



HLC Accreditation 2016-2017

## **Evidence Document**

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Academic Affairs

Dorothy and Bill Cohen Honors College

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## **Annual Report 2015-2016**

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**Additional information:**



WICHITA STATE UNIVERSITY

DOROTHY AND BILL COHEN HONORS COLLEGE

# Dorothy and Bill Cohen Honors College ANNUAL REPORT 2015-16



Wichita State is a member of the National Collegiate Honors Council, Great Plains Honors Council, and Council on Undergraduate Research



Wichita State University IS AN INSTITUTIONAL MEMBER OF THE COUNCIL ON UNDERGRADUATE RESEARCH *Learning Through Research*

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Find our calendar of Honors events online at [www.wichita.edu/honors](http://www.wichita.edu/honors)



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#### **Notice of Nondiscrimination**

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# ABOUT THE DOROTHY AND BILL COHEN HONORS COLLEGE

## History & Mission

In service to our mission of *joining knowledge and innovation to grow visionaries*, members of the Dorothy and Bill Cohen Honors College community uphold four pillars, aiming to be:

*Intellectual ~ Professional ~ Innovative ~ Transformational*

The Honors program founded at Wichita State in 1957 was one of the first in the country. In 1978, it was named after one of our own intellectual leaders, **Emory Lindquist**, Rhodes Scholar, 8th University President and the 1st President of Wichita State University who, in one of his most memorable speeches, **The Idea of a University**, presented on November 11, 1963 in the Field House on the newly named Wichita State University campus, inspired a crowd with his vision of education encompassing both intellect and responsibility.

*"Our university has the rich sense of belonging to the past,"* he reminded students, faculty, and alumni, *"and the exciting feeling that the future is heavy with the promise of better things. It is a place where the present is sometimes a difficult reality but it harbors great dreams about the future."*

Great dreams about the future led a group of WSU faculty to create an Honors College in 2013 and, more audaciously, to propose a new, self-designed interdisciplinary degree, the [Honors Baccalaureate](#), in 2014. In April 2015, the college was named after generous benefactors, **Dorothy and Bill Cohen**, whose gift endows enhancement scholarships to support study abroad, student research, internships in the public sector, travel to national conferences, and service learning. The Cohen gift also supports Honors faculty fellows and funds student leadership development through problem-solving education.

Continuing the tradition of the Lindquist Honors program, the Cohen Honors College aims to benefit the university and the city of Wichita by attracting high-achieving and highly motivated students and leading them to contribute to academic, creative, and civic communities.

## MESSAGE FROM THE DEAN



Yet again, this has been a year of firsts for members of the Cohen Honors College. The first service-learning course was offered for Honors credit, leading students to research hunger and homelessness. The first course in the new law and public policy track was offered. An Honors academic first-year seminar was developed. The first alumni advisory board met in April to get acquainted and discuss future plans.

In the year ahead, Honors students and faculty will be following the elections, analyzing media coverage, and considering issues of social justice in lectures and in discussion during Honors Forum. We will be working to increase faculty involvement with Honors, to develop a peer mentorship program, and to increase student research and creative activity. We will work to strengthen mentorship for students preparing for graduate and professional study. And, amid all of this planning, we'll be alert to opportunity as well.

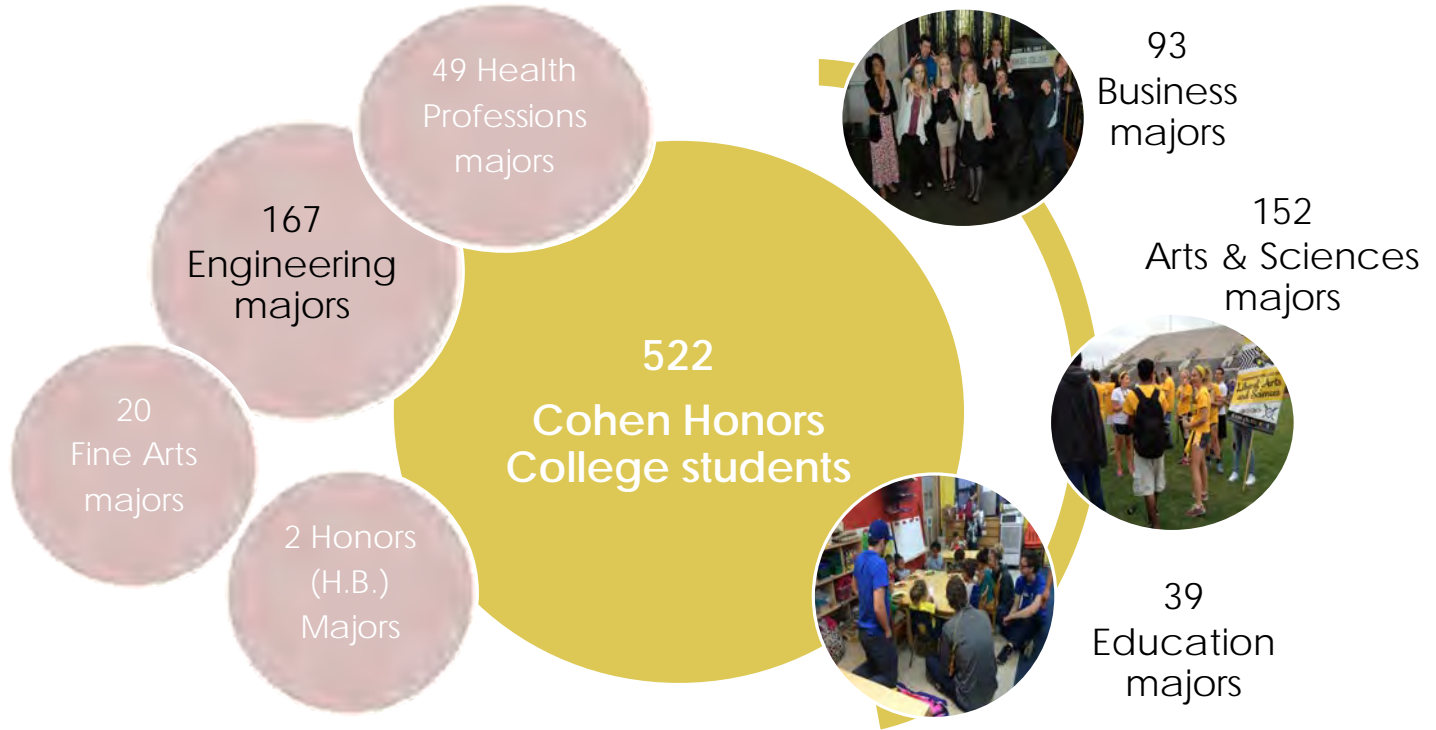
The many Honors alumni I've been fortunate to meet over the past year have shared stories about the hard work and the occasional serendipity that led to careers in biofuel research in Kansas, data analytics in D.C., and galleries in New York. We all have stories about a critical moment when someone reached out. We aim to pass this on to our students and encourage them to do the same.

I hope you enjoy this glimpse of the present hard working and high achieving Honors community-making way for serendipity.

Kimberly Engber

## Honors by the Numbers

- 125** Approximate number of incoming Honors students each year
- 3.85** Average unweighted high school GPA of incoming fall 2016 Honors class
- 28** Average composite ACT score of incoming fall 2016 Honors class
- 8:1** Average student to teacher ratio in Honors courses
- 89** Majors across seven colleges have at least one Honors College student in them
- 2,086** Hours of Community Service and Engagement given by Honors students in spring 2016
- 33** Honors students and faculty earned Community Service and Engagement awards in spring 2016
- 4000** Dollar scholarships available through the Cohen Enhancement Scholarships program to support any Honors student in good standing to study abroad, take unpaid internships in the public sector, engage in research or creative activity, and travel for national conferences or service learning

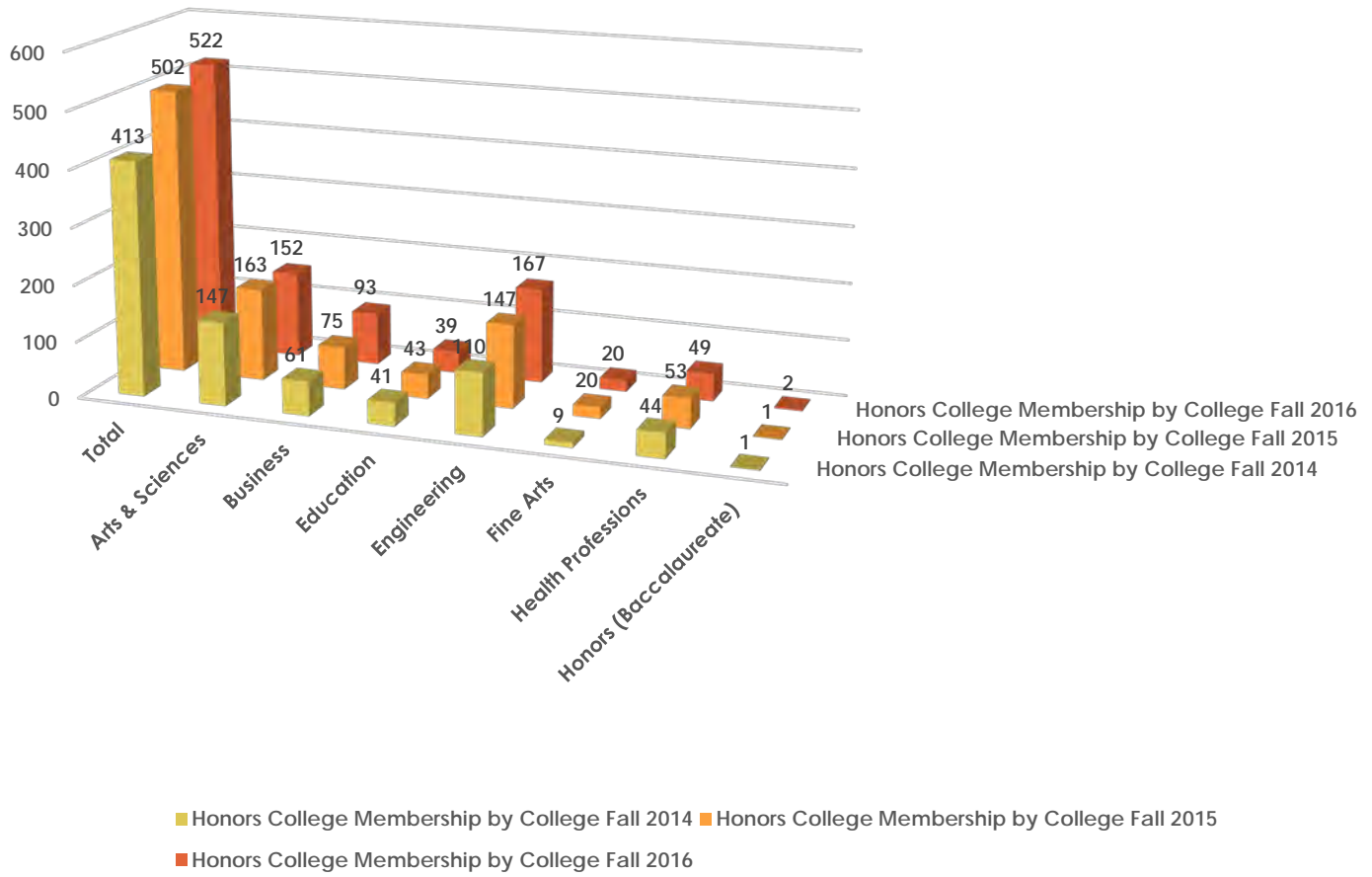


## Community Engagement

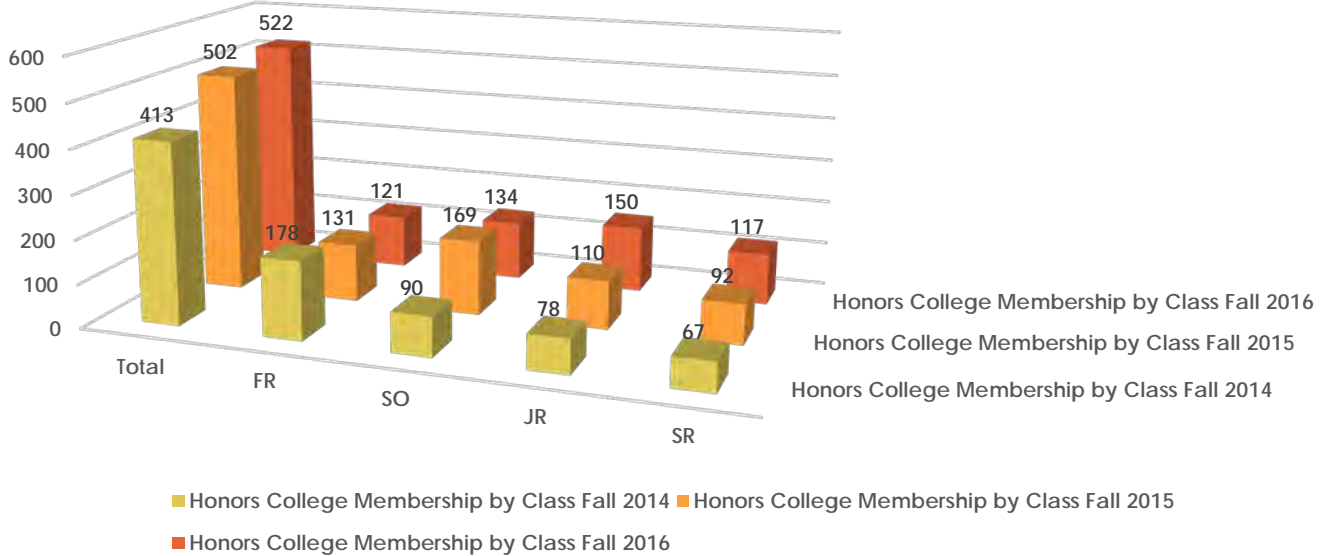
Cohen Honors College Community Engagement Awardees served the following organizations as well as volunteering on campus with the WSU Opera, Student Ambassadors Society, and Community Service Board:



### Honors College Membership by College



### Honors College Membership by Class



## College Faculty and Staff



### Dean's Office

Shocker Hall Building A, 316-978-3375, [honors@wichita.edu](mailto:honors@wichita.edu)

Kimberly Engber, Dean [kimberly.engber@wichita.edu](mailto:kimberly.engber@wichita.edu)

Vanessa Stupay, Assistant to the Dean [vanessa.stupay@wichita.edu](mailto:vanessa.stupay@wichita.edu)

Kitti Seavey, Academic Advisor [kitti.seavey@wichita.edu](mailto:kitti.seavey@wichita.edu)

Eric Kromidas, Student Office Assistant [honorsassistant@wichita.edu](mailto:honorsassistant@wichita.edu)

### Honors Undergraduate Fellows [honorsugfellow@wichita.edu](mailto:honorsugfellow@wichita.edu)

Tracia Banuelos

LAS/Business

Bridget Carroll

Fine Arts

### Peer Academic Leader (Living Learning Community)

Alexis Landreth

Business/Honors

### Honors Student Government Association Senator

Kaylee Ball (fall)

LAS

Tracia Banuelos (spring)

LAS/Business

### Honors Faculty Fellows

Elaine Bernstorf

Fine Arts

Roy Myose

Engineering

Douglas Parham

Health Professions

Jeremy Patterson

Education

**22** departments have at least one faculty member working closely with Honors students.



## University Honors College Council 2015-16

Faculty and student participation in University and College governance is vital to the proper functioning of the University. The Cohen Honors College operates subject to the founding [Charter](#) and current [College Bylaws](#) available on our website [www.wichita.edu/honors](http://www.wichita.edu/honors).

The University Honors College Council is the governing board and decision-making body for the college and is comprised of the Student Council and the Faculty Council. The Student Council meets every week on Thursday at 3:30, and the Faculty Council meets monthly on Thursday at 3:30. The University Honors Council is convened by the Dean at least once per semester.

### Honors College Student Council

Dylan Thiessen (chair 2015-16)	Business
Kaylee Ball (chair 2016-17)	LAS
Tracia Banelos	LAS/Business
Bridget Carroll (spring)	Fine Arts
Katie Deutsch (spring)	Business
Alexis Landreth	Business/Honors
Andrew Martin (spring)	Business
Rachel Onken (fall)	LAS
Stephen Sawatzky	Business
Cassidy Treeweke	Health Professions, WHEAT President
Ahmad Yassine (fall)	LAS
Kimberly Engber	Dean <i>ex officio</i>
Kitti Seavey	Advisor <i>ex officio</i>

### Honors College Faculty Council

<b>Name</b>	<b>College</b>	<b>Term ends, renewable</b>
Doug Parham (chair)	Health Professions	2016
Roy Myose	Engineering	2017
Holger Meyer	LAS Math/Natural Sciences	2016
Jeremy Patterson	Education	2016
Mel Kahn	LAS/Social Sciences	2016
Atul Rai	Business	2018
Elaine Bernstorff	Fine Arts	2016
Jeff Hershfield	LAS/Humanities	2018
Shonn Haren	University Libraries	2016
Kimberly Engber	Dean, <i>ex officio</i>	
Kitti Seavey	Advisor, <i>ex officio</i>	



## Budget

Salaries – Lecturer	\$ 40,046
Salaries – Faculty Fellows (Cohen funding-partial disbursement)	\$ 10,000
Salaries – Student Assistants	\$ 4,524
Operating Expenses (OOE)	\$ 20,885
Undergraduate Research Grants Program (RU from Academic Affairs)	\$ 19,733

## Facilities

The Cohen Honors College maintains administrative offices, a student lounge, and a seminar classroom in Shocker Hall Building A.

### 24/7 College Access

Student surveys and focus groups held in early fall 2015 cited lack of access to Shocker Hall after 5:00pm as an impediment to student community and to services such as after-hours study nights. In fall 2015, the Director of Housing and Residence Life agreed to give current Honors students, faculty, and staff card access to the main Shocker Hall entrance. In addition, in fall 2015, a keypad and locking mechanism, initiated by the Assistant to the Dean and paid for by Academic Affairs, was installed to allow the main doors to the Honors College to remain locked at all times. Current students, faculty, and staff have card access to the college offices at all times. The Assistant to the Dean updates the access list at the beginning of each semester and as new students are accepted.

### Free Printing

All Honors students have access to unlimited free printing at a computer and printer station in the Honors College student lounge in Shocker Hall. **3,140** printer visits were logged in academic year 2015-16, an increase of 1,250 over the 1,890 visits in academic year 2014-15.

## Communication

### Web Page

The webpage for Honors and the Undergraduate Student Research Grants program: [www.wichita.edu/honors](http://www.wichita.edu/honors) is maintained by Vanessa Stupay. A comprehensive review led to substantial additions and revision to the website during summer 2016 and plans to participate in pilot website development led by Strategic Communications in 2016-17.

### Blackboard

The College maintains a Blackboard site with information about curriculum, college initiatives, and student council agendas. The list of students with access to the Blackboard site is updated at the beginning of each semester.

### Social Media: Facebook and Twitter

Brae Bigge managed the Honors Facebook page (<https://www.facebook.com/lindquistghost>) and Twitter account (@lindquistghost) during fall 2015. She instituted Thursday weekly updates and Friday fun facts that increased Honors Twitter followers. Vanessa Stupay managed the Honors Facebook page and Twitter account during spring 2016. Dr. Engber learned to tweet at the Great Plains Honors Council conference in March 2014 and continues to pretend that she understands 21<sup>st</sup> century media but could not bring herself to develop an Honors Snapchat presence. Bridget Carroll maintained the Honors blog while studying abroad in Limerick, Ireland in fall 2015.

## Weekly Updates and Alumni Newsletter

During fall 2015, Brae Bigge managed weekly updates sent through the College Blackboard site and posted to social media; during spring 2016, Vanessa Stupay developed a new template and managed weekly updates sent by email to faculty, students, and friends and posted to Facebook/Twitter. Development of *The Innovator* newsletter as an alumni outreach tool was led by Vanessa Stupay. The first alumni newsletter published in spring 2016 included stories about student academic and community engagement and information about the new alumni advisory board.

## Meetings and Assemblies

Honors hosts several meetings and events through the year, including the **fall College Induction** to welcome



all new Honors students, **fall Monthly Meetings to present campus resources** to first-year students and provide a discussion form with student council members, and the

**spring General Assembly** to give all students an update from the Dean and student council chair as well as to facilitate an open discussion forum among students, faculty, College council members, and the Dean.

## RECRUITMENT

The Office of Admissions and Honors have a strong working relationship to recruit honors-eligible students from high schools and community colleges. Honors also has initiatives to recruit incoming and continuing students. Kitti Seavey coordinates Honors recruitment, collaborating with the Office of Admissions and Dean on a comprehensive recruitment plan to reach high-achieving students through campus events, travel with Admission Roadshows, and targeted mailing. Honors participated in **16 recruitment events** in 2015-16 reaching a **total audience of 1,349 students and families**. For the Honors Recruitment Plan 2016-17, see Appendix A.

Communication with prospective students begins in the spring of their high school junior year or fall of their high school senior year when Honors requests from Admissions a list of all honors-eligible students – admitted and prospective – in the region and mails a letter to these students. In fall 2015, Honors mailed **1,170 letters to prospective students**. In December, the Dean emails accepted students a holiday greeting. In summer, Honors mails a welcome postcard to incoming students with key fall events and advising contact information. The advisor maintains ongoing communication with prospective and incoming students through the [honors@wichita.edu](mailto:honors@wichita.edu) email.

Honors Ambassadors. In spring 2015, Kitti Seavey created a new recruitment group called **Honors Ambassadors** and trained student volunteers to staff summer Orientation tables. This group will assist with on-campus recruitment events such as Junior/Senior Days and the fall International Baccalaureate visit day and Honors Open House – Innovation in Action.

## Campus Outreach

Admissions Events. Admissions recruitment events attended during academic year 2015-2016 included: Junior and Senior Days (faculty presenting sample classes: Jennifer Tiernan, School of Communication, and Chelsea Redger, Student Involvement), Presidential Scholars campus visits, WISE engineering scholarship competition, Distinguished Scholarship Invitational, W-S-YOU Day. Honors Advisor, Kitti Seavey, initiated monthly meetings between Honors and Admissions staff and participates in the new Campus Recruiters Network.



Orientation and Transition to College. Kitti Seavey participated in the new Admissions spring matriculation event W-S-You Day, and the new Honors Ambassadors student recruitment volunteers staff tables for all summer Orientation programs for first-year and transfer.

Honors Events. Honors hosted two recruitment events during academic year 2015-16: a fall Honors Open House coordinated by the Advisor and Honors Undergraduate Fellow Brae Bigge in consultation with Admissions, held on IB visit day, hosted **45 prospective students**; and a fall National Merit Luncheon with Office of Admissions staff who sent invitations, planned and managed event.

### **Off-Campus Outreach**

High School Visits *Fall 2015* Seaman, Topeka, KS (Honors only); *Spring 2016* Collegiate and Kapaun, Wichita, KS (with Admissions). Admissions Roadshows Topeka and Kansas City; Advisor Luncheon at Johnson County Community College, KS

## **SCHOLARSHIPS AND SCHOLAR PROGRAMS**

Honors scholarships awarded **\$188,000 to 174 accepted students** and **\$20,000 to 15 current students**.

### **Wichita State Scholarships**

Honors College Merit Scholarships of **\$500 for up to four years of study** are awarded to all incoming first-year Honors students accepted to Honors by April this year. Of the 174 students accepted to Honors and awarded College Merit Scholarships, approximately 130 are expected to attend WSU. The Koch Scholarship program awards a total of **\$75,000 each year** for up to four years of study to up to 10 students who are majoring in preferred fields in Engineering and Business and are members of the Cohen Honors College. The fall 2016 Koch Scholarships are awarded to 6 in-state and 3 out-of-state students: Caleb Baker, Mattie Bivens, Connor Devlin, Sydney Finney, Jack Hale, Sidney Hose, Zubair Khan, Aidan Jude, Lucas Webb. The McGregor Scholarship of **\$26,000** for a high-achieving intellectually curious incoming student pursuing any major who agrees to become a member of the Honors College was awarded to Ian Buhmann-Wiggs.

Some small scholarships are awarded to continuing students with top academic achievement who remain in good standing in Honors. The McDonald's Honors Endowed Scholarship of \$950 was re-awarded to Ericka Feltrop for fall 2016. The Dr. G.D. Robinson Scholarship of \$340 was awarded to Reed Bowles.

Cohen Enhancement Scholarships. 15 scholarships were awarded to support 5 students' service-learning seminar tuition and travel, 5 peer and college mentors, 3 undergraduate student research projects, 2 students making oral

presentations of research at the Great Plains Honors Council, 1 student's tuition for the Summer Institute of Linguistics at the University of North Dakota, 1 student taking an unpaid summer internship with Y International in Chicago, and 1 student to work in summer with Dr. Jill Morris at the University of Kansas Medical School in Lawrence to build databases on data obtained from Alzheimer's patients

Iorio Service-Learning Scholarship. Iorio gift funds supported one student scholarship for service-learning seminar tuition and travel.

### **National Scholarships and Fellowships**

5 applications for national scholarships were submitted in 2015-26: 1 Truman mentored by Kimberly Engber, 4 Goldwater mentored by Roy Myose; 0 awards were received.

### **Scholar Programs**

Honors Living Learning Community (LLC). The 45-member Honors LLC was coordinated by Kitti Seavey who mentored the Peer Academic Leader, Alexis Landreth. LLC members participated in Honors-specific events including: in fall, Monthly Meetings, Halloween Party, Get to Know Honors Faculty – presenting Spring course information; in spring, Movie Nights (*Mockingjay 1* in Shocker Hall and *Mockingjay 2* at Warren Theatre with Advisor); and throughout the year, Tuesday Study Nights and Final Friday Lunches in Shocker Dining with Honors Faculty, Advisor, and Dean.

For AY 2016-2017, the **LLC has increased to 76 residents**, and students are expected to participate as mentees in the **new Honors Peer Mentor Program** and newly designed fall Honors Forum. (See Curriculum and Program Development below.) Since fall 2013, the LLC has grown from a 20-member residential community in Fairmount Towers.

Koch Scholars Program. In Fall 2015, Kitti Seavey coordinated the **10-member Koch Scholars program**, including hosting the fall Koch Scholars Picnic with Koch Industries Representatives, President Bardo, Vice President Vizzini, Dean Engber, Honors staff, and Koch Scholars' families; Koch Scholars assisted with 2016 Koch Scholarship Dinner and Competition. In March 2016, 2015 and 2016 Scholars visited Koch Industries as part of the Koch Scholar 2016 Celebration; 2015 Scholars held End of Year meeting to discuss future plans for Koch Scholars programming.

## **ADVISING**

Honors students have dual advising. They meet with the Honors Advisor for information about Honors courses and progress to graduation with Honors; with the Honors Faculty Fellow for mentorship toward applications for competitive National Scholarships such as Goldwater; and with the Dean about the Honors Baccalaureate, undergraduate research grants, or post-graduate plans. Students meet with their major college advisor or department faculty advisor about general education requirements, major courses, professional goals, and general degree audit.

In fall 2015 and spring 2016, individual advising appointments and walk-ins remained steady. Peak months are October/November and March/April, consistent with early enrollment campaigns. **Honors saw 339 advising appointments and walk-ins** during 2015-16, including 268 visits with the Honors Advisor, 65 with the Dean and approximately 8 with the faculty Mentor for National Scholarships.

Group Advising. The Honors Advisor piloted group advising sessions for spring 2016 registration, inviting advisors from other academic colleges to join the Honors Advisor to answer questions about how best to integrate Honors courses into the degree plan. Approximately 10 students attended group advising sessions. Additional marketing and outreach is planned for fall 2016.

## **Retention**

Priority Enrollment. Honors students are given priority enrollment, the ability to enroll in classes on the first day of registration, as if in senior standing. Students do not have to meet with the Honors advisor before enrollment week to have this privilege. However, students whose major college requires an advising appointment must complete this appointment before they are able to register.

Events. In August, Honors participated in the new *Clash of the Colleges* games events for incoming students. Honors hosted the third annual *College Induction* ceremony for incoming students and families, with current Honors student leaders, featured student speaker Kaylee Ball, and university guests including Honors faculty council members, featured faculty speaker Moriah Beck, President John Bardo, President Elizabeth King, Dr. James Rhatigan, and Vice President Lou Heldman.

*Monthly Meetings* were held during the fall semester to introduce students to campus resources including Honors governance and WHEAT student organization, National Student Exchange, Study Abroad, and Undergraduate Research; in March, the *General Assembly* for faculty and students provided college information and an open discussion forum that included the current Student Government Association (SGA) President and discussion of the SGA academic committee work to change the plus/minus grading system; the *End-of-Year Celebration* recognized **31 Honors graduates and 33 winners of the Community Engagement challenge** to give at least 25 hours of community service during spring 2016.

Academic Advisor Council meetings for advising leads across campus focused on Strategic Enrollment Management strategies and collaboration among college advising offices. Kitti Seavey serves on this council and participated in *Student Success Collaborative campaigns*. Kitti Seavey also served on the new Majors/Minors Fair committee and participated in *the Majors/Minors Fair* organized for new and continuing students still deciding on a major or considering a new major or minor.

## **W.H.E.A.T. STUDENT ORGANIZATION**

The WSU Honors Events and Activities Team (W.H.E.A.T.) plans community service events and academic events for all Honors students. Kimberly Engber serves as the student organization faculty advisor. The student organization maintains a Blackboard online community and a webpage: <http://www.wichita.edu/els>

### **W.H.E.A.T. Officers 2015-16**

President—Cassidy J. Treweeke  
Vice President (fall)—Jose Intriago  
Vice President (spring)—Alexis Loudermilk  
Secretary—*Position Vacant*  
Treasurer (fall)—Alexis Loudermilk  
Treasurer (spring)—Shayla Ingalls  
Public Relations—Brae Bigge

The Community Service committee organized volunteer opportunities: in fall for the Pumpkin Run, the Exploration Place Gingerbread Village, and the Lord's Diner; in spring for the Rainbows Glow Run/Walk; and throughout the year for Fairmount Go-Zones, a Saturday youth enrichment program near the main campus.

The Academic Committee organized the *first Night with the Colleges* event, inviting distinguished guests from the academic colleges and **Professor Larry Spurgeon** to deliver a keynote. Guests in attendance were: Dr. Jan Twomey (Engineering), Dr. Ray Hull (Health Professions), Dean Anand Desai (Business), Dr. Roy Myose (Engineering) and **30 Honors College students**.

## CURRICULUM AND COLLEGE DEVELOPMENT

Current Honors Curricula and Requirements are included in Appendix B.

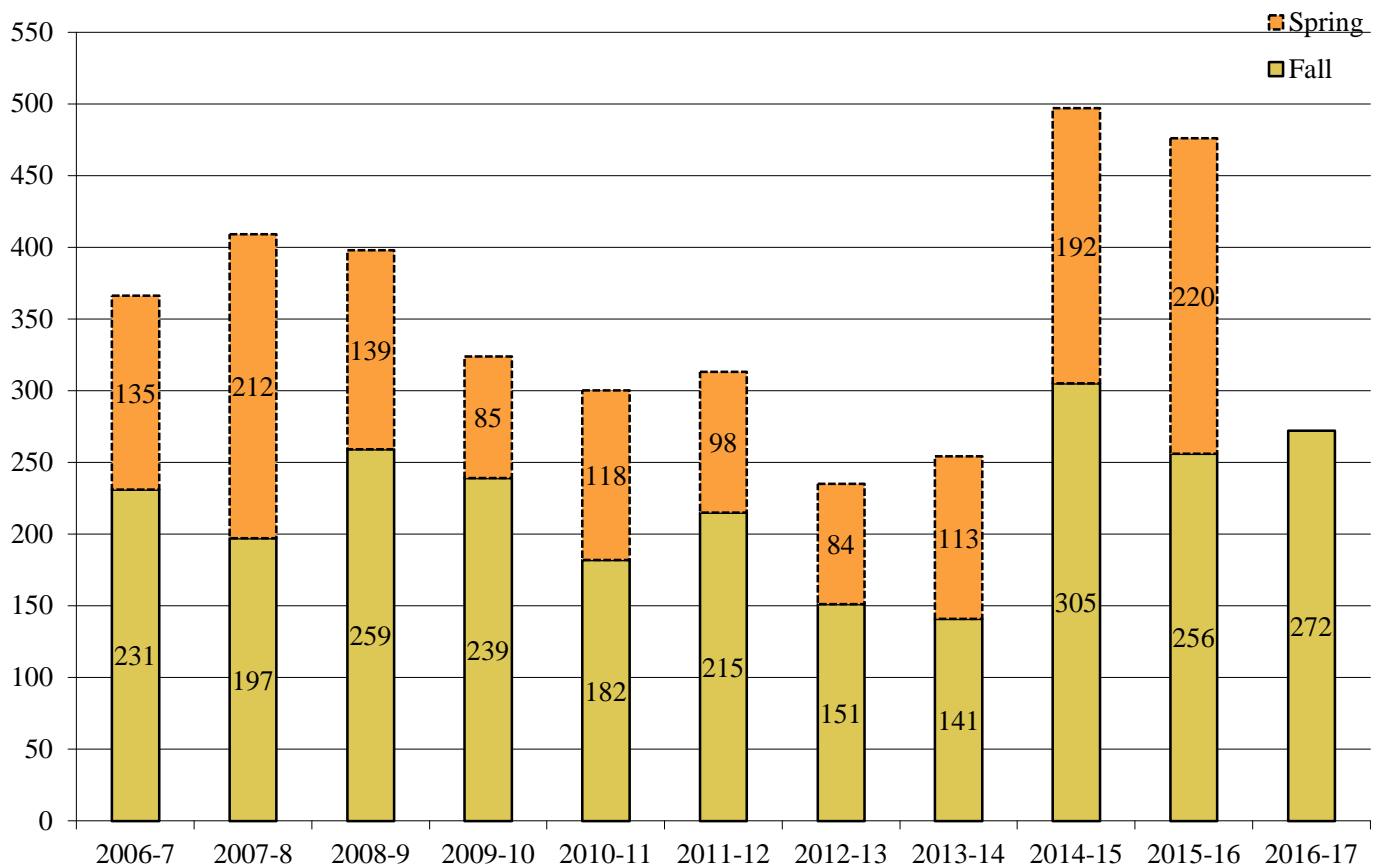
- ~ **Approved Law and Public Policy track.** College and university approvals received for curriculum drafted by Law and Public Policy faculty interest group: Larry Spurgeon (Honors Faculty Fellow and committee chair), Neal Allen (Political Science), Alison Brown (Criminal Justice), Robin Henry (History), Jeffrey Hershfield (Philosophy) and Neal Allen (Political Science) offered the **first Law and Public Policy survey** course enrolling **11 students** and included 7 distinguished guests.
- ~ **Offered first Discovering Creativity seminar.** Elaine Bernstorff and Mark Porcaro team taught the first Discovering Creativity seminar enrolling 15 students, working toward the development of a creativity interdisciplinary track.
- ~ **Updated Academic Honesty Policy and Procedures.** The Honors College Faculty Council reviewed the academic honesty policy and procedures for Honors. The policy will be posted to the website and included in the student handbook by fall 2016. Amendment to College Bylaws will be considered by the University Honors College Council in fall 2016. The Academic Honesty Policy is included in Appendix C.
- ~ **Proposed Change to Honors College Council Selection Procedure.** Student council members approved a change to council membership selection. Amendment to College Bylaws will be considered by the University Honors College Council in fall 2016.
- ~ **Increased Applied and Experiential Learning Opportunities.**
  - Service Learning. Piloted a service-learning seminar in spring 2016 taught by Assistant Director of Student Involvement, Chelsea Redger, and enrolling **15** students who **studied hunger and homelessness, traveled to volunteer in New York** over Spring Break, and presented initiatives to impact hunger and homelessness in Wichita.
  - Cooperative Education and Internships. **5 students enrolled for Honors credit for cooperative education** experiences in AY 2015-16. Student work performance is measured based on student self-evaluation and employer evaluation. Data collected by the Career Development Center serves as a valuable component of ongoing Honors College program review: *Employer Evaluation of Student*: Supervisors complete an evaluation of their student near the end of each semester. A part of this evaluation measures employer's perceptions of student exposure to internal skills, communication skills, work culture, organization/planning,

technology and evaluation of work habits. *Student Self Evaluation:* As a part of the evaluation, students measure the frequency that they have been exposed to and / or asked to engage in activities related to the 11 outcomes.

Cooperative Education Survey data is included in Appendix D.

- ~ **Developed Honors First-Year Seminar and Fall Programming.** Neal Allen received approval for an **Honors First-Year seminar: Presidential Election 2016** to be taught as part of the university-wide pilot first-year seminar program. Fall programming for the college will include an **Honors Forum** every other week **focused on faculty research and campus resources**. The first Honors Forum will include a presentation from Dr. Allen on the current election followed by introduction of Student Government Association and the Honors College Student Council.
- ~ **New Honors Peer Mentors program** was developed by Bridget Carroll and Tracia Banuelos. Bridget Carroll created a peer mentorship and mentee application, reviewed and revised by the student council in spring 2016, and **11 peer mentors were recruited by May 2016**.

**Honors Course Enrollment Campus-Wide by Academic Year**



## Honors College Seminars

### Fall 2015

HNRS	101	Intro to the University	1	Bernstorf
HNRS	101	Intro to the University	1	Engber
HNRS	153T	Big Bang, Black Holes, Fate of the Universe	3	Ratcliffe
HNRS	152F	Leadership Challenge	3	Cohen
HNRS	305I	Science, Religion, and Philosophy	3	Mandt
HNRS	306C	The Art of Criminal Investigation	3	Yu
HNRS	485	Honors Research Seminar	3	Crews
HNRS	485	Honors Research Seminar	3	Parham

### Spring 2016

HNRS	105G	War and Strategy	3	Mandt
HNRS	153B	The Dynamic Universe	3	Ratcliffe
HNRS	304F	Discovering Creativity	3	Bernstorf/Porcaro
HNRS	305J	Minds and Machines	3	Sterrett
HNRS	306D	Law and Public Policy	3	Allen
HNRS	306E	Hunger in NYC	3	Redger
HNRS	405B	Isms & Ologies	3	Goldbarth
HNRS	485	Honors Research Seminar: New Ventures	3	Patterson
HNRS	485	Honors Research Seminar	3	Crews

### Summer 2016

HNRS	405C	The Nature of Fiction: Writing the Real	3	Brooks
HNRS	310T	Summer Leadership Institute	1	Messing

### Fall 2016

HNRS	152F	Leadership Challenge	3	Mandt
HNRS	153T	Big Bang, Black Holes, Fate of the Universe	3	Ratcliffe
WSUN	102	First Year Seminar – Honors: Presidential Election 2016	3	Allen
HNRS	305	The Rise and Fall of Athens	3	Woods
HNRS	305	Epidemics in World History	3	Dehner
HNRS	306	Media innovation and entrepreneurship	3	Heldman
HNRS	310	Evolving Leaders	1	Messing
HNRS	405	Race, Racism, Social Justice	3	Birondo
HNRS	485	Honors Research Seminar	3	Myose



## GRADUATES WITH HONORS DISTINCTIONS

31 students graduated with an Honors distinction in 2015-16

**Emory Lindquist Honors Scholars** complete 12 Honors credit hours and independent research. Students complete the **Honors Leadership Track and Interdisciplinary Track** with 12 credits of coursework and experiential learning such as an internship or study abroad.

Graduates of the **Emory Lindquist Honors program** complete 12 credit hours of lower-division and 12 credit hours of upper-division coursework, including independent research.

The **University Honors Minor** is awarded to students who complete 24 credit hours of coursework, research, and experiential learning in Honors.

Departments across campus offer **Departmental Honors** for upper-division coursework and a research or creative project in the major.

### *Emory Lindquist Honors Scholars*

Cassidy Coberly  
Clara Davidson  
Peyton Howard  
Jose Intriago Suarez  
Colyn Jones  
Rachel Kimmich  
Hannah Maine  
Tracy Saffell  
Brennan Smith  
Ann Weatherman



### *Honors Leadership Track*

Ludmila Petroucheva

### *Emory Lindquist Honors Program*

Caleb Gimar  
Dalia Hernandez Vega  
Kaitlin Patterson  
Alex Pennington  
Maria Quezada Valladares  
Alisha Stevenson  
Thomas Tran  
Bethany Tyndall  
Marissa West

### *University Honors Minor*

Stephanie Saffell  
Dylan Thiessen  
Carmen White

### *Departmental Honors*

#### *Political Science*

Pamela Jones  
Catherine Prather

#### *Departmental Honors*

#### *Communication Sciences and Disorders*

Ashly Elliott  
Haley Johnson  
Taylor Peck  
Kristy Perry  
Hannah Robinson  
Alisha Stevenson  
Marissa West



## **UNDERGRADUATE RESEARCH AND CREATIVE ACTIVITY**

The Undergraduate Research and Creative Activity Grants program coordinated by the Cohen Honors College seeks *to ensure that every undergraduate student has a Research or Creative Activity experience* and to:

- ~ Empower students to engage in original research and creative activities in collaboration with faculty in or out of their field;
- ~ Promote research learning across campus;
- ~ Communicate availability of undergraduate research grant funding widely and frequently;
- ~ Allocate grant resources with integrity;
- ~ Encourage multi-disciplinary collaboration;
- ~ Facilitate faculty mentorship (through workshops, awards, etc.);
- ~ Create resource connections (e.g. library workshops and online archives for student research);
- ~ Assess grant outcomes.

**22 students from 4 academic colleges** received grants up to \$1000 for faculty-mentored research or creative activity during 2015-16.

### **Undergraduate Research and Creative Activity Grants Committee Members**

Committee members determine through a competitive proposal review process how to allocate financial support for students to engage in scholarly research and creative activities in collaboration with faculty. Thank you to Robert Bubp—Fine Arts, Douglas Crews—Social Work, Lawanda Holt-Fields—McNair Scholars Program, Douglas Parham—Health Professions, for their service.

### **Undergraduate Student Research and Creative Activity Grant Winners 2015-16**

Matthew Ahlstedt | Mechanical Engineering | Dr. Yimesker Yihun | Mechanical Engineering  
“Design and Control of a 5 DOF Wheelchair-Mounted Robotic Arm”

Mohammad D. Akbar | General Studies, Emphasis Chemistry | Dr. Jibo He | Psychology  
“Using Smartphone and Smartwatch Data to Identify Drivers”

Esther Alao | Biomedical Engineering | Dr. Moriah Beck | Chemistry  
“Effect of mutations to non-conserved regions on structure and function of Lactate Dehydrogenase (LDH)”

Marcus Berndt | Psychology, Biology | Dr. Evan Palmer | Psychology  
“Psychophysiological Effects of Virtual Reality Immersion”

Thien Doan | Studio Art, Photography Emphasis | Ms. Jennifer Ray | School of Art, Design and Creative Industries  
“Cyanotype Research”

Carter Duling | Mechanical Engineering | Dr. Yimesker Yihun | Mechanical Engineering  
“5 DOF Wheelchair Mounted Robotic Arm Machining and Assembly”

Jesus Gonzalez | Biomedical Engineering | Dr. Anil Mahapatro | Biomedical Engineering  
“Porous metallic coatings on magnesium”

Tiffany Massey | Political Science | Dr. Neal Allen | Political Science  
“Race and Immigration in Transatlantic Context: British Racism and American Economic Anxiety”

Jasmine Mayorga | Chemistry | Dr. James Bann | Chemistry  
“Structure analysis of pore formation of PA Fluorescence”

Kory McLinn | EEO, Biological Sciences | Dr. Francis Leland Russell | Biology  
“Herbivory Preference of White-Tailed Deer in the Riparian Zones of Konza Prairie”

Joseph Moss | Studio Art, Printmaking Emphasis | Dr. Robert Bubp | School of Art, Design, and Creative Industries  
“Visiting Artist Demonstration: Woodblock Printing In (and Out of) the Professional Setting at the Coachella Valley Art Center, Indio, CA.”

Thao Nguyen | Biology | Dr. David McDonald | Biology  
Examination of the antimicrobial effects of Allicin on the growth of *Stapylococcus aureus* in culture”

Erin Nisly | Political Science | Dr. Melvin Kahn | Political Science  
“Tort Reform and Revitalization of an Industry: Issue Dimensionality and the Necessity of Catalytic Groups”  
*Funding provided by Cohen Enhancement Scholarship*

Olayinka Olaseeni | Mechanical Engineering | Dr. Bin Li | Mechanical Engineering  
“Soy Protein-Based Surfactant Materials for Polymer Nanocomposites”

Tran Pham | Mechanical Engineering | Dr. Shuang Gu | Mechanical Engineering  
“Visualizing stability and reactivity of organic cations via Quantum-Chemical computation for next-generation polymer materials design”

Mohd Sabra | Computer Engineering | Ms. Karen Milberger | EECS  
“Virtual Academy”  
*Funding provided by Cohen Enhancement Scholarship*

Isuri Samarakone | Psychology | Dr. Charles Clark | Psychology  
“The impact of gender equality on resource allocation”

Caleb Smith | Aerospace Engineering | Dr. Brandon Buerge | Aerospace Engineering  
“Reducing aerodynamic drag in flow around circular cylinder by means of Plasma Actuation”

Cassidy Treweeke | Communication Sciences and Disorders, Spanish | Dr. Kathy Strattman | Communication Sciences and Disorders  
“American-English Phonology Exhibited on Spanish by Bilingual 5-Year-Olds”  
*Funding provided by Cohen Enhancement Scholarship*

Shelby Verble | Communication Sciences and Disorders | Dr. Douglas Parham | Communication Sciences and Disorders  
“Acoustics of Speech Production in Young Children with Autism Spectrum Disorder”

Brittany Wojciechowski | Aerospace Engineering | Dr. Susan Sterrett | Philosophy  
“Bringing the 'Original Imitation Game' to Life”

Samuel Womack | Biochemistry | Dr. Moriah Beck | Chemistry  
“Site Directed Mutagenesis and FRET Analysis of Palladin Interactions”



### **Undergraduate Research Day at the Capitol**

4 students represented Wichita State University at the annual Undergraduate Research Day at the Capitol. Each year for the past four years, the Regents universities and Washburn University have gathered for a Research Day at the Capitol that showcases undergraduate research and creative activity with poster displays in the rotunda of the Capitol building for Kansas Board of Regents members and state legislators. Honors coordinates WSU student selection, travel, and presentations.

## **UNIVERSITY SERVICE AND PROFESSIONAL DEVELOPMENT**

### **Campus Partnerships**

- ~ In partnership with Dr. Alex Chaparro and WSU's Regional Institute on Aging, the Honors College hosted a Summer Research Institute from June 12 to June 17, 2016 to provide **hands-one research experiences to high school students who would be first generation college students**. Students lived in Shocker Hall, learned basic psychology lab protocols and apparatus, toured engineering and health professions labs, and completed a research project and presentation.
- ~ Partnered with PreLaw Student Association to host KU Law School mock class and presentation
- ~ Supported Writing Now, Reading Now Series
- ~ Partnered with Student Involvement to integrate Leadership and Service-Learning experiences into the Honors curriculum

### **Committee Service**

- ~ Academic Advisor Consortium - Advisor
- ~ Academic Operations Council - Advisor
- ~ Living Learning Communities Committee—Advisor
- ~ Admissions Search Committee – Advisor
- ~ Majors and Minors Fair Committee—Advisor
- ~ University Honors College Council – Advisor and Dean
- ~ Advisor Council – Advisor and Dean
- ~ Budget Managers – Assistant to the Dean
- ~ Shoptalk—Assistant to the Dean
- ~ Website Redevelopment Task Force – Assistant to the Dean
- ~ Dean's Council – Dean
- ~ President's Executive Team – Dean
- ~ Retention Council –Dean
- ~ Housing Director Search Committee—Dean
- ~ Leadership Certificate Development Committee – Dean
- ~ Masters in Innovative Design Development Committee - Dean
- ~ Undergraduate Research Grants Committee—Dean

### **Conferences**

**ACUHO-I Living Learning Programs Conference**, St. Petersburg, FL, October 17-19, 2015 - Kitti Seavey (Honors).

**National Collegiate Honors Council (NCHC) conference**, Chicago, IL, November 2015 – Kimberly Engber (Honors), Jennifer Tiernan (LAS/Communication – presentation on “Teaching Advocacy in Honors Communication” at the Idea Exchange)

**Kansas Connections conference** (all Kansas Honors programs), Emporia, KS, November 7, 2015 — Kimberly Engber (Honors), Kitti Seavey (Honors), Sam Atchity (Student—Honors/Engineering), Tracia Banelos (Student – Honors/Business, presentation), Brae Bigge (Student – Honors/LAS, presentation), Reed Bowles (Student-Honors/LAS), Harry Collins (Student-Honors/LAS), Marissa Fisher (Student – Honors/Education), Alexis Landreth (Student-Honors/HB-panel member), Dylan Thiessen (Student - Honors/Business-panel member)



**Great Plains Honors Council Conference** Siloam Springs, AR, April 8-10, 2016— Kimberly Engber (Honors), Kitti Seavey (Honors), Logan Gisick (Student – Honors/LAS-oral presentation), Emily Dee (Student—Honors/LAS-oral presentation)

## STRATEGIC PLANNING AND EVALUATION

Find the current [College Strategic Plan](#) on our website. In addition, information from a college-administered Exit Survey and the university-administered National Survey for Student Engagement is included in Appendix D.

**Honors Student Leader Retreat – Identity Building and Annual Planning.** 10 students, including the Honors College Student Council and selected student leaders, participated in a retreat facilitated by Seth Bate and Lucy Petroucheva at the WSU Community Engagement Institute, October 17, 2015.

**President’s Diversity Council.** Douglas Parham, chair of the Honors College Faculty Council, serves as Honors representative to the new President’s Diversity Council and incorporates diversity initiatives into college planning.

## ALUMNI UPDATES

**Mary Joan Waid, Honors/Art ‘58**

**Invited to campus to speak for the Ulrich Museum’s Salon Circle** series on April 7<sup>th</sup>. Waid also led a discussion of her exhibit and her creative process over lunch with the Discovering Creativity Honors seminar students. Born in Kansas, Mary Joan Waid moved to New York City after she graduated from Wichita State University with a degree in fine arts. Her work has been exhibited in galleries and museums across the United States as well as Germany, Switzerland and Japan. She was awarded numerous art colony residencies at Yaddo in Saratoga Springs, NY and MacDowell in Peterborough, NH. She has paintings in the collections of the Art Institute of Chicago, Indianapolis Museum of Art, the Minneapolis Museum of Art, Wichita Art Museum and the National Academy of Design in New York City. Her work can be seen at Atrium Gallery in St. Louis, Missouri.

**Elaine Bernstorf, Honors/Music Education ‘76,**

WSU Professor of Music Education. Volunteers with several arts-related organizations and remains active in her field, publishing in music education along with private practice speech pathology work and vocal coaching. She enjoys travel and family. Contact: [Elaine.bernstorf@wichita.edu](mailto:Elaine.bernstorf@wichita.edu)

**Debbie Willsie, Honors/Social Work '80,**

Serves as WSU School of Social Work Director of Field Practicum. Also active on the Board of Directors, Substance Abuse Center of Kansas (SACK), Sedgwick County Advisory Council on Aging, United Way of the Plains. Contact: [Debbie.willsie@wichita.edu](mailto:Debbie.willsie@wichita.edu)

“The two Honors classes I most remember were Satire and Comedy, taught by Dr. Brian Hay, and Afro-American Literature, taught by Dr. John Poe. They were dynamic professors who challenged us to think, not just read.”

**Nancy McCabe, Honors/Creative Writing '84,**

Professor of Writing at the University of Pittsburgh at Bradford and faculty in the low residency MFA in Writing program at Spalding University. Author of four nonfiction books from university presses, most recently *From Little Houses to Little Women: Revisiting a Literary Childhood*. Her first novel, *Following Disasters*, is due out in the fall. Contact: [Ngm4@pitt.edu](mailto:Ngm4@pitt.edu)

**The first Cohen Honors College Advisory Board** convened April 22, 2016 with 9 alumni and 2 honorary members. The Board is chaired by **the Honorable Eric F. Melgren, Honors/History '79**, and will meet twice per year to advise the Dean in addition to developing student mentorship and opportunities throughout the year.

**Cohen Honors College Advisory Board Members**

Eric F. Melgren (chair)

James Blakemore

Dorothy Cohen (honorary)

William Cohen (honorary)

Michael Jones

Christopher McHugh

William Pate

Donna Urbom-McClure

Joy Vann-Hamilton

Joan Wagner

Christopher Wettig

**Getting Involved with Honors**

Getting involved may mean simply letting us know your current interests and accomplishments by filling out the [alumni information form](#) online. If you have more time and talent to give, we have opportunity. Contacts are included below, or email Kimberly Engber [Kimberly.engber@wichita.edu](mailto:Kimberly.engber@wichita.edu) for more information.

Recruitment. Meet prospective students, attend or host recruitment events. We always have a need for more personalized recruitment locally. In addition, Kansas City, Oklahoma, and Texas recruitment is growing, and we are eager to connect with alumni in those areas.

Join the Office of Admissions “Shocker Recruitment Network” by filling out the online form:

[http://webs.wichita.edu/?u=admissionsforms&p=recruitment\\_network/](http://webs.wichita.edu/?u=admissionsforms&p=recruitment_network/). If you are particularly interested in Honors recruitment, indicate this in the comments section.

Scholarships. Serve as a judge for WSU's largest scholarship competition to help select the prestigious Gore Scholars and DSI scholarship finalists. Commitment is one Saturday in mid November. Contact Mandy Harmon in the Office of Admissions for more information: [Mandy.Harmon@wichita.edu](mailto:Mandy.Harmon@wichita.edu).

Mentorship. From something as simple as connecting with an Honors student on Linked In and answering random questions or having lunch with a sophomore considering major and career options to monthly coffee, mock interviews, and resume review with a senior, Honors Alumni mentors can help us create pathways for aspirational and exploring students. Particular interest in mentoring first-generation students in transition to college or to career is welcome.

## **SUPPORT – OPPORTUNITIES AND PRIORITIES**

The generosity of friends and alumni allows Honors to continue to offer small classes and maintain a 24/7 Honors lounge as well as to create new curriculum and co-curricular programs for high-achieving students across campus.

### ***Thank you to our 2015-16 donors who funded:***

- ~ Honors student tuition for service learning for 2015-16 and development and scholarships for international service learning opportunities in 2016-17.
- ~ The '57 club fund, commemorating the founding of an Honors program at Wichita State. Funds are used for faculty and student support. '57 club funds paid for the 2015 student retreat and 2016 end-of-year ceremony.
- ~ The Koch Scholars program was funded for the second year. The Koch Scholarship is made possible by a pledge from Koch Industries and the Fred and Mary Koch Foundation. Of the \$11.25 million pledged to WSU, \$1.54 million was dedicated to competitive awards for first-year Honors College students who will be in preferred majors within the College of Engineering or the College of Business.
- ~ Cohen Enhancement Scholarships (90,000) funding activities outside of the classroom: up to 20 \$4000 scholarships toward study abroad, service learning, conference travel, unpaid nonprofit internships, summer research; funding group travel to Honors conferences; Cohen Faculty Fellows (60,000) funding teaching and curriculum development: up to 3 \$15000 faculty releases from some or all department teaching (fund transfer to college) or funding a group of faculty for one course release or overload to design and teach coordinated first-year seminars; and foundation funding up to \$500 toward travel, materials, and equipment to support Honors teaching; Cohen Leadership Academy (40,000) funding intensive interdisciplinary problem-based learning and leadership development programs: 10-15 \$2000 summer scholarships; 2-3 \$4000 summer teaching stipends; and programming costs such as part-time administration, travel, honoraria, and research materials, dependent on number of students/faculty

## **Current College Funding Priorities**

### *Scholarships*

Inspire and invest in student success by endowing academic scholarships that make college more affordable for our students. Especially useful are general scholarships for students in any major or academic area.

### *'57 Club Fund*

Commemorating the founding year of the Honors Program, this fund recognizes the strong history and bright future of Honors at WSU. Funds directly support student organizations and faculty initiatives to engage, build and foster Honors community. To be named a member of the '57 club, give \$57 or more. To be named a sponsor and sign the '57 club alumni wall, give \$570. This amount would sponsor a student academic or community service event, support the work of one student peer mentor for one semester, fund student printing supplies for one semester, or fund one faculty development initiative.

### *Naming the Student Lounge*

Recognize the heart of Honors, the student community, and name the student study and collaborative space in Shocker Hall. Funds from this endowed gift would be used to maintain student services and student facilities.

### *Dean's Excellence Fund*

This fund allows the Dean to create the best possible experience for students and faculty. Helps the Dean address emergency needs, fund special events, and take advantage of immediate opportunities to fulfill the college mission.

*For information about supporting Honors, contact Vice President Joseph L. Hunter at [josephl.hunter@wichita.edu](mailto:josephl.hunter@wichita.edu).*



## Appendix A– Honors Recruitment Plan 2016-17

<b>Honors Recruitment Plan AY 2016-2017 updated 7/18/16</b>		
<b>What and to Whom</b>	<b>When</b>	<b>Who is Responsible – <a href="mailto:honors@wichita.edu">honors@wichita.edu</a></b>
<b>June 2016</b>		
<u>Postcard to incoming students:</u> information about peer mentorship and fall events	By Friday, June 24 <sup>th</sup>	Dean-Kimberly Engber, Advisor/Recruitment Coordinator - Kitti Seavey, Assistant to the Dean – Vanessa Stupay
<b>August 2016</b>		
<u>Postcard and/or picture/video email to prospective students with general Honors information</u>	By Friday, August 5 <sup>th</sup>	Recruitment Coordinator and Dean develop Dean and Assistant to Dean final mailing
<u>Letter/Mailer to HNRE (Honors-eligible) prospective students re: Admissions/Open House</u>	Week of September 5 <sup>th</sup>	Admissions (with Honors providing some content)
<b>September 2016</b>		
<u>Honors Student Callers to HNRE re: Open House</u>		Recruitment Coordinator (script and caller supervision), Honors Ambassadors, Peer Mentors
<u>Admissions/Honors Open House</u>	Saturday, September 17 <sup>th</sup>	Admissions – Jessica Newman/MaryAnn Hollander; Honors – Recruitment Coordinator and Honors Ambassadors
<u>Counselor Appreciation Day</u>		Advisor/Recruitment Coordinator
<u>Admissions Roadshows</u>		(Recruitment Coordinator/Dean/faculty – depending on date/location)*
<b>October 2016</b>		
<u>Senior Days</u>	Wednesday, October 12 <sup>th</sup> Friday, October 14 <sup>th</sup>	Recruitment Coordinator and Honors Ambassadors
<u>Counselor Lunches</u>		Admissions, Advisor/Recruitment Coordinator
<u>High School Visit with Admissions Rep</u>		Recruitment Coordinator
<u>Admissions Deadline for Scholarship Applicants</u>	Saturday, October 15 <sup>th</sup>	Admissions, Scholarships/Financial Aid
<u>National Merit Luncheon</u>	Monday, October 24 <sup>th</sup>	Admissions – Tera Park; Dean, Recruitment Coordinator, and Fellow - Bridget Carroll
<u>Junior Day</u>	Friday, October 28 <sup>th</sup>	Recruitment Coordinator, Honors Ambassadors
<b>November 2016</b>		
<u>Deadline for Scholarship Materials</u>	Tuesday, November 1 <sup>st</sup>	Scholarships/Financial Aid, Honors – Scholarship Coordinator and Dean
<u>High School Visit</u>		Recruitment Coordinator
<u>Koch Scholarship Semi-finalist Dinner</u>	Friday, November 18 <sup>th</sup>	Scholarship Coordinator
<u>Koch Scholar semi-finalist interviews (DSI students: AM only)</u>	Saturday, November 19 <sup>th</sup>	Scholarship Coordinator
<b>December 2016</b>		
<u>Notify Koch finalists by phone and mail letters to Koch finalists with January 15<sup>th</sup> deadline to accept award</u>	Monday, December 19 <sup>th</sup>	Scholarship Coordinator

<u>End of year greeting</u> from Honors to HNRE and new HNRS		Dean, Recruitment Coordinator
<b>January 2017</b>		
<u>Selection of McGregor semi-finalists</u>	Week of January 9 <sup>th</sup>	Aaron Hamilton, Chair
<u>Notify McGregor semi-finalists</u> by phone and email	By Tuesday, January 17 <sup>th</sup>	
<u>McGregor Scholarship Interviews</u>	Saturday, January 28 <sup>th</sup> Saturday, February 4 <sup>th</sup>	
<b>February 2017</b>		
<u>Koch Scholars Press Release</u>	Monday, February 6 <sup>th</sup>	Scholarship Coordinator and Dean
<u>Notify McGregor finalist</u> by phone and email	Tuesday, February 7 <sup>th</sup>	
<u>McGregor Press Release</u>	Wednesday, February 15 <sup>th</sup>	Scholarship Coordinator and Dean
<u>High School Visit</u>		Recruitment Coordinator
<u>Honors Peer Mentors selected</u>		Dean and current Honors Peer Mentors
<u>Honors Ambassadors recruited</u>		Recruitment Coordinator, Honors Ambassadors
<b>March 2017</b>		
<u>Admitted Shocker Day</u>		Advisor/Recruitment Coordinator, Dean, Honors Ambassadors
<u>Letter or mailer to HNRE HS Juniors</u>		Recruitment Coordinator, Dean, Honors Ambassadors
<u>High School Visit</u>		Recruitment Coordinator
<u>Community College Day</u>		Recruitment Coordinator
<b>April 2017</b>		
<u>Junior Days</u>		Recruitment Coordinator
<b>June/July 2017</b>		
<u>High School Visits – Private Schools</u>		Recruitment Coordinator and Dean
<u>Postcard to incoming students</u>		Advisor and Dean develop

**\* Admissions Roadshows 2016**

<b>Where</b>	<b>When</b>	<b>Who</b>
Garden City	Tuesday, September 6 <sup>th</sup> - depart 2 pm	Dean
Liberal	Wednesday, September 7 <sup>th</sup> - 1 pm	Dean?
Salina	Monday, September 12 <sup>th</sup> - 3 pm	Honors faculty?
Hutchinson	Tuesday, September 13 <sup>th</sup> - 4pm	Recruitment Coordinator
Kansas City	Monday, September 19 <sup>th</sup> - 1 pm (overnight)	Dean and faculty?
JCCC advisor luncheon	Tuesday, September 20 <sup>th</sup>	Dean?
Topeka	Tuesday, September 20 <sup>th</sup>	not available
Oklahoma City	Monday, September 26 <sup>th</sup> - 1 pm	Recruitment Coordinator
Tulsa	Tuesday, September 27 <sup>th</sup> - 2 pm	Recruitment Coordinator

## **Appendix B—Honors Curricula and Requirements**

### **Section 1—Admission, Continued Eligibility, and Honors Distinction Graduation Requirements**

#### **1-1. Admission Requirements**

To apply to the Honors College, students submit the [online application form](#).

##### **1-1-1. Entering Freshmen by ACT Score or High School Grade Point Average, and Essay**

For students entering WSU with fewer than 24 college credit hours: a minimum high school GPA of 3.700, or a composite ACT score of 27 (SAT 1220)\* or better.

\* The WSU Office of Admissions converts SAT (Critical Reading and Math only) to ACT scores.

##### **1-1-2. Transfer and Continuing Students**

For students entering WSU with 24 or more hours of college credit: a minimum college GPA of 3.500.

##### **1-1-3. Entering by Petition**

Students who do not meet the ordinary admission requirements may petition the Honors College Dean for special admission.

##### **1-1-4. Admission to the Honors Science Learning Community**

The Honors Science Learning Community is a rigorous, intensive science/math curriculum and is open to students who meet any ONE of the following four criteria: High school GPA of 4.0, a composite ACT score of 32, SAT 1420, or top 5% of graduating high school class.

#### **1-2. Eligibility for Continued Enrollment in the Honors College**

##### **1-2-1. Normal Progress**

Students should take at least 3 credit hours in Honors Seminars (HNRS-prefix) or departmental honors (H following the course number) each year in order to graduate within four years with an Honors notation on the transcript. Students should take at least 6 credit hours in H courses or HNRS seminars each year in order to graduate within four years with the University Honors Minor or the Honors Baccalaureate diploma. Note that many of the requirements of the general education program can be fulfilled by taking H and HNRS courses.

##### **1-2-2. Active Honors Student Status**

Any student who maintains normal progress as defined by Section 3-2-1 of the College Bylaws or who completes the graduation requirements for any of the Honors College curricula shall be considered an “active” Honors student; shall remain eligible to receive an Honors College scholarship; shall be eligible to receive priority enrollment and other benefits of college memberships; and shall be eligible to serve as an Undergraduate Fellow and/or on the Honors Councils and any subcommittees.

##### **1-2-3. Probation and Dismissal**

Students whose overall WSU GPA drops below 3.250 or who do not take any honors courses for a period of one year, will be placed on probation and will be required to meet with the dean. At the end of either the fall or spring semester immediately following the semester in which the student is put on probation (whichever comes first), the case will be reviewed by the dean who will decide to either return the student to good standing or dismiss the student from the college. Students may also be dismissed from the honors college at the discretion of the dean for violations of principles of academic integrity or other behavioral offences. Students who are on probation are not eligible to receive an Honors College scholarship and are not eligible to serve as Undergraduate Fellows, on Honors Councils or subcommittees. Students may appeal dismissals from Honors to the Honors Appeals Committee.

#### **1-3. Honors Distinctions—Graduation Requirements**

### **1-3-1. Emory Lindquist Honors Scholars Program (Transcript Entry: 12 credits)**

The Emory Lindquist Honors Scholars Program is designed particularly for first-year students but is open to qualified continuing and transfer students. The Emory Lindquist Honors Scholars curriculum leads students to explore intersections among academic disciplines and professions and to participate in academic research and creative activity in their first or second year at WSU.

To receive the transcript designation “Emory Lindquist Honors Scholar,” a student must maintain a cumulative GPA of 3.25 and complete 12 Honors credits comprised of:

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

A student who wishes to take an Honors General Education Issues & Perspectives course or upper-division honors course to fulfill the Honors General Education Introductory Seminar requirement may petition the Honors College Dean for special permission.

*Honors Science Learning Community* students must maintain a cumulative GPA of 3.25 and complete 12 Honors credits including:

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

Honors Science Scholars are encouraged to take Honors Calculus II, *or* III and Honors sections of science courses during the first year at WSU. A student who wishes to take an Honors General Education Issues & Perspectives course or upper-division honors course to fulfill the Honors General Education Introductory Seminar requirement may petition the Honors College Dean for special permission.

Students who transfer to WSU having completed all or part of an honors program at a community college should speak to the director of honors about having those credits counted toward the Emory Lindquist Honors Scholars Program.

### **1-3-2. Interdisciplinary Honors Tracks (Transcript Entry: 12 credits)**

To receive an Honors interdisciplinary track transcript designation, a student must maintain an overall GPA of 3.25 and complete 12 credit hours in one of several interdisciplinary tracks. Interdisciplinary track topics include Creativity, Law, Leadership, and Sustainability. Each 12-credit track consists of a core course and electives as well as a service activity, internship, exchange/study abroad, or research/creative project.

Students may choose from among several Honors Interdisciplinary Tracks. The common requirements for an Honors Track are:

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

knowledge and skills learned in the track to real-world problems and work environments. These activities include internships, international travel, and community service.

**1-3-2a. Leadership Track Requirements (12 credit hours)**

- **Core Course:** HNRS 351 Survey of Leadership (3)
- **Electives:** Choose 6 credit hours from the following courses: ENGR 501H The Engineer as Leader (3); POLS 315H The Presidency (3); MGMT 462H Leading and Motivating (3); either HMCD 308H Leadership in Self and Society (3) or HNRS 152F Leadership Challenge or PSY 413H Leadership in Self and Society (3)
- **Experience-Based Learning:** HNRS 398 Honors Travel Seminar (3) or HNRS 481 Honors Internship or Co-operative Education (3); or HNRS 481N Honors Internship: Center for Community Support and Research Team Internship (3)

**1-3-2b. Law and Public Policy Track Requirements (12 credit hours)**

- **Core Course:** HNRS 352 Survey of Law and Public Policy (3)
- **Directed Electives:** Select one course from each section below; however, no more than one course can be taken from the same academic department. If a course on this list is not offered during an academic year, the student may request a substitute course from the same academic department, by petitioning Honors for an exception.

<i>I. Theory Electives</i>	<i>II. Applied Electives</i>
HIST 517 Constitutional History of the U.S. to 1865	BLAW 431 Legal Environment of Business
HIST 518 Constitutional History of the U.S. after 1865	CJ 315 Criminal Law
HIST 599W Law in American Society	CJ 320 Criminal Procedure
HIST 599AA Law and Modern American Civil Rights	POLS 356 Civil Liberties
PHIL 311H Philosophy of Law	POLS 357 Supreme Court
PHIL 313 Political Philosophy	SCWK 300 Policy I: Understanding Social Welfare

- **Experience-Based Learning:** HNRS 398 Honors Travel Seminar (3) or HNRS 481 Honors Cooperative Education (3) or HNRS 481N Honors Internship: Center for Community Support and Research (3)

**1-3-3. University Honors Minor (Transcript Entry and Diploma Designation: 24 credits)**

To receive a University Honors Minor and the diploma designation “University Honors,” a student must maintain a cumulative GPA of 3.25 and complete 24 Honors credits comprised of:

- 12- credit Emory Lindquist Honors Scholar Program  
AND
- 12-credit Honors Interdisciplinary Track.

Students who complete the requirements for a University Honors Minor receive an Emory Lindquist Honors Scholar transcript designation, an Honors interdisciplinary track transcript designation, and the diploma designation “University Honors.” Up to 3 Honors credits counted toward the student’s major may be counted toward the University Honors Minor.

A student may petition for an exception to the University Honors Minor curriculum. To request an exception, the student must meet with an Honors College Advisor or Honors College Dean to create an independent interdisciplinary plan of

study. Each student's plan of study form must be signed by the Honors College Dean and will be submitted to the student's college advisor as well as to degree evaluation.

### **1-3-4. Honors Baccalaureate Degree (63 credits)**

The Honors Baccalaureate (H.B.) degree is conferred by the Honors College. The degree is designed for students with diverse interests in academic areas across campus. It can prepare students for careers such as university teaching, medicine, law, or management. A student who wishes to receive the H.B. degree will work closely with an Honors College Advisor or Dean to select two or three academic disciplines from at least two of the six other colleges on campus. The Honors College Advisor will coordinate with faculty and advisors from the colleges and major departments to select a program of study that will provide the student with a rigorous academic experience. To receive the Honors Baccalaureate, students must:

- Complete at least 18 credits hours in each of two departmental majors/disciplines from at least two colleges (for a total of at least 36 credits)

OR

- Complete at least 12 credits hours in each of three departmental majors/disciplines from at least two colleges (for a total of at least 36 credits)

AND

- Complete the following additional 27 Honors credits:
  - *Emory Lindquist Honors Scholar program (12 credits).*
  - *Honors Interdisciplinary Track (12 credits):* The student must complete the requirements for one of the Interdisciplinary Honors Tracks.
  - *Honors Thesis (HNRS 410 Independent Study, 3 credits):* The student will work with a faculty mentor who will supervise a capstone thesis project during the student's last semester.

*Electives:* To fulfill the 120 credit hours required for an undergraduate degree at WSU, the H.B. student will complete elective courses selected with the help of the Honors College Advisor or Dean.

### **1-3-5. Grade Point Average**

To graduate with an Honors College designation on the transcript or diploma, a student must maintain an overall cumulative GPA of 3.250.

## **Section 2—Honors Living-Learning Community**

### **2-1. Description of the Honors Living-Learning Community.**

The Honors Living-Learning Community is designed to promote close interactions among honors students and to create an environment that maximizes learning, social development and personal growth.

### **2-2. Eligibility for the Honors Living-Learning Community**

Entering freshmen who have been admitted to the Honors College may apply to live on the honors floor in Shocker Hall.

### **2-3. Requirements for the Honors Living-Learning Community**

Students who live on the honors living-learning floor:

- take 3 credit hours each year from a prescribed list of honors courses, and are recommended to take HNRS 101 in their first semester;
- participate in the social, cultural, academic and service programs offered;
- abide by the rules set by housing and residence life;
- abide by the contract created each year by the living-learning community students.

### Section 3—Honors Courses.

In honors courses, students work closely with faculty and other students. Classes are small (normally capped at 15), many are interdisciplinary in their topics, and all emphasize the development of knowledge as well as skills in writing, speaking, library or laboratory research methods. Many courses develop skills in teamwork and leadership. The majority of HNRS and H courses satisfy the requirements of the WSU general education program. Students are encouraged to take courses that will challenge them academically and personally.

Students can earn Honors credits for a range of courses and experiences: *Honors seminars (HNRS-prefix courses)*: Discussion-based seminars that fulfill Tier 2 and Tier 3 general education requirements are offered every semester and are open only to Honors College students. These courses carry the “HNRS” prefix. *Departmental honors courses*: Many departments offer honors sections of traditional courses, as well as innovative courses designed specifically for Honors College and departmental honors students. These courses are marked with an “H” after the course number. *Honors Research and Creative Activity Seminar (HNRS 485)*: The Honors Research and Creative Activity Seminar presents methods of inquiry and research concepts from several academic disciplines and provides students with opportunities to participate directly in research projects. Emory Lindquist Honors Scholars and Honors Science Scholars are required to take this seminar during their first year in the Honors College at Wichita State. *Experience-Based Learning*: Honors students are encouraged to engage in experience-based learning including the following Honors courses: HNRS 310 Honors Tutorial: special topics or service-learning experience; HNRS 398 Travel Seminar; HNRS 410 Independent Study; HNRS 481 Cooperative Education; HNRS 481N Cooperative Education: Internship

#### 3-2. Honors Option Contracts.

A student may petition to receive Honors credit for any course taught by a fulltime faculty member by submitting an Honors Option contract. Each Honors Option contract must be approved by the instructor and the Honors College Dean or Honors College Advisor. A student may take only one Honors Option each academic year.

An Honors Option requires a student to design meaningful work to supplement regular course material. (Examples include, but are not limited to, more in-depth research and writing assignments, presenting additional material to the class, and service projects with written reflection.) Students are required to:

- Meet with the instructor before the end of the third week of classes to design a special assessment or project;
- Fill out and turn in the Honors Option contract to the Honors College Dean by the end of the third week of classes;
- Schedule at least two additional meetings with the instructor, with at least one meeting before midterm;
- Complete all requirements for the Honors Option ideally two weeks before the final day of class.

When a student has completed the Honors Option contract requirements, the instructor notifies the Honors College Dean who then asks the Registrar to update the student’s transcript to show that the student earned Honors credit for the course. There is no penalty if the student does not complete the additional work.

### Section 4—Departmental Honors Requirements

Some departments and colleges at WSU offer students the opportunity to receive departmental/college honors through their major. Departmental/college honors tracks are currently offered in the following: Aerospace Engineering, Communication, Communication Sciences and Disorders, Modern and Classical Languages and Literatures, Mathematics, and Political Science. To enroll as a candidate for departmental/college honors, a student must have junior standing and a cumulative grade point average of 3.25 (higher if department requirements so specify).

Departmental/college honors tracks consist of at least 12 hours of upper-division coursework, including a senior thesis, senior project, senior recital, or equivalent capstone experience. Each department or college will specify requirements for satisfactory completion of the honors track, but a minimum grade point average of 3.500 for work in the honors track is required. Students who complete all requirements for departmental/college honors receive a diploma designation. Up to 3 Honors credits counted toward the student’s major may be counted toward the University Honors Minor. Current information about departmental/college honors requirements is available in the Undergraduate Catalog.

## Appendix C—Academic Honesty Policy

University policy establishes that students who compromise classroom academic integrity/honesty are subject to disciplinary action on the part of the University. Violations of classroom standards include:

- Cheating in any form, whether in formal examinations or elsewhere.
- Plagiarism, using the work of others as one's own without assigning proper credit to the source.
- Misrepresentation of any work done in the classroom or in preparation for class.
- Falsification, forgery, or alteration of any documents pertaining to academic records.
- Disruptive behavior in a course of study or abusiveness toward faculty or fellow students.

(WSU Policy and Procedure Manual, Section 8.05/Student Code of Conduct/Student Conduct Regulations/Academic Dishonesty)

When academic dishonesty is suspected, an instructor will typically use the following procedures:

- a) Instructor should bring the situation to the attention of the student, informing him/her of the instructor's concern and setting up a formal meeting to discuss the issue with the student as soon as possible. The purpose of that meeting is for the instructor to present to the student the evidence of the dishonesty, afford the student the opportunity to respond to the evidence presented, and inform the student of any intended course consequences.
- b) If, following the meeting, the instructor no longer suspects academic dishonesty or determines that none occurred, no further action is necessary.
- c) If, following the meeting, it appears academic dishonesty may exist, the instructor teaching an “H” department honors course should inform the academic department chair of both the action and consequence, and refer the student to any appeals process outlined in the department or academic college bylaws; the instructor teaching an “HNRS” Honors College course should inform the Honors Dean in a written signed report of both the action and consequence, and refer the student to the appeals process outlined in the Honors College bylaws section 11 (available on the college website).
- d) For an “H” department honors course, the department chair will decide if any further consequences are necessary and send the signed report to his/her academic college’s Dean’s office, while also sending a copy to both instructor and student as well. A copy of the notice should also be placed in the student’s academic file kept in each respective department.

Students accused of abridging a standard of academic honesty may utilize established academic appeal procedures. (See the WSU Policy and Procedure Manual, Section 2.17 / Student Academic Honesty.)

University Policy establishes that the Dean shall share her/his decision with the Vice President for Campus Life and University Relations, the Provost and Vice President for Academic Affairs and Research, the Dean of the student's School or College (if different) and the faculty member. (2.17 / Student Academic Honesty)

The Student Government Association Student Advocate is available to assist students who feel they have been graded unfairly or have been unfairly accused of cheating, plagiarism or other academic misconduct.



## Appendix D—Student Survey Information

### 1. National Survey of Student Engagement AY2015

*Data provided by Tiffany Franks, WSU Office of Planning and Analysis*

#### NSSE AY2015 First-Year Honors Students Engagement Indicators\*: Academic Challenge; Learning With Peers; Experiences With Faculty; Campus Environment

\*note: mean score range is 0-60; 0=never, 60=very often

##### Academic Challenge

Indicator	Mean
Higher-Order Learning	31.73
Reflective & Integrative Learning	32.17
Learning Strategies	37.27
Quantitative Reasoning	21.19

##### Learning With Peers

Indicator	Mean
Collaborative Learning	29.29
Discussions with Diverse Others	43.64

##### Experiences With Faculty

Indicator	Mean
Student-Faculty Interaction	15.74
Effective Teaching Practices	35.86

##### Campus Environment

Indicator	Mean
Quality of Interactions	36.69
Supportive Environment	35.83

High Impact Practices (HIPs) Summary	Count	Percent	Mean HIPs Completed
Number Participated	11	36.7%	1.18

HIP Learning Community	Count	Percent
Total	22	100.0%
Have not decided	4	18.2%
Do not plan to do	10	45.5%
Plan to do	2	9.1%
Done or in progress	6	27.3%

HIP Service-Learning	Count	Percent
Total	22	100.0%
None	16	72.7%
Some	5	22.7%
Most	1	4.5%
All	0	0.0%

HIP Research with a Faculty Member	Count	Percent
Total	22	100.0%
Have not decided	9	40.9%
Do not plan to do	6	27.3%
Plan to do	6	27.3%
Done or in progress	1	4.5%

### NSSE AY2015 First-Year Honors Students Demographic Data:

Major_Code	Major_Code_Desc	Headcount
Total		30
A10U	LAS-Uncollected	1
A13E	CHEM ACS Biochemistry	1
A13M	Chemistry Pre-Medicine	1
A23A	Psychology	2
A26R	Modern and Classical Languages	1
A34A	Intl Studies - Area Studies	1
A39E	Pre-Forensic Science	1
B12D	Finance	1
B12K	International Business	1
D10U	Undecided-Education	1
D13M	Exercise Science	1
D21A	Elementary Education	2
E10P	Undecided Engineering	3
E11B	Aerospace Engineering	1
E12B	Electrical Engineering	1
E14C	Mechanical Engineering	2
E18A	Bioengineering	3
E31A	Computer Science BS	1
H10C	Pre-Commun Sci and Disorders	1
H10N	Pre-Nursing	3
H10P	Pre-Physician Assistant	1

Sex	Headcount	Percent
Total	30	100.0%
Male	9	30.0%
Female	21	70.0%

Enroll_Status	Headcount	Percent
Total	30	100.0%
Full-Time	30	100.0%
Part-Time	0	0.0%

Race_Ethnicity	Headcount	Percent
Total	30	100.0%
White Non-Hispanic	27	90.0%
Black Non-Hispanic	2	6.7%
Hispanic	1	3.3%

Live_on_Campus	Headcount	Percent
Total	30	100.0%
Yes	20	66.7%
No	10	33.3%

### NSSE AY 2015 Honors Seniors Engagement Indicators\*:

#### Academic Challenge; Learning With Peers; Experiences With Faculty; Campus Environment\*

\*note: mean score range is 0-60; 0=never, 60=very often

#### Academic Challenge

Indicator	Mean
Higher-Order Learning	41.43
Reflective & Integrative Learning	39.9
Learning Strategies	34.29
Quantitative Reasoning	38.57

## Learning With Peers

Indicator	Mean
Collaborative Learning	36.79
Discussions with Diverse Others	46.07

## Experiences With Faculty

Indicator	Mean
Student-Faculty Interaction	32.5
Effective Teaching Practices	41.71

## Campus Environment

Indicator	Mean
Quality of Interactions	46.77
Supportive Environment	36.96

High Impact Practices (HIPs) Summary	Count	Percent	Mean HIPs Completed
Number Participated	13	92.9%	3.15

HIP Learning Community	Count	Percent
Total	14	100.0%
Have not decided	0	0.0%
Do not plan to do	11	78.6%
Plan to do	1	7.1%
Done or in progress	2	14.3%

HIP Service-Learning	Count	Percent
Total	14	100.0%
None	4	28.6%
Some	10	71.4%
Most	0	0.0%
All	0	0.0%

HIP Research with a Faculty Member	Count	Percent
Total	13	100.0%
Have not decided	0	0.0%
Do not plan to do	4	30.8%
Plan to do	0	0.0%
Done or in progress	9	69.2%

HIP Internship or Field Experience	Count	Percent	11A
Total	14	100.0%	
Have not decided	1	7.1%	
Do not plan to do	0	0.0%	
Plan to do	2	14.3%	
Done or in progress	11	78.6%	

HIP Study Abroad	Count	Percent	11D
Total	14	100.0%	
Have not decided	0	0.0%	
Do not plan to do	11	78.6%	
Plan to do	1	7.1%	
Done or in progress	2	14.3%	

HIP Culminating Senior Experience	Count	Percent	11F
Total	14	100.0%	
Have not decided	1	7.1%	
Do not plan to do	3	21.4%	
Plan to do	5	35.7%	
Done or in progress	5	35.7%	

### NSSE AY 2015 Senior Honors Students Demographic Data:

Major_Code	Major_Code_Desc	Headcount
Total		14
A10C	Economics	1
A10V	Chemistry-Business	1
A12A	Biological Sciences BS	1
A23A	Psychology	2
B12G	Marketing	1
B15A	Management Information Systems	1
D13M	Exercise Science	1
D22M	Mathematics 6-12	1
E11B	Aerospace Engineering	2
E14C	Mechanical Engineering	1
E19A	Engineering Technology	1
H11A	Nursing	1

Sex	Headcount	Percent
Total	14	100.0%
Male	3	21.4%
Female	11	78.6%

Enroll_Status	Headcount	Percent
Total	14	100.0%
Full-Time	14	100.0%
Part-Time	0	0.0%

Race_Ethnicity	Headcount	Percent
Total	14	100.0%
White Non-Hispanic	13	92.9%
Hispanic	1	7.1%

Live_on_Campus	Headcount	Percent
Total	14	100.0%
Yes	3	21.4%
No	11	78.6%

## 2. Exit Survey Administered to 2015 Honors Graduates

*Report prepared by Stephanie Rogers*

n = 4 student responders

**Summary of Strengths (Likert scale):** Honors College courses helped students

- Develop confidence in their ability to understand and discuss complex ideas and texts
- Use library research tools
- Make connections between disciplines
- Apply knowledge and skills in meaningful ways for their personal and professional success in college

**Summary of Areas to Improve (Likert scale):** Students rated these characteristics of the Honors College low:

- Helping students engage in research design
- Develop confidence in ability to work effectively in groups of diverse people
- Feel part of a community of scholars in the programming.

**Benefits of Honors (open-ended question):**

- Class sizes

- Close connections to the professors
- Classes with interesting topics
- Living Learning Community
- Free printing.

**Least Beneficial of Honors (open-ended question):**

- Balancing Honors requirements with Engineering requirements
- Confusion over the change from the program to the College.

**Raw Data**

1. 25% = members of the Honors Living Learning Community.
2. 50% = continuing in post-graduate education
3. 50% = entering the workforce
4. 25% = met with advisor at least once per semester.
5. 75% = met with advisor at least once per year.
6. 100% Agreed or Strongly Agreed that Honors courses helped them develop confidence in ability to understand and discuss complex ideas.
7. 100% Agreed that Honors courses helped them develop confidence in ability to understand and discuss complex texts.
8. 75% Agreed or Strongly Agreed that Honors courses helped them develop confidence in ability to use library research tools.
9. 50% Agreed that Honors courses helped them develop confidence in ability to engage in research design.
10. 50% Agreed that Honors events and programming helped them develop confidence in ability to work effectively in groups of diverse people.
11. 100% Agreed or Strongly Agreed that Honors courses helped them make connections between disciplines.
12. 25% Agreed that Honors courses, events, and programming made them feel part of a community of scholars.
13. 100% Agreed or Strongly Agreed that Honors courses helped them apply new knowledge and skills in meaningful ways that helped them succeed in professional and personal life in college.
14. Beneficial of Honors participation –
  - a. Honors courses pushed me to become a better student and public speaker.
  - b. Smaller classes and closer connections to some of the best professors
  - c. I liked the Honors courses that I took. They were among some of the most interesting courses that I've taken that weren't related to my major. Once the Honors College was established in Shocker Hall, I started to feel like a part of something. Living in the Honors Living Community in Fairmount was also very fun
15. Least beneficial
  - a. At times it felt like I needed to go out of my way to take extra courses to fulfill requirements. It is tough to balance engineering courses with those requirements, especially when so few honors courses are relevant. (At least in terms of credits.)
  - b. Over the past five years a lot has changed, these changes were the most difficult part of completing the program.
16. Misc.
  - a. The time between spring 2011 and fall 2014 was rough regarding all of the changes going on throughout the Honors program. Other than that, I did enjoy being a part of the program. The designated Honors courses were insightful and fun. The free printing was a lifesaver. The people I met were fantastic. I'm glad the program is where it's at now and it is bound to keep growing and growing. I find that very exciting!

### 3. Cooperative Education Program Data Academic Year 2015 – 2016

*Prepared by the Career Development Center*

*July 19, 2016*

#### **Purpose**

The purpose of collecting evaluation data is to measure student’s work performance based on student self-evaluation and employer evaluation. Data collected by the Career Development Center serves as a valuable component of ongoing Honors College program review.

#### **Method**

Administration of the assessment during 2015-2016 involved the use of one evaluation tool for employers and one evaluation tool for students.

**Employer Evaluation of Student:** Supervisors complete an evaluation of their student near the end of each semester. A part of this evaluation measures employer’s perceptions of student exposure to internal skills, communication skills, work culture, organization/planning, technology and evaluation of work habits.

**Student Self Evaluation:** As a part of the evaluation, students measure the frequency that they have been exposed to and / or asked to engage in activities related to the 11 outcomes.

During the academic year, supervisors completed 4 Employer Evaluations, and students completed 5 Student Evaluations.

#### Cooperative Education Employer Evaluations of Honors College Student Performance AY 2015-2016

Average based on a scale of: 5 = Excellent, 4= Good, 3 = Satisfactory, 2= Needs Improvement, 1= Unsatisfactory

Employer Evaluation	Fall N=2	Spring N=2	All N=4
<b>Internal Skills</b>			
Work with others	5.0	5.0	5.0
Understand the goals	4.5	5.0	4.8
Flexibility/Adaptability	4.5	5.0	4.8
Function well on team	4.5	4.5	4.5
Customer service attitude	4.5	5.0	4.8
<b>Communication Skills</b>			
Speak with clarity/confidence	4.0	5.0	4.5
Write clearly/concisely	4.5	5.0	4.8
Effective presentation	4.5	4.5	4.5
Listening skills	4.5	5.0	4.8
Appropriate questions	5.0	4.5	4.8
Communicates new ideas	4.5	4.5	4.5
<b>Work Culture</b>			
Work with the culture of the group	5.0	4.5	4.8
Respects diversity	4.5	5.0	4.8
Political/social implications	4.5	4.5	4.5
<b>Organization/planning</b>			
Manage projects	4.0	4.5	5.3
Set goals	4.5	4.5	4.5
Prioritize work	4.5	4.5	4.5
Manage several tasks	4.5	4.5	4.5
Meet deadlines	4.0	4.5	4.3
Learn new material	5.0	4.0	4.5
<b>Technology</b>			
Use technology	4.5	4.5	4.5
Understands the technology	4.5	4.5	4.5
<b>Evaluation of work habits</b>			

Professional attitude towards work	5.0	4.5	4.8
Quality work	5.0	4.5	4.8
Complete expected work	4.5	4.5	4.5
Arrives on time	4.5	4.0	4.3
Dependability	4.5	3.5	4.0
Well-groomed appearance	4.5	5.0	4.8
Appropriate dress	4.5	5.0	4.8
Enthusiasm	5.0	4.5	4.8

### Honors College Student Cooperative Education Evaluation Results AY 2015-2016

#### Questions 4-12

Average based on a scale of: 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree

Student Survey Question	Fall N=(2)	Spring N=(3)	Academic Year N=(5)
Supervisor at work was helpful	4.0	4.0	4.00
Gained practical field knowledge	4.0	3.3	3.60
Developed Written Communication	3.0	3.3	3.20
Developed oral communication	4.0	4.0	4.00
Acquired new knowledge from job responsibilities	4.0	4.0	4.00
Professional Growth	4.0	4.0	4.00
Work tasks were creatively challenging	4.0	3.3	3.60
Developed problem solving skills	4.0	3.7	3.80
Confidence in finding a job after graduation	4.0	3.3	3.60

Student Survey Question	Fall N=(2)	Spring N=(3)	Academic Year N=(5)
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#### Question 15: My work assignment on this job...

3= Exceeded my expectations, 2= Met my expectations, 1= Fell below my expectations

MEAN	3.0	3.0	3.0
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#### Question 16: As a place to work, my evaluation of my employer is..

4= Very Good, 3= Good, 2= Poor. 1= Very Poor

MEAN	4.0	4.0	4.0
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#### Question 17: Would you recommend the cooperative Education Program to other students in your field?

1=yes, 2=no

MEAN	100%	100%	100%
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#### Question 18: College Year Classification

Freshman	0%	0%	0%
Sophomore	0%	33%	20%
Junior	50%	66%	60%
Senior	50%	0%	20%
Graduate	0%	0%	0%

*Thank you for your interest in Honors. Please keep in touch.*

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