

University Honors College Program Outcome Assessment and Evaluation Plan (02/15/2011)

Materials linked from University Honors College Council February 17, 2011 Minutes.

I. Learning Goals

As “dual citizens,” students in the University Honors College (UHC) will achieve the learning goals established by the University for all students, the learning goals associated with their academic major, as well as the learning goals established by the UHC. The UHC curricular and co-curricular experiences are designed to support the broader University and discipline-specific learning goals. The UHC has established two learning goals for all students in the UHC.

Scholarly inquiry – As a UHC graduate, you will have developed the ability to engage in pursuits that create new knowledge and contribute to one or more scholarly areas of study.

Engaged inquiry – As a UHC graduate, you will have developed the capacity to fully engage in meaningful dialog, which incorporates cross-disciplinary and multi-disciplinary perspectives.

II. Activities

Before completing an Honor’s degree, each student will **participate in honors courses** (honors colloquia, honors electives, and honors baccalaureate core) and will **propose, write, and defend a thesis** demonstrating creativity and the use of techniques appropriate to the chosen field of study. Activities related to the completion of the thesis include:

- Choose a relevant and meaningful topic of appropriate size and scope within a scholarly area.
- Find and synthesize relevant information about the chosen topic from multiple sources
- Select and apply sound techniques to create new knowledge within the chosen area.
- Gather and analyze information
- Write a formal document (thesis) presenting the study and the results of the study.
- Present and defend (respond to questions about) the thesis to a committee of scholars and to peers.

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III. Program Outcomes

The UHC has established specific program outcomes in support of student achievement of each of the two UHC learning goals

Scholarly inquiry

1. Ability to choose a relevant and meaningful topic to study within a scholarly area
2. Ability to employ a sound approach in creating new knowledge within a scholarly area of study
3. Ability to synthesize and/or analyze results from a significant, self-directed, and open-ended project
4. Ability to find multiple sources of relevant information
5. Ability to evaluate the quality of information resources
6. Ability to write an honors thesis: a significant, self-directed, and open-ended project
7. Ability to present an honors thesis
8. Ability to defend an honors thesis

Engaged inquiry

1. Ability to fully engage in meaningful conversations outside of your discipline
2. Capacity to demonstrate your understanding of diverse perspectives in conversations in the classroom and/or field settings
3. Ability to effectively communicate your unique disciplinary perspective to inform the learning of others

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IV. Assessment

An assessment plan has been created to evaluate the achievement of the UHC program outcomes and to inform the prioritization of continuous improvement activities within the UHC program. While some of the data will be collected at the individual student level, the evaluation process will focus on an aggregated view. Assessment data collected from UHC students, thesis committees, and enrollment statistics will be aggregated and analyzed to evaluate the level of achievement of UHC program outcomes. These aggregated data will be collected, compiled, and analyzed annually and be used in the continuous improvement cycle.

Honors thesis assessment plan

The achievement of the UHC program outcomes related to ***scholarly inquiry*** will be assessed and evaluated as follows:

1. Students will complete a survey containing multiple items to self-assess the achievement of program outcomes related to the honors thesis process.
2. Honors thesis committee members will complete an honors thesis assessment rubric during the deliberation process, which occurs as part of the thesis defense process.

Colloquia, electives, and baccalaureate core courses assessment plan

The achievement of the UHC program outcomes related to ***engaged inquiry*** will be assessed and evaluated as follows:

1. Enrollments in honors colloquia, honors electives, and honors baccalaureate core courses will be assessed and evaluated to determine to what extent, in the aggregate, students are enrolling in coursework that crosses disciplinary areas.
2. An exit survey is administered to students who are graduating from the UHC. In addition to the items on the current exit survey, additional items will be added to measure the achievement of relevant UHC program outcomes.

Appendix: Assessment Tools

Student Thesis Self-Assessment Survey

Thesis Committee Assessment Rubric or Thesis Committee Survey

UHC Graduate Exit Survey

UHC Enrollment Analysis

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Student Thesis Self-Assessment Survey

Listed below are outcomes defined for the UHC. Having now completed your thesis, please rate your own ability (from very poor to excellent) to perform each of these activities/tasks.		Very Poor	Poor	Fair	Good	Very Good	Excellent
1	Select a relevant and meaningful topic to study within a scholarly area	1	2	3	4	5	6
2	Employ a sound approach in creating new knowledge within a scholarly area of study	1	2	3	4	5	6
3	Synthesize and/or analyze results from a significant, self-directed, and open-ended project	1	2	3	4	5	6
4	Find multiple sources of relevant information	1	2	3	4	5	6
5	Evaluate the quality of information resources	1	2	3	4	5	6
6	Write an honors thesis	1	2	3	4	5	6
7	Present an honors thesis	1	2	3	4	5	6
8	Defend an honors thesis	1	2	3	4	5	6

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Thesis Committee Survey

Role on committee (circle one): Thesis Mentor Committee Member

Name: _____

Departmental Affiliation: _____

Title (e.g. Professor, Senior Instructor, etc.) _____

Listed below are outcomes defined for the UHC. Having now participated in the thesis defense of a UHC student, each committee member is asked to individually rate the student's ability (from very poor to excellent) to perform each of these activities/tasks.

	Very Poor	Poor	Fair	Good	Very Good	Excellent
Select a relevant and meaningful topic to study within a scholarly area	1	2	3	4	5	6
Employ a sound approach in creating new knowledge within a scholarly area of study	1	2	3	4	5	6
Synthesize and/or analyze results from a significant, self-directed, and open-ended project	1	2	3	4	5	6
Find multiple sources of relevant information	1	2	3	4	5	6
Evaluate the quality of information resources	1	2	3	4	5	6
Write an honors thesis	1	2	3	4	5	6
Present an honors thesis	1	2	3	4	5	6
Defend an honors thesis	1	2	3	4	5	6

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UHC Graduate Exit Survey (The following items will be added to the current UHC Graduate Exit Survey)

		Very Poor	Poor	Fair	Good	Very Good	Excellent
Having now completed your entire program of study (honors and non-honors coursework) please rate your ability (from very poor to excellent) to:							
1	Fully engage in meaningfully conversations outside of my discipline	1	2	3	4	5	6
2	Demonstrate my understanding of diverse perspectives in conversations in the classroom and/or field settings	1	2	3	4	5	6
3	Effectively communicate my unique disciplinary perspective to inform the learning of others	1	2	3	4	5	6

		To a Very Large Extent	To a Large Extent	To a Moderate Extent	To a Small Extent	To a Very Small Extent
Please rate the extent to which your honors coursework was significant in developing your abilities to:						
1	Fully engage in meaningfully conversations outside of my discipline	1	2	3	4	5
2	Demonstrate my understanding of diverse perspectives in conversations in the classroom and/or field settings	1	2	3	4	5
3	Effectively communicate my unique disciplinary perspective to inform the learning of others	1	2	3	4	5

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UHC Enrollment Analysis:

The following is an example of baseline course enrollment data (from 2010) to evaluate whether or not UHC students are enrolling in UHC coursework across disciplinary boundaries. The first column indicates the program home of the instructor. The remaining columns represent the number of students enrolled, by college, in all courses taught by instructors from a particular program. Additional analyses will be completed to determine whether or not students are taking seminar/colloquia, electives, or baccalaureate core courses outside of their own disciplinary area and to create a disciplinary “diversity index” for courses.

Instructor Home Program	CAS	COB	COE	COF	HHS	CLA	COS	UES
Agric and Resource Econ	4				1	1	2	
Biochem / Biophysics	1		2		1	1	9	
Biology	14	1	7		5	9	105	
Chemistry Department	3	1	33		4	4	84	
College of Business		14	8	1	3	8	3	
College of Education			2				1	
English Department	1	3	13	2	8	9	22	
Environmental Sci UG Prg			3				1	
Foreign Langs and Lits				1			2	
Forest Ecosyst & Society	1						2	
For Eng/Resources/Mgmt			1	1			1	
Geosciences	1	1	4		1	4	2	
History Department		1	10		3	11	6	
Horticulture	2	1	9			2	10	
Human Dev and Family Sci			2			2	6	
Mathematics	1	1	65	2		3	27	
Microbiology	1	1	3		1	1	3	1
Music Department	3	1	7	1	4	3	10	
Ocnc/Atmosph Sciences		1	1				5	
Philosophy Department	6	1	15		2	12	19	1
Physics			37			4	29	
Political Science Dept	1	3				6	1	
Public Health			9			3	5	
Rngeland Ecology & Mgmt			3		1	2	4	
Chem/Bio/Envr Eng	3	1	25			3	4	
Mech/Ind/Mfg Enger			13					
Sociology Department	2		2	1	4	6	3	1
Speech Communication	2		3		5	3	9	
Univ Honors College	14	14	85	6	9	38	78	1
Womens Studies	1		2			3	4	
Zoology			4		3	2	26	

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