1. Honors College Mission Statement

The University of Toledo Honors College offers enhanced academic and experiential opportunities to highly motivated and talented students in all of the undergraduate colleges of the University of Toledo. The Honors College provides a nurturing and challenging higher education experience within a small-group learning and intensive advising environment that is conducive to growth and discovery in an atmosphere of intellectual and cultural diversity.

2. Overall Honors College Structure

The administration of the Honors College, housed in Sullivan Hall, consists of the dean, associate dean, and a ¾-time assistant dean. Secretarial staff consists of a ¾-time secretary. Additional faculty/staff include a 9-month administrative coordinator, a tenured full professor and a tenured associate professor, a tenure-track assistant professor, an associate lecturer, and a lecturer who is also the director of the Honors Living Learning Community. The Office of Undergraduate Research, directed by Thomas Kvale, Physics Department, is also part of the Honors College and is housed in Sullivan Hall.

The Honors College admits students from all the nine UT undergraduate colleges, with dual membership in the college of their major and the Honors College. Honors students’ degrees are conferred by the college of their major, with the Honors College Diploma granted to member students who also complete all Honors College requirements. Supporting and advising the Honors College Dean are the Honors College Directors of each of the nine colleges. Together they make up the University Honors Council, which meets each semester to discuss matters relevant to the Honors curriculum in all the colleges.

The requirements to graduate with the Honors College Diploma vary slightly depending on the college, but all Honors students complete the following:

- Honors Readings Conference I and II (HON 1010-1020) in place of Freshman Composition I and II
- at least one Honors Multicultural Literature course (HON 2020 and/or 2030), except Engineering and Pharmacy students
- at least one Honors Senior Seminar (HON 4950 and/or 4960), except Engineering and Pharmacy students
- a total of 33 semester hours taken for Honors credit, including the required courses above
- a thesis or senior project approved by the major college and, if applicable, department
- a cumulative gpa of 3.3
- departmental Honors, if applicable
The Honors College Assessment Committee consists of the Dean, the Associate Dean, and the Assistant Dean, with the additional support and advisement of the Honors College Directors in the University Honors Council and the Director of the Office of Undergraduate Research. The Associate Dean is the liaison to the University Assessment Committee.

3. Assumptions upon Which the Plan is Based

There is no formal accrediting organization or process for Honors Programs and Colleges, but the National Collegiate Honors Council (NCHC) provides a set of guidelines giving the “Basic Characteristics of a Fully Developed Honors Program,” and “Basic Characteristics of a Fully Developed Honors College.” These documents set standards by which Honors units around the country assess their programming, and they are the best practices that the University of Toledo Honors College strives to follow. In addition to the NCHC structure and programming guidelines for Honors Colleges (as opposed to Honors Programs), best practices recommend that the Honors College membership not exceed 5% of the undergraduate student body.

4. Methodology for Assessment of the Undergraduate Honors College Diploma Program

The Honors College has Student Learning Outcomes for the Honors College Diploma program. In addition, the Honors core courses (HON 1010, 1020, 2020, and 2030) have specific Student Learning Outcomes (SLOs) derived from these general SLOs that guide both the teaching of the courses and the assessment of their success. Below are the overall SLOs for the Honors College Diploma program, as specified in our 2011 report to the University Assessment Committee:

“Before graduating with the Honors College Diploma, students will have demonstrated the following Student Learning Outcomes (SLO) to the satisfaction of the Honors College faculty and administrators and the faculty and administrators of the baccalaureate College of their major:

- SLO1: The skills, abilities, and knowledge deemed appropriate and necessary by the baccalaureate College and department of their major.
- SLO2: The ability to produce a capstone senior research thesis or creative project consistent with the standards of their discipline and approved by their baccalaureate College and major department.
- SLO3: Knowledge reflecting a broad liberal arts orientation and dedication to individual growth, discovery, and knowledge, as evidenced by their performance in their core Honors College courses.
- SLO4: The ability to communicate their thoughts clearly and accurately in speaking, writing, and presenting.
- SLO5: The ability to read critically and analytically a wide range of texts and materials both within and beyond their proposed academic discipline or profession.
- SLO6: The ability to gather and evaluate information and present it accurately and persuasively in a variety of different formats appropriate to the intended audience.
- SLO7: The ability to perform effective critical thinking and to problem solve relevant to their academic discipline or profession as well as their civic lives.
To assess our students’ achievement of the above Student Learning Outcomes, the following data is collected and assessed by the Honors College Deans at the end of each semester and annually:

- The total number of our students who graduate with the Honors College Diploma from each undergraduate college as a percent of their incoming class cohort.
- The total number of our students who graduate with a degree from their baccalaureate colleges in 4, 5, and 6 years.
- Total number and titles of Honors Theses or Creative Projects approved by the department and College of the students’ majors.
- Total number of students who participate in research under the guidance of the Office of Undergraduate Research and who are awarded undergraduate research funding from OUR and from the Honors College (e.g., the Sullivan, Hoch, and other grants).
- Collection and assessment of students’ course evaluations for all Honors core courses, based on self-reported progress toward achievement of the specified Student Learning Outcomes.
- Collection and assessment of exit questionnaire completed by students who earn the Honors College Diploma, indicating satisfaction with the Honors curriculum and self-reported progress toward achievement of the specified Student Learning Outcomes.
- Number of students who participate in undergraduate research, study abroad, presentations at Honors College brown bag lunches, UT departmental symposia, and regional and national conferences.
- Number of students who participate in on-campus and off-campus service learning and community service activities and trips.

5. Feedback Look

At the beginning of each semester, the data collected and assessed as indicated above will be reported to the members of the University Honors Council at their regular semester meetings, to the Honors students in the Honors eNews sent out weekly, to the Honors College faculty and staff at the bi-weekly staff meeting, and to the Honors College advisers for the undergraduate colleges. At the end of the academic year, the data and assessment will be collected and reported to the University Assessment Committee in the annual UAC Outcomes Report.

6. Synthesis of Department/Program Plans – N/A
7. Action Plan

At the end of each semester and at the end of the academic year, the Honors College Deans will analyze the data and develop any needed improvements stemming from their own assessment and from the suggestions of the Honors College Directors, Honors College faculty and staff, and Honors students. The Honors College Associate Dean, as liaison to the University Assessment Committee, will be primarily responsible for collecting and presenting the data specified to the above named constituencies. In addition, at least once annually, focus groups of a cross section of Honors students from all represented colleges will be convened to brainstorm student-driven suggestions for modifications and improvements. The Associate Dean will collect and present these suggestions for consideration by the Honors College Deans and College Honors Directors.

8. Appendices – Department/Program Assessment Plans – N/A