

IDR Honors College

Learning Outcome 1: Define Problem

Start: 9/1/2014

End: 8/31/2015

Progress: Completed

Learning Outcome Description:

Identify and articulate problems/issues in a way that facilitates critical analysis and takes into account relevant contextual factors, i.e., its historical, ethical, social, cultural and disciplinary dimensions.

1.0: Honors College Assessment _First Year Final Project, and Honors Theses

Start: 9/1/2014

End: 8/31/2015

Assessment Method

- 1. Data Source:** Honors students' Final First Year Project and Honors Theses. 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 Theses (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 Theses 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 Theses 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.

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 Theses 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.

Action

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 Theses requirements.

Timeline

Honors faculty will implement the action items listed above throughout AY 2015-2016.

Data for this assessment will be gathered and analyzed again during April – May, 2016.

Reporting

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.

Learning Outcome 2: Analyze Issues Critically and Comprehensively

Start: 9/1/2014

End: 8/31/2015

Progress: Completed

Learning Outcome Description:

Efficiently gather and critically analyze information necessary to identify and/or develop actual and potential solutions to the problem.

2.0: Honors College Assessment 2_First Year Final Project, and Honors Theses

Start: 9/1/2014

End: 8/31/2015

Assessment Method

- 2. Data Source:** Honors students' Final First Year Project and Honors Theses. 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 Theses (HON4998). Scores from one section of the Honors College Assessment rubric will be used.
- 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 Theses 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 Theses 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.

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 Theses Define Problem 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.

Action

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.

Timeline

Honors faculty will implement the action items listed above throughout AY 2015-2016.

Data for this assessment will be gathered and analyzed again during April – May, 2016.

Reporting

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.

Learning Outcome 3: Evaluate Proposed Solutions/Hypotheses to Problems

Start: 9/1/2014

End: 8/31/2015

Progress: Completed

Learning Outcome Description:

Develop and/or 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.

3.0: Honors College Assessment 3_First Year Final Project, and Honors Theses

Start: 9/1/2014

End: 8/31/2015

Assessment Method

- 3. Data Source:** Honors students' Final First Year Project and Honors Theses. 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 Theses (HON4998). Scores from one section of the Honors College Assessment rubric will be used.
- 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 Theses 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 Theses 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.

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 Theses Define Problem 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.

Action

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

Honors faculty will implement the action items listed above throughout AY 2015-2016.

Data for this assessment will be gathered and analyzed again during April – May, 2016.

Reporting

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.