

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

2018-19 Academic Year

University of Southern Maine

## A. College, Department, Date

<i>College</i>	Academic Affairs
<i>Department</i>	Honors Program
<i>Date</i>	June 17, 2019

## B. Contact Person for the Assessment Plan

*Name and title* Rebecca Nisetich, Honors Program Director

## C. Degree Program

*Name of Degree Program* Honors Minor

## D. Assessment of Student Learning: Program Assessment

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

a. Are your student learning outcomes published on your department's website?  
Yes/No

- i. If yes, please provide the url: <https://usm.maine.edu/honors/overview>
- ii. If no, please list 3-5 of the most important student learning outcomes for your program. What will students know by the end of your program?

b. Please identify which of your student learning outcome(s) were assessed this past academic year.

The Honors Program has been regularly assessing the "reflection" learning outcome in our HON 100 courses. However, the Program has significantly enhanced our curriculum and we plan to create a new assessment for HON 215 and HON 415 going forward. We will complete this work in our August faculty retreat.

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? **No, but the Assessment Committee is working on creating one.**
- i. If yes, do you have this map published on your website? Please provide the url or attach a copy of the curriculum map.

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

- a. **Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.** (NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)

**The Honors Program has significantly enhanced and expanded our curriculum in the last 2 years, and we plan to create new assessment tools in our Honors Faculty Council's annual retreat in August 2019. The Assessment Committee will then be able to implement the assessment in our required courses HON 215 and HON 415.**

**We plan to create embedded assessments in these courses, which will allow us to collect rich qualitative and quantitative data.**

- b. Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.

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

- a. Briefly describe your unit's process of reviewing the program assessment results (for example, annual discussion by faculty committee, etc.).

Honors Faculty Council has a standing committee that focuses on Assessment, specifically. The assessment committee reports to the larger Honors Faculty Council. The Council annually agrees upon areas of the curriculum to be assessed, and the Assessment Committee carries out the work and produces reports which the Council approves. The Assessment committee makes recommendations to the full faculty Council based upon their findings.

- b. *Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)*

**Thus far, the Honors Assessment committee has made recommendations to the Council in terms of creating NEW program learning outcomes, and new courses. We have only just finished this work, and now may begin assessing student learning in our new and improved curriculum.**

- c. *Date of most recent program review/self-study?*  
**2013-2014.**

**E. Other Assessment Activities:** *Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).*

**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.*

**Yes: Diversity**

- 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>R</b>	<b>O</b>
Student-Faculty Community Research Project	R	<b>O</b>
Internship, or a Field Experience	R	<b>O</b>
Independent Study (community-related project)	R	<b>O</b>
Capstone Course (community-related project)	R	<b>O</b>
Service-Learning (course-based)	<b>R</b>	<b>O</b>
Study Abroad, or an International Program	R	<b>O</b>
Interdisciplinary Collaborative Project (community related)	R	<b>O</b>
Student Leadership Activities (related to a team project)	<b>R</b>	<b>O</b>
Students/Faculty Community Leadership (e.g., advisory boards, committees, conference presentations)	R	<b>O</b>
Other activities (please list):	R	<b>O</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 107 Mid-level courses: HON 299 (some sections), HON 200/201 (some sections), Upper-level courses: HON 310, HON 311, HON 321 (some sections)*