Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program:
Academic Year of Report: 2020/21 (covering Summer 2019 through Spring 2021)
Date Submitted:
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We have updated the Institutional Effectiveness website, which includes an update for each program page. All Biennial Assessment and Program Review reports will now be available on a single page. Please review your page for completeness and accuracy, and indicate on the list below the changes that need to be made. Access your program page from the top-level results page. Select the appropriate college and then your program from the subsequent page.

A. **Mission Statement**

___ Information is current; no changes required.

Update if not current:

Current Mission Statement

The WSU Honors Program is a home for inquisitive students of any discipline, regardless of prior GPA or academic history, looking for unconventional and supportive learning environments. Our mission is to build and maintain an inclusive community of intellectually curious and academically adventurous students, faculty and staff where together we can explore our full intellectual, academic, and cultural potential, and cultivate a lifelong love of learning and civic engagement.

B. **Student Learning Outcomes**
(please note the addition of certificate and associate credential learning outcomes)
__X_ Information is current; no changes required. However, please see below.

Update if not current:
While the learning outcomes and curriculum are both current, we are in the process of revising both the learning outcomes and the curriculum to better align with the mission statement and university strategic plan.

C. **Curriculum** (please note, we are using Google Sheets for this section so that updates are easier to make)

___ Information is current; no changes required.

Update if not current (you may request access to the Google Sheet if that is easiest, or we can make the updates):

(Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc.)

The curriculum grid shown on the Assessment website has been superseded by the latest version from the 2020 Honors Self Study, used in the 2020 program review. The latest version is shown below. However, as noted in the previous section, the Honors Program is undergoing a major revision of learning outcomes, program requirements, and assessment, and the curriculum grid shown below will be revised again.

Complete List of Courses in the Honors Program

Course prefix for all Honors classes: HNRS			Department/Program Learning Outcomes			
Number	***Gen Ed***	***Title listed in catalog (credit hours)***	***1***	***2***	***3***	***4***
1110	HU	Introduction to Honors: The Construction of Knowledge (3)	1	1	1	1
1500	PS	Perspectives in the Physical Sciences (3)	1	1	1	1
1510	LS	Perspectives in the Life Sciences (3)	1	1	1	1
1520	LS	Perspectives in the Social Sciences (3)	1	1	1	1
1530	CA	Perspectives in the Creative Arts (3)	1	1	1	1

1540	HU	Perspectives in the Humanities (3)	1	1	1	1
2010	HU	Exploring Key Concepts in the Disciplines: Humanities (3)	2	2	2	2
2020	CA	Exploring Key Concepts in the Disciplines: Creative Arts (3-6)	2	2	2	2
2030	PS	Exploring Key Concepts in the Disciplines: Physical Sciences (3)	2	2	2	2
2040	LS	Exploring Key Concepts in the Disciplines: Life Sciences (3)	2	2	2	2
2110	HU/SS	Intellectual Traditions: Great Ideas of the West in the Classical and Medieval Eras (3)	2	2	2	2
2120	HU/SS	Intellectual Traditions: Great Ideas of the West in the Modern Era (3)	2	2	2	2
2130	HU/SS/DV	Intellectual Traditions: Great Ideas of the East (3)	2	2	2	2
2830		Directed Readings, Projects, and Research (1-3)	2	2	2	2

2900		Honors Colloquium (1-3)	2	2	2	2
2920		Short Courses, Workshops, and Special Programs (1-3)	2	2	2	2
3110		Great Books (3)	3	3	3	3
3900		Honors Colloquium (1-3)	3	3	3	3
4830		Directed Readings: Senior Project Research (1-3)	4	4	4	4
4900		Honors Colloquium (2-4)	4	4	4	4
4920		Short Courses, Workshops, and Special Programs (1-3)	4	4	4	4
4900		Honors Senior Project (3)	4	4	4	4

1 through 4 represent the levels each outcome addresses per course:
1 = Introductory
2 = Developing mastery
3 = Competence at mastery
4 = Mastery

D. Program and Contact Information

__X_ Information is current; no changes required.

Update if not current:

E. Assessment Plan

We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan will include a timeline (which courses or which outcomes will be assessed each year), an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.), information about how you will collect and review data, and information about how the department/program faculty are engaged in the assessment review.

___ Information is current; no changes required.

Update if not current:

The Honors Program's assessment goal is to assess all learning outcomes—both general education and Honors-specific—each time any Honors class is taught. However, because faculty teaching for Honors may only teach once every few years (or sometimes, just once, period), ensuring faculty compliance with this goal is challenging. The Honors Program is moving into a situation where we can afford to be more selective about faculty teaching for Honors (demand for teaching classes now exceeds the supply of classes that need to be taught), and faculty who consistently do not submit assessment data will not be invited to return.

Additionally, Honors is moving towards outcomes-based assessment for Honors learning outcomes (we remain tied to course-based assessment for general education learning outcomes). All students completing University Honors will be required to take two 1-credit hour classes, the first to build an ePortfolio of work, the second to reflect on and present that body of work. Assessment of Honors Program learning outcomes will take place via assessment of the ePortfolio in the second 1-credit hour class. Because the ePortfolio will be representative of a student's body of work at Weber State, is intended to demonstrate intellectual, personal, and interpersonal growth, and will be linked to learning outcomes derived from the Association of American Colleges & Universities VALUE rubrics, the ePortfolio is expected to be a strong indicator of student learning while at WSU. The ePortfolio 1-credit classes, and the new Honors Program learning outcomes, are expected to be implemented for AY 2022-23.

F. Student Achievement

i. The Honors Program does not have Time to Grad from 90CH available as a metric in the Report Gallery, nor do we track this information internally. However, we do have good data on the number of students completing the three forms of Honors each semester, as shown below.

Number of students completing the three different types of Honors, by academic year, since AY 2014-15. The two most recent years (particularly relevant to this report) are highlighted in yellow.

	2014-15	***2015-16***	***2016-17***	***2017-18***	***2018-19***	***2019-20***	***2020-21***
General	6	1	4	2	7	8	12
University	2	7	4	2	4	3	5
Departmental	90	107	103	129	102	121	111

The number of students completing General and University Honors each semester is a source of long-standing concern within the Honors Program. We believe there are multiple reasons for the low completion rates, at least some of which are structural. Specifically:

- The requirement for Aletheia Presidential Scholarship students to take multiple Honors classes. This became problematic when the number of Presidential Scholars began to rise dramatically, from approximately 85 in AY 2014-15 to around 470 in AY 2021-22 (Tableau Dashboard indicates over 500, but this is most likely inaccurate; figures obtained directly from the Financial Aid and Scholarship Office show 470 Presidential Scholars as of late October 2021). Presidential Scholars are not always good candidates for the Honors Program. While some Presidential Scholars thrive in the unconventional environment of Honors, others do not, and have no intention of completing Honors requirements; still others arrive at WSU already with enough concurrent enrollment credits to be sophomores or juniors in their first semester. Thus, in many (though by no means all) cases, Presidential Scholars took up spaces in Honors classes that could have gone to students who were better positioned to complete Honors requirements. This situation has finally been addressed, as of AY 2021-22 (Presidential Scholars are now required to take only three credit hours of Honors classes in their first year).
- Honors Program requirements do not appear to have been revised, or even carefully examined, since the program was first established in the late 1980s/early 1990s. The university, our students, and the socioeconomic context of both, have all changed since then. Most obviously, research by the Registrar's Office indicates that majors now require more and more credit hours be taken within the major itself. In many cases, the amount of freedom that students have to take classes outside a very narrow proscribed path is limited or non-existent. This presents a grave challenge to the Honors Program, whose requirements are built around students taking Honors classes, outside of their major requirements. Numerous speed bumps to completion can be found in the existing Honors requirements, which add up to the path to completion for most students being

unnecessarily tortuous. The result is entirely predictable: low completion numbers. The problem is less apparent for General Honors, which is still within reach of students working to complete their general education requirements (many Honors classes count towards these). However, University Honors is, for most practical purposes, out of reach of most students under current requirements. These problems have been the focus of an intense period of work by multiple individuals, and a major set of revisions is in the works, with the goal of offering new program requirements in the catalog for AY 2022-2023. (Departmental Honors dovetails much more closely with major requirements, and has been largely unaffected by these difficulties.)

Evidence of Learning

There are varieties of ways in which departments can choose to show evidence of learning.

1) Course-based assessment
    a. This is the format we have traditionally suggested programs use for assessment. The familiar 'evidence of learning worksheets' are included in the template and can also be accessed from the IE website. The critical pieces to include are:
        i. learning outcomes addressed in the course,
        ii. method(s) of measurement used,
        iii. threshold for 'acceptable – that is, the target performance,
        iv. actual results of the assessment,
        v. interpretation/reflection on findings,
        vi. the course of action to be taken based upon the interpretation,
        vii. how that action will be evaluated.

2) Outcome-based assessment
    a. Moving from course-based to outcome-based assessment has the potential for programs to gather and reflect upon data that are more meaningful, and to connect assessment findings from throughout the program. The approach may be much easier for associates and certificate programs where only select students in classes are earning the credential. For more information email (gniklason@weber.edu)

    b. Reporting options include:
        i. A traditional evidence-of-learning worksheet with an outcome (across multiple courses) as the focus (instead of a course with multiple outcomes).
        ii. A report that is more narrative-based.
        iii. Other tools such as an ePortfolio in which key or signature assignments have been identified by the faculty, and uploaded by the student with their reflection. The key or signature assignments are aligned to student learning outcomes. (ePortfolio is an excellent assessment tool for certificates and associate degrees.)
        iv. There are other approaches such as juried reviews, physical portfolios, field tests, etc.

3) General Education course assessment needs to continue to be reported at the course level using either the traditional template or a more narrative-based format. See the Checklist and Template page for area-specific worksheets as well.

Note: if you cannot download templates directly from this document, please visit our template page for downloads.

The Honors Program has dutifully followed the approach seemingly advocated by the university, to assess learning outcomes at the course level, using Evidence of Learning grids. As noted elsewhere in this report, we will be moving away from course-based assessment of Honors learning outcomes, towards program-level assessment, to be accomplished by assessing student ePortfolios at or towards the end of their time in the Honors Program. We will most likely continue to employ course-based assessment of general education learning outcomes, because this seems to be what's expected institutionally. If the various campus units with oversight of general education assessment decide to move away from course-based assessment, especially of breadth area learning outcomes (as distinct from the GELOs), Honors will be quite happy to move in a different direction with assessment. Until that time, however, EOL grids seem to be the standard, and that's what we'll continue to use.
EOL grids for multiple courses, both general education and non-general education, are provided at the end of this report.

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

(In place of the provided table, it makes much more sense simply to include the text of the Dean's response, which summarizes an otherwise quite sprawling set of recommendations from the program review.)

Date of program review: October-November 2020

The program review committee made numerous recommendations, but the core issue has been a substantial revision of Honors Program requirements. This necessitated a step back, to think about what an Honors Program could or should be at an open enrollment university. Since January 2021, the Honors team has revised its mission statement, identified five core values that guide that mission, identified eight core competencies that students completing Honors Program requirements should have, developed learning outcomes to assess those core competencies, and revised the Honors Program's requirements to ensure improved access to all students, but especially those traditionally underrepresented in Honors. We are now in the process of submitting these significant changes to University Curriculum Committee and faculty senate, with a goal of including them in the catalog for academic year 2022-23. All of this work was driven by problems that were evident to the Honors team, and were clearly reported in the most recent program review.

The Dean's summary of the program review recommendations, along with commentary on progress, is shown below.

Recommendation Category #1: Honors Staffing, Resources and Budget.

The Site Visit Team recommends that an additional staff member be added to the team along with dedicated Honors faculty members. The Honors Director's response to the site visit review team report puts a finer point on the particulars of this recommended additional staff position and dedicated Honors faculty. The Honors Director suggests an additional staff position that would have responsibility for and expertise in diversity, equity and inclusion. Additionally, he recommends bringing stability and consistency to the Honors program faculty by developing an Honors Teaching Fellows program. I think both of these suggestions by the Honors program director have merit and I am committed to working toward achieving both of these additional resources for the program. Additionally, the site review team recommended folding the instructional costs into the overall Honors budget rather than asking the Provost to backfill the budget to cover additional instructional costs. This is an area we can and will explore. It is obvious that having a clear understanding of the resources in the budget makes for better planning and implementation.

Progress: None as yet.

Recommendation Category #2: Recruitment, Admissions and Scholarships

Most of the recommendations from the site visit team in this category pertain to better defining and managing the relationship between the ever-growing Presidential Scholarship recipients required to take an Honors course and participate in the Aletheia Club. As was mentioned in the Honors Director's response, the relationship between Honors and Presidential Scholarship recipients and the Aletheia Club is already

being renegotiated. The expectation is that the Aletheia Club will no longer exist by the 2022-23 academic year and the Honors course requirement for scholarship recipients has just recently been reduced to 3 Honors credit hours which can be achieved in a variety of new ways – taking three separate one-credit hour book discussion classes or one typical 3-credit hour Honors course. These changes are already underway and are part of a larger effort to reimagine the Honors program and what it means to be an Honors student. The administration and the Honors team have collaborated to make these changes and will continue to do so in order to create the space in Honors for all types of WSU students who may or may not be Presidential Scholarship recipients.
Progress: This change was implemented for fall 2021. Analysis of enrollment data for Honors classes for fall 2021 shows that, of 199 students enrolled in Honors classes fall 2021, 115 (58%) are Presidential Scholars, leaving the remainder, 42%, as non-Presidential Scholars. This is encouraging, given that this is the first semester of the changed Presidential Scholars requirement. However, the news is better than this, because several Presidential Scholars are taking Honors classes over and above the required minimum. Considering students who are required to be in an Honors class, versus those that are not required to be in an Honors class, the fractions are: 41% required, 59% not required. This is a clear indication that the Honors Program is moving in the right direction.

Recommendation Category #3: Diversity, Equity and Inclusion
The Site Visit Team recommendations in this section generally suggest necessary actions in the process of reimagining the Honors program through an equity, diversity and inclusion lens. The Provost's Office fully supports this reimagining endeavor and has already provided the resources needed to reassign time for both the Honors director and assistant director during the spring 2021 semester to focus on re-envisioning the Honors program in this way. As mentioned above, the issue of securing an additional staff position focused on diversity, equity and inclusion in the Honors program, is something I am committed to working toward. I concur with both the site review team and the Honors director that engaging campus partners in this process will be critical. I also concur with the Honors Director that the suggested diversity climate survey is something to consider with respect to the most appropriate timing and tailoring it to the Honors program specifically.
Progress: A significant piece of opening up the Honors Program to greater equity, diversity and inclusion is the revision of the program requirements, mission statement, core values, and expected outcomes. Progress has been made on this front. However, recruitment of specialist staff has not moved forward at this point.

Recommendation Category #4: Communication and Misconception around "Honors"
The Site Visit Team recommendations in this category again give some suggestions on things to do to help the Honors program redefine itself and then effectively communicate that to the broader campus community which should in turn effectively recruit new kinds of students to the program. Both scholarships and admissions to the Honors program are actively being considered and will be fleshed out in the "reimagining Honors" conversations occurring spring 2021. This is a welcomed and exciting change for the Honors program. The Provost's Office is committed to helping bring this new vision and definition of Honors to fruition.
Progress: The Honors Program director has presented to students involved with the Center for Multiculutral Excellence, university advising staff, and students taking an intensive summer bridge class in Earth and Environmental Sciences. However, a more systematic approach and strategy will be needed once the program revisions have been approved.

Recommendation Category #5: Curriculum

The Site Visit Team recommendations in this category focus on three underlying curricular issues: 1) a very high number of general education courses that does not lend itself to offering a common pedagogy and/or curricular approach in Honors AND require a lot of people power to manage tracking and assessment; 2) the absence of an Honors First-Year Seminar experience to build community and retain students; and 3) the lack of consistency and definition of what it means to achieve departmental Honors. I concur with the Honors director that each of these are important underlying curricular issues that need to be addressed; however, the suggested solutions from the program review site visit team may not end up being the most appropriate next steps. I think the lack of consistency and definition of departmental Honors has been a pressing issue for the Honors program for many years now and would love to see it prioritized as a top curricular concern. I encourage the Honors director and assistant director to keep all of these curricular issues at the forefront of their minds as they work during the spring 2021 semester to reimagine the Honors program and to continue to explore possible solutions beyond those offered by the review team.

Progress: The three underlying curricular issues noted above are real, and deserve attention. However, the major changes to program requirements may change the degree to which each issue remains problematic, and implementation and a few years of running the program under the new requirements will be needed before it's wise to consider changes at the more granular level of individual course offerings. Departmental Honors is undergoing increased scrutiny as Honors Assistant Director Rebekah Cumpsty has joined the program.

Additional narrative: None.

Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2018-19	2019-20	2020-21
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured		28	20
Full-time Non-Tenured (includes tenure-track)		12	6
Part-time and adjunct			4
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			2
Part-time and adjunct		2	3
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-tenured			
Part-time and adjunct		1	1
Other			
Full-time Tenured			
Full-time Non-tenured			
Part-time			
Total Headcount Faculty			
Full-time Tenured		28	20
Full-time Non-tenured		12	8
Part-time		3	8

Please respond to the following questions.

1) **Review and comment on the trend of minority students enrolling in your classes (particularly lower-division, GEN Ed) and in your programs.**
   The trend of minority students enrolling in General and University Honors is in the right direction, but absolute numbers remain too low (when compared against the percentage of ethnic and/or racial groups in the population of Ogden as a whole, for example). According to the WSU Report Gallery, General Honors students were 82% Whilte/18% non-White in 2014-15, and 68% White/32% non-White in 2020-21. University Honors students were 88% White/12% non-White in 2014-15, and 71% White/29% non-White in 2020-21. Honors has been undergoing major revisions over the last year or so, with the goal of increasing enrollment from traditionally underrepresented students. It is expected that enrollment by minority students in Honors classes and the Honors Program will increase, as the requirement for Presidential Scholars to take Honors classes has been relaxed. Presidential Scholars have been selected using conventional metrics (SAT/ACT score and high school GPA), resulting in a student group in which White students are overrepresented (indeed, Presidential Scholars were 90% White in 2020-21, their lowest percentage since 2014-15. As this group of students (many of whom are extremely capable) ebbs as major constituents of Honors class SCHs, more room will open up for other students, including those from minorities.

2) **What support (from enrollment services, advising, first-year transition office, access & diversity, etc.) do you need to help you recruit and retain students?**
   Honors has considerable baggage with many students. Perceptions of Honors as being highly selective, typically based on GPA, are commonplace. Thus, recruiting and retaining minority students is expected to be challenging. Assistance in the form of an advisor position, with a particular focus on minority students, would help enormously.

3) **We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?**
   As part of a comprehensive revision of the Honors Program (mission statement, requirements, core competencies, learning outcomes), program assessment will shift from course-based assessment to assessment of program outcomes. This will be accomplished by requiring students to complete ePortfolios, in which they record and reflect upon their work as WSU students. Students will take two 1-credit hour classes, one to build their portfolio, the second to reflect on its contents. Assessment of the portfolios will focus on 11 learning outcomes derived from AAC&U VALUE rubrics, and will serve also as assessment of program effectiveness. Support in offering the ePortfolio classes would be valuable, as nobody working with the Honors Program has experience or expertise in this area at present.

4) **Finally, we are supporting our Concurrent Enrollment accreditation process. Does your program offer concurrent enrollment classes? If so, have you been able to submit the information requested from the Concurrent Enrollment office? Staff from OIE will reach out to you in the next few months to assist in finalizing that data submission as well as gather information for concurrent Gen Ed assessment.**
It is the strongly held view of the Honors Program director and faculty advisory board that Honors classes should not be offered to Concurrent Enrollment students. This is therefore not an approach that Honors will be pursuing in the foreseeable future.

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms 'learning outcome', 'learning objective', 'learning competency', and 'learning goal' are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word 'outcomes'. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum's key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as 'Threshold')

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement
An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence
Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence
Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences
Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see https://weber.edu/weberthrives/HIEE.html

Weber State University Honors Program
Honors Program/Humanities
General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Humanities** Learning Outcomes.*

Instructor: Christy Call and Dan Bedford

Course Number: HNRS HU 1110 **Course Title:** The Construction of Knowledge

Semester: Fall **Year:** 2020

Evidence of Learning: Honors Program/Humanities General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Learning Outcome 1: **HU:** Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, and literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines **HNRS:** An appreciation for the variety of human experience, exploring both its universality and its diversity	**Measure 1:** Students submitted writing on multiple assigned materials (works of fiction, documentary films, photographs, podcasts, articles, etc.) and provided written submissions on: The ethics of Photoshopping allegedly documentary images; spreading misinformation via social media and others	**Measure 1:** 80% of students will earn a B or above	**Measure 1:** 11 of 14 (80%) students earned a B or above.	**Measure 1:** The threshold was met. However, this was a highly unusual semester due to the COVID pandemic and the resultant Virtual Hybrid class format. Several students in the class struggled due to these unusual and difficult circumstances, and in some cases we believe student performance in the class may have been impacted.	One assignment on finding and debunking misinformation on social media was less effective than we anticipated, as students seemed to struggle with finding false information in their own social media feeds. Next time we might assign specific items of misinformation to dissect.
Learning Outcome 2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	No action needed.

Evidence of Learning: Honors Program/Humanities General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
HU: Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures **HNRS:** Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition	The class read and analyzed two critically acclaimed works of fiction (Cormac McCarthy's *The Road*, and Tim O'Brien's *The Things They Carried*); students also viewed and analyzed the documentary film, *Merchants of Doubt*, and listened to a podcast by Harvard historian and *New Yorker* writer Jill Lepore (*For the Birds*, an episode from *The Last Archive* podcast series). Students wrote weekly critical reflections on both their assigned material and on class discussions of the assigned material. The written reflections were assessed according to the accompanying	80% of students will earn a B or above	11 of 14 (80%) students earned a B or above.	The threshold was met. However, this was a highly unusual semester due to the COVID pandemic and the resultant Virtual Hybrid class format. Several students in the class struggled due to these unusual and difficult circumstances, and in some cases we believe student performance in the class may have been impacted.	
Learning Outcome 3:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	No action needed. This learning outcome was shot through the entire class over the whole semester. Just about every formal submission from students addressed
HU: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms **HNRS:** Practice clear and	Students wrote two reflections each week (one on assigned readings/viewings, one on the resulting class	80% of students will earn a B or above	11 of 14 (80%) students earned a B or above.	The threshold was met. However, this was a highly unusual semester due to the COVID pandemic and the	

Evidence of Learning: Honors Program/Humanities General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Write: Practice clear and compelling written and/or creative expression	discussion). Students wrote five Canvas discussion posts over the semester. Students gave a final presentation and wrote a 4-6 page final paper.			resultant Virtual Hybrid class format. Several students in the class struggled due to these unusual and difficult circumstances, and in some cases we believe student performance in the class may have been impacted.	from students addressed this learning outcome.

Weber State University Honors Program
Honors Program/Life Science
General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Life Science** Learning Outcomes.*

Instructor: John Mull

Course Number: LS1510 **Course Title:** Tangled Banks and Tangled Trees: Exploring the History of Life

Semester: Fall **Year:** 2019

Evidence of Learning: Honors Program/Life Science General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
LS: Nature of science. Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information. Scientific explanations differ fundamentally from those that are not scientific **HRNS:** Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition	First and second take-home exams	All students will demonstrate average competency	16 of 16 students exceeded this threshold	Threshold measure met	No changes planned as I will not teach this course on this topic again
Learning Outcome 2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
LS: Integration of science. All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	First and second take-home exams	All students will demonstrate average competency	16 of 16 students exceeded this threshold	Threshold measure met	No changes planned as I will not teach this course on this topic again
Learning Outcome 3:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
LS: Science and society. The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the earth's environment **HNRS:** An appreciation for the variety of human experience, exploring both its universality and its diversity	In-class presentation on application of biological technology to a medical problem	All students will demonstrate average competency	16 of 16 students exceeded this threshold	threshold measure met	No changes planned as I will not teach this course on this topic again
Learning Outcome 4:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
LS: Problem solving and data analysis. Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner **HNRS:** Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition HNRS: The comprehension of abstract arguments and the ability to move between the general and the particular	First and second take-home exam	All students will demonstrate average competency	16 of 16 students exceeded this threshold	threshold measure met	No changes planned as I will not teach this course on this topic again
Learning Outcome 5:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	

Evidence of Learning: Honors Program/Life Science General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
LS: Levels of organization: All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	First and second take-home exam	All students will demonstrate average competency	16 of 16 students exceeded this threshold	threshold measure met	No changes planned as I will not teach this course on this topic again
Learning Outcome 6:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
LS: Metabolism and homeostasis: Living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	First and second take-home exam	All students will demonstrate average competency	16 of 16 students exceeded this threshold	Threshold measure met	No changes planned as I will not teach this course on this topic again
Learning Outcome 7:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
LS: Genetics and evolution: Shared genetic processes and evolution by natural selection are universal features of all life **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	First and second take-home exams	All students will demonstrate average competency	16 of 16 students exceeded this threshold	Threshold measure met	No changes planned as I will not teach this course on this topic again
Learning Outcome 8:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
LS: Ecological interactions: All organisms, including humans, interact with their environment and other living organisms **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	First and second take-home exams	All students will demonstrate average competency	16 of 16 students exceeded this threshold	Threshold measure met	No changes planned as I will not teach this course on this topic again
Learning Outcome 9:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
HNRS: Practice clear and compelling written and/or creative expression	Book Review of *The Tangled Tree* and journaling assingment for the same book	All students will demonstrate average competency	16 of students exceeded this threshold	Threshold measure met	No changes planned as I will not teach this course on this topic again

Weber State University Honors Program
Honors Program/Life Science
General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Life Science** Learning Outcomes.*

Instructor: Michele Skopec

Course Number: HNRSLS 1510 **Course Title:** The Omnivore's Dilemma

Semester: Spring **Year:** 2020

Evidence of Learning: Honors Program/Life Science General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Learning Outcome 1: **LS:** Nature of science. Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information. Scientific explanations differ fundamentally from those that are not scientific **HRNS:** Critical thinking that is open-minded, objective, and as free as possible from prejudice	**Measure 1:** Writing assignment titled food fad or fact scored using a rubric. Students had to use peer-reviewed scientific papers to determine if a helath claim was a food fad or fact.	**Measure 1:** Class average >72%	**Measure 1:** Class average was an 84%	**Measure 1:** The class excelled in their ability to empirically determine junk science from real science.	Continue using assignment.
Learning Outcome 2: **LS:** Integration of science. All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated **HNRS:** The comprehension of abstract arguments and the ability to move between the	**Measure 1:** Writing assignment titled food fad or fact scored using a rubric. Students had to use peer-reviewed scientific papers to determine if a helath claim was a food fad or fact.	**Measure 1:** Class average >72%	**Measure 1:** Class average was an 84%	**Measure 1:** The class excelled in their ability to use scientific literature to effectively argue a hypothesis.	Continue using assignment.
Learning Outcome 3: **LS:** Science and society. The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the earth's environment **HNRS:** An appreciation for the variety of human experience, exploring both its universality and its diversity	**Measure 1:** Graded discussion board titled food in the news and in class discussion.	**Measure 1:** Discussion board and class participation grades for the course >72%	**Measure 1:** Class average was a 95%	**Measure 1:** The class excelled in their ability to make connections between science and society.	Continue using assignment.
Learning Outcome 3: **LS:** Science and society. The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the earth's environment **HNRS:** An appreciation for the variety of human experience, exploring both its universality and its diversity	**Measure 2:** Group project scored using rubric. Students were assigned to either defend or refute the claim that eating meat is ethically wrong in an in class debate.	**Measure 2:** Class average >72%	**Measure 2:** Class average was 92%	**Measure 2:** Class was able to effectively make oral arguments about how the consumption of meat affects human health as well as health of the environment.	Continue using assignment.
Learning Outcome 4: **LS:** Problem solving and data analysis. Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner	**Measure 1:** In class experiment determining the	**Measure 1:**	**Measure 1:**	**Measure 1:**	

Evidence of Learning: Honors Program/Life Science General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
HNRS: Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition HNRS: The comprehension of	glycemic index of Girl Scout cookies and laboratory report socred using a rubric.	Class average >72%	We were not able to complete this activity due to the campus shutdown.	We were not able to complete this activity due to the campus shutdown.	
Learning Outcome 4:	**Measure 2:**	**Measure 2:**	**Measure 2:**	**Measure 2:**	
LS: Problem solving and data analysis. Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner **HNRS:** Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition HNRS: The comprehension of abstract arguments and the ability to move between the general and the particular	Pre and post class diet records. Diet analyzed using MyFitnessPal.	Class improved in >10 nutrient categories on second diet record.	Class improved in 6 nutrient categories on second diet record.	Class understood basics of nutritional sciences enough to improve diets.	Continue using assignment.
Learning Outcome 5:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
LS: Levels of organization: All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	Assignment titled hidden corn where students had to define all of the ingredients in a processed food, describe how they are made, and determine if they were derived from corn.	Class average >72%	Class average was 92%	Students excelled in their ability to determine where chemicals found as food additives were derived from nature.	Continue using assignment.
Learning Outcome 6:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
LS: Metabolism and homeostasis: Living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	Pre and post diet records. Diet records analyzed using Super Tracker and group reports were run.	Class improved in >10 nutrient categories on second diet record.	Class improved in 12 nutrient categories on second diet record.	Class understood basics of nutritional sciences enough to improve diets.	Continue using assignment.
Learning Outcome 7:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
LS: Genetics and evolution: Shared genetic processes and evolution by natural selection are universal features of all life **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	Reading and Lecture Note assignment handed in each week with questions about how evolution affects human's dietary needs as well as the dietary needs of meat animals as well as questions	Class average >72%	Class average was 96%	Students readily discussed evolution and genetics in their answers.	Continue using assignment.
Learning Outcome 8:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
LS: Ecological interactions: All organisms, including humans, interact with their environment and other living organisms **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	Group project scored using rubric. Students were assigned to either defend or refute the claim that eating meat is ethically wrong in an in class debate.	Class average >72%	Class average was 92%	Class was able to effectively make oral arguments about how the consumption of meat affects human health as well as health of the environment.	Continue using assignment.
Learning Outcome 9:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	

Evidence of Learning: Honors Program/Life Science General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
HNRS: Practice clear and compelling written and/or creative expression	Final project scored using rubric.	Class average >72%	Class average was a 94%	creativity in designing and presenting final projects.	Continue using assignment.
Learning Outcome 9:	**Measure 2:**	**Measure 2:**	**Measure 2:**	**Measure 2:**	
HNRS: Practice clear and compelling written and/or creative expression	Journals scored using rubric.	Class average >72%	Class average was a 98%	Students wrote thoughtful responses to weekly questions.	Continue using assignment.
Learning Outcome 9:	**Measure 3:**	**Measure 3:**	**Measure 3:**	**Measure 3:**	
HNRS: Practice clear and compelling written and/or creative expression	Meal with themed menu made for class.	Class average >72%	Class average was a 98%	Students were creative with menus and meals made for class.	Continue using assignment.

Weber State University Honors Program
Honors Program/Life Science
General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Life Science** Learning Outcomes.*

Instructor: Michele Culumber

Course Number: HNRS 1510 LS **Course Title:** Your Microbial You

Semester: Spring **Year:** 2021

Evidence of Learning: Honors Program/Life Science General Education Courses

Measurable Learning Outcomes Students will…	Method of Measurement What did you have the student do?	Threshold for Evidence of Student Learning Example: Everyone will obtain a C	Findings Linked to Learning Outcomes What % achieved threshold	Interpretation of Findings What do the results mean?	Action Plan/Use of Results Call to Action, Plan
Learning Outcome 1: **LS:** Nature of science. Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information. Scientific explanations differ fundamentally from those that are not scientific **HRNS:** Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition	**Measure 1:** Rubric Graded Assignments in Canvas(Chapter presentation, Belly Button Microbiome, Signature Assignemnt)	**Measure 1:** 5 Excceds Expectation: 4 Meets Expectation: 3 Approaching Expectation- 70% of class will Meet or Exceed	**Measure 1:** 31% Exceed: 56% Met: 14% were below expectation	**Measure 1:** The students met this outcome	The students were able to identify hypotheses and examine evindence. They wrote clearly about complex topics from various points of view. The were able to discuss the works of research scientists.
Learning Outcome 2: **LS:** Integration of science. All natural phenomena are interrelated and share basic organizational principles Scientific explanations obtained from different disciplines should be cohesive and integrated **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular **HNRS:** Clear and compelling written expression	**Measure 1:** Canvas Exam Questions (42) Rubric Graded Assignments in Canvas(Chapter presentation, Belly Button Microbiome, Signature Assignemnt)	**Measure 1:** 70% of class will earn 70% or bett 5 Excceds Expectation: 4 Meets Expectation: 3 Approaching Expectation- 70% of class will Meet or Exceed	**Measure 1:** 100% met goal 22% Exceed: 74% Met: 4% were below expectation	**Measure 1:** The students met this outcome The students met this outcome	Students were able to discuss and provide examples of how science phenomena are interrelated. No changes needed. For the multiple choice exam questions Sprig 2021 exams were open book/open note.
Learning Outcome 3: **LS:** Science and society. The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the earth's environment **HNRS:** An appreciation for the variety of human experience, exploring both its universality and its diversity	**Measure 1:** Canvas Exam Questions (29 Questions)	**Measure 1:** 70% of class will earn 70% or better	**Measure 1:** 88% met goal	**Measure 1:** Students met the objective	None needed
Learning Outcome 4: **LS:** Problem solving and data analysis. Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner **HNRS:** Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition	**Measure 1:** Canvas Exam Questions (18 Questions) Rubric Graded Assignments in Canvas(Chapter presentation, Belly Button Microbiome, Signature Assignemnt)	**Measure 1:** 70% of class will earn 70% or better 5 Excceds Expectation: 4 Meets Expectation: 3 Approaching Expectation- 70% of class will Meet or Exceed	**Measure 1:** 94% met goal 17% Exceed: 47% Met: 36% were below expectation	**Measure 1:** Students met the objective The students almost met this outcome.	Because of the course format we were not able to do some assignments that would normaly assess this outcome. Include more data analysis opportunities.
Learning Outcome 5: **LS:** Levels of organization: All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	Students demonstrated this outcome on exams and assignments thoughout the

Weber State University Honors Program
Honors Program/Social Science
General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Social Science** Learning Outcomes.*

Instructor: Azenett Garza, Kathleen Cadman, Barrett Bonella

Course Number: HNRS 1520 **Course Title:** Wicked Problems

Semester: Spring **Year:** 2020

Evidence of Learning: Honors Program/Social Science General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Learning Outcome 1: **SS:** Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process. **HNRS:** Encounter a variety of human experience, exploring both its universality and its diversity.	**Measure 1:** Journals/participation discussions	**Measure 1:** 80% of potential points earned	**Measure 1:** 94% completion for participation. 76% for journals	**Measure 1:** The participation measure is somewhat inflated because participation was uneven and difficult to measure until we moved online. Journals likely are under-rated due to some students not finishing them. Those that did them generally did very well.	Participation could be better measured with coded writing responses following classes. While issues of particularity and universality were addressed, the instructions for addressing those issues could be made more explicit.
Learning Outcome 2: **SS:** Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change. **HNRS:** Engage in critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition.	**Measure 1:** NY Times Article Discussion	**Measure 1:** 80% of potential points earned	**Measure 1:** 82.4% reached the threshold	**Measure 1:** What was written generally reflected well on the learning outcomes. A few students did poorly here, but again, points were lost for not finishing assignments.	No change planned
Learning Outcome 3: **SS:** Students will identify an argument about a social phenomenon and understand alternative explanations. **HNRS:** Encounter a variety of human experience, exploring both its universality and its diversity. **HNRS:** Engage in critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition. **HNRS:** Undertake the comprehension of abstract arguments as they move between the general and the particular.	**Measure 1:** Signature Assignment/Final Project Presentation	**Measure 1:** 80% of potential points earned	**Measure 1:** 88.2% reached the threshold	**Measure 1:** This likely would have been 100% if all the students had turned in their work. Those that did turn in their work earned high marks from a detailed rubric that addressed many outcomes.	No change planned
Learning Outcome 4: **HNRS:** Practice clear and compelling written and/or creative expression.	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:** This measure was fairly objective, but again, students missed some work, leading to decreased point	

Evidence of Learning: Honors Program/Social Science General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
	Written: Journal/NY Times Article Discussion. Creative: Final Project Presentation	80% of potential points earned	94% reached the threshold	earnings. The pandemic likely influenced this as well as many students were doing very well until that interrupted our	No change planned

Weber State Universit
Honors Program/
General Education Courses Evic

*Note: Each criterion for this grid is based on both **Honor***

Instructor: Melina Alexander

Course Number: HNRS 1520 SS **Course Title:**

Semester: Spring **Year:**

Evidence of Learning: Honors Program/So		
Measurable Learning Outcomes	**Method of Measurement**	**Threshold for Evidence of Student Learning**
Students will…	**What did you have the student do?**	**Example: Everyone will obtain a C**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**
SS: Interactions between individuals and society: Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments, and/or global processes **HNRS:** An appreciation for the variety of human experience, exploring both its universality and its diversity	Discussions--Students were given materials focusing on aspects of wicked problems, they would need to summarize the content and respond to others posts	All students will participate in the discussions
Learning Outcome 2:	**Measure 1:**	**Measure 1:**

SS: Application of concepts, theories, and methods: Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	Reflective Journals---Students would reflect on the primary problem discussed in class. Consider the associated problems, contradictory research, opposing opinions, and economic burden associated with it. Your reflection should also discuss your own opinion on presented solutions, research from current events, and who/what should be involved to make a greater impact.	All students completing the assignment would include a solution to the proposed wicked problem
Learning Outcome 3:	**Measure 1:**	**Measure 1:**
SS: Diverse perspectives: Students will identify an argument about a social phenomenon and understand alternative explanations **HNRS:** Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition	Reflective Journals---Students would reflect on the primary problem discussed in class. Consider the associated problems, contradictory research, opposing opinions, and economic burden associated with it. Your reflection should also discuss your own opinion on presented solutions, research from current events, and who/what should be involved to make a greater impact.	All students would complete all refletive journals
Learning Outcome 4:	**Measure 1:**	**Measure 1:**

HNRS: Practice clear and compelling written and/or creative expression	SIgnature Assignment	All students will complete the signature assignment at 80% or better

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s Program *and* ***Social Science*** *Learning Outcomes*

Introduction to Wicked Problems

2021

cial Science General Education Courses		
Findings Linked to Learning Outcomes	**Interpretation of Findings**	**Action Plan/Use of Results**
What % achieved threshold	**What do the results mean?**	**Call to Action, Plan**
Measure 1:	**Measure 1:**	While we did compelte starfish reporting, we think a more personal message for missing assignments could be included. Maybe meeting with students one on one after each discussion post.
80% of students reached this threshold	This spoke to the need for students to not only come to class and participate but also complete work.	
Measure 1:	**Measure 1:**	

83% of the students that completed the assignment included a solution in thier writing	For those that did participate most did include a "solution" to the problem they addressed.	While this objective was met according to our measurements, this should be addressed through more complex means of analysis. instead of focusing on the solutions students should be prompted to focus on the complexity of the problem, analyzing multiple aspects of problems/solutions.
Measure 1:	**Measure 1:**	
82% of the students completed all journals	This reflects the same issue of outcome one	This reflects the same means of addressing the issue as outcome one
Measure 1:	**Measure 1:**	

86% of the students reached threshold	We had two students not meeting threshold. One unofficially dropped the course and the other treated the face to face course (with a virtual option) as an asynchronous online course.	Although the expectations of class attendance were stated in the syllabus and in the first face to face meeting, we did have one student not attending. This meant that he could not complete the oral presentation required as part of this assignment.

Weber State University Honors Program

Honors Program/Creative Arts

General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Creative Arts** Learning Outcomes.*

Instructor: Tamara Goldbogen and Erinne Roundy

Course Number: HNRS 1530 **Course Title:** ArtsBridge: Murals

Semester: Fall **Year:** 2019

Evidence of Learning: Honors Program/Creative Arts General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	No Change
CA: Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts **HNRS:** Practice clear and compelling written and/or creative expression	**Students in ArtsBridge: Murals explored the creative process in an experiential way through the creation of a mural hanging installation.** **• Students created an original faux-stained glass hanging installation in collaboration with 4th graders at James Madison Elementary School which indicates that they have an understanding of the creative process and the skills needed to create a work of art.**	All students will demonstrate a "medium level" of competency on this assignment and project. ArtsBridge rubric attached.	15 out of 15 students achieved medium compentency or higher on the mural project.	15 out of 15 students met the required Creative Arts and Honors learning outcome.	
Learning Outcome 2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	No Change
CA: Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	**Students in ArtsBridge: Murals will be able to reflect on the collaborative and generative processes involved in creating a public art project** **• Students completed a final reflection paper (signature assignment) that indicates students have**	All students will demonstrate a "medium level" of competency on each assignment and project. ArtsBridge rubric attached.	15 out of 15 students achieved medium compentency or higher.	15 out of 15 students met required Creative Arts and Honors learning outcomes.	

ArtsBridge: Murals Rubric

Learning Outcomes	4	3	2	1
CA: Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	The materials and tools used were chosen intentionally and applied with care. Student skillfully incorporated new techniques as well as made connections with previous artwork/experiences.	The materials and tools were chosen carefully. Student applied new techniques as well as made connections to other artwork/experiences.	Some thought (with teacher help) was put into the choosing of materials and tools. Student attempted new techniques and tried to make connections to other artwork/experiences.	Little or no thought (even with teacher help) was put into the choosing of materials and tools. Student did not try new techniques and there are no connections to other artwork/experiences.
CA: Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures	Student challenged themselves to embrace their art making problems. Student developed a distinct focus that led to personal satisfaction.	Student challenged themselves to not let art making problems hinder work too much. Student developed a focus that led to satisfaction.	Student let art making problems influence their work. Student lost clarity due to problems and was somewhat unsatisfied.	Student let art making problems take over artwork. Student had little or no focus and was unsatisfied with their artwork.
CA: Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures	Student spent time discovering aspects of artwork from other artists they may have missed before. Student was able to articulate a message received through viewing others' artwork.	Student spent some time discovering aspects of artwork from other artists. Student was able to (with teacher help) discuss a message received through viewing others' artwork.	Student spent a small amount of time examining others' artwork. Student was unable to identify a message, but could discuss some of the main ideas of the artwork.	Student ignored any and all others' artwork. Student was unable to identify any possible messages communicated by an artwork. Student was unable to identify main ideas of the artwork.
HNRS: The comprehension of abstract arguments and the ability to move between the general and the particular	Student is conscious of their art making process and honestly self-evaluations reflect that.	Student is aware of their art making processes and self-evaluations reflect that.	Student is becoming more aware of their art making processes and self-evaluations are starting to reflect that.	Student is unaware of their art making process and has not self-evaluated their work.
HNRS: Practice clear and compelling written and/or creative expression	Student is conscious of their art making process and honestly self-evaluations reflect that.	Student is aware of their art making processes and self-evaluations reflect that.	Student is becoming more aware of their art making processes and self-evaluations are starting to reflect that.	Student is unaware of their art making process and has not self-evaluated their work.

Weber State University Honors Program

Honors Program/Creative Arts

General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Creative Arts** Learning Outcomes.*

Instructor: Tamara Goldbogen and Erinne Roundy

Course Number: HNRS 1530 **Course Title:** ArtsBridge: Murals

Semester: Fall **Year:** 2020

Evidence of Learning: Honors Program/Creative Arts General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	No Change
CA: Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts **HNRS:** Practice clear and compelling written and/or creative expression	**Students in ArtsBridge: Murals explored the creative process in an experiential way through the creation of an art installation.** • **Students created an original faux-stained glass art installation in collaboration with the Ogden Nature Center and 4th graders at Shadow Valley Elementary School which indicates that they have an understanding of the creative process and the skills needed to create a work of art.**	All students will demonstrate a "medium level" of competency on this assignment and project. ArtsBridge rubric attached.	13 out of 13 students achieved medium compentency or higher on the mural project.	13 out of 13 students met the required Creative Arts and Honors learning outcome.	
Learning Outcome 2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	No Change
CA: Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	**Students in ArtsBridge: Murals will be able to reflect on the collaborative and generative processes involved in creating a public art project** • **Students completed a final reflection paper (signature assignment) that indicates students understand the act of reflection on collaborative and generative processes involved in creating a public art project.**	All students will demonstrate a "medium level" of competency on each assignment and project. ArtsBridge rubric attached.	13 out of 13 students achieved medium compentency or higher.	13 out of 13 students met required Creative Arts and Honors learning outcomes.	

Weber State University Honors Program
Honors Program/Humanities
General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Humanities** Learning Outcomes.*

Instructor: Jean Norman

Course Number: HNRS 1540 **Course Title:** Generations

Semester: Fall **Year:** 2020

Evidence of Learning: Honors Program/Humanities General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
HU: Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, and literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines **HNRS:** An appreciation for the variety of human experience, exploring both its universality and its diversity	**Signature Assignment:** Create and present a project that compares two generations and the historical events that shaped them. Examine and analyze another historical event shared in the two generations' lifetimes and explore	75%	18 out of 18 scored 75% or better in this learning outcome.	Learning outcome was achieved.	Keep the assignment and continue to work closely with students on the project as it develops.
Learning Outcome 2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
HU: Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures **HNRS:** Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition	Artifacts analyzed in Signature Assignment.	75%	18 out of 18 scored 75% or better in this learning outcome.	Learning outcome was achieved.	Keep the assignment and continue to work closely with students on the project as it develops.
Learning Outcome 3:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
HU: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms **HNRS:** Practice clear and compelling written and/or creative expression	Presentation of Signature Assignment.	75%	17 out of 18 scored 75% or better in this learning outcome.	Learning outcome was achieved but could be improved.	More coaching on what makes for a successful presentation.

Learning Outcome 1:	**Measure 2:**	**Measure 2:**	**Measure 2:**	**Measure 2:**	
HU: Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, and literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines **HNRS:** An appreciation for the variety of human experience, exploring both its universality and its diversity	Focus group analysis (midterm project) / Students participate in a focus group and then analyze the data and submit a report.	75%	18 out of 18 scored 80% or better in this learning outcome.	Learning outcome was achieved	Keep the assignment but be mindful of technical issues that can complicate its completion.
Learning Outcome 2:	**Measure 2:**	**Measure 2:**	**Measure 2:**	**Measure 2:**	

Evidence of Learning: Honors Program/Humanities General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
HU: Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures **HNRS:** Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition	Focus group analysis (midterm project) / Students participate in a focus group and then analyze the data and submit a report.	75%	18 out of 18 scored 80% or better in this learning outcome.	Learning outcome was achieved	Keep the assignment but be mindful of technical issues that can complicate its completion.
Learning Outcome 3:	**Measure 2:**	**Measure 2:**	**Measure 2:**	**Measure 2:**	
HU: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms **HNRS:** Practice clear and compelling written and/or creative expression	Focus group analysis (midterm project) / Students participate in a focus group and then analyze the data and submit a report.	75%	18 out of 18 scored 80% or better in this learning outcome.	Learning outcome was achieved	Keep the assignment but be mindful of technical issues that can complicate its completion.

Weber State University Honors Program
Honors Program/Humanities
General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Humanities** Learning Outcomes.*

Instructor: Maria Groves and Nicola Corbin
Course Number: HNRS 1540 HU **Course Title:** Science Communication
Semester: Spring **Year:** 2021

Evidence of Learning: Honors Program/Humanities General Education Courses					
Measurable Learning Outcomes	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to**	**Interpretation of Findings**	**Action Plan/Use of Results**
Students will…	**What did you have the student do?**	**Example: Everyone will obtain a C**	**What % achieved**	**What do the results mean?**	**Call to Action, Plan**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
HU: Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, and literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines **HNRS:** An appreciation for the variety of human experience, exploring both its universality and its diversity	Students identified and interviewed an expert in a scientific or technical field in which they were interested. They were asked to consider and widen their definitions of what qualifies as science and where we encounter it in our lives. Further, they were required to conduct further research on the specific topic area, including appropriate publications by the expert.	Students would have earned a minimum of B.	94% of students achieved threshold.	We believe that students have widened their understanding of what qualifies as science, the scientific method and where we encounter it. Additionally, we think that students have a stronger basis for identifying the junctures and mechanisms that inhibit communication of science, and thinking critically about the ways that they process information they themselves receive.	Moving forward, it might be useful for students to identify an expert in a scientific/technical field to which they, or people with whom they are close, find oppositional.

Learning Outcome 2:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	
HU: Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures **HNRS:** Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition					
Learning Outcome 3:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
HU: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms **HNRS:** Clear and compelling written expression	Students re-presented/translated that information learned from the expert into an accessible, narrative format for a non-technical audience. Students selected the format for delivery based on the audience type and objective of the communication piece.	Students would have earned a minimum of B.	94% of students achieved threshold.	Students reasonably learned that communication about science goes beyond the standard scientific paper. They also learned that it is critical to construct a narrative and to work within the paramaters of the medium to accomplish effective delivery.	
Learning Outcome 4:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
HNRS: The comprehension of abstract arguments and the ability to move between the					

Weber State University Honors Program

Honors Program/Creative Arts

General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Creative Arts** Learning Outcomes.*

Instructor: Tamara Goldbogen and Erinne Roundy

Course Number: HNRS 1530 **Course Title:** ArtsBridge: Murals

Semester: Fall **Year:** 2020

Evidence of Learning: Honors Program/Creative Arts General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	No Change
CA: Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts **HNRS:** Practice clear and compelling written and/or creative expression	**Students in ArtsBridge: Murals explored the creative process in an experiential way through the creation of an art installation.** • **Students created an original faux-stained glass art installation in collaboration with the Ogden Nature Center and 4th graders at Shadow Valley Elementary School which indicates that they have an understanding of the creative process and the skills needed to create a work of art.**	All students will demonstrate a "medium level" of competency on this assignment and project. ArtsBridge rubric attached.	13 out of 13 students achieved medium compentency or higher on the mural project.	13 out of 13 students met the required Creative Arts and Honors learning outcome.	
Learning Outcome 2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	No Change
CA: Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	**Students in ArtsBridge: Murals will be able to reflect on the collaborative and generative processes involved in creating a public art project** • **Students completed a final reflection paper (signature assignment) that indicates students understand the act of reflection on collaborative and generative processes involved in creating a public art project.**	All students will demonstrate a "medium level" of competency on each assignment and project. ArtsBridge rubric attached.	13 out of 13 students achieved medium compentency or higher.	13 out of 13 students met required Creative Arts and Honors learning outcomes.	

Weber State University Honors Program
Honors Program/Creative Arts
General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Creative Arts** Learning Outcomes.*

Instructor: Tamara Goldbogen

Course Number: HNRS 2020 **Course Title:** Theatre for Young Audiences and Puppetry

Semester: Spring **Year:** 2019

Evidence of Learning: Honors Program/Creative Arts General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
CA: Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts **HNRS:** Practice clear and compelling written and/or creative expression	**Students will be able to:** **1. Obtain and demonstrate successful puppeteering skills (Puppet Projects #1 and #2 and #3, TYA Project #1)** **2. Explore the practical process of TYA devising, directing, acting and puppetry from a maker's perspective. (Puppet Projects #1 and #2 and #3, TYA Project #1)**	All students will demonstrate a "medium level/ or 9 out of 15 points" of competency on each assignment according to the cooresponding rubric.	15 out of 15 students achieved medium compentency or higher.	15 out of 15 students met required Creative Arts and Honors learning outcomes.	No Change
Learning Outcome 2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
CA: Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	**Students will be able to:** **1. Demonstrate understanding of history and practices in TYA & puppetry (Online Discussion Questions, Class Assignments)** **2. Discuss and evaluate current trends in TYA and puppetry (Chats with TYA Professionals, Online Discussion Questions, Class Assignments, Observe live theatre)**	All students will demonstrate a "medium level/ or 9 out of 15 points" of competency on each assignment according to the cooresponding rubric.	15 out of 15 students achieved medium compentency or higher..	15 out of 15 students met required Creative Arts and Honors learning outcomes.	No Change

Weber State University Honors Program
Honors Program/Creative Arts
General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Creative Arts** Learning Outcomes.*

Instructor: Catherine Zublin

Course Number: 2020 **Course Title:** Why Creativity Matters

Semester: Spring **Year:** 2019

Evidence of Learning: Honors Program/Creative Arts General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Learning Outcome 1: **CA:** Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts **HNRS:** Practice clear and compelling written and/or creative expression	**Measure 1:** The assignment I am using for this is a problem-solving creativity module/Creativity Lab, "Play Photo Finish"-- 1. Dis they work collaroratively to create a story; 2. was it done in the time allowed; 3 was in completed successfully	**Measure 1:** 1. After some initial confusion each group of 3 (5 groups total) figured out how to work collaboratively, first deciding on which painting to use for inspiration; 2. all 5 groups completed the assignment in less than 75 minutes; 3. all groups were eager to share their work with the	**Measure 1:** Student critically examined artwork to use as inspration for a story. This was the last project for the section of class dealing with Story.	**Measure 1:** This project succeeded on several levels- 1. the stories were interesting; 2. working together got students talking more than they had been.	I may want to put this project earlier in the semester since it really seemed to change the interactions of all the students moving forward.
Learning Outcome 2: **CA:** Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	**Measure 1:** In addition to reading and discussing the chapter on Story in Daniel Pink's book, "A Whole New Mind" we looked at the aptitude of Story as it relates to context, information, knowledge, and emothion.	**Measure 1:** The stories were more complex than I expected given the time element. Each group created characters, plot and a back story.	**Measure 1:** Students synthesized ideas found in class readings, related creativity to their intrpertation of the painting and the life they were creating and created something collaboratively.	**Measure 1:**	

Weber State University Honors Program
Honors Program/Creative Arts
General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Creative Arts** Learning Outcomes.*

Instructor: Sally Shigley and Catherine Zublin

Course Number: HNRS CA 2020 **Course Title:** Tempestuous Petticoats

Semester: SPRING **Year:** 2020

Evidence of Learning: Honors Program/Creative Arts General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Learning Outcome 1: **CA:** Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts **HNRS:** Practice clear and compelling written and/or creative expression	**Measure 1:** We realize that students do not come to this class with a common background or skill sets. Therefore, we have designed several sets of projects were you get to choose the one that works for best for you. This is one of those opportunities, your	**Measure 1:** This project was worth 225 points the average number of points for all student was-	**Measure 1:** Different media (drawing, graphic design, creating fiction) allowed students to approach this assignment with a variety of learning styles.	**Measure 1:** Most students achieved the goals of this assignment.	COVID 19 interupted what could have been a better way to share the projects.
Learning Outcome 2: **CA:** Students will	**Measure 1:** Austin Kleon has a	**Measure 1:** This project was	**Measure 1:** The ability to choose	**Measure 1:** This assigned was	To incorperate Steal Like an Artist by

demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	companion book, The Steal Like an Artist Journal, A Notebook for Creative Kleptomanics. I am borrowing some of his ideas for today's Pick-a-Project: Steal Like an Artist Virtual 'in-class project.' The following slides are pictures from the journal. Obviously, you cannot actually write in the original journal format. Please pick 2 and recreate them electronically or on paper. One of them has 2 parts and can be used for the whole project. You will need to be able to upload your 'journal'	worth 10 points the average number of points for all student was-	the projects allowed student to embrace their strenghs.	altered for successfully virtual delivery. Whereas, other previous assignments required similar work from each student this one allowed of more individualization.	Austin Kleon, throughout the semester.

Weber State University Honors Program
Honors Program/Creative Arts
General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Creative Arts** Learning Outcomes.*

Instructor: Sally Shigley and Catherine Zublin

Course Number: HNRS CA 2020 **Course Title:** Tempestuous Petticoats

Semester: SPRING **Year:** 2020

Evidence of Learning: Honors Program/Creative Arts General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Learning Outcome 1: **CA:** Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts **HNRS:** Practice clear and compelling written and/or creative expression	**Measure 1:** We realize that students do not come to this class with a common background or skill sets. Therefore, we have designed several sets of projects were you get to choose the one that works for best for you. This is one of those opportunities, your	**Measure 1:** This project was worth 225 points the average number of points for all student was-	**Measure 1:** Different media (drawing, graphic design, creating fiction) allowed students to approach this assignment with a variety of learning styles.	**Measure 1:** Most students achieved the goals of this assignment.	COVID 19 interupted what could have been a better way to share the projects.
Learning Outcome 2: **CA:** Students will	**Measure 1:** Austin Kleon has a	**Measure 1:** This project was	**Measure 1:** The ability to choose	**Measure 1:** This assigned was	To incorperate Steal Like an Artist by

demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	companion book, The Steal Like an Artist Journal, A Notebook for Creative Kleptomanics. I am borrowing some of his ideas for today's Pick-a-Project: Steal Like an Artist Virtual 'in-class project.' The following slides are pictures from the journal. Obviously, you cannot actually write in the original journal format. Please pick 2 and recreate them electronically or on paper. One of them has 2 parts and can be used for the whole project. You will need to be able to upload your 'journal'	worth 10 points the average number of points for all student was-	the projects allowed student to embrace their strenghs.	altered for successfully virtual delivery. Whereas, other previous assignments required similar work from each student this one allowed of more individualization.	Austin Kleon, throughout the semester.

Weber State University Honors Program
Honors Program/Life Science
General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Life Science** Learning Outcomes.*

Instructor: Heather Root

Course Number: 31258 **Course Title:** HNRS2040 Symbiosis

Semester: Spring **Year:** 2019

Evidence of Learning: Honors Program/Life Science General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
LS: Nature of science. Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information. Scientific explanations differ fundamentally from those that are not scientific **HRNS:** Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition	5 standardized multiple choice questions on an exam	60% of the students correctly answer 65% or higher	100% of the students correctly answered 65% of the questions	Students were very successful for this learning outcome	no curricular or pedagogical changes needed at this time
Learning Outcome 2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
LS: Integration of science. All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated					

Evidence of Learning: Honors Program/Life Science General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
be cohesive and integrated **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	5 standardized multiple choice questions on an exam	60% of the students correctly answer 65% or higher	100% of the students correctly answered 65% of the questions	Students were very successful for this learning outcome	no curricular or pedagogical changes needed at this time
Learning Outcome 3:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
LS: Science and society. The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the earth's environment **HNRS:** An appreciation for the variety of human experience, exploring both its universality and its diversity	5 standardized multiple choice questions on an exam	60% of the students correctly answer 65% or higher	100% of the students correctly answered 65% of the questions	Students were very successful for this learning outcome	no curricular or pedagogical changes needed at this time
Learning Outcome 4:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
LS: Problem solving and data analysis. Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner **HNRS:** Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition HNRS: The comprehension of abstract arguments and the ability to move between the general and the particular	5 standardized multiple choice questions on an exam	60% of the students correctly answer 65% or higher	100% of the students correctly answered 65% of the questions	Students were very successful for this learning outcome	no curricular or pedagogical changes needed at this time
Learning Outcome 5:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	

Evidence of Learning: Honors Program/Life Science General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
LS: Levels of organization: All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	5 standardized multiple choice questions on an exam	60% of the students correctly answer 65% or higher	100% of the students correctly answered 65% of the questions	Students were very successful for this learning outcome	no curricular or pedagogical changes needed at this time
Learning Outcome 6:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
LS: Metabolism and homeostasis: Living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	5 standardized multiple choice questions on an exam	60% of the students correctly answer 65% or higher	100% of the students correctly answered 65% of the questions	Students were very successful for this learning outcome	no curricular or pedagogical changes needed at this time
Learning Outcome 7:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
LS: Genetics and evolution: Shared genetic processes and evolution by natural selection are universal features of all life **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	5 standardized multiple choice questions on an exam	60% of the students correctly answer 65% or higher	87% of the students correctly answered 65% of the questions	Students were very successful for this learning outcome	no curricular or pedagogical changes needed at this time
Learning Outcome 8:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	

Evidence of Learning: Honors Program/Life Science General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
LS: Ecological interactions: All organisms, including humans, interact with their environment and other living organisms **HNRS:** The comprehension of abstract arguments and the ability to move between the general and the particular	5 standardized multiple choice questions on an exam	60% of the students correctly answer 65% or higher	100% of the students correctly answered 65% of the questions	Students were very successful for this learning outcome	no curricular or pedagogical changes needed at this time
Learning Outcome 9:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
HNRS: Practice clear and compelling written and/or creative expression	Final essay scores	60% of the students correctly answer 65% or higher	100% of students who turned in the essay scored 70% above, 87% scored 85% or above	Students were very successful for this learning outcome	no curricular or pedagogical changes needed at this time

Evidence of Learning Worksheet: Life Science Learning Outcomes
Course: Just Cancer? Cells and Society HNRS 2040 Spring 2021

Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome: **Genetics & Evolution**	Method 1: 4 MC exam questions (Exam 1)	Method 1: Class average >72%	Method 1: Class average was 93.33%	Students comprehend molecular genetics (DNA structure, utilization; method 1). Students comprehend inheritance; method 2). Students understand the process of evolution and the forces that drive it, but had a slightly more difficult time understanding the types of mutation that contribute to evolution (methods 3 & 6). Students are able to discuss how evolutionary forces result in genetic change (methods 4 & 5).	Continue use of assessments, though spend more class time on both the types and the causes of DNA mutations as they contribute to the process of evolution. It should be noted that the largest percentage of both class time and assessment points were attributed to this and one other learning outcome; this results from the general course topic: Cancer in Society.
	Method 2: 15 MC exam questions (Exam 2)	Method 2: Class average >72%	Method 2: Class average was 79.11%		
	Method 3: 8 MC exam questions (Exam 3)	Method 3: Class average >72%	Method 3: Class average was 68.77%		
	Method 4: 1 essay exam question (Exam 4)	Method 4: Class average >72%	Method 4: Class average was 86.67%		
	Method 5: In class activity describing evolutionary changes cancer cells might make in response to anti-cancer drugs (12 points)	Method 5: Class average > 72%	Method 5: Class average was 75.83%		
	Method 6: Define evolution terms assignment	Method 6: Class average > 72%	Method 6: Class average was 87.62%		
			Total: 79%		
Learning Outcome: **Levels of Organization**	Method 1: 5 MC exam questions (exam 1)	Method 1: Class average >72%	Method 1: Class average was 5 88%	Students know the four types of tissues that make up animals, their functions, and the types of cancer they give rise to (method 1). Students can identify some cellular components and	Consider revising the cell structure worksheet on which students did quite well, to include a portion of 'pre-existing knowledge'; students had difficulty with exam questions (method 2) that assessed knowledge of cellular
	Method 2: 4 MC exam questions (exam 2)	Method 2: Class average >72%	Method 2: Class average was 66.67%		

	Method 3 1 MC exam question (exam 3)	Method 3: Class average >72%	Method 3: Class average was 60%	their functions (methods 2 & 4), but had difficulty with others. Students had difficulty differentiating among different cellular locations (method 3).	components about which they may have retained some inaccurate (or not completely accurate) information from earlier coursework (specifically about cytoskeletal components and lysosomes).
	Method 4: Cell structure worksheet (5 points)	Method 4: Class average >72%	Method 4: Class average was 100%		
			Total: 84.44%		
Learning Outcome: **Metabolism and Homeostasis**	Method 1: 1 MC exam question (exam 2)	Method 1: Class average >72%	Method 1: Class average was 86.67%	Students understand how the brain and body maintain homeostasis with respect to hormone function (methods 1 & 2) and could predict how levels would change as a result of feedback.	Students did well on most questions, though failed to recall which organs are responsible (and not) for hormone production. This information was briefly mentioned in class, but was also the focus of an assigned video; students may not have spent as much time on the assignment as they should have, so this information will be more central to class discussions in the future.
	Method 2: 5 MC exam questions (exam 3)	Method 2: Class average >72%	Method 2: Class average was 61.33%		
			Total: 65.56%		
Learning Outcome: **Ecological Interactions**	Method 1: 5 Multiple Choice exam questions (exam 1)	Method 1: Class average >72%	Method 1: Class average was 88%	Students are to explain how the environment impacts human health (methods 1 & 2). They did have a more difficult time recalling specifically how some environmental exposures directly impact cells and their component parts.	Continue use of assessments. More emphasis will be given to highlight how various environmental agents—specifically UV and gamma irradiation—impact the structure and integrity of DNA.
	Method 2: 1 MC exam question (exam 2)	Method 2: Class average >72%	Method 2: Class average was 53.33%		
			Total: 82%		
Learning Outcome: **Nature of Science**	Method 1: Writing assignment on scientific problem solving (5 points)	Method 1: Class average >72%	Method 1: Class average was 92.67%	Students can recall and recognize the steps of the scientific method, and apply them to solve everyday problems (methods 1 & 2).	Continue use of assessments, and retain amount of class time attributed to this outcome.
	Method 2: 2 MC and 1 (2 point) essay exam questions-scientific approach to problem solving (exam 1)	Method 2: Class average >72%	Method 2: Class average was 80%		
			Total: 87%		
Learning Outcome: **Integration of Science**	Method 1: 1 MC exam question (exam 2)	Method 1: Class average >72%	Method 1: Class average was 100%	Students understood the manner in which physical and chemical	Continue use of MC assessments, but spend more class time discussing how

				exposures can impact biological function to the point that they were able to answer MC questions, but had difficulty expressing this concept in their own words, as evidenced by a poorer performance (65%) on the essay exam question.	chemical and physical exposures can impact biological function so that students can better explain the integration between these natural science disciplines in their own words. Also, redesign the course structure to expand the amount of information attributed to this outcome, to include an additional assignment on this outcome.
	Method 2: 2 MC questions and 1 (2-point) essay question (exam 4)	Method 2: Class average >72%	Method 2: Class average was 69.17%		
			Total: 75.33%		
Learning Outcome: **Science and Society**	Method 1: 6 MC exam questions (exam 5)	Method 1: Class average >72%	Method 1: Class average was 76.9%		Continue use of assessments. Along with genetics and evolution, this outcome received the greatest percentage of class time and a large proportion of the assessment points; this resulted from the nature of the course's topic.
	Method 2: Students' final grade. Really, this whole class is about the relationship between science and society.	Method 2: Class average >72%	Method 2: Class average was 84.7%		
	Method 3: Students' signature assignment asking them to identify a current social issue related to cancer and propose a solution to it. (30 points)	Method 3: Class average >72%	Method 3: Class average was 84.6%		
			Total: 82.1%		
Learning Outcome: **Problem Solving and data analysis**	Method 1: 1 essay exam question-graphing results (exam 1; 2 points)	Method 1: Class average >72%	Method 1: Class average was 80%	Students are able to present scientific information graphically, and to interpret data presented to them in this way.	Continue use of assessments, and retain amount of class time attributed to this outcome.
	Method 2: Presentation of data in graphs and tables assignment (8 points)	Method 2: Class average >72%	Method 2: Class average was 86.67%		
	Method 3: Graph quiz (2 points)	Method 3: Class average >72%	Method 3: Class average was 86.67%		
			Total: 85.56%		

Weber State University Honors Program
Honors Program/Social Science
General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Social Science** Learning Outcomes.*

Instructor: Luke Fernandez

Course Number: HNRS 2050 **Course Title:** aping Humanity: The Fate of Intelligence, Feelings and Autonomy in the Digital

Semester: Fall **Year:** 2019

Evidence of Learning: Honors Program/Social Science General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Learning Outcome 1: **SS:** Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process. **HNRS:** Encounter a variety of human experience, exploring both its universality and its diversity.	**Measure 1:** Rubric measures 1 and 3	**Measure 1:** All students will demonstrate competencies at the mean of each measure.	**Measure 1:** 12 out of 13 students achieved at least the mean for each measure	**Measure 1:** 3 out of 13 performed at an outstanding level.	This learning outcome is covered at length in the course. However it would probably help to be more explicit as to how the outcome maps to the actual content that is learned in the course.
Learning Outcome 2: **SS:** Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change. **HNRS:** Engage in critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition.	**Measure 1:** Rubric measures 2 and 6	**Measure 1:** All students will demonstrate competencies at the mean of each measure.	**Measure 1:** 12 out of 13 students achieved at least the mean for each measure	**Measure 1:** 3 out of 13 performed at an outstanding level.	This learning outcome is covered at length in the course. However it would probably help to be more explicit as to how the outcome maps to the actual content that is learned in the course.
Learning Outcome 3: **SS:** Students will identify an argument about a social phenomenon and understand alternative explanations. **HNRS:** Encounter a variety of human experience, exploring both its universality and its diversity. **HNRS:** Engage in critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition. **HNRS:** Undertake the comprehension of abstract arguments as they move between the general and the particular.	**Measure 1:** Rubric measures 2, 3, 6	**Measure 1:** All students will demonstrate competencies at the mean of each measure.	**Measure 1:** 12 out of 13 students achieved at least the mean for each measure	**Measure 1:** 3 out of 13 performed at an outstanding level.	The course as it is presently constituted broaches questions of class, race, gender and generational differerence. However these could be integrated a little more comprehensively throughout the semester.
Learning Outcome 4: **HNRS:** Practice clear and compelling written and/or creative expression.	**Measure 1:** Rubric measures 4 and 5.	**Measure 1:** All students will demonstrate competencies at the mean of each measure.	**Measure 1:** 12 out of 13 students achieved at least the mean for each measure	**Measure 1:** 2 out of 13 performed at an outstanding level.	Some of the students in this course were very good writers. But many need to take greater care in crafting their writing. Future versions of this course will emphasize the value in visiting the writing center.

Weber State University Honors Program
Honors Program/Humanities
General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Humanities** Learning Outcomes.*

Instructor: Katie Nelson and Marc Nelson

Course Number: (HU) 2110A **Course Title:** ntellectual Trads of the West in Ancient and Medieval Eras: The Meaning of Lif

Semester: Fall **Year:** 2020

Evidence of Learning: Honors Program/Humanities General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Learning Outcome 1: **HU:** Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, and literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines **HNRS:** An appreciation for the variety of human experience, exploring both its universality and its diversity	**Measure 1:** Students will take a total of three exams to test their knowledge of the diverse traditions, etc. **Measure 2**: Students will write a final analysis which explores both the differences and universalities of the diverse traditions.	**Measure 1:** We hope at least 70% of students will earn a 90% or higher on exams. **Measure 2:** We hope at least 70% of students will demonstrate a sophisticated understanding of not only the differences between the diverse traditions discussed, but be able to identify at least one or two universal aspects between them.	**Measure 1:** 86% of students earned a 90% or higher. **Measure 2:** 100% of students were able to identify and appreciate the significant differences between the traditions. About 60% of students were able to identify one or two universal aspects between the diverse traditions.	**Measure 1:** These 15 students seem to be naturally high acheivers. **Measure 2:** These 15 students generally have an above average ability to understand diverse traditions and to compare and contrast them. However, one of the most difficult tasks in this course was to identify abstract common threads that run throughout the (very diverse!) traditions	(Measure 2:) In the future, more time and attention can be paid to discussing and debating various common themes that could potentially be applied to all the traditions.
Learning Outcome 2: **HU:** Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures **HNRS:** Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition	**Measure 1:** Every week, students will read or otherwise experience a different cultural text or artifact and write an analysis on it, including an objective evaluation of the ideas and values expressed in the text or artifact.	**Measure 1:** We hope at least 70% of students will demonstrate an intelligent understanding of the ideas and values of the texts, especially in their cultural contexts, and express well thought out, thorough and objective evaluatioins of them.	**Measure 1:** Over 90% of students acheived the desired learning outcome on over 90% of their analyses.	**Measure 1:** We believe that a vast majority of these 15 students have an above average drive to not only complete the assignments but truly digest the material and engage with it. They also seem to have had the time and motivation to write thought-out analyses. We also believe that the nature of these particular artifacts is especially inspiring and engaging.	
Learning Outcome 3: **HU:** Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms **HNRS:** Practice clear and	**Measure 1:** Students will write an allegorical story (signature assignment) which incorporates ideas explored throughout the	**Measure 1:** We hope at least 70% of students will complete an allegorical story which both incorporates a sophisticated understanding of at least	**Measure 1:** 86% of students achieved the desired outcome.	**Measure 1:** We believe that by experiencing such a diverse range of cultural artifacts throughout the semester and by	

Evidence of Learning: Honors Program/Humanities General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
[illegible] compelling written and/or creative expression	semester and conveys their thoughts on the meaning(s) of life through symbolic, metaphorical means.	some ideas explored throughout the semester and creatively conveys their personal thoughts on the potential meaning(s) of life through symbolic, metaphorical means.		encountering a range of different approaches to these artifacts, students were able to synthesize their creative skills with their critical thinking skills and successfully achieve this outcome.	

Weber State University Honors Program
Honors Program/Humanities
General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Humanities** Learning Outcomes.*

Instructor: Katie Nelson and Marc Nelson

Course Number: HNRS 2120A HU **Course Title:** The Meaning of Life

Semester: Spring **Year:** 2021

Evidence of Learning: Honors Program/Humanities General Education Courses					
Measurable Learning Outcomes	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Students will…	**What did you have the student do?**	**Example: Everyone will obtain a C**	**What % achieved threshold**	**What do the results mean?**	**Call to Action, Plan**
Learning Outcome 1	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	

HU: Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, and literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines **HNRS:** An appreciation for the variety of human experience, exploring both its universality and its diversity	Students will take a total of three exams to test their knowledge of the diverse traditions, etc. **Measure 2**: Students will write a final analysis which explores both the differences and universalities of the diverse traditions.	We hope at least 70% of students will earn a 90% or higher on exams. **Measure 2:** We hope at least 70% of students will demonstrate a sophisticated understanding of not only the differences between the diverse traditions discussed, but be able to identify at least one or two universal aspects between them.	42% of students earned a 90% or higher. **Measure 2:** 100% of students were able to identify and appreciate the significant differences between the traditions. About 65% of students were able to identify one or two universal aspects between the diverse traditions.	We believe the exams were more difficult than these students expected. **Measure 2:** These 15 students generally have an above average ability to understand diverse traditions and to compare and contrast them. However, one of the most difficult tasks in this course was to identify abstract	In the future we plan to emphasize more heavily the importance of taking notes during class and studying in preparation for the exams. **Measure 2:** In the future, more time and attention can be paid to discussing and debating various common themes that could potentially be applied to all the traditions.
2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	

HU: Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures **HNRS:** Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition	Every week, students will read or otherwise experience a different cultural text or artifact and create some kind an analysis on it, including an objective evaluation of the ideas and values expressed in the text or artifact.	We hope at least 70% of students will demonstrate an intelligent understanding of the ideas and values of the texts, especially in their cultural contexts, and express well thought out, thorough and objective evaluatioins of them.	Over 90% of students acheived the desired learning outcome on over 90% of their analyses.	We believe that a vast majority of these 15 students have an above average drive to not only complete the assignments but truly digest the material and engage with it. They also seem to have had the time and motivation to write thought-out analyses. We also believe that the nature of these	
3:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
HU: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms **HNRS:** Clear and compelling written expression	Students will write an allegorical story (signature assignment) which incorporates ideas explored throughout the semester and conveys their thoughts on the meaning(s) of life through symbolic, metaphorical means.	We hope at least 70% of students will complete an allegorical story which both incorporates a sophisticated understanding of at least some ideas explored throughout the semester and creatively conveys their personal thoughts on the potential meaning(s) of life through symbolic, metaphorical means	93% of students acheived the desired outcome.	We believe that by experiencing such a diverse range of cultural artifacts throughout the semester and by encountering a range of different approaches to these artifacts, students were able to synthesize their creative	
4:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	

HNRS: The comprehension of abstract arguments and the ability to move between the general and the particular	In their weekly assignments, students will be asked to include a discussion and evaluation of the abstract ideas contained within the text/artifact, compare the ideas to their own ideas, discuss the ideas in the particular context of the place and time from which they derive, and compare those particulars to the particulars of the present day, and use examples where appropriate.	We hope at least 70% of students will demonstrate their ability to relate the abstract ideas contained within the artifact to the particulars of the era it came from, use examples where possible, and evaluate the ideas in relation to their own ideas and particulars of the present day.	Over 90% of students acheived the desired learning outcome on over 90% of their analyses.	We believe that the nature of this interdisciplinary course, in which students are exposed to the details of a historical context one day and discuss the abstract ideas of a philosophical system that came out of that context the next, really helps students understand the interplay between the general and the particular. Our discussion days also helped give students experience in relating general ideas to particular examples as a	

Weber State University Honors Program
Honors Program
Honors Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on an **Honors Program** Learning Outcomes.*

Instructor: **Robert Ameling**

Course Number: HNRS 2920 **Course Title:** R.E.A.L. Projects

Semester: Fall **Year:** 2019

Evidence of Learning: Honors Program Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement** **What did you have the student do?**	**Threshold for Evidence of Student Learning** **Example: Everyone will obtain a C**	**Findings Linked to Learning Outcomes** **What % achieved threshold**	**Interpretation of Findings** **What do the results mean?**	**Action Plan/Use of Results** **Call to Action, Plan**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	The goal is that students will use the skills gained from producing a result via their projects to enhance their resumes and there oveall marketability to potential employers when they begin searching for future
Practice clear and compelling written and/or creative expression	Students had to write an engagment letter to an employer, document their progress throughout their projects and write a project recommendations paper for the employer at the end of the semester	Everyone will contribute to and complete a project with recommendations and/or deliverables for a employer	100%	Results of the projects mean different things to the different employers. To me, they mean that my students were able implement the skills of project management, team work, and communication	
Learning Outcome 2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	More checkpoints will be put in place and an emphasis on improved and more frequent communication will be made for future courses
Engage in critical thinking that is open-minded, objective, and as free as possible from prejudice and	Students encountered ambiguity at times when working to identify recommendations for their projects, requiring	Project teams will be able to problem solve and overcome roadblocks presented as part of their projects	66%	1 project team had a difficult time problem solving without a great deal of intervention from the instructor	

Evidence of Learning: Honors Program Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement** **What did you have the student do?**	**Threshold for Evidence of Student Learning** **Example: Everyone will obtain a C**	**Findings Linked to Learning Outcomes** **What % achieved threshold**	**Interpretation of Findings** **What do the results mean?**	**Action Plan/Use of Results** **Call to Action, Plan**
presupposition	them to think critically, outside the box, and as a team.				
Learning Outcome 3:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	Students will apply this ability in the workplace when asked to take on a task or project that may be abstract or lack specifics
Undertake the comprehension of abstract arguments as they move between the general and the particular	Project teams had to take information from class, which was diseminated generally to the whole class and decide how it applied to their particular project since each project was vastly different from one	Each project team demonstrated their unique approach to the information collected during class by showcasing the varying processes they took to arrive at the conclusions which they then translated into recommendations to their employers	100%	The project teams were able to take abstract general instruction and were able to apply the information in a concrete way that meet the needs of their unique project	
Learning Outcome 4:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	Ensure that expectations for the employer mentors are better established. Instructor should have more communication with the employer mentor as well
Encounter a variety of human experience, exploring both its universality and its diversity	Students were required to work with people they had never worked with before, in some cases with people who had a different culture and native language than them, and they were required to work very closely with them for the whole semester	Students won't request a change in who they are working with or who they are working for.	85%	All project teams thrived while working with each other and all groups but one had very positive experiences working with their employer mentors	

Weber State University Honors Program
Honors Program
Honors Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on an **Honors Program** Learning Outcomes.*

Instructor: Julian Chan

Course Number: HNRS 2920 **Course Title:** Data Science and Statistics

Semester: Fall **Year:** 2020

Evidence of Learning: Honors Program Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement** **What did you have the student do?**	**Threshold for Evidence of Student Learning** **Example: Everyone will obtain a C**	**Findings Linked to Learning Outcomes** **What % achieved threshold**	**Interpretation of Findings** **What do the results mean?**	**Action Plan/Use of Results** **Call to Action, Plan**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
Practice clear and compelling written and/or creative expression	Question #29 on my signature assignment (also the take home final exam). This asked students to take positionsl on global warming and defend thir views. This included questions about ethics,	Everyone will obtain a B or better	9/11 or 81.8%	The metric indicates the performance is adequate. To improve this in the future see the comments under "Action Plan."	In the future additional emphasis should be placed on the learning outcome with more discussion, and assignments.
Learning Outcome 2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
Engage in critical thinking that is open-minded, objective, and as free as possible from prejudice and	I had students assess and state their findings				

Evidence of Learning: Honors Program Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement** **What did you have the student do?**	**Threshold for Evidence of Student Learning** **Example: Everyone will obtain a C**	**Findings Linked to Learning Outcomes** **What % achieved threshold**	**Interpretation of Findings** **What do the results mean?**	**Action Plan/Use of Results** **Call to Action, Plan**
presupposition	both on global warming with both research articles and data analysis. Question #30	Everyone will obtain a B or better	10/11 or 90.9%	The metric indicates the performance is adequate	
Learning Outcome 3:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	Part of the lower percentage meeting this threshold is bacuse some the the analysis needed was covered at the end of the semester with limited time. In the future more time and practice should be given to students.
Undertake the comprehension of abstract arguments as they move between the general and the particular	Questions #5-26 ask students to perform statistical analysis (abstract) and intrepret their findings in relations to climate change (the particular).	Everyone will obtain a C or better	8/11 or 72.7%	Performance could be improved. See comments to the right.	
Learning Outcome 4:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
Encounter a variety of human experience, exploring both its universality and its diversity	Students has to write about the impacts and consequences of global warming on society with references for their sources. Question #2	Students will obtain a B or better	100% or 11/11	The metric indicates the performance is adequate	

Weber State University Honors Program

Honors Program

Honors Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on an **Honors Program** Learning Outcomes.*

Instructor:	Mary Beth Willard and Jenny Kokai				
Course Number:	HNRS 3900	**Course Title:**	The Good Place, Moral Philosophy, and Drama		
Semester:	Spring	**Year:**	2020		

Evidence of Learning: Honors Program Courses

Measurable Learning Outcomes	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Students will…	**What did you have the student do?**	**Example: Everyone will obtain a C**	**What % achieved threshold**	**What do the results mean?**	**Call to Action, Plan**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
Practice clear and compelling written and/or creative expression	-Write at least three and as many as five scaffolded, mastery-oriented philosophical papers aimed at teaching the basics of argumentation.	-Students will advance to the third of three levels (equivalent to a B-)	15/16 students achieved the threshold; one fell short (likely due to COVID-19 exacerbating learning difficulties.)	Students with no prior experience writing philosophical essays were able to learn to write essays through a method that broke the writing process down into easily digestible pieces. Each piece had to be mastered before the student could progress to the more difficult writing assignment. The results mean that 15/16 students can now write competent, concise philosophical prose.	No action recommended.
	Measure 2:	**Measure 2:**	**Measure 2:**	**Measure 2:**	
Learning Outcome 2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
Engage in critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition	Students will provide feed-back on their own and other's plays using the Lerman Artist's Centered Model of Feedback that requires non-evaluative open minded analysis of the work	We were prevented from finishing the semester as planned due to Covid-19	We were prevented from finishing the semester as planned due to Covid-19	We were prevented from finishing the semester as planned due to Covid-19	This learning outcome was still indirectly accomplished through class discussions where students were encouraged to adopt positions outside of their own and/or to rethink prejudices. However, it was not formally observed due to the pandemic.
Learning Outcome 3:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
Undertake the comprehension of abstract arguments as they move between the general and the particular				Philosophical argumentation proceeds via starting with	

Weber State University Honors Program
Honors Program
Honors Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on an **Honors Program** Learning Outcomes.*

Instructor: Christy Call and Heather Chapman

Course Number: HNRS 3900 **Course Title:** Narratives and Numbers

Semester: Spring **Year:** 2021

Evidence of Learning: Honors Program Courses					
Measurable Learning Outcomes	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Students will…	**What did you have the student do?**	**Example: Everyone will**	**What % achieved threshold**	**What do the results mean?**	**Call to Action, Plan**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
Practice clear and compelling written and/or creative expression	A series of 3 assignments related to creation of an infographic	70% of students will achieve mastery on items graded with rubric	61% of student met mastery	This outcome has not been met	This seems to be a continued problem. The students did a good job of creating an infographic, but were unable to describe what they created or found in a supporting document. Add additional practice translating data to words.

Learning Outcome 2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition	A series of 3 assignments related to creation of an infographic	70% of students will achieve mastery on items graded with rubric	75% of students met mastery	This outcome has been met	Even though this was met, students need more practice in identifying bias in data in their writing. They can do it in the visual representation, but cannot translate it to a paper.
Learning Outcome 3:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
The comprehension of abstract arguments and the ability to move between the general and the particular	A series of 3 assignments related to creation of an infographic	70% of students will achieve mastery on items graded with rubric	77.5% of students met mastery	This outcome has been met	Students did well at this aspect. No changes needed.
Learning Outcome 4:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
An appreciation for the variety of human experience, exploring both its universality and its diversity	A series of 3 assignments related to creation of an infographic	70% of students will achieve mastery on items graded with rubric	65% of students met mastery	This outcome has not been met	Students did not see the importance of diversifying their data. This is likely more an artifact of students being busy and doing the minimum requirement than anything else. Even though they did not meet this, we will hold off making changes for this and see if adding additional lecture on the other items helps with this.

Weber State University Honors Program
Honors Program/Social Science
General Education Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on both **Honors Program** and **Social Science** Learning Outcomes.*

Instructor: Leah Murray, Richard Price

Course Number: HNRS 4900 **Course Title:** The American Founding: Origins of the Republic

Semester: Spring **Year:** 2020

Evidence of Learning: Honors Program/Social Science General Education Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Learning Outcome 1: **SS:** Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process. **HNRS:** Encounter a variety of human experience, exploring both its universality and its diversity.	**Measure 1:** Weekly conversations	**Measure 1:** They had to present major pieces of founding canon to the class and then were questioned about the documents.	**Measure 1:** Students could speak well and present well	**Measure 1:** High pass if they understood the material, pass if they could describe but not present it with understanding, low pass if they did not try.	
Learning Outcome 2: **SS:** Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change. **HNRS:** Engage in critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition.	**Measure 1:** Research paper	**Measure 1:** Students chose an issue of constitutional import - they researched the issue from the perspective of the time of the founding and traced it through history. They had to make an argument on where they landed on the issue.	**Measure 1:** Some students could present well and some students could write well.	**Measure 1:** Students who clearly embraced a difficult issue and could defend their position handled the presentation well, taking questions from professors as well as their peers.	
Learning Outcome 3: **SS:** Students will identify an argument about a social phenomenon and understand alternative explanations. **HNRS:** Encounter a variety of human experience, exploring both its universality and its diversity. **HNRS:** Engage in critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition. **HNRS:** Undertake the comprehension of abstract arguments as they move between the general and the particular.	**Measure 1:** Conversations and research paper	**Measure 1:** Students had to understand the time of the founding (1780s) and apply that to what the founders would have been applying to their problems. They then had to translate that to modern times and modern problems.	**Measure 1:** Students could speak well and present well	**Measure 1:** This was the biggest ask for these honors students as most of them had never taken a political science course before. They had no idea how to think about these issues.	
Learning Outcome 4: **HNRS:** Practice clear and	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:** Again - because the	

Weber State University Honors Program
Honors Program
Honors Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on an **Honors Program** Learning Outcomes.*

Instructor: Kathleen Cadman

Course Number: HNRS 4900 **Course Title:** Antiracism: An exlporation of American history, systems, and culture

Semester: Spring **Year:** 2021

Evidence of Learning: Honors Program Courses					
Measurable Learning Outcomes	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Students will…	**What did you have the student do?**	**Example: Everyone will obtain a C**	**What % achieved threshold**	**What do the results mean?**	**Call to Action, Plan**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
Practice clear and compelling written and/or creative expression	Reflective guided journaling was done each module to synthesise their overall learning from the readings, films, presenters, discussion, etc. The prompts include a call to antiracist action.	Students will provide thougtful and hontest reflective journals for at least 6 of the 7 modules	94.40%	Students were able to reflect on their learning throughout the module, in ways that are a call to action and applicable to their daily lives	This approach will be used in upcoming interations of the course
Learning Outcome 2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition	Sequential discussion posts (each students answers a question, asks a question, and provides feed back at least once, to create an engaging class discussion	Students will actively engage in at least 6 of the 7 sequential discussion posts	100%	Students were able to engage each other in a meaningful discussion about antiracism	This approach will be used in upcoming interations of the course
Learning Outcome 3:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
The comprehension of abstract arguments and the ability to move between the general and the particular	Final antiracism application projects were completed, in which they took an antiracist action within their shere of influence. These were	Students will select a meaningful act of antiracism, in conjunction with a community partner, and begin the process of putting it into	100%	Students were able to transform their antiracist lessons into antiracist action, and see thier role in what will	This approach will be used in upcoming interations of the course

Weber State University Honors Program
Honors Program
Honors Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on an **Honors Program** Learning Outcomes.*

Instructor: Kathleen Cadman and Carey Campbell

Course Number: HNRS 4920 **Course Title:** Soundtrack of the Revolution

Semester: Fall **Year:** 2019

Evidence of Learning: Honors Program Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement** **What did you have the student do?**	**Threshold for Evidence of Student Learning** **Example: Everyone will obtain a C**	**Findings Linked to Learning Outcomes** **What % achieved threshold**	**Interpretation of Findings** **What do the results mean?**	**Action Plan/Use of Results** **Call to Action, Plan**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
Practice clear and compelling written and/or creative expression	Students prepared class presentations based upon their final written project. They also submitted journal entries responding to student presentations.	Everyone will obtain a B on the journal entries and the final written project.	100% achieved threshold.	The students were able to communicate their ideas in writing to an acceptable degree.	Continue to use the assignments.
Learning Outcome 2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
Engage in critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition	Presentations were on a vast array of potentially controversial topics (civil rights, immigration, prison reform, etc.) and the students engaged in class discussion about those topics.	100% of students would participate in the discussions, providing thoughtful and open-minded comments on the topics.	85% of students contributed actively to the class discussions.	Some of the students either did not feel comfortable voicing their views or were not engaged.	Develop techniques to encourage all to participate.
Learning Outcome 3:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
Undertake the comprehension of abstract arguments as they move between the general and the particular	While the topics were somewhat specific (see above), the underlying thread was exploration of the uses and potential for music to be harnessed as an agent for social change	100% of students would be able to identify, for any given topic, the ways in which the overarching theme was addressed.	100% of students demonstrated this ability.	The theme was clear from the outset, and students understood the relationships we were asking them to observe.	Continue to encourage this kind of thinking
Learning Outcome 4:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
Encounter a variety of human experience, exploring both its	Economic, cultural, and political diversity were built in to the class topics.	100% of students will			

Weber State University Honors Program
Honors Program
Honors Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on an **Honors Program** Learning Outcomes.*

Instructor: **Robert Ameling**

Course Number: HNRS 4920 **Course Title:** R.E.A.L. Projects

Semester: Fall **Year:** 2020

Evidence of Learning: Honors Program Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement** **What did you have the student do?**	**Threshold for Evidence of Student Learning** **Example: Everyone will obtain a C**	**Findings Linked to Learning Outcomes** **What % achieved threshold**	**Interpretation of Findings** **What do the results mean?**	**Action Plan/Use of Results** **Call to Action, Plan**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	The goal is that students will use the skills gained from producing a result via their projects to enhance their resumes and there oveall marketability to potential employers when they begin searching for future
Practice clear and compelling written and/or creative expression	Students had to write an engagment letter to an employer, document their progress throughout their projects and write a project recommendations paper for the employer at the end of the semester	Everyone will contribute to and complete a project with recommendations and/or deliverables for a employer	100%	Results of the projects mean different things to the different employers. To me, they mean that my students were able implement the skills of project management, team work, and communication	
Learning Outcome 2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	More checkpoints will be put in place and an emphasis on improved and more frequent communication will be made for future courses
Engage in critical thinking that is open-minded, objective, and as free as possible from prejudice and	Students encountered ambiguity at times when working to identify recommendations for their projects, requiring	Project teams will be able to problem solve and overcome roadblocks presented as part of their projects	80%	1 project team had a difficult time problem solving without a great deal of intervention from the instructor. Poor time	

Evidence of Learning: Honors Program Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement** **What did you have the student do?**	**Threshold for Evidence of Student Learning** **Example: Everyone will obtain a C**	**Findings Linked to Learning Outcomes** **What % achieved threshold**	**Interpretation of Findings** **What do the results mean?**	**Action Plan/Use of Results** **Call to Action, Plan**
presupposition	them to think critically, outside the box, and as a team.			management and ambiguity from project mentor were the biggest factors.	
Learning Outcome 3:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	Students will apply this ability in the workplace when asked to take on a task or project that may be abstract or lack specifics
Undertake the comprehension of abstract arguments as they move between the general and the particular	Project teams had to take information from class, which was diseminated generally to the whole class and decide how it applied to their particular project since each project was vastly different	Each project team demonstrated their unique approach to the information collected during class by showcasing the varying processes they took to arrive at the conclusions which they then translated into recommendations for their employers	100%	The project teams were able to take abstract general instruction and were able to apply the information in a concrete way that met the needs of their unique project	
Learning Outcome 4:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	Demonstrated communication, and team building especially will translate seamlessly into the REAL world of work, which will be of a huge benefit for these students and the employers they work for.
Encounter a variety of human experience, exploring both its universality and its diversity	Students were required to work with people they had never worked with before, in some cases with people who had a different culture and native language than them, and they were required to work very closely with them for the whole semester	Students won't request a change in who they are working with or who they are working for.	100%	All project teams thrived while working with each other and for their mentors. This semester showed the greatest comradere of all the semesters prior to it.	

Weber State University Honors Program
Honors Program
Honors Courses Evidence of Learning Worksheet

*Note: Each criterion for this grid is based on an **Honors Program** Learning Outcomes.*

Instructor: **Robert Ameling**

Course Number: HNRS 4920 **Course Title:** R.E.A.L. Projects

Semester: Spring **Year:** 2020

Evidence of Learning: Honors Program Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement** **What did you have the student do?**	**Threshold for Evidence of Student Learning** **Example: Everyone will obtain a C**	**Findings Linked to Learning Outcomes** **What % achieved threshold**	**Interpretation of Findings** **What do the results mean?**	**Action Plan/Use of Results** **Call to Action, Plan**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	The goal is that students will use the skills gained from producing a result via their projects to enhance their resumes and there oveall marketability to potential employers when they begin searching for future
Practice clear and compelling written and/or creative expression	Students had to write an engagment letter to an employer, document their progress throughout their projects and write a project recommendations paper for the employer at the end of the semester	Everyone will contribute to and complete a project with recommendations and/or deliverables for a employer	100%	Results of the projects mean different things to the different employers. To me, they mean that my students were able implement the skills of project management, team work, and communication	
Learning Outcome 2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	More checkpoints will be put in place and an emphasis on improved and more frequent communication will be made for future courses
Engage in critical thinking that is open-minded, objective, and as free as possible from prejudice and	Students encountered ambiguity at times when working to identify recommendations for their projects, requiring	Project teams will be able to problem solve and overcome roadblocks presented as part of their projects	66%	1 project team had a difficult time problem solving without a great deal of intervention from the instructor	

Evidence of Learning: Honors Program Courses					
Measurable Learning Outcomes **Students will…**	**Method of Measurement** **What did you have the student do?**	**Threshold for Evidence of Student Learning** **Example: Everyone will obtain a C**	**Findings Linked to Learning Outcomes** **What % achieved threshold**	**Interpretation of Findings** **What do the results mean?**	**Action Plan/Use of Results** **Call to Action, Plan**
presupposition	them to think critically, outside the box, and as a team.				
Learning Outcome 3:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	Students will apply this ability in the workplace when asked to take on a task or project that may be abstract or lack specifics
Undertake the comprehension of abstract arguments as they move between the general and the particular	Project teams had to take information from class, which was diseminated generally to the whole class and decide how it applied to their particular project since each project was vastly different from one	Each project team demonstrated their unique approach to the information collected during class by showcasing the varying processes they took to arrive at the conclusions which they then translated into recommendations to their employers	100%	The project teams were able to take abstract general instruction and were able to apply the information in a concrete way that meet the needs of their unique project	
Learning Outcome 4:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	Ensure that expectations for the employer mentors are better established. Instructor should have more communication with the employer mentor as well
Encounter a variety of human experience, exploring both its universality and its diversity	Students were required to work with people they had never worked with before, in some cases with people who had a different culture and native language than them, and they were required to work very closely with them for the whole semester	Students won't request a change in who they are working with or who they are working for.	85%	All project teams thrived while working with each other and all groups but one had very positive experiences working with their employer mentors	

Weber State University Honors Program
Honors Program
Honors Courses Evidence of Learning Worksheet

Note: Each criterion for this grid is based on an ***Honors Program*** *Learning Outcomes.*

Instructor: Robert Ameling

Course Number: HNRS 4920 **Course Title:** REAL Projects

Semester: Spring **Year:** 2021

Evidence of Learning: Honors Program Courses					
Measurable Learning Outcomes	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Students will…	**What did you have the student do?**	**Example: Everyone will obtain a C**	**What % achieved threshold**	**What do the results mean?**	**Call to Action, Plan**
Learning Outcome 1:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	

Practice clear and compelling written and/or creative expression	Students had to write an engagment letter to an employer, document their progress throughout their projects and write a project recommendations paper for the employer at the end of the semester	Everyone will contribute to and complete a project with recommendations and/or deliverables for a employer	90%	Results of the projects mean different things to the different employers. To me, they mean that my students were able implement the skills of project management, team work, and communication. One of the project teams though, failed to meet the standards expected	The goal is that students will use the skills gained from producing a result via their projects to enhance their resumes and there oveall marketability to potential employers when they begin searching for future employment. I also will develop a template or sample recommendations
Learning Outcome 2:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition	Students encountered ambiguity at times when working to identify recommendations for their projects, requiring them to think critically, outside the box, and as a team.	Project teams will be able to problem solve and overcome roadblocks presented as part of their projects	80%	1 project team problem solved but the results were not to the liking of the project mentor. Poor time management and ambiguity from project mentor were the biggest factors.	More checkpoints will be put in place and an emphasis on improved and more frequent communication will be made for future courses. An advice document for mentors on what it means to be a good mentor will
Learning Outcome 3:	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	
The comprehension of abstract arguments and the ability to move between the general and the particular	Project teams had to take information from class, which was diseminated generally to the whole class and decide how it applied to their particular project	Each project team demonstrated their unique approach to the information collected during class by showcasing the varying processes they took to arrive at the conclusions which they	100%	The project teams were able to take abstract general instruction and were able to apply the information in a concrete way that met the needs of their unique project	Students will apply this ability in the workplace when asked to take on a task or project that may be abstract or lack specifics

Learning Outcome 4:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	
An appreciation for the variety of human experience, exploring both its universality and its diversity	Students were required to work with people they had never worked with before, in some cases with people who had a different culture and native language than them, and they were required to work very	Each project team demonstrated their unique approach to the information collected during class by showcasing the varying processes they took to arrive at the conclusions which they then translated into recommendations for their	100%	The project teams were able to take abstract general instruction and were able to apply the information in a concrete way that met the needs of their unique project	Students will apply this ability in the workplace when asked to take on a task or project that may be abstract or lack specifics