



2024 Academic Program Assessment Report
Honors Program

Program current  
assessment plan here:

[HONORS PROGRAM Assessment Plan Revised May 2024 - Final](#)

Program prior assessment  
report here:

[https://www.csupueblo.edu/assessment-and-student-learning/\\_doc/2023/honors-minor-assessment-report-2023.pdf](https://www.csupueblo.edu/assessment-and-student-learning/_doc/2023/honors-minor-assessment-report-2023.pdf)

Report Completed By:	David Volk
Date Report Completed:	May 31, 2024
Faculty members involved in this Assessment:	David Volk, 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,

Brief Statement of Program Mission and Goals:	Honors provides enhanced learning opportunities within an intellectual community of scholars, engaging students as citizens of the wider university community, and beyond. Honors work is experiential and emphasizes community impact for most students.
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**I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and**

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	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?
Lifelong Professional and Academic Training Complimenting and expanding the work of a student's major, the CHL connects students to opportunities on-campus and in the community that provide a "jumpstart" on their professional work, leading to a desired placement after graduation, and preparing them to be leaders in their academic field and in their community.	May-23	Lifelong Professional and Academic Training Goals (designed for each Honors course) **Please see pgs. 5-8 of Honors Assessment Plan	Honors Experiences Plans were assessed for 28 students in HONR 201	Goal is for 100% of students to meet goals in each course for this SLO	100% of students met HONR 101 goal; 82% of students met HONR 201 goal; ** Please see page 6 of Honors Assessment Plan for details.	HONR 101 and HONR 201 expectations and assignments will be clarified with the intent of improving overall goal results in 2024-25; **Please see page 6 of Honors Assessment Plan for additional details	(answered combined in column G - please see pages referenced in Honors Assessment Plan for additional details)
Community Impact: CHL students will actively connect their learning to the broader community off-campus and provide meaningful reflection on the community impact of their work.	May-23	(1) HONR 481 Project Rubric and (2) Community Impact Rubric ** Please see Appendices B and C in Honors Assessment Plan	12 HONR 481 Capstone Projects were assessed	Goal is for 100% of students to reach standard for this SLO	92% of students met standards of both rubrics; ** Please see page 9 of Honors Assessment Plan for details	Conversations will continue and future program goals and expectations around Community Impact will be clarified in future reports. **Please see pgs. 9-10 of Honors Assessment Plan for	(answered combined in column G - please see pages referenced in Honors Assessment Plan for additional details)

Critical Thinking: In their work, CHL students will formulate and develop arguments with sufficient support, including reasoning, evidence, and persuasive appeals, and proper attribution as needed.	May-23	HONR 481 Project Rubric ** Please see Appendix B of Honors Assessment Plan	12 HONR 481 Capstone Projects were assessed	Goal is for 100% of students to reach standard for this SLO	67% of student met standard for Academic Rigor; 92% of students met standard for Critical Thinking: ** Please see pages 10-11 of Honors Assessment Plan for details	Discussions continue around best options to manage the multitude of projects for on-going oversight and faculty feedback. We will continue to adapt, revise, and instruct around the Honors Project Work Guidelines document (Appendix A) to ensure the highest quality of work for all students. **Please see page 11 of Honors Assessment Plan for additional details	(answered combined in column G - please see pages referenced in Honors Assessment Plan for additional details)
Interdisciplinary learning: Honors students will integrate knowledge from diverse perspectives, disciplines, and skill sets, both theoretical and applied, honing them into arguments and/or strategies.	May-23	HONR 481 Project Rubric ** Please see Appendix B of Honors Assessment Plan	12 HONR 481 Capstone Projects were assessed	Goal is for 100% of students to reach standard for this SLO	41% of students met standard for Interdisciplinary Learning; **Please see pages 11-12 of Honors Assessment Plan for details.	Conversations will continue and future program goals and expectations around Interdisciplinary Learning will be clarified in future reports. **Please see page 12 of Honors Assessment Plan for additional details	(answered combined in column G - please see pages referenced in Honors Assessment Plan for additional details)
Independent research, creativity, and scholarship: Honors students will apply discipline-specific and cross-discipline-based knowledge to design, execute, and report on a particular problem-solving strategy, assess its impact, reflect on potential "next steps" for future exploration, and identify how the project aligns with their lifelong academic and professional goals.	May-23	HONR 481 Project Rubric ** Please see Appendix B of Honors Assessment Plan	12 HONR 481 Capstone Projects were assessed	Goal is for 100% of students to reach standard for this SLO	83% of students met standard for Independent Research, Creativity, Scholarship; **Please see page 12 of Honors Assessment Plan for details	Discussions continue around best options to manage the multitude of projects for on-going oversight and the faculty feedback needed to maximize the independent and original contributions students make in their Honors project work. **Please see page 12 of Honors Assessment Plan for additional details	(answered combined in column G - please see pages referenced in Honors Assessment Plan for additional details)

Comments on part I:	The Guidelines for Honors Projects (Appendix A) and SLO rubrics (Appendices B and C) have been very effective in continuous improvement and design of our Honors courses. Overall, we continue to see a trajectory of quality improvement in the project work of our Honors students and greater and greater use of Honors projects by students in exploring and furthering their lifelong professional and academic goals. The May 2024 re-design of our Assessment Plan will guide continuous improvement in the year ahead and drive course design and course activities in each Honors course moving forward.
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## II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle.

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?

Critical Thinking: In their work, CHL students will formulate and develop arguments with sufficient support, including reasoning, evidence, and persuasive appeals, and proper attribution as needed.	May-23	The program will recommit to promoting the rubric to students as they design their thesis/project work. The CHL will also review the rubric for possible redesign to improve applicability to project-based work. It should be noted that the program is satisfied with the overall scope, purpose, and quality of work, but needs to encourage students to think about larger audiences for Honors theses/project work overall, since that is the basis the rubric uses in assessing these measures.	Rubrics (Appendices B and C) and Project Guidelines (Appendix A) were revised for 2023-2024 course. Honors also standardized the use of Google Sites for documenting student work, which has greatly facilitated and organized student work (and facilitated assessment).	Scores improved in Critical Thinking, but continued work in assuring Academic Rigor is needed (this is addressed in the Honors Assessment Plan, pages 10-11)
Interdisciplinary learning: Honors students will integrate knowledge from diverse perspectives, disciplines, and skill sets, both theoretical and applied, honing them into arguments and/or strategies.	May-23	The CHL will likely consider the question if the Senior Thesis/Project is the best student experience in which to assume and assess interdisciplinary learning.	No immediate change was made, but in rewriting the Assessment Plan in May 2024 and reviewing student work in 2024-25, it does appear that focusing on interdisciplinary learning in HONR 201 (as we currently do, but do not assess this SLO there) is the most appropriate action for the program. Formalizing the focus on interdisciplinary learning in HONR 201 will drive course design in Spring 2025.	No results yet
Independent research, creativity, and scholarship: Honors students will apply discipline-specific and cross-discipline-based knowledge to design, execute, and report on a particular problem-solving strategy, assess its impact, reflect on potential "next steps" for future exploration, and identify how the project aligns with their lifelong academic and professional goals.	May-23	It may be time for the CHL to consider the question of what higher standards of independent work we may ask of students (should a community recognition of the work be expected?)	Students continue to score high in this area; no changes have been implemented. Conversations will continue around whether having students intentionally design a community presentation of their project work should be an expectation.	(combined in answer in column D)
Community Impact: CHL students will actively connect their learning to the broader community off-campus and provide meaningful reflection on the community impact of their work.	May-23	Success doesn't negate the need for continuous improvement. Our new guidelines for Honors projects (Appendix A), will assist students in designing and reflecting upon their community engagement, and perhaps encouraging community engagement in projects (e.g., HONR 481 theses) where that expectation is not necessarily expected.	No immediate change was made, but in rewriting the Assessment Plan in May 2024 and reviewing student work in 2024-25, it does appear that focusing on community impact in HONR 380 (as we currently do, but do not assess this SLO there) is the most appropriate action for the program. Formalizing the focus on community impact in HONR 380 will drive course design in 2024-2025.	No results yet

<b>Comments on part II:</b>	While certain desired outcomes and plans for improvement have not yet been uniformly achieved, the Honors Program is delighted and confident that Program Assessment is actively driving continuous improvement of our curriculum as well as quality of student work and student success overall. We are excited about the clarity and purpose designed into the revised Assessment Plan in May 2024 and begin 2024-25 with a very clear sense of the course re-design that will strengthen student achievement toward our Program SLOs. We see this process as essential and central to our work!			
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