

Annual Departmental Report
2021-2022

Program Information

Program/Department: Commonwealth Honors Program

Department Chair: Catherine Buell Coordinator, Monica Maldari Assistant Coordinator

Department Assessment Committee Contact: Catherine Buell

This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research & Planning by June 1, 2022.

A. Departmental Special Section for AY21-22

Department Lessons Learned and Accomplishments

Honors continued last year's practice of using a holistic approach to application review. The program also made it part of the members of the Honors Advisory Council's tasks to read applications.

Advising was completed mostly in person but with the video conferencing option for some if that was more convenient

Assistant Honors Coordinator position was created with 1 course release for fall and financial stipend for spring.

B. Program Learning Outcomes (PLOs) (Educational Objectives)

I. List of PLOs and the timeline for assessment.

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.	Quality of Research: Honors Theses shall demonstrate in-depth research in the subject matter of the thesis.	Honors Thesis Guidelines Document distributed to students/thesis advisors	Every semester	Previous semester
2.	Quality of Sources: The Theses shall incorporate and make significant use of rich sources. The thesis may refer to some general sources, but it shall make very significant use of high-quality sources written for the field or subject of the thesis.		Every semester	Previous semester
3.	Quality of Written Communication: Honors thesis shall display mastery of writing and shall avoid significant errors in writing and grammar. The thesis used an appropriate vocabulary and displayed good diction. The thesis shall make use of a clear and logical plan of organization. The thesis used accurate and complete citations.		Every semester	Previous semester

4.	Quality of Oral Communication: In presenting the thesis, the student shall display fluidity and confidence as a speaker. Students maintained effective eye contact with the audience. The student will clearly explain the main argument of the thesis, and will demonstrate a mastery of the relevant evidence and citing examples. If the student used note cards or power points slides the student did not simply read these aloud word-for-word.		Every semester	Previous semester
5.	Initiative: The students displayed initiative in developing and working on their theses. They helped to develop a vision for the project and followed through on fulfilling that vision.		Every semester	Previous semester
6.	Creativity: Students left their own imprint on the thesis. They went beyond simply reciting facts to develop or advance their own conclusions or their own materials.		Every semester	Previous semester

II. PLO Assessment (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4th year, 1st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
1-6	advisors’ ratings and comments on Honors Thesis projects	senior year/capstone level	Assessments were solicited from primary advisors and secondary readers for all students who completed the Honors Thesis.	Scores of 8 or higher meet the standard for the program.	HP Coordinator is looking to communicate more effectively with HP students and advisors about standards and procedures for the Honors Thesis and the roles of thesis advisors and second readers.

You may use this comment box to provide any additional information, if applicable:

The Honors Program assesses students' completed Honors Thesis projects (the capstone experience for the program) each semester. Faculty Honors Thesis Advisors submit their ratings of thesis projects, enabling the Honors Coordinator to identify areas for improvement in student work. Thesis Advisors assess all six PLOs. Based on the assessment data, the HP Coordinator enhances advising and overall communication to HP students about the Honors Thesis.

Honors thesis presentations were held in person with a virtual option to allow for others to watch remotely.

Summary of Findings: Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you "closing the loop"?

Reflection Prompt	Narrative Response
Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Advisors' evaluation/rating of Honors Thesis projects (as described above).

<p>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p>	<p>The Honors Program Coordinator interprets the evidence each semester.</p>
<p>What changes have been made as a result of using the data/evidence? (close the loop)</p>	<p>The Honors Thesis Assessment was transferred from a word document to a Google form with likert scale for ease of faculty advisor completion and for HP Coordinator access.</p> <p>In addition, the HP Coordinator hosted an informational student panel discussion on the Honors Thesis experience since 2017 and will continue to do so every year.</p>

C. Assessment Plan for Program/Department

I. Insert the program or department Assessment Plan

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II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.

No changes have been made to the Honors Program PLOs in recent years.

III. If you do not have a plan, would you like help in developing one?

D. Program Review Action Plan or External Accreditation Action Letter/Report

Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)

I. Programs that fall under Program Review:

i. Date of most recent Review:
11/20/2019

ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

Specific area where improvement is needed	Evidence to support the recommended change	Person(s) responsible for implementing the change	Timeline for implementation	Resources needed	Assessment Plan	Progress Made this Year
Assistant coordinator position should be created to support increased number of honors program students	Program has grown from 76 to over 150 students in past 7 years and continues to grow	Administration	By date of next accreditation	Course Release time	n/a	Assistant coordinator position began Fall 2021
To fully provide the administrative support the program	Program has grown from 76 to over 150 students in past 7 years and	Administration	By date of next accreditation	Time/staff	n/a/	No progress

<p>needs, more than 1/8 of the time of an administrative assistant should be dedicated to supporting the Honors Program.</p>	<p>continues to grow</p>					
<p>The Honors Program Advisory Committee and the Curriculum Committee should explore how relaxing the current honors course requirements (which currently replace the entire undergraduate general education curriculum) would reflect the real</p>	<p>testimonies of students during program review site visit to FSU</p> <p>Aligning honors curriculum to new LAS</p>	<p>Honors Program coordinator</p>	<p>Fall 2021</p>	<p>support from administration & university governance</p>	<p>Graduation rates and retention in the program</p>	<p>Revised curriculum was approved by AUC and new honors program curriculum has been aligned with new Gen Ed</p>

<p>experience of honors students and make it more possible for transfer students and students from underrepresented groups to enter and succeed in the program.</p>						
<p>As the operating budget of the Honors Program has been effectively level-funded since FY2017, the university should review the operating budget and consider how increases might allow the implementation of cohort-buildin</p>	<p>testimonies of students during program review site visit to FSU alignment with activities and support at sister institutions from</p>	<p>Administration</p>	<p>By date of next accreditation</p>	<p>Money</p>	<p>n/a</p>	<p>Budget was decreased for AY 2021/2022</p>

g freshman retreats, study abroad experiences, or research grants that are currently not possible.						
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iii. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program?

II. Programs with external Accreditation:

- i. Professional, specialized, State, or programmatic accreditations currently held by the program/department. Commonwealth Honors Program member
- ii. Date of most recent accreditation action by each listed agency. 11/2019
- iii. Date and nature of next review and type of review. Fall 2026

List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)	Update on fulfilling the action letter/report or on meeting the key performance indicators.
[See areas for improvement in Section I. above.]	N/A	[See progress above in Section I. above]

E. Departmental Strategic Initiatives

Accomplished Initiatives AY 21-22 <small>Add more rows as needed</small>	Corresponding Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small>	Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal
Continued holistic application review for honors program admission	2.1, 2.8	Yes <input type="checkbox"/>
Utilized members of Honors Advisory Council for application review	2.1, 2.8	Yes <input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Planned Initiatives for AY 22-23 <small>Add more rows as needed</small>	Associated Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small>	Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal
Review/solicit additional course offerings based on new LAS requirements and increased honors program enrollment numbers	1.1, 1.2, 1.3, 1.4	<input type="checkbox"/> <input type="checkbox"/>
Reassess application review for honors program admission to improve communication between the Honors Coordinator, admissions, and financial aid.	2.1, 2.8	Yes <input type="checkbox"/>

		<input type="checkbox"/>
		<input type="checkbox"/>

F. Departmental Reflection:

Take this section to reflect on--

1) *Initiatives that you may be considering for 22-23 academic year that you did not already capture above.*
Our prioritized initiatives are listed above.

2) *Any other thoughts or information that you would like to share.*