Honors College Assessment

Public for this Department and lower

Number: IDR Honors College Assessment 2014 - 2015
Title: Honors College Assessment
Start: 9/1/2014
End: 8/31/2015
Progress: Completed
Providing Department: Irvin D. Reid Honors College

Responsible Roles: No Roles Selected

Assessment Method:

Senior Lecturer Name:	fill	Section Day: (start in col H.)		
Attendance # in large section:	fill	**Section Time:**		
Attendance in small section:	fill	**Group volunteer hrs:**		
		Issue:		
		Organizations:		

Heading	Rubric	L Outcomes	4	3	2	1
Problem Defined	Problem Solving	Define Problem	Identifies and articulates problems/issues in a way that facilitates critical analysis and fully takes into account relevant contextual factors, i.e., its historical, ethical, social, cultural and disciplinary dimensions.	Identifies and articulates problems/issues and takes into account most of the relevant contextual factors, i.e., its historical, ethical, social, cultural and disciplinary dimensions.	Begins to demonstrate the ability to identify and articulate a problem/issue statement with evidence of some relevant contextual factors, but problem/issue statement is superficial.	Demonstrates a limited ability to identify and articulate problems/issues or consider related contextual factors.
Issues Analyzed	Critical Thinking	Analyze Issues Critically and Comprehensively	Gathers and critically analyzes all information necessary to thoroughly identify and/or develop actual and potential solutions to the problem.	Gathers and critically analyzes most information necessary to identify and/or develop actual and potential solutions to the problem.	Gathers and analyzes some information necessary to identify and/or develop potential solutions. Issue/problem is stated but description leaves some terms undefined, ambiguities unexplored, and boundaries undetermined, and/or backgrounds unknown.	Does not adequately clarify or describe information necessary to identify issues to be considered.
Evaluate Proposed Solutions	Problem Solving	Evaluate Proposed Solutions/Hypotheses to Problems	Evaluate potential and actual solutions with detailed consideration given to relevant contextual factors, feasibility, and effects/impacts, and recommend or offer conclusions based on same.	Evaluate potential and actual solutions with sufficient consideration given to relevant contextual factors, feasibility, and effects/impacts, and recommend or offer conclusions based on same.	Evaluate potential and actual solutions with adequate consideration given to relevant contextual factors, feasibility, and effects/impacts, and recommend or offer conclusions based on same.	Demonstrates a limited ability to evaluate potential and actual solutions.

Assessment Method for Learning Outcome 1,2,3: First Year Final Project, Honors Thesis

1. **Data Source:** Honors students' Final First Year Project and Honors Thesis. Introductory and Developing Skills of the outcome are expected in the First Year (HON1000, HON PS1010), while Mastery of the outcome is expected for the Thesis (HON4998). Scores from first row of the Honors College Assessment rubric will be used to assess Learning Outcome 1, second row of the Honors College Assessment rubric will be used to assess Learning Outcome 2 and the third row of the Honors College Assessment rubric will be used to assess Learning Outcome 3.

2 & 3. **Data gathering and timeline:** Honors First Year faculty will collect these projects as a part of normal class requirement at the end of First Year coursework. Departmental Thesis advisors will report the scores to the Honors College Advisor.

4. **Data Scoring:** Student work will be scored by Honors First Year faculty and Honors Thesis advisors using the Honors Assessment rubric.

5. **Scales**: The rubric is based on an ordinal scale of 1 – 4, and defines each of the scores from 1 – 4 (Please refer to Honors College Assessment rubric).

6. **Criterion for Acceptable performance:** A score of 2.0 or above on this Learning Outcome is acceptable.

7. **Review of Results:** Honors faculty will conduct an annual review of student performance on this assessment by May 15th each year.

📄 Honors College Program Assessment Rubric

Results : Learning Outcome 1: Define Problem

Results

Average score on students' Define Problem from Fall 2014 – Winter 2015 is 3.20 on the 4 point scale. This average exceeds the target of 2.0 for this learning outcome.

Average score on students' Senior Thesis Define Problem from Fall 2014 – Winter 2015 is 3.79 on the 4 point scale. This average substantially exceeds the target of 2.0 for this learning outcome.

Learning Outcome 2: Analyze Issues Critically and Comprehensively

Results

Average score on students' Analyze Issues Critically and Comprehensively from Fall 2014 – Winter 2015 is 3.16 on the 4 point scale. This average exceeds the target of 2.0 for this learning outcome.

Average score on students' Senior Thesis Analyze Issues Critically and Comprehensively from Fall 2014 – Winter 2015 is 3.64 on the 4 point scale. This average substantially exceeds the target of 2.0 for this learning outcome.

Learning Outcome 3: Evaluate Proposed Solutions/Hypotheses to Problems

Results

Average score on students' Evaluate Proposed Solutions/Hypotheses to Problems from Fall 2014 – Winter 2015 is 3.07 on the 4 point scale. This average exceeds the target of 2.0 for this learning outcome.

Average score on students' Senior Thesis Evaluate Proposed Solutions/Hypotheses to Problems from Fall 2014 – Winter 2015 is 3.64 on the 4 point scale. This average substantially exceeds the target of 2.0 for this learning outcome.

📊 Honors College Assessment Results 2014-2015

Results from Surveys Delivered through Baseline:

Name	Source
No items to display.	

Program Action Plan: Learning Outcome 1: Define Problem

While the results from the assessment for Define Problem during AY 14 – 15 were good, we hope to improve student performance through the following adjustments:

i. Revise learning objectives to better reflect Gen Ed requirements.
ii. Provide additional methodology readings to explain how different disciplines understand problems.
iii. Revise initial assignment to require students to consider who is affected and how.
iv. Add an introductory video by honors librarian on library resources and source usage.
v. Offer improved communication to faculty on Honors Thesis requirements.

Learning Outcome 2: Analyze Issues Critically and Comprehensively

While the results from the assessment for Analyze Issues Critically and Comprehensively during AY 14 – 15 were good, we hope to improve student performance through the following adjustments:

i. Refine initial diagnostic composition to substantiate assertions based on sources.
ii. Restructure and provide additional material to lecture to emphasize "spheres of solution" framework (state, market, civic, family).
iii. Add more flip videos to address data questions.
iv. Create Faculty Fellows Program to encourage faculty to propose honors seminars with emerging technology and innovative teaching methodologies and materials.

Learning Outcome 3: Evaluate Proposed Solutions/Hypotheses to Problems

While the results from the assessment for Evaluate Proposed Solutions/Hypotheses to Problems during AY 14 – 15 were good, we hope to improve student performance through the following adjustments:

i. Redraft group assignment to address tradeoffs between direct service and advocacy, removing presumption of service.
ii. Encourage service hours with advocacy organizations.
iii. Add a new course event: expert discussion between advocates for "direct service" and "policy advocacy."
iv. Provide additional readings on evaluation of community service programs.

Timeline for Action Plan Implementation: Honors faculty will implement the action items listed above for all Learning Outcomes throughout AY 2015-2016. Data for this assessment will be gathered and analyzed again during April – May, 2016.

Reporting to Stakeholders: We have already shared our assessment results with our Honors First Year faculty in May 2015 Course planning meeting. We plan to disseminate this information in our June 2015 staff meeting, with the Honors College Staff members. We also plan to post the results to our program website by August 2015.

Additional Information :

Items This Assessment Supports

Type	Number	Name	Start Date	End Date	Provider	Progress
Learning Outcome (Program-level)	LO1	Define Problem	09/01/2014	08/31/2015	Irvin D. Reid Honors College	✔
Learning Outcome (Program-level)	LO2	Analyze Issues Critically and Comprehensively	09/01/2014	08/31/2015	Irvin D. Reid Honors College	✔
Learning Outcome (Program-level)	LO3	Propose and Evaluate Solutions to Problems	09/01/2014	08/31/2015	Irvin D. Reid Honors College	✔

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