

**Major Assessment Findings and Curricular Improvements  
University Honors Program  
Undergraduate Program(s)  
AY2008-09 through AY2012-13**

**Assessment Measures**

The University Honors Program uses the following measures to assess departmental learning outcomes:

Direct measures:

Track completion data  
Capstone rubrics

Indirect measures:

Grades, course evaluations, and enrollment totals  
for Capstone seminars  
Grades, course evaluations, and enrollment totals  
for introductory and advanced courses  
NSSE results

Note: Adapted from Student Learning Assessment, MSCHE, 2007, P.29.

**Assessment Findings**

**Honors Track Completion Data, 2008-2013 (UHP internal data)**

<b>Honors Tracks Completed</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Humanities	3	12	6	18	5	7
Social Sciences	2	8	6	4	2	6
Theology and Religious Studies	n/a	3	6	20	6	8
Media Studies	2	2	3	0	0	0
Environmental Studies	1	4	4	3	4	5
Philosophy	26	32	28	29	19	32
Liberal Studies	n/a	n/a	n/a	n/a	n/a	1
<i>Total Tracks Completed</i>	34	61	53	64	36	58
<b>Honors Earned by Students</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
University Scholars	12	8	7	17	7	4
Completed Two Tracks	7	6	8	8	1	7
Completed One Track	23	26	14	10	14	33
<i>Total Completing One Track or More</i>	42	40	29	35	22	44

Note: The track completion totals presented here differ slightly from the data compiled by the Office of Institutional Research. In some cases, the UHP numbers are slightly higher than the OIR numbers because of ad hoc course substitutions. In other cases, the UHP numbers are slightly lower than the OIR numbers because OIR counts all pass grades for track completion, whereas the UHP requires that all courses counted for tracks must be completed with a grade of B- or better.

In the chart above, the first set of data represents the total number of students who completed each track. The second set of data represents the numbers of students who completed either one or multiple Honors tracks. The number of Honors Tracks completed will thus be higher than the total number of students receiving Honors, since some students complete multiple tracks. The significant increase in the number of tracks completed and in the number of University Scholars for 2013 may be due in part to the effects of including HSPH and HSTR in the FYE. Overall, the results represent a slight dip in the middle years of the reporting period and then a significant rebound. Track completion is increasing, and the institution of the new Liberal Studies track, which is discussed below under Curricular Improvements, will substantially increase the number of Honors students who are able to complete at least one track.

## **Honors Senior Capstone Seminar**

The University Honors Program analyzed course grade, evaluation, and enrollment data in HSCP 490, the Honors Senior Capstone Seminar, for spring 2009-13.

### **Enrollment**

During this period, enrollment fluctuated considerably, from a low of 6 to a high of 16, with a mean of 9.2. Enrollment in the Capstone Seminar varies according to the number of students who are intending to complete the requirements for University Scholar.

### **Grades**

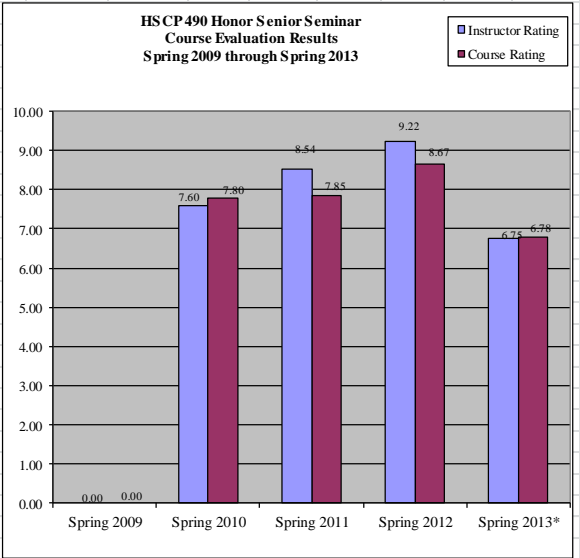
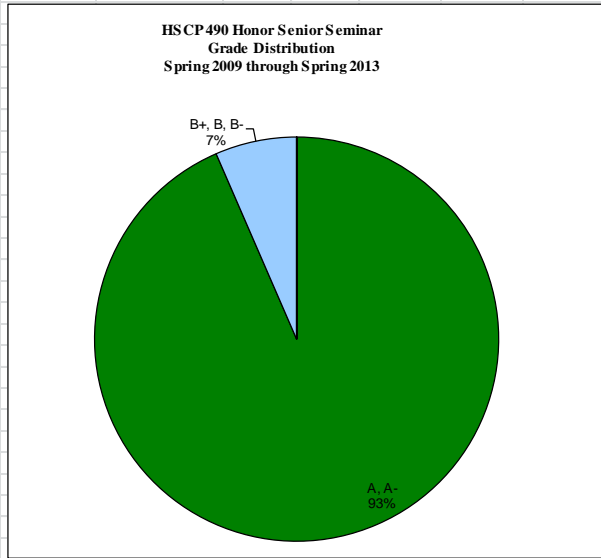
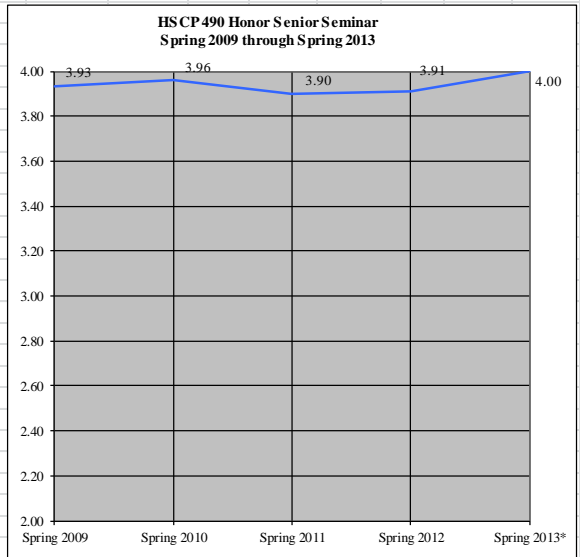
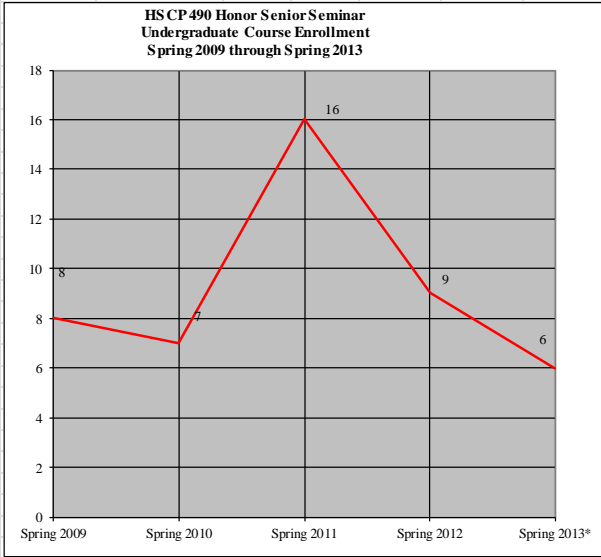
Students in the seminar received very high grades: 93% in the A range and 7% in the B range. This result is not surprising, since the Capstone Seminar is restricted to the very highest-achieving students in the Honors Program.

### **Course evaluations**

Course evaluations were strong and trended upwards. No evaluations were received for 2009, but for 2010-12, the instructor rating rose from 7.60 to 9.22; the result in 2013 on the new 7-point scale was 6.75 (=9.64). Ratings for the course also trended upwards. From 2011-12, they rose from 7.80 to 8.67; in 2013, the course received a 6.78 (=9.68).

**COURSE SUMMARY DATA: HONORS PROGRAM**  
**HSCP 490 Honor Senior Seminar**

Term	Undergraduate Course Enrollment	Course Grades									Course Evaluation Results					
		Course Grade		Grade Distribution					Course Eval.		Instructor Rating		Course Rating			
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.
Spring 2009	8	3.93	0.14	8							0	0.00%				
Spring 2010	7	3.96	0.11	7							5	71.43%	7.60	1.34	7.80	1.64
Spring 2011	16	3.90	0.20	15	1						13	81.25%	8.54	1.27	7.85	1.57
Spring 2012	9	3.91	0.31	7	2						9	100.00%	9.22	0.83	8.67	1.50
Spring 2013*	6	4.00	0.00	6							6	100.00%	6.75	0.39	6.78	0.38



\*Spring 2013 was using a new evaluation form where instructor and course ratings were based on a 7-point scale

## Honors Senior Capstone Seminar Course rubric (internal UHP data)

The rubric below represents students who took the Honors Capstone Seminar in 2011-13. The rubric was first implemented in spring 2011. Seniors wishing to graduate from The Catholic University of America as University Scholars are required to complete a senior Honors capstone course, taught by the Director of the UHP, though as of spring 2009, the course was opened also to interested seniors who have completed at least one Honors track. The majority of students met expectations, and a few exceeded in most traits. By 2013 we had met an earlier goal, which was to move more students into the “Exceeding Expectations” column, and to have no students in the “Acquiring Skill” column.

### Spring 2011

Trait	Number of students Exceeding Expectations (%)	Number of students Meeting Expectations (%)	Number of students Acquiring Skill (%)	Total number of students
<i>Critical Thinking</i>	5 (31%)	10 (62%)	1 (7%)	16
<i>Creativity</i>	8 (50%)	7 (43%)	1 (7%)	16
<i>Oral Communication</i>	5 (31%)	8 (50%)	3 (19%)	16
<i>Written Communication</i>	0 (0%)	14 (87%)	2 (13%)	16
<i>Personal and Intellectual Engagement</i>	4 (25%)	10 (62%)	2 (13%)	16

### Spring 2012

Trait	Number of Students Exceeding Expectations (%)	Number of Students Meeting Expectations (%)	Number of Students Acquiring Skill (%)	Total Number of Students
<i>Critical Thinking</i>	4 (44.4%)	5 (55.6%)	0	9
<i>Creativity</i>	4 (44.4%)	5 (55.6%)	0	9
<i>Oral Communication</i>	4 (44.4%)	5 (55.6%)	0	9
<i>Written Communication</i>	3 (22.2%)	5 (55.6%)	2 (22.2%)	9
<i>Personal and Intellectual Engagement</i>	3 (22.2%)	6 (66.6%)	1 (11.2%)	9

### Spring 2013

Trait	Number of students Exceeding Expectations (%)	Number of students Meeting Expectations (%)	Number of students Acquiring Skill (%)	Total number of students
<i>Critical Thinking</i>	2 (33%)	4 (67%)		6
<i>Creativity</i>	3 (50%)	3 (50%)		6
<i>Oral Communication</i>	5 (17%)	1 (83%)		6
<i>Written Communication</i>	5 (17%)	1 (83%)		6
<i>Personal and Intellectual Engagement</i>	5 (17%)	1 (83%)		6

## Advanced Level Course Data

The University Honors Program analyzed course grade, evaluation, and enrollment data in HSEV 204, HSHU 204, HSPH 204, HSSS 204, and HSTR 204 for a five-year period (Spring 2009 through Spring 2013).

### Enrollment

During this period, enrollment in HSEV 204 trended downwards. The course was not taught in 2009. The highest enrollment was 9 (2010); in the subsequent three years, enrollment was 5, 7, and 6 respectively.

Enrollment in HSHU 204 fluctuated considerably, from a high of 18 (2009, 2012) to a low of 6 (2010), with no clear trend over time.

In HSPH 204, enrollment increased noticeably. In the first three years of the reporting period, enrollment ranged from 28 to 32. In the second two years, enrollment reached 43 and 45 students. This increase may be due to the incorporation of HSPH 101 into the FYE.

In HSSS 204, enrollment also trended downwards. From a high of 10 in 2009, enrollment fell in the years 2010-12 to 5, 7, and 6 respectively. The course was not offered in 2013.

In HSTR 101, enrollment held fairly steady. In 2009-10 and 2012-13, enrollment ranged between 20 and 24, with one anomalous dip to 11 in 2011.

Overall, enrollment in HSPH 204 and HSTR 204 are clearly flourishing, whereas HSHU 204 was more variable, and both HSEV 204 and HSSS 204 are causes for concern.

### Grades

In HSEV 204, 74% of students earned A grades, and 22% earned grades in the B range.

In HSHU 204, 80% of students earned A grades, and 19% earned grades in the B range.

Students performed the least well in HSPH 204, in which they earned 42% grades of A or A- and 53% grades in the B range.

The highest grades were earned in HSSS 204, in which 86% of the students earned A grades, while 14% earned B grades.

Grades in HSTR 204 were the next highest, with 56% in the A range and 44% in the B range.

The lower performance in HSPH 204 may be tied to the higher enrollment compared to the other courses.

### Course evaluations

Course evaluations for HSEV 204 were consistent over the period 2010-2012 and then ticked up markedly in 2013, when a new 7-point scale for evaluations was introduced to replace the old 10-point scale. The instructor ratings for 2010-2012 (the course was not taught in 2009) ranged from 7.22 to 8.33; in 2013, when the new scale was introduced, the rating was 6.71, which is equivalent on the old scale to 9.59, and the course rating ranged from 6.89 to 8.00 on the old scale, with the 2013 rating of 6.71, equivalent to 9.59.

For HSHU 204, the results were more varied, perhaps due to the course having been taught by different instructors. The instructor ratings ranged in 2009-12 from 8.12 to 9.07; in 2013, the rating was 6.87 (=9.81). The course ratings ranged slightly more widely than the instructor ratings: from 7.22 to 8.50 in 2009-12, and 6.44 (9.20) in 2013. In all five years, the instructor ratings were higher than the course ratings, and in one year in particular (2011), the gap between the instructor rating and the course rating was substantial: 1.78.

In HSPH 204, the ratings for instructors were consistently high. In 2009-12, they ranged from 8.46 to 9.40. In 2013, the rating of 6.07 is equivalent to 8.67 (within the range from the other four years). In each year, the instructor rating was higher than the course rating, but the course ratings were similarly consistent, ranging from 8.12 to 9.17 in 2009-12, though it is noteworthy that the trend was also consistently downwards (unlike the instructor ratings, which fluctuated without a clear trend). This downward trend in course ratings continued in 2013, when the course received a rating of 5.53 (=7.90).

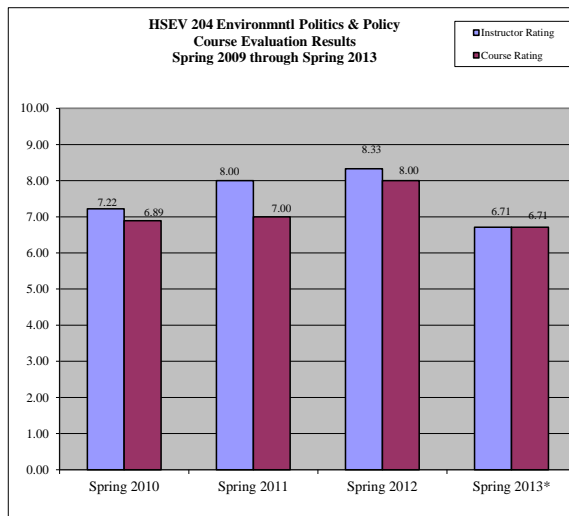
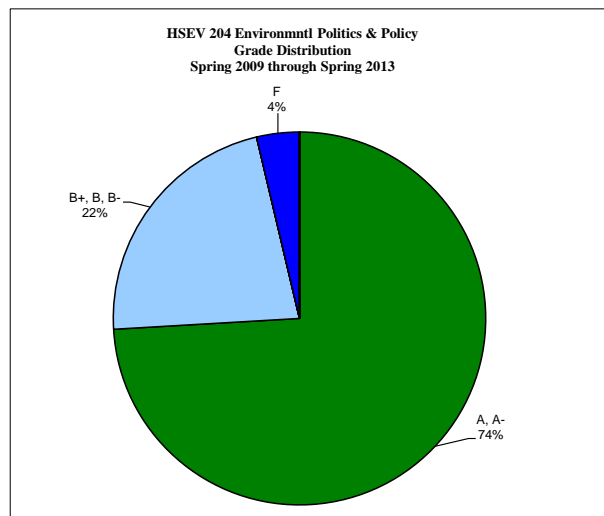
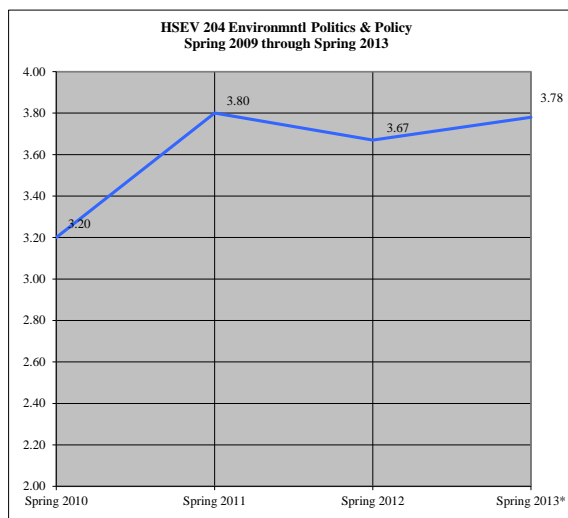
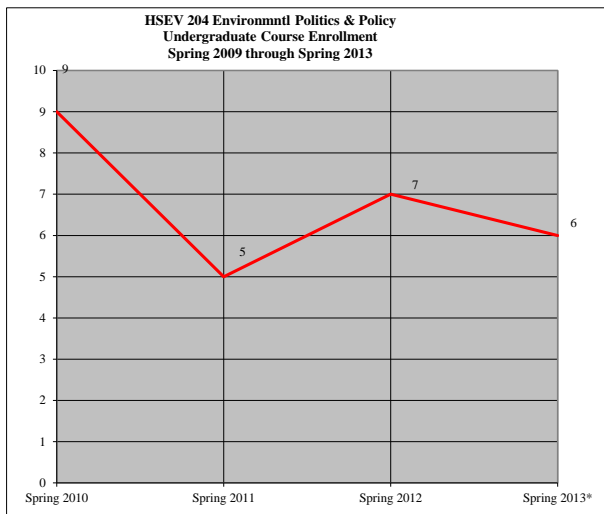
The course evaluations for HSSS 204 of all the 204-level courses were the highest of any of the 204-level courses. The course was not taught in the spring of 2013, so there are only four years of data. The instructor ratings varied from 9.29 to 10.00. The course ratings varied more widely, from 8.66 to 9.83, and in 2010, the course received a higher rating than the instructor, but since both ratings were extremely high (9.75 and 9.50 respectively), this result does not pose any concern.

Ratings in HSTR were very consistent. The course was not taught in 2012, so there are only four years of data. In 2009-11, the instructor rating ranged from 7.91 to 8.48; in 2013, the rating was 6.11 (=8.73). The course rating was similarly consistent, ranging from 7.70 to 8.14 in 2009-11; in 2013, it was 6.05 (=8.64). In each case, the instructor ratings were higher than the course ratings, but the gap between the two ratings was generally very narrow.

In general, the course evaluations for all the 204-level courses were satisfactory to excellent. The lowest instructor ratings were in HSEV 204 and HSTR 204. HSHU 204 and HSPH 204 were in the middle, and HSSS 204 was the highest. The course ratings tracked closely with the instructor ratings, except that HSHU 204 rated slightly lower than HSTR 204 for the courses than for the instructors.

**COURSE SUMMARY DATA: HONORS PROGRAM**  
**HSEV 204 Environmental Politics and Policy**

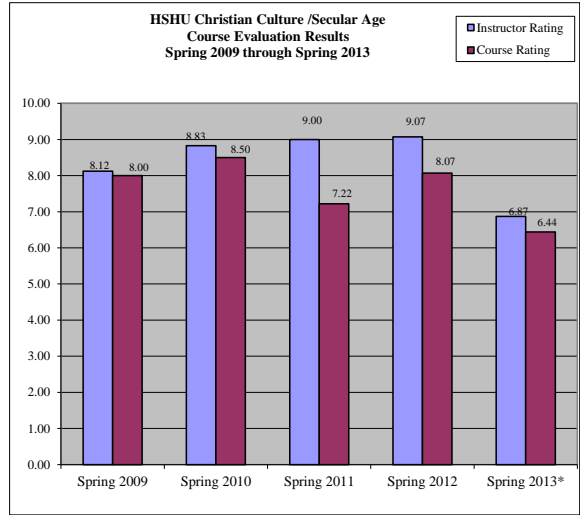
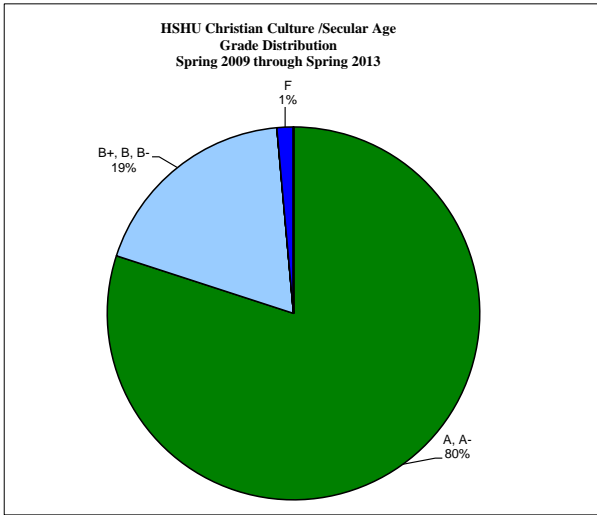
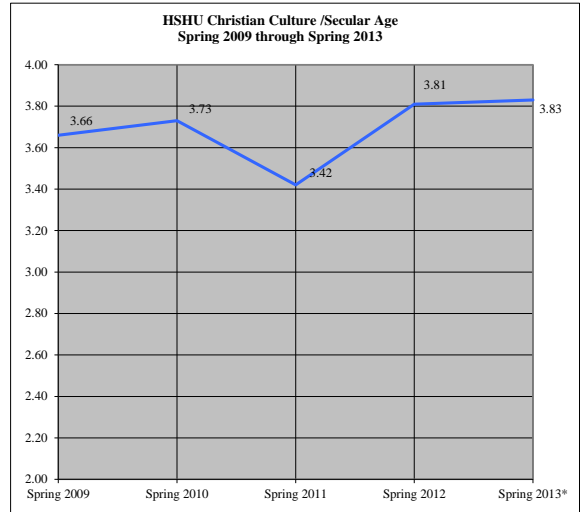
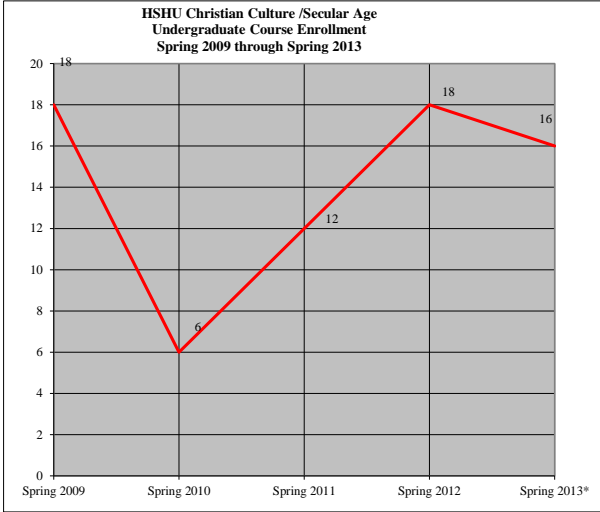
Term	Undergraduate Course Enrollment	Course Grade		Course Grades							Course Evaluation Results							
		Avg.	StDev.	Grade Distribution							Course Eval.		Instructor Rating		Course Rating			
				A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.		
Spring 2010	9	3.20	1.23	6	2					1			9	100.00%	7.22	1.86	6.89	2.62
Spring 2011	5	3.80	0.31	4	1							4	80.00%	8.00	0.82	7.00	1.15	
Spring 2012	7	3.67	0.39	5	2							6	85.71%	8.33	1.86	8.00	1.90	
Spring 2013*	6	3.78	0.28	5	1							7	116.67%	6.71	0.76	6.71	0.76	



\*Spring 2013 was using a new evaluation form where instructor and course ratings were based on a 7-point scale

**COURSE SUMMARY DATA: HONORS PROGRAM**  
**HSHU 204 Christian Culture/ Secular Age**

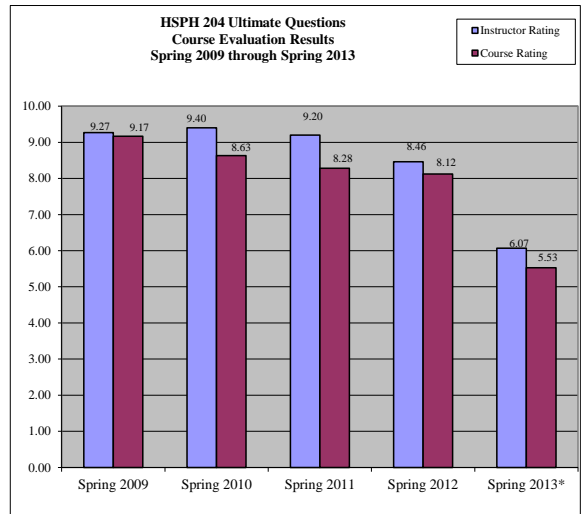
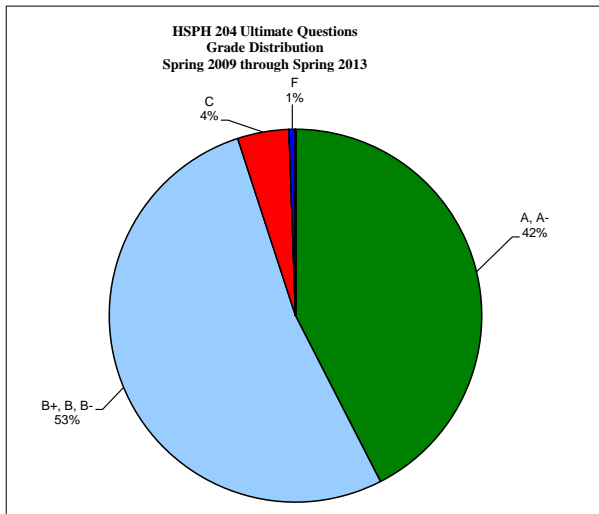
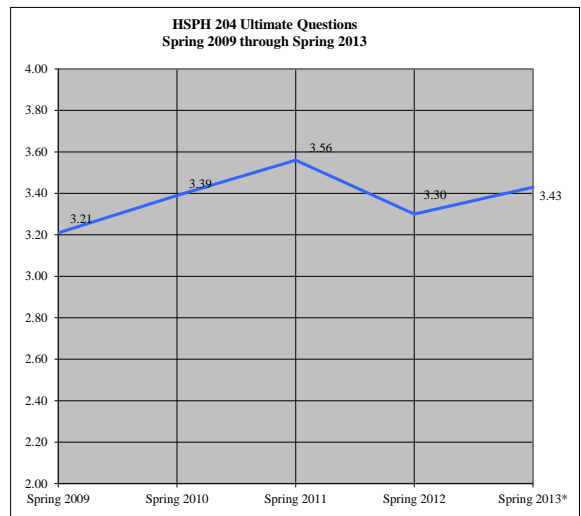
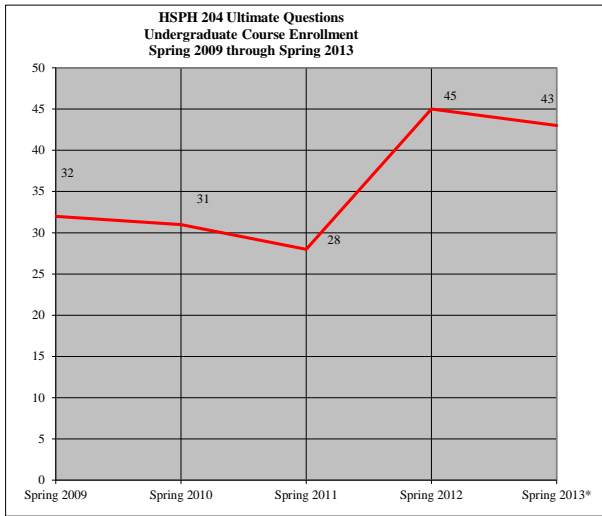
Term	Undergraduate Course Enrollment	Course Grade		Course Grades							Course Evaluation Results						
		Avg.	StDev.	Grade Distribution							Course Eval.		Instructor Rating		Course Rating		
				A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.	
Spring 2009	18	3.66	0.39	11	7							17	94.44%	8.12	1.22	8.00	1.27
Spring 2010	6	3.73	0.26	5	1							6	100.00%	8.83	1.60	8.50	1.97
Spring 2011	12	3.42	1.11	8	3			1				9	75.00%	9.00	0.87	7.22	2.54
Spring 2012	18	3.81	0.20	17	1							15	83.33%	9.07	0.96	8.07	1.49
Spring 2013*	16	3.83	0.20	15	1							16	100.00%	6.87	0.35	6.44	0.73



\*Spring 2013 was using a new evaluation form where instructor and course ratings were based on a 7-point scale

COURSE SUMMARY DATA: HONORS PROGRAM  
 HSPH 204 Ultimate Questions

Term	Undergraduate Course Enrollment	Course Grade		Course Grades							Course Evaluation Results							
		Avg.	StDev.	Grade Distribution							Course Eval.		Instructor Rating		Course Rating			
				A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.		
Spring 2009	32	3.21	0.77	13	16	2				1			30	93.75%	9.27	0.83	9.17	0.91
Spring 2010	31	3.39	0.47	15	14	2							35	112.90%	9.40	0.91	8.63	1.35
Spring 2011	28	3.56	0.36	17	11								25	89.29%	9.20	0.91	8.28	1.28
Spring 2012	45	3.30	0.46	16	26	3							28	62.22%	8.46	1.79	8.12	1.77
Spring 2013*	43	3.43	0.36	15	27	1							43	100.00%	6.07	2.09	5.53	2.10

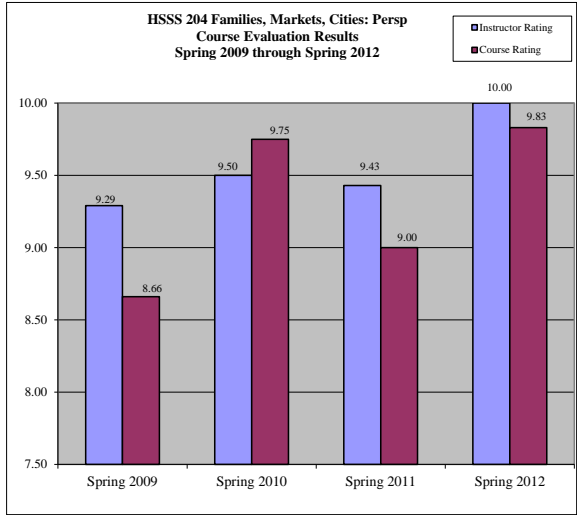
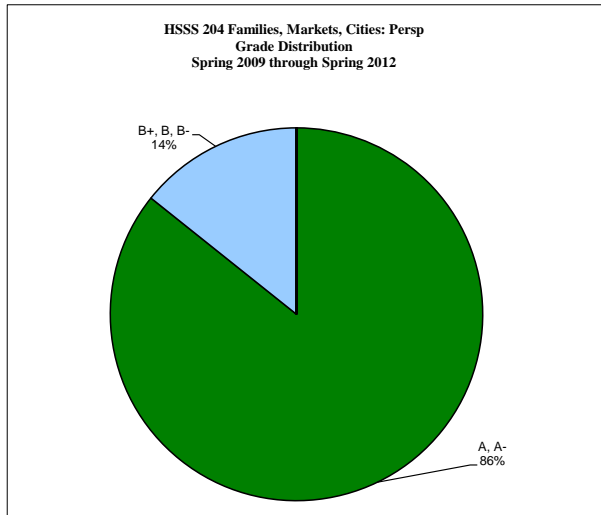
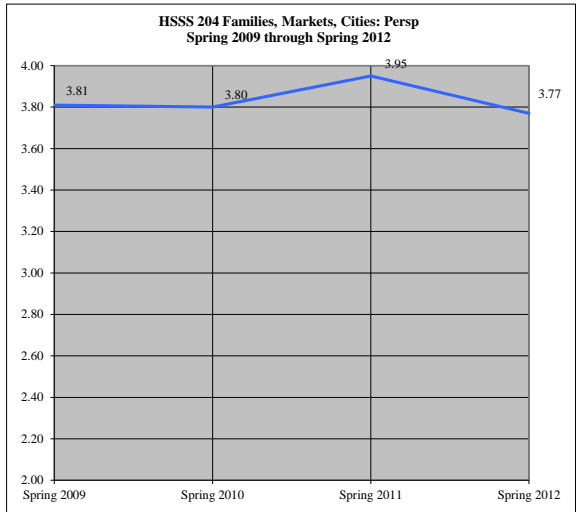
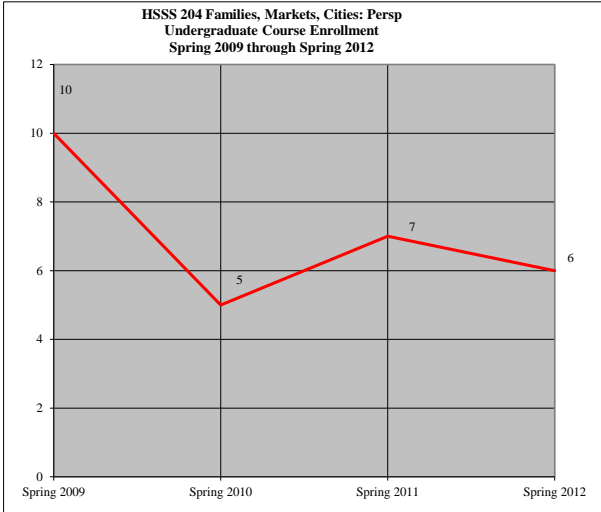


\*Spring 2013 was using a new evaluation form where instructor and course ratings were based on a 7-point scale



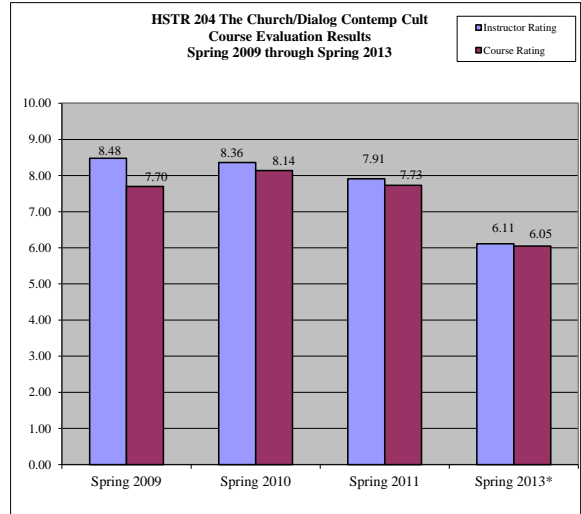
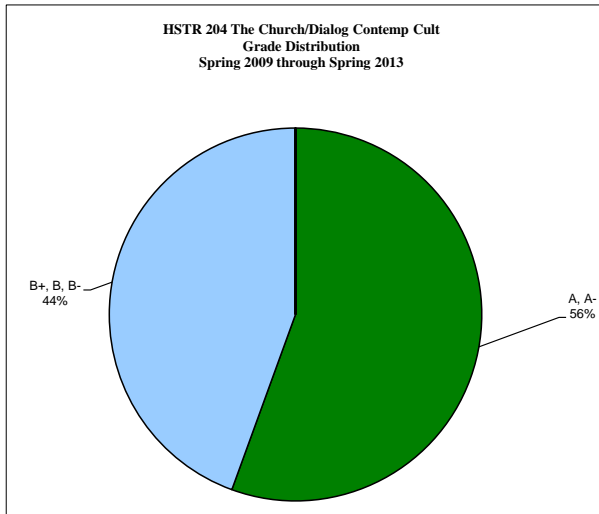
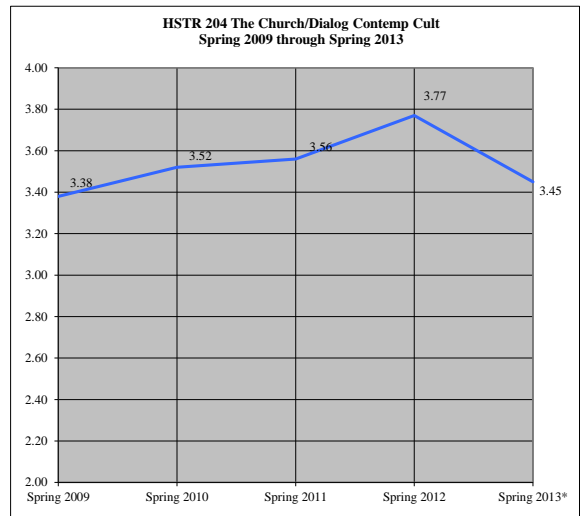
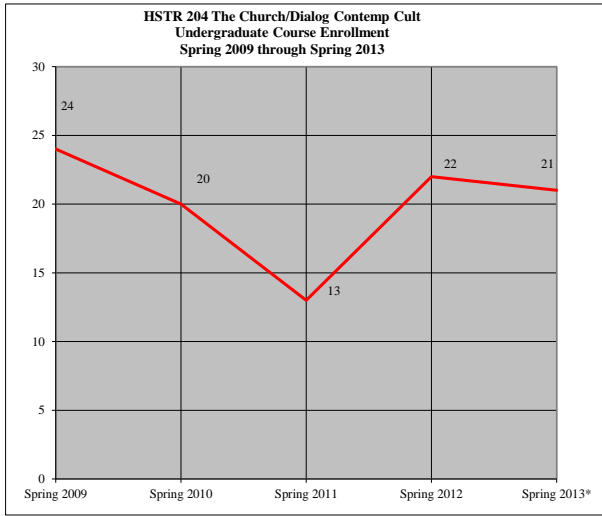
**COURSE SUMMARY DATA: HONORS PROGRAM**  
**HSSS 204 Families, Markets, Cities: Persp**

Term	Undergraduate Course Enrollment	Course Grade		Grade Distribution							Course Evaluation Results					
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	I	Course Eval.		Instructor Rating		Course Rating	
											#	%	Avg.	StDev.	Avg.	StDev.
Spring 2009	10	3.81	0.32	9	1						7	70.00%	9.29	1.50	8.66	1.07
Spring 2010	5	3.80	0.31	4	1						4	80.00%	9.50	0.58	9.75	0.50
Spring 2011	7	3.95	0.11	7							7	100.00%	9.43	0.79	9.00	1.91
Spring 2012	6	3.77	0.36	4	2						6	100.00%	10.00	0.00	9.83	0.41



**COURSE SUMMARY DATA: HONORS PROGRAM**  
**HSTR 204 The Church/Dialog Contemp Cult**

Term	Undergraduate Course Enrollment	Course Grade		Course Grades							Course Evaluation Results						
		Avg.	StDev.	Grade Distribution							Course Eval.		Instructor Rating		Course Rating		
				A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.	
Spring 2009	24	3.38	0.38	8	15							23	95.83%	8.48	2.06	7.70	2.36
Spring 2010	20	3.52	0.35	10	10							14	70.00%	8.36	1.34	8.14	1.35
Spring 2011	13	3.56	0.30	5	8							11	84.62%	7.91	1.30	7.73	1.62
Spring 2012	22	3.77	0.13	22								21	95.45%	8.14	1.88	7.62	2.16
Spring 2013*	21	3.45	0.39	10	11							19	90.48%	6.11	1.41	6.05	1.35



\*Spring 2013 was using a new evaluation form where instructor and course ratings were based on a 7-point scale

## Introductory Course Data

The University Honors Program analyzed course grade, evaluation, and enrollment data in the introductory courses for the five Honors tracks (HSEV, HSHU, HSPH, HSSS, and HSTR) for a five-year period (Fall 2008 through Fall 2012). We are also including data for PHIL 211, which is the Honors version of the first course in the two-semester Philosophy sequence taken by most students in the professional schools. We are also including data for the Honors sections of the FYE Theology course that was introduced in the spring of 2010 as TRS 201, since it has functioned effectively as an introductory course for Honors. The data are complex for two reasons. For the 2009-10, 2010-11, and 2011-12 academic years, the course was offered only in the spring. In 2012-13, the FYE shifted to offering Theology every semester. For the academic years 2009-10 and 2010-11, the course was not given a separate Honors designation, but Honors sections were composed solely of Honors students and were bound with HSPH 101 or PHIL 211, the two Honors Philosophy options within the FYE. In 2011-12, a new Honors designation, TRS201H, was introduced to distinguish Honors sections from non-Honors sections. Hence, we are including data from TRS 201/201H for the following semesters: Spring 2010, Spring 2011, Spring 2012, Fall 2012, and Spring 2013. The introduction of TRS 201H into the FYE had led to a disruption in the Theology track, since students were now required to take a course that fell outside the track, leaving them in some cases with not enough slots on their tracking sheet to complete the full four-course sequence. The Honors Program thus allowed students to substitute TRS 201H for one of the four courses in the Theology track. This solution was not entirely satisfactory, so in Fall 2013, a revised HSTR 101 replaced TRS 201H in the FYE, with one last “legacy” section of the old HSTR 101 offered for upperclassmen. Until 2013-14, students were permitted to substitute TRS 201/H for one other course in the HSTR sequence, so some students who completed the Theology track took only TRS 201/H, whereas other students took both TRS 201/H and HSTR 101. For that reason, the data for the two courses include some students who are represented twice. For the next reporting period, data for HSTR 101 alone (with the exception of that one legacy section from Fall 2013) will capture all beginning Honors students in Theology.

### Enrollment

During the period under report, enrollment in our introductory courses was affected substantially by the introduction of the First year Experience in 2009-10.

Enrollment in HSEV 101 fluctuated from a high of 22 to a low of 9, partly due to cohort size, but the overall trend was distinctly downward. The enrollment in 2012 (10) was less than half that of 2008 (22).

Enrollment in HSHU 101 fluctuated more widely, from a low of 19 (2009) to a high of 40 (2010). There was no clear trend over time.

Enrollment in HSPH 101 remained fairly steady, fluctuating between a high of 73 and a low of 51, based on two factors: the overall size of the UHP cohort and the proportion of students enrolled in the alternative FYE Philosophy course, PHIL 211, in which enrollment increased markedly, from 14 and 16 students in 2008-9 to 36, 34, and 36 students in 2010-12. This shift is due to the larger proportion of Honors students enrolling in the professional programs, since these students are usually encouraged to take PHIL 211 rather than HSPH 101.

Enrollment in HSSS 101 remained largely stable at 22-25, with one outlier (11) in 2010.

Enrollment in HSTR 101 did not increase as dramatically because initially, it was not included in the FYE (see the discussion above). Enrollment in TRS 201/H, on the other hand, fluctuated dramatically. The peak of 104 (2012) was reached during a year with an exceptionally large freshman Honors cohort who all took TRS 201H during the same semester. Thereafter, the numbers dropped due to the course being offered during both the fall and spring semesters. The number of sections offered in the fall and spring of 2012-13 was not equal, hence the disparity between fall (60) and spring (34).

### Grades

The performance of the students in the courses varied noticeably from track to track.

In HSEV 101, 47% earned A grades, and 47% fell in the B range.

Students in HSHU 101 earned the lowest grades: only 35% earned grades in the A range, 53% in the B range, and 12% C or below (Note: courses in which grades below B- are earned cannot be counted for track completion in the Honors Program).

In HSPH, only 45% earned grades of A or A- and 51% earned grades in the B range. Grades in PHIL 211 were roughly comparable, though slightly higher: 52% A grades and 40% B grades.

Of students in HSSS 101, 60% earned grades of A or A- and 30% earned grades of B+, B, or B-

Students in HSTR 101 earned the highest grades: 95% earned grades of A or A-, and no students earned grades lower than the B range. Grades earned in TRS 201/H were lower than grades earned in HSTR 101, reflecting the larger numbers of freshmen taking the former. Students in TRS/201H earned only 67% A grades and 28% B grades.

Overall, then, students in HSHU earned the lowest grades, while HSTR students earned the highest grades. Students in the other three tracks fared in between these two extremes.

### **Course evaluations**

Overall, HSEV 101 received the lowest evaluations. The results varied substantially across the reporting period. The instructor rating ranged from 6.39 to 8.60, and the course rating ranged from 5.53 to 8.80. There were no results reported for 2011. In two of the four years for which reports were available, the course was rated more highly than the instructor, and in two years, the instructor was rated more highly than the course.

In HSHU 101, the results are affected by a more serious gap in data, as reports for 2009 and 2011 are both missing. For the three years for which data is available, the range of scores for the instructors was narrower than for HSEV 101: a low of 6.91 and a high of 8.68. The course ratings ranged slightly more widely, from a low of 5.80 to a high of 8.16. In each case, the instructor rating was higher than the course rating, in two cases by a full point.

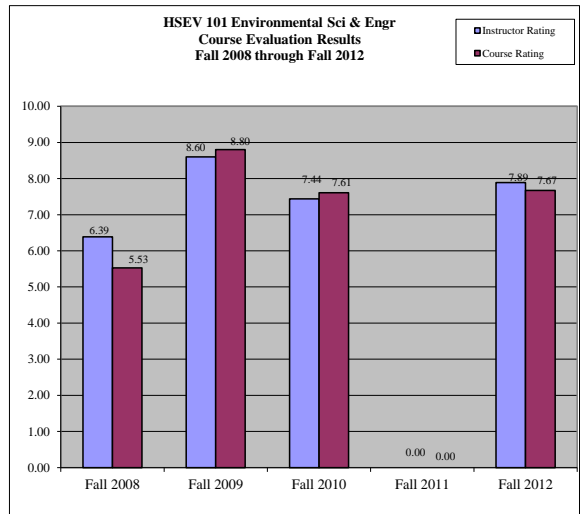
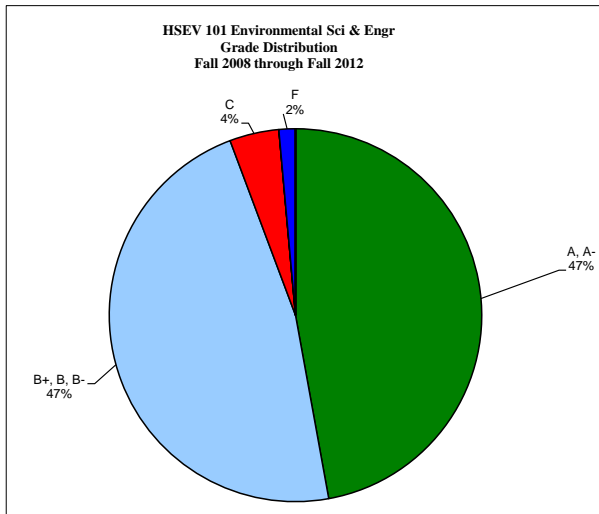
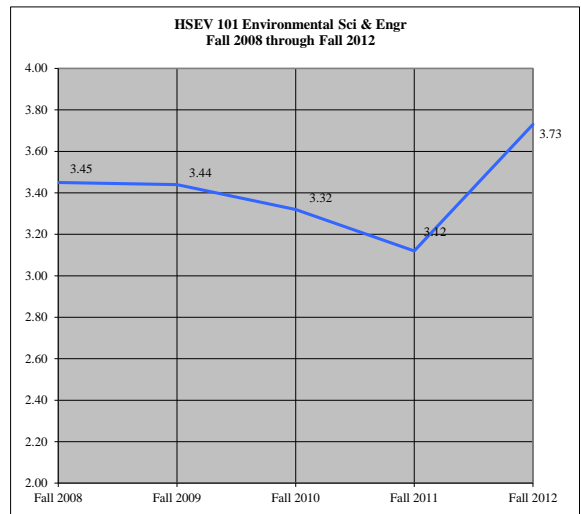
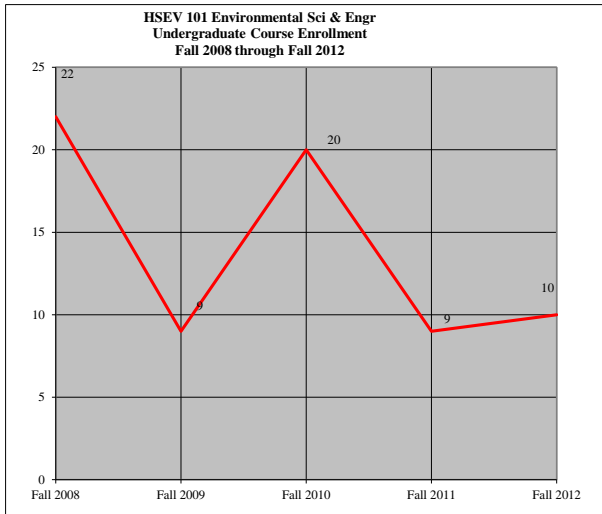
In HSPH 101, the ratings were very consistent. The instructor ratings ranged from a low of 7.84 to a high of 8.68, and the course ratings ranged from a low of 7.03 to a high of 8.07. In each case, the instructor rating was higher than the course rating. The greater consistency in ratings could be a reflection of the larger size of the cohort. The ratings for PHIL 211 varied much more than the ratings for HSPH 101. The instructor rating was higher than the course rating in all five years of the reporting period, but the margin between the two varied from a low of .04 to a high of .92. The instructor rating varied from a low of 7.15 in Fall 2009 to a high of 9.67 in Fall 2008, with no clear trend over time. The variations may be due to different instructors teaching the course in different years. The course evaluations ranged again from a low of 6.62 in 2009 to a high of 9.00 in 2009.

HSSS 101 and HSTR 101 received the highest course evaluations (and the highest grades). HSSS 101 was missing data for 2011, but for the four years for which data was available, the instructor ratings ranged from 8.45 to 9.41, and the course ratings ranged from 8.17 to 9.24. In three cases (2008, 2009, and 2012), the instructor rating was higher than the course rating. In one case (2010), the course rating was higher than the instructor rating.

In HSTR 101, the range was similarly narrow. The instructor rating ranged from 8.48 to 9.44, and the course rating ranged from 8.22 to 9.28. In each case, the instructor rating was higher than the course rating. In TRS 201/H, the ratings varied more widely than in HSTR 101, which, again, may reflect the larger cohort size as well as the variety of instructors. The instructor ratings ranged during the period Fall 2010-Fall 2012 from 7.63 to 9.11; in Spring 2013, with the new 7-point scale, the course received a 6.71 (=9.59). The course ratings were noticeably lower than the instructor ratings. They ranged during the period Fall 2010-Fall 2012 from 6.19 to 8.11; in 2013, the course received a 6.16 (=8.8). The difference between the instructor rating and the course rating ranged during the period Fall 2010-Fall 2012 from .81 to 1.44, indicating that students were substantially more satisfied with their instructors than they were with the course as a whole. Since this course has now been replaced by the newly-redesigned HSTR 101, we are hopeful that this result will be ameliorated in the future.

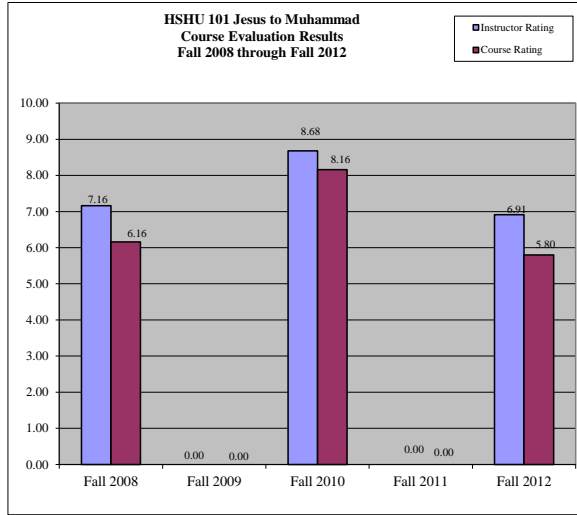
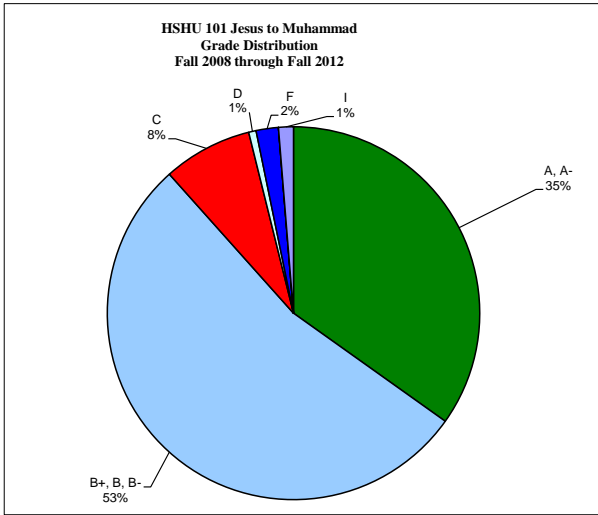
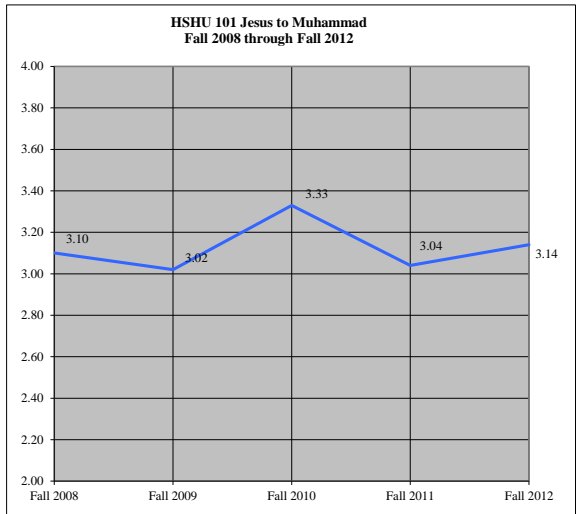
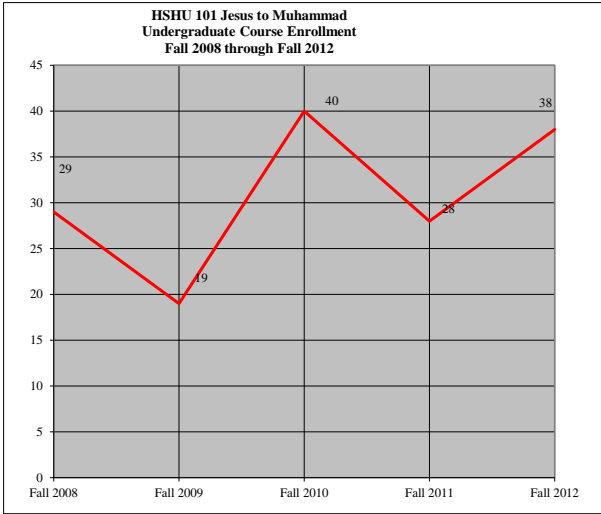
**COURSE SUMMARY DATA: HONORS PROGRAM**  
**HSEV 101 Environmental Science and Engineering**

Term	Undergraduate Course Enrollment	Course Grades										Course Evaluation Results					
		Course Grade		Grade Distribution							Course Eval.		Instructor Rating		Course Rating		
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.	
Fall 2008	22	3.45	0.49	9	12	1						18	81.82%	6.39	2.06	5.53	2.44
Fall 2009	9	3.44	1.31	7	1				1			5	55.56%	8.60	1.34	8.80	1.30
Fall 2010	20	3.32	0.46	7	12	1						18	90.00%	7.44	1.65	7.61	1.29
Fall 2011	9	3.12	0.62	3	5	1						0	0.00%				
Fall 2012	10	3.73	0.32	7	3							9	90.00%	7.89	1.27	7.67	2.12



**COURSE SUMMARY DATA: HONORS PROGRAM**  
**HSHU 101 Jesus to Muhammad**

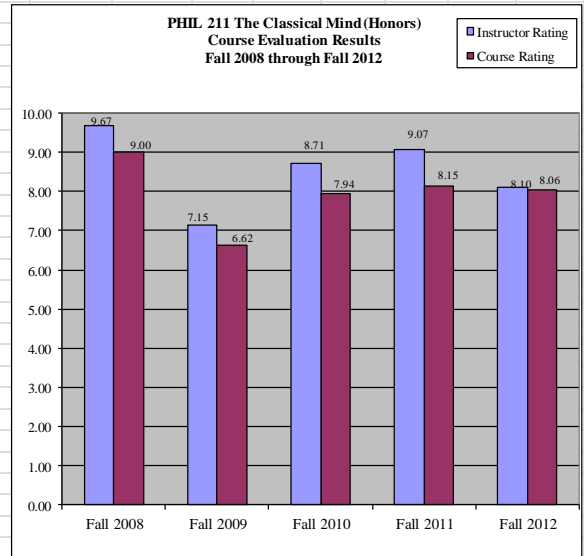
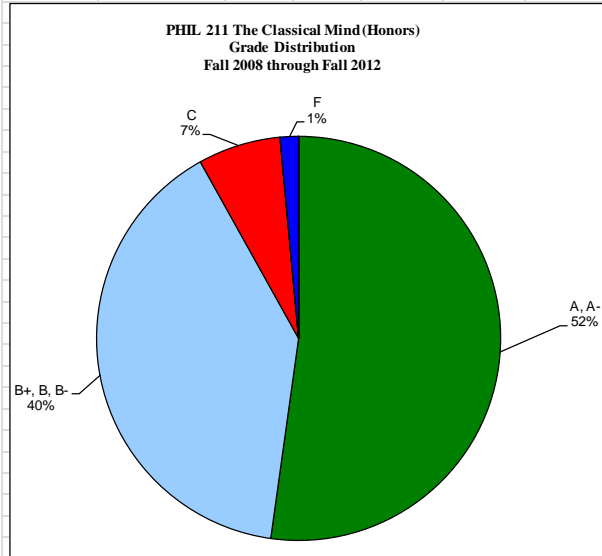
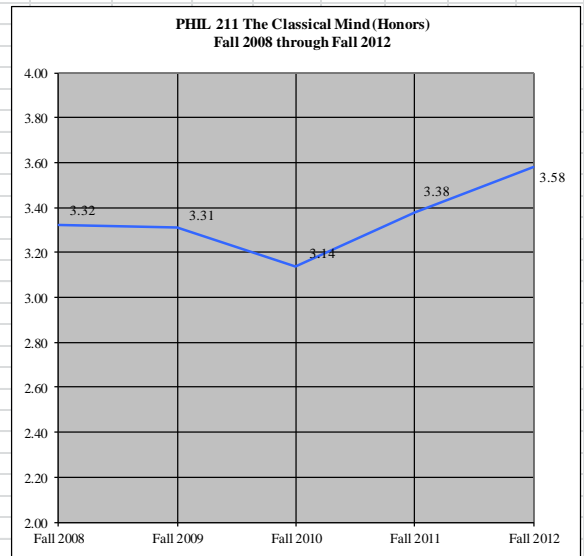
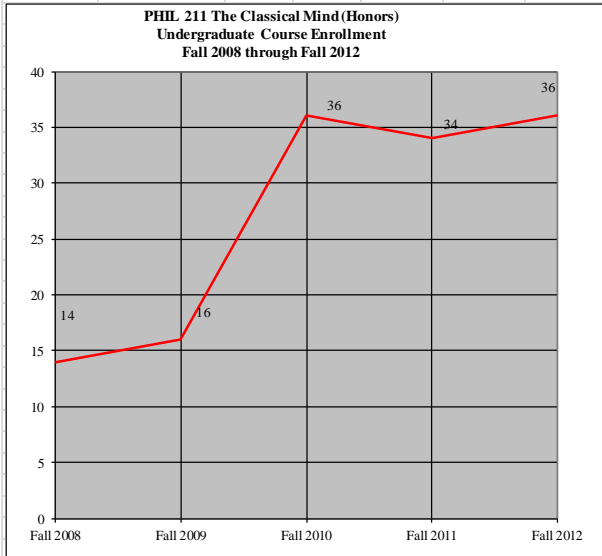
Term	Undergraduate Course Enrollment	Course Grades										Course Evaluation Results					
		Course Grade		Grade Distribution							Course Eval.		Instructor Rating		Course Rating		
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.	
Fall 2008	29	3.10	0.98	12	14	1		2			19	65.52%	7.16	2.93	6.16	2.65	
Fall 2009	19	3.02	0.95	6	9	3		1		2	0	0.00%					
Fall 2010	40	3.33	0.44	15	23	2					38	95.00%	8.68	1.38	8.16	1.76	
Fall 2011	28	3.04	0.87	8	15	4					0	0.00%					
Fall 2012	38	3.14	0.63	13	22	2	1				34	89.47%	6.91	1.91	5.80	2.23	



COURSE SUMMARY DATA: HONORS PROGRAM

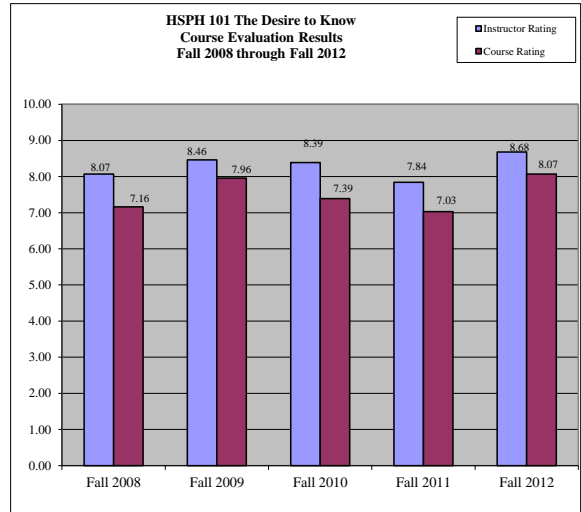
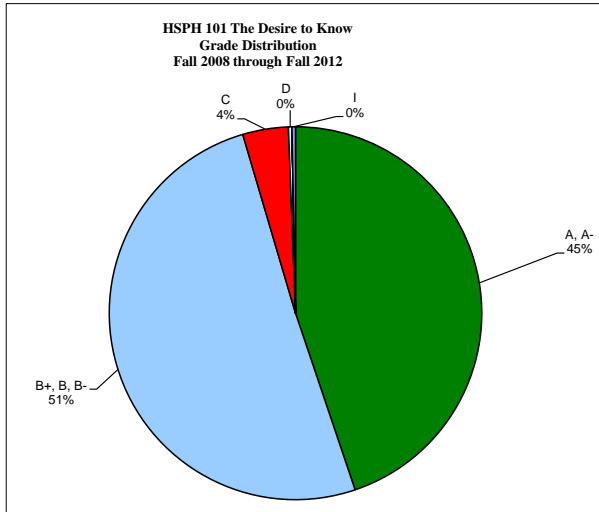
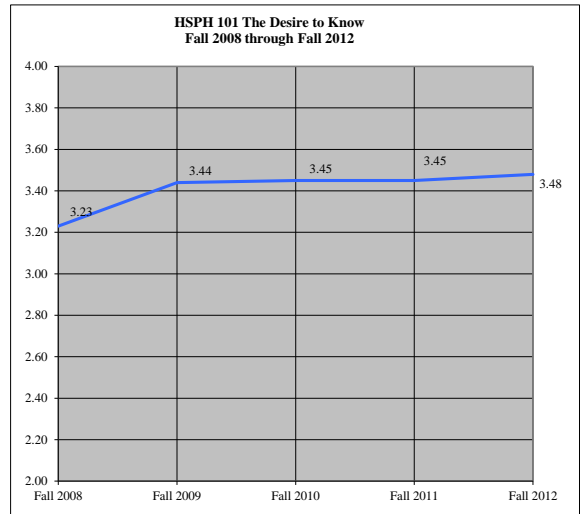
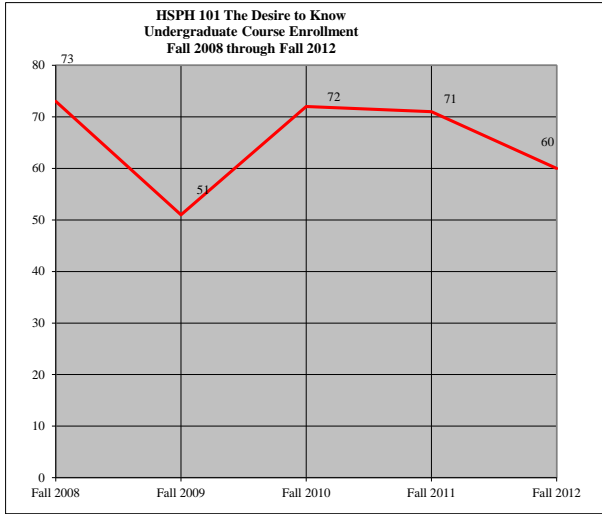
PHIL 211 The Classical Mind (Honors)

Term	Undergraduate Course Enrollment	Course Grades									Course Evaluation Results					
		Course Grade		Grade Distribution						Course Eval.		Instructor Rating		Course Rating		
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.
Fall 2008	14	3.32	0.51	7	6	1					9	64.29%	9.67	0.50	9.00	1.00
Fall 2009	16	3.31	0.99	8	7			1			13	81.25%	7.15	1.63	6.62	1.80
Fall 2010	36	3.14	0.60	12	19	5					31	86.11%	8.71	1.75	7.94	1.88
Fall 2011	34	3.38	0.75	19	13	1		1			27	79.41%	9.07	1.30	8.15	1.71
Fall 2012	36	3.58	0.52	25	9	2					31	86.11%	8.10	1.83	8.06	1.59



**COURSE SUMMARY DATA: HONORS PROGRAM**  
**HSPH 101 The Desire to Know**

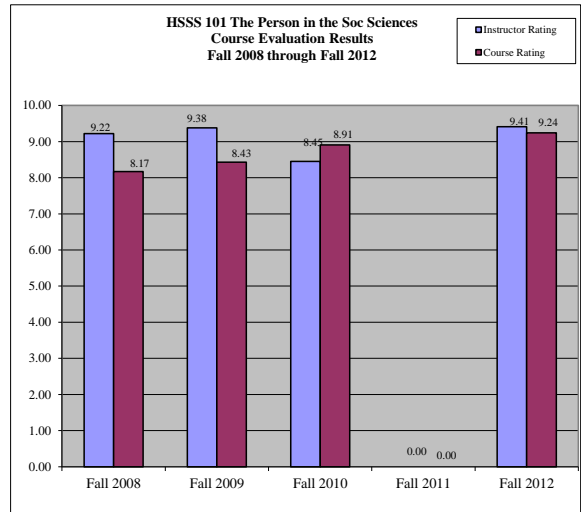
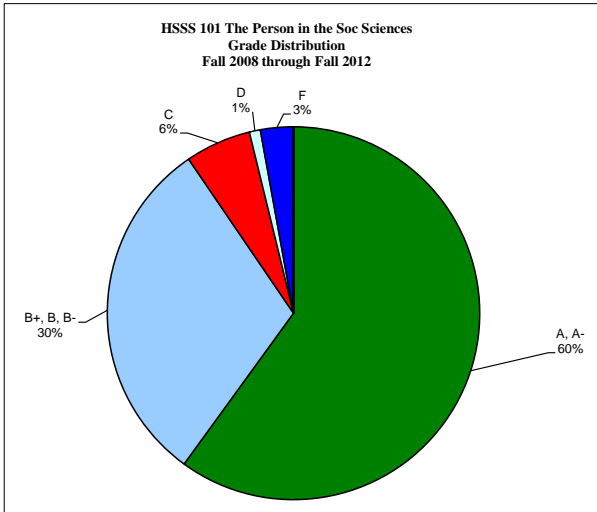
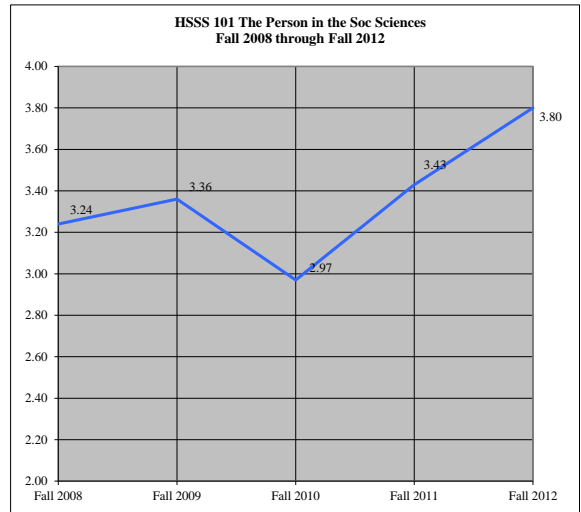
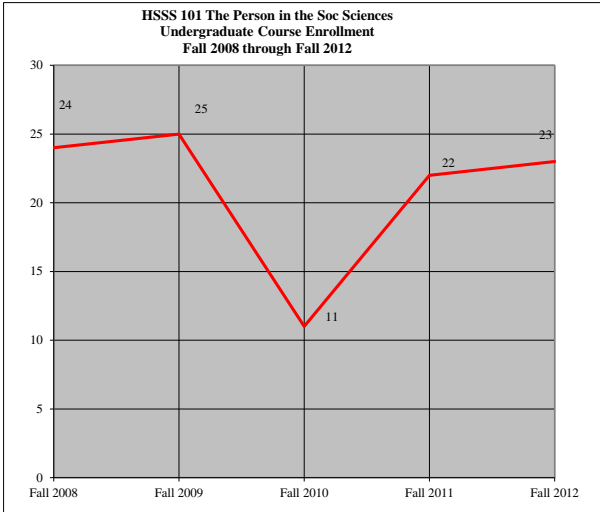
Term	Undergraduate Course Enrollment	Course Grades										Course Evaluation Results					
		Course Grade		Grade Distribution							Course Eval.		Instructor Rating		Course Rating		
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.	
Fall 2008	73	3.23	0.46	19	50	4						67	91.78%	8.07	1.52	7.16	2.01
Fall 2009	51	3.44	0.36	23	27	1					1	48	94.12%	8.46	1.68	7.96	1.57
Fall 2010	72	3.45	0.59	38	29	4	1					59	81.94%	8.39	1.68	7.39	2.03
Fall 2011	71	3.45	0.47	36	32	3						58	81.69%	7.84	1.46	7.03	1.78
Fall 2012	60	3.48	0.45	31	28	1						56	93.33%	8.68	1.39	8.07	1.75





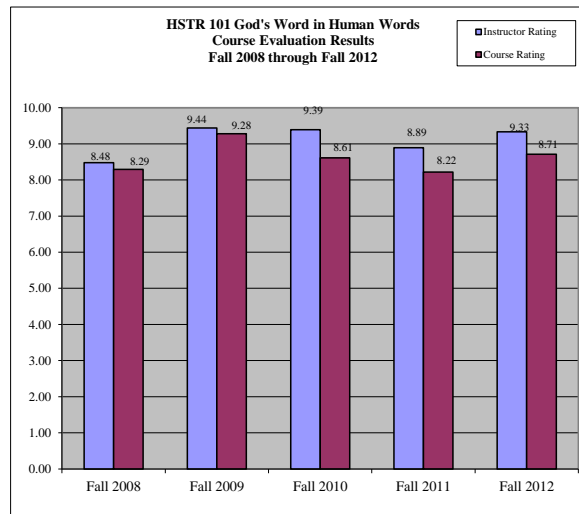
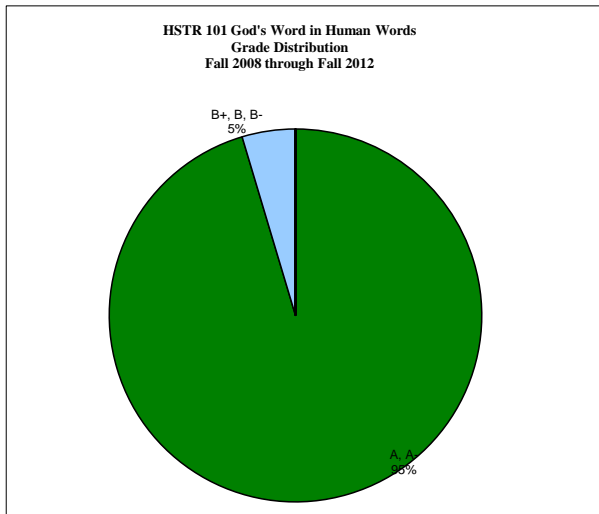
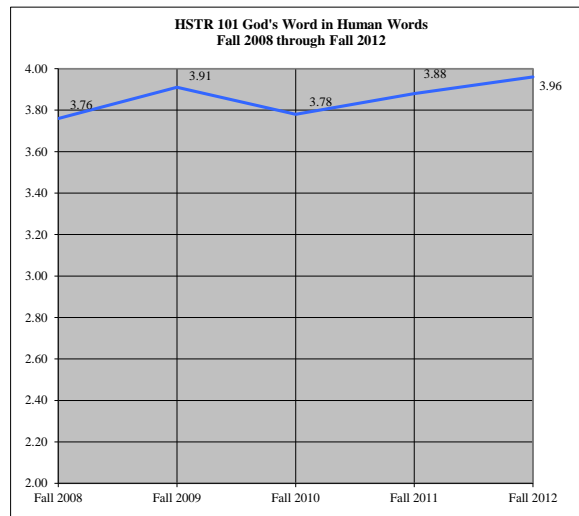
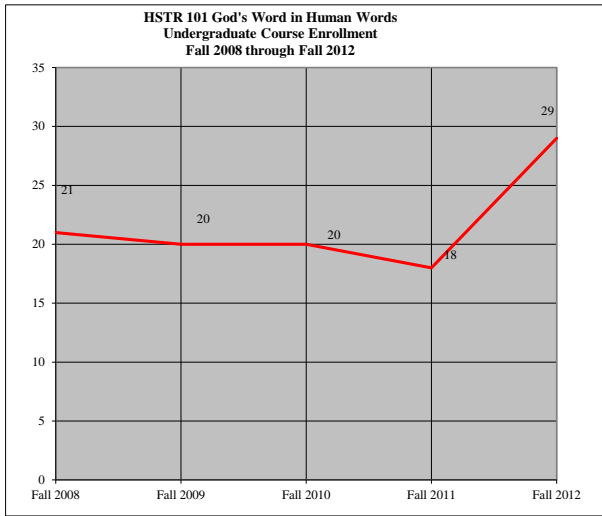
**COURSE SUMMARY DATA: HONORS PROGRAM**  
**HSSS 101 The Person in the Social Sciences**

Term	Undergraduate Course Enrollment	Course Grades										Course Evaluation Results						
		Course Grade		Grade Distribution							Course Eval.		Instructor Rating		Course Rating			
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.		
Fall 2008	24	3.24	0.98	13	6	4				1			23	95.83%	9.22	1.17	8.17	1.95
Fall 2009	25	3.36	0.57	11	12	2							24	96.00%	9.38	0.77	8.43	1.44
Fall 2010	11	2.97	1.50	6	3					2			11	100.00%	8.45	1.69	8.91	1.51
Fall 2011	22	3.43	0.71	13	8				1				0	0.00%				
Fall 2012	23	3.80	0.31	20	3								22	95.65%	9.41	0.67	9.24	0.83



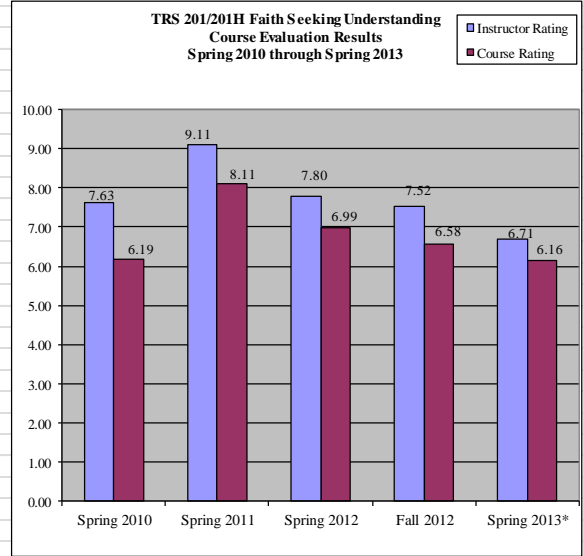
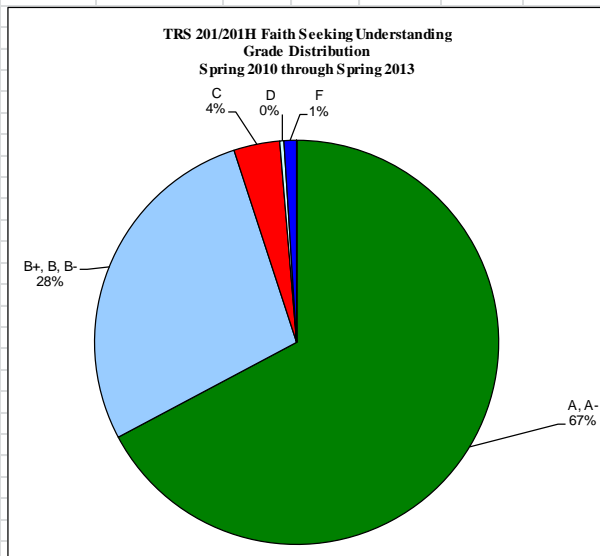
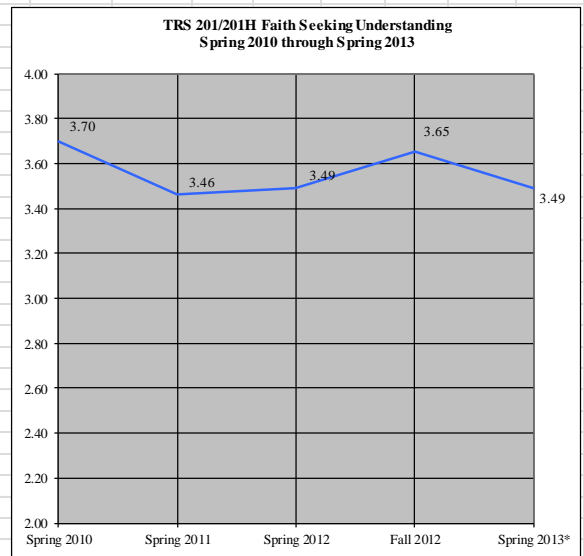
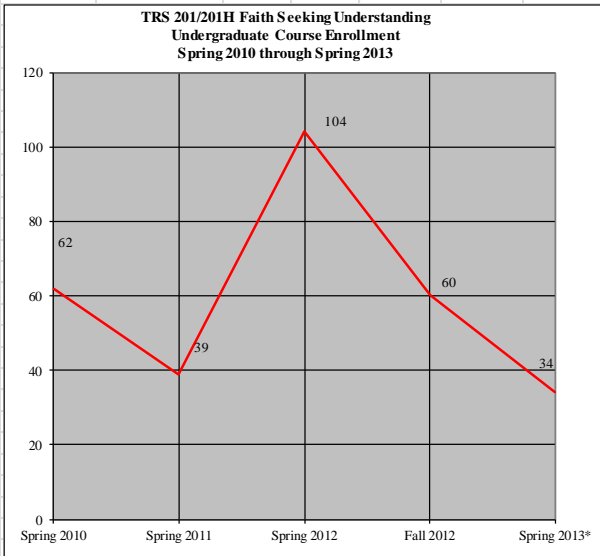
**COURSE SUMMARY DATA: HONORS PROGRAM**  
**HSTR 101 God's Word in Human Words**

Term	Undergraduate Course Enrollment	Course Grade		Course Grades							Course Evaluation Results						
		Avg.	StDev.	Grade Distribution							Course Eval.		Instructor Rating		Course Rating		
				A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.	
Fall 2008	21	3.76	0.21	19	2							21	100.00%	8.48	1.17	8.29	1.45
Fall 2009	20	3.91	0.14	20								18	90.00%	9.44	1.20	9.28	1.41
Fall 2010	20	3.78	0.25	17	3							18	90.00%	9.39	0.61	8.61	1.97
Fall 2011	18	3.88	0.15	18								18	100.00%	8.89	1.02	8.22	1.35
Fall 2012	29	3.96	0.11	29								24	82.76%	9.33	0.96	8.71	1.27



TRS 201/201H Faith Seeking Understanding

Term	Undergraduate Course Enrollment	Course Grades									Course Evaluation Results					
		Course Grade		Grade Distribution						Course Eval.		Instructor Rating		Course Rating		
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.
Spring 2010	62	3.70	0.54	52	6	3	1				52	83.87%	7.63	1.91	6.19	2.34
Spring 2011	39	3.46	0.51	21	16	2					35	89.74%	9.11	1.76	8.11	2.29
Spring 2012	104	3.49	0.78	69	28	4		3			96	92.31%	7.80	2.33	6.99	2.02
Fall 2012	60	3.65	0.43	39	21						54	90.00%	7.52	1.63	6.58	1.90
Spring 2013*	34	3.49	0.51	20	12	2					19	55.88%	6.71	0.93	6.16	1.02



\*Spring 2013 was using a new evaluation form where instructor and course ratings were based on a 7-point scale

## Milestone Data

### Perceptions of General Education Outcomes by Majors

Each spring, the University Honors Program uses the National Survey of Student Engagement (NSSE) to benchmark the general education outcomes of its senior students against senior students enrolled in: Catholic University, Carnegie Peers, and the entire NSSE participant group.

Seniors in the University Honors Program reported writing substantially more papers and papers of greater length than the general CUA cohort, their Carnegie Peers, or the NSSE 2013 cohort as a whole. However, somewhat surprisingly, they did not report higher satisfaction with the degree to which their courses promoted their ability to write clearly and effectively. On the other hand, they reported slightly higher degrees of satisfaction than all three comparison groups with their ability to speak clearly and effectively, perhaps as a result of the emphasis in the UHP on small, seminar-style classes.

Seniors in the UHP generally reported slightly higher results than all three comparison groups for the general education goal of showing facility in critical thinking and reasoned analysis. One notable exception was the question about analyzing numerical and statistical information, in which the UHP seniors scored higher than the CUA cohort as a whole, but significantly lower than the other two comparison groups. This result may be due to the emphasis in the Honors Program on the Humanities. Although courses in mathematics and statistics are offered in the Honors Program, they are taken by far fewer students than courses in non-quantitative subjects. The same results obtained for the general education goal of demonstrating an understanding of scientific and quantitative reasoning.

The results for the general education goal of demonstrating an ability to find, evaluate, and utilize information correctly and ethically and make connections between classwork and social issues were virtually identical for the UHP and the three comparison groups. This result is somewhat surprising, just like the result for facility in writing. We would have expected the UHP students to have reported higher scores, since the UHP courses emphasize these skills.

Finally, UHP seniors did significantly worse than all three comparison groups on the general education goal of demonstrating knowledge of and respect for different cultures and religions. To an extent, this result is due to the nature of CUA as an explicitly Catholic institution, but it is noteworthy here that although the CUA cohort in general scored lower than the Carnegie Peers and NSSE 2013 group as a whole, it still outscored the UHP seniors. This result may be due to the emphasis in the UHP curriculum on the Western, Christian tradition. Another factor may be the lower level of diversity among UHP students. UHP seniors scored particularly low on “had discussions with people with religious beliefs other than your own” and “encouraged contact among students from different social, racial/ethnic, religious backgrounds.”

The NSSE results suggest that the UHP might want to examine ways in which to improve writing instruction, deepen the emphasis on scientific and quantitative skills, and work consciously to include diverse perspectives in the UHP curriculum and among the faculty and students.

**2013 National Survey of Student Engagement Mean Comparisons:  
Selected Catholic University General Education Goals  
University Honors Program: Seniors**

*University Honors Program compared with:*

General Education Goals: Graduates will demonstrate proficiency in oral and written communication, including argumentative essays, research papers, presentations, and creative and collaborative work employing a variety of media.	University Honors Program			Catholic University			Carnegie Peers			NSSE 2013		
	Mean *	Mean *	Sig *	Effect Size *	Mean *	Mean *	Sig *	Effect Size *	Mean *	Mean *	Sig *	Effect Size *

<i>During the current school year, about how much writing have you done? 1=none, 1.5=1-2, 4=3-5, 8=6-10, 13=11-15, 18=16-20, 23=more than 20</i>													
Number of papers, reports, or other writing tasks up to 5 pages	10.0	8.4	.24	.72	*	.42	7.9	.30					
Number of papers, reports, or other writing tasks between 6 and 10 pages	4.7	4.3	.09	.31	*	.40	3.7	.23					
Number of papers, reports, or other writing tasks 11 pages or more	2.8	2.4	.10	.19	**	.26	2.0	**	.20				

<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>													
Writing clearly and effectively	2.8	2.9	.02	3.0		-.14	3.1	-.25					
Speaking clearly and effectively	3.0	2.9	.09	2.9		.09	2.9	.03					

*University Honors Program compared with:*

General Education Goals: Graduates will show facility in critical thinking and reasoned analysis.	University Honors Program			Catholic University			Carnegie Peers			NSSE 2013		
	Mean *	Mean *	Sig *	Effect Size *	Mean *	Mean *	Sig *	Effect Size *	Mean *	Mean *	Sig *	Effect Size *

<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>													
Memorizing course material	2.8	2.7	.11	2.8		.07	2.7	.13					
Applying facts, theories, or methods to practical problems or new situations	3.2	3.1	.12	3.1		.03	3.2	.02					
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	3.2	3.1	.17	3.1		.18	3.1	.15					
Evaluating a point of view, decision, or information source	2.9	3.0	.10	2.9		.03	3.0	-.07					
Forming a new idea or understanding from various pieces of information	3.1	2.9	.17	2.9		.19	3.0	.12					

<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>													
Thinking critically and analytically	3.3	3.2	.12	3.3		.03	3.3	.00					
Analyzing numerical and statistical information	2.7	2.5	.20	2.9		-.19	2.8	-.14					
Solving complex real-world problems	2.9	2.7	.14	2.8		.07	2.8	.05					

THE CATHOLIC UNIVERSITY OF AMERICA  
Planning, Institutional Research, Student Learning Outcomes Assessment

**2013 National Survey of Student Engagement Mean Comparisons:  
Selected Catholic University General Education Goals  
University Honors Program: Seniors**

*University Honors Program compared with:*

General Education Goals: Graduates will demonstrate an understanding of scientific and quantitative reasoning.	University Honors Program			Catholic University			Carnegie Peers			NSSE 2013		
	Mean *	Mean *	Sig *	Effect Size *	Mean *	Mean *	Sig *	Effect Size *	Mean *	Mean *	Sig *	Effect Size *

<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>													
Thinking critically and analytically	3.3	3.2	.12	3.3		.03	3.3	.00					
Analyzing numerical and statistical information	2.7	2.5	.20	2.9		-.19	2.8	-.14					

<i>During the current school year, about how often have you done the following? 1=never, 2=sometimes, 3=often, 4=very often</i>													
Reached conclusions based on your own analysis of numerical information	2.8	2.5	.32	2.7		.13	2.6	.17					
Used numerical information to examine a real-world problem or issue	2.5	2.4	.16	2.4		.10	2.4	.10					
Evaluated what others have concluded from numerical information	2.4	2.4	.01	2.4		-.06	2.4	-.02					

*University Honors Program compared with:*

General Education Goals: Graduates will demonstrate an ability to find information effectively using appropriate resources and technologies, critically assess the validity and relevance of that information, and utilize it in ethical and legal ways.	University Honors Program			Catholic University			Carnegie Peers			NSSE 2013		
	Mean *	Mean *	Sig *	Effect Size *	Mean *	Mean *	Sig *	Effect Size *	Mean *	Mean *	Sig *	Effect Size *

<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>													
Combined ideas from different courses when completing assignments	3.0	2.9	.09	3.0		-.03	3.0	-.01					
Connected your learning to societal problems or issues	2.8	2.8	.01	2.8		.02	2.9	-.06					
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.7	2.7	.04	2.6		.08	2.7	-.04					
Connected ideas from your courses to your prior experiences and knowledge	3.3	3.3	.05	3.2		.13	3.3	.08					

THE CATHOLIC UNIVERSITY OF AMERICA  
Planning, Institutional Research, Student Learning Outcomes Assessment

**2013 National Survey of Student Engagement Mean Comparisons:  
Selected Catholic University General Education Goals  
University Honors Program: Seniors**

*University Honors Program compared with:*

General Education Goals: Graduates will demonstrate knowledge of and respect for different cultures and religions.	University Honors Program			Catholic University			Carnegie Peers			NSSE 2013		
	Mean *	Mean *	Sig *	Effect Size *	Mean *	Mean *	Sig *	Effect Size *	Mean *	Mean *	Sig *	Effect Size *

<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>													
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.7	2.7	.04	2.6		.08	2.7	-.04					
Had discussions with people of a race or ethnicity other than your own	2.8	3.0	.18	3.1		-.36	3.1	-.35					
Had discussions with people with religious beliefs other than your own	2.4	2.7	.36	3.0	**	-.69	3.0	**	-.70				

<i>During the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>													
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	3.0	3.0	.06	2.9		.12	3.0	.06					

<i>To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much</i>													
Encouraging contact among students from different social, racial/ethnic, religious backgrounds	1.8	2.2	.41	2.5	**	-.69	2.6	**	-.74				

<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>													
Understanding people of other racial and ethnic backgrounds	2.5	2.7	.17	2.7		-.22	2.8	-.29					

## **Curricular Improvements**

### **New Liberal Studies Track**

Students in the professional schools have often had difficulty completing the traditional Honors tracks due to their extensive course requirements. Therefore, in 2012-13, the UHP instituted a new “Liberal Studies” track open to students in the schools of Architecture and Planning, Engineering, Music, and Nursing. The track allows students to choose four courses from at least three different tracks to create a customized track around a common, prearranged theme. In December 2013, the Undergraduate Board approved the extension of the Liberal Studies track to students in the School of Business and Economics and the National Catholic School of Social Services, as well as to students in the School of Arts and Sciences who are studying for the degree of Bachelor of Science. The track has proved extremely popular with students. The first students to complete the Liberal Studies track graduated in May 2013, and we expect the numbers to increase significantly over the next few years.

### **Reforms to the Theology Track**

During the past several years, the UHP has made changes to the Theology track to take full account of the incorporation of the first course in the track into the First Year Experience (FYE). The course formerly known as TRS 201H has been fully replaced by HSTR 101, which is the first in a four-course sequence based on the four Dogmatic Constitutions of the Second Vatican Council. Students who are admitted to the UHP after the first semester are now given the opportunity to make up for missing HSTR 101 by taking an advanced Scripture course with an Honors contract.

### **World Capitals Courses and Spring Break Seminars**

In the fall of 2010, the UHP began a series of courses devoted to world capitals to be associated with spring break seminars in the subsequent spring semester. The capitals covered so far have been Berlin (2010), Vienna (2011), Venice (2012), and Madrid (2013). In fall 2014, the course will focus on Jerusalem. There was no spring seminar in Berlin, but successful trips were taken to Vienna, Venice, and Madrid, and the trip to Jerusalem has already been planned. The course and seminar for 2015-16 will focus on Paris.

### **New Courses in the Honors Program**

The UHP has developed two new courses that fall outside the traditional tracks. In the spring of 2013, we offered HSAM 201: The Mortal and the Divine in Art and Music, a course team-taught by faculty members in the School of Music and the Department of Art. In the spring of 2014, we offered HSLs 201: The Virtues, an interdisciplinary study of the virtues in art, literature, philosophy, and law, taught by President Garvey. These courses form part of an effort to broaden the curricular offerings within the UHP.