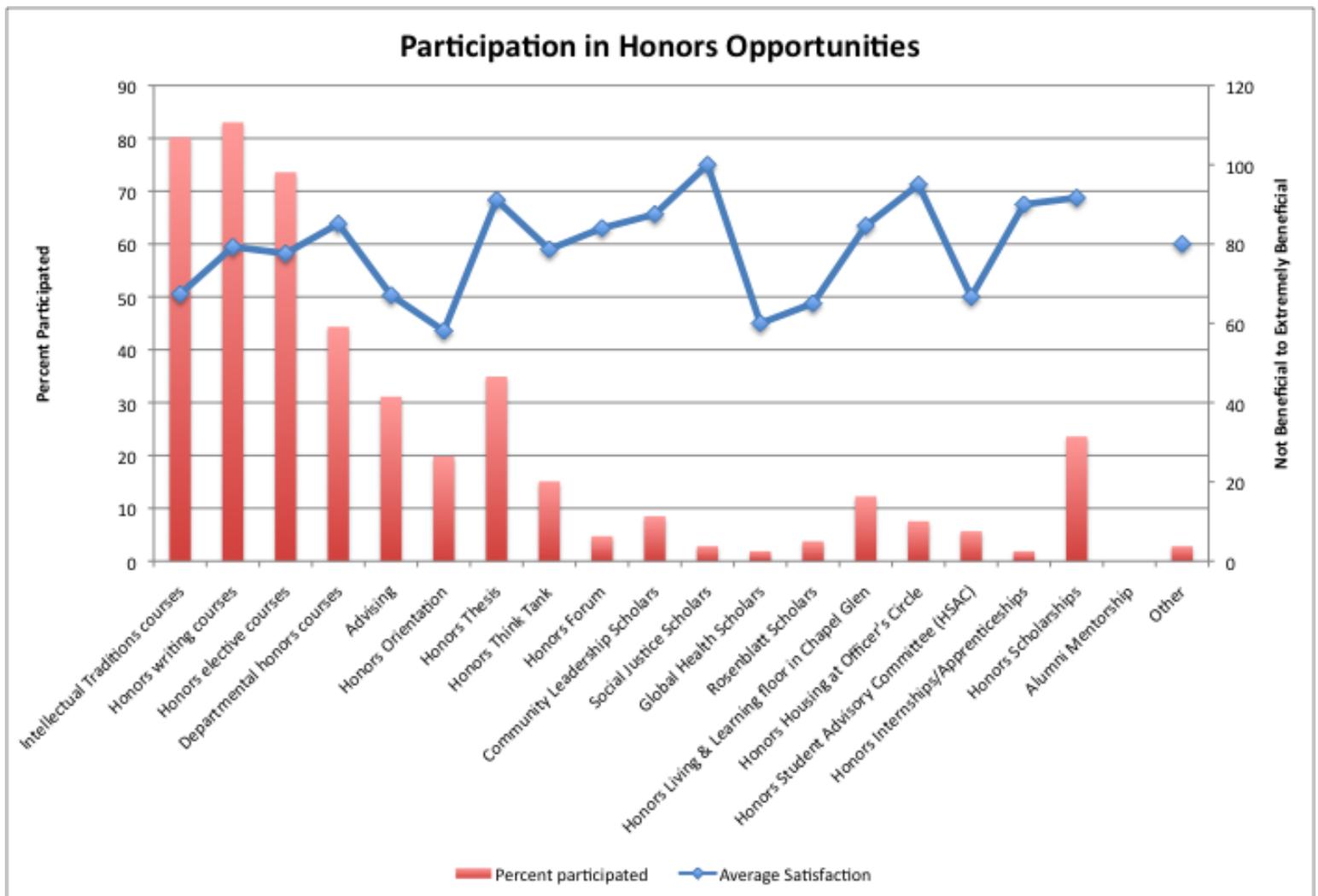
**How beneficial were the following aspects of Honors?**



**Honors Opportunities**

The exit survey measures the number of students involved in various Honors opportunities, and how beneficial the participants found those opportunities to be to their overall experience at the U. Honors courses had the highest participation, with 83% of respondents having taken Honors writing. The programs with the lowest number of participants were the Engaged Learning opportunities. However, those who participated ranked these programs as “very” to “extremely” beneficial on average.

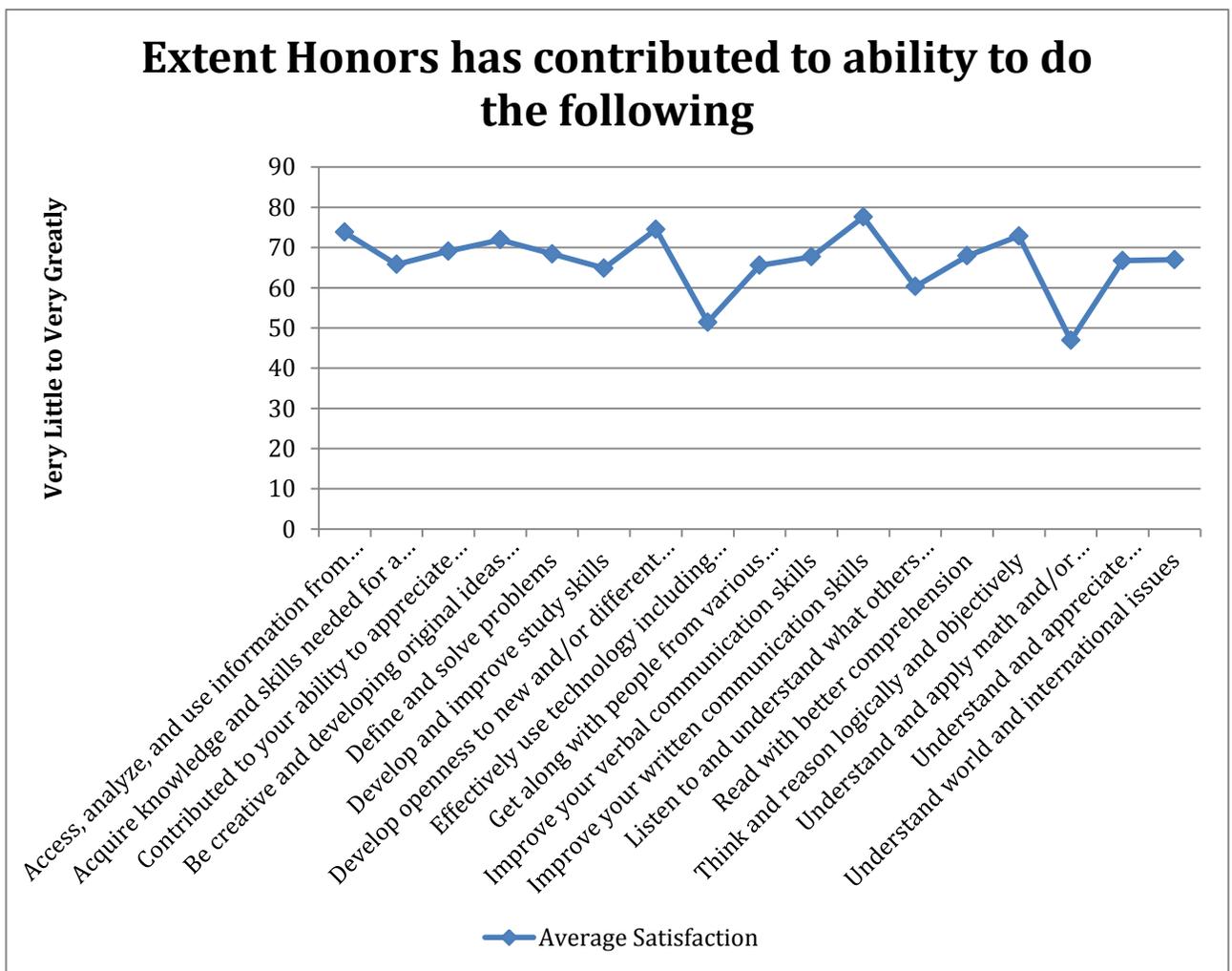
This was among the first group of Honors graduates to have had the opportunity to participate in programs such as the Honors Living-Learning floor and the Honors College Scholars programs. We will compare the results of this part of the survey to future years as the number of students who participate in such programs increases. In the chart below, the number of students who participated in each program is reflected in the bar graph, while the average rank of each program is reflected in the line graph.



**Honors Contributions to Learning Outcomes**

The next part of the survey asked students how Honors contributed to seventeen learning outcomes. These are also the learning outcomes from the '09-'10 Senior Exit Survey for the University that is administered by the Office of Budget and Institutional Analysis. This allows us to compare both surveys. OBIA has not yet posted their '09-'10 survey. This chart will be updated shortly with a comparison of results between the Honors survey and the OBIA survey.

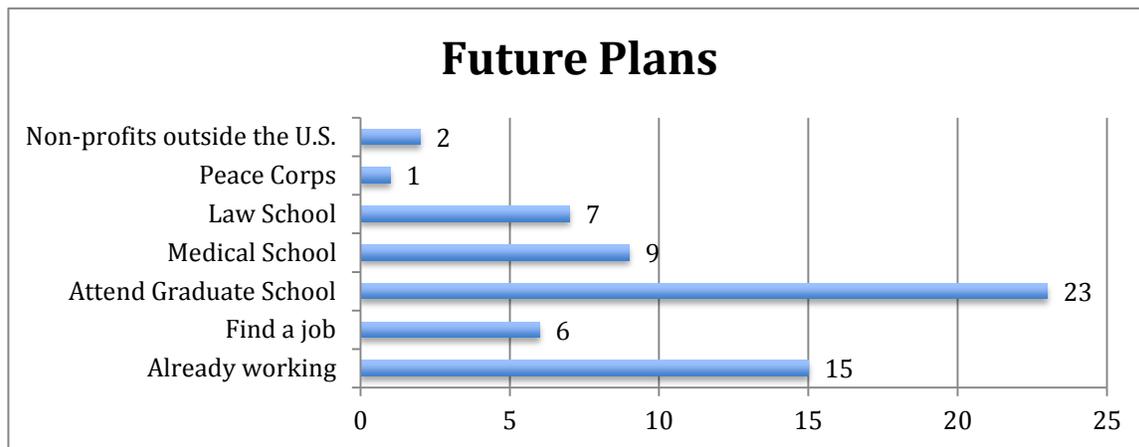
In comparison to our survey this previous year, effectively using technology and understanding and applying math still averaged the lowest, but did improve in their overall satisfaction. It is evident that Honors needs to expand its offerings in the sciences, but that this effort is already being made.



**Qualitative Results**

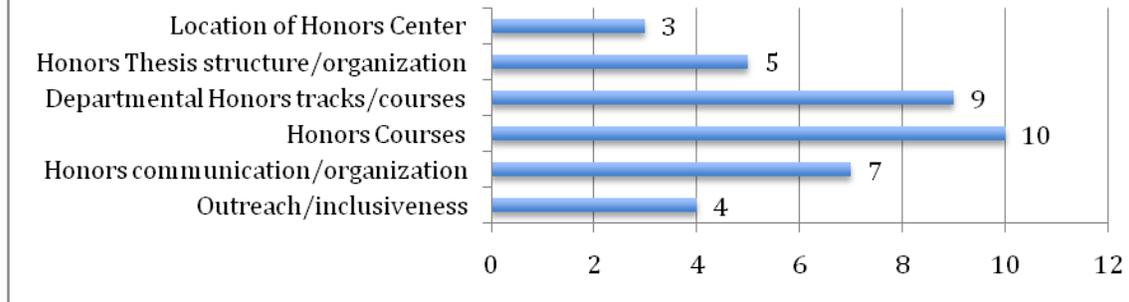
The qualitative portion of the survey was optional, and allowed us to gather students' future contact information, data about their plans after graduation, suggestions for improving the Honors experience, and advice to new Honors students.

Most Honors graduates have plans to go to graduate school. Of the students who responded to the qualitative section of the survey, about 70% were planning to attend graduate or professional school at some point in the future. Over half of the students were *immediately* headed to graduate or professional school after graduation.



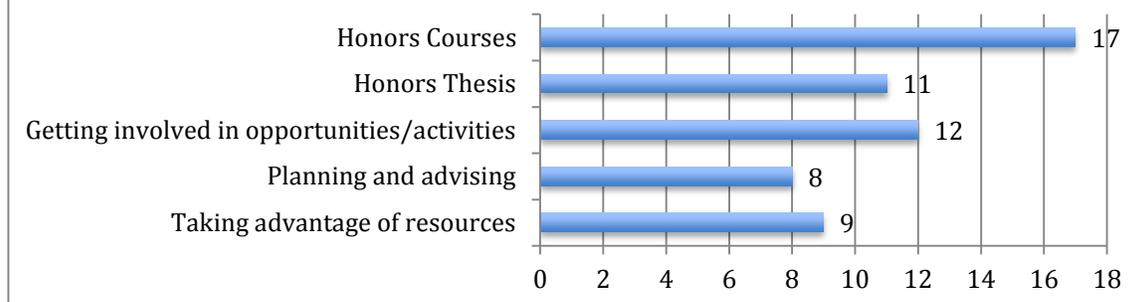
The responses to the qualitative questions can be loosely grouped into a number of broad themes, as shown in the charts below. Students made the most suggestions about Honors courses in general. The next highest area referred to improvements in Departmental Honors tracks and classes: students asked for more Departmental Honors courses (particularly in Science/Engineering), more Departmental Honors tracks, and improvements in the organization and coordination of these programs. Previously the Honors tracks were what the most students said needed improvement, so this shows that students like the direction that things are headed. Students also made suggestions for improvement in Honors college organization and communication with students. This area included suggestions about improving communication between students, faculty, and staff about Honors College opportunities, program details, and requirements. Students made suggestions about the Honors Thesis process related to improving structure, organization, and communication with advisors. Many of these suggestions are similar to those given in previous years.

## What would you improve about your Honors experience/opportunities: Common Themes



The most common answer for “what advice would you give a student starting in Honors” was regarding Honors courses. Students made suggestions that range from recommending specific faculty or classes to take, to taking as many Honors classes as possible, to advice about studying and participation. Advice about planning and advising was a common theme as well; many students suggested a well-thought out plan, early connection to good advisors and mentors, and staying connected because Honors is always doing new things. Students also gave a lot of advice regarding the Honors thesis, stating that it students should stick with it because it is extremely rewarding, that students should find a good supervisor, and get started early. More students suggested getting involved in opportunities than in last year’s survey.

## What advice would you give a student starting in Honors: Common Themes



### Additional Comments

Many students in the additional comments section of the survey reiterated what these previous graphs already show about what they liked and what they would improve. Many students continue to ask for more Honors classes within their major, in particular the sciences. Some students wished that they would have heard of the Honors College sooner so that they could have gotten more involved. Most of

the comments got very specific about which professors helped them the most. Again, it seems that in the opinion of students, Honors professors are the strongest asset of the Honors College. Below are a few selected quotes:

“My honors classes were excellent. There was a difference between the style of learning that was emphasized in my honors classes than in my other general classes. Fortunately for me, it was my style of learning; class participation, discussions, individual attention, freedom to customize learning to my interests, and compilations of texts hand-picked by teachers for meaningful reason. I also enjoyed the professor’s willingness to share personal stories and experiences.”

“The Honors courses I took these last few years have given me a rich education and a deeper perspective on life. It was a privilege to have learned from extraordinary professors. I feel I had a better experience because when each class delved into the roots of our civilization and different perspectives on each subject, I learned much more than the run-of-the-mill classes that adhered to their standard templates.”

Again, some students emphasized in these additional comments that they had a hard time with the thesis process, and would like to see it simplified so that it would be easier to understand when to do what. Some students also expressed a concern about not knowing how to connect to the group at events. These are things that we will continue to work on within the Honors College as we help everyone feel welcome, and feel they have a place and can participate.

## Engaged Learning Opportunities Qualitative Questionnaire 2009-2010

### Community Leadership Scholars

**Total Responses:** 14 out of 20

**Primary Population Served:** Honors students interested in leadership.

**Geographic Area:** Salt Lake City and the surrounding community.

**Program Goals:** "The goals of the Community Leadership Scholars program were to expand opportunities for Honors students, expose them to leaders and leadership settings, and help pave a road for students to embark on personal leadership attempts." The respondents expressed essentially the same sentiment with differing language.

**Final Project:** Individual reflection essays.

**Meet Expectations?** Eleven people responded yes. Two said "not quite" because they had hoped for more opportunities for student engagement and they expected a material product from all of the meetings.

**Were there opportunities for the broader community to participate?** There was a guest speaker from the community each week.

**What have you personally gained from this experience?** Students said they gained different perspectives on leadership, greater understanding of how to become a leader in the community, and an understanding of what success really means.

### Global Health Scholars

**Total Responses:** 6 out of 23

**Primary Population Served:** Local and international populations that related to their global health projects, as well as impoverished populations and students interested in global health. One respondent said "everyone."

**Geographic area:** Third world nations and the University of Utah community.

**Program goals:** To expand students' views and horizons on the issues surrounding global health.

**Final project:** During the summer each student traveled to an international site to engage in medical site service and then, when they returned and in the fall, they presented a PowerPoint about their experiences.

**Meet expectations?** Everyone responded, "yes."

**Were there opportunities for the broader community to participate?** Yes, they had guest speakers from different fields.

**What have you personally gained from this experience?** Significant knowledge regarding global health and what they can do to personally help with the health issues they had studied during the year and experienced first hand

### Social Justice Scholars

**Total Responses:** 3 out of 12

**Primary Population Served:** Communities around Salt Lake City. One student responded “not sure.” The group responded to contemporary issues and needs that they identified in their community.

**Geographic Area:** Salt Lake City community.

**Program Goals:** “To integrate community and academia in activism and social issues.” The respondents expressed this sentiment with differing language.

**Final Project:** Created a community garden that served west side neighborhoods and immigrant populations.

**Meet expectations?** All said yes.

**Were there opportunities for the broader community to participate?** Yes, many. Throughout the year, the students launched dozens of projects, for instance, the group conducted rallies, conferences, meetings, and so forth that provided opportunities for community members to participate.

**What have you personally gained from this experience?** Empowerment, a connection with the Salt Lake City community, and have become more well rounded in the issues of social justice.

## Legal Scholars

**Total Responses:** 11 out of 20

**Primary Population Served:** Pre-law students.

**Geographic Area:** Salt Lake City, University of Utah.

**Program Goals:** To “inform pre-law students of skills, situations, etc pertaining to the field of law. Help students determine (1) if law is right for them, and (2), which sphere of practice.”

**Final Project:** No formal final project; projects were throughout the year; attended a couple of sessions at the downtown courthouse.

**Meet expectations?** Six responded yes, one “no,” one said “somewhat” and three didn’t respond.

**Were there opportunities for the broader community to participate?** Yes, they had guest speakers.

**What have you personally gained from this experience?** A better understanding of the law and Supreme Court.

## Community Leadership Think Tank

**Total Responses:** 4 out of 9

**Primary Population Served:** Residents of the west side communities, individuals of immigrant and refugee backgrounds.

**Geographic Area:** West side communities of Salt Lake City.

**Program Goals:** “To create new community leaders from various backgrounds; University students, residents from refugee backgrounds, and community residents.”

**Final Project:** A magazine type publication, as well as individual projects.

**Meet expectations?** Three of the four said that the program *mostly* met their expectations. They would have liked the program to be more research driven and they would have liked to have more direction and clarification. The fourth said that

it “exceeded her expectations” because it gave her leadership skills that she can use throughout her life.

**Were there opportunities for the broader community to participate?** Yes, they were very involved with residents of the west side community and they had a couple of guest speakers.

**What have you personally gained from this experience?** A foundation in adaptive leadership, training on how to transform an idea into a successful project, and a better understanding of community work.

### **Radiation Think Tank**

**Total Responses:** 8 out of 13

**Primary Population Served:** The majority of respondents said the general public and one said “none yet.”

**Geographic Area:** Utah, the University of Utah, Honors “none yet.”

**Program Goals:** To educate future leaders about nuclear issues and to educate the public about the ups and downs of nuclear energy.

**Final Project:** Presented at a regional conference and created a citizen’s guide to nuclear power.

**Meet expectations?** Yes, it met or exceeded their expectations.

**Were there opportunities for the broader community to participate?** Yes, dozens of guest speakers.

**What have you personally gained from this experience?** An awareness of how various forms of radiation affect those living in Utah. Students learned how to take initiative in a class and make it what they want it to be in order to get more out of it. Also gained knowledge of media and national policies regarding radiation.

### **Social Change Think Tank**

**Total Responses:** 11 out of 14

**Primary Population Served:** Underprivileged communities, students interested in social change and justice, and undocumented immigrants.

**Geographic Area:** University of Utah and Salt Lake City communities.

**Program Goals:** To get people who were not involved actually involved in social change work. One student said (s)he wasn’t really sure of the goal, and the ambiguity impacted her overall experience.

**Final Project:** Had a World Café Summit where people from the university and community gathered and came up with ways to move forward with Community-based research and activism. Also created a report of the Summit, and are planning a Social Justice Partnership for campus.

**Meet expectations?** Everyone said yes, except for one who expressed a negative opinion about his or her experience.

**Were there opportunities for the broader community to participate?** Yes, community involvement was central.

**What have you personally gained from this experience?** What the process of collaborative work is like and the importance of equality.

Overall, it seems like everyone but one had a very positive experience. This one student had a very negative experience.

## Smart Goals, 2009-2010

### Mission Statement

The Honors College offers talented and motivated students a unique opportunity to create new knowledge through its enriched academic environment and through distinctive educational, research, and intellectual opportunities. Our curriculum, grounded in liberal education from genetics to modern dance, offers cutting edge courses and innovative teaching methods and provides academic and professional advising and mentoring as well as preparation for graduate school. The Honors signature experience—engaged learning in the context of community—takes students out of traditional classrooms and offers them opportunities to work with faculty scholars and active community partners to design original research with applications for the broader community. In the Honors College, we recognize the crucial role of compassion, life-long intellectual curiosity, community engagement, inclusiveness, and academic excellence in local and global citizenship.

#### *Smart Goal #1: Recruit and retain the best students in the region*

- Use strategic funds in recruiting effort to increase number of most talented students
- Expand into national pocket markets: Northern California and Washington DC or Boston
- Expand diversity recruiting efforts
  - Partner with the Ambassadors program, AEMS, Cultural Coalition  
**(Mestizo Arts and Activism)**
- Expand personal contacts with National Merit Scholars, top students in region

#### *Smart Goal #2: Expand Engaged Learning Opportunities*

- Recruit faculty from increased range of colleges for Think Tanks
- Institutionalize Forum processes: establish steering committee
- College Scholars Programs
  - Expand to include partnership with Law School
- Special Honors Seminars
- Develop new models
- Assess impact **(implemented engaged learning survey) Refine survey mechanism in 2010-11)**

#### *Smart Goal #3: Preparation for graduate school or professional school*

- Distinguished Scholarship and opportunities office
- Strategic planning for graduate school applications
  - Four year plan for developing resume, set of academic and co-curricular experiences

- Identify key schools in disciplines and research best practices, ideal student preparation and approach to application processes
- Develop specific advising program for students headed to graduate school
- Workshop series: personal statements, planning to apply, building a portfolio, Pre-med or pre-law workshops, interviewing
- Build mentorship programs
- Track graduates and assess impact of involvement in Honors

*Smart Goal #4: Support systems*

- Refine advising and tracking of students
- Tie advising to learning, planning, mentoring
- Maximize the opportunities for advising, recruiting and development work to converge.
- Assess advising: How does this connect to recruiting? Funding?
- Living and Learning expansion—Honors dorm

*Smart Goal #5: Building new partners on campus and in the community*

- Build meaningful bridge and pipeline activities
- Develop Western Institute idea and partnerships (Forum)
- Form new partnerships for Think Tanks
- Expand Community Leadership network and involvement
  - Mentoring
  - Networking
- Word Café Summit
  - **New themes for next five years for Engaged learning initiative and Honors core experience: globalization, engagement in the community, diversity and social responsibility/sustainability**

*Smart Goal #6: Diversity Work*

- Diversity recruitment
- Evaluation of readiness, expanded notion of excellence
- Recruit faculty of color
- Expand meaningful diversity related initiatives
  - Curriculum
  - Engaged learning activities
- Ethnic Studies partnership
- **Social Justice Scholars**

**Internal Smart Goals 2010-2011**

*Strengthen the First Year Honors Experience: The Curricular Core*

- Build assessment rubric

- Link learning outcome assessment to core curricular experience

*Faculty Advancement:*

- Submit files of five Honors adjunct faculty for advancement to the rank of Assistant Professor, lecturer
- Offer three year contracts to these same five faculty members
- Recruit two faculty members who teach IT and two who teach writing to implement pilot learning outcome rubrics in their classes this year.

*Living and Learning Program*

- Programmatic development and implementation
- Community building activities
- RA Coordination with Honors office

**Proposed Assessment Metrics for the College**

*What are the most important ways we will measure the success of our College?*

We will use three basic types of evaluation: learning outcomes—value rubric pilot study in four Intellectual Traditions classes, four writing classes; data analysis; questionnaires, focus groups.

Using four Value Rubrics: Inquiry; Writing, Critical Thinking and Creative Thinking, we will run a pilot during 2010-2011 in eight sections of the required Honors core classes: Intellectual Traditions and Writing.

Using the Inventory for Student Engagement and Success model, or ISES we will develop a self study centered on the following questions and areas recommended by ISES:

- *Mission and Vision:*
  - What is the role of the Honors experience at our institution?
  - How do we communicate the value of an Honors experience?
  - Does this differ for students from the Sciences, Humanities, Social Sciences and or other disciplines?
  - How is the vision communicated to faculty, students, board members or community partners?
- *Overlaps between espoused and enacted mission:*
  - To what extent does what Honors communicates about itself comport with what students experience?
  - To what degree are the practices, programs, and policies of specific divisions aligned with the mission of the unit and institution?
- *Academic challenge:*
  - Is academic rigor part of all Honors experiences?

- Alignment of curricular content and mission:
  - What do students and graduates say about the quality of their courses and other educational experiences?
- Does Honors foster pedagogical innovation?
  - How?
  - How does it celebrate excellence?
  - Are faculty rewarded for experimenting, with promising pedagogies?
- *Institutional Resources:*
  - Are sufficient resources allocated to support Honors' commitment to student success?
- *Evidence of learning outcomes:*
  - Are curricular outcomes consistent with goals?
  - What measures are used to document this?
  - What measures are used to document this?
  - What programs contribute to student learning outcomes?
- *Enhancing the quality of programs and services:*
  - How have data informed institutional improvement initiatives?
  - To what extent are assessment activities integrated into programs and services?
  - How is information about the quality of students' experience used to draw conclusions about the efficacy of campus initiatives?
- *Exposure to diverse perspectives, and diversity Work: data, qualitative analysis, focus groups, surveys*
  - Are diverse ways of thinking and knowing infused throughout the curriculum?
  - Who champions the inclusion of diverse perspectives in the curriculum?
  - Who is recruited? Who is retained? Who is valued?
- *Retention and graduation rates:*
  - Is there a demonstrable relationship between Honors and retention and graduation rates?
  - Preparation for Graduate School: track students after graduate (five years)
  - Graduation questionnaire
  - Track graduates for five years after graduation
    - Where are they going to graduate school?
    - What was the impact of Honors on their decisions, their preparation?
- *Engagement:*
  - Engaged Learning Opportunities: qualitative surveys, stories, evaluations at the end of the experience.
  - Does engagement differ by race, ethnicity or gender?

- Are there differences between students historically underserved by higher education and majority students in levels of engagement, academic challenge, or perceptions of a supportive campus environment?
- How do levels of engagement relate to persistence and graduation rates?
- Do different groups participate at the same levels in educationally enriching activities, such as internships, study abroad, service learning, and tutoring?
- Do members of different groups seem to benefit differently from the experiences?
- *Partnerships that enhance student learning:*
  - Partnership Activities: expand number of partners, willingness to give, willingness to be involved in meaningful relationships with students/programmatic initiatives
  - *Partnerships that promote leadership development:*
  - *Partnerships that connect learning and work:*
- *Collaborations:*
  - What are opportunities for collaboration between academic affairs and student affairs?
  - How can we maximize these opportunities
- *Recruitment and student success behaviors:* data, feedback surveys
  - What are the components of the ideal Honors experience?
  - How do we make these known to students?
  - How is it communicated in publications, presentations, culture?
  - How do assess the value?
  - Is this connected to student's decisions to come to the U? Come to Honors?
- *Acculturation and acclimation:*
  - How do students learn about opportunities?
  - How do students connect with affinity groups?

### **Proposed Actions:**

1. Develop systematic data analysis program
2. Questionnaires given at strategic moments in the student's passage through the university and Honors.
3. Focus groups held to generate stories about student's experiences.

### **New proposed actions:**

1. Strengthen engaged learning questionnaire
2. Refine senior survey and align with assessment goals—what are the holes?
3. Create and implement learning outcomes rubric for Intellectual Traditions and Writing courses

