General Education Assessment Report Template

Academic Year:
2015

Course Name/Catalog Number:
First Year Seminar/HON 105

General Education Component:
First Year Seminar

UULO(s) assessed this year:
☒ Intellectual Breadth/Life-long Learning
☒ Inquiry/Critical Thinking
☒ Communication
☒ Global/Multicultural Knowledge and Awareness
☒ Citizenship & Ethics

Other learning outcomes assessed this year:
To help you understand the relevance of a liberal arts education in creating the life you want.
To help you navigate university life and find resources for success.
To help you form meaningful interpersonal connections with the Honors College community.

Learning outcomes for Final Project:
Purpose: This project is designed to help you:
1. take control of your education and allow your passion to drive academic pursuits;
2. discover connections between seemingly unrelated sources and/or perspectives;
3. explore the wealth of campus library resources;
4. diversify your research approaches.

Process: Please provide a brief narrative of the assessment process for this course. Include a description of the type of student work assessed (e.g., research papers, exams, etc.), the number and roles of people involved in the process, any tools used for the assessment (e.g., checklists, rubrics, etc.), and how student learning was evaluated.

Honors 105 is a one-credit FYS taught by peer mentors who are supervised by faculty mentors.
Students enrolled in this course are required to complete a set of reflections on special lectures from accomplished university scholars (Athenaeum), and a final project composed of a combination of research, writing, and creative expression. These are core assignments given to students in all sections. Instructors are allowed to give additional assignments of their choosing. To assess the reflections and final project, instructors use a rubric (attached as an appendix).

Following a charge from the FYS program, a formal assessment rubric was created to assess one of the Critical Thinking UULOS. This assessment applied to the Final Project, designed with the UNLV librarians. (Please see attached.)

**Results:** Please provide a brief summary of the results of your assessment process. Include both what you learned about your students’ achievement of the specified learning outcomes and what you learned about the assessment process itself, if applicable.

Rubric scores from the Fall 2015 semester indicated that 66/67 students met or exceeded expectations. The rubrics respond to the final library research assignment that Honors 105 faculty mentors designed with UNLV Librarians. In the summer of 2015, the librarians and faculty mentors used the assessment results to redesign the final project assignment for the Fall 2015 semester. A critical component of the assignment asked students to research in more than one campus libraries. This requirement was not emphasized sufficiently, and some students skirted around it. We made the requirement more explicit.

**Conclusions:** Please describe how the results of this assessment process might be used to revise instruction in this course and/or refine the assessment process in future years.

We used this assessment tool to redesign the final library project in the summer of 2015. We will continue to examine the results and discuss the structure of the assignment with the librarians and peer instructors.

**Appendices:** Please attach any applicable assignment descriptions, rubrics, results tables, or graphic representations of results.

Please see attached.