



Honors College Assessment



Public for this Department and lower

Number: IDR Honors College Assessment 2015 - 2016

Title: Honors College Assessment

Start: 9/1/2015

End: 8/31/2016

Progress: Completed

Providing Irvin D. Reid Honors College

Department:

Responsible No Roles Selected

Roles:

Assessment Method:

			ill		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.

Compose effective Written Arguments	Communication	Compose written arguments that are organized, substantiated, and clear	Organizes a clear, coherent narrative with well-defined fully developed sections throughout entire argument; Substantiates argument with strong supporting examples and excellent choices for source material; Has an effective, professional writing style with few or no errors in grammar, usage, or mechanics.	Organizes a narrative with relative clarity and coherence, and demonstrates rudimentary development of argument throughout most of the sections; Substantiates argument with tangential supporting examples and good choices for source material; Has a proficient, consistent writing style with isolated errors in grammar, usage, or mechanics.	Constructs a somewhat disjointed organizational structure where ill-defined, insufficiently developed sections fail to create an overarching and persuasive argument; Uses anecdotal and/or infrequent evidence and suspect source material to support a position; Has an inefficient writing style with frequent errors in grammar, usage, or mechanics.	Constructs a poor narrative where indistinct and unidentifiable sections contain multiple factual errors, contradictory positions and thus an illogical argument; Uses no or irrelevant and/or discredited examples and source material to offer an attempted argumentative position; Has an ineffective, negligent writing style with many repeated errors in grammar, usage, or mechanics.
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Assessment Method for Learning Outcomes 1,2,3,4

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, the third row of the Honors College Assessment rubric will be used to assess Learning Outcome 3 and the fourth row of the Honors College Assessment rubric will be used to assess Learning Outcome 4.


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.

 Prog Assessment Rubric_V1_15-16_outForInstructors

Results : Learning Outcome 1: Define Problem

Average score on students' Define Problem from Fall 2015 – Winter 2016 is 3.45 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 2015 – Winter 2016 is 4.00 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

Average score on students' Analyze Issues Critically and Comprehensively from Fall 2015 – Winter 2016 is 3.36 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 2015 – Winter 2016 is 3.88 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

Average score on students' Evaluate Proposed Solutions/Hypotheses to Problems from Fall 2015 – Winter 2016 is 3.26 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 2015 – Winter 2016 is 3.71 on the 4 point scale. This average substantially exceeds the target of 2.0 for this learning outcome.

Learning Outcome 4: Compose Effective Written Arguments

Average score on Compose Effective Written Arguments from Fall 2015 – Winter 2016 is 3.36 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 2015 – Winter 2016 is 3.65 on the 4 point scale. This average substantially exceeds the target of 2.0 for this learning outcome.

 Honors College Assessment 2016-KDK

Results from
Surveys
Delivered
through
Baseline:
Program Action
Plan:

Name	Source
No items to display.	

Learning Outcome 1: Define Problem

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While the results from the assessment for Define Problem during AY 15– 16 were good, we hope to improve student performance through the following adjustments:

- i. Refine initial diagnostic composition to substantiate assertions based on sources.
- ii. Supplement assignment with Expert Analytical Guidelines for Problem Solving – a scaffold framework used in a dissertation research.
- iii. Reshape curriculum to include “problem identification” readings and move forward readings from the Graham textbook.
- iv. Remove “problem” paper which from most students tends to be vague and unfocused, and replace it with two in-class problem identification exercises that require students to identify multiple problems and evaluate which one is a better target for intervention.
- v. Integrate the definition of power used in the class with the definition used in Honors 1000.
- vi. In addition to these specific steps, we will also undertake other across-the board policies including more uniform implementation of absence policy across sections and a continuation of the policy of no classroom technology (laptops or phones) without instructor permission. That policy proved to have surprisingly little negative reaction from students and was unanimously regarded by senior lecturers as improving the classroom environment and the degree of student learning.

Learning Outcome 2: Analyze Issues Critically and Comprehensively

While the results from the assessment for Analyze Issues Critically and Comprehensively during AY 15 – 16 were good, we hope to improve student performance through the following adjustments:

- i. Refine initial diagnostic composition to substantiate assertions based on sources.

- ii. Supplement assignment with Expert Analytical Guidelines for Problem Solving – a scaffold framework used in a dissertation research.
- iii. Move the DSO Passport event to Fall Semester to enhance experiential and observational learning of urban culture.
- iv. Reconfigure syllabus to place the discussion of spheres of action (a highly effective tool introduced in 2015) prior to the discussion of power and rename the “Family” sphere to the “Personal” sphere to prevent student confusion.
- v. Reduce the two memo assignments to one and focus more closely on policy questions, the potential role of students, and the possibilities involved in political advocacy.
- vi. Before the discussion of political attitudes as opportunities and barriers, introduce the question of moral foundations and have students take the yourmorals.org online test.
- vii. In addition to these specific steps, we will also undertake other across-the board policies including more uniform implementation of absence policy across sections and a continuation of the policy of no classroom technology (laptops or phones) without instructor permission. That policy proved to have surprisingly little negative reaction from students and was unanimously regarded by senior lecturers as improving the classroom environment and the degree of student learning.

Learning Outcome 3: Evaluate Proposed Solutions/Hypotheses to Problems

While the results from the assessment for Evaluate Proposed Solutions/Hypotheses to Problems during AY 15 – 16 were good, we hope to improve student performance through the following adjustments:

- i. Refine initial diagnostic composition to substantiate assertions based on sources.
- ii. Supplement assignment with Expert Analytical Guidelines for Problem Solving – a scaffold framework used in a dissertation research.
- iii. Reintroduce readings on social policy (Floors, Safety Nets and Platforms) that were removed in 2015 and compensate by removal of redundant readings on policy.
- iv. Significantly expand the emphasis on policymakers in the following ways:
 - Provide additional examples of students as effective advocates in policy questions
 - Require groups to contact elected officials and meet with them on the problem and policy that they are proposing. Allow time spent with elected officials to count in the total of service learning hours
 - Work with the university administration to integrate the Honors Collee with student advocacy trips to Lansing.
- v. In addition to these specific steps, we will also undertake other across-the board policies including more uniform implementation of absence policy across sections and a continuation of the policy of no classroom technology (laptops or phones) without instructor permission. That policy proved to have surprisingly little negative reaction from students and was unanimously regarded by senior lecturers as improving the classroom environment and the degree of student learning.

Learning Outcome 4: Compose Effective Written Arguments

While the results from the assessment for Evaluate Proposed Solutions/Hypotheses to Problems during AY 15 – 16 were good, we hope to improve student performance through the following adjustments:

- i. Replace initial assignment with two smaller in-class writing assignments.
- ii. Throughout the semester build more opportunities for practice writing and prewriting into classroom activities and introduce writing activities to work on thesis statements.
- iii. Meet as a staff to finalize paper topics before the beginning of the semester and to come to a formal common understanding of writing expectations.
- iv. In addition to these specific steps, we will also undertake other across-the board policies including more uniform implementation of absence policy across sections and a continuation of the policy of no classroom technology (laptops or phones) without instructor permission. That policy proved to have surprisingly little negative reaction from students and was unanimously regarded by senior lecturers as improving the classroom environment and the degree of student learning.

Assessment 2015- 2016_Honors College Website _Final

**Timeline for
Action Plan
Implementation:**

Honors faculty will implement the action items listed above throughout AY 2016-2017. Assessment will be gathered and analyzed again during April – May, 2017.

**Reporting to
Stakeholders:**

We have already shared our assessment results with our Honors First Year faculty in May 2016 Course planning meeting. We plan to disseminate this information in our July 2016 staff meeting, with the Honors College Staff members. We also plan to post the results to our program website by August 2016.

**Additional
Information :**

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