

Colorado State University – Pueblo Academic Program Assessment Report for AY 2014-2015

Program: _____ University Honors Program (minor) _____

Date: ____ June 3, 2016 _____

Completed by: _____ John O'Connor _

Assessment contributors (other faculty involved in this program's assessment): _Honors Steering Committee (Fall meeting) _____

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 submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2016. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2015-2016 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2015-2016 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2014-2015. 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? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the 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.	E. What is the expected achievement level and how many or what proportion of 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 <u>program</u> are planned based on this assessment?

SLO # 4: Students will be able to make substantial leadership contributions to advancing personal and group work. (Leadership)	Prior to this year, this SLO had not been assessed on its own. In 2013 it was included in the year-end assessment using “preliminary methods ... across the SLOs [that] were developed on a course by course basis.” (UHP Assessment Report comments, 2013) That year’s assessment only assessed ‘introductory’ and ‘expanding’ levels of performance.	Student reflection papers from the Service Learning course (HONOR 380) along with liaison reports were evaluated against the attached rubric.	Students completing the Service Learning course during the 2015-16 academic year were assessed. n= 12	Each student should perform at a ‘proficient’ or higher (i.e. ‘exemplary’) level in each category of this SLO. That is, 100% of UHP graduates are expected to be proficient in ‘Leadership’ as measured by the rubric.	Assessment revealed that students met expectations. That is, 100% of our students completing HONOR 380 this year were ‘proficient’ or ‘exemplary’ in this SLO.	The students performed very well, and each received high praise from his/her service project site liaison. In more than one case, students reported feeling like they should be ‘doing more’ for the service project.	Based on student performance, there is no need to make program changes at this time, but the assessment process itself did demonstrate a need for more consistently structured forms of feedback about student performance from site liaisons. As a result, a new liaison evaluation process will be designed and implemented.
SLO # 5: Students will behave ethically as demonstrated in all performance categories, including classroom, extracurricular, community-based service-learning, and independent research areas. (Ethics and Social Responsibility)	Prior to this year, this SLO had not been assessed on its own. In 2013 it was included in the year-end assessment using “preliminary methods ... across the SLOs [that] were developed on a course by course basis.” (UHP Assessment Report comments, 2013). That year’s assessment only assessed ‘introductory’ and ‘expanding’ levels of performance.	Student reflection papers from the Service Learning course (HONOR 380) along with liaison reports were evaluated against the attached rubric.	Students completing the Service Learning course during the 2015-16 academic year were assessed. n= 12	Each student should perform at a ‘proficient’ or higher (i.e. ‘exemplary’) level in this SLO. That is, 100% of UHP graduates are expected to be proficient in ‘Ethics and Social Responsibility’ as measured by the rubric.	Assessment revealed that students met expectations. That is, 100% of our students completing HONOR 380 this year were ‘proficient’ or ‘exemplary’ in this SLO.	The students performed very well, and each received high praise from his/her service project site liaison.	Based on student performance, there is no need to make program changes at this time, but the assessment process itself did demonstrate a need for more consistently structured forms of feedback about student performance from site liaisons. As a result, a new liaison evaluation process will be designed and implemented.

Comments:

II. 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? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
<p>SLO #1: Critical Thinking. Students will be able to formulate and develop arguments with sufficient support—including reasoning, evidence & persuasive appeals—and proper attribution as needed.</p> <p>SLO #3: Independent Research, Creativity, and Scholarship. Students will be able to apply discipline-specific as well as cross-discipline-based knowledge to design, execute and report on a particular problem-solving strategy.</p>	AY2014-15	<p>The students performed very well on their theses in general and with respect to these SLOs in particular. However, the results did suggest that aspects of the thesis process itself could be improved. This is particularly true concerning consistent communication of expectations among all parties: student, major program mentor & honors program director.</p> <p>Recommendation: Written communication should be improved and the current expectations for meetings and interim progress will be articulated more precisely to facilitate regular iterations of research.</p>	Yes. This year's thesis documents were revised and expectations and time-line made clearer.	This year we had one completed thesis. The project did benefit from multiple iterations, with drafts appearing as a poster session, and then as a presentation at a regional disciplinary conference. It is clear that approach was part of the thesis mentor's plan for student research. With only a single thesis to measure this year, it's too soon to say that the changes made a significant difference, but they certainly didn't hurt. Next year we expect several more theses and a better sample from which to judge the effectiveness of the thesis process.

Comments:

Previous years' reviewer comments reveal that the UHP assessment plan and process needs significant revision. I agreed. The revisions in this current plan (May 2016) represent responses to many of these concerns: an updated curriculum map; consistent alignment of assessment needs with course materials and assignments; and an assessment cycle schedule that allows rotating SLO assessment while monitoring cohort progress through the program and toward acquiring the skills necessary for writing senior theses. The next iteration of the plan is expected to include revised SLO language.

Honors Minor
Colorado State University-Pueblo
Rubric: Leadership & Ethics and Social Responsibility

Intended learning outcomes assessed with this instrument:

SLO # 4: Students will be able to make substantial leadership contributions to advancing personal and group work. (Leadership)

SLO # 5: Students will behave ethically as demonstrated in all performance categories, including classroom, extracurricular, community-based service-learning, and independent research areas. (Ethics and social responsibility)

Work assessed: Service Learning reflections.

Other measure: Site liaison comments.

	Exemplary	Proficient	Emerging	Not Present
Ethics (SLO #5)	Student reflections indicate student has <i>high levels</i> of responsibility, awareness of and respect for others' needs and adherence to professional standards.	Student reflections indicate student is <i>typically</i> responsible, aware of and respectful for others' needs and adheres to professional standards.	Student reflections indicate student <i>inconsistently displays</i> responsibility, awareness of and respect for others' needs and adherence to professional standards.	
Ethics (SLO #5)	Liaison comments reveal student <i>displays high levels</i> of responsibility, awareness of and respect for others' needs and adherence to professional standards.	Liaison comments reveal student is <i>typically</i> responsible, aware of and respectful for others' needs and adheres to professional standards.	Liaison comments reveal student <i>inconsistently displays</i> responsibility, awareness of and respect for others' needs and adherence to professional standards.	
Leadership (SLO #4)	Student reflections indicate student <i>consistently</i> works with a high-level of autonomy and <i>always</i> makes decisions and completes work as appropriate to role in organization.	Student reflections indicate student <i>typically</i> works with little need for redirection and <i>typically</i> makes decisions and completes work as appropriate to role in organization.	Student reflections indicate student requires <i>frequent supervision</i> or redirection, and results often need to be checked for quality.	
Leadership (SLO #4)	Liaison comments reveal student <i>consistently</i> works with a high-level of autonomy and <i>always</i> makes decisions and completes work as appropriate to role in organization.	Liaison comments reveal student <i>typically</i> works with little need for redirection and <i>typically</i> makes decisions and completes work as appropriate to role in organization.	Liaison comments reveal student requires <i>frequent supervision</i> or redirection, and results often need to be checked for quality.	