ANNUAL ASSESSMENT REPORT
AND
STRATEGIC PLANNING UPDATE
Year: 2004

Area or Unit Name: HONORS COLLEGE
Area or Unit Leader: Gary M. Bell Email: gary.bell@ttu.edu
Phone Number: (806) 742-1828 Ext: 
Mail Stop: 1017

Section 1. Goals and Accomplishments

Goal 1: Access and Diversity: Recruit, retain, and graduate a larger, more academically prepared, and more diverse student body.

- Honors diversity: student enrollment includes: 5.5% Asian/Pacific Islander; 0.7% Black; and 14.6% Hispanic
- Honors diversity: student enrollment represents foreign students from Bulgaria, Malaysia, Iran, Nigeria, Russia, Mexico, China, Taiwan, Bangladesh, Cameroon, Canada, Germany, the UAE and the Ukraine
- Honors student cumulative GPA: 3.63 for fall semester
- Of all Honors students, 40% have a GPA of 3.8 or higher
- In the period before 20th class day enrollment, there were 956 Honors students identified in the College. After the 20th class, 880 were identified.
- Of the freshman admitted, the Honors College has a 93% retention rate.
- The graduation rate in 2004 for Honors students seems to be right around 18% per year of the total cohort after four years in the program. Last year it was 16%. This means that on a four year cycle, approximately 72% of all Honors student who are admitted are in fact graduating between four and five years later.

Goal 2: Academic Excellence: Achieve regional and national recognition for outstanding Honors programs and opportunities, as well as the high quality of Honors College graduates.

- Fall 2004 Honors Cohort Average SAT: 1332
- Fall 2004 Honors Cohort has 18 Valedictorians and 17 Salutatorians.
- Within this time frame, the Honors College has identified, groomed and produced the following winners of national and international scholarship competitions. This has been in large part attributable to the installation of a new office within the Honors College to handle these competitions: Our successful competitions included: George C. Marshall - 1 FINALIST; Gates-Cambridge – 2 WINNERS; National Science Foundation – 1 Honorable Mention; 1 WINNER; Andrew Mellon in Humanistic Studies– 1 WINNER; Harry S. Truman – 1 FINALIST; Barry Goldwater – 2 WINNERS; Phi Kappa Phi – 1 WINNER
- Undergraduate Research Fellowship program (URF): 41 research pairs. This program continues to be a popular avenue for students to engage in undergraduate research, but, despite this being one of the putative niches for Texas Tech, the program is being downsized from a high of 62 research pairs due to constraints on funding. The opportunity to be an undergraduate researcher is also being confined increasingly to just Honors-related professors and students. The URF program was a sponsor of a campus Research Days in April, a program which spotlighted undergrad research efforts through poster presentations.
- Honors Arts and Letters Bachelor of Arts: After approval last year of the new Honors Arts and Letters BA to be offered in the Honors College, this year saw a structuring of the initial courses in the degree, the identification of the faculty who will teach the first cohort of students, the development of a recruiting brochure, and the beginning of a recruitment effort to identify interested students. The degree program will begin in the fall of 2005.
- The Honors First-Year Experience program completed its third year in 2003-2004 with 11 FYE courses and it serviced 240 new Honors students. The purpose of the program was to familiarize first year students with the various resources on campus, the multiplicity of opportunities available to them, and to help them adapt to the Honors culture. Various guest speakers and experts on student-based skill sets were also introduced. They are assisted by 22 student mentors—2 serving per class. This year, we introduced a second semester program for first year students. Called
the Passport Program, it was designed specifically to introduce students to the
importance of service-learning in their college experience, as well as to some of the
more important cultural activities that occur in spring semester on campus.

- The Natural History and Humanities Bachelor of Arts degree is in its third year of
operation, with a total of 18 majors and 4 minors. This includes 9 new freshmen who
designated NHH as their major. Dr. Susan Tomlinson serves as director; and a new
faculty member, who will especially be able to offer courses in creative expression,
Dr. Kurt Caswell has been hired. Dr. Mark McGinley from Biology has agreed to
apportion a greater amount of his time to the degree program. The student group
associated with NHH, named “Grassroots,” has organized and gained campus
recognition. They are an environmentally-oriented activist group that meets weekly,
developing an NHH culture among majors and non-majors alike. The first cohort will
graduate in this degree in 2005.

- The Honors Program provided financial support and advertising to assist the Knight
Raiders Chess Club.

- The Honors College has participated in supporting a number of campus speakers
and activities, including a campus-sponsored science fair, and such speakers as Dr.
Leakey, Dr. Cartmill and Ms. Asquith (speaking on Middle Eastern female rights).

- In 2003-2004, 9 Honors students studied abroad in a long semester. More than 30
studied abroad in the summer, assisted by Honor-provided study abroad
scholarships.

- Approximately 16% of all Honors students graduate per year.

- There were 69 National Merit Finalists on campus. 18 of those were incoming
freshmen.

- Of all the faculty who teach for Honors, the average on the global question in student
evaluations “overall this professor was effective” was 4.48 in spring of 2004; and
4.54 in fall of 2004. (The university average seems to be about 4.27).

Goal 3: Engagement: Provide programs and services that disseminate knowledge and skills and that
enhance the quality of life.

- Honors takes special pride in providing these types of services. On a weekly basis,
the Honors College engages students in a discussion of current political and social
issues in our weekly forum. There continues to be a strong emphasis on study
abroad, with students studying in a diversity of countries and specific Honors Study
Abroad programs being conducted in London/Paris (six weeks) and Italy (3 weeks).

- Service is a major part of the Honors educational experience. This past year our
community service has included: Fall Semester: Bagging apples at the South Plains
Food Bank, carving pumpkins and delivering them to the children’s ward of the
hospital, caroling at the Grace House, selling donuts to raise money for a playground
in Namibia, helping with Pet Therapy at the Haven for the Lubbock Children’s Home.
Spring Semester: Volunteering for the Lubbock Lion’s Pancake Festival, gardening
at the Lubbock State School on Keep Lubbock Beautiful Day, helping at the South
Plains Food Bank, and Arbor Day By engaging students in community service,
Honors hopes to model behaviors and inculcate life-long practices.

- In addition, Honors students participated in chemistry demonstrations and
astronomy observation programs in and for local area schools.

- Honors provides $200 per semester to professors to assist them in planning
community-building programs for the students in their class. This involves such
things as taking students to dinners, or to a local art or dramatic production.

- The Honors College participated substantially in the summer Admissions-sponsored
“Red Raider Experience.” Students were given extensive exposure to Honors
information and given the chance to participate in representative classes.

Goal 4: Technology: Maximize the use of technology in the delivery of services.

- At some expense to the college, power-point projectors were installed in two
classrooms out of the several that Honors now occupies on the second floor of the
west wing of the administration building. In addition, five of these classrooms were
outfitted with televisions that have DVD and VHS capability. Six classrooms were
outfitted with technology-oriented podiums. The Honors College developed and
centralized a system of providing AV assistance to professors, including such
standard elements as overhead projectors, slide projectors, and sound equipment.
All staff computers were upgraded, and all computers in the student computer lab
were upgraded. Laptops were purchased for faculty to enable them to have a wider
range of research, class preparation and writing capabilities. Our website was
substantially updated and expanded.

Goal 5: Partnerships and Collaboration: Build strategic partnerships and alliances with entities
external to Honors.
• Honors has worked to establish alliances with other units within the greater Texas Tech community. We have, for instance, continued our very successful early admission to medical school. 8 students were supported and accepted by TTU Medical School in this reporting period. The acceptance rate for students under this program has been 100%.

• Several lectures have been delivered by Rial Rolfe to Honors students to apprise them of the opportunities in the health providing professions.

• One class that utilized professors and speakers from the Health Sciences Center was offered in the fall (Health Sciences Experience class).

• There has been a new “3+3” program established with the TTU law school.

• There has been an early admission to law school program established.

• Through our NHH degree program, a great many interactions with the Outdoor Pursuits program of the Student Recreation Center have been launched. This has included the head of the system, Jordan Messerer, providing teaching support for NHH field courses, and assisting in the Missouri River class/expedition that was undertaken in the summer. Outdoor Pursuits has also assisted in regional river trips that NHH classes have undertaken.

• The Honors College continues to administer recruiting-oriented, merit-based scholarships for the university as a whole. This has involved advising, working with, offering and administering student/donor relations (stewardship issues) for over 1900 scholarship recipients.

• Ten interdisciplinary Honors seminar classes were offered in fall of 2004, and ten were offered in the spring of 2004.

• Twenty-three out of 83 Honors graduates in spring, 2004, or 28% of all Honors graduates indicated plans to attend TTU graduate or professional programs. In other words, Honors is more than meeting its goal of being a feeder program to TTU professional and graduate programs.

Goal 6: Human Resources and Infrastructure: Maintain a quality workforce and work environment.

• An advising position was upgraded to a coordinator position to strengthen commitment to undergraduate research. A new faculty member was hired for NHH, and professor Mark McGinley was engaged to work more closely with NHH. Associate Dean Gary Elbow was added, on a part time basis, while he worked with the SACS accreditation effort, to help administer the Honors College. His specific responsibilities include faculty affairs and degree program development.

Goal 7: Institutional Advancement and Accountability: Strengthen fiscal stability and accountability.

• For the first time, a full-time development officer was hired. Her responsibilities include contacting alumni, producing an alumni newsletter, and establishing a college advisory council. There were major grant requests submitted to the CH Foundation and to the Helen Jones Foundation. There have been a number of bequests made to Honors, including a scholarship endowed in the name of the dean of the Honors College, and another Presidential Endowed Scholarship established by local business and political leaders (the Roundtable/Claude Freeman PES). The hiring of a new assistant to the dean has brought an enormous rationalization to the financial aspects of the college. Money is now more completely accounted for.
Section 2. Universal Quantitative Data

There are no Universal Quantitative Data for this area/unit.
HONORS COLLEGE

Area/Unit Specific Information

Section 3a. Quantitative Information

There is No Area Specific Data in Calendar Year Section.
<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pre-20th class day</td>
<td>901</td>
<td>unavailable</td>
<td>982</td>
<td>1026</td>
<td>1015</td>
<td>956</td>
</tr>
<tr>
<td>Honors Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>post-20th class day</td>
<td>848</td>
<td>910</td>
<td>927</td>
<td>941</td>
<td>917</td>
<td>880</td>
</tr>
<tr>
<td>Incoming Freshman SAT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1330</td>
<td>1326</td>
<td>1343</td>
<td>1325</td>
<td>1347</td>
<td>1332</td>
</tr>
<tr>
<td>National Merit Scholars (university-wide)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>51</td>
<td>70</td>
<td>75</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Graduates</td>
<td></td>
<td></td>
<td></td>
<td>125</td>
<td>131</td>
<td>155</td>
</tr>
<tr>
<td>Honors Classes &amp; Seminars</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>167</td>
</tr>
<tr>
<td># Offered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminars</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>36</td>
</tr>
<tr>
<td># Offered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 3b. Qualitative Information.

- Strategic plans tend to be quantitative and numerically driven, yet much of what the Honors College hopes, indeed believes, that it provides for Texas Tech University is qualitative in nature (e.g., how many students come to TTU because of Honors opportunities? To what extent are students' educational experiences substantially enhanced as a result of Honors participation?).

- The Honors College provides participants with many of the advantages of a small, liberal arts college, while they are enrolled, of course, at a major state institution. A key component of this approach, which is becoming well regarded nationwide, is the personal service that is provided to students individually (e.g., personal advisement and assistance for each Honors student every semester, which involves at least 750-1,000 hours of staff and faculty time).

- The Honors College demonstrates conclusively that Texas Tech places a high value on undergraduate education and promotes the goal of making TTU the “undergraduate institution of choice in Texas” even as we move toward Research I status with its emphasis on research/graduate education. These “value-added” elements are important, but unquantifiable.

- Honors provides a venue in which highly motivated and academically successful students can interact, encourage each other, build lasting friendships, and develop spirited competitions that motivate higher performance and aspirations.

- Honors is making the TTU “brand” more recognizable by providing “talking points” and “bragging rights” to people who talk with the “outside world” about the university. For example, Honors administrators frequently stress to off-campus groups (alumni gatherings, high school counselors, education groups, and recruiting fairs) the huge improvements, such as a soaring average SAT score, to which Honors growth and development has greatly contributed.

- In addition, Honors has served as a catalyst and focus for programs and initiatives that bring repute to the school, but which are otherwise undeveloped at TTU—such as grooming, preparing for and then advancing students for national and international scholarship competitions, undergraduate research for all disciplines, academically-oriented study abroad programs, service learning, and a variety of other programs that greatly enhance the well-being and profile of Texas Tech University.

- The TTU Honors College, as it has evolved, has become a model for many other schools. Honors has achieved leadership status in the national Honors movement; the Honors dean is frequently called upon to participate in site visits (akin to accreditation visits), and other Honors staff and faculty are called upon by other schools for assistance in designing, developing, or modifying their programs.

- Honors, along with a very successful and widely distributed merit scholarship program, has contributed materially to the overall quality of TTU’s student body. The average SAT score has risen from 960 in 1993 to 1123 in 2004, a significant rise in a relatively short time. Honors provides a top-rated academic experience where better students can feel comfortable.

- The Honors graduation rate of 72% is measurable. There does however seem to be a very high correlation between a student having been admitted to Honors and that student graduating from TTU, whether they have remained in the Honors College or not. In other words, Honors seems to enhance the likelihood of graduation for both its participants and former participants.

- Academically motivated students also tend to be campus leaders. Honors students have filled a variety of SGA positions, including the role of president; in fact, three of the student body presidents in the past 5 years have been Honors College participants.

- Honors opportunities provide a motivator for all TTU students. Honors benefits the university as a whole by providing for merit-based recruiting scholarships for all students; by allowing qualified non-Honors students to enroll in Honors classes; by accommodating non-Honors students in the Undergraduate Research Fellowship program; and providing assistance for all interested students in preparing for national and international scholarship competitions.
Section 4. Strategic Planning Update.

Goal: While none of the Honors Goals need substantial modification, a number of the Critical Success Factors demand modification in Goal 1.

- "Enrollment of 1,107 students." Honors will likely not meet this goal, since there seems to have been a plateau reached—due to the same occurring in general university enrollments because of tuition increases, and generally scholarships not having changed in value for 10 years.
- "4.0 average score (on a 5.0 scale) in student satisfaction surveys. Anecdotally, the Honors College may well be meeting this goal, but specific survey instruments need to be developed.

Goal: While none of the Honors Goals need substantial modification, a number of the Critical Success Factors demand modification in Goal 2.

- "Increase the number of undergraduate research fellows by five per year." While the program has grown significantly, the program was curtailed in 2004-2005 as a result of a lack of university funding.
- "Participation of students in at least one academic competition per year." Funding has been severely curtailed, thus limiting our ability to provide these opportunities, such as College Bowl, to students.
- "Inaugurate a "Special Scholars" program including ten students in the first cohort and increase by five per year." Due to lack of funding, this program, discussed when the $25 million grant was first mentioned to Honors, has not been undertaken nor is it likely to be implemented.

Goal: While none of the Honors Goals need substantial modification, a number of the Critical Success Factors demand modification in Goal 3.

- "Expand the "Shadow Day" experience by 3 high school students per year." Due to the initiative from the New Student Relations Office, this function has been assumed by Admissions.

Goal: While none of the Honors Goals need substantial modification, a number of the Critical Success Factors demand modification in Goal 7.

- "Continue to add incrementally to the amount of money remitted to the departments for offering Honors courses, achieving a minimal level of $2,500 per course." This simply cannot be achieved at current budget levels.
- "Increase the discretionary monies available to the college by $10,000." Given financial constraints, specifically the loss of a major share of our discretionary money account, it is likely that many Honors elements will be impacted, including national/international scholarship competitions, student travel, and student extracurricular opportunities.

Commentary:
The Honors College has again had a number of outstanding accomplishments for the past year. We are clearly in a leadership role in the Honors movement in the state, region, and nation. Our innovative interdisciplinary degree programs have set us apart, as has our development of an interdisciplinary faculty. We remain well-placed to continue to enhance student experiences, as well as Texas Tech's reputation, if support enables us to do so.

Implementation Plan:
The Honors College will continue to struggle with growth issues. In a time of shrinking budgets, we will continue to need discretionary money, the lifeblood of opportunities and activities that are central to an Honors experience. And, based on budget shortfalls, we must make decisions in the immediate future about Honors' ability to support such programs as the highly regarded—and highly successful—Undergraduate Research Fellowship program, Study Abroad, and even the First Year Experience program.