

SMITTCAMP FAMILY HONORS COLLEGE ASSESSMENT PLAN (revised 2011)

Mission

The Smittcamp Family Honors College is dedicated to identifying, enhancing, cultivating, and creating learning opportunities for academically accomplished and highly motivated students. Its mission is to raise the level of educational opportunity of California State University, Fresno and to develop in its graduates the leadership on which our future depends.

Goals and Objectives

Student Learning Outcomes

1. SFHC will instill in its graduates values that will prepare them to contribute to society.
SFHC graduates will
 - a. Be responsible citizens, continuing to contribute to their communities
 - b. Exhibit strong leadership on campus and after graduation
 - c. Demonstrate sensitivity to cultural differences and associated societal issues
2. SFHC will instill in its graduates intellectual values that will assist them in fulfilling their potentials.
SFCH graduates will
 - a. Integrate lifelong learning into their lives
 - b. Approach learning with a sense of inquiry
 - c. Be motivated to set and achieve high goals
3. SFHC will prepare its graduates with the intellectual tools to achieve their goals
SFCH graduates will
 - a. Retrieve information efficiently
 - b. Integrate information from various fields
 - c. Use information effectively to solve problems
 - d. Approach topics, issues, and problems from multiple perspectives
4. SFHC will provide its graduates with a sound academic foundation so that they will be well-prepared for future endeavors
SFCH graduates will
 - a. Persist in the Honors College and in the University
 - b. Excel at meeting General Education learning objectives
 - c. Be exceptionally informed on larger and sophisticated issues
 - d. Perform exceptionally well in non-Honors courses
 - e. Compete successfully in their chosen fields

Program Goals. The SFHC will

1. Develop programs and procedures that attract and retain outstanding students
 - a. Develop a recruitment program that effectively reaches all qualified students
 - b. Develop a selection process that successfully identifies students who will meet the standards and contribute to the goals of the program, and that enhances diversity in the program

- c. Foster a sense of community within the Honors College
- 2. Develop an academic program that fosters learning, promotes intellectual curiosity, and honors the life of the mind
 - a. Attract outstanding faculty to teach in the program and provide them with rewarding and challenging professional experiences
 - b. Academically challenge the Honors College students and enhance their education
 - c. Support the development of honors programs in departments, colleges, and schools
- 3. Promote community leadership and service as an interest and accepted responsibility of our graduates
 - a. Provide and encourage leadership and service opportunities for the students
 - b. Give recognition to outstanding campus and community service
- 4. Foster academic excellence throughout the university and improve curricular and learning opportunities across the campus
 - a. Enhance the academic reputation and visibility of the university
 - b. Attract larger numbers of highly qualified students to the university
 - c. Increase community involvement and financial support for the university
 - d. Promote the development of challenging, quality courses available to all students
 - e. Contribute programs to the campus that encourage the broad discussion of important issues and ideas
 - f. Encourage active and effective participation of all students in campus and community groups
 - g. Increase the level of participation in the alumni of the university

Research Questions

1. What impact has the honors college had on the university?
 - a. What impact has honors curriculum had on university curricula, including GE and the majors?
 - b. To what extent does the Honors College enhance admission to the university of students who applied, but were not admitted to the Honors College? (Compared to students who didn't apply to SFHC, but were admitted to university.)
 - c. How have honors students made contributions to their disciplines or departments?
2. What image does the SFHC hold?
 - a. What is the general student's opinion of the Honors College?
3. How has SFHC changed the lives of students?
 - a. What defines your experience at Fresno State?
 - b. If you were a high school senior, would you apply again?
 - c. What is the most valuable thing this experience has taught you?
 - d. Are honors students more successful at the university than comparable students outside the college?
 - e. Does participation in SFHC contribute to performance in the major?
 - f. Does participation in SFHC influence the extent to which students switch majors?
 - g. What proportion of honors students enter as undeclared?

- h. Are honors students more engaged in student government, academic life, research/creative activities than comparable students outside the college?
- i. What kind of leadership qualities does the SFHC imbue?
- j. What community service qualities/civic engagement does the SFHC imbue?
- k. Are the students familiar with the world's great works?
- l. Are the students familiar with current events?
- m. (Are the students familiar with great works in their discipline?)
- n. Does the student exhibit intellectual curiosity?
- o. Life satisfaction
- p. Starting salary/placement/graduate programs on graduation?
- q. Is there any advantage for students to live in the residence halls? (impacts)

MECHANISM FOR APPLYING ASSESSMENT RESULTS TO PROGRAM IMPROVEMENT

The director will analyze assessment results and will prepare a report that will be a major topic of discussion at the annual retreat of the Honors Council.

ASSESSMENT ACTIVITIES

Alumni survey. Honors alumni will be surveyed after graduation in alternating years.

Student academic careers will be tracked and compared to a control group of students from outside of SFHC but with similar demographics. Measures of academic success will include university GPA, retention rate, graduation rate, and the honors/grants/publications obtained during the student's academic career. Honors student responses to surveys will be analyzed separately. Finally, performance on General Education assessment activities will be considered separately for Honors students.

ASSESSMENT TIMELINE

Year 2010 to 2011	
Method 1.	Administer Alumni e-survey (in reunion year)
Method 2.	Administer e-survey of all current SFHC students to gain baseline on new SOAP learning outcomes
Method 3.	Examine transcripts after each semester
Method 4.	Examine e-portfolios at end of the year
Method 5.	Examine final projects/theses (not online yet) at end of the year
Year 2011 to 2012	
Method 1.	Administer e-survey of all current SFHC students to compare with previous year's baseline on new SOAP learning outcomes
Method 2.	Examine transcripts after each semester
Method 3.	Examine e-portfolios (which include final projects/theses) at end of the year

Year 2012 to 2013

- Method 1. Administer Alumni e-survey (in reunion year)
- Method 2. Administer e-survey of all current SFHC students to compare with previous year's baseline on new SOAP learning outcomes
- Method 3. Examine transcripts after each semester
- Method 4. Examine e-portfolios (which include final projects/theses) at end of the year

Year 2013-2014 (repeat of 2011-2012)

Year 2014-2015 (repeat of 2012-2013)

Year 2015-2016 (repeat of 2011-2012)

The Honors Council will examine all transcripts every semester, and at the annual Honors Council retreat in May it will also review sample e-portfolios in order to evaluate quality based on established rubrics. The Honors Council will also review all findings from surveys and make suggestions for future improvements.