

WSU Five-Year Program Review Self-Study

Cover Page

Department/Program: Honors Program

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Brief Introductory Statement

This report is organized around the goals we created for the Honors Program based on the recommendations of the 2009 seven-year Program Review in order to focus on the continuity between the last cycle of program review and this current review.

This document begins with the Honors Program's mission statement, and then lists the six goals that resulted from the 2009 review.

Mission Statement

The Weber State University Honors Program offers students a comfortable and friendly learning environment. We offer a:

- Place for students looking for an academic community, both through classes and in the Honors Center;
- Number of small, challenging, and creative classes, many of which fulfil General Education requirements;
- Commitment to diversity, in terms of the variety of classes offered, as well as the our respect for individual differences;
- Preparation for professional life and graduate school after Weber.

As a result of the 2009 Program Review, we have focused on the following six goals:

1. Offering well taught, intellectually stimulating classes to a range of students;
2. Integrating Honors more fully into the Weber community, especially through Departmental Honors;
3. Rigorously assessing the program and the Honors learning outcomes;
4. Providing a variety of enriching experiences for Honors students outside of the classroom, including leadership, scholarship and community service opportunities;
5. Maintaining the Honors Center as a safe, comfortable and useful space for Honors students;
6. Pursuing and maintaining donor money to support Honors activities.

1. Offering well taught, intellectually stimulating classes to a range of students.

Let's begin with the number of students enrolled in and graduating from the Honors Program. Please note that the Banner system does not currently collect Honors data in a consistent and reliable way. We have been told that Banner is not set up to deal with programs that don't fit the department model, but we are continuing to pursue ways to ensure Honors data is correctly gathered by the university.

For the reason given above, the numbers below are program generated, and may not reflect Banner's numbers.

General Education Honors represents those students who graduate with an Associate's degree having completed 3 Honors generated General Education courses (12 credit hours) as part of their 60 total required hours.

University Honors requires students to complete 24 hours of Honors generated hours, including a capstone, as part of their 120 required hours.

Departmental Honors means students have fulfilled a contract drawn up between the Honors Program and the individual department, based on excellence in terms of academic achievement, leadership skills, and professionalism.

Number of <u>Enrolled</u> Students:	2009-2010	2010-2011
General Education Honors	36	74
University Honors	81	75
Departmental Honors	67	197
Total number of students:	184	334

2013-2014

General Education Honors	231
University Honors	150
Departmental Honors	240
Total number of students:	621

Number of Students Graduating with Honors:

Fall 2010

University Honors Graduates	1
Departmental Honors Graduates	10
General Honors Graduates	1
Total	12 students

Spring 2011

University Honors Graduates	3
Departmental Honors Graduates	36
General Honors Graduates	5
Total	44 students

Fall 2011

University Honors Graduates	0
Departmental Honors Graduates	26
General Honors Graduates	5
Total	31 students

Spring 2012

University Honors Graduates	3
Departmental Honors Graduates	59

General Honors Graduates	5
Total	67 students

Fall 2012

University Honors Graduates	0
Departmental Honors Graduates	25
General Honors Graduates	1
Total	26 students

Spring 2013

University Honors Graduates	2
Departmental Honors Graduates	53
General Honors Graduates	3
Total	58 students

Fall 2013

University Honors Graduates	0
Departmental Honors Graduates	16
General Honors Graduates	2
Total	18 students

Spring 2014

University Honors Graduates	2
Departmental Honors Graduates	55
General Honors Graduates	3
Total	59 students

Comments:

This over-view shows that our numbers are gradually increasing, particularly in Departmental Honors. Various factors contribute to our growth:

- We believe the Honors Program should serve the whole campus, and therefore we open our classes to the entire campus after Honors students have registered for our classes. As a result, a number of non-Honors students, particularly in classes such as English 1010, are able to experience an Honors class.
- Since 2013, all Aletheia students are required to take at least one Honors class per year for the duration of their scholarship, which has led to an influx of about 100 students each year, spread over the two semesters. Some of those students choose to remain in the program while others don't, but from my perspective, whether they stay or not is not important. Honors is providing these students with the experience of small, interactive, discussion based classes and by doing so, fulfilling the goal of the Honors Program to serve the entire campus.

- Departmental Honors has become the largest part of the program, growing exponentially. The institution counts students according to their departments rather than their enrollment in Departmental Honors. Christy Call, the new Director of Departmental Honors, has worked hard to put Departmental Honors back on its feet after my 18 month absence, and she is making significant improvements. As Departmental Honors runs better and students become more aware of this option, our numbers grow in that area.
- University Honors is on the wane as it becomes replaced by Departmental Honors. We will continue to offer this option, but I can foresee a time when University Honors withers away. My only concern, if this happens, is what we do with the 3900 seminar that is now supported by Eccles funds. If students no longer have an incentive to take that class, we may want to reconfigure the Eccles money available to us.

Please note: Because of the Banner problem described on page 2, because non-Honors students enroll in our classes, and because Departmental Honors students will be counted by their major, the numbers above, generated by the Honors Program office, probably don't jive with institutional information.

Courses and Learning Outcomes

Honors Program Learning Outcomes

At the end of their time at WSU, Honors students will have developed:

1. Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition;
2. The comprehension of abstract arguments and the ability to move between the general and the particular;
3. A capacity to critically examine one's own perspective in light of differing values or points of view;
4. intellectual curiosity and an appreciation for increased knowledge as a good in and of itself;
5. An appreciation for the interrelationship of things, and the multiple perspectives from which a subject can be addressed;
6. An informed interest in current issues and events.

Curriculum Map

Core Courses in Department/Program	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6
HNRS 1110HU: Intro to Honors	1	1	1	1	1	
1500PS: Perspectives in Phys. Sc	1	1	1	1	1	
1510LS: Perspectives in Life Sc	1	1	1	1	1	
1520SS: Perspectives in social Sc	1	1	1	1	1	
1530CA: Perspectives in Creative Arts	1	1	1	1	1	
1540HU: Perspectives in Humanities	1	1	1	1	1	
2010HU: Exploring Primary Texts in Humanities	2	2	2	2	2	2
2020CA: Exploring Primary Texts in Creative Arts	2	2	2	2	2	2
2030 PS: Exploring Primary Texts in the Physical Sciences	2	2	2	2	2	2
2040 LS: Exploring Primary Texts in the Life Sciences	2	2	2	2	2	2
2110 HU/SS: Intellectual Traditions: Great Ideas of the West in Classical Times	2	2	2	2	2	
2120: HU/SS: Intellectual Traditions: Great Ideas in the West in Modern Times	2	2	2	2	2	2
2130: HU/SS/DIV: Intellectual Traditions in the East	2	2	2	2	2	
2830: Directed Readings	2	2		2	2	
2900: Honors Colloquium	2	2	2	2	2	2
3110: Great Books	3	3	3	3	3	
3900: Honors Colloquium	3	3	3	3	3	3
4830: Senior Project Research	4	4	4	4	4	
4900: Honors Colloquium	4	4	4	4	4	4
4920: Short Courses, Workshops etc.	4	4		4		
4990: Honors Senior project	4	4		4	4	

1 through 4 represent the levels each outcome addresses per course:

1 = Introductory

2 = Developing mastery

3 = Competence at mastery

4 = Mastery

All Honors Program courses have a threshold of acceptable performance set at 80 percent.

Evidence of Learning:

We require faculty to submit assessment grids for every General Education class taught in the Honors Program. Next year, we will require Honors faculty in every class, including upper division, to submit an assessment grid. We're also moving to an online platform to capture assessment data.

Appendix 1: Sample assessment grid with student artifacts

The data we gather enables us to assess the level of student learning according to the criteria listed above.

Comments:

- There are no full-time Honors faculty. We employ a range of faculty from different departments, male and female, at varying stages of their careers. Our focus is always on the quality of the teaching when we select a teacher.
- As part of our goal to serve the whole campus, we pro-actively seek out new teachers, as well as high quality returning teachers. New teachers for 2013-2014 include: Alice Mulder, Jennifer Bodine, Carol McNamara, Tom Bell, Laura Anderson, Barb Trask and Matt Schmolesky
- We also encourage faculty to develop new classes , not offered elsewhere on campus, to fill the generic Honors course titles. For example, in 2014-2014, a mix of seasoned teachers in Honors and those who are new to the program taught these new classes:

English 1010: "Books, Blogs and Bitmaps: Multiple Literacies in the Global Age,"
taught by Sylvia Newman

Perspectives in the Social Sciences: "Sustainability: What is it and How to do it,"
team taught by Alice Mulder, Hal Crimmel and Jennifer Bodine

Exploring Primary Texts in the Creative Arts: "Music in Society, Science and Psyche,"
taught by Mark Henderson

Great Ideas of the East: "Echoes of Religion and Shadows of Culture in Middle
Eastern Women's Literature," taught by Ryan Thomas

HNRS 3900: "China's Great Leap Forward, 1958-1962," taught by Russ Burrows and
Greg Lewis

English 2010: "Food Matters," taught by Toni Asay

Intellectual Traditions: Great Ideas of the East: "The Partially Penitent in Hell: An Occupant's Manual," taught by Ryan Thomas

HNRS 3900: "Science and Cooking: From Molecule to Mouth," taught by Barb Trask and Matt Schmolesky

Appendix 2: Schedule of classes for Fall 2013 and Spring 2014

Comments:

Departments vary in their support of Honors. Some departments, such as English, include faculty reassignment as part of that teacher's load. Other departments require faculty to teach Honors as overload. One department, Physics, has allocated a tenure track position as half-time Honors. We are very grateful for this support.

Programmatic teaching standards

We support and monitor our faculty in a number of ways:

- Several months before they begin teaching, I hold a lunch meeting for the next semester's Honors faculty to orient them to program expectations as articulated in the "Handbook for Teaching in Honors."
(Appendix 3: Handbook for Teaching in Honors)
The lunch is also a time when new and seasoned Honors faculty can ask questions, and share perceptions. This is a very useful meeting to ensure all Honors faculty are aligned to the goals and ethos of the Honors Program, as well as General Education learning outcomes and assessment for the various disciplines.
- We visit each Honors class early in the semester to introduce ourselves and share Honors information.
- We contact any student who drops out of an Honors class to find out why. Usually, it's an issue of scheduling and/or too large a load.
- At the end of the semester, we administer in-class evaluations of both the particular class and the Honors Program in general.
- I write a personal letter to each teacher, quoting the best student comments, for tenure files. I also send each teacher the entire set of class comments.
(Appendix 4: Sample letter and typed student comments)

Christy Call attended a week-long assessment workshop, organized by NCHC in Chicago in July 2014. She brought back new ideas to strengthen our assessment that we are now implementing.

2. Integrating Honors more fully into the Weber community, especially through Departmental Honors.

Departmental Honors is a collaboration between the Honors Program and individual departments. We meet with each department on campus to create a contract between the student, the department and the Honors Program. The contract is based on these three principles: academic excellence, proven leadership skills, and professionalism. Ideally, students learn about the Honors option in their major when they declare, and choose to fulfil the specified requirements. The expectation is that 5 to 10% of majors in any department will select this option.

- Because the program has been growing, we hired Christy Call to work half-time on Departmental Honors as that part of the program has become a job in and of itself.. She has done a great job so far:
Visiting deans and department chairs to listen to concerns and update individual departmental contracts. This is the ongoing business of maintenance that will take a great deal of Christy's work time.

Christy has revised a number of departmental contracts for clarity and consistency. This is a year-long campus-wide endeavor.

- She is also working towards a vision for the future that includes:
Comprehensive assessment of Departmental Honors

An online portal to manage Departmental Honors, track students better, and keep in contact with Department Advisors

Setting up an Honors website that will be more useful to everyone involved.

Appendix 5: Sample Departmental Honors contracts with departments. All the contracts can be found on the Honors website.

Comments:

I meet with Christy regularly to discuss Departmental Honors issues, and I am very pleased with the work she's doing. She makes a wonderful addition to the Honors team, and is working on providing Departmental Honors with a solid and efficient grounding.

3. Rigorously assessing the program and the Honors learning outcomes.

We administer two forms of assessment:

Direct Assessment

With the help of Gail Nicklason, we have developed assessment spreadsheets for each General Education class that mesh Honors outcomes with discipline-specific, university-wide learning outcomes. Faculty explain how a feature of their curriculum achieves a learning outcome and how they measure such achievement. They also decide on a threshold for student learning, describe how their findings linked with outcomes, and then interpret the findings. The last step in the process for faculty has them outline an action plan based on the results. Honors Program faculty submitted these assessment grids for the first time this semester, Spring 2014. Copies of those completed spreadsheets are included with this report. Ryan Thomas' completed copy will serve as an example for future faculty asked to complete the form.

(See Appendix 1)

Benefits of the assessment spreadsheets include:

- Faculty and the Honors Program jointly set target success rates (80%) which allows the teacher to measure student success in terms of their articulated criteria;
- Honors learning outcomes are clearly aligned with university-wide General Education learning outcomes;
- Faculty focus on learning outcomes as they design their syllabi and teach their classes;
- Completing the assessment sheets invites the faculty to consider improvements to their classes.

Indirect Assessment

We continue to administer in-class paper assessments each semester. At the moment, this is the most effective way to ensure the maximum number of students complete assessment of the class and program. We distribute three paper assessments:

- student feedback on the particular course, based on learning outcomes;
- student feedback on the Honors Program;
- faculty feedback on their experience as Honors Program teachers, based on learning outcomes.

(Appendix 6: Samples of the three assessment forms, and a collation of student comments from all the classes.)

The indirect assessment we've done in the last five years has led to the following changes in Honors:

- Students told us they wanted a greater variety of topics and times in terms of Honors classes;

We have added the 2000 level series of classes (5 different classes in total) to provide a wider range of courses, as well as partnering with other departments, such as Math, English and Political Science, to offer hybrid Honors classes.

- Students told us they wanted Gen Ed credit for the "Intro to Honors" class.
We went through the process to earn Gen Ed in SS for this course.

- Students told us who were effective teachers and who were not.
We read the evaluations carefully, inviting teachers back only if they earn positive comments from the students.

- Students told us they wished they'd know about the Honors Program earlier.
We reach freshmen through the Aletheia Program and "Taste of Honors." We also participate in all the campus-wide outreach events, such as Orientation, Major Fest and Block Parties.

- Students told us they wanted more Honors options after completing their Gen Eds.
We developed Departmental Honors to respond to that need.

- Faculty told us they were not well prepared for teaching an Honors course.
We offer pre-teaching training, support through the semester, and assessment at the end of the class.

- Faculty told us they wanted better technology in our classroom.
We used donor money to set up a new white board, projector and computer so that the classroom is now state-of-the-art.

The impact of direct and indirect assessment on a sample class:

At the end of the semester, we read the student evaluations with care. Based on the student responses, we then decide whether to invite a particular teacher to participate in the Honors Program another time.

For example, one our co-taught fall 2013 courses elicited some positive responses, as seen in the following comments:

"The instructors did a great job of transitioning between their respective disciplines, contributing to each other's points."

“Instructors were obviously knowledgeable.”

“Textbooks were excellent.”

However, we also heard from more than three students in the course that there were inconsistent expectations. For example, student said:

“More concrete expectations when it comes to papers and role-play. Sometimes the freedom to write whatever was more stressful than helpful.”

“The lack of firm deadlines contributed difficulty in planning for the course.”

“More clear grading rubric (What we need to do exactly to get the grade we want).”

We look to see that negative feedback is not an isolate example, but is broadly reflective of student experience.

In this instance, the teachers will not be invited to teach in the Honors Program again. In milder cases, I contact the teacher to discuss student concerns.

The student comments inform my conversations with faculty at the ‘introduction to teaching in Honors’ lunch. I host this event several months before faculty begin teaching every semester, and faculty are strongly urged to attend.

Comments:

- Many faculty are unfamiliar with the new assessment spreadsheet and institutional assessment process. They do their best to complete the forms, and no doubt we’ll all become more adept as we work with the system longer.
- We have been conducting indirect assessment for years, and found it a very helpful way to assess the quality of the courses because we gather both student and faculty comments.
- Both indirect and direct assessment encourage faculty to consider what worked and what didn’t in the particular class. The result of both processes is that teachers reflect on what they’re doing and articulate changes they’ll make. Here are some of the teachers’ comments to that effect:

“I think collaborative projects are the key for a class like this. I think I will change the readings next time I teach this class.”

“Occasionally students didn’t get to finish all the reading. I think we can fix this by spreading out the reading a little more during the semester.”

“They were a quiet group. Although they expressed themselves intelligently on paper, they seemed reticent to share their thoughts in a discussion setting.”

- Beginning fall semester 2014, we will transition our method of collecting assessment information from paper copies to Canvas. This online platform will allow us to generate reports as well as store our assessment artifacts.
- 4. Providing a variety of enriching experiences for Honors students outside of the classroom, including leadership, scholarship and community service opportunities.

A. Honors Student Activities Board

We offer leadership opportunities to the Honors Student Advisory Board. Honors students apply for positions on the board, and they are selected by the current president of the board, along with the Honors staff. A list of the student board for 2013-2014, as well as for the upcoming year, is included with this report.

As well as organizing social, educational and service activities for other Honors students (please see the attached list), HSAB also helps at a number of Honors events, including Welcome Week, the Honors Kick-off Picnic, Major Fest and Taste of Honors.

I see these HSAB positions as an opportunity to provide Honors students with real-life leadership and professional opportunities, as well as providing activities for other students. At the end of each semester, we ask the board to assess their activities in terms of the leadership and professional skills they have learned. Here are some of their responses:

- *“From being part of HSAB, I have learned how to step up to challenges better because as a leader, you must be the one willing to take charge even when going gets tough.”*
- *“I would say that I definitely grew both as a leader and a follower as a result of my time on HSAB. I grew more confident in my own abilities while also acknowledging others’ strengths and building upon those. In working with the rest of HSAB, I feel more confident in my own leadership skills.”*
- *“I am much more confident about my leadership skills now than I was at the beginning of the year.”*

Appendix 7: Board members for 2 years; list of 2013-2014 activities, the recently revised HSAB by-laws, and a set of self-assessments.

B. Field Trips

Our classes often offer students the opportunity for field trips outside the classroom. Spring 2014, for example, Carl Porter and John Sillito taught “The Beat Goes On,” a course about the 1950's and 1960's beat generation. As part of that course, the students take a week-end trip to San Francisco, the heart of that cultural movement. Please see the photo book of this trip on the Honors website. The Honors Program pays for the students’ air fares to make the trip accessible to everyone in the class.

Other field trips include:

- Exploring the Ogden area in Kathryn MacKay et al’s HNRS 3900: *City as Text*;
- Walks in the Wasatch range in Sunni Wilkinson’s English 1010: *Nature Writing*;
- Trips to the Great Salt Lake in Dan Bedford’s HNRS SS2050: *The Great Salt Lake*.

Comments:

We encourage faculty to take their students into the larger community as part of the class they are teaching, and support them in doing this by providing each teacher with \$100 to spend on class activities.

C. Kick-Off Picnic

Marilyn Diamond and HSAB organize the Kick-off Picnic at the beginning of each academic year. We usually hold this event in the Veteran’s Grove, funded by donor money. This get-together gives faculty, students, staff and HSAB an opportunity to meet and talk with one another.

D. Graduation Banquets

Marilyn also organizes two graduation banquets, one for Fall graduates (140 attendees in Fall 2013) and the other for Spring graduates (185 attendees in Spring 2014). We celebrate our graduates, along with their families, and give them their regalia at that time.

Many students also make poster presentations during the hour before the banquet as part of the requirements for Departmental Honors. The posters highlight a significant aspect of their learning and research.

We paid a professional photographer to attend the banquet; her pictures are available on the Honors website. We also sent every graduate a CD of these photos as a graduation gift.

E. Academic Presentations

We encourage students to attend the Western Regional Honors Conference. In 2013, Christy Call took two students, Isaac Marshal and Collin Olsen, who presented posters on their work in Christy’s class, HNRS HU 1540: *Identity Studies*. We used

donor money to pay the \$2,420 cost of the trip. We regularly send students to the annual Honors regional conference, which is very much student oriented. Here is a list of students who presented at previous regional Honors conferences:

2007	Flagstaff, AZ	Ashley Remkes
2008	Spokane, WA	Chris Bentley
2009	Jackson Hole, WY	Jason Loveless
2010	Flagstaff, AZ	Boston Workman, Michael Shaw, Jason Loveless, Denae Hoog, Justin Williamson and Alex Waltz
2014	Denver, CO	Christy Call took students Collin Olson and Isaac Marshall who did poster presentations.

We don't send students to the annual Honors conference because we lack the funds to do so. However, I have presented at the annual conference four times since I became director.

Honors students regularly present at the Annual Undergraduate Research Symposium. The following Honors students presented in 2014:

Dwight Adams
Linsey Christensen
Ian Crookston
Tiffany Dubbleman
Sara Dursteler
Militia Earl
Benjamin Eschler
Tamara Fox
Katie Gee
Kari Godfrey
Houda Nizam
JoLin Petersen
Andrea Prigmore
Daniel Simmons
Kirsten Stuart
Julia Vincent

F. Advisement Strategy & Process

- Prior to fall and spring registration for students, the Honors Advisor sends out an e-mail inviting students to come to the Honors Center if they have questions or if they would like assistance setting up their schedules for the upcoming semester. Students are informed that course schedules and syllabi are available in the Honors Center.
- During the semester, students are e-mailed about offerings through the "Fitting the Pieces Together" sessions. These sessions are designed to introduce students to people and offices on campus that can provide assistance in a variety of areas (Writing Ctr., Student Support, Walker Institute, Community Engaged Learning, etc.)

- The Honors Program is proactive about giving students scholarship information and also having information available about possible internships. We also work closely with Continuing Education and let students know, through advertising and e-mailing, about travel opportunities.
- At the conclusion of each semester, the advisor goes through the grades of each Honors student. Students who are having difficulties, or whose grades have fallen, are phoned by the advisor and asked to come into the office so that we might assist them.
- At midterm, students receive an e-mail from the advisor, inviting them to come and see her if they are having any concerns with course work.
- Students who have received a 4.0 for the semester are written a personalized letter of congratulations.
- Honors students who leave for the military or to serve a church mission are placed in a separate file. They are e-mailed at the end of their military or church service and invited to come in a meet with the Honors Advisor, who will assist them in getting back into school.
- Students are invited to apply for travel and book honorariums. This information goes out on e-mail and is posted on the Honors webpages.
- Records of advisement are kept on students' hard files. If a student comes into the program prior to applying and we have no file, it is impossible to record what happened in the conversation. If a student sends an e-mail asking for advice, Marilyn prints it out and puts it in the student's file.

Effectiveness of Advising

Very few of our Honors students actually leave the program because of GPA problems. Sometimes students have to leave the Honors Program because of scheduling problems within their major. For example, many of the majors in Health Professions are so proscribed that students must take that they have no time for an Honors course.

We have worked out this problem in the past few years through Departmental Honors. This gives students an opportunity to graduate with Honors through their individual major without being required to take Honors courses.

Past Changes & Future Recommendations

At one time, all Honors students were required to keep a portfolio. This was an opportunity for them to keep track of service, etc. This has now been replaced by CCEL's tracking system.

Mentoring Activities

- In the fall, the Honors Program holds sessions entitled “Fitting the Pieces Together.” At these sessions, students are invited to hear short presentations from areas on campus that will be useful in their university experience. Last year, we had the director of the Writing Center, director of Student Support Services, director of Community Involvement, and the director of the Walker Institute. Each director took the time to explain what their office was able to offer to students and gave students the opportunity to ask specific questions.
- In the spring, the Honors Program conducts “Taste of Honors” which is an opportunity for incoming freshmen and their parents to come to the Honors Center, meet with the staff, schedule advisement appointments, and receive information about the university in general as well as specific information concerning the WSU Honors Program and their course.
- At the beginning of each semester, Honors staff and members of the Honors Student Advisory Board, visit each Honors class to invite them to events and encourage them to use the Honors Center and see the advisor on a regular basis. When students can put a name with a face, they are more likely to come in and ask for assistance.
- Students come to the Honors Advisor throughout the semester for assistance in putting together their course schedule, information and contact persons in professional programs, i.e., medical, dental, law, physical therapy, etc.
- Once a month, the Honors Advisor attends the Honors Student Advisory Board Meetings to answer questions and give direction about upcoming events for the Honors Program. This keeps the staff advised as to what the upcoming plans of the board entail, and it also gives the board someone to assist them in their marketing, event logistics, etc.
- In the fall, the Honors Program holds a “Kickoff Picnic” with the idea of getting students together, so they can begin to form a sense of community. Students who serve on the Honors Student Advisory Board along with the Honors staff, encourage students to come to the Honors Center to study. They are informed that the staff is always ready and willing to assist them if they have questions or concerns. The picnic is a great way for students to feel comfortable with the Board and with the Staff.
- The Honors Advisor is part of the Major Fest Day, which is an opportunity to give university students information about the Honors Program and answer questions that might be specific to their individual circumstances.

- The Honors Advisor supports Welcome Week and the WSU Block Party held at the beginning of each semester. She also works with the Freshmen Orientation office to be in attendance at summer orientations.

Comments:

Marilyn Diamond is responsible for advising Honors students. She does an excellent job providing accurate, supportive and helpful advice to a range of students, from incoming freshmen to graduating seniors.

G. Book Scholarships

We offer \$150 Book Scholarships to General and University Honors students, and \$100 Book Scholarships to Departmental Honors students. This scholarship is funded, in large part, by generous gifts from Honors faculty.

This year's recipients are listed below:

Book Scholarships Fall 2013-Spring 2014		
Semester/Year	Name	Amount
Fall 2013	JaCoby Marston	\$75
	Kyla Peterson-Cannon	\$100
	Hailey Wright	\$200
	Daniel Simmons	\$200
Spring 2014	Brittany Andreasen	\$100
	Quade Standley	\$100
	Ashley Harmes	\$100 (she never picked up the book award)

H. Travel Scholarships

We offer up to \$1,000 Travel Scholarships to General and University Honors students, and up to \$500 Travel Scholarships to Departmental Honors students. This year's recipients are listed below:

Travel Scholarships - Given Spring Semester 2014		
Name	Amount	Travel
Corbin Standley	\$1,000	Service with CCEL in Peru

Kyla Peterson-Cannon	\$1,000	Trip with Debi Sheridan (English Department) to Ireland, GB, and Scotland
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Appendix 8: Sample application forms for both scholarships.

I. The Pathway Honors University Scholarships for Freshmen

Four years ago, the Provost provided us with \$100,000 of unrestricted funds which we decided to spend on scholarships for incoming freshmen who wanted to pursue University Honors. However, we have not been satisfied by either the number or quality of the applicants, so we have decided to look at different ways to offer that scholarship money. We are currently working on articulating a Departmental Honors Scholarship to rotate through the colleges, using the \$53,000 remaining of the Pathway scholarship money.

5. Maintaining the Honors Center as a safe, comfortable and useful space for Honors students.

We are grateful for the new furniture provided by the Provost’s Office a few years ago, and we’ve made good use of the flexible units for students, faculty gatherings and various occasions, such as Taste of Honors. Students use of the Center to meet, relax, eat, study and work on the Center computers. Marilyn and Aubrey take very good care of the Honors Center, ensuring that the physical space is clean, tidy and inviting. Once a year, the whole staff, five of us, spend a day cleaning and reorganizing the center.

The classroom has become more useful as a result of the technology installed last year. The computer allows faculty and students to easily access the Internet.

We are currently reconfiguring the conference room in our suite of offices as an office for Christy Call because we found we were rarely using the room.

6. Pursuing and maintaining donor money to support Honors activities.

We have three sources of donor money:

- The Nye Foundation, which makes a generous donation of \$10,500 a year in unrestricted funds. We used to get \$12,000, but with falling interest rates, the amount has shrunk. I write to the Holly Bauman, the foundation Chair Person, every 6 months, sending her a spreadsheet of expenses from that account along with a cover letter explaining how we’ve used the money.
- The Eccles Foundation provides us with about \$80,000 every three years that we spend on the Eccles Faculty Fellows Program. As with Holly, I write to Lisa Eccles, the foundation Chair Person, every 6 months, sending her a

spreadsheet of expenses from that account along with a cover letter describing how we've used the money.

- We have recently been working with Kyle Braithwaite, our university representative for Giving, to find out more about the John Cortez fund. He has arranged with Key Bank, who hold the fund, that more money will be made available to the Honors Program. This will probably make a difference of a few hundred dollars each year.

Appendix 9: Sample biannual letters to the Eccles and Nye Foundations, along with an accounting of how we've spent the money.

Comments:

We are very grateful for our donor money which makes a good number of our activities possible. We use that money in a responsible way, accounting for every penny. Our donor money is sufficient for our current needs, but as we grow, we are always looking for other sources of money. We are actively working with Kyle Braithwaite to seek appropriate donors.

Other Information:

Professional development

I encourage the Honors staff to pursue their professional development. As examples:

- We paid for our work study, Chris Fink's, classes in Spring 2014 so he could continue to pursue his associate's degree;
- Aubrey Lord is taking a Photoshop class to enhance her computer skills, and I'm also working with her to ensure she can take the classes she needs to complete her bachelor's degree.
- We paid for Christy Call to attend the regional Honors conference to get a sense of how Honors works across the region. We are also sending her to an Honors Assessment workshop in July 2014.
- I attend the national honors conference each year, and have made presentations four times.

Mentoring activities

- As Aubrey is new to the Honors Program, I have been meeting one-on-one with her on a bi-weekly basis to ensure she has the direction and support she needs in the job.
- Marilyn acts as a mentor to many of the students who come to her for advising, helping them with their whole schedules, not just the Honors piece.
- Marilyn and Aubrey work closely with the student board (HSAB) to ensure their success.

Budget

Leanna took good care of the budget, making sure we were using our monies wisely and never going into debt. Aubrey has now taken responsibility for the budget, and with training from Leanna, has learned how to maintain our finances. Aubrey prepares a monthly budget summary that we go through in our weekly staff meetings. We are always in the black and can account for all our expenses.

Appendix 10: A copy of the budget materials Aubrey brings to us once a month.

Compatibility with the Weber State University mission statement

Honors emphasizes a high quality, student-centered, premier undergraduate education as described in the WSU mission statement:

“WSU graduates are broadly educated, capable and prepared for meaningful careers, graduate and professional schools, and civic engagement. The hallmark of the university is excellent teaching with extraordinary interactions between faculty and students. . . . WSU takes pride in its student-centered environment for learning and believes that quality education is founded upon close associations between faculty and students WSU is distinguished by outstanding academic programs that recruit motivated students to work with faculty”

Recruitment

We recruit new students through the Aletheia program and our annual “Taste of Honors” when we invite parents and students to attend an informational evening and sign up for an advising session with Marilyn. Both venues have worked well for us.

I would like to see more visibility for the Honors Program so that incoming Freshman and those declaring a major know the Honors options available to them.

Fulfillment of Program Goals

We have fulfilled the following goals that I articulated in the last annual report I wrote 2011:

1. To strengthen and maintain Departmental Honors;
We have done this by hiring Christy Call. Please see the section above, under #2 for more details
2. To gain Gen Ed status for “Introduction to Honors;”
Gen Ed status for this class has been reinstated.

3. To develop and put in place the five 2000 level series of Gen Ed classes, “Exploring Primary Texts” in the disciplines.
All the 2000 level Gen Ed classes have now been approved, and we are actively offering those classes as part of our semester offerings

Website

We have recently developed and implemented a complete revision of our website, which we believe will offer student easier access to the information and forms they need. The success of this project is due, in large part, to the creative and technical skills of Aubrey Lord. I invite the committee to explore our website.

Goals for 2014-2015

- Successfully complete the seven year review process;
- Continue to strengthen Dept. Honors, including the implementation of an online system for collecting data, and a process for assessment;
- Implementation of online Canvas assessment;
- Maintain the website so that it is current and useful;
- Maintain the quality of our courses;
- Maintain the quality of our center office and program;
- Oversee the changes to the Honors Center with the renovation of the library, including: better insulation between the rooms, a more consistent heating and cooling system, and a change of location for our classroom door;
- Pursue donor money to put in place a subsidized GRE class to be offered campus wide;
- Put in place two new classes:
 - A. “Latinos in Action” for incoming Latino students who need support and guidance as they navigate the university system, as well as training them in leadership and professionalism.
 - B. A revised version of the core Gen Ed class, NTM 1700, which will include LIB 1704 in a 3 credit hour class.

Note:

Leanna Riddle retired in April 2013, and was replaced by Aubrey Lord. Aubrey was on maternity leave from December 2013 to April 2014, and Leanna graciously returned to fill in for those months. I would like to acknowledge Leanna’s many years of dedicated and professional service to the Honors Program. We are grateful for the work she did, and wish her well in retirement.