

# Assessment of Student Learning Plan (ASLP): Honors Program

2016-17 Academic Year

## A. College, Department, Date

College n/a  
Department Honors Program  
Date 5/24/2017

## B. Contact Person for the Assessment Plan

Name and title Rebecca S. Nisetich, Program Director

## C. Degree Program

Name of Degree Program Honors Program, Honors Interdisciplinary Minor

## D. Assessment of Student Learning: Program Assessment

### Step 1: Identify the Student Learning Outcomes (SLO's)

- a. Do you have your student learning outcomes published on your department's website? No

Honors Council has just voted to approve Student Learning Outcomes, which will be published on our website soon. Please see attached

- b. Please identify **which of your student learning outcome(s) were assessed this past academic year**. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

As per my arrangement with Susan King and Kristen Beahm, Honors has spent the year doing the following preparations for assessment:

1. Create cohesive Program Goals
2. Create Student Learning Outcomes
3. Map the Learning Outcomes onto the Honors Minor curriculum
4. Select an area of assessment for AY 2017-18

The Program Goals, Learning Outcomes, Map, and assessment area selection are attached.

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes/

Curriculum Map is attached.

**Step 2: Assessment Methods Selected and Implemented**

- d. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.
- e. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).

### **Step 3: Using the Assessment results to Improve Student Learning**

- a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*
- b. *What specific changes have been or will be made to improve student learning, as a result of using the program assessment results?*
- c. *Date of most recent program review/self-study?*

**E..Course Assessment Activities:** *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

Not at this time. Honors Council voted to create an Assessment Subcommittee which was populated in Fall 2016. The work of this committee was dominated by defining and revising program goals and learning outcomes this year. We completed the curriculum mapping in our annual Honors Council retreat. In future years, the Assessment Subcommittee will work on common assignments and rubrics that may be shared across courses in specific content/Core Curriculum areas.

We have also developed 2 common, required courses for Honors students: HON 215 at the sophomore level called "Thinking In Honors," and HON 415 at the senior level called "Honors Capstone". These course will be required for all students in the program, regardless of their point of entry. These 2 courses will enable us to set benchmarks and measure growth in key learning outcome areas including reflection, communication, intellectual independence, information literacy, and diversity.

**F. Community Engagement Activities in your departmental curriculum:**

a. Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.

b. Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>
Student Research (related to a community-based problem)	<b>Optional</b>
Student-Faculty Community Research Project	<b>Optional</b>
Internship, or a Field Experience	<b>Optional</b>
Independent Study (community-related project)	<b>Optional</b>
Capstone Course (community-related project)	<b>Optional</b>
Service-Learning (course-based)	<b>Required</b>
Study Abroad, or an International Program	<b>Optional</b>
Interdisciplinary Collaborative Project (community related)	<b>Optional</b>
Student Leadership Activities (related to a team project)	<b>Optional</b>
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	<b>Optional</b>

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses: HON 101, HON 103, HON

Mid-level courses: HON 310, HON 311, HON 321, HON 331

Upper-level courses: HON 415

## **Appendix: Honors Assessment Documents**

### **I. Honors Program Mission and Goals**

#### Honors Mission:

The Honors Program provides high-achieving students with a diverse and rigorous curriculum, devoted faculty and staff, and a collaborative environment that emphasizes research, community engagement, leadership, social responsibility, international experience, and intellectual independence.

#### Honors Program Goals:

Honors students will have demonstrated the ability to foster scholarly and independent habits of mind:

- Develop and master critical thinking skills;
- Use self-reflection to engage in an emergent awareness of the self as a learner;
- Apply intellectual curiosity in research to real-world problems.

Honors students will create a culminating signature work in which they:

- Synthesize oral, written, graphical, qualitative, and quantitative communication skills;
- Engage with workplace, civic, and research communities;
- Present their work in a public forum with feedback and self-assessment.

Honors students will become scholar-leaders who are able to:

- Participate in and moderate complex, potentially contentious, conversations;
- Understand intersections of power relations and cultural lenses in global and U.S. contexts;
- Identify ethical issues in society, perform sound ethical reasoning, and make informed moral judgments.

### **II. Honors Student Learning Outcomes**

#### 1. INTELLECTUAL INDEPENDENCE

Honors graduates should be able to:

- Approach, define, and research complex problems
- Design and produce independent and/or creative projects

- Contextualize and/or situate their work in an appropriate disciplinary or multidisciplinary context
- Present their work publicly to their faculty and peers

## 2. COMMUNICATION

Honors graduates should be able to:

- Understand the interdependence of audience, context, and message construction
- Use effective organizational patterns when communicating messages
- Present content textually, visually, and orally
- Participate in and moderate complex, potentially contentious conversations

## 3. INFORMATION LITERACY

Honors graduates should be able to:

- Evaluate and responsibly use information
- Properly attribute ideas, texts, etc. where necessary
- Formulate and develop claims with sufficient and appropriate support--including reasoning, evidence, and persuasive appeals

## 4. DIVERSITY

Honors graduate should be able to:

- Intentionally engage with ideas, beliefs and practices of diverse cultures and peoples
- Ask substantive questions, seek out, and articulate answers to those questions in ways that integrate multiple cultural perspectives
- Embrace contradictions by integrating alternative, divergent, or contradictory perspectives in formal assignments and in-class discussions

## 5. SELF-REFLECTION

Honors graduates should be able to:

- Illustrate an ongoing process of self-reflection about their development as a scholar, engaged citizen, and lifelong learner

- Articulate a plan to attain the requisite knowledge and skills to succeed in a chosen career or graduate program

**III. Area of curriculum to be assessed in 2017-18 academic year:**

The Council voted to select “Self-Reflection” area 1: “Illustrate an ongoing process of self-reflection about their development as a scholar, engaged citizen, and lifelong learner.” The assessment subcommittee has been charged with overseeing the planning and implementation of this assessment plan.