



2023 Academic Program Assessment Report

Honors Program

Program current assessment plan here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/honors-assessment-plan-2020.pdf

Program prior assessment report here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2022/honors-program-assessment-report-2022.pdf

Report Completed By: David Volk

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Faculty members involved in this Assessment: David Volk, Trish 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 is housed in the Center for Honors and Leadership to provide high-achieving student enhanced experiential education and community engagement opportunities that lead students to discover and initiate life-long academic and professional goals.

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 (Academic rigor and quality of project is also considered as an added dimension of this SLO)	2021-22	HONR 481 Honors Senior Thesis/Project Rubric	7 completed theses/projects	On a scale of 0 to 4, 100% will score at least a 3 on Academic Rigor and at least a 2 on Critical Thinking	All (7 of 7; 100%) scored 2 on Academic Rigor (work is "persuasive"; 3 = work is recognized by faculty as an important contribution to the field), falling below expectations. On Critical Thinking 5 of 7 scored 2 and 2 of 7 scored 3, meeting expectations	In 2021-22, a concerted effort was made to ask students to design their project/thesis work toward the goals of the rubric. Students met expectations for academic rigor in that year. This year, less effort was made in promoting the rubric, and student projects did not align as a result. It also appears that in these areas the rubric is better aligned to traditional research work than project based work.	The program will recommit to promoting the rubric to students as they design their thesis/project work. The CHL will also review the rubric for possible redesign to improve applicability to project-based work. It should be noted that the program is satisfied with the overall scope, purpose, and quality of work, but needs to encourage students to think about larger audiences for Honors theses/project work overall, since that is the basis the rubric uses in assessing these measures.

<p>Interdisciplinary learning: Integrating knowledge from diverse perspectives, disciplines, and skillsets, both theoretical and applied, and honing them into arguments and/or strategies.</p>	2021-22	HONR 481 Honors Senior Thesis/Project Rubric	7 completed theses/projects	On a scale of 0 to 4, 100% will score at least a 2 on Interdisciplinary Learning	All (7 of 7; 100%) scored 1 on Interdisciplinary Learning, (each work was primarily focused in one field with implied relationships to other fields, without students acknowledging interdisciplinary connections to other fields - the desired minimal outcome).	As above, failure to promote the rubric in the same way we had in the past year contributed to lower scores.	The CHL will likely consider the question if the Senior Thesis/Project is the best student experience in which to assume and assess interdisciplinary learning. 2 students wrote traditional research papers in their respective fields where interdisciplinary considerations are not necessarily the expectation of the work. For project based work, particularly community-based event work, the interdisciplinary connections are implicit, but not necessarily considered by the student in documentation of the work without an expressed expectation to do so. Establishment of new guidelines and requirements on how students will document and reflect upon their work beginning 2023 (see updated Honors Assessment plan uploaded directly to the Google folder) will help convey expectations and guide students.
<p>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</p>	2021-22	HONR 481 Honors Senior Thesis/Project Rubric	7 completed theses/projects	On a scale of 0 to 4, 100% will score at least a 2 on Independent Research, Scholarship, Creative Work	5 of 7 scored a 2; 2 of 7 scored a 3 (independent work recognized by the community in which the work was completed)	Honors students intuitively design independent work in which they take initiative or explore original interpretation and generation of knowledge.	It may be time for the CHL to consider the question of what higher standards of independent work we may ask of students (should a community recognition of the work be expected?)
<p>CHL Student Learning Outcome #2: Community Engagement CHL students will actively connect their learning to the broader community off-campus and provide meaningful reflection on the community impact of their work</p>	2021-22	Honors Community Engagement Rubric	New this year, ALL student project work was considered (HONR 310, 380, and 481 work); last year, only Senior Thesis/Project work was considered. 18 students' work across these courses were evaluated per the rubric for their community engagement.	On a scale of 0-5, 85% of students will score at least 3 for HONR 380 work and at least a 4 for HONR 310 and HONR 481 work.	2 traditional research theses (HONR 481) were deemed N/A as community engagement was not expected of the work, but was nonetheless appropriate for the Honors Capstone. 4 of 18 projects scored a 3 (2 in HONR 380, meeting the standard; 1 in HONR 310 and 1 in HONR 481 NOT meeting the standard); 5 of 18 scored a 4 and 7 of 18 scored a 5, meeting the standard. Overall, 14 of 16 applicable projects (87.5%) met the assessment standard. This meets program expectations.	Community engagement remains one of the core strengths of CHL programming and we are meeting our expectations in this area.	Success doesn't negate the need for continuous improvement. Our new guidelines for Honors projects (described in the updated Assessment Plan upload directly to the folder), will assist students in designing and reflecting upon their community engagement, and perhaps encouraging community engagement in projects (e.g., HONR 481 theses) where that expectation is not necessarily expected.
<p>Comments on part I:</p>	<p>Our assessment process indeed guides our continual review and design of student expectations around their project work toward program SLOs. While expectations fell short this year in the area of academic rigor and interdisciplinary learning, this discovery spurred the creation of program Guidelines for student project work and a recommitment to promoting the HONR 481 rubric as students design their Senior Thesis/Project. We attribute this shortfall as much to the need to redesign and promote our assessment tools as the quality of student work itself. As we continue to improve both our expectations and assessment processes, this work is truly informing our core goals for student work. As we reassess and redesign the way we ask students to design, document, and reflect upon their work - guided by the assessment process - we are creating, in the end, the Honors experience we seek for our students at CSU Pueblo.</p>						

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 Honors SLOs, CHL Community Engagement SLO (listed above)	2022-23	Continuous development of assessment tools and promotion of rubrics to students	New guidelines for project work have been developed; effective promotion of HONR 481 rubric did not occur, unfortunately	Without the intentional promotion of the HONR 481 rubric, scores in Academic Rigor declined; interdisciplinary learning remain low. This demonstrates the need to keep SLO and program goals at the forefront of student awareness in the design of their project work - but also reveals weaknesses in the assessment tools themselves. All of this will be redressed in 2023-24. Implementing the Guidelines for project work should focus students on these goals and ensure we have effective artifacts to assess. Assessment rubrics will be revised.				
Comments on part II:	The new Guidelines for project work which we will implement in 2023-24 were developed from a need to ensure that in designing their work, students were truly aware of the SLO and program expectations and creating the exact artifacts we need for effective assessment across the curriculum. Building assessment moving forward that assesses work at all levels and not just the capstone is essential for continual improvement.							