

Assessment of Non-Academic Outcomes (Fall 2003 and Spring 2004)

Please provide the information below about how your unit assesses the extent to which it meets its expected outcomes. If you need assistance, please contact Dr. Virginia Wheelless at 565-2085 or on Groupwise email. This information is due in the Planning Office no later than February 2, 2004 and will be updated annually.

Unit: Office for Nationally Competitive Scholarships **Date** 2/02/04

Person Completing the Information Dr. James Duban **Email** duban@unt.edu

Head of the Unit: Same as above **Email** _____

I. Mission: Provide the mission of the unit and a statement about how it relates to the university's mission.

II. Previous Evaluations of the Unit: Provide a description of the evaluations/assessments conducted in your unit over the last 5 years and changes that have been made based on the results of these assessments.

III. Statement of Expected Outcomes: Provide a brief list of the expected outcomes for your unit for 2002-03 or 2003-04 as of this date. Each outcome listed must be capable of being measured by the means noted in IV below. Please number the outcomes (1 to x). After each outcome, describe how the outcome supports student learning and student development.

IV. Measuring Expected Outcomes: Describe how the unit measures how the outcomes have been achieved and provide a list of methods and/or tools with the following information:

1. Name of assessment method or tool
2. If the method/tool is copyrighted, provide the name of the company who "owns" the tool.
3. Frequency of use - how often is this tool/method used, e.g., every spring semester students, staff, and faculty are surveyed about parking at UNT; customers are asked to complete evaluation forms when services are rendered; or each fall, the Enrollment Management Committee reviews the results of the Graduating Student Survey produced by the IR&A Office.

V. Use of Assessment Results: Describe how the results of the assessments described in IV above are shared with staff in the unit? How are the results used to improve the unit? Help improve student learning? Enhance student development? Meet the university's vision?

VI. Changes Made Based on Assessment Results: Describe how the unit has changed (or why it has not changed) based on the results of the assessment of outcomes. Indicate the year the change was implemented. Please indicate how the expected outcomes have changed if applicable.

Signature of Person Completing the Form:

_____ Date _____

Signature of Unit Head after Reviewing the Form:

_____ Date _____

ASSESSMENT STATEMENT: OFFICE FOR NATIONALLY COMPETITIVE SCHOLARSHIPS.

Submitted by Dr. James Duban, Director

Mission

The Office for Nationally Competitive Scholarships (formerly The Office of Postgraduate Fellowships) seeks to have UNT students compete for, and hopefully win, prestigious scholarships that bring added distinction to the student and to UNT. That mission is inseparable from a larger educational goal: having students undertake an “ideal education” that is its own reward and end. Since a number of national scholarship applications take anywhere from four to ten months to research, compose, and revise successfully, our mission encompass a *learning process* that allows undergraduates to assess their long-term goals, position themselves better for their post-graduate study or careers, and refine communication skills.. Finally, we assess “outcome” in terms of the communication skills that students develop by competing for national scholarships. Students end up improving their writing and (because of practice-interview sessions) verbal skills.

Consistency with UNT Mission Statement

The mission and accomplishments of the Office for Nationally Competitive Scholarships exemplify the values articulated in the University of North Texas Mission statement. The Statement’s emphasis on academic “excellence” finds ratification both in the outcome of various scholarship competitions and in the “process” that encourages both undergraduate and graduate students to reach their full potential by gaining an ideal education. The Statement’s emphases on “research,” “creative activities, and “expand[ed] knowledge” are ratified by the credentials we encourage students to acquire for national scholarship application. And whereas the statement speaks about “community needs” and “academic integrity,” national scholarship competition encourages community service as part of curricula that, beyond encouraging course mastery, foster service-above-self and a public philosophy consistent with personal integrity. As for the Statement’s emphasis on the promotion and advancement of “the arts,” a number of students who compete for national scholarships excel in either the performing or visual arts, while most applicants are encouraged to develop some dimension of those interests just for the sake of personal fulfillment. Moreover, the Statement’s emphasis on a “culturally diverse environment” is featured in the wide span of students from varied economic and ethnic backgrounds who have advanced in national scholarship competition. (See below, for recognition directed toward the Office for Nationally Competitive Scholarships from the McNair Program and from the Office of Equity and Diversity.) As for outreach to other campuses, the Office for Nationally Competitive Scholarships has entered into dialogue with the UNT-Dallas Campus to begin sponsoring its students in national scholarship competition.

Changes that have occurred over the past five years:

The Office for Nationally Competitive Scholarships has:

- initiated dialogue with the Dallas Campus
- begun to make use of Eagle Mail for recruitment
- become more involved with the University Honors Program, particularly with a committee devoted to cultivating research within that program. The Director of the Office for Nationally Competitive Scholarships has, for the past three years, organized an “introduction to college” seminar for Honors Students.
- entered, within the past year, into constructive dialogue with the director of the UNT Graduate School to expand the number of graduate students applying for nationally competitive scholarships
- engaged in far more “distance instruction” for UNT students competing for national scholarship
- become far more involved with the UNT Office of International Programs to cultivate national scholarship winners, including Boren, Kade, and Fulbright Scholarship winners. Indeed, the Office for Nationally Competitive Scholarships relocated to Kendall Hall to enhance that vital dialogue and interaction with that office and the Study-Abroad Center.

Documented Outcomes (measurable results)

When Chancellor Alfred F. Hurley and I created the Office for Nationally Competitive Scholarships in 1993, we expected tangible results that would grow over time. I recall his using the metaphor of an oil well that needed initial priming. We did strike oil, but we have come to value outcomes that go well beyond the joy of “winning.” Indeed, we have come to appreciate and cherish the pedagogical value of the process that students undergo when applying for national scholarships. We have witnessed students developing in unprecedented ways because of application requirements and because of the communication skills that our students often acquire by undertaking multiple drafts of their application essays and by attending mock-interview sessions for scholarships requiring interviews. Those skills and applications have also assisted these same students in gaining admission to graduate school (often with internal fellowship support), law school, and medical school. By extension—and indicative of still a further outcome—The Office for Nationally Competitive Scholarships has helped to create some of UNT’s most appreciative and loyal alumni, many of whom came to regard the application process for a national scholarship as something of a capstone experience.

I believe, as well, that the level of congressional funding for the UNT TAMS program has become linked in some measure to the demonstrated outcomes of students who win Barry M. Goldwater Scholarships, or who place in such competitions as the Intel and Siemens-Westinghouse science talent searches. It has been gratifying to know that our success in those competitions has become part of the rationale offered to the Texas State Legislature to maintain funding for TAMS.

In the ten years since the Office for Nationally competitive scholarships has been in operation, UNT has had unprecedented success and distinction in national scholarship competition. Students working through the Office for Nationally Competitive Scholarships have won the following awards, or have “placed” with distinction:

Barry M. Goldwater Scholarship Winners (The Goldwater Scholarship advances undergraduates who plan a research career in math and science studies. Worth noting here is that no university may nominate more than four students per year. Only Duke University and UNT have won 4 Goldwater Scholarships for the past three successive years):

Anthony Leung—1996
Jason Tibbels—1996
Christopher Own—1997
Christopher Jay Smallwood—1997
Patrick Goodwill—1998
Anneke Post—1998
Alison Rogers—1998
Jason Keith—1999
Justin Kugler—1999
Emily Witten—1999
Leian Chen—2000
Marcos Flores—2000
Robert Adam Horch—2000
Shaun Stewart--2001
Priyanka Agarwal—2001
Derek Choi—2001
Haley Hagg—2001
Stephen Chen—2002
Mabel Feng—2002
Vivian Liang—2002
Priscilla Pang—2002
David R. Birt—2003
Shinjita Das—2003
Andrew S. Liu—2003
Andrea Runyan—2003

Harry S. Truman Scholarship Competition (The Truman Scholarship recognizes students who plan public-sector careers and whose future interests are intimately tied to either domestic or foreign U.S. policy formulation. There are very few finalists for regional Truman interviews—only 13 per region—and fewer winners (scholars). Therefore, even finalist status is a high honor.

Andrea M. Crawford—1996 Finalist
Tanya Vazquez—1997 Finalist
Constance Lacy—1998 Scholar

Shanna Whitley—1999 Scholar
Ashley Cash—2001 Finalist
Wayne S. Rickard—2002 Scholar
Sandra K. Tyson—2003 Finalist

Rotary Ambassadorial Scholarships (Ambassadorial Scholarships fund students for a year of study in host countries throughout the world. UNT Ambassadorial Scholars have traveled to Germany, Mexico, Spain, France, Italy Holland, and England—just to name a few of countries:

Judy Anderson—1999-2000
Audrey Easley—1999-2000
Chad Davidson—2000-2001
Angela Lynch—2000-2001
Elizabeth Crafton—2001-2002
William Haywood—2001-2002
Laura Howe—2001-2002
Michael Atkins—2002-2003
Rosie Hatch—2002-2003
Jacqueline Keggins—2002-2003
Patricia Lozoya—2002-2003
Tamaki Yanagita—2002-2003
Jared M. Crebs—2003-2004
Sandra K. Tyson—2003-2004
Katharine F. Park—2003-2004
Devon C. Wootten—2003-2004
Kelly Doyle—2004-2005
Rachel Harris—2004-2005

Rotary Cultural Scholarships (These scholarships fund students to study for 3-6 months in a foreign country, mainly for the purpose of advanced language study):

Lynsay Houchen—2002-2003
Laura Dominguez—2004-2005

U.S. Fulbright Graduate Student Fellowships (Fulbright Scholarships send both undergraduate and graduate students abroad for a year of cultural development and research. The Fulbright Committee is chaired by the UNT Study Abroad Center, with the Office for Nationally Competitive Scholarships assisting and offering feedback to students. The Office for Nationally Competitive Scholarships urges all applicants for Rhodes, Marshall, Mitchell, and Rotary Scholarships to apply, if feasible, for Fulbright Scholarships. Below are the Fulbright success successes to which The Office for Nationally Competitive Scholarships lent a hand:

Jessica Tartaro—1998-99
Daniel Helseth—2001-2002

Michael Atkins—2003-2004
Cristina Taboada—2003-2004
Olga Greico—2004 Summer Fulbright Grant

National Science Foundation Pre-Dissertation Fellowships (NSF Fellowships subsidize up to four years of graduate education):

Debra McIlvain—1999
Jason Keith—2002
Lindsay Roy—199 Honorable Mention
Jason Keith—2001 Honorable Mention

Morris K. Udall Scholarships in Environmental Science and Public Policy (Since only eighty or so scholarships are awarded each year, these are very difficult to come by. Our last year's winner, Jeremy Holman was the only student at any Texas university—public or private—to win a Morris K. Udall Scholarship in the 2002-2003 academic year):

Kerri Dane—1995
Emily Witten—1999
Jeremy Holman—2003

Atlantic Fellows in Public Policy (The Atlantic Fellowship in Public Policy is a highly prestigious award that usually goes to mid-career persons considered policy experts in fields of interest deemed vital to both U.S. and British politics, economics, or national security. Only six or so fellowships are awarded each year.

Wayne Rickard—Atlantic Fellow ship in Public Policy (2003)

James Madison Memorial Fellowship (This Scholarship funds \$24,000 toward a master's degree in history, social studies, or political science for students who seek to become middle- or high school educators)

John Lovette—Fellow, 1996
Pier Larson—Fellow, 1997
Sheri R. Colby—Alternate, 2001

American Political Science Minority Fellowship. (For entering minority students in the field of Political Science)

Christina Bejarano (2002)

Jacob K. Javits Fellowship (This fellows, worth up to \$60,000, funds four years of graduate study in the humanities, fine arts, or social sciences):

Tanya Vazquez—1998

Rhodes Scholarship

Tanya Schuessler—Semifinalist, 2000
Rosalyn Reades—Semifinalist, 2002

British Marshall Scholarship:

Tanya Vazques—Finalist, 1997

George Mitchell Scholarships Competition:

Shanna Whitley—Finalist, 1999

Ford Foundation Pre-doctoral and Dissertation Fellowships for Minorities

Shaneka Morris 2001

Gates Millennium Minority Scholarship

Ana Luz Chiapa (2001)
Sarah Broom (2001)

Mexican American College Education Fund Scholarship

Ana Luz Chiapa 2002

Jewish Federation of Chicago and Dallas Scholarships

Jennifer Sadoff—2001, 2002, 2003

P.E.O. International Peace Scholarships (A \$5000 scholarship for women completing degrees relating to international good will.)

Kaili Chen—2002
Kaili Chen—2003
Agueda Gomes—2003

Phi Kappa Phi Excellence Award

Shanna Whitley—1999

Siemens-Westinghouse Science and Technology Competition

Haley Hagg—Semifinalist, 2001 (individual competition)
Shaun Stewart—Semifinalist, 2001 (individual competition)
Charles Hallford—Finalist and winner (group competition)

Joe Chen—Finalist, 2003 Competition
Sean Ranjbaran—Semifinalist, 2003 Competition

Coca Cola Scholarship Competition

Lindsay Cameron—Scholar , 2001
John Varghese—semifinalist, 2003

Intel Science Talent Search Competition:

Patrick Goodwill—1998, Finalist
Robert Adam Horch, 2000, Finalist
J. Adam Hinze—Semifinalist, 2003
Juliet A. Howe—Semifinalist, 2003
Andrea Runyan—Semifinalist, 2003
Cynthia Wang—Semifinalist, 2003
Jessica Yih—Semifinalist, 2003

Hispanic Scholarship Fund Award

Jay Delgado—2002
Sarah Elizondo-Teasdale—2003
Carlos Gamez, Jr.—2003

(I am in the process of linking my web page to a host of other minority-scholarship foundations and opportunities)

Other documented outcomes testifying to the efficiency of the Office for Nationally Competitive Scholarships (ONCS)

- 2002—Director, ONCS, receives UNT President's Award for bringing added national and international recognition to UNT.
- 2003—Director, ONCS, receives plaque for enhancing the educational prospects of UNT's Latino Students.
- 2001—UNT and the Office for Nationally Competitive Scholarships are featured in Lori Colliander, *Using the Truman Scholarship Competition to Support Student Development: Stories of Success from Eleven Institutions (Washington, D.C.: Harry S. Truman Scholarship Foundation, 2001), 58-63, 91-96.*
- 2002—Director, ONCS, receives an honorary plaque from the Rotary Club of Denton-South for fostering Ambassadorial Scholarship Competition at UNT.
- 2003—Director, ONCS, recognized at Rotary District 5810 Alumni Dinner for cultivating Rotary Ambassadorial Scholarships Applicants at UNT.

1996—Director, ONCS, receives most-valued faculty award from the Ronald E. McNair Post-baccalaureate Achievement Program for helping minority and first-generation college students achieve their goals.

2002—In an e-mail to President Norval Pohl, Truman Foundation Executive Secretary Louis Blair notes that the UNT Truman Faculty Representative is the most committed of over 700 such faculty representatives, nation-wide.

Looking forward to 2004-2005

The Office for Nationally Competitive Scholarships has a number of goals for 2004-2005:

1. To double the number of scholarships for graduate students (mainly through the web link to my office created by the Graduate School, and because of Graduate School Dean Sandra Terrill's enthusiasm for national scholarship competition among graduate students)
2. To organize more grass-roots support, among the environmental sciences and political science, for Udall Scholarship Competition
3. To have more applicants, from the College of Education, for Spencer Dissertation Fellowships
4. To work with the Emergency Management Program (within the Department of Public Administration) to produce a regular cycle of Truman Scholarship applicants.
5. To continue working with the University Honors Program to recruit scholarship applicants who can boast the requisite research credentials for national scholarship competition.
6. To work with the UNT central administration to have the position of Director for Nationally Competitive Scholarships classified as a full-time administrative appointment, subject exclusively to administrative annual review. Given the ever-increasing expectations pertaining to UNT success in national scholarship competition, such an appointment seems in order. Specific academic departments have neither the incentive, resources, nor perspective to assess the university-wide value of what is effectively a full-time job for the Director of the Office for Nationally Competitive Scholarships.

How these outcomes and goals relate to student learning

National scholarship competition has at its core the advancement of a student's intellectual and personal growth. That fact is suggested by the title and content of the above-mentioned book, *Using the Truman Scholarship Competition to Support Student Development: Stories of Success from Eleven Institutions* (2001). Students who win or

“place” in national scholarship competition illustrate their “learning” in a variety of ways. They almost always have very high GPAs that evidence mastery of course material, and they are often (for example, in Rhodes, Marshall, and Truman Scholarship competition) expected to supplement specific course knowledge with the breadth and scope of external intellectual and personal interests that lend themselves to a better understanding of world history, politics, the arts, and current events. Moreover, most national scholarship competitions reward students who have gone the extra one to ten miles by engaging in some research, a practicum, or a hands-on internship that bridges the gap between book knowledge and the “work of the profession.” In many respects, therefore, students who plan to compete for national scholarships come to realize—early on in their college careers—that they have to engage in forms of learning that use high grades as mere points of departure in the quest for knowledge and experience.

In that respect, “research” becomes a key index of who will or will not qualify to compete for and win national scholarships. All of our Goldwater, Truman, and Udall Scholars, for example, have cultivated research opportunities—whether within TAMS, the Ronald E. McNair Program, the University Honors Program, or their respective academic departments. National Scholarship competition therefore encourages students to seek out research opportunities and to take independent research initiatives by the time those students are college juniors (who must prepare for national scholarships in the spring of the junior year, over the summer, and into the fall of their senior years of study).

The pedagogical value of national scholarship competition has long been an underlying assumption of the Ronald E. McNair Post-baccalaureate Achievement Program, which sponsored UNT’s first Harry S. Truman Scholar, our First Jacob Javits Fellow, our first Morris K. Udall Scholar, our first British Marshall Scholarship Finalist, our first Ford Foundation Fellow, our first Gates Millennium Scholar, and a host of Rotary Ambassadorial Scholars.

At the urging of the Director of the Office for National Competitive Scholarships, the University Honors Program research initiative was expanded by the Honors Director and Associate Director to include a *freshman-level* research-orientation class (in addition to the junior-through-senior-level research curriculum). The idea here is that the earlier students become immersed in research, the more likely they are to stick with a major and to accomplish something beyond “the grade” by the time they are juniors and seniors.

National Scholarship Competition also stands related to student learning because students who complete the requirements to apply for a national scholarship are better poised to apply to graduate school and to gain admission with pre-emptive fellowships support. Dr. Angela Eke comes to mind. As an undergraduate in the McNair Program, she conducted research with UNT’s Dr. Howard Baker. Although she vied unsuccessfully for a British Marshall Scholarship, Angela transformed her wonderful Marshall application into the essays she needed to apply for the Ph.D. program in Psychology at the University of Wisconsin. Not only was she admitted to that program; she received a 5-year Spencer Pre-Dissertation Fellowship (within that program) to complete her master’s and Ph.D. Dr. Eke is now a practicing psychologist in Dallas. (Angela recently

acknowledged the importance of The Office of Nationally Competitive Scholarships in an alumni magazine column that featured her success.)

National scholarship competition reinforces student learning because the scholarship applications demand that students place themselves within ongoing dialogues within their fields of study; the process likewise makes students consider how they stand eventually to make contributions to their academic discipline. They must become more familiar with existing scholarship, theorize about where the field of study needs to be “5 to 10 years from now,” and plan how *they* plan to advance that process. For those reasons, the essay requirements for national scholarship competition provide undergraduates with a sense of direction and inspiration and often result in dissertation précis-writing for graduate students who, a year or more prior to commencing their doctoral dissertations, begin to theorize about prospective contributions to their fields of study.

Finally, national scholarship competition relates to student learning because students who formulate national-scholarship essays get wonderful feedback from faculty advisors, practice-interview sessions, and the Director of the Office for Nationally Competitive Scholarships. That dialogue energizes them and makes them feel more professional in their commitments to their fields of study. Moreover, applicants usually become better writers by the time they complete the numerous drafts that result in a well-developed, polished application.

In sum, national scholarship competition is about far more than “glory.” It is a *process* that encourages and advances optimal education and learning.