



UNIT/PROGRAM NAME: The Honors College
OFFICE OF PRIMARY RESPONSIBILITY: Academic Affairs
ASSESSMENT COORDINATOR: Lillian Craton
SUBMISSION DATE OF THE REPORT: Monday, October 01, 2018

ACADEMIC YEAR 2017-2018

INSTRUCTIONS:

To comply with institutional effectiveness expectations, units/programs MUST:

- identify expected outcomes,
- assesses the extent to which it achieves these outcomes, and
- provide evidence of improvement based on analysis of the results

Guidance for preparing Unit Goals and Indicators of Success Reports:

- These reports should demonstrate on-going planning and assessment in each area. The results assist in decision making about curricular and programmatic revisions.
- Describe your Unit/Program Goal. Think about adding new goals or modifying previously reported ones.
- Choose a “Pillar for Success” from Lander’s Strategic Plan that your goal best aligns with.
- Timeframe: Each report should use data from the past year. For the Fall 2018 report you should use data from the Academic Year 2017-2018 or Calendar Year 2017. Historical data should be referenced in the Review and Summary of Expected Outcomes section if applicable.
- Use multiple assessments (Indicators of Success) for each Unit Goal if possible. *If this is a new goal, you may not have collected data yet. This is acceptable and should be indicated.
- Assessment Instruments: Develop and/or use methods and instruments that are uniquely suited to the Indicators of Success.
- Review and Summary of Expected Outcomes:
 - If you are using a goal that you have submitted in the past, please provide a narrative that includes an analysis of historical data and current data. It should include evidence of improvement or clarification of why improvement has not been accomplished. It should include a summary of what steps can be taken to accomplish the goal and what resources are needed to meet the goal or sustain the results.
 - If you are using a new goal and you have collected data, please provide a narrative that includes an analysis of your data and a plan for improvement. This plan should include a summary of what steps can be taken to accomplish the goal and what resources are needed to meet the goal or sustain the results. *If you are using a new goal and have not yet collected data, please provide a summary of why the goal has been added, how meeting this goal would improve your program/unit, and any expectations that you have for it.

TABLE OF CONTENTS AND SUMMARY

(Edit document below this Table of Contents and then press Ctrl+8 to update the Table of Contents.)

1. UNIT/PROGRAM GOAL 1: To attract and retain well-qualified students to Lander University.....	8
1.1. STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: 2. Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students.....	8
1.2. TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: Academic year 2017-18.....	8
1.3. INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES.....	8
1.4. AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: 2.8	9
1.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:	9
1.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 8/15/2018.....	9
1.6.1.1. ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1: n/a	10
1.6.1.2. EXPLANATION OF HOW RESOURCES WILL BE USED: n/a.....	10
1.6.2.1. ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2: To support our larger cohort size, we will incur approx. \$33,000 in 2018-19 in program cost for new students, plus up to an additional \$8,000 in program costs in 2019-20, 2020-21, and 2021-22.	10
1.6.2.2. EXPLANATION OF HOW RESOURCES WILL BE USED: For each additional new member we enroll, we take on a first-year cost of about \$800 per student for a first-year overnight fieldtrip and additional programming costs. If those students are retained, they would add additional expenses on average of \$200 per year in each of their remaining years.	10
1.6.3.1. ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3: n/a.....	11
1.6.3.2. EXPLANATION OF HOW RESOURCES WILL BE USED: n/a.....	11
1.6.4.1. ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4: n/a.....	11
1.6.4.2. EXPLANATION OF HOW RESOURCES WILL BE USED: n/a.....	11
1.6.5.1. ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5: n/a.....	11
1.6.5.2. EXPLANATION OF HOW RESOURCES WILL BE USED: n/a.....	11
1.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:	11

1.8.	CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: Further growth of the Honors College will depend on budget limitations, so we seek additional growth only when it is fiscally sustainable. We increased outreach to qualified students with an email campaign in fall 2017, and the result was the largest application pool in the program’s history. We currently intend to set each incoming cohort at 80 for the next few years, as those numbers seem sustainable based on the most recent results. To impact Outcome 3 and make Honors a greater draw, we have made changes to respond quickly to applicants and keep them excited about Honors. For instance, we added two additional rounds of admission in 2016-17 and an extra suitemate-matching process for Honors housing in 2017-18. This year, we will be adding additional points of communication (holiday greetings in December, housing email update in February, housing mailer in April) between the receipt of application and enrollment. We will also be integrating information from the Admissions database to streamline the process for students submitting test scores and high school transcripts to the Honors College. To retain and engage our population of continuing Honors College students, we have increased the number of social and service opportunities dramatically from 2016-2018, in part by establishing student-run Social Committee and Service Committee to coordinate events. In response to the success of these committees, we expanded and intertwined their responsibilities under the new Honors College Leadership Council committee structure to create more opportunities for leadership and involvement.	12
2.	UNIT/PROGRAM GOAL 2: To promote academic success and academic enrichment on Lander’s campus.....	13
2.1.	STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: 3. Robust Student Experience.....	13
2.2.	TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: Academic Year 2017-18.....	13
2.3.	INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES	13
2.4.	AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: 2.25.....	14
2.5.	ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:	14
2.6.	REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 8/15/2018.....	15
2.6.1.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1: n/a	15
2.6.1.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: n/a.....	15
2.6.2.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2: n/a.....	15
2.6.2.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: n/a.....	15
2.6.3.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3: Flexibility within faculty workloads to teach honors course	16
2.6.3.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: To diversity honors course offerings to appeal to a larger number of students.....	16
2.6.4.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4: n/a.....	16
2.6.4.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: n/a.....	16

2.6.5.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5: Click here to enter dollar amount/other resources required.....	16
2.6.5.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: Click here to enter explanation of how the resources will be used to achieve or sustain results.....	16
2.7.	SUMMARY COMMENTS FOR OUTCOMES 1-5:	16
2.8.	CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: Though it is difficult to capture in the data, we observe that many students whose GPAs are below the Outcome 1 threshold tend to be only slightly below (15 students fell between the 3.25 GPA level to be on-track to receive the Honors Medal and the 3.5 GPA level for Latin honors): these students are not of deep concern. However, many of the students whose GPAs fell below 3.25 threshold also showed signs of anxiety, depression, or social isolation during the academic year. Over the last two years, we have increased the amount of programming, outreach, and even coursework that explores mental health and stress management. Steps have included reflection assignments self-assessing mental wellbeing in HONS courses, embedding Wellness Center staff in HONS courses, and stress-management workshops. We have also implemented a mid-year GPA check so that struggling students are identified and contacted earlier. Though the Student Academic Symposium can, should, and will serve a larger portion of the overall university population as indicated in Outcome 2, our recent changes have focused on increasing the quality of experience for student presenters. This included a condensed timeline to increase the sense of the Symposium as an actual event, as well as a large interdisciplinary poster session to encourage cross-departmental engagement. We anticipate that these changes will lead to greater enthusiasm for the Symposium in coming years. In order to make progress on Outcome 3, we have actively recruited faculty from professional and science programs to offer HONS courses as requested by students in the Student Satisfaction Survey. However, our progress in this area is limited by staffing levels within many departments and colleges: Lander does not currently have the faculty workload flexibility to permit a diverse range of course offerings. We hope that hiring and the transition to a more flexible general education model will alleviate this challenge in future years.	17
3.	UNIT/PROGRAM GOAL 3: To promote student engagement with academic/professional enrichment beyond Lander’s campus through experiential learning	18
3.1.	STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: 3. Robust Student Experience.....	18
3.2.	TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: Academic Year 2017-18.....	18
3.3.	INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES	18
3.4.	AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: 2.33	19
3.5.	ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:	19
3.6.	REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 8/15/2018.....	20
3.6.1.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1: As more students study abroad, additional scholarship support for the Global Scholars Program will be required. The program is currently allotted \$20,000 annually to support study abroad travel... ..	20
3.6.1.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: The Global Scholars Program supports study abroad travel through small scholarships to students during their semester abroad.	20

3.6.2.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2: Travel funding for student conferences.	21
3.6.2.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: As we increase our completion rate, the Honors College will need to fund additional student travel to conferences as part of its capstone program.	21
3.6.3.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3: n/a.....	21
3.6.3.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: n/a.....	21
3.6.4.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4: Click here to enter dollar amount/other resources required.....	21
3.6.4.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: Click here to enter explanation of how the resources will be used to achieve or sustain results.....	22
3.6.5.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5: Click here to enter dollar amount/other resources required.....	22
3.6.5.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: Click here to enter explanation of how the resources will be used to achieve or sustain results.....	22
3.7.	SUMMARY COMMENTS FOR OUTCOMES 1-5:	22
3.8.	CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: Because we have only had two full cohorts graduate, our initial focus in improving student progress through experiential learning requirements has focused on clarifying expectations and improving communication with students. In 2016 we simplified the Global Scholars application and integrated it into the Break Away proposal process, and established firm deadlines for both to help students stay on track. As we guided a new cohort through this process in 2017-18, we saw an increase in students seeking to plan their experiential challenges early in their time at Lander; this seems likely to increase the overall completion rate as they progress through the curriculum. Earlier planning and communication about the capstone requirement has also improved the number of students who present at off-campus events. We believe that we will possibly reach the “met” threshold for Outcome 3 for the first time in 2017-18 with our third graduating cohort.	22
4.	UNIT/PROGRAM GOAL 4: Click here to enter Unit/Program Goal. i.e.: “To demonstrate the ability to...”	23
4.1.	STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: Choose a Pillar.....	23
4.2.	TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: Click here to enter Timeframe (Fall 2017, Academic Year 2017-2018, etc.).....	23
4.3.	INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES	23
4.4.	AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: Click here to add an average score (i.e.: Outcome 1 Score = 3 + Outcome Score 2 = 1 + Outcome 3 Score = 1 + Outcome 4 Score = 2 + Outcome 5 Score = 3. Total of Outcome Scores 1 – 5 = 10 ÷ 5 Total Outcomes = 2.00.).....	24
4.5.	ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:	25
4.6.	REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: Click here to enter a review date.	25

4.6.1.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1: Click here to enter dollar amount/other resources required.....	25
4.6.1.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: Click here to enter explanation of how the resources will be used to achieve or sustain results.....	25
4.6.2.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2: Click here to enter dollar amount/other resources required.....	26
4.6.2.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: Click here to enter explanation of how the resources will be used to achieve or sustain results.....	26
4.6.3.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3: Click here to enter dollar amount/other resources required.....	26
4.6.3.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: Click here to enter explanation of how the resources will be used to achieve or sustain results.....	26
4.6.4.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4: Click here to enter dollar amount/other resources required.....	26
4.6.4.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: Click here to enter explanation of how the resources will be used to achieve or sustain results.....	26
4.6.5.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5: Click here to enter dollar amount/other resources required.....	26
4.6.5.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: Click here to enter explanation of how the resources will be used to achieve or sustain results.....	27
4.7.	SUMMARY COMMENTS FOR OUTCOMES 1-5:	27
4.8.	CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: Click here to list the changes made/proposed to the program as a result of an analysis of the assessment results. Please be concise yet thorough.....	27
5.	UNIT/PROGRAM GOAL 5: Click here to enter Unit/Program Goal. i.e.: “To demonstrate the ability to...”	28
5.1.	STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: Choose a Pillar.....	28
5.2.	TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: Click here to enter Timeframe (Fall 2017, Academic Year 2017-2018, etc.).....	28
5.3.	INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES	28
5.4.	AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: Click here to add an average score (i.e.: Outcome 1 Score = 3 + Outcome Score 2 = 1 + Outcome 3 Score = 1 + Outcome 4 Score = 2 + Outcome 5 Score = 3. Total of Outcome Scores 1 – 5 = 10 ÷ 5 Total Outcomes = 2.00.).....	29
5.5.	ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:	30
5.6.	REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: Click here to enter a review date.	30

5.6.1.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1: Click here to enter dollar amount/other resources required.....	30
5.6.1.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: Click here to enter explanation of how the resources will be used to achieve or sustain results.....	30
5.6.2.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2: Click here to enter dollar amount/other resources required.....	31
5.6.2.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: Click here to enter explanation of how the resources will be used to achieve or sustain results.....	31
5.6.3.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3: Click here to enter dollar amount/other resources required.....	31
5.6.3.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: Click here to enter explanation of how the resources will be used to achieve or sustain results.....	31
5.6.4.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4: Click here to enter dollar amount/other resources required.....	31
5.6.4.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: Click here to enter explanation of how the resources will be used to achieve or sustain results.....	31
5.6.5.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5: Click here to enter dollar amount/other resources required.....	31
5.6.5.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: Click here to enter explanation of how the resources will be used to achieve or sustain results.....	32
5.7.	SUMMARY COMMENTS FOR OUTCOMES 1-5:	32
5.8.	CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: Click here to list the changes made/proposed to the program as a result of an analysis of the assessment results. Please be concise yet thorough.....	32

1. UNIT/PROGRAM GOAL 1: To attract and retain well-qualified students to Lander University.

1.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** 2. Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

1.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Academic year 2017-18

1.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES¹**

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
1.3.1. Number of active Honors College members in 2017-18	121 members	The Honors College will maintain enrollment at least 75% of its maximum capacity (max capacity of 160 for 2017-18: 4 cohorts of 40 each).	The Honors College will maintain enrollment at least 60% of its maximum capacity.	The Honors College will maintain enrollment below 60% of its maximum capacity.	3.00
1.3.2. Number of students in Fall 18 cohort recruited during 17-18 admission cycle who enrolled for Fall 18	82 new members enrolled	The Honors College will attract a qualified cohort of 40 or more students per year (100% of its budgeted capacity).	The Honors College will attract a qualified cohort of 30-39 students per year (75%+ of its budgeted capacity).	The Honors College will attract a qualified cohort below 30 students per year (less than 75% of its budgeted capacity).	3.00
1.3.3. Percentage of Honors College members who indicated that Honors was a “deciding factor” or “supporting factor” in their choice to enroll at Lander University	65%	The Honors College will play a significant role in the college decisions of 75% of its accepted applicants.	The Honors College will play a significant role in the college decisions of 60% of its accepted applicants.	The Honors College will play a significant role in the college decisions of less than 60% of its accepted applicants.	2.00

¹ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

1.3.4. Reported Honors College member satisfaction with Lander University	4.73 on a scale of 1-5	Honors College members will report high satisfaction with their Lander experience (average of 4.5 on a 5.0 Likert scale)	Honors College members will report satisfaction with their Lander experience (4.0 to 4.49)	Honors College members will report less than satisfaction with their Lander experience (below 4.0)	3.00
1.3.5. Reported member satisfaction with the Honors College	4.78 on a scale of 1-5	Honors College members will report high satisfaction with their Honors experience (average of 4.5 on a 5.0 Likert scale)	Honors College members will report satisfaction with their Lander experience (4.0 to 4.49)	Honors College members will report less than satisfaction with their Lander experience (below 4.0)	3.00

1.4. AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: 2.8

1.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success	Assessment Instruments	Frequency of Assessment
1.5.1.	2017-18 official Honors College roster	Annual
1.5.2.	2018-19 official Honors College roster	Annual
1.5.3.	2018 Honors College Member satisfaction survey	Every other year up through 2018, annually hereafter
1.5.4.	2018 Honors College Member satisfaction survey	Every other year up through 2018, annually hereafter
1.5.5.	2018 Honors College Member satisfaction survey	Every other year up through 2018, annually hereafter

1.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 8/15/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

1.6.1. **OUTCOME 1 COMMENTS:** In order to maintain healthy program enrollment and contribute to the university's enrollment, the Honors College must recruit well-qualified students who will succeed in college and keep them engaged and enthusiastic about their opportunities. Enrollment has grown steadily over the first five years of the Honors College's existence: 2013-14 enrollment was 72; 2014-15 enrollment was 95; 2015-16 enrollment was 102; and 2016-17 enrollment was 114. With an incoming cohort limited to 40 students each of those years, our maximum enrollment with perfect retention would be 160. With four full cohorts on campus in both 2016-17 and 2017-18, the moderate increase in enrollment between those two years represents increased success in recruitment and retention. Some program attrition is unavoidable, but as the program continues to grow, we will need to continually reassess our thresholds for "Met" and "Partially Met": They were chosen to represent an improvement on the recruitment and retention from the previous Honors Program and initial pilot phase of the current Honors College, but they may need to be adjusted higher to remain aspirational.

1.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** n/a

1.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** n/a

1.6.2. **OUTCOME 2 COMMENTS:** We noticed that we achieved our full cohort size by our April 1 application deadline with minimal marketing during 2016-17, which lead us to believe that the program's reputation was strong enough to warrant growth. We had an unexpectedly productive year in recruitment during 2017-18 and received permission to increase the size of our incoming cohort. We accepted 109 new Honors College members and 82 of them enrolled at Lander. (For context, in 2016-17 we accepted 50 and enrolled 37.)

1.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** To support our larger cohort size, we will incur approx. \$33,000 in 2018-19 in program cost for new students, plus up to an additional \$8,000 in program costs in 2019-20, 2020-21, and 2021-22.

1.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** For each additional new member we enroll, we take on a first-year cost of about \$800 per student for a first-year overnight fieldtrip and additional programming costs. If those students are retained, they would add additional expenses on average of \$200 per year in each of their remaining years.

1.6.3. **OUTCOME 3 COMMENTS:** This outcome reflects our level of success in outreach to prospective students and the reputation/perception of the program's value to students. We would like for Honors to be a significant draw for high-achieving students considering Lander and have set our benchmark for "Met" quite high at 75% of members identifying Honors as a deciding or supporting factor in their college decision. This benchmark is high because the Honors College accepts rising sophomores (for whom Honors is a retention rather than recruitment tool) for up to 25% of each

cohort, so the benchmarks may need to be reassessed in future years. To move closer to the 75% mark, we added rolling deadlines beginning in 2016 to ensure that the timing of Honors acceptances lined up with students' decision-making timeline. We have also begun revamping our marketing materials and outreach strategy to better meet this goal, and there are signs of success. Isolated for just the incoming freshman cohort recruited during 2017-18, 76% reported that Honors was a deciding or supporting factor in their college choice.

1.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** n/a

1.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** n/a

1.6.4. **OUTCOME 4 COMMENTS:** Honors College members' overall satisfaction with Lander University reflects on whether we are meeting the needs of high-achieving students. On the survey, a "4" score indicated "I am happy I attend Lander University" and a "5" indicated "I am extremely happy I attend Lander University." The same result of 4.73 / 5.00 was reported in the 2016 student survey, which indicates that we have been able to maintain student satisfaction during a time of growth. It is not an outcome that the Honors College can directly shape, but we feel it is important to monitor and promote our students' overall campus morale.

1.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** n/a

1.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** n/a

1.6.5. **OUTCOME 5 COMMENTS:** Honors College members' satisfaction with the Honors College reflects on whether we are meeting the needs of high-achieving students and helping to retain them to the university. On the survey, a "4" score indicated "I am happy to be a part of the Honors College" and a "5" indicated "I am extremely happy to be part of the Honors College." A similar result of 4.8 / 5.00 was reported in the 2016 student survey, and these results indicate that we have been able to maintain student satisfaction during a time of growth. To help students feel connected and satisfied with Honors, we have made significant changes in the last three years based on the suggestions gathered in student satisfaction surveys, especially in empowering student committees to plan social and service events for Honors members and create leadership opportunities within the community.

1.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** n/a

1.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** n/a

1.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**

We are pleased with the success of the Honors College in attracting and meeting the needs of high-achieving students. Without any large-scale marketing efforts, our application and enrollment numbers experienced moderate growth during the program's first three years. With an increase in application during our fourth year, we saw an opportunity to grow the program without compromising quality. The success of our recruitment efforts mean that the Honors College and its 2018 freshman cohort are the largest in the program's history. Student satisfaction with Lander and the program remains stable and strong, which indicates that we are continuing to meet students' needs as we grow. However, the increase to our cohort size beginning in Fall 2018 will pose challenges. With faculty and program administration stretched thin, we will need to closely monitor student satisfaction and success during a time of intense growth for the next four years.

- 1.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** Further growth of the Honors College will depend on budget limitations, so we seek additional growth only when it is fiscally sustainable. We increased outreach to qualified students with an email campaign in fall 2017, and the result was the largest application pool in the program's history. We currently intend to set each incoming cohort at 80 for the next few years, as those numbers seem sustainable based on the most recent results. To impact Outcome 3 and make Honors a greater draw, we have made changes to respond quickly to applicants and keep them excited about Honors. For instance, we added two additional rounds of admission in 2016-17 and an extra suitemate-matching process for Honors housing in 2017-18. This year, we will be adding additional points of communication (holiday greetings in December, housing email update in February, housing mailer in April) between the receipt of application and enrollment. We will also be integrating information from the Admissions database to streamline the process for students submitting test scores and high school transcripts to the Honors College. To retain and engage our population of continuing Honors College students, we have increased the number of social and service opportunities dramatically from 2016-2018, in part by establishing student-run Social Committee and Service Committee to coordinate events. In response to the success of these committees, we expanded and intertwined their responsibilities under the new Honors College Leadership Council committee structure to create more opportunities for leadership and involvement.

2. UNIT/PROGRAM GOAL 2: To promote academic success and academic enrichment on Lander's campus

2.1. STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: 3. Robust Student Experience

2.2. TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: Academic Year 2017-18

2.3. INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES²

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
2.3.1 Honors College members will maintain a meritorious institutional GPA (defined as 3.5 or higher, the threshold for Cum Laude Latin honors at graduation)	64% (77 of 121)	75% of Honors College members will hold cumulative institutional GPAs of 3.5 or higher	60% of Honors College members will hold cumulative institutional GPAs of 3.5 or higher	Less than 60% of Honors College members will hold cumulative institutional GPAs of 3.5 or higher	2.00
2.3.2 Lander students will present research at the annual Student Academic Symposium	3.23% (90 of 2787)	5% of Lander's undergraduate population will participate in the Academic Symposium.	3% to 4.9% of Lander's undergraduate population will participate in the Academic Symposium.	Less than 3% of Lander's undergraduate population will participate in the Academic Symposium.	2.00
2.3.3 Honors College members will enroll in HONS seminars	3.38	Honors College members will earn an average of 4 or more credit hours per academic year at the HONS level.	Honors College members will earn an average of 3 to 3.9 credit hours per academic year at the HONS level.	Honors College members will earn an average of less than 3 credit hours per year at the HONS level.	2.00
2.3.4 Honors College members will report that Honors has been a "significant" or	80.9% (of 131 responses)	75% or more of Honors College members will consider the Honors College to be a	60%-74.9% of Honors College members will consider the Honors College to be a	Less than 60% or more of Honors College members will consider the Honors College to	3.00

² Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

“extremely significant” part of their college experience.

significant to their college experience.

significant to their college experience.

be a significant to their college experience.

2.3.5 Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.

Click here to enter Outcome 5 Summary Data.

Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.

Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.

Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.

Outcome 5: Score.

2.4. AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: 2.25

2.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success

Assessment Instruments

Frequency of Assessment

2.5.1.	2017-18 official Honors College roster	Annual
2.5.2.	2017-18 official Honors College roster	Annual
2.5.3.	2017-18 official Honors College roster	Annual
2.5.4.	2018 Honors College Member satisfaction survey	Every other year through 2018, annually hereafter
2.5.5.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

2.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 8/15/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

2.6.1. **OUTCOME 1 COMMENTS:** The average GPA of Honors College members has remained consistently between 3.54 and 3.63 for the last three years. The 2017-18 average Honors GPA was 3.56, considerably higher than the overall university average of 3.035. However, with several students hovering just below the threshold for Latin honors, we did not fully meet our goal that 75% of members be on-track to graduate with academic recognition in either of the last two years. As a result, we implemented a mid-year GPA check in 2017-18 and began reaching out to students who underperform during fall semester to see if an academic or mental health situation needs to be addressed. This did not produce an immediate increase in overall GPA, but we hope to see progress in the 2018-19 results. Because we recognize that our students who underperform often struggle with depression and anxiety that interfere with academics, we integrated more mental health programming in 2017-18, including a brownbag session on managing stress and Justin Brewer from Lander's Wellness Center co-teaching the Honors section of the LINK freshman seminar.

2.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** n/a

2.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** n/a

2.6.2. **OUTCOME 2 COMMENTS:** University-wide participation in the Student Academic Symposium has varied over the last several years, and in 2017-18 there was a slight ebb in numbers of presentations. However, after a two-year push to make the event more interdisciplinary and interactive while condensing the schedule into three days, that drop may represent our recent emphasis on quality over quantity. In order to encourage more student participation, we have been in contact with several under-represented degree programs to discuss strategies for better representing these areas in the event. Lander's School of Nursing participated for the first time in 2018 and Exercise Science is planning to propose a session for 2019.

2.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** n/a

2.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** n/a

2.6.3. **OUTCOME 3 COMMENTS:** In order to complete the Honors College curriculum, students must average between 3 and 4 credit hours at the HONS level each year. By setting our threshold for "met" at 4 hours, we aspire to offer classes that appeal to students and attract enrollment beyond their need to meet requirements. This data shows that students are still taking the minimum required hours, but also shows a worrying trend. In 2016-17, Honors members took an average of 3.7 credit hours in HONS coursework. In 2017-18, that number dropped to 3.38. Comments in the student satisfaction survey match the Honors Advisors' observation; they suggest that we are unable to offer courses diverse enough to match students' interest and curricular needs. Staffing levels have made it difficult to schedule HONS courses in many disciplines. In order to offer HONS courses

when faculty workloads contained no flexibility, we have had to rely on cross-listed classes within the majors, and these have mixed success due to their bifurcated audience and dual purpose. The strain on faculty workload is they key challenge that must be overcome; solutions will emerge as Lander hires more faculty to serve its growing student population. We also hope that the increased flexibility of the new general education model will increase students' ability to take Honors courses as electives, but the reduction in the overall general-education course hours likely means that Honors courses will need to become increasingly imbedded within the majors to appeal to upperclassmen. The larger cohort size as of Fall 2018 will make it easier to fill honors-only sections specific to some of our larger majors, so our next step will be to create more targeted HONS offerings for upperclassmen within their majors.

2.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Flexibility within faculty workloads to teach honors course

2.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** To diversify honors course offerings to appeal to a larger number of students.

2.6.4. **OUTCOME 4 COMMENTS:** We are pleased with the students' sense of the Honors curriculum's significance in their college experience. Though the question is not specific to academic success, we interpret this as a sign that students feel challenged and engaged by Honors and thus that they have motivation to continue to meet our academic expectations.

2.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** n/a

2.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** n/a

2.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

2.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

2.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:

The benchmarks set for Outcomes 1-4 are quite aspirational; although we have not met all of them, the data suggest that our students are academically successful. We chose the Latin honors threshold for Outcome 1, for instance, because it is an academic recognition external to the Honors curriculum: students need only a 3.25 GPA to complete the Honors College medal. We want to ensure that the students we attract are truly able to model academic

excellence for the rest of campus. Calculated as an average, the 3.56 GPA of Honors College members remains above the threshold for Latin honors and well above the university-wide average. By assessing the number of students who reach this level, rather than the average, we gain a more meaningful sense whether our recruited students who achieve their academic potential. We see that we have room to grow in terms of identifying and supporting students who experience academic frustration. Similarly, we have room to enhance recruitment for the Academic Symposium and for HONS courses. Apart from these needs, our students still report that Honors is a significant experience for them, which suggests that we the student engagement that will be necessary to motivate student achievement in Outcomes 1-3.

2.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: Though it is difficult to capture in the data, we observe that many students whose GPAs are below the Outcome 1 threshold tend to be only slightly below (15 students fell between the 3.25 GPA level to be on-track to receive the Honors Medal and the 3.5 GPA level for Latin honors): these students are not of deep concern. However, many of the students whose GPAs fell below 3.25 threshold also showed signs of anxiety, depression, or social isolation during the academic year. Over the last two years, we have increased the amount of programming, outreach, and even coursework that explores mental health and stress management. Steps have included reflection assignments self-assessing mental wellbeing in HONS courses, embedding Wellness Center staff in HONS courses, and stress-management workshops. We have also implemented a mid-year GPA check so that struggling students are identified and contacted earlier. Though the Student Academic Symposium can, should, and will serve a larger portion of the overall university population as indicated in Outcome 2, our recent changes have focused on increasing the quality of experience for student presenters. This included a condensed timeline to increase the sense of the Symposium as an actual event, as well as a large interdisciplinary poster session to encourage cross-departmental engagement. We anticipate that these changes will lead to greater enthusiasm for the Symposium in coming years. In order to make progress on Outcome 3, we have actively recruited faculty from professional and science programs to offer HONS courses as requested by students in the Student Satisfaction Survey. However, our progress in this area is limited by staffing levels within many departments and colleges: Lander does not currently have the faculty workload flexibility to permit a diverse range of course offerings. We hope that hiring and the transition to a more flexible general education model will alleviate this challenge in future years.

3. UNIT/PROGRAM GOAL 3: To promote student engagement with academic/professional enrichment beyond Lander’s campus through experiential learning

3.1. STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: 3. Robust Student Experience

3.2. TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: Academic Year 2017-18

3.3. INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES³

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
3.3.1 Honors College members will engage in study abroad and internships through the Honors “Break Away” program	20 students / 50% of an annual cohort	50% or more of each Honors cohort will complete an off-campus study abroad or internship experience sponsored by the Honors College	40%-49.9% of each Honors College cohort will complete an off-campus study abroad or internship experience sponsored by the Honors College	Less than 40% of each Honors College cohort will complete an off-campus study abroad or internship experience sponsored by the Honors College	3.00
3.3.2 Honors College members will present at off-campus professional/research conferences as part of an HONS course and capstone requirements	14 students / 35% of an annual cohort	50% or more of each Honors cohort will present at an off-campus conference as part of an HONS course or requirement	40%-49.9% of each Honors College cohort will present at an off-campus conference	40%-49.9% of eac Honors College cohort will present at an off-campus conference	2.00
3.3.3 Honors College members will complete the requirements of the curriculum to earn the Honors Medal upon graduation.	44%	50% or more of the graduating cohort will earn the Honors Medal	40% to 49.9% of the graduating cohort will earn the Honors Medal	Less than 40% of the graduating cohort will earn the Honors Medal	2.00

³ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

3.3.4. Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
3.3.5. Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

3.4. AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: 2.33

3.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success	Assessment Instruments	Frequency of Assessment
3.5.1.	2017-18 Official Honors College Roster	annual
3.5.2.	2017-18 Official Honors College Roster	annual
3.5.3.	2017-18 Official Honors College Roster	annual

- | | | |
|--------|--|---|
| 3.5.4. | Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4. | Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4. |
| 3.5.5. | Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5. | Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5. |

3.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 8/15/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

3.6.1. **OUTCOME 1 COMMENTS:** In order to reach our overall goal of a 50% program completion rate, at least 50% of each cohort will need to complete an approved Break Away opportunity, defined as a high-level internship, REU, or study abroad experience. 20 students completed such experiences in 2017-18, representing half of an annual cohort. Sixteen students studied abroad in various locations in Asia, Europe, and Africa, including a medical internship in Kenya. Four other students completed high-level internships at ICG International, the South Carolina Dept. of Mental Health, the US National Archives, and in the offices of Congressman Jeff Duncan. There were 20 such experiences in 2016-17, as well, suggesting that we have reached a stable level of student participation. Next year we will need to reconsider our benchmark of “met” to ensure that it remains aspirational. In order to meet this goal, in the last two years we created documents and communication opportunities (including class visits and the break away blog written by HONS 489 students) to generate excitement, share ideas, and clarify processes for the Break Away.

3.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** As more students study abroad, additional scholarship support for the Global Scholars Program will be required. The program is currently allotted \$20,000 annually to support study abroad travel.

3.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** The Global Scholars Program supports study abroad travel through small scholarships to students during their semester abroad.

3.6.2. **OUTCOME 2 COMMENTS:** The Honors Capstone supports students through the process of proposing a poster or presentation at a reputable off-campus conference and funds travel to conferences. In order to meet our program completion goals, 50% or more of students must complete the capstone. Students with valid reasons for not being able to travel may complete the requirement using our on-campus Student Academic Symposium, but all are encouraged to take on the additional challenge of a new off-campus audience. Because off-campus events offer greater potential for professional networking and a larger perspective on the research and accomplishments of peers at other institutions, we believe that such events should be strongly encouraged for our students. In 2017-18, our students presented at the National Council on Undergraduate

Research Conference, Upstate Research Symposium, SC Undergraduate Research in Psychology Conference, and the Southern Regional Honors Council Conference. To encourage more students to undertake this challenge, we have begun contacting students about their research the semester before they take the HONS capstone course to ensure that the timeline of their project will allow off-campus presentations. As more students participate, we have also allotted a larger portion of our budget to support conference travel.

3.6.2.1. ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2: Travel funding for student conferences.

3.6.2.2. EXPLANATION OF HOW RESOURCES WILL BE USED: As we increase our completion rate, the Honors College will need to fund additional student travel to conferences as part of its capstone program.

3.6.3. OUTCOME 3 COMMENTS: The goal of a 50% program completion rate was initially set by the Honors Committee as an indication of both rigor and allure for students in our first cohorts. Once this outcome is fully met, we will reassess the goal to ensure it is aspirational. Because our first cohorts accepted into the Honors College included a larger-than-typical number of rising sophomores, we calculate our completion rate as a multi-year average for 2016-2018. Our first Honors College cohort (beginning Fall 2013) consisted of 36 students, and our second cohort (Fall 14) was 41. Of the students in those two initial cohorts, 3 graduated with the Honors medal in 2015-2016, 18 in 2016-17, and 13 in 2017-18. Thus 44% of the first two cohorts accepted into the Honors College completed the entire curriculum. Although this does not meet our goal, those numbers represent the initial level of success in retaining and motivating students in our first cohorts rather than our current success with students still progressing through the curriculum. To increase completion rates in the future based on these results, we have clarified and streamlined expectations and increased communication about expectations in early coursework, including by holding a Fall '18 meeting with each introductory HONS course to review the program requirements and opportunities. The Honors Advisors also created a strategy to broaden our Break Away requirement based on feedback from these initial cohorts, placing more emphasis on internship opportunities and less focus on travel (as some students misunderstood study abroad to be a requirement rather than an option).

3.6.3.1. ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3: n/a

3.6.3.2. EXPLANATION OF HOW RESOURCES WILL BE USED: n/a

3.6.4. OUTCOME 4 COMMENTS: [Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.](#)

3.6.4.1. ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4: [Click here to enter dollar amount/other resources required.](#)

3.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

3.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

3.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:

One of the fundamental goals of the Honors College is to ensure that our students graduate with accomplishments and experiences valuable for their professional growth that go above and beyond their academic accomplishments and college degrees. This goal underwrites the Break Away and Capstone experiences, both of which encourage students to seek a *résumé*-worthy accomplishment off campus. All of the “met” thresholds for these outcomes are guided by an initial goal in the planning of the Honors College curriculum that 50% of our students would complete the entire program to earn graduation recognition. The Break Away and Capstone experiences are undertaken by upper-classmen who have chosen to continue with the Honors College after their initial coursework and experiences. Because the Honors College is voluntary and does not confer a degree, and because it challenges students to leave their comfort zone and undertake experiential learning, the 50% threshold seemed like a reasonable accommodation of natural attrition / changes of interest as students progressed in their major and a sign that the program requirements were rigorous enough to warrant major recognition for graduates. Now that the curriculum is five years old and students who have completed the four-year program are graduating, we must monitor and reflect upon that threshold to ensure that it remains aspirational.

3.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: Because we have only had two full cohorts graduate, our initial focus in improving student progress through experiential learning requirements has focused on clarifying expectations and improving communication with students. In 2016 we simplified the Global Scholars application and integrated it into the Break Away proposal process, and established firm deadlines for both to help students stay on track. As we guided a new cohort through this process in 2017-18, we saw an increase in students seeking to plan their experiential challenges early in their time at Lander; this seems likely to increase the overall completion rate as they progress through the curriculum. Earlier planning and communication about the capstone requirement has also improved the number of students who present at off-campus events. We believe that we will possibly reach the “met” threshold for Outcome 3 for the first time in 2017-18 with our third graduating cohort.

4. UNIT/PROGRAM GOAL 4: Click here to enter Unit/Program Goal. i.e.: “To demonstrate the ability to...”

4.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** Choose a Pillar

4.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Click here to enter Timeframe (Fall 2017, Academic Year 2017-2018, etc.)

4.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES⁴**

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
4.3.1 Outcome 1: click here to enter Indicator of Success/Student Learning Outcome 1.	Click here to enter Outcome 1 Summary Data.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 1: Score.
4.3.2 Outcome 2: click here to enter Indicator of Success/Student Learning Outcome 2.	Click here to enter Outcome 2 Summary Data.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 2: Score.

⁴ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

4.3.3 Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 3: Score.
4.3.4 Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 4: Score.
4.3.5 Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 5: Score.

4.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS:** Click here to add an average score (i.e.: Outcome 1 Score = 3 + Outcome Score 2 = 1 + Outcome 3 Score = 1 + Outcome 4 Score = 2 + Outcome 5 Score = 3. Total of Outcome Scores 1 – 5 = 10 ÷ 5 Total Outcomes = 2.00.)

4.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success	Assessment Instruments	Frequency of Assessment
4.5.1.	Outcome 1: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 1.	Outcome 1: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 1.
4.5.2.	Outcome 2: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 2.	Outcome 2: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 2.
4.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
4.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
4.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

4.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: Click here to enter a review date.

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

4.6.1. **OUTCOME 1 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

4.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** Click here to enter dollar amount/other resources required.

4.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

- 4.6.2. **OUTCOME 2 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
 - 4.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** Click here to enter dollar amount/other resources required.
 - 4.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.
- 4.6.3. **OUTCOME 3 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
 - 4.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.
 - 4.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.
- 4.6.4. **OUTCOME 4 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
 - 4.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.
 - 4.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.
- 4.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
 - 4.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

4.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:

Click here to enter a discussion of the assessment results of all Expected Outcomes combined.

4.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: Click here to list the changes made/proposed to the program as a result of an analysis of the assessment results. Please be concise yet thorough.

5. UNIT/PROGRAM GOAL 5: Click here to enter Unit/Program Goal. i.e.: “To demonstrate the ability to...”

5.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** Choose a Pillar

5.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Click here to enter Timeframe (Fall 2017, Academic Year 2017-2018, etc.)

5.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES⁵**

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
5.3.1 Outcome 1: click here to enter Indicator of Success/Student Learning Outcome 1.	Click here to enter Outcome 1 Summary Data.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 1: Score.
5.3.2 Outcome 2: click here to enter Indicator of Success/Student Learning Outcome 2.	Click here to enter Outcome 2 Summary Data.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 2: Score.

⁵ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

5.3.3 Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 3: Score.
5.3.4 Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
5.3.5 Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

5.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS:** Click here to add an average score (i.e.: Outcome 1 Score = 3 + Outcome Score 2 = 1 + Outcome 3 Score = 1 + Outcome 4 Score = 2 + Outcome 5 Score = 3. Total of Outcome Scores 1 – 5 = 10 ÷ 5 Total Outcomes = 2.00.)

5.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success	Assessment Instruments	Frequency of Assessment
5.5.1.	Outcome 1: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 1.	Outcome 1: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 1.
5.5.2.	Outcome 2: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 2.	Outcome 2: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 2.
5.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
5.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
5.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

5.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: Click here to enter a review date.

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

5.6.1. **OUTCOME 1 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

5.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** Click here to enter dollar amount/other resources required.

5.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

- 5.6.2. **OUTCOME 2 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
- 5.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** Click here to enter dollar amount/other resources required.
- 5.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.
- 5.6.3. **OUTCOME 3 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
- 5.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.
- 5.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.
- 5.6.4. **OUTCOME 4 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
- 5.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.
- 5.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.
- 5.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
- 5.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

5.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:

Click here to enter a discussion of the assessment results of all Expected Outcomes combined.

5.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: Click here to list the changes made/proposed to the program as a result of an analysis of the assessment results. Please be concise yet thorough.