DEPARTMENT_____*Honors Program*_____**DATE**__*January 28, 2011*__

COMMITTEE MEMBER(S) CONDUCTING REVIEW__*Mary K. Askim-Lovseth, Wayne Swisher, Shane Gerbert*_____

1. STUDENT LEARNING GOALS

- Were any goals referenced?   YES__*X*__   NO____   QUALIFIED Y/N ___
- If so, were goals well articulated?   YES__*X*__   NO____   QUALIFIED Y/N ___
- Do goals address student learning?   YES__*X*__   NO____   QUALIFIED Y/N ___

Comments:

The Assessment Plan for the Honors Program is posted online but has not been updated since March 2005. It appears, based on the annual report, that the six goals for "student growth" have remained consistent. Student growth is focused on enhancing skills rather than content. The student learning goals are clearly articulated to represent student learning.

In addition to the Departmental goals, please also consider UND's Institutional and Essential Studies goals for student learning (shown in alignment within parentheses) and identify which goals are similar to departmental goals.
___*X*___ 1 Communication – written or oral ("able to write and speak in various settings with a sense of purpose/audience")
___*X*___ 2 Thinking and reasoning – critical thinking (or "be intellectually curious"; analyze, synthesize, evaluate)
___*X*___ 3 Thinking and reasoning – creative thinking (or "be intellectually creative"; explore, discover, engage)
_____ 4 Thinking and reasoning – quantitative reasoning ("apply empirical data…analyze graphical information")
___*X*___ 5 Information literacy ("be able to access and evaluate…for effective, efficient, and ethical use")
___*X*___ 6 Diversity ("demonstrate understanding of diversity and use that understanding…")
_____ 7 Lifelong learning ("commit themselves to lifelong learning")
___*X*___ 8 Service/citizenship ("share responsibility both for their communities and for the world")

Comments regarding departmental goals and alignment of departmental goals with institutional and Essential Studies goals:

Six of the eight Institutional and Essential Studies goals are addressed within the Honors Program—"critical/creative thinking, scholarly inquiry, written and oral communication, perspective, and civic engagement" (Honors Program Annual Report, p. 2).

2. ASSESSMENT METHODS

Were any specific assessment methods referenced?   YES__*X*__   NO____   QUALIFIED Y/N ____
- If so, were specifically chosen assessment
  methods appropriately aligned with individual
  goals?   YES__*X*__   NO____   QUALIFIED Y/N ____
- Were both direct and indirect assessment
  methods used as components of a "multiple   YES__*X*__   NO____   QUALIFIED Y/N ____
  measures" approach?

Comments:

Rubrics are provided for each of the six student learning goals; there are four levels for each rubric. In the Honors Program, the first assessment is done by the Honors Committee (representing faculty and students) of the Sophomore Honors Portfolio (SHP). Students submit papers, artwork, musical performances, or other creative products to represent their portfolio. Of the six student learning goals, oral communication has limited opportunity to be assessed at this level. The SHP is the 'gateway' into the Honor Program.

The second assessment is of the Senior Honors Theses and the student presentations at the spring Honors Undergraduate Research Conference. Only the faculty members, not students, of the Honors Committee are involved in this assessment. Outside faculty members are recruited to assist with these assessments because of the volume of work. Only three of the goals are assessed for the Theses—critical/creative thinking, scholarly inquiry, and writing. Oral communication is assessed at the Undergraduate Research Conference. Drafts of the theses also provide a different type of assessment. All are read and evaluated with one being awarded the Starcher Award for Best Thesis. Criteria for this award are regarding the "contribution of new knowledge, accessibility, clarity/prose, originality and use of research sources" (Honors Program Annual Report, p. 11).

The Honors Program Assessment Plan identifies the use of surveys (first semester, sophomore, and senior students) and focus groups (junior students) as indirect assessment measures. Only the Senior Honors Thesis student surveys were noted in the annual report.

3. ASSESSMENT RESULTS

Were any assessment results reported? YES__*X*__ NO____ QUALIFIED Y/N ____
- If so, were the results clear in terms of how they specifically affirm achievement of goals? YES__*X*__ NO____ QUALIFIED Y/N ____
- If so, were the results clear in terms of how they indicate need for improvement? YES__*X*__ NO____ QUALIFIED Y/N ____
- Were the results tied to goals for student learning? YES__*X*__ NO____ QUALIFIED Y/N ____

Comments:

Data are provided for all assessment measures and the six student learning goals. Rubric mean scores from the Senior Honors Thesis are also compared with mean scores from the SHP. It was noted that "students are improving and meeting all the program goals, at the appropriate level, by their fourth year in the program" (Honors Program Annual Report, p. 12). Student feedback indicates positive perceptions of the educational experience in the Honors Program, though more help/opportunities could be provided in improving their oral communication skills.

In addition to departmental goals, some assessment results may be applicable to institutional and Essential Studies goals. Indicate any goals for which the department presents findings, and, for indicated items, describe findings below. .
___*X*___ 1 Communication – written or oral ("able to write and speak in various settings with a sense of purpose/audience")
___*X*___ 2 Thinking and reasoning – critical thinking (or "be intellectually curious"; analyze, synthesize, evaluate)
___*X*___ 3 Thinking and reasoning – creative thinking (or "be intellectually creative"; explore, discover, engage)
_____ 4 Thinking and reasoning – quantitative reasoning ("apply empirical data…analyze graphical information")
___*X*___ 5 Information literacy ("be able to access and evaluate…for effective, efficient, and ethical use")
___*X*___ 6 Diversity ("demonstrate understanding of diversity and use that understanding…")
_____ 7 Lifelong learning ("commit themselves to lifelong learning")
___*X*___ 8 Service/citizenship ("share responsibility both for their communities and for the world")

Comments regarding results and the application of results to departmental, institutional and Essential Studies goals:

See comments above.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported? YES___*X*___ NO____ QUALIFIED Y/N ____
- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning? YES___*X*___ NO____ QUALIFIED Y/N ____

Comments:

Five specific action steps were identified; three were related to communication, one to civic engagement, and the other to the Senior Honors Thesis (inferred that it related to thinking and reasoning, and information literacy). It is evident that the Honor Program uses assessment in its continual improvement.

SUMMARY

Strengths	*Areas for Improvement*

__X_ A specific plan for assessment is in place.   ____ No specific plan for assessment is in place.
__X_Student learning goals are well-articulated.   ____ Student learning goals are not well-articulated.
__X_Assessment methods are clearly described.   ____ Assessment methods are not clearly described.
__X_Assessment methods are appropriately selected.   ____ Assessment methods are not appropriately selected.
__X_Assessment methods are well-implemented.   ____ Assessment methods are not well-implemented.
__X_Direct and indirect methods are implemented.   ____ A single type of assessment methods predominates.
__X_Results are reported.   ____ No results are reported.
__X_Results are tied to closing the loop.   ____ Results are not clearly tied to closing the loop.
     (Decision-making is tied to evidence.)   (Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

The Honors Program has a workable assessment plan in place and has been conscientious in its implementation. As a result, the Program continues to make improvements in the educational experiences of its students. It is recommended to update the date on the Assessment Plan that is posted on the University website, as it appears to not have had any changes.

MATERIALS REVIEWED

__X__ Annual report   __X__ Assessment plan (as posted)
__X__ Appendices (cited in annual report)   _____ Previous assessment review
_____ Other (please describe)

Reviewer(s):	Name	*Mary K. Askim-Lovseth*	*Wayne Swisher*
	Department	*Marketing*	*Communication Sciences & Disorders*
	Phone Number	*777-2930*	*777-2944*
	e-mail	*maskim@business,und.edu*	*wayneswisher@mail.und.edu*
	Name	*Shane Gerbert*	
	Department	*Student Rep.*	
	Phone Number	*777-4377*	
	e-mail	*shane.gerbert@und.nodak.edu*	

Section 1: __Y__   Section 2: __Y__   Section 3: __Y__   Section 4: __Y__

Coding Key:
      Y   =   yes, this is done appropriately and well
      N   =   no, this is not done at all, or it is not done in relationship to student learning
      NA   =   no information reported
      ?   =   action or progress is apparent; however, evidence is lacking that this is completely and appropriately done