

Assessment Based Improvement Report
Department(Unit): Office of the Dean - Honors College
College (Division): Dean - Honors College

| Assessment Result from UEP that Indicated Need for Improvement | Improvements Implemented | Semester |
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| <p>1. Review of GPA of all Honors students indicated that a significant number of students had GPAs below the 3.2/4.0 required to remain enrolled in the College. Retention of students with GPAs below 3.2 was causing the overall GPA for Honors students to be artificially low and reducing graduation rates.</p> <p>2. Interviews with students indicated that completion of the Honors thesis project and writing of the Honors thesis were the main bottlenecks to completion of the Honors degree.</p> <p>3. Enforcement of the 3.2 GPA for continued enrollment in the Honors College was likely to reduce the number of students enrolled in the College.</p> | <p>1. The College began to enforce its written policy of not retaining students whose GPA fell below 3.2/4.0 by contacting and requiring all such students to meet with an Honors advisor to develop a plan to increase their GPA above 3.2 by the following semester. If students did not achieve the required 3.2 GPA by the following semester or did not choose to meet with an advisor, they were dropped from the Honors College rolls.</p> <p>2. A new Honors Student Advisor was hired and specifically assigned the duty of advising Honors students through all stages of the thesis process. The College revamped its thesis clinics to make them more informative and accessible and required all students to complete the clinic classes prior to starting the thesis project. Thesis clinics were offered in the classroom or in a web-based format to make them highly accessible to students. The thesis project was introduced into the HONR 1100 College Adjustment course so that Honors students are made aware of this graduation requirement in their freshman year.</p> <p>3. A recruiting plan was developed that involved systematic face-to-face visits with counselors in Metroplex high schools and community colleges. Recruitment efforts were increased among existing students on campus. Honors College students were recruited to assist with on-campus recruiting efforts. All recruiting materials and website recruiting pages were redesigned to a similar look reflecting an Honors College "brand."</p> | <p>Fall-2003</p> |

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| <p>1. The Honors College must partner to a greater extent with other academic units in its programming.</p> <p>2. The Honors Study Abroad program required greater faculty input and access.</p> <p>3. The Honors College needs to be involved to a greater extent with the local community.</p> | <p>1. The Honors College partnered with the College of Science in development of an Honors Freshman Interest Group for Science majors (i.e., "Great Thinkers in Science") to be initiated in AY 2005/2006. Honors partnered with the College of Liberal Arts to improve the National Moot Court Tournament held annually on the UTA campus during the month of January. Honors partnered with the College of Business to develop the Goolsby Leadership Scholars program in which all participating students would also be members of the Honors College. The Honors College partnered with the Graduate School to develop a fast-track application process for Honors Graduate students from Universities and Colleges belonging to the Great Plains Honors Council of which the UTA Honors College is a member.</p> <p>2. The Honors Study Abroad program was reviewed and revised to allow faculty members from participating departments to make proposals to the College to develop and lead Honors study abroad courses in their specific areas of expertise. Course durations were changed from a standard 6-credit hour, 3-week course to a 3-credit hour, two-week short course or a 6-credit hour, 3-week long course with both types of courses being able to be offered within a single academic year.</p> <p>3. The Honors College partnered with Girls Inc. of Tarrant County to develop a science enrichment experience for disadvantaged middle school girls directed at encouraging them to enter college and seek careers in science. This program will be initiated in Spring 2005. The Honors College partnered with the Colleges of Science and Engineering to bring the Science Olympiad Regional Competition to the UTA campus in March of 2005 whereby teams of high school and middle school students compete in a series of science and engineering events with winners being invited to compete at the State Final Science Olympiad. The Honors College is working with local history teachers to sponsor a regional History Fair for area middle and high school students to be held on the UTA campus during spring 2005.</p> | <p>Fall-2004</p> |
| <p>1. Assessment of the Honors College's productivity and success in meeting deadlines for reports and other deliverables indicated that the College was not always consistently performing to acceptable levels in this regard.</p> | <p>1. The staff was reorganized to increase efficiency and accountability. The Dean stressed the importance of meeting deadlines and set performance standards to which all staff members were expected to adhere.</p> | <p>Spring-2004</p> |

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| <p>2. Assessment of the Honors College communication with participating academic units indicated that many unit administrators and faculty were either unfamiliar or unaware of the Honors College and Honors degree program as well as the benefits it offered their students.</p> | <p>2. The Honors College instituted the Honors Faculty Advisory Council (HFAC) to which members were appointed from each undergraduate unit on campus and from each department in bigger undergraduate units. The purpose of HFAC was to increase communication between the Honors College and its participating academic units allowing development of unit-specific programming for Honors students and for participating units to receive information from the Honors college and the Honors College to receive input from participating units on the development and execution of its academic programs.</p> | |
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