**Assessment Report Feedback – Honors Institute**

**Assessment Committee Contact**: Vicki Baker

*\*Note*: The assessment report/feedback was reviewed/provided by Vicki Baker, and Bille Wickre

First, thank you so much pulling this assessment report together. Reading it helped me better understand the curriculum structure and progression. Overall, you have a great foundation for future assessment efforts, and hopefully the feedback provided is useful to you as you move forward. Feel free to contact me (or Bille) with questions or if you need assistance as you move forward.

*Step 1: Mission*

Based on the additional information provided in the report, the mission appears to be aligned well with the program components and is a good representation of the program overall

*Step 2: Outcomes*

Your outcomes are consistent with your program mission (and the college’s mission). We also appreciate the outcomes at both a local and national level which are helpful for comparative purposes.

*Step 3: Program components*

Our biggest questions related to program components are the commonality across components. For example, you mention “coursework in 4 ‘Great Issues’” courses and we ask you to think about what kind(s) of assessment initiatives you can undertake to make sure that the learning students get across these courses in consistent regardless of the 4 courses they choose to take.

*Step 4: Methods/Data*

While we applaud you on the indirect measures you are collecting (surveys, focus groups, etc), you need to also collect direct measures of assessment. In assessing student learning, there are direct and indirect sources of evidence. Direct evidence is clear and convincing information about student learning, such as: tests, examinations, papers, projects, assignments, field experience assessments, and portfolios. These are particularly strong sources of evidence especially when accompanied by articulated standards (such as a rubric). On the other hand, with indirect evidence there is room for other factors to affect the outcomes either positively or negatively. Examples of indirect evidence include: retention, graduation, and placement rates (may be impacted by economic conditions or college policies); surveys of students and alumni (may indicate feelings about college experience); grades (standards and even content may differ across instructors and institutions).

Another question that was raised for us while reviewing your report is what is the connection between years 1-2 and years 3-4 for students. If we are reading the report correctly, students must take a certain number of courses in years 1 & 2, and complete a thesis in year 4, but what experiences link all years together for students (e.g., what is the common thread that runs through all years)?

I realize this may seem like a huge undertaking, but we’ll get you through this with baby steps and we are happy to work with you on how to approach this in the most effective manner possible.