



Academic Program Assessment Report for AY 2019-2020

(Due: June 1, 2020)

Program: _____ Honors Minor _____

Date report completed: _____ May 29, 2020 _____

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Brief statement of Program mission and goals:

The updated 2020 Honors Minor Assessment Plan presents initial efforts to define mission and goals for the Center of Honors and Leadership (CHL), established by the Provost in Spring/Summer 2019. In 2020-2021, the Center will finalize these and align mission and goals of the Honors and Leadership minors under the overarching CHL mission and goals.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2019-2020 based on the assessment process.

The updated 2020 Honors Minor Assessment Plan also presents initial efforts to distinguish overarching CHL SLOs germane to both minors. This work, in essence, rebuilds assessment plans for both minors, and builds the overall Center plan, from the ground up. This work will continue in earnest in 2020-2021.

For 2019-2020, assessment of the Honors Minor began simply with the question: what is the most pressing curricular issue facing the program? In several conversations with students, Center staff, and faculty mentors, the following questions/issues regarding the Honors Senior Thesis arose:

- Is the work completed to be strictly a thesis, or is it more aptly described as a “project” in many or most cases?
- Is the expectation of academic rigor consistent across disciplines?
- As we identified the following values as core to the CHL, do students adequately demonstrate these in their Honors Senior Thesis, where appropriate:
 - Experiential Education Pedagogy (including student reflection on their work)
 - Critical Thinking
 - Community Engagement
 - Ethical awareness and understanding

Conversations will continue through 2020-2021 around these issues as CHL mission, goals, and SLOs are finalized. In order to begin addressing these immediate issues, a new Honors Senior Thesis rubric was drafted and used to evaluate Spring 2020 Honors Senior Theses (this is included at the end of the 2020 Honors Assessment Plan). Note students undertook their work under the supervision of their faculty mentors without the specific goals of the rubric in mind. Expectedly, the Spring 2020 work does not score especially well, but provides a baseline to assess improvement in years ahead and identifies the specific improvements we intend to foster moving forward.

Fortuitously, this assessment work matched the cycle of SLO assessment that had been previously established for the Honors Minor (assessing SLOs 1 in odd academic years and SLO 3 annually).

A. Which of the program SLOs were assessed during his cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO <u>last</u> reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
SLO 1 Students will be able to formulate and develop arguments with sufficient support, include reasoning, evidence, persuasive appeals, and proper	2017-2018	A newly developed rubric (included) was used. The rubric will continue to be revised and developed in 2020-21.	All students Honors Senior Theses/ Projects completed Spring 2020 = 10	In time, we expect all student theses/ projects to attain minimum scores of 2 in each category with an established percentage (to be determined	Quality/ Rigor: 90% scored 2 or more (acceptable); 30% scored 3 or more Critical Thinking: 90% scored 2 or more (acceptable); 30% scored 3 or more	Current student work in the Honors Senior Thesis (Project) represents a baseline of satisfactory effort. We seek to improve the academic rigor, critical thinking, project impact, and (especially) self-reflection of students in future	Foremost, communication with students and faculty mentors regarding the expectations now assessed with the new rubric. Intentional and on-going mentoring of students through their work to ensure these goals are forefront in their project planning and execution. Continued conversations with faculty mentors and others vested in the Honors Program regarding expectations and

<p>attribution. (Critical Thinking)</p> <p>SLO 3</p> <p>Students will be able to apply discipline-specific as well as cross discipline-based knowledge to design, execute, and communicate a specific problem-solving strategy. (Independent Research, Creativity, and Scholarship)</p>				<p>in 2020-21) scoring 3 or more.</p>	<p>Impact: 90% scored 2 or more (acceptable); 50% scored 3 or more</p> <p>Reflection: 60% scored 2 or more (acceptable); 20% scored 3 or more</p>	<p>semesters.</p> <p>In 2020-21, the CHL will determine benchmark goals for rubric scores of 3 and 4 across the program.</p>	<p>goals for the Honors Senior Thesis.</p> <p>Consider renaming HONOR 481 (currently “Honors Senior Thesis”) to “Honors Senior Project”</p>
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Comments on part I: (above)

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2019-2020 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

Because we spent 2019-2020 integrating the Honors Minor into the newly formed CHL, we are in essence starting our assessment cycle over from scratch. Rather than report below on program recommendations resulting from past assessments, I am describing the work planned for 2020-21 under the auspices of the new CHL.

A. What SLO(s) or other issues did you address in this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
<p>SLO 1</p> <p>Students will be able to formulate and develop arguments with sufficient support, include reasoning, evidence, persuasive appeals, and proper attribution. (Critical Thinking)</p> <p>SLO 3</p> <p>Students will be able to apply discipline-specific as well as cross discipline-based knowledge to design, execute, and communicate a specific problem-solving strategy. (Independent Research, Creativity, and Scholarship)</p>	<p>2019-2020 (current plan – this is projected work)</p>	<p>In 2020-21:</p> <ul style="list-style-type: none"> Finalize CHL Mission, Goals, SLOs, and Assessment Plan Finalize Honors Senior Thesis Rubric introduced Spring 2020, soliciting input from students, faculty mentors, and others vested in the CHL Update HONOR 481 Syllabi to reflect the goals and expectations outlined in the rubric Provide rubric and communicate the goals and expectations of the rubric to students and faculty mentors 	<p>We shall see 😊</p>	<p>We shall see 😊</p>

Comments on part II: (above)