



| Program Name  | Date Completed                 |
|---|--------------------------------|
| Minor in Honors   | May 29, 2026                   |
| Report Completed By   | Report Contributors            |
| David Volk  | Trish Orman, Shelly Moreschini |
| Brief Statement of Program Mission and Goals  |                                |
| <p><b>Mission Statement</b><br/>The University Honors Program 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><b>Honors Program Goals</b></p> <ul style="list-style-type: none"><li>• To provide opportunities for enriched work and personal growth</li><li>• 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</li><li>• 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</li><li>• 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</li></ul> |                                |



Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2025-2026 that was implemented to improve student learning, in response to prior assessment cycles or other data.

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| <b>A. Describe issues or SLOs addressed in the AY 2025-2026 cycle. Paste SLOs verbatim below.</b>   |
| <p>Over the past few years, the Honors Program has been increasingly intentional in having students utilize Google Sites to create individual portfolios of their Honors work across the curriculum. The sites have also evolved as a professional resource for students, increasingly used to share their work publicly with interested audiences before and after graduation, including employers, prospective employers, and community organizations. These sites have created an inherent structure for designing project/thesis work and a platform for student reflection on their work.</p> <p>These efforts have furthered the following Goal/SLOs of our program:</p> <p><b>Overarching Goal of the CHL:</b><br/><i>Lifelong Professional and Academic Training</i><br/>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>Supporting CHL and Honors SLOs:</u></p> <ul style="list-style-type: none"> <li>• [CHL] Community Impact: CHL students will actively connect their learning to the broader community and provide meaningful reflection on the impact of their work.</li> <li>• [HONORS] 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.</li> </ul> |
| <b>B. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?</b>  |
| 2023-24   |
| <b>C. What were the recommendations for change in the previous cycle?</b>   |
| To continue developing support materials that guide student work and design of their personal Google Sites portfolio.   |



**D. How were the recommendations for change acted upon?**

Guidelines for Honors Projects revised in 2025-26 are accessible here:

[https://docs.google.com/document/d/1AVQjTFJeDWy\\_mYwz\\_Rrmo1H3gtkCViUca5LbwfyYRLE/edit?usp=sharing](https://docs.google.com/document/d/1AVQjTFJeDWy_mYwz_Rrmo1H3gtkCViUca5LbwfyYRLE/edit?usp=sharing)

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

Examples of student Google Site portfolios are linked in Table II below.

The scope, impact, and breadth of student Honors work in 2025-26 exceeded that of previous years, with significant examples of scope, impact, and breadth far exceeding expectations (see below)

**Enter Comments on Table I Closing the Loop Below**

(examples of student work included in Table II below)



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|---------------------|--------------------------------|
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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

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

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| <b>A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.</b>   |
| <p><b>Overarching Goal of the CHL:</b><br/><i>Lifelong Professional and Academic Training</i><br/>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><b>CHL-Level Student Learning Outcomes</b> (apply to both Honors and Leadership minors)<br/>Four CHL-Level SLOs support the overarching goal of our curricula:</p> <ul style="list-style-type: none"> <li>• Experiential education: CHL Students will engage experientially in their learning, understanding the principles of experiential education pedagogy, and provide meaningful reflection on their learning experiences.</li> <li>• Community Impact: CHL students will actively connect their learning to the broader community and provide meaningful reflection on the impact of their work.</li> <li>• Ethics and social responsibility: CHL students will behave ethically in all performance categories, including classroom, extracurricular, community-based service-learning, and independent research areas, and provide meaningful reflection on the ethical issues and challenges of their work.</li> <li>• 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.</li> </ul> <p><b>Honors Program Student Learning Outcomes:</b><br/>Two SLOs shape the unique structure of the Honors Program within the CHL:</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.
- 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.

**B. Semester and year this SLO was previously reported on before this cycle.**

Past and current assessment continues to focus on Community Impact [CHL SLO], Critical Thinking [CHL SLO], and Independent Research [Honors SLO], which were all assessed in 2025-26.

The CHL has continued to explore best opportunities to both integrate and assess Experiential Education [CHL SLO], Ethics [CHL SLO], and Interdisciplinary Learning [Honors SLO] into the curriculum and assessment process. Students have been asked to reflect on these areas in their Honors work and those reflections are considered here, but continuing attention will be given to how best address these in future student work.

**C. Describe the assessment method for this SLO(s).**

**Overarching Goal of the CHL:**

- **Lifelong Professional and Academic Training:** Google Sites were reviewed for inclusion of the following:
  1. Student Biographical Information
  2. Professional Statement
  3. Project Archive
  4. Plan for Sustainability of Work/connection of work to plans after graduation

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.

**CHL SLOs:**

- **Experiential Education:** student reflection at conclusion of Honors project work
- **Community Impact:** student project work assessed with Community Impact Rubric
- **Ethics:** student reflection at conclusion of Honors project work
- **Critical Thinking:** included as component of rubric used to assess student project work

**Honors SLOs:**

- **Interdisciplinary Learning:** included as component of rubric used to assess student project work
- **Independent Research:** included as component of rubric used to assess student project work



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| <b>D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.</b>  |
| 20 Google Site portfolios of students graduating in 2025-26 with the Minor in Honors and/or Certificate in Community Impact were reviewed.  |
| <b>E. Explain the expected proficiency level and proportion of students who should reach this level.</b>  |
| <p>The Honors program expectations of the Google Sites portfolio has evolved in the past few years. Although not all graduates in 2025-26 included the following items in their site, inclusion of the following items are the emerging expectation:</p> <ol style="list-style-type: none"> <li>1. Student Biographical Information</li> <li>2. Honors Program Plan (proposing future project work); <i>this will be assessed in future years!</i></li> <li>3. Professional Statement</li> <li>4. Project Archive</li> <li>5. Plan for Sustainability of Work/connection of work to plans after graduation</li> </ol> <p>Although specific rubrics for each of these items have not been developed to date, that work will begin in 2026-27. For the current assessment cycle, it has been noted how many of current graduates have included these items in their portfolios for comparison purposes in future years.</p> <p>Portfolios and project work are assessed with the program’s <b>Honors Thesis/Project Program Rubric</b> and the <b>Community Impact Rubric</b>. In each category of the rubric, expected standards are identified, which 100% of students are desired to attain.</p> |
| <b>F. Provide Assessment results and number of students who met defined proficiency level.</b>  |
| <p><b>Portfolio Content:</b></p> <ul style="list-style-type: none"> <li>• 7 of 20 students (35%) included a <b>Biography</b> in their final portfolio</li> <li>• 3 of 20 students (15%) included a <b>Professional Statement</b> in their final portfolio</li> <li>• 11 of 20 students (55%) included an <b>Archive</b> of project work (“deliverables”) in their portfolio (others created their deliverables outside of their digital portfolio)</li> <li>• 13 of 20 students (65%) described plans for <b>Sustainability</b> of their project work in their portfolio or in the project presentation.</li> </ul> <p>(**see comments below related to Portfolio Content)</p> <p><b>Project Rigor:</b><br/>In response to some concerns at the time the CHL formed and immediate years following that there was some inconsistency in the overall rigor of projects/theses across disciplines, the Honors Project Rubric was created with a specific component utilized to address rigor.</p>  |



As reported in past assessment cycles, this concern was adequately addressed in subsequent years with the creation of the Honors Project Guidelines document and continual advisement around the intended and desired scope of projects. Consistent presentations on Honors projects to the HONR 101 and 201 classes has also demonstrated standards and expectations for students engaging in future Honors project work.

20 of 20 students (100%) achieved the minimum standard (3 – Excellent) on the Rigor portion of the Honors Project Rubric, with 7 of 19 students (38.8%) achieving the highest standard (4 – Exemplary).

**Critical Thinking:**

2025-26 Honors Project Rubric scores in the area of Critical Thinking are:

- 1 of 20 students (5%) [1 – Minimal]
- 10 of 20 students (50%) [2 – Acceptable] *\*\*minimum standard for assessment*
- 5 of 20 students (25%) [3 – Exceeds Expectations]
- 4 of 19 students (20%) [4 – Exemplary]

Although we fell just short of 100% of students meeting the minimum desired standard in our assessment cycle, we will continue to advise students toward project expectations and do not anticipate additional effort needed in this area.

**Interdisciplinary Learning:**

Only 8 of 20 student Honors Projects/Theses included an identified interdisciplinary focus. Scores for those in the area of Interdisciplinary Learning, therefore, are:

- 12 of 20 students (60%) [0 - Absent]
- 1 of 20 students (5%) [1 – Minimal]
- 5 of 20 students (25%) [2 – Acceptable] *\*\*minimum standard for assessment*
- 2 of 20 students (10%) [3 – Exceeds Expectations]
- 0 of 19 students (0.0%) [4 – Exemplary]

(\*\*see comments below related to Interdisciplinary Learning)

**Impact:**

Scores for those in the area of Impact are:

- 15 of 20 students (75%) [2 – Acceptable] *\*\*minimum standard*
- 1 of 20 students (5%) [3 – Exceeds Expectations]
- 4 of 20 students (20%) [4 – Exemplary]

In their portfolio and/or project presentation, every student described a salient impact of their work in the immediate community (academic/professional) in which they worked. Engaging in impactful project work has emerged as one of the critical strengths of the Center for Honors and Leadership in recent years.

**Personal Reflection:**

It is intended that students reflect upon and describe their project work (either in the portfolio or in their project presentation) in terms of their larger academic and/or professional goals after graduation.

15 of 20 students (75%) provided adequate reflection following their work.

Scores in the area of Personal Reflection are:

- 4 of 20 students (21.1%) [0 - Absent]
- 1 of 20 students (5.2%) [1 – Minimal]



- 7 of 20 students (26.3%) [2 – Acceptable] *\*\*minimum standard for assessment*
- 7 of 20 students (36.8%) [3 – Exceeds Expectations]
- 0 of 20 students (0.0%) [4 – Exemplary]

(\*\*see comments below related to Personal Reflection)

**Community Impact:**

The 20 student Honors Projects/Theses were assessed with the Community Impact Rubric. The following scores were noted:

- 1 of 20 (5%) [2 – initiate work]
- 1 of 20 (5%) [3 – complete or compile work led by others]
- 9 of 20 (45%) [4 – leadership role in work] *\*\*minimal standard for assessment*
- 9 of 20 (45%) [5 – lead and plan for sustainability]

Additionally, we are beginning to consider the scope of student Honors work in terms of reaching a campus, local, regional, or national audience. For 2025-26, the scope of student work is as follows:

- 9 of 20 projects (45%) - principally **campus** focused
- 7 of 20 projects (35%) - principally **community** focused (Pueblo or SOCO)
- 2 of 20 projects (10%) – principally **regionally** focused\*\*
- 2 of 20 projects (10%) – principally **nationally** focused\*\*

\*\*regional conference presentations

\*\*work recognized by professional organizations at the national level

While many students rightfully design Honors project work with intentional campus and local impact in mind, the fact that 1 in 5 projects in 2025-26 was recognized outside of Pueblo and the state of Colorado, speaks to the success of scope in student Honors work.

**Experiential Education**

Pertinent to the specific Experiential Education SLO, students are asked to reflect on the impact of experiential education in their Honors work. Only 3 of 20 (15%) of students referenced experiential education in their work, providing personal definitions of what EE means to them.

(\*\*see comments below related to Experiential Education)

**Ethics**

Pertinent to the specific Ethics SLO, students are asked to reflect on the ethical framework in which they completed their work, ethical issues they confronted in their work, and the personal values they employ within the ethical framework of their work.

7 of 20 students (35%) described the ethical framework of their work and specific issues confronted, if any. Only 1 of 20 students (5%) described the personal values they employ within the ethical framework of their work.

(\*\*see comments below related to Ethics)

**G. Describe what the results or trends indicate about student performance.**



Expectations for Honors work have evolved since the inception of the Center for Honors and Leadership. Specific goals at this time are:

- Beginning with work in the foundational courses (HONR 101 and HONR 201), students should be intentional in the design of their Honors work as an exploration of and in support of their personal academic and professional goals. [Lifetime Learning Goal]
- Throughout all Honors courses, work should be experiential and embrace an informed understanding of Experiential Education pedagogy. [CHL Experiential Education SLO]
- Project work in Honors should be rigorous, recognized by faculty and, potentially, a broader audience for its quality and importance. [Project Rubric Rigor component]
- Rooted in connections made in HONR 101, HONR 201 and, especially HONR 380 (Service Learning), project work in Honors should be impactful, benefiting the immediate community in which it is produced and/or contributing original scholarship. [CHL Community Impact SLO]
- Students should plan for the long-term sustainability of their work after completion of their project.
- Students should understand the ethical framework in which they work and the personal values they employ within that framework. [CHL Ethics SLO]
- In their work, Honors students will strengthen their skills in critical thinking, independent research, and interdisciplinary learning. [CHL Critical Thinking SLO, and Honors Independent Research and Interdisciplinary Learning SLO]

Early in the inception of the CHL, significant focus was given toward the rigor of student project work and independent learning. As noted above, initial concerns around these areas have been sufficiently alleviated. Subsequent attention afforded critical thinking and, especially, community impact and sustainability have yielded significant results in the quality and accomplishment of student work in these areas.

Desired goals in the areas of Experiential Education, Ethics, and Interdisciplinary Learning (to be expressed in student reflection of their work) continue to lag.

**H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.**

In order to address failures to achieve desired student outcomes in the areas of Experiential Education, Ethics, and Interdisciplinary Learning, the CHL proposes:

- Developing specific class lessons in HONR 101 and HONR 201 in each of these areas, inviting expert faculty in these areas to present to our students.
- Develop scaffolded reflection activities in each of these areas in HONR 101, HONR 201, and HONR 380 to support student project work in HONR 310 and HONR 481.
- Continuing to revise the Honors Project Guidelines toward an emphasis of these areas in student reflection. Advise students on the expectation of student reflection in their project work, grading specifically for that content, as needed.
- Include specific instruction in the pedagogical EE Cycle in HONR 101 and HONR 201.
- Deepen class discussion on the ethical frameworks students encounter in their respective disciplines and the personal values students employ in those frameworks.



- Include class discussion/instruction on interdisciplinary learning, encouraging students throughout their Honors experience to recognize the ways other disciplines than their own impact and inform their work. Rather than requiring students to design interdisciplinary projects, focus will be given to interdisciplinary frameworks surrounding all work on campus.

**Enter Comments on Table II AY 2026 Assessment Below**

I've said plenty above, I suspect 😊