General Education Assessment Report Template

Academic Year: 2016-2017

Course Name/Catalog Number: 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:

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 instructors who are supervised by faculty mentors. This course is only offered in the fall semester.

There are core assignments given to students in all sections. (Peer instructors are allowed to give additional assignments of their choosing.) All students enrolled in this course are required to complete a set of reflections on special lectures from accomplished university scholars (Athenaeum) and a final library research project composed of a combination of research, writing, and creative expression. This final library assignment is the product of a collaboration between 105 coordinators, peer instructors and UNLV librarians. It is also the focus of the course’s formal assessment tool that examines how the course meets the critical thinking UULO. To assess the final project, instructors use a rubric (attached as an appendix).
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 2016 semester indicated that 50/58 students (for whom formal rubrics were submitted) met or exceeded expectations. 8 of these 58 evaluated students did not meet or exceed expectations.

Only four of sixteen peer instructors submitted final rubrics for program assessment, and one set of these rubrics was not helpful because unaccountably the instructor changed the rubric. These details clarify that the faculty coordinators of 105 must renew to emphasize the importance of data collection and the significance of the formal program assessment tool. They must also devise new methods to ensure that instructors submit the data. Peer instructors complete the rubrics at the end of the semester because the final assignment is submitted on the last day of class. We must consider how to ensure that the completed appropriate rubrics are submitted.

A renewed focus with peer instructors on the course’s assessment tool may help more of the 105 first-years “meet expectations.” If peer-instructors are asked to focus on the assessment tool, then they may emphasize the elements of the rubric with their students.

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.

The first-year coordinator plans to bring the assessment rubric to the peer-instructor seminar early in the semester when the final project assignment is introduced. She will also make the submission of the rubrics part of the peer-instructors’ final grade to ensure that the information is collected.

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

**Note:** This connects to points 2, 4 and 5 of the “Inquiry and Critical Thinking” UULO.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations 2</th>
<th>Meets Expectations 1</th>
<th>Does Not Meet Expectations 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Access[ed] and collect[ed] the needed information from appropriate primary and secondary sources.” Collects sources from different libraries.</td>
<td>Found <strong>more than the required</strong> relevant sources.</td>
<td>Found required relevant sources.</td>
<td>Did not find required relevant sources.</td>
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<tr>
<td>“Recognize[s] complexity of problems and identif[ies] different perspectives from which problems and questions can be viewed.”</td>
<td>Makes <strong>multiple creative connections</strong> between sources.</td>
<td>Makes 1 or 2 creative connections between sources.</td>
<td>Makes no creative connections between sources.</td>
</tr>
<tr>
<td>“Evaluate[s] and report[s] on conclusions, including discussing the basis for and strength of findings, and identify[ies] areas where further inquiry is needed.”</td>
<td>Provides <strong>well-supported</strong> justification for use of sources.</td>
<td>Provides justification for use of sources, but justification needs more support.</td>
<td>Provides a very weak or no justification for use of sources. Sources do not appear to be credible.</td>
</tr>
</tbody>
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Comments: