CSU PUEBLO

2021 Academic Program Assessment Report		**Program current assessment plan here:**	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/honors-assessment-plan-2020.pdf
Honors Program		**Program prior assessment report here:**	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/honors-assessment-report-2020.pdf

Report Completed By:	**David Volk**
Date Report Completed:	**May 30, 2021**
Faculty members involved in this Assessment:	**Dr. Patricia Orman, Shelly Moreschini**

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals:	The Honors Program provides high-achieving students a robust curriculum to develop critical thinking and interdisciplinary learning, culminating in an independent research/creative works endeavor (Senior Thesis/Project)

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
Critical Thinking: The ability to formulate and develop arguments with sufficient support, including reasoning, evidence, and persuasive appeals, and proper attribution as needed	2020-2021	Honors Senior Thesis/Project Rubric	9 HONR 481 students completing theses/projects in Spring 2021 (include number)	On scale of 0-4, 100% of students will score at least 2	All students scored 3, *Exceeds Expectations: The student not only draws independent conclusions from the scholarship considered, but outlines (or presents) 'next steps' for further query/exploration.*	Developing critical thinking is a current strength of the program. Students have responded positively to directives to reach independent conclusions in their capstone work and identify "next steps" for further query/exploration.	As part of "continuous improvement," we will explore a more refined rubric for evaluating critical thinking beyond reaching "independent conclusions from scholarship considered" and identifing "next steps" for further query/exploration.
Interdisciplinary learning: Integrating knowledge from diverse perspectives, disciplines, and skillsets, both theoretical and applied, and honing them into arguments and/or strategies.	2020-2021	Honors Senior Thesis/Project Rubric	9 HONR 481 students completing theses/projects in Spring 2021	On scale of 0-4, 100% of students will score at least 2	Score percentages were as follows: 22% included no interdisciplinary component; 22% included only implied connections to other disciplines; 56% actively engaged an interdisciplinary approach	The Honors Program has only begun assessing Senior Thesis/Projects as the principal artifact to demonstrate interdisciplinary learning. The variety of projects pursued by students does not guarantee an interdisciplinary approach is appropriate in every case.	The program will re-evaluate this. Either an interdisciplinary approach will need to be required of all projects moving forward, or a different set of artifacts need to be assessed for this SLO.
Independent research: creativity, and scholarship:The ability to apply discipline-specific as well as cross-discipline-based knowledge to design, execute, and report on a particular problem-solving strategy.	2020-2021	Honors Senior Thesis/Project Rubric	9 HONR 481 students completing theses/projects in Spring 2021	On scale of 0-4, 100% of students will score at least 2	All students demonstrated originality and independent research/creativity in their projects.	Supporting independent research and/or creative work remains a strength of the Honors Program.	As part of "continuous improvement," we will explore a more refined rubric for evaluating independent reseach/creativity.
Ethics and social responsibility: The ability to behave ethically as demonstrated in all performance categories, including classroom, extracurricular, community-based service-learning, and independent research areas	THIS SLO IS NOW ASSESSED AS A CHL SLO RATHER THAN AN HONORS SPECIFIC SLO						

Comments on part I:				

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
All (SLO2 1, 2, and 3 listed above)	2019-2020	Foremost, communication with students and faculty mentors regarding the expectations now assessed with the new rubric; Intentional and on-going mentoring of students through their work to ensure these goals are forefront in their project planning and execution; Continued conversations with faculty mentors and others vested in the Honors Program regarding expectations and goals for the Honors Senior Thesis; Consider renaming HONOR 481 (currently "Honors Senior Thesis") to "Honors Senior Project"	Growing from concerns about the rigor, scope, and impact across the variety of Honors Projects/Theses completed by students, the new program rubric was written in Summer 2020 and revised in Spring 2021 to assess projects/theses in Spring 2021. These goals were discussed with each student in preparing their project/thesis, but the decision to revise the rubric to assess interdisciplinary learning and independence of research/creativity was made after students had already begun their projects. The Honors Program will submit a change of course title for HONR 481 (to "Honors Senior Thesis/Project") in Fall 2021. CAP Board changes were not accepted in Fall 2020 due to the Banner conversion.	Consulting with students around the goals of the rubric did positively impact academic rigor, critical thinking, and independent research/creativity. The Program will evaluate requiring an interdisciplinary approach and campus/community impact for each thesis/project. In designing, implementing, and assessing projects with the rubric in 2020-2021, a specific format for projects that supports program goals is emerging: (1) projects must demonstrate academic rigor in their design and be presented free from error, (2) students must reach independent conclusions (or creative outputs) that make new contributions to their field of study, (3) projects must, at their conclusion, identify "next steps" for further query/exploration, (4) projects must be interdisciplinary in their approach (this requirement will be reaffirmed or dropped in 2021-22), (5) projects must have a directed impact/purpose for the campus or broader community, (6) projects must include a personal reflection that places the work within the context of the student's broader academic and/or personal/professional goals.

Comments on part II:				