

COMPREHENSIVE EVALUATION AND ASSESSMENT OF FIRST-YEAR EXPERIENCE HONORS COURSES TO PROMOTE HOLISTIC LEARNING

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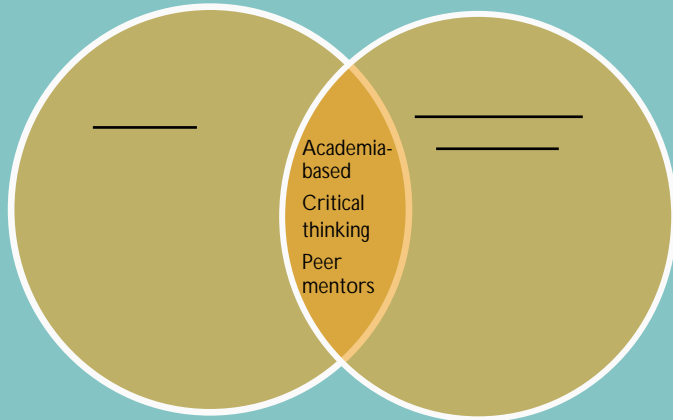
BACKGROUND

- Two contrasting courses are offered for Honors Freshman
 - Honors 101 and Honors section of University 101
 - Result: varying first-year which can influence students' perceptions and experiences within the Honors program.

A survey conducted by Holliday (2014) concluded that honors students enjoyed their first-year seminar because it made their transition to college easier by providing them stress relief through academic and social support. The small class size and importance on goal setting helped ease the academic transition while the resources discussed and offered (campus resources, learning resources) helped ease the social transition by the end of the first semester (Johnson, 2009).

The purpose of this project is to analyze the current program and present a proposal for modification of the Honors first-year experience influenced by increasing student satisfaction and program retention rates.

- Create a cohesive, holistic first-year experience
- Propose a sequential model instead of synchronous courses
 - UNIV101 HON101



RESULTS & CONCLUSIONS

Themes from Interviews

University Experience	<ul style="list-style-type: none"> Social integration Cohort dynamics Faculty and staff relationships Program communication
Academic Integration	<ul style="list-style-type: none"> Student participation Curriculum rigor Academic freedom Research
Classroom Environment	<ul style="list-style-type: none"> Welcoming environment Opportunity to share lived experiences Consistent student population

What is the influence of the current first-year experience on student satisfaction and retention within the Honors Interdisciplinary program at the University of Northern Colorado?

What changes can be proposed to increase the current student satisfaction and retention rates within the Honors Interdisciplinary Program?

