

Program: \_\_\_ Honors \_\_\_\_\_

Date: May 24, 2013 \_\_\_\_\_

Completed by: \_\_\_ Marc Pratarelli, Director \_\_\_\_\_

Assessment contributors (other faculty involved in this program's assessment): \_\_\_ none \_\_\_\_\_

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and return it to Erin Frew, [erin.frew@colostate-pueblo.edu](mailto:erin.frew@colostate-pueblo.edu) as an email attachment before June 1, 2013. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

### I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO last assessed?	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	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. Interdisciplinary learning. Ethics and social responsibility. Independent research, creativity, and	This is the first assessment.	Student research papers, class participation, and performance in the group special	The fall and spring 101 (N=25) and 102 (N=24) courses were assessed, and the spring 201	According to the Honors Assessment Plan students should be achieving the	Student research papers revealed evidence of critical thinking that was addressed in both 101 and 102 at the introductory level. The results of the 201 research papers were	Acceptable for now because we're in start-up mode, but need more work on the	Refining the metrics for assessing the SLOs.

scholarship.		project study in 290. Since this was the first time the special project was offered, we designed a rubric in the form of a checklist to assess specific behaviors that included research, reporting, design, and presentation.	(N=16) and 290 (N=8) courses were assessed.	Introductory level of proficiency in 101/102, and they are expanding their level of proficiency in the 201 and 290 courses.	significantly more refined over their performance last year in 101/102. For the 290 Special Group Project 6/8 students performed at the desired level of proficiency, while two others performed significantly below the level of the rest of their cohort. A developmental plan was negotiated with the two students; they will be completing additional work during the summer.	refining the measurement criteria for assessment.	

Comments:

**B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.**

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change	D. Were the recommendations for change acted	E. What were the results of the changes? If the changes were not effective, what are the
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		from the previous assessment?	upon? If not, why?	next steps or the new recommendations?
From the Assessment Plan SLO 1 is Critical thinking: “The ability to formulate and develop arguments with sufficient support, including reasoning, evidence, and persuasive appeals, and proper attribution as needed.” SLO #2 is: “Interdisciplinary learning”: Integrating knowledge from diverse perspectives, disciplines, and skill sets, both theoretical and applied, and honing them into arguments and/or strategies. SLO #3 is Independent research, creativity, and scholarship. It is defined as “the ability to apply discipline-specific as well as cross-discipline-based knowledge to design, execute, and report on a particular problem-solving strategy. Finally, SLO #5, Ethics & Social Responsibility was also assessed and it is defined as: “Ethics and social responsibility”: The ability to behave ethically as demonstrated in all performance categories, including classroom, extracurricular, community-based service-learning, and independent research areas.	This was the first annual assessment that we know of as the previous Director left before the 2012 assessment was due.	NA	NA	NA

Comments: The University Honors Program has completed two full academic cycles as of May, 2013. The first Program Director left prior to the end of the first academic year and the new Director took over in July of 2012. The Assessment Plan was revised on two separate occasions, with the latter resulting in a complete overhaul of the SLOs as late as May 2013. There were no rubrics in place to follow as of July 2012, and preliminary methods of assessing performance across the various SLOs were developed on a course by course basis.

## **HONORS PROGRAM RUBRICS**

### **Method of assessing SLO #1, critical thinking in Honor 101 & 102 at the introductory level of proficiency.**

1. Was the student able to identify in their writing assignment(s) claims made either directly as a thesis statement or indirectly by any authors they cited and/or by the speakers?
2. Did the student demonstrate in their writing and/or orally during class recitations that they evaluated and synthesized primary topics/issues made by authors and/or speakers?

### **Method of assessing SLO #2, interdisciplinary learning in Honor 101 & 102 at the introductory level of proficiency.**

1. When prompted, did the student connect examples, facts, or theories from more than one field of study or perspective as part of an argumentative work, e.g., their research paper or in class discussions/recitations.

### **Method of assessing SLO #3, ethics and social responsibility in Honor 201 at the introductory level of proficiency.**

1. In the short written class assignments and in the final research paper, and during class discussions and recitations, did the student articulate the essential definitions of ethics and social responsibility?
2. In the short written class assignments and in the final research paper, and during class discussions and recitations, did the student produce personal or non-personal examples of ethical behavior and/or examples of social responsibility in particular cases discussed in class or in their writing assignments?

### **Method of assessing SLO #3, ethics and social responsibility in Honor 490 at the expanding level of proficiency.**

1. Did the student demonstrate through their basic participation (e.g., on time attendance, staying until the end of work sessions, contributing material, etc.) that they were taking personal responsibility for their role in the group's project?
2. Does the student behave ethically in the manner in which they respond (e.g., tone of voice, constructive nature of their comments, supportiveness, etc.) to the ideas of others in their group?

**Method of assessing SLO #4, Independent research, creativity, and scholarship in Honor 201 at the introductory level of proficiency.**

1. A problem-solving strategy is identified, albeit inadequately, and large gaps in knowledge central to the discipline may be apparent at this introductory level, but the student articulates in written assignments or orally in class discussions and recitation the basic elements of (1) a theory or model, and (2) a preliminary research methodology.
2. Was the student able to clearly articulate grammatically and contextually their ideas in writing both in short class assignments and in their final research paper?

**Method of assessing SLO #4, Independent research, creativity, and scholarship in Honor 490 at the expanding level of proficiency.**

1. The problem-solving strategy is adequate for the task and reflected by sufficient familiarity with the discipline(s), and is applicable and useful for the assigned task of the group's special project.
2. From their independent research, did the student contribute novel material to the group's project either in the form of new content or the format of the group's report or presentation?

**Method of assessing SLO #5, Leadership, in Honor 490 at the introductory level of proficiency.**

1. Does the student share ideas with others in their group?
2. Did the student's ideas advance the work of the group?
3. Were the student's contributions to the group offered collaboratively or in isolation?