

Annual Program Report 2023-2024

(For programs not using Planning & Self Study software for the annual report)

The report(s) should be inclusive of all levels, degrees (i.e. certificates, bachelor’s and master’s), modalities and locations.

Department: Commonwealth Honors Program

Department Chair: Catherine Buell Coordinator, Emma Downs, 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 and Planning by June 1, 2024.

Section I: Program Assessment (please complete this section for each program in your department)

Program: _____ Honors Program_____

A. 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 |

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| 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 | | Every semester | Previous semester |

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| | working on their theses. They helped to develop a vision for the project and followed through on fulfilling that vision. | | | |
| 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 |
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| Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, | Advisors' evaluation/rating of Honors Thesis projects (as described above). |

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| <p>portfolio review, licensure examination)</p> | |
| <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>In addition, the HP Coordinator hosted an informational student panel discussion on the Honors Thesis experience since 2017 and will continue to do so semester year. In AY 23-24 we added a student/advisor meeting that is required to attend to better inform expectations of both parties.</p> <p>We have also used the feedback to design a potential seminar course which can support more student's success in the thesis process.</p> |

B. Assessment Plan for Program/Department

- I. Insert the program or department Assessment Plan (This is an independent plan from what is reported in this document).

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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?

C. Program Review Action Plan or External 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 recomme | Person(s) responsible for implementin g the change | Timeline for implementation | Resources needed | Assessme nt Plan | Progress Made this Year |
|-------------------------------------------|---------------------------------|----------------------------------------------------|-----------------------------|------------------|------------------|-------------------------|
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| | ned change | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------|-----------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Assistant coordinator position should be created to support increased number of honors program students | Program has grown from 76 to almost 200 students in past 7 years and continues to grow | Administration | By date of next accreditation | Course Release time | n/a | completed in Fall 2021 Assistant coordinator now has 1 course release each semester. |
| To fully provide the administrative support the program needs, more than 1/8 of the time of an administrative assistant should be dedicated to supporting the Honors Program. | Program has grown from 76 to almost 200 students in past 7 years and continues to grow | Administration | By date of next accreditation | Time/staff | n/a | No progress |
| 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 | testimonies of students during program review site visit to FSU Aligning honors curriculum to new LAS | Honors Program coordinator | Fall 2021 | support from administration & university governance | Graduation rates and retention in the program | Completed in 2021/2022 Revised curriculum was approved by AUC and new honors program curriculum has been aligned with new Gen Ed |

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| experience of honors students and make it more possible for transfer students and students from underrepresented groups to enter and succeed in the program. | | | | | | The Honors Minor was also reviewed and revised. |
| 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-building freshman retreats, study abroad experiences, or research grants that are currently not possible. | testimonies of students during program review site visit to FSU alignment with activities and support at sister institutions from | Administration | By date of next accreditation | Money | n/a | Budget was kept stable for AY 2022-2023 and for AY 2023-2024 and for AY 2024-2025 We got through by two grants received by the Honors Coordinator and extra funds from the Provost. No changes |

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. |
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| [See areas for improvement in Section I. above.] | N/A | [See progress above in Section I. above] |
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Section II - Departmental Outcomes

A. Departmental Strategic Initiatives

| Accomplished Initiatives AY23-24 <small>Add more rows as needed</small> | Corresponding Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small> | Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
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| Continued holistic application review for honors program admission 2.1, 2.8 | X |
| Utilized members of Honors Advisory Council for application review 2.1, 2.8 | X |
| | |

| Planned Initiatives for AY 24-25 Add more rows as needed | Associated Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 1.3 | Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Continue to review/solicit additional course offerings based on new LAS requirements and increased honors program enrollment numbers | 1.1, 1.2, 1.3, 1.4 | |
| Reassess application review for honors program admission to improve communication between the Honors Coordinator, admissions, and financial aid. | 2.1, 2.8 | X |
| Reassessing the Honors Thesis vs. Seminar structure. We intend to implement this in Fall 2025. | 1.1, 1.2, 1.3, 1.4, 6.2 | |
| | | |

B. Departmental Accomplishments and Reflection:

Take this section to reflect on--

1. 23-24 Accomplishments not captured above

Our prioritized initiatives are listed above.

2. *Initiatives that you may be considering for 24-25 academic year that you did not already capture above*
3. *Any other thoughts or information that you would like to share*