AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT   OPTION A: TABLE FORMAT

Academic Program:	Honors College		Date:	October 2, 2024
Author(s):	Laura Froelicher			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.				
How is this program offered? If "Both," data should be disaggregated by campus and distance students.			_X_ Campus ___ Distance ___ Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison			
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.						
1. To think critically (use reason, logic and evidence to formulate and support ideas and arguments) at an advanced level.	GH 401	Honors Thesis	Rubric	A score of 3 out of 4: Student consistently applies supporting evidence and analysis to test and reinforce ideas.	Mean Score: 3.77 Median Score: 4.00 Meeting Expectations (3+ Score): 98.61%		**Mean**	**Median**	**Meeting Expectations**
						2013-14	3.36	3.50	85.71%
						2014-15	3.22	3.00	72.41%
						2015-16	3.52	3.50	98.89%
						2016-17	3.60	3.50	97.40%
						2017-18	3.60	3.50	97.67%
						2018-19	3.71	4.00	98.90%
						2019-20	3.64	3.50	98.94%
						2020-21	3.59	3.50	95.45%
						2021-22	3.63	3.50	100.00%
						2022-23	3.84	4.00	100.00%

Updated May 2024

INDIANA STATE UNIVERSITY

2. To write clearly and effectively.	GH 401	Honors Thesis	Rubric	A score of 3 out of 4: Student consistently applies supporting evidence and analysis to test and reinforce ideas.	Mean Score: 3.69 Median Score: 3.75 Meeting Expectations (3+ Score): 100.00%		Mean	Median	Meeting Expectations
						2013-14	3.29	3.50	85.71%
						2014-15	3.10	3.00	65.52%
						2015-16	3.41	3.50	93.33%
						2016-17	3.46	3.50	96.10%
						2017-18	3.55	3.50	95.35%
						2018-19	3.62	3.50	97.80%
						2019-20	3.56	3.50	98.94%
						2020-21	3.54	3.50	96.36%
						2021-22	3.56	3.50	98.78%
						2022-23	3.77	4.00	98.44%
3. To apply knowledge and integrate ideas across disciplines at an advanced level.	GH 401	Honors Thesis	Rubric	A score of 3 out of 4: Student consistently applies supporting evidence and analysis to test and reinforce ideas.	Mean Score: 3.74 Median Score: 4.00 Meeting Expectations (3+ Score): 100.00%		Mean	Median	Meeting Expectations
						2013-14	3.24	3.00	76.19%
						2014-15	3.28	3.00	79.31%
						2015-16	3.57	3.50	93.33%
						2016-17	3.53	3.50	98.70%
						2017-18	3.62	4.00	94.19%
						2018-19	3.76	4.00	100.00%
						2019-20	3.66	3.50	98.94%
						2020-21	3.54	3.50	96.36%
						2021-22	3.60	3.50	100.00%
						2022-23	3.84	4.00	100.00%

INDIANA STATE UNIVERSITY

4. To understand the principles of research design and successfully conduct independent research.	GH 401	Honors Thesis	Rubric	A score of 3 out of 4: Student consistently applies supporting evidence and analysis to test and reinforce ideas.	Mean Score: 3.81 Median Score: 4.00 Meeting Expectations (3+ Score): 100.00%				
							Mean	**Median**	**Meeting Expectations**
						2013-14	3.40	3.50	80.95%
						2014-15	3.19	3.00	68.97%
						2015-16	3.51	3.50	88.89%
						2016-17	3.58	4.00	90.91%
						2017-18	3.58	4.00	91.86%
						2018-19	3.76	4.00	100.00%
						2019-20	3.68	4.00	100.00%
						2020-21	3.55	3.50	92.73%
						2021-22	3.55	3.50	98.78%
						2022-23	3.84	4.00	100.00%

The Honors College curriculum culminates with enrollment in GH 401. In this course, students are expected to conduct original, interdisciplinary research and write an undergraduate thesis that demonstrates their critical thinking, understanding of effective research design, synthesis and application of knowledge across disciplines, and written communication skills. While Honors curriculums do not undergo formal accreditation, the Honors College at Indiana State University is a member of the National Collegiate Honors Council (NCHC). Our student learning objectives (see attached rubric) are consistent with the following objectives that NCHC member institutions have collectively identified as best practices for Honors course design.

Most Honors courses will have the following five objectives, or some variation:

1. To help students develop effective written communication skills (including the ability to make effective use of the information and ideas they learn);
2. To help students develop effective oral communication skills (while recognizing that not all students are comfortable talking a lot in class);
3. To help students develop their ability to analyze and synthesize a broad range of material;
4. To help students understand how scholars think about problems, formulate hypotheses, research those problems, and draw conclusions about them; and to help students understand how creative artists approach the creative process and produce an original work;
5. To help students become more independent and critical thinkers, demonstrating the ability to use knowledge and logic when discussing an issue or an idea, while considering the consequences of their ideas, for themselves, for others, and for society.
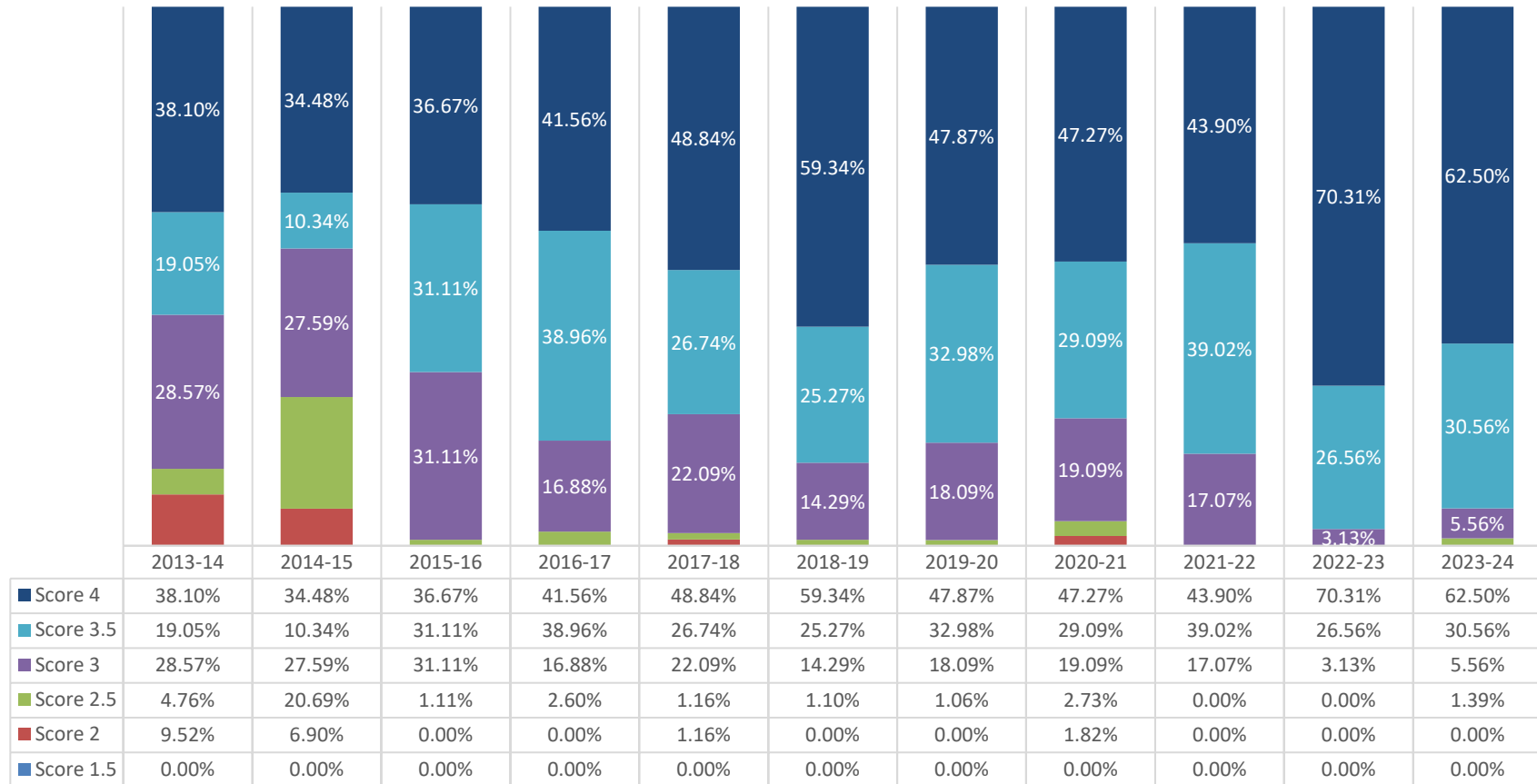
National Collegiate Honors Council. (n.d.) Honors course design. Retrieved from https://nchc.site-ym.com/page/coursedesign

Honors students at Indiana State University must earn at least a 3.0 GPA within the Honors curriculum requirements to graduate from the Honors College, and while doing so it is expected that they will also meet each of the Honors College student learning objectives at a 3.0 (accomplished) level on a 4.0 scale.

INDIANA STATE UNIVERSITY

HONORS COLLEGE
## OBJECTIVE 1 - CRITICAL THINKING SCORES

■ Score 1.5　■ Score 2　■ Score 2.5　■ Score 3　■ Score 3.5　■ Score 4

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
■ Score 4	38.10%	34.48%	36.67%	41.56%	48.84%	59.34%	47.87%	47.27%	43.90%	70.31%	62.50%
■ Score 3.5	19.05%	10.34%	31.11%	38.96%	26.74%	25.27%	32.98%	29.09%	39.02%	26.56%	30.56%
■ Score 3	28.57%	27.59%	31.11%	16.88%	22.09%	14.29%	18.09%	19.09%	17.07%	3.13%	5.56%
■ Score 2.5	4.76%	20.69%	1.11%	2.60%	1.16%	1.10%	1.06%	2.73%	0.00%	0.00%	1.39%
■ Score 2	9.52%	6.90%	0.00%	0.00%	1.16%	0.00%	0.00%	1.82%	0.00%	0.00%	0.00%
■ Score 1.5	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Updated May 2024

INDIANA STATE UNIVERSITY

HONORS COLLEGE
OBJECTIVE 2 - WRITING SCORES

■ Score 1.5　■ Score 2　■ Score 2.5　■ Score 3　■ Score 3.5　■ Score 4
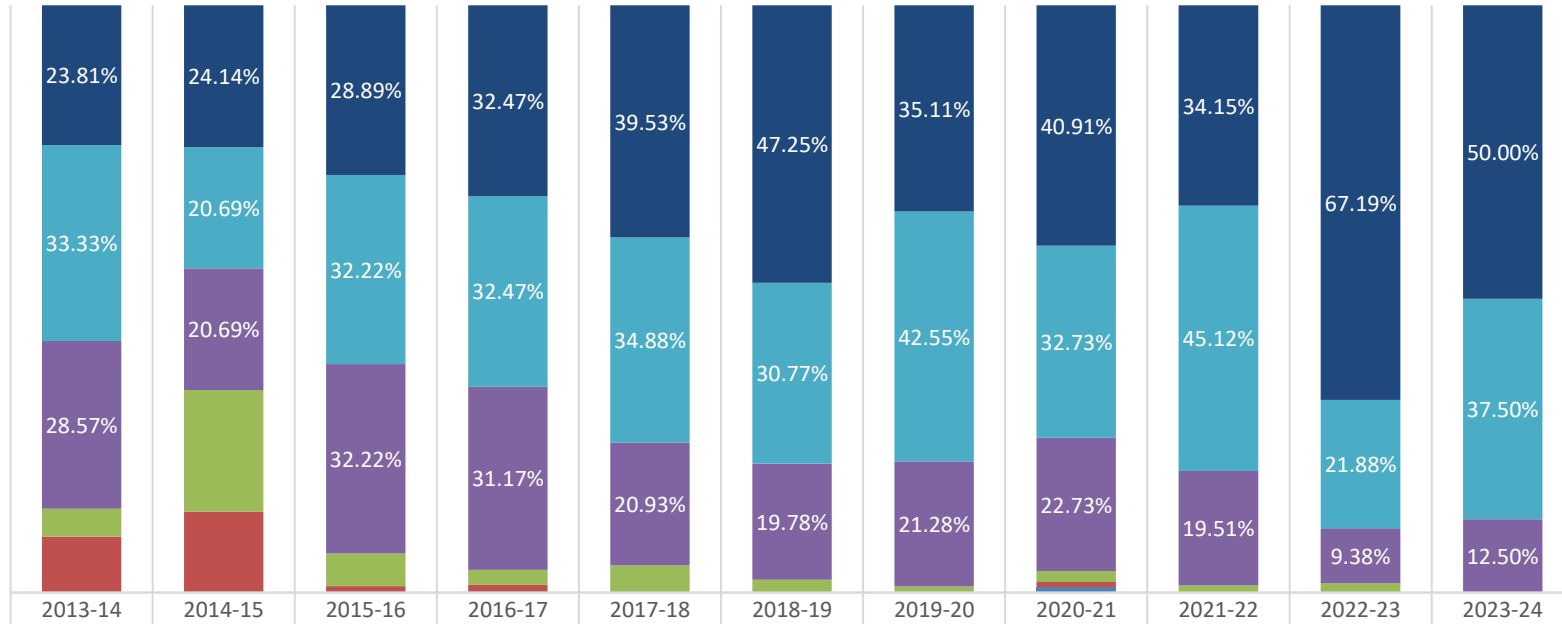
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
■ Score 4	23.81%	24.14%	28.89%	32.47%	39.53%	47.25%	35.11%	40.91%	34.15%	67.19%	50.00%
■ Score 3.5	33.33%	20.69%	32.22%	32.47%	34.88%	30.77%	42.55%	32.73%	45.12%	21.88%	37.50%
■ Score 3	28.57%	20.69%	32.22%	31.17%	20.93%	19.78%	21.28%	22.73%	19.51%	9.38%	12.50%
■ Score 2.5	4.76%	20.69%	5.56%	2.60%	4.65%	2.20%	1.06%	1.82%	1.22%	1.56%	0.00%
■ Score 2	9.52%	13.79%	1.11%	1.30%	0.00%	0.00%	0.00%	0.91%	0.00%	0.00%	0.00%
■ Score 1.5	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.91%	0.00%	0.00%	0.00%

HONORS COLLEGE
OBJECTIVE 3 - KNOWLEDGE APPLICATION SCORES

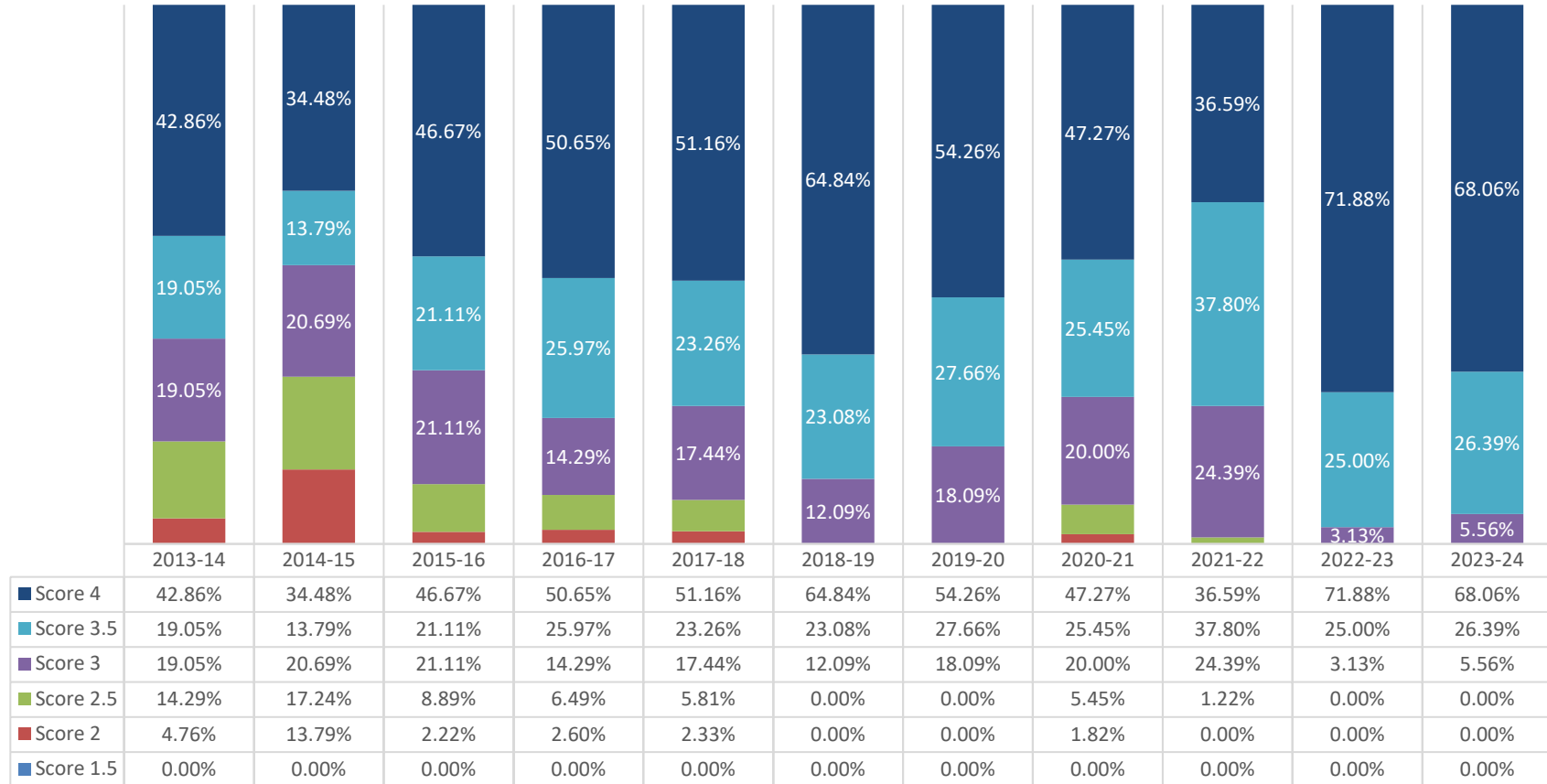Legend: ■ Score 1.5 ■ Score 2 ■ Score 2.5 ■ Score 3 ■ Score 3.5 ■ Score 4
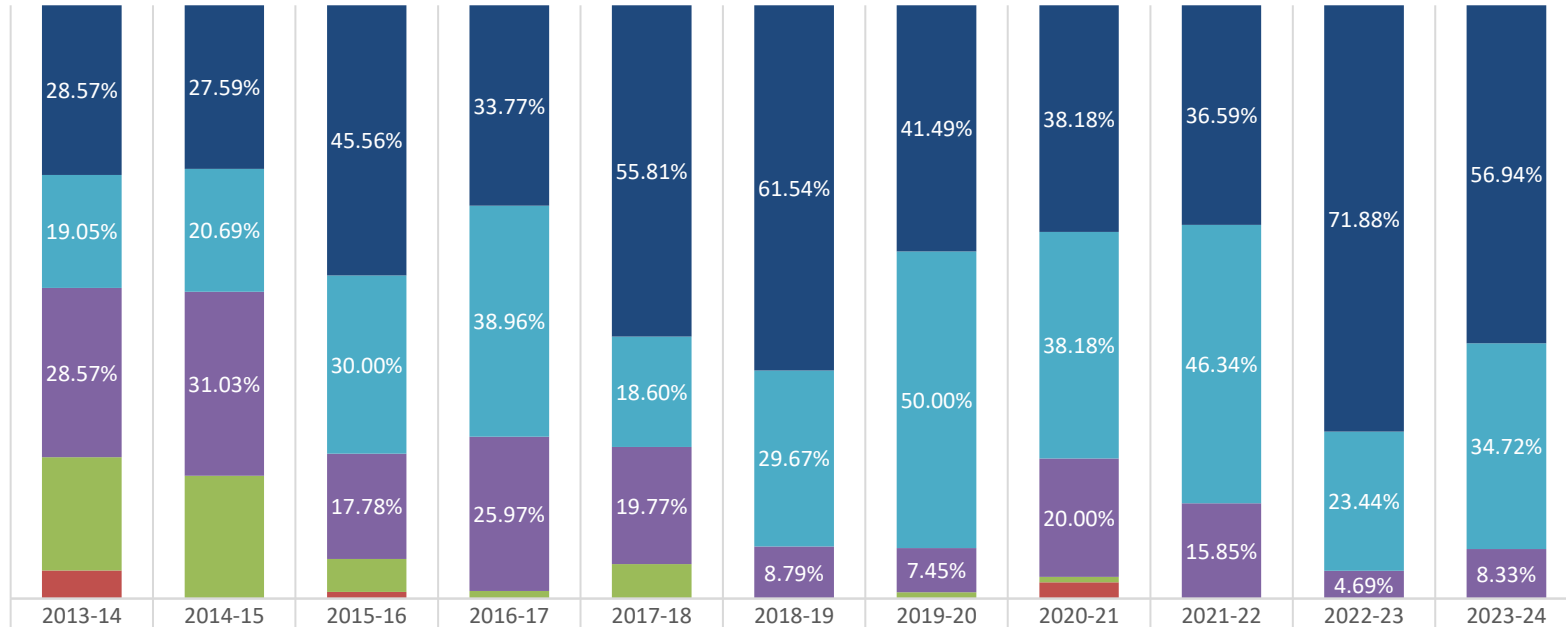
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Score 4	28.57%	27.59%	45.56%	33.77%	55.81%	61.54%	41.49%	38.18%	36.59%	71.88%	56.94%
Score 3.5	19.05%	20.69%	30.00%	38.96%	18.60%	29.67%	50.00%	38.18%	46.34%	23.44%	34.72%
Score 3	28.57%	31.03%	17.78%	25.97%	19.77%	8.79%	7.45%	20.00%	15.85%	4.69%	8.33%
Score 2.5	19.05%	20.69%	5.56%	1.30%	5.81%	0.00%	1.06%	0.91%	0.00%	0.00%	0.00%
Score 2	4.76%	0.00%	1.11%	0.00%	0.00%	0.00%	0.00%	2.73%	0.00%	0.00%	0.00%
Score 1.5	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

INDIANA STATE UNIVERSITY

HONORS COLLEGE
OBJECTIVE 4 - RESEARCH DESIGN SCORES

Legend: ■ Score 1.5 ■ Score 2 ■ Score 2.5 ■ Score 3 ■ Score 3.5 ■ Score 4

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Score 4	42.86%	34.48%	46.67%	50.65%	51.16%	64.84%	54.26%	47.27%	36.59%	71.88%	68.06%
Score 3.5	19.05%	13.79%	21.11%	25.97%	23.26%	23.08%	27.66%	25.45%	37.80%	25.00%	26.39%
Score 3	19.05%	20.69%	21.11%	14.29%	17.44%	12.09%	18.09%	20.00%	24.39%	3.13%	5.56%
Score 2.5	14.29%	17.24%	8.89%	6.49%	5.81%	0.00%	0.00%	5.45%	1.22%	0.00%	0.00%
Score 2	4.76%	13.79%	2.22%	2.60%	2.33%	0.00%	0.00%	1.82%	0.00%	0.00%	0.00%
Score 1.5	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Updated May 2024

INDIANA STATE UNIVERSITY

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	Nearly all Honors students meet expectations for all four learning objectives by the time they complete the GH 401 thesis. This is a very consistent trend, and fluctuations in scoring from year to year are primarily found in whether students are meeting expectations at an "Accomplished" or "Exemplary" level. These data suggest that the strategies that have been implemented to support student success in the Honors College and in the thesis writing process continue to be effective and those layers of support should be sustained.

2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Students who participate in Honors have significantly higher 1-year retention rates, 4-year graduation rates, and 6-year graduation rates than students who do not participate in Honors. The primary academic criterion for Honors College eligibility is a 3.7+ high school grade point average. Students who participate in Honors and enter with a 3.7+ high school GPA have higher 1-year retention rates, 4-year graduation rates, and 6-year graduation rates than ISU students who enter with a 3.7+ high school GPA and don't participate in the Honors College. These numbers continue to remain consistent as the Honors student cohort continues to become a larger percentage of the full cohort and as more students with 3.7+ high school GPAs choose to participate in the Honors College. In the Fall 2023 cohort, a record 70.20% of students with a 3.7+ high school GPA opted to join the Honors College.
What student success indicators are concerning?	The Honors student success indicators are all strong. The Honors College continuously works to provide support and academic experiences to sustain and further improve retention and graduation rates.
Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).*	Since the Honors College does not have a Program Data Profile, Blue Reports tables for cohort sizes, 1-year retention, 4-year graduation, and 6-year graduation are provided below. These tables highlight the differences between students who participated in Honors and students who did not participate in Honors in the full ISU cohort, as well as the differences between students with a 3.7+ high school GPA who participated in Honors and ISU students with a 3.7+ high school GPA who did not participate in Honors.

INDIANA STATE UNIVERSITY

Cohort Sizes

	Participated in Honors	Never Participated in Honors	Full Cohort	Percent of Full Cohort in Honors
Fall 2017	356	2321	2677	13.30%
Fall 2018	344	2041	2385	14.42%
Fall 2019	302	1578	1880	16.06%
Fall 2020	295	1464	1759	16.77%
Fall 2021	261	1158	1419	18.39%
Fall 2022	314	1212	1526	20.58%
Fall 2023	359	1199	1558	23.04%

Cohort Sizes: Honors-Eligible with 3.7+ High School GPA

	Participated in Honors, 3.7+ High School GPA	Never Participated in Honors, 3.7+ High School GPA	Total 3.7+ High School GPA	Percent of 3.7+ High School GPA in Honors
Fall 2017	276	223	499	55.31%
Fall 2018	282	216	498	56.63%
Fall 2019	255	194	449	56.79%
Fall 2020	246	168	414	59.42%
Fall 2021	223	175	398	56.03%
Fall 2022	266	129	395	67.34%
Fall 2023	311	132	443	70.20%

INDIANA STATE UNIVERSITY

1-Year Retention Rates

	Participated in Honors	Never Participated in Honors	Full Cohort
Fall 2017	88.48%	57.91%	61.97%
Fall 2018	89.53%	61.15%	65.24%
Fall 2019	88.08%	65.02%	68.72%
Fall 2020	84.75%	55.67%	60.55%
Fall 2021	88.89%	58.72%	64.27%
Fall 2022	86.94%	63.78%	68.55%
Fall 2023	88.02%	59.22%	65.85%

1-Year Retention Rates: Honors-Eligible with 3.7+ High School GPA

	Participated in Honors, 3.7+ High School GPA	Never Participated in Honors, 3.7+ High School GPA
Fall 2017	89.86%	82.51%
Fall 2018	90.78%	81.94%
Fall 2019	87.84%	79.38%
Fall 2020	87.80%	83.33%
Fall 2021	90.13%	73.71%
Fall 2022	87.22%	81.40%
Fall 2023	88.75%	87.88%

INDIANA STATE UNIVERSITY

4-Year Graduation Rates

	Participated in Honors	Never Participated in Honors	Full Cohort
Fall 2015	67.77%	23.98%	28.29%
Fall 2016	72.04%	26.96%	32.59%
Fall 2017	69.66%	24.08%	30.15%
Fall 2018	71.51%	26.31%	32.83%
Fall 2019	67.88%	27.19%	33.72%
Fall 2020	70.85%	26.23%	33.71%

4-Year Graduation Rates: Honors-Eligible with 3.7+ High School GPA

	Participated in Honors, 3.7+ High School GPA	Never Participated in Honors, 3.7+ High School GPA
Fall 2015	76.17%	56.42%
Fall 2016	80.36%	62.66%
Fall 2017	75.00%	58.30%
Fall 2018	75.89%	60.19%
Fall 2019	71.37%	59.28%
Fall 2020	76.42%	58.33%

INDIANA STATE UNIVERSITY

6-Year Graduation Rates

	Participated in Honors	Never Participated in Honors	Full Cohort
Fall 2013	75.26%	37.09%	41.27%
Fall 2014	71.13%	37.70%	41.17%
Fall 2015	77.66%	37.11%	41.10%
Fall 2016	79.93%	38.89%	44.02%
Fall 2017	78.37%	35.24%	40.98%
Fall 2018	80.23%	36.50%	42.81%

6-Year Graduation Rates: Honors-Eligible with 3.7+ High School GPA

	Participated in Honors, 3.7+ High School GPA	Never Participated in Honors, 3.7+ High School GPA
Fall 2013	86.21%	69.68%
Fall 2014	80.98%	66.29%
Fall 2015	84.46%	68.16%
Fall 2016	86.61%	72.78%
Fall 2017	82.97%	70.85%
Fall 2018	83.33%	68.98%

INDIANA STATE UNIVERSITY

Year-to-Year Cohort Retention and Graduation – Participated in Honors

			Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Year 1	Fall	Enrolled at Census	273	304	356	344	302	295	261	314	359
Year 1	Fall	Cohort Retention %	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Year 2	Fall	Enrolled at Census	242	266	315	308	266	250	232	273	316
Year 2	Fall	Cohort Retention %	88.64%	87.50%	88.48%	89.53%	88.08%	84.75%	88.89%	86.94%	88.02%
Year 3	Fall	Enrolled at Census	226	252	298	292	248	241	221	252	
Year 3	Fall	Cohort Graduates							1		
Year 3	Fall	Cohort Retention %	82.78%	82.89%	83.71%	84.88%	82.12%	81.69%	84.67%	80.25%	
Year 3	Fall	Cohort Graduation %							0.38%		
Year 4	Fall	Enrolled at Census	211	233	275	260	225	213	188		
Year 4	Fall	Cohort Graduates	12	17	20	24	14	24	27		
Year 4	Fall	Cohort Retention %	77.29%	76.64%	77.25%	75.58%	74.50%	72.20%	72.03%		
Year 4	Fall	Cohort Graduation %	4.40%	5.59%	5.62%	6.98%	4.64%	8.14%	10.34%		
Year 5	Fall	Enrolled at Census	31	27	38	29	26	24			
Year 5	Fall	Cohort Graduates	185	219	248	246	205	209			
Year 5	Fall	Cohort Retention %	11.36%	8.88%	10.67%	8.43%	8.61%	8.14%			
Year 5	Fall	Cohort Graduation %	67.77%	72.04%	69.66%	71.51%	67.88%	70.85%			
Year 6	Fall	Enrolled at Census	0	7	5	5	7				
Year 6	Fall	Cohort Graduates	212	238	278	271	227				
Year 6	Fall	Cohort Retention %	0.00%	2.30%	1.40%	1.45%	2.32%				
Year 6	Fall	Cohort Graduation %	77.66%	78.29%	78.09%	78.78%	75.17%				
Year 7	Fall	Enrolled at Census	2	3	7	2					
Year 7	Fall	Cohort Graduates	212	243	279	276					
Year 7	Fall	Cohort Retention %	0.73%	0.99%	1.97%	0.58%					
Year 7	Fall	Cohort Graduation %	77.66%	79.93%	78.37%	80.23%					
Year 8	Fall	Enrolled at Census	1	2	4						
Year 8	Fall	Cohort Graduates	213	245	283						
Year 8	Fall	Cohort Retention %	0.37%	0.66%	1.12%						
Year 8	Fall	Cohort Graduation %	78.02%	80.59%	79.49%						

INDIANA STATE UNIVERSITY

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	The Honors College Dean and Coordinator for Student Research and Engagement have continued to focus on maintaining the support and resources in GH 401 that have successfully improved student learning outcomes in the past few years, including expected visits to the ISU Writing Center and meetings with ISU reference librarians, regular communication and meetings with individual students throughout the semester, and providing templates and examples. GH 401 is an independent study course, but beginning with the Spring 2023 semester, students are now required to attend two in-person writing sessions. In the 2023-2024 academic year, the number of students meeting expectations for Objective 2 reached 100% for the first time. This suggests that this added structure has been beneficial in supporting students in the thesis writing process.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	Because the student outcome results are favorable, the Honors College Dean and Coordinator for Student Research and Engagement intend to continue providing the support, structure, and resources that have already been implemented. Examining the course structure and reviewing barriers to completing the thesis in a single semester are ongoing priorities.
What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*	The Honors College intends to maintain existing partnerships with the ISU Writing Center and the ISU reference librarians to continue supporting student success in GH 401.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	The Honors College intends to continue reviewing all four outcomes, since the GH 401 Honors thesis is a culminating project that can measure performance in all areas. The Honors College Faculty Council has identified an additional artifact and developed a rubric for assessment of GH 201. This will be implemented in a future assessment cycle and is intended to strengthen Honors College assessment by providing insight on Honors student progress toward meeting the learning outcomes at an earlier point in the Honors curriculum. The Honors College Faculty Council has also expressed intent to increase the number of people involved in the review of artifacts.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Honors College assessment data is shared with the Honors College Faculty Council, which reviews the Honors College student learning goals, GH course objectives, and data collection and analysis processes to make recommendations for continued improvement of our outcomes and assessment. This report is also being submitted for publication on the Indiana State University assessment website.

INDIANA STATE UNIVERSITY

RUBRIC – Honors College: Assessment of Student Outcomes

Objective	Metric	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
Objective 1 **Student thinks critically (uses reason, logic, evidence to formulate and support ideas and arguments) at an advanced level**	A score describing this quality assigned to the student's GH 401 thesis	Student makes unsupported assertions and omits use of reason, logic and evidence.	Student attempts to support ideas with evidence and constructs reasonable arguments or analyses.	Student consistently applies supporting evidence and analysis to test and reinforce ideas.	Student poses, test and defends sophisticated ideas and arguments using multiple sets of complex data and examples.
Objective 2 **Student writes engagingly by effectively communicating ideas and making persuasive arguments**	A score describing this quality assigned to the student's GH 401 thesis	Student writes without structure and organization. Writing is unsophisticated, inelegant and possesses numerous major errors in content and technique.	Student writes with discernible structure and organization. Writing is coherent and functional, and exhibits few major errors of content and technique.	Student writes with well-defined structure and organization. Writing is clear, consistent in support of arguments, with only minor errors in content and technique.	Student writes with highly effective structure and organization. Writing is clear, concise and elegant, with virtually no errors in content and technique.
Objective 3 **Student applies knowledge and integrates ideas across disciplines at an advanced level.**	A score describing this quality assigned to the student's GH 401 thesis	Student's thesis fails to apply disciplinary knowledge and make connections between ideas across disciplines.	Student's thesis attempts to apply disciplinary knowledge and makes weak connections between ideas across disciplines.	Student's thesis effectively applies disciplinary knowledge and integrates ideas across disciplines.	Student's thesis presents a sophisticated application of disciplinary knowledge and draws complex and innovative connections between ideas across disciplines.
Objective 4 **Student understands the principles of research design and successfully conducts independent research.**	A score describing this quality assigned to the student's GH 401 thesis.	Student's thesis lacks structure and organization. Thesis is unsophisticated and possesses numerous errors in citation. Research problem is present, but unclear. Research is unsupported by evidence, logic and evidence.	Student's thesis has discernible structure and organization. Thesis presents a somewhat clear problem with minimal errors in citation. Research problem is acceptable and investigates arguments with evidence, logic and reason.	Student's thesis presents a clear research problem that is well supported by evidence, reason and logic. Thesis provides sophisticated arguments and is relatively free from errors in citations.	Student's thesis presents a clear and research problem and effectively establishes the relevance of the study. Research is strongly supported by evidence, research and logic and compellingly argued. Thesis has no errors in citation.

INDIANA STATE UNIVERSITY

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Honors College

Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Comprehensive assessment strategy that generates data aligned with each individual outcome for year-over-year trend comparison. Evaluation tools ensure that generated data is aligned directly with the LO being assessed.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

Results & Analysis	Year-over-year assessment data allow faculty to analyze point-in-time trends to better inform program understanding about student mastery of learning outcomes.	The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used		Exemplary
Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal reflects reasonably high expectations for students in the program		
		Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used		
		Faculty insights gained from findings are discussed in thoughtful detail		
		When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)		
		When applicable, missing data or significant limitations to how data may be interpreted or applied are described		
Continuous Improvement	Demonstrated commitment to informing program, curriculum, assessment, and student support decisions with results generated from comprehensive assessment.	Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)		Exemplary
Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings		
		Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty		
		Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed		
		A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment		
		Assessment findings are shared with program faculty and any applicable stakeholders		

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.