



**CSU
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2022 Academic Program
Assessment Report

Honors Program

Program current
assessment plan here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/honors-assessment-plan-2020.pdf

Program prior
assessment report here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/honors-program-2021-assessment-report.pdf

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Faculty members involved in this Assessment: Trish Orman, Shelly Moreschini

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals: The Honors Program is housed in the Center for Honors and Leadership to provide high-achieving student enhanced experiential education and community engagement opportunities that lead students to discover and initiate life-long academic and professional 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 the year based on the assessment process.

	B. When was this SLO last 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 program are planned based on this assessment?
Critical Thinking: The ability to formulate and develop arguments with sufficient support, including reasoning, evidence, and persuasive appeals, and proper attribution as needed (Academic rigor and quality of project is also considered as an added dimension of this SLO)	Honors Thesis/Project Rubric revised in 2021-22 to assess this SLO in greater detail than previous years	Honors Senior Thesis/Project Rubric	8 HONR 481 students completing Honors theses/projects in 2021-22	On a scale of 0-4, 100% of students will score at least a 3 on Academic Rigor, and at least a 2 in Critical Thinking	For academic rigor and quality of project, 7 students scored "3", 1 student scored "4." For Critical Thinking, 3 students scored "3" and 5 students scored "2," meeting program expectations	Student work is persuasive and represents important work recognized by faculty in the students' respective fields. Students are drawing independent conclusions through their work.	Academic rigor/quality was not previously assessed, but the decision to do so arose out of concerns that some projects in the past did not attain the expected quality of an Honors thesis/project. Refined parameters included in the syllabus and course support materials appear to have elevated project quality overall. Critical thinking score represents a decrease from last year (2.375 vs. 3.0). Higher scores on the rubric require that students outline "next steps" that could be pursued after conclusion of their work. Support materials and syllabus language will be revisited to encourage greater consideration of long-term follow-up work that could be pursued.
Interdisciplinary learning: Integrating knowledge from diverse perspectives, disciplines, and skillsets, both theoretical and applied, and honing them into arguments and/or strategies.	2020-21	Honors Senior Thesis/Project Rubric	8 HONR 481 students completing Honors theses/projects in 2021-22	On a scale of 0-4, 100% of students will score at least a 2	For interdisciplinary learning, 3 students scored "3", and 5 students scored "2," meeting program expectations	Students who drew principally from one discipline in their work (63% of students) still acknowledged how other disciplines informed their research conclusions and/or project impact. 38% of students actively engaged in interdisciplinary work in their projects.	These scores represent an increase over 2020-21 scores (2.375 vs. 1.9). Efforts to encourage interdisciplinary approaches in the Honors Thesis/Project in syllabus language and course support materials appear to have promoted increased interdisciplinary work. These efforts will be strengthened in the year ahead.

Independent research: creativity, and scholarship. The ability to apply discipline-specific as well as cross-discipline-based knowledge to design, execute, and report on a particular problem-solving strategy. (Community Impact and Personal Reflection is also considered as an added dimension of this SLO)	Honors Thesis/Project Rubric revised in 2021-22 to assess this SLO in greater detail than previous years	Honors Senior Thesis/Project Rubric	8 HONR 481 students completing Honors theses/projects in 2021-22	On a scale of 0-4, 100% of students will score at least a 2	For independent research, 1 student scored "4," 4 students scored "3," and 2 students scored "2." Additional dimensions of impact and personal reflection of theses/projects were also assessed for the first time in 2021-22. For impact, 1 student scored "3," 5 students scored "2," and 2 students scored "1." For personal reflection, 1 student scored "4," 2 students scored "3," and 2 students scored "2," and 3 students scored "1."	Although most projects expanded the upon the research of work of others, all students drew independent conclusions or made original creative contributions. The highest scoring were recognized for their independent contributions by the immediate community in which they worked, and one project was recognized beyond the immediate community. The most impactful projects made important contributions in their immediate community; highest scoring were recognized for impact beyond the immediate community. Projects attaining minimum scores for personal reflection acknowledged "next steps" to consider and alignment of project with personal academic and professional goals.	This is the first time we have evaluated dimensions of independence of research, including impact and personal reflection. Scores indicate students are achieving appropriate independence in the scope of their Honors Thesis/Projects, with some falling short of desired outcomes in impact and personal reflection. Syllabus language and course support materials will continue to be revised to encourage greater independence in scope, and more directed impact and personal reflection in design.
CHL Student Learning Outcome #2: Community Engagement CHL students will actively connect their learning to the broader community off-campus and provide meaningful reflection on the community impact of their work	CHL SLOs are new to our programs, with CHL SLO #2 the first to be assessed in the 2021-22 cycle	Honors Senior Thesis/Projects assessed with CHL Community Engagement Rubric	8 HONR 481 students completing Honors theses/projects in 2021-22	On a scale of 0-5, 85% of students will score at least a 4	In our initial year of assessment, 6 of 8 theses/projects included a community engagement component (minimum 3 score). Of those, 1 attained a score of "4," and 1 attained a score of "5."	The goal of our CHL Community Engagement SLO is to ensure that in their culminating experience, all CHL students take a leadership role that includes a community engagement component. Initial assessment shows that our Honors Thesis/Projects are not universally conceived in this manner.	Syllabus language and course support materials will be revised to ensure that students understand the goal of this CHL SLO and plan their Honors Theses/Projects accordingly.

Comments on part I:

Initial revision of syllabus language and course support materials have spurred noted success/improvement in academic rigor, critical thinking, independent research, and interdisciplinary approach to research. Continued revisions will be made to gain intended success in the areas of impact, personal reflection, and community engagement.

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

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	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?
All Honors SLOs (Critical Thinking, Interdisciplinary Learning, and Independent Research)	2020-21 academic year	Revision of Honors Senior Thesis/Project Rubric. Revision of syllabus language and course support materials	The Honors Senior Thesis/Project rubric was redesigned to assess additional dimension of critical thinking (including academic rigor) and independent research (including impact and personal reflection). Syllabus language and course support materials were revised to clarify student expectations in all SLO areas and encourage students to consider the SLO criteria in thesis/project design.	Partially effective. Success in academic rigor, newly assessed in 2021-22, was noted (this had been a concern anecdotally in past cycles, though not formally assessed). Student expectations improved in critical thinking. Newly assessed dimensions of independent research (impact and personal reflection) were not met in all student work in 2021-22. The newly assessed CHL Community Engagement SLO was also not universally met. As these were new areas of focus for the program finalized within the academic year, course syllabi and support materials did not adequately articulate program expectations. This will be addressed in 2022-23.

Comments on part II:

The assessment process has positively supported "continuous improvement," fostering discussions that have clarified our desired outcomes for Honors students within their program studies. The revision of syllabus language and course support materials have positively impacted the design of Honors Senior Theses/Projects toward attaining these desired outcomes. Revised rubrics ensure an effective process for assessing progress, driving change, and making future improvements.

(NOTE: Rubrics are included within the Assessment Plan)