

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program:	Honors
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A. Brief Introductory Statement:

The Weber State University Honors Program offers students a comfortable and friendly learning environment. We offer a:

- Place for students looking for an academic community, both through classes and in the Honors Center;
- Number of small, challenging, and creative classes, many of which fulfill General Education requirements;
- Commitment to diversity, in terms of the variety of classes offered, as well as our respect for individual differences;
- Discussion-based approach to classes that often includes collaborative group projects or activities;
- Preparation for professional life and graduate school after Weber.

B. Mission Statement

The Weber State University Honors Program aims to provide students with an enriched program of study through:

- small, challenging, and creative classes, many of which fulfill General Education requirements;
- a stimulating and supportive learning environment, both in classes and in the Honors Center;
- opportunities to examine one's own perspective in the light of differing values or points of view;
- an integrative approach to education, connecting disciplines and ideas;
- the availability of departmental Honors with most departments on campus.

Students who earn Honors will be well prepared for professional life and/or graduate school after Weber.

C. Student Learning Outcomes

Students will:

- Practice clear and compelling written and/or creative expression;
- Engage in critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition;
- Undertake the comprehension of abstract arguments and the ability to move between the general and the particular;
- Encounter a variety of human experience, exploring both its universality and its diversity.

D. Curriculum

Curriculum Map

	Abstract Arguments	Appreciate Diversity	Critical Thinking	Written/Creative Expression
HNRS1110		A	A	A
HNRS1500	A	A	A	A
HNRS1510	A	A	A	A
HNRS1520	A	A	A	A
HNRS1530	A			A
HNRS1540		A	A	A
HNRS2010		B	B	B
HNRS2020	B			B
HNRS2030	B	B	B	B
HNRS2040	B	B	B	B
HNRS2050	B	B	B	B
HNRS2110	B	B	B	B
HNRS2120	B	B	B	B
HNRS2130	B	B	B	B

HNRS2830	B	B	B	B
HNRS2900	B	B	B	B
HNRS2920	B	B	B	B
HNRS3110	C	C	C	C
HNRS3900	C	C	C	C
HNRS4830	C	C	C	C
HNRS4900	C	C	C	C
HNRS4920	C	C	C	C
HNRS4990	C	C	C	C
*A=Introduced, B=Practiced, C=Mastered				

E. Assessment Plan

General Education: Our goal is to assess all Honors Gen Ed classes each time they are taught. However, not every instructor completes the assessment process. Therefore our threshold for success is set at 80% which means we feel that we have been successful when 80% of our faculty submit evidence of student learning each semester.

We are lacking assessment for Social Science classes this academic year. Having identified this lack of assessment documentation, we aim to rectify it in the 2015-2016 academic year.

3000-4000 Level Classes: All Upper Division Honors classes are assessed each time they are taught.

F. Report of assessment results for the most previous academic year:

a. Evidence of Learning: Courses within the Major

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
HNRS: An appreciation for the variety of human experience, exploring both its universality and its diversity	1 Quiz Question	70%	11.5/13 (88.5%) correct	Students appreciate the impact that scientific study and biologic advances have on their everyday lives.	Because only 1 quiz was given during the semester, there is only one data point for assessment. Though it seems that students have met this learning outcome, future class offerings should include additional assessments.
	Honors Activity #8: Students calculated the results of a hypothetical medical test, and discovered the importance of the accuracy of the test in the case of a rare disease.	Students will score 80% on this particular activity	11 of 12 students met or exceeded the threshold.	Most of the class met or exceeded the threshold.	Provide more guidance on the mathematics of probability used.
	1, 2, 3, 4 on rubric	75%	16 of 18 proficient	16 excellent	Bring remaining to excellent
	Rubric Measure: Audience: Science in Society	All students will demonstrate competencies at the mean of the measure	12 out of 13 student achieved at the mean for the measure	11 Of 14 achieved an excellent or above	Improve performance of those performing at the mean

7 Learning Checks	3 attempts to decrease individual times on timed exercise - Best times range under 15 seconds	All students, but one, achieved mastery	The one student who did not achieve mastery had a physical disability that slowed performance.	Design the activity with multiple ways to assess (not all based on speed).
Measure 1: Concept Maps	Measure 1: $\geq 70\%$ of students score above $\geq 7/10$ on Concept Maps	Measure 1: All students scored $\geq 7/10$ on Concept Maps	Measure 1: All students made at least satisfactory connections between the learning objectives and course material	No action needed at this time.
Measure 3: LS Assessment Exam	Measure 3: $\geq 70\%$ of students score $\geq 70\%$ on Outcome 3 questions	Measure 3: 75% of the students scored $\geq 70\%$ on Outcome 3 questions	Measure 3: Almost all students were at least satisfactory.	No action needed at this time.
Rubric Measures 1,2,3	All students (14) will demonstrate competency in each outcome.	13 out of 14 students demonstrate competency	13 of the 14 students achieved competency. This writing assignment was modeled in earlier assignments. The one student who needed to improve her writing was given the opportunity to re-submit the assignment. She re-submitted the assignment after receiving feedback.	Keep providing the opportunity for students to improve their writing after receiving feedback.
Item 3 of the grading rubric: "The paper describes the benefits of the process to society, and the risks, if appropriate. (20 points)"	All students are expected to meet or exceed a level of proficiency of "Meets Expectations" (15 points).	4 out of 5 students earned 15 or more points on this element. The fifth student earned 10 points.	Although the class as a whole performed at the expected level of proficiency, one student turned in the assignment late and did not have an opportunity to revise the paper based on instructor feedback, and as a result suffered a lower score.	More emphasis will be placed on timely submission of assignments in order to participate in the revision process.

HNRS: An understanding of and appreciation for the various modes of artistic expression	Rubric measures 1, 2, 3 & 4	All students will demonstrate competencies at the mean of each measure	11 out of 13 achieved at least the mean at each measure	8 out of 13 achieved outstanding performance.	Improve performance of those performing at or below the mean
	Fan Fiction Assignment: Students write their own continuation of a story, film, book, song, etc. This requires understanding of creative processes.	Students will score at least 80/100	All students exceeded the threshold	Students chose their own piece of fiction to "continue". They were already well-versed, presumably, in the creative processes involved in the piece of their choosing.	Add additional Fan Fiction assignment in which the story is chosen randomly or by the instructors.
	Rubric measures this via details within personal narrative, reference to other narratives, and personal voice	All students will show a competency in all of the 5 measurements	All students received at least an average score in each of the 3 measurements	The class as a whole received at least an average score. Creatively, they did well. This was their strongest part.	Continue to encourage their creativity and the details of their personal narrative and voice.
HNRS: Clear and compelling written expression	1, 2, 3, 4 on rubric	75%	16 of 18 proficient	16 excellent	Bring remaining to excellent
	Individual and Group Project Paper and Presentation	80% or higher for cumulative project scores	Scores ranged from 82.3% to 94.7%. With median at 91.3%. Excluding one outlier at 49.3%.	The outlier failed the class. This student jumped in and out of content sporadically. This student also failed to complete the group project.	Start the group projects earlier to identify the students who are struggling.
HNRS: The comprehension of abstract arguments and the ability to move between the general and the particular	bi-weekly two-page reading analyses; pretest and posttest	notable improvement from pretest to posttest; score of 15 on reading analysis;	about half the class excelled; all improved	for those for whom abstract thinking was new and difficult, this may have been the most challenging and growth-promoting aspect of the course	continue reading analysis assignments; it ensures students do the reading AND practice analyzing what they've read
	Rubric measures 1, 2, 3 & 4	All students will demonstrate competencies at the mean of each measure	11 out of 13 achieved at least the mean at each measure	8 out of 13 achieved outstanding performance.	Improve performance of those performing at or below the mean

	1 Quiz Question	70%	13/13 (100%) correct	Students learned that, to thoroughly understand biology, some knowledge of various physical science disciplines is necessary.	Because only 1 quiz was given during the semester, there is only one data point for assessment. Though it seems that students have met this learning outcome, future class offerings should include additional assessments.
	2 quiz questions:	70%	Quiz question 1: 1/13 (7.5% correct). Quiz question 2: 6.5/13 (50%) correct.	Although I believe students do understand that multicellular organisms are comprised of smaller units, they were unable to answer these two questions accurately. Thus, they failed to meet this learning outcome.	Quiz question 2 was poorly-constructed in that the correct combination failed to appear as one of the answer options. In the future, this error will be corrected (as a greater number of students likely would have answered correctly if the right answer were included among the distractors. The class focused upon DNA (only one of the classes of biological molecules). In the future, I should be more clear that this molecule is only one of four types of molecules that make up living organisms.

				Although many students understood that chemicals (specifically hormones) can regulate physiologic processes (e.g., homeostasis), they were unable to explain the mechanism by which this regulation occurs. Perhaps the explanation that was given in class was too detailed for this level of a class such that students were unable to remember it. A different question or set of questions should be developed for future course offerings.
1 Quiz question	70%	5.5/13 (42%) correct	Students failed to meet this learning outcome.	
1 Quiz Question	70%	9/13 (69%) correct	Students failed to meet the learning outcome, but only by a narrow margin.	Because only 1 quiz was given during the semester, there is only one data point for assessment. Though it seems that students failed to meet this learning outcome, future class offerings should include additional assessments.
Quiz question: "Can environmental factors influence gene expression? If you believe that it can, provide one example."	70%	10/13 (77%) correct	Students understand that organisms, including humans, are affected by their environments. Indeed, students were able to give examples of environmental impacts upon the utilization of DNA.	Because only 1 quiz was given during the semester, there is only one data point for assessment. Though it seems that students have met this learning outcome, future class offerings should include additional assessments.

Honors Activity #8: Students applied the mathematics of probability to a problem in physiology,	Students will score 80% on this particular activity	12 of 12 students met or exceeded the threshold.	The class met or exceeded the threshold.	No change.
Honors Activity #12: Students analyzed how the positions of two runners changed with time, according to the Greek philosopher Zeno.	Students will score 80% on this particular activity	12 of 12 students met or exceeded the threshold.	The class met or exceeded the threshold.	No change.
Honors Activity #13: Students were asked to measure the volume of a cup using three different methods.	Students will score 80% on this particular activity	12 of 12 students met or exceeded the threshold.	The class met or exceeded the threshold.	No change.
Honors Activity #13: Students were given video frames of a falling objects to analyze.	Students will score 80% on this particular activity	12 of 12 students met or exceeded the threshold.	The class met or exceeded the threshold.	No change.
Honors Activity #14: Students were given examples of the motion of objects from baseballs to planets, and applied Newton's first law of motion to identify the forces acting.	Students will score 80% on this particular activity	11 of 12 students met or exceeded the threshold.	Most of the class met or exceeded the threshold.	Improve introduction to Newton's first law of motion.
Rubric measure: Engagement: Integration of Science	All students will demonstrate competencies at the mean of the measure	12 out of 13 student achieved at the mean for the measure	11 Of 14 achieved an excellent or above	Improve performance of those performing at the mean
Revival Assignment: Students engage in a creative activity that is a re-working of an existing, older artifact/activity.	Students will score at least 80/100	All students met or exceeded the threshold	Students were able to choose their source work as well as the medium for their revival activity. This choice allowed the results of the assignment to be meaningful to each student individually.	No change is needed

Measure 1: Concept Maps	Measure 1: ≥70% of students score above ≥ 7/10 on Concept Maps	Measure 1: All students scored ≥ 7/10 on Concept Maps	Measure 1: All students made at least satisfactory connections between the learning objectives and course material	No action needed at this time.
Measure 2: Essay	Measure 2: ≥70% of students score ≥ 70% on Essay	Measure 2: 87.5% of students scored ≥ 70% on the Essay. All students who turned in complete Essays scored ≥ 70%.	Measure 2: Almost all students were at least satisfactory.	No action needed at this time.
Measure 3: LS Assessment Exam	Measure 3: ≥70% of students score ≥ 70% on Outcome 2 questions	Measure 3: 87.5% of the students scored ≥70% on Outcome 2 questions	Measure 3: Almost all students were at least satisfactory.	No action needed at this time.
Measure 1: Concept Maps	Measure 1: ≥70% of students score above ≥ 7/10 on Concept Maps	Measure 1: All students scored ≥ 7/10 on Concept Maps	Measure 1: All students made at least satisfactory connections between the learning objectives and course material	No action needed at this time.
Measure 3: LS Assessment Exam	Measure 3: ≥70% of students score ≥ 70% on Outcome 6 questions	Measure 3: 75% of the students scored ≥70% on Outcome 6 questions	Measure 3: Almost all students were at least satisfactory.	No action needed at this time.
Measure 1: Concept Maps	Measure 1: ≥70% of students score above ≥ 7/10 on Concept Maps	Measure 1: All students scored ≥ 7/10 on Concept Maps	Measure 1: All students made at least satisfactory connections between the learning objectives and course material	No action needed at this time.
Measure 3: LS Assessment Exam	Measure 3: ≥70% of students score ≥ 70% on Outcome 7 questions	Measure 3: 87.5% of the students scored ≥70% on Outcome 7 questions	Measure 3: Almost all students were at least satisfactory.	No action needed at this time.

	Measure 1: $\geq 70\%$ of students score above $\geq 7/10$ on Concept Maps	Measure 1: All students scored $\geq 7/10$ on Concept Maps	Measure 1: All students made at least satisfactory connections between the learning objectives and course material	No action needed at this time.
	Measure 3: $\geq 70\%$ of students score $\geq 70\%$ on Outcome 7 questions	Measure 3: 87.5% of the students scored $\geq 70\%$ on Outcome 7 questions	Measure 3: Almost all students were at least satisfactory.	No action needed at this time.
	Measure 1: $\geq 70\%$ of students score above $\geq 7/10$ on Concept Maps	Measure 1: All students scored $\geq 7/10$ on Concept Maps	Measure 1: All students made at least satisfactory connections between the learning objectives and course material	No action needed at this time.
	Measure 3: $\geq 70\%$ of students score $\geq 70\%$ on Outcome 8 questions	Measure 3: 100% of the students scored $\geq 70\%$ on Outcome 8 questions	Measure 3: All students were at least satisfactory.	No action needed at this time.
Rubric measures this via organization, details, reference, voice, mechanics, and the peer review	All students will show a competency in all of the 5 measurements	13 of the 15 total students received at least an average score in all of the 5 measurements	7 of the 15 students received an excellent, 5 received good, and the remaining 3 received an adequate. Analytically, they struggled more. As a whole, they needed to connect their experience to other literature and audiences more.	Explain more how to connect personal experiences to broad audiences and use the creative narratives we have read as a class more. Possibly more in-depth student examples.
1, 2, 3, 4 on rubric	75%	16 of 18 proficient	16 excellent	Bring remaining to excellent
11 Film Discussion and Analysis Assignments	High completion rate (10 out of 11). Total score of 132 of 165 possible (80%).	Scores ranged from 87% to 100%. With median at 95%. Excluding one outlier at 67.8%.	The outlier failed the class. This student jumped in and out of content sporadically.	Incorporate a mid-way student feedback survey to get student input on content and activities.

Quiz question:	70%	12/13 (92%) correct	Students learned how scientists approach problems as well as the steps (and the appropriate order of them) in the scientific method.	Because only 1 quiz was given during the semester, there is only one data point for assessment. Though it seems that students have met this learning outcome, future class offerings should include additional assessments.
Honors Activity #9: Students hung masses from a rubber band and measured the band's stretch. They graphed their data and extrapolated to predict the stretch when more masses were added.	Students will score 80% on this particular activity	12 of 12 students met or exceeded the threshold.	The class met or exceeded the threshold.	No change.
Rubric Measure: Accuracy Problem Solving and Data Analysis	All students will demonstrate competencies at the mean of the measure	12 out of 13 student achieved at the mean for the measure	11 Of 14 achieved an excellent or above	Improve performance of those performing at the mean
Measure 1: Concept Maps	Measure 1: $\geq 70\%$ of students score above $\geq 7/10$ on Concept Maps	Measure 1: All students scored $\geq 7/10$ on Concept Maps	Measure 1: All students made at least satisfactory connections between the learning objectives and course material	No action needed at this time.
Measure 2: Essay	Measure 2: $\geq 70\%$ of students score $\geq 70\%$ on Essay	Measure 2: 87.5% of students scored $\geq 70\%$ on the Essay. All students who turned in complete Essays scored $\geq 70\%$.	Measure 2: Almost all students were at least satisfactory.	No action needed at this time.
Measure 3: LS Assessment Exam	Measure 3: $\geq 70\%$ of students score $\geq 70\%$ on Outcome 4 questions	Measure 3: 100% of the students scored $\geq 70\%$ on Outcome 4 questions	Measure 3: All students were at least satisfactory.	No action needed at this time.

HNRS: Critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition	1, 2, 3, 4 on rubric	75%	16 of 18 proficient	16 excellent	Bring remaining to excellent
	11 Film Discussion and Analysis Assignments	High completion rate (10 out of 11). Total score of 132 of 165 possible (80%).	Scores ranged from 87% to 100%. With median at 95%. Excluding one outlier at 67.8%.	The outlier failed the class. This student jumped in and out of content sporadically.	Incorporate a mid-way student feedback survey to get student input on content and activities.
	Honors Activity #9: Students hung masses from a rubber band and measured the band's stretch. They graphed their data and extrapolated to predict the stretch when more masses were added.	Students will score 80% on this particular activity	12 of 12 students met or exceeded the threshold.	The class met or exceeded the threshold.	No change.
	Rubric Measure: Accuracy Problem Solving and Data Analysis	All students will demonstrate competencies at the mean of the measure	12 out of 13 student achieved at the mean for the measure	11 Of 14 achieved an excellent or above	Improve performance of those performing at the mean
	Measure 1: Concept Maps	Measure 1: $\geq 70\%$ of students score above $\geq 7/10$ on Concept Maps	Measure 1: All students scored $\geq 7/10$ on Concept Maps	Measure 1: All students made at least satisfactory connections between the learning objectives and course material	No action needed at this time.
	Measure 2: Essay	Measure 2: $\geq 70\%$ of students score $\geq 70\%$ on Essay	Measure 2: 87.5% of students scored $\geq 70\%$ on the Essay. All students who turned in complete Essays scored $\geq 70\%$.	Measure 2: Almost all students were at least satisfactory.	No action needed at this time.
	Measure 3: LS Assessment Exam	Measure 3: $\geq 70\%$ of students score $\geq 70\%$ on Outcome 4 questions	Measure 3: 100% of the students scored $\geq 70\%$ on Outcome 4 questions	Measure 3: All students were at least satisfactory.	No action needed at this time.

Quiz question: "True/False. Everything we currently know about science is certainly correct and will not change in the future."	70%	13/13 (100%) correct	Students understand that science is an evolving discipline that requires scientists to be agile in their thinking.	Because only 1 quiz was given during the semester, there is only one data point for assessment. Though it seems that students have met this learning outcome, future class offerings should include additional assessments.
Honors Activity #4: Students found the circumference of Earth by measuring the altitude of the north star, replicating an ancient Greek measurement.	Students will score 80% on this particular activity	9 of 12 students met or exceeded the threshold.	Most of the class met or exceeded the threshold.	Improve instruction on techniques of finding the north star.
Rubric measure: Accuracy: Nature of Science	All students will demonstrate competencies at the mean of the measure	12 out of 13 student achieved at the mean for the measure	11 Of 14 achieved an excellent or above	Improve performance of those performing at the mean
Measure 1: Concept Maps	Measure 1: $\geq 70\%$ of students score above $\geq 7/10$ on Concept Maps	Measure 1: All students scored $\geq 7/10$ on Concept Maps	Measure 1: All students made at least satisfactory connections between the learning objectives and course material	No action needed at this time.
Measure 2: Essay	Measure 2: $\geq 70\%$ of students score $\geq 70\%$ on Essay	Measure 2: 87.5% of students scored $\geq 70\%$ on the Essay. All students who turned in complete Essays scored $\geq 70\%$.	Measure 2: Almost all students were at least satisfactory.	No action needed at this time.
Measure 3: LS Assessment Exam	Measure 3: $\geq 70\%$ of students score $\geq 70\%$ on Outcome 1 questions	Measure 3: 87.5% of the students scored $\geq 70\%$ on Outcome 1 questions	Measure 3: Almost all students were at least satisfactory.	No action needed at this time.

	Quiz question: Hypothesized.) Ask a question	70%	12/13 (92%) correct	Students learned how scientists approach problems as well as the steps (and the appropriate order of them) in the scientific method.	Because only 1 quiz was given during the semester, there is only one data point for assessment. Though it seems that students have met this learning outcome, future class offerings should include additional assessments.
	team debates; bi-weekly peer-reviews of reading analyses	completion of peer reviews with constructive comments; debates deemed successful when each team presents compelling arguments (vote for winner is split)	students valued reading differing opinions via peer reviews and debates were successful each time	it was surprising how much students enjoyed these elements of the course	keep both of these elements; they encourage critical thinking AND help students form personal bonds
Understand the interactions between individuals and their socio-cultural environments, and examine one's own perspective in this broader context	Semester-long class project to create a visual infographic of all the meanings of life we studied	collective, continual participation in project; individual integration of the project into final dialogical essay	whenever we took what we'd learned from each civilization and sought to apply it to our chart, discussions were lively and took us deeper into the topics	very useful way to take abstract ideas and make them tangible. Also useful in comparing subjects and maintaining big-picture perspective	useful and popular. Printed posters of final product helps students take what they've learned into their future lives
Appreciate the interrelationship of history and ideas, and the multiple perspectives from which the meaning of life can be addressed	pretest and final dialogical essay (this is perhaps the main goal of the course)	notable progress from pretest to posttest; final essay should clearly display this	all students showed remarkable improvement and a clear appreciation for the multiple perspectives derived from past civilizations	goal achieved	all the elements of the course work together to help students arrive at this outcome

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

Additional Information:

	Gen Ed Taught	Gen Ed EOL Assessment	% EOL Assessed	Honors Taught	Honors EOL Assessment	% EOL Assessed	Total Classes Taught	Honors Course/Instructor Evaluations Given	% Course/Instructor Assessed
Fall 2014	9	6	66.67%	12	6	50.00%	12	12	100.00%
Spring 2015	7	6	85.71%	10	8	80.00%	10	10	100.00%
Overall	16	12	75.00%	22	14	63.64%	22	22	100.00%

We aim for 100% compliance in terms of instructor submission of evidence of student learning. That being said, we understand that this is not always possible, and so we are satisfied when we reach 80% compliance. Based on the chart above, we met this threshold in Spring 2015, but did not meet it in Fall 2014. Overall, we fell just short.

Beyond willingness to participate, there are two reasons why we have not been collected assessment from all our instructors:

- Some faculty are unfamiliar and somewhat intimidated with the process required for submitting evidence of learning. The more times we repeat this process, the more comfortable faculty feel.
- Our guidelines for completing the required forms were not as clear as needed. We have now created more helpful online documentation for faculty, which has led to some improvement in reporting.

We proactively encourage faculty to complete assessment by:

- Including training and samples in the session we offer Honors faculty the semester before they teach;
- Sending emails prior to the deadline for submission each semester asking for results to be submitted.

- Following up with those individuals who fail to submit by contacting them individually and asked to submit. Based on these strategies for gathering evidence of learning, we anticipate that our compliance numbers will continue to increase.

b. Evidence of Learning: General Education Courses

Creative Arts					
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
CA: Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts	Rubric measures 1, 2, 3 & 4	All students will demonstrate competencies at the mean of each measure	11 out of 13 achieved at least the mean at each measure	8 out of 13 achieved outstanding performance.	Improve performance of those performing at or below the mean
	Rubric measures this via details within personal narrative, reference to other narratives, and personal voice	All students will show a competency in all of the 5 measurements	All students received at least an average score in each of the 3 measurements	The class as a whole received at least an average score. Creatively, they did well. This was their strongest part.	Continue to encourage their creativity and the details of their personal narrative and voice.
	Fan Fiction Assignment: Students write their own continuation of a story, film, book, song, etc. This requires understanding of creative processes.	Students will score at least 80/100	All students exceeded the threshold	Students chose their own piece of fiction to "continue". They were already well-versed, presumably, in the creative processes involved in the piece of their choosing.	Add additional Fan Fiction assignment in which the story is chosen randomly or by the instructors.
CA: Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards	Rubric measures 1, 2, 3 & 4	All students will demonstrate competencies at the mean of each measure	11 out of 13 achieved at least the mean at each measure	8 out of 13 achieved outstanding performance.	Improve performance of those performing at or below the mean

employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures	Revival Assignment: Students engage in a creative activity that is a re-working of an existing, older artifact/activity. This requires analysis of creative works from a variety of cultural moments.	Students will score at least 80/100	All students met or exceeded the threshold	Students were able to choose their source work as well as the medium for their revival activity. This choice allowed the results of the assignment to be meaningful to each student individually.	No change is needed
	Rubric measures this via organization, details, reference, voice, mechanics, and the peer review	All students will show a competency in all of the 5 measurements	13 of the 15 total students received at least an average score in all of the 5 measurements	7 of the 15 students received an excellent, 5 received good, and the remaining 3 received an adequate. Analytically, they struggled more. As a whole, they needed to connect their experience to other literature and audiences more.	Explain more how to connect personal experiences to broad audiences and use the creative narratives we have read as a class more. Possibly more in-depth student examples.

Humanities					
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
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	1, 2, 3, 4 on rubric	75%	16 of 18 proficient	16 excellent	Bring remaining to excellent
	Rubric Measures 1,2,3	All students (14) will demonstrate competency in each outcome.	13 out of 14 students demonstrate competency	13 of the 14 students achieved competency. This writing assignment was modeled in earlier assignments. The one student who needed to improve her writing was given the opportunity to re-submit the assignment. She re-submitted the assignment after receiving feedback.	Keep providing the opportunity for students to improve their writing after receiving feedback.
	7 Learning Checks	3 attempts to decrease individual times on timed exercise - Best times range under 15 seconds	All students, but one, achieved mastery	The one student who did not achieve mastery had a physical disability that slowed performance.	Design the activity with multiple ways to assess (not all based on speed).
HU: Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures	1, 2, 3, 4 on rubric	75%	16 of 18 proficient	16 excellent	Bring remaining to excellent
	11 Film Discussion and Analysis Assignments	High completion rate (10 out of 11). Total score of 132 of 165 possible (80%).	Scores ranged from 87% to 100%. With median at 95%. Excluding one outlier at 67.8%.	The outlier failed the class. This student jumped in and out of content sporadically.	Incorporate a mid-way student feedback survey to get student input on content and activities.
HU: Students will demonstrate the ability to	1, 2, 3, 4 on rubric	75%	16 of 18 proficient	16 excellent	Bring remaining to excellent

effectively communicate their understanding of humanities materials in written, oral, or graphic forms	Individual and Group Project Paper and Presentation	80% or higher for cumulative project scores	Scores ranged from 82.3% to 94.7%. With median at 91.3%. Excluding one outlier at 49.3%.	The outlier failed the class. This student jumped in and out of content sporadically. This student also failed to complete the group project.	Start the group projects earlier to identify the students who are struggling.
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Physical Science					
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
PS: Energy: Interactions within the universe can be described in terms of energy exchange and conservation HNRS: The comprehension of abstract arguments and the ability to move between the general and the particular	Honors Activity #13: Students were given video frames of a falling objects to analyze. They found that the falling object did not obey Galileo's description of falling because air friction transferred energy from the ball	Students will score 80% on this particular activity	12 of 12 students met or exceeded the threshold.	The class met or exceeded the threshold.	No change.
PS: Forces: Equilibrium and change are determined by forces acting at all organizational levels HNRS: The comprehension of abstract arguments and the ability to move between the general and the particular	Honors Activity #14: Students were given examples of the motion of objects from baseballs to planets, and applied Newton's first law of motion to identify the forces acting.	Students will score 80% on this particular activity	11 of 12 students met or exceeded the threshold.	Most of the class met or exceeded the threshold.	Improve introduction to Newton's first law of motion.
PS: Integration of science. All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated	Honors Activity #8: Students applied the mathematics of probability to a problem in physiology, "Can dogs Recognize the Color Red?", and to a problem in political science, a voting paradox.	Students will score 80% on this particular activity	12 of 12 students met or exceeded the threshold.	The class met or exceeded the threshold.	No change.

		All students will demonstrate competencies at the mean of the measure	12 out of 13 student achieved at the mean for the measure	11 Of 14 achieved an excellent or above	Improve performance of those performing at the mean
	Rubric measure: Engagement: Integration of Science				
PS: Matter: Matter comprises an important component of the universe, and has physical properties that can be described over a range of scales HNRS: The comprehension of abstract arguments and the ability to move between the general and the particular	Honors Activity #13: Students were asked to measure the volume of a cup using three different methods. They found that their result depended on the method used.	Students will score 80% on this particular activity	12 of 12 students met or exceeded the threshold.	The class met or exceeded the threshold.	No change.
PS: 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	Honors Activity #4: Students found the circumference of Earth by measuring the altitude of the north star, replicating an ancient Greek measurement.	Students will score 80% on this particular activity	9 of 12 students met or exceeded the threshold.	Most of the class met or exceeded the threshold.	Improve instruction on techniques of finding the north star.
	Rubric measure: Accuracy: Nature of Science	All students will demonstrate competencies at the mean of the measure	12 out of 13 student achieved at the mean for the measure	11 Of 14 achieved an excellent or above	Improve performance of those performing at the mean
PS: Organization of systems: The universe is scientifically understandable in terms of interconnected systems. The systems evolve over time according to basic physical laws HNRS: The comprehension of abstract arguments and the ability to move between the general and the particular	Honors Activity #12: Students analyzed how the positions of two runners changed with time, according to the Greek philosopher Zeno.	Students will score 80% on this particular activity	12 of 12 students met or exceeded the threshold.	The class met or exceeded the threshold.	No change.

<p>PS: Problem solving and data analysis. Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner</p>	<p>Honors Activity #9: Students hung masses from a rubber band and measured the band's stretch. They graphed their data and extrapolated to predict the stretch when more masses were added.</p>	<p>Students will score 80% on this particular activity</p>	<p>12 of 12 students met or exceeded the threshold.</p>	<p>The class met or exceeded the threshold.</p>	<p>No change.</p>
	<p>Rubric Measure: Accuracy Problem Solving and Data Analysis</p>	<p>All students will demonstrate competencies at the mean of the measure</p>	<p>12 out of 13 student achieved at the mean for the measure</p>	<p>11 Of 14 achieved an excellent or above</p>	<p>Improve performance of those performing at the mean</p>
<p>PS: 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</p>	<p>Honors Activity #8: Students calculated the results of a hypothetical medical test, and discovered the importance of the accuracy of the test in the case of a rare disease.</p>	<p>Students will score 80% on this particular activity</p>	<p>11 of 12 students met or exceeded the threshold.</p>	<p>Most of the class met or exceeded the threshold.</p>	<p>Provide more guidance on the mathematics of probability used.</p>
	<p>Students were assigned to write a paper describing a technological advance related to at least one chemical principle covered in class. Item 3 of the grading rubric: "The paper describes the benefits of the process to society, and the risks, if appropriate. (20 points)"</p>	<p>All students are expected to meet or exceed a level of proficiency of "Meets Expectations" (15 points).</p>	<p>4 out of 5 students earned 15 or more points on this element. The fifth student earned 10 points.</p>	<p>Although the class as a whole performed at the expected level of proficiency, one student turned in the assignment late and did not have an opportunity to revise the paper based on instructor feedback, and as a result suffered a lower score.</p>	<p>More emphasis will be placed on timely submission of assignments in order to participate in the revision process.</p>
	<p>Rubric Measure: Audience: Science in Society</p>	<p>All students will demonstrate competencies at the mean of the measure</p>	<p>12 out of 13 student achieved at the mean for the measure</p>	<p>11 Of 14 achieved an excellent or above</p>	<p>Improve performance of those performing at the mean</p>

Life Sciences					
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
LS: Ecological interactions: All organisms, including humans, interact with their environment and other living organisms	Quiz question:	70%	10/13 (77%) correct	Students understand that organisms, including humans, are affected by their environments. Indeed, students were able to give examples of environmental impacts upon the utilization of DNA.	Because only 1 quiz was given during the semester, there is only one data point for assessment. Though it seems that students have met this learning outcome, future class offerings should include additional assessments.
	Measure 1: Concept Maps	Measure 1: ≥70% of students score above ≥ 7/10 on Concept Maps	Measure 1: All students scored ≥ 7/10 on Concept Maps	Measure 1: All students made at least satisfactory connections between the learning objectives and course material	No action needed at this time.
	Measure 3: LS Assessment Exam	Measure 3: ≥70% of students score ≥ 70% on Outcome 8 questions	Measure 3: 100% of the students scored ≥70% on Outcome 8 questions	Measure 3: All students were at least satisfactory.	No action needed at this time.
LS: Genetics and evolution: Shared genetic processes and evolution by natural selection are universal features of all life	Quiz question:	70%	9/13 (69%) correct	Students failed to meet the learning outcome, but only by a narrow margin.	Because only 1 quiz was given during the semester, there is only one data point for assessment. Though it seems that students failed to meet this learning outcome, future class offerings should include additional assessments.
	Measure 1: Concept Maps	Measure 1: ≥70% of students score above ≥ 7/10 on Concept Maps	Measure 1: All students scored ≥ 7/10 on Concept Maps	Measure 1: All students made at least satisfactory connections between the learning objectives and course material	No action needed at this time.

	Measure 3: LS Assessment Exam	Measure 3: $\geq 70\%$ of students score $\geq 70\%$ on Outcome 7 questions	Measure 3: 87.5% of the students scored $\geq 70\%$ on Outcome 7 questions	Measure 3: Almost all students were at least satisfactory.	No action needed at this time.
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	Quiz question: "	70%	13/13 (100%) correct	Students learned that, to thoroughly understand biology, some knowledge of various physical science disciplines is necessary.	Because only 1 quiz was given during the semester, there is only one data point for assessment. Though it seems that students have met this learning outcome, future class offerings should include additional assessments.
	Measure 1: Concept Maps	Measure 1: $\geq 70\%$ of students score above $\geq 7/10$ on Concept Maps	Measure 1: All students scored $\geq 7/10$ on Concept Maps	Measure 1: All students made at least satisfactory connections between the learning objectives and course material	No action needed at this time.
	Measure 2: Essay	Measure 2: $\geq 70\%$ of students score $\geq 70\%$ on Essay	Measure 2: 87.5% of students scored $\geq 70\%$ on the Essay. All students who turned in complete Essays scored $\geq 70\%$.	Measure 2: Almost all students were at least satisfactory.	No action needed at this time.
	Measure 3: LS Assessment Exam	Measure 3: $\geq 70\%$ of students score $\geq 70\%$ on Outcome 2 questions	Measure 3: 87.5% of the students scored $\geq 70\%$ on Outcome 2 questions	Measure 3: Almost all students were at least satisfactory.	No action needed at this time.

<p>LS: Levels of organization: All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems</p>	2 quiz questions:	70%	<p>Quiz question 1: 1/13 (7.5% correct). Quiz question 2: 6.5/13 (50%) correct.</p>	<p>Although I believe students do understand that multicellular organisms are comprised of smaller units, they were unable to answer these two questions accurately. Thus, they failed to meet this learning outcome.</p>	<p>Quiz question 2 was poorly-constructed in that the correct combination failed to appear as one of the answer options. In the future, this error will be corrected (as a greater number of students likely would have answered correctly if the right answer were included among the distractors. The class focused upon DNA (only one of the classes of biological molecules). In the future, I should be more clear that this molecule is only one of four types of molecules that make up living organisms.</p>
	Measure 1: Concept Maps	Measure 1: ≥70% of students score above ≥ 7/10 on Concept Maps	Measure 1: All students scored ≥ 7/10 on Concept Maps	Measure 1: All students made at least satisfactory connections between the learning objectives and course material	No action needed at this time.
	Measure 3: LS Assessment Exam	Measure 3: ≥70% of students score ≥ 70% on Outcome 6 questions	Measure 3: 75% of the students scored ≥70% on Outcome 6 questions	Measure 3: Almost all students were at least satisfactory.	No action needed at this time.
<p>LS: Metabolism and homeostasis: Living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism</p>	Quiz question:	70%	5.5/13 (42%) correct	<p>Students failed to meet this learning outcome.</p>	<p>Although many students understood that chemicals (specifically hormones) can regulate physiologic processes (e.g., homeostasis), they were unable to explain the mechanism by which this regulation occurs. Perhaps the explanation that was given in class was too detailed for this level of a class such that students were unable to remember it. A different question or set of questions should be developed for future course offerings.</p>

	Measure 1: Concept Maps	Measure 1: $\geq 70\%$ of students score above $\geq 7/10$ on Concept Maps	Measure 1: All students scored $\geq 7/10$ on Concept Maps	Measure 1: All students made at least satisfactory connections between the learning objectives and course material	No action needed at this time.
	Measure 3: LS Assessment Exam	Measure 3: $\geq 70\%$ of students score $\geq 70\%$ on Outcome 7 questions	Measure 3: 87.5% of the students scored $\geq 70\%$ on Outcome 7 questions	Measure 3: Almost all students were at least satisfactory.	No action needed at this time.
<p>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</p>	Quiz question: "	70%	13/13 (100%) correct	Students understand that science is an evolving discipline that requires scientists to be agile in their thinking.	Because only 1 quiz was given during the semester, there is only one data point for assessment. Though it seems that students have met this learning outcome, future class offerings should include additional assessments.
	Measure 1: Concept Maps	Measure 1: $\geq 70\%$ of students score above $\geq 7/10$ on Concept Maps	Measure 1: All students scored $\geq 7/10$ on Concept Maps	Measure 1: All students made at least satisfactory connections between the learning objectives and course material	No action needed at this time.
	Measure 2: Essay	Measure 2: $\geq 70\%$ of students score $\geq 70\%$ on Essay	Measure 2: 87.5% of students scored $\geq 70\%$ on the Essay. All students who turned in complete Essays scored $\geq 70\%$.	Measure 2: Almost all students were at least satisfactory.	No action needed at this time.
	Measure 3: LS Assessment Exam	Measure 3: $\geq 70\%$ of students score $\geq 70\%$ on Outcome 1 questions	Measure 3: 87.5% of the students scored $\geq 70\%$ on Outcome 1 questions	Measure 3: Almost all students were at least satisfactory.	No action needed at this time.

LS: Problem solving and data analysis. Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner	Quiz question:	70%	12/13 (92%) correct	Students learned how scientists approach problems as well as the steps (and the appropriate order of them) in the scientific method.	Because only 1 quiz was given during the semester, there is only one data point for assessment. Though it seems that students have met this learning outcome, future class offerings should include additional assessments.
	Measure 1: Concept Maps	Measure 1: $\geq 70\%$ of students score above $\geq 7/10$ on Concept Maps	Measure 1: All students scored $\geq 7/10$ on Concept Maps	Measure 1: All students made at least satisfactory connections between the learning objectives and course material	No action needed at this time.
	Measure 2: Essay	Measure 2: $\geq 70\%$ of students score $\geq 70\%$ on Essay	Measure 2: 87.5% of students scored $\geq 70\%$ on the Essay. All students who turned in complete Essays scored $\geq 70\%$.	Measure 2: Almost all students were at least satisfactory.	No action needed at this time.
	Measure 3: LS Assessment Exam	Measure 3: $\geq 70\%$ of students score $\geq 70\%$ on Outcome 4 questions	Measure 3: 100% of the students scored $\geq 70\%$ on Outcome 4 questions	Measure 3: All students were at least satisfactory.	No action needed at this time.
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	Quiz question:	70%	11.5/13 (88.5%) correct	Students appreciate the impact that scientific study and biologic advances have on their everyday lives.	Because only 1 quiz was given during the semester, there is only one data point for assessment. Though it seems that students have met this learning outcome, future class offerings should include additional assessments.
	Measure 1: Concept Maps	Measure 1: $\geq 70\%$ of students score above $\geq 7/10$ on Concept Maps	Measure 1: All students scored $\geq 7/10$ on Concept Maps	Measure 1: All students made at least satisfactory connections between the learning objectives and course material	No action needed at this time.

	Measure 3: LS Assessment Exam	Measure 3: $\geq 70\%$ of students score \geq 70% on Outcome 3 questions	Measure 3: 75% of the students scored $\geq 70\%$ on Outcome 3 questions	Measure 3: Almost all students were at least satisfactory.	No action needed at this time.
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G. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
EOL Grid	All	End of semester	Canvas
Grading Rubric	All	End of semester	Canvas
Examples of student work	All	End of semester	Canvas

Appendix A

Report of progress on 'non-learning-outcome recommendations' from previous 5 year program review (optional):

Date of Program Review: 10/14	Recommendation	Progress Description
Recommendation 1	The Honors Program should continue working to expand participation in Departmental Honors.	We are actively pursuing this recommendation, and in particular, through the work of Heather Chapman, the Director of Departmental Honors.
Recommendation 2	The Honors Director and staff should identify the impact of Aletheia students, including monitoring completion.	We have not yet worked on this recommendation.
Recommendation 3	Establish a Facebook page	We now have a Facebook page, which Aubrey Lord maintains.
Recommendation 4	Students should have access to a list of departmental Honors advisors	This information is available on our website.
Recommendation 5	Establish a regular budget for Honors	We now do this, once a year, with the help of Betty Kusnierz.
Recommendation 6	Continue refining assessment tools	We have aligned our learning outcomes with our mission statement and our assessment grids, and with Heather Chapman's help, we will continue to work on assessment.

Please respond to the following questions.

- 1) Reflecting on this year's assessment(s), how does the evidence of student learning impact your faculty's confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

We have strengthened our assessment tools by aligning the Honors mission statement with our learning outcomes, and ensuring that all our assessment documents are aligned with one another. By creating consistency across the board, we have established a solid foundation for collecting valid assessment data.

We are asking faculty who teach in the program to do more assessment than previously, but most faculty are willing to participate even when there's a learning curve.

- 2) With whom did you share the results of the year's assessment efforts?

Assessment information is shared with the Associate Provost every year.

Information from our 2014 program review has been shared with:

- The Associate Provost, to whom the Honors Program reports;
- The Executive Committee of Faculty Senate.

Both the Associate Provost and the committee have written a response.

- 3) Based on your program's assessment findings, what subsequent action will your program take?

In the short term, assessment data helps us identify strong teachers (who we invite to teach again) and less able teachers as we put together our class schedules.

In the long term, we are still learning to collect and make sense of valid assessment data. In a few years' time, that data will be useful as we revisit our mission statement and learning outcomes.