

 Honors College First Year Assessment

 Public for this Department and lower

Number: IDR Honors College Assessment 2013 - 2014

Title: Honors College First Year Assessment

Start: 9/1/2013

End: 8/31/2014

Progress: Completed

Providing: Irvin D. Reid Honors College

Department:

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:			
				2			
				1			
				Sample			
Heading	Rubric	AACU Heading	4	3	2	1	Sample
Content: Local Conditions	Course Content	Local Conditions in Broader Context	Demonstrates nuanced understanding of local conditions related to the social issues motivating the project, including close familiarity with details about the extent of the problem, its symptoms, root causes, unsuccessful past efforts at solution, and current alternative proposals.	Shows strong awareness of overall issue and demonstrates connection to local problems with attention to the reasons for the problem and choices among options for resolution.	Addresses local issues and their relationship to broader social questions but with only limited coherence or reference to causes and consequences	Raises social issue and mentions local aspects but fails to integrate the two and weakly defines the causes and consequences of the problem.	4
Content: Power, Agency and Structure	Course Content	Power, agency and structure	Demonstrates a deep understanding of the nature and variety of political power, the way in which individuals can maximize their agency in a democratic society, and the role that structures and institutions play in limiting or enhancing individual agency.	Power, agency and structure play an important role in the overall explanation and appear also in discussions of barriers and opportunities for solution of social problems.	Mentions power, agency and structure but does not fully integrate these concepts with social problems addressed in the paper or with tradeoffs.	Makes only implicit reference to power, agency and structure and demonstrates only adequate understanding of tradeoffs employing some modes of power over others.	4
Content: City Building	Course Content	Structure, culture and institutions defining city-building	Shows clear understanding of how the processes shaping the emergence of American cities, particularly Detroit, affect social problems, particularly with regard to the underlying influence of economic structure and awareness of alternative trajectories.	Demonstrates awareness of changes in Detroit over time as part of broader changes in city-building and the ways in which these developments have affected the nature of social problems in the city.	Addresses circumstances of social problems related to cities but does not draw broader connections to overall city development or alternatives.	Deals with local circumstances but does so outside of the context of city building and with emphasis on idiosyncratic rather than structural details.	3
Content: Social Policy	Course Content	Structure, culture and institutions defining social policy	Shows clear understanding of the processes shaping the emergence of social policy in the United States, with particular attention to the underlying role played by economic structures and cultural value structures and their interaction with American political institutions and awareness of alternative trajectories.	Demonstrates good understanding of the current status of social policy in the United States with regard to issues addressed in the paper and shows evidence of the roots of existing policy in history and structure.	Addresses the relationship between social policy and social problems but makes only limited or superficial connections to underlying structures and institutional frameworks.	Deals with social policy but does so with little detail or evidence of shifts over time and with emphasis on idiosyncratic rather than structural details.	2
Problem Defined	Problem Solving	Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.	1
Issues Analyzed	Critical Thinking	Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, and boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	2
Solutions Proposed	Problem Solving	Propose Solutions/Hypotheses	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem recognizes consequences of solution and can articulate reason for choosing solution. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.	3
Solutions Evaluated	Problem Solving	Evaluate Potential Solutions	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation and	Evaluation of solutions is adequate (for example, contains thorough explanation) and fairly considers	Evaluation of solutions is brief (for example, explanation lacks depth) and pays little attention to alternatives, and does	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation), neglects alternatives and	2

			insightful evaluation of alternatives) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	alternatives and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	not include all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	includes only some of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	
Learning Applied	Civic Engagement	Action and Reflection on Contexts/Structures	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government. Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions. Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline to making relevant connections to civic engagement and to one's own participation in civic life, politics, and government. Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions. Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government. Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities. Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government. Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action. Experiments with civic contexts and structures, tries out a few to see what fits.	1
Sources Chosen	Critical Thinking and Information Literacy	Evidence Selecting and using information to investigate a point of view or conclusion Evaluate Information and its Sources Critically*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. Source selection reflects weighing of multiple source criteria such as relevance to the research question, currency, authority, audience, and bias or point of view.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. Selects sources using basic criteria (such as relevance to the research question and currency).	Information is taken from 2 source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).	
Sources Cited	Information literacy	Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	2
Writing style	Writing	Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	1
Presentation style	Oral communication	Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. Central message is clear and consistent with the supporting material.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. Central message can be deduced, but is not explicitly stated in the presentation.	1
Group process	Team Work	Group process	Group members articulate the merits of alternative ideas or	Group members offer alternative solutions or courses of action that	Group members offers new suggestions to advance the work of the	Group members shares ideas but without significantly advancing	0

proposals and both constructively build upon or synthesize the contributions of others as well as noticing when someone is not participating and inviting them to engage. Group addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.

build on the ideas of others and constructively build upon or synthesize the contributions of others. Group Identifies and acknowledges conflict and stays engaged with it.

group and restate the views of other Group members and/or asking questions for clarification. Group redirects focus toward common ground, toward task at hand (away from conflict).

the work of the group. Group members by taking turns and listening to others without interrupting. Group passively accepts alternate viewpoints/ideas/opinions.

Group outcome	Team Work	Overall outcome and distribution of effort	Group completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Group members help one another complete their assigned tasks to a similar level of excellence.	Group completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project but with some asymmetry of effort.	Completes all assigned tasks by deadline; work accomplished advances the project but with significant asymmetry of effort.	Completes all assigned tasks by deadline but one or two members may bear nearly the full burden of the work.	4
---------------	-----------	--	--	---	--	--	---

Results :

Group outcome	3.4
Problem Defined	3.4
Sources Cited	3.3
Group process	3.3
Content: Local Conditions	3.3
Issues Analyzed	3.3
Learning Applied	3.2
Writing style	3.2
Content: Social Policy	3.1
Solutions Evaluated	3.1
Presentation style	3.1
Sources Chosen	3.1
Content: Power, Agency and Structure	3.0
Solutions Proposed	3.0
Content: City Building	3.0

Results from Surveys Delivered through Baseline: Program Action Plan: Timeline for Action Plan Implementation: Reporting to Stakeholders:	Name	Source
	No items to display.	

Additional Information : **Attendance: Large Section** 96.3%
Attendance: Small Section 97.9%

Hours Served 3,380.5
Hours Served per Group 45.7
Hours Served per Student 11.1

Area	Topic	Group
Education and Youth (11)	Education Reform	InsideOut
	Education Reform	InsideOut
	Education Reform	Inside Out
	Education Reform	Inside Out and Teach 4 Detroit
	Education Reform	Beyond Basics
	Education Reform	Beyond Basics
	Education Reform	Playworks
	Education Reform	GEAR Up, Cass Tech High
	At risk youth	Alternatives for Girls
	At risk youth	YMCA Innovation Academy
	At risk youth	Boys/Girls Club, Math Corps, Boy Scouts
Poverty (10)	Homelessness	Detroit Rescue Mission
	Homelessness	Cass Community Social Services
	Nutrition	Forgotten Harvest
	Hunger	Forgotten Harvest
	Hunger	Forgotten Harvest
	Hunger	New Visions, Forgotten Harvest
	Hunger	Capuchin Soup Kitchen
	Hunger	Project Healthy Community
	Hunger	Zaman International
	Poverty	DRMM
Economy (10)	Blight	BlightBusters
	Blight	BlightBusters
	Blight	BlightBusters
	Blight	BlightBusters
	Blight	BlightBusters
	Image	D:Hive
	Economic development	Crossroads of Michigan
	Neighborhood Health	Clark Park
	Public Transportation	Transportation Riders United
	Urban Farming	MUFI, GOD, Forgotten Harvest, Eastern Market
Health Care (6)	Health Care	Covenant CC
	Health Care	World Medical Relief
	Mental Health	Friendship Circle
	Mental Health	Cass Community Social Services
	Drug Abuse	Woodbridge community Center, Grace Centers of Hope, Focus Hope
	Drug Policy	New Light Rec.
Environment (2)	Water Quality	Green Living Science
	Water Quality	Friends of Rouge, Riverkeepers
Other (4)	Campaign Finance	Michigan Republican Party
	Veterans	Multiple*
	Animal Abuse	Burton, Human Society
	Domestic Violence	HAVEN

