



Program Name	Date Completed
CHL/Honors Minor	May 29, 2025
Report Completed By	Report Contributors
David Volk	Trish Orman, Shelly Moreschini
Brief Statement of Program Mission and Goals	
<p>Honors Mission Statement</p> <p>The University Honors Program at Colorado State University Pueblo provides enhanced learning opportunities within an intellectual community of scholars, engaging students as citizens of the wider university community, and beyond. The Program provides special opportunities for close interaction with faculty in thought-provoking seminars and intensive guided research, scholarship, and/or creative activity. Honors work is experiential and emphasizes community impact for most students. The 21-credit minor course of study is designed to challenge and expand students' critical thinking skills across the four years of study.</p> <p>Honors Program Goals</p> <ul style="list-style-type: none">• To provide opportunities for enriched work and personal growth• To offer individual project work that permits challenging study of advanced material and increased interaction with faculty who serve as academic and pre-professional mentors.• To provide students with an interdisciplinary approach to academic research, scholarship, and/or creative work, through seminars and experiential learning, culminating in Honors projects supervised by faculty in a student's particular discipline or area of interest• To produce civic-minded and socially responsible citizens skilled at critical thinking with superior communication and leadership skills, technical expertise, and of strong character and integrity	



Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2024-2025 that was implemented to improve student learning, in response to prior assessments or other data.

A. Describe issues or SLOs addressed in the AY 2024-2025 cycle. Paste SLOs verbatim below.
<p><u>Highlights of 2024-2025 Assessment of the CHL Honors Minor:</u></p> <ol style="list-style-type: none">1. Course expectations in HONR 101 and 201 in fulfillment of the CHL core Lifelong Professional and Academic Training goal were revised (see note below)2. Student reflections in HONR 380 were assessed for fulfillment of the CHL core Lifelong Professional and Academic Training goal3. Project presentations in HONR 481 were assessed for fulfillment of the following:<ul style="list-style-type: none">• CHL core Lifelong Professional and Academic Training goal• CHL Critical Thinking and Community Impact SLOs• Honors Interdisciplinary Learning and Independent Research, Creativity, and Scholarship SLOs
<p><u>CHL Overarching Goal assessed this cycle:</u></p> <p>Lifelong Professional and Academic Training Complementing and expanding the work of any 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.</p> <p><u>CHL SLOs assessed this cycle:</u></p> <p>Community Impact: CHL students will actively connect their learning to the broader community and provide meaningful reflection on the impact of their work.</p> <p>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.</p> <p><u>Honors Minor SLOs assessed this cycle:</u></p> <p>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.</p> <p>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 work aligns with their lifelong academic and professional goals.</p>



Note on CHL Lifelong Professional and Academic Training goals in HONR 101/201:

In the last assessment cycle, benchmarks in each Honors course were constructed toward the overarching goal of Lifelong Professional and Academic Training, core to the Center for Honors and Leadership.

Two significant changes in HONR 101 and 201 offerings necessitated a complete revision of this goal in those courses: (1) we enrolled our first cohort of Certificate in Community Impact students, who take only one of these courses as the introductory work in that curriculum, and (2) in order to maximize and facilitate enrollment in Honors without the need to offer a Spring section of HONR 101 (which the Honors Director had covered as an unpaid overload in past years), a change in the course structure of each course is underway so that Honors students may take these two introductory seminars in either order rather than in the previously required sequence.

Because these two changes in enrollment completely upended the assessment of SLOs in these courses as previously structured, the Honors Assessment Plan has been revised and the curriculum for each course now clarified with careful delineation of SLOs for students taking either HONR 101 or 201 as their first course, their second course, or as their only course for the Certificate in Community Impact.

B. In which academic year and semester was this SLO last assessed to generate data that informed the change(s)?

All of the following, assessed in 2024-2025, were also assessed in 2023-2024:

- CHL Lifelong Professional and Academic Training
- CHL Community Impact
- CHL Critical Thinking
- Honors Interdisciplinary Learning
- Honors Independent Research, Creativity, and Scholarship

C. What were the recommendations for change in the previous cycle? (See Column H in the previous cycle's report.)

From 2023-2024 Assessment report:

CHL Lifelong Professional and Academic Training

- HONR 101 and HONR 201 expectations and assignments will be clarified with the intent of improving overall goal results in 2024-25

CHL Community Impact

- Conversations will continue and future program goals and expectations around Community Impact will be clarified in future reports

CHL Critical Thinking

- Discussions continue around best options to manage the multitude of projects for ongoing 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.

Honors Interdisciplinary Learning

- Conversations will continue and future program goals and expectations around Interdisciplinary Learning will be clarified in future reports.

Honors Independent Research, Creativity, and Scholarship

- Discussions continue around best options to manage the multitude of projects for ongoing oversight and the faculty feedback needed to maximize the independent and original contributions students make in their Honors project work.

D. How were the recommendations for change acted upon?

CHL Lifelong Professional and Academic Training

- With the significant structural changes in curriculum/enrollment for HONR 101 and 201, worked continued in clarifying goals and expectations in these courses.
- Guidelines for Honors/Certificate in Community Impact students to create personal Google Sites (websites) that document their work in each Honors course with prescribed content to create in each course will be written Summer 2025 and will be implemented in all Honors courses beginning Fall 2025.
- This goal was assessed this year in HONR 380 and HORN 481.

CHL Community Impact, CHL Critical Thinking, Honors Interdisciplinary Learning, and Honors Independent Research, Creativity, and Scholarship SLOs

- Curricular map written in 2023-24 outlining individual course expectations for each of these SLOs continues to be implemented and assessed. The individual Google Site students will complete across all Honors courses beginning Fall 2025 will codify specific reflection questions to be completed in each course. This will also formalize where those reflections are kept and accessed for assessment purposes.

E. How did the change(s) impact student learning? If the change was not effective, what are the next steps or new recommendations?

Development of the assessment process for the Honors Minor has been slow and arduous. What has emerged year after year, however, is an increasing focus of the Honors Minor as the discovery and beginnings of a professional/academic pathway for each student that extends beyond CSU Pueblo after graduation. Students have shown an increasing appreciation for how each course is intended to connect to the next, with HONR 101/201 as exploration of interests, HONR 380 as connection to an organization (profit or non-profit) relevant to a student's professional/academic interest, HONR 310 and HONR 481 as project courses for research or creation of work relevant to those professional/academic interests and, increasingly, the connection of that project work to a student's job or graduate school placement after graduation.

Although the best assessment tools and process to illuminate all of this has been slower to develop than hoped, students have demonstrated in their presentations and written reflections across all courses an increasing understanding and excitement for how the Honors Minor is meant to be leveraged to explore and support their academic/professional goals.



Academic Program Assessment

AY 2024-2025 [Due 6/1/25]

Enter Table I Closing the Loop Comments Below
Though continuous improvement of the assessment process continues, the Honors curriculum has benefited annually from substantive revisions spurred by this process, including revisions to assignments, increasing use of Google Sites as the method of documenting student work across all Honors classes, and increasingly detailed guidelines for designing and completing Honors projects.



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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
<p><u>CHL Overarching Goal assessed this cycle:</u></p> <p>Lifelong Professional and Academic Training Complementing and expanding the work of any 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.</p> <p><u>CHL SLOs assessed this cycle:</u></p> <p>Community Impact: CHL students will actively connect their learning to the broader community and provide meaningful reflection on the impact of their work.</p> <p>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.</p> <p><u>Honors Minor SLOs assessed this cycle:</u></p> <p>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.</p> <p>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 work aligns with their lifelong academic and professional goals.</p>
B. Semester and year this SLO was reported on prior to this cycle.
Spring 2024



C. Describe the assessment method for this SLO.	
CHL Lifelong Professional and Academic Training	<ul style="list-style-type: none">Course-Map rubrics for HONR 380 (page 8 of Honors Assessment Plan) and HONR 481 (page 9 of Honors Assessment Plan) were used to assess written student reflections for Service Learning and final Honors Senior Thesis/Project presentations
CHL Community Impact	<ul style="list-style-type: none">Community Impact rubric was used to assess final Honors Senior Thesis/Project presentations (page 17 of Honors Assessment Plan)
CHL Critical Thinking	<ul style="list-style-type: none">Critical Thinking rubric was used to assess final Honors Senior Thesis/Project presentations (page 15 of Honors Assessment Plan)
Honors Interdisciplinary Learning	<ul style="list-style-type: none">Interdisciplinary Learning rubric was used to assess final Honors Senior Thesis/Project presentations (page 15 Honors Assessment Plan)
Honors Independent Research, Creativity, and Scholarship	<ul style="list-style-type: none">Independent Research, Creativity, and Scholarship rubric was used to assess final Honors Senior Thesis/Project presentations (page 15-16 of Honors Assessment Plan)
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.	
	<ul style="list-style-type: none">Written reflections for 17 students in HONR 380 (Spring 2025) were read and assessed for alignment with the CHL Lifelong Professional and Academic Training goalHONR 481 Senior Honors Thesis/Project Presentations for 12 students (Fall 2024, Spring 2025) were assessed for alignment with CHL Lifelong Professional and Academic Training goal, CHL Community Impact and Critical Thinking SLOs, and Honors Interdisciplinary Learning and Independent Research, Creativity and Scholarship SLOs
E. Expected proficiency level and proportion of students who should reach this level.	
(outlined in Honors Assessment Plan)	



F. Assessment results and number of students who met proficiency level.

CHL Lifelong Professional and Academic Training goal

- In HONR 380:
 - 18% (3 of 17) met minimum standard
 - 76% (13 of 17) met preferred standard
 - 6% (1 of 17) met exemplary standard
- In HONR 481:
 - 8% (1 of 12) did not meet minimum standard
 - 58% (7 of 12) met minimum standard
 - 33% (4 of 12) met preferred standard

CHL Community Impact SLO (using Community Impact Rubric)

- In HONR 481:
 - 8% (1 of 12) did not meet minimum standard
 - 58% (7 of 12) met minimum standard
 - 33% (4 of 12) met preferred standard

CHL Critical Thinking SLO (including “Academic Rigor” metric on HONR 481 rubric)

- In HONR 481, Academic Rigor:
 - 58% (7 of 12) met minimum standard (“excellent”)
 - 42% (5 of 12) met exceeded standard (“exemplary”)
- In HONR 481, Critical Thinking:
 - 25% (3 of 12) met minimum standard (“acceptable”)
 - 75% (9 of 12) exceeded minimum standard (“exceeds expectations”)

Honors Interdisciplinary Learning SLO

- In HONR 481:
 - 100% (12 of 12) feel below “acceptable” standard (scoring “minimum”)

Honors Independent Research, Creativity and Scholarship SLO

- In HONR 481:
 - 66% (8 of 12) met minimum standard (“acceptable”)
 - 33% (4 of 12) met exceeded minimum standard (“exceeds expectations”)

G. Describe what results indicate about student performance.

Overall, we have seen continuous improvement in the quality of Honors projects, the documentation of projects, and in attainment of learning outcomes, year after year. We will continue to revise documentation guidelines as well as processes to ensure all students complete the intended written reflections on their work in each course, but Spring 2025 projects demonstrated strong growth in consistency and achievement. Highlights of HONR 481 projects:

- A Media and Entertainment student credited her extensive application for an internship with Fans First Entertainment and the Savannah Bananas Banana Ball Baseball team. In the application process, she created video submissions, an



extensive resume, and prescribed media content in addition to participating in three livestreamed interviews. Out of 1500 applicants, this student is one of 100 who were selected for an internship with Fans First Entertainment.

- An English - Creative Writing student self-published a collection of poetry. Two poems have since been selected for publication in online literary journals.
- A Health Sciences student created a Wellness Coach program for the CSU Pueblo Health Center and is being hired to continue this work at CSU Pueblo post-graduation.
- A Media and Entertainment student created a 25th anniversary video for the President's Leadership Program celebration in May 2025 attended by the CSU System Board of Governors, CSU Pueblo Administration, PLP alum, community members, El Pomar Foundation representatives, and current students.
- Two students (one in Psychology and one in History) completed an internship with the Pueblo History and Heritage Museum, cataloging donated artifacts and writing articles for the Museum's monthly publication.

One project in HONR 481 fell somewhat short in terms of desired outcomes, but there were unique factors in the challenges this student faced as a Reisher scholar starting late in our program. These factors can be mitigated with improved advising for Reisher scholars in the future (the CHL is holding an Orientation in early June for new Reisher scholars entering CHL programs and we are revising our presentation and description of expected work at that meeting with students).

H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.

The CHL will revisit the Interdisciplinary Learning SLO in the upcoming year. Although interdisciplinary learning has historically been a goal of the Honors Program, the nature of current projects (especially in STEM) do not always align naturally with interdisciplinary approaches. It seems unnecessary to force every student to take an intentional interdisciplinary focus in their work. (The failure of every student to present on how their work impacts other disciplines – the minimum desired outcome – occurred because of a lack of specific advising on this issue. This can be corrected in future semesters).

It may be necessary to create work and assignments in earlier courses that address this SLO and not expect an interdisciplinary focus in every HONR 481 project.

Enter Table II AY 2025 Assessment Comments Below

(Sufficient comments above with nothing to add here!)