3-Year Academic Assessment Plan Cover Sheet

Assessment plans are due December 20, 2018 Email to: assessment@unlv.edu

Program Information:

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<tr>
<th>Program Assessed</th>
<th>Honors College</th>
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<tr>
<td>Department</td>
<td>Honors College</td>
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<tr>
<td>College</td>
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<tr>
<td>Department Chair</td>
<td>Dr. Andrew Hanson</td>
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<tr>
<td>Assessment Coordinator</td>
<td>Dr. Dan Bubb</td>
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<td>Date Submitted</td>
<td>11/29/2018</td>
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Contact Person for This Plan

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Dan Bubb</th>
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<tr>
<td>Phone</td>
<td>(702) 895-1571</td>
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<tr>
<td>Email</td>
<td><a href="mailto:dan.bubb@unlv.edu">dan.bubb@unlv.edu</a></td>
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Please address the following items:

- What are the student learning outcomes? Please provide a numbered list.
- Plans must include a curriculum map showing which courses will address which learning outcomes. Examples can be found here: http://provost.unlv.edu/Assessment/map.html
- Which learning outcomes will be assessed in each cycle year (i.e., assessment timeline)?
- How will the learning outcomes be assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - Student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - Activities requiring originality, critical analysis and expertise.
  - The development of extensive knowledge in the field under study.
Mission: The Honors College strives to provide our students exceptional educational opportunities available in the context of a dynamic community of learners - faculty and students alike – exemplifying a shared commitment to academic excellence and personal intellectual growth. The Honors College provides traditional coursework, field experiences, intensive seminars and research opportunities in a curricular array appropriate for students from their first day of university classes through graduation. The Honors College and its programs serve as exemplars of rigor, creativity, faculty-student engagement, dedication to academic integrity, and community inclusiveness.

Our Goals: The Honors College strives to do the following:

- Provide the finest educational opportunities possible for university students of high academic aspirations.
- Bring together the most accomplished faculty scholars and most receptive and talented students in a synergy of advanced learning.
- Support the realization of holistic and global learning on a world-wide palette.
- Foster the development and confirmation of talents, skills, and experiences that will promote opportunities for successful post-graduate education and/or fulfillment of professional careers.
- Grow the proportion of UNLV undergraduate students engaged in Honors education to the benefit of our students, faculty, the institution, and ultimately, the larger community and nation.

Our Student Learning Outcomes: Upon completion of lower and upper-division courses in the University Honors Program, students will demonstrate the ability to:

Intellectual Breadth and Lifelong Learning

1. Design and implement appropriate research strategies that include:
   - Synthesizing information from a variety of sources and disciplines to find common interdisciplinary themes and/or contradictions.
   - Critically evaluating research sources to determine which ones are credible, what evidence authors use to substantiate their arguments, and compare those writings to other information.
2. Critically read and analyze authors' narrative styles, arguments, supporting evidence, themes, and organization and presentation of ideas.
3. Develop sound arguments using credible evidence, and recognize fallacious arguments.

Communication

4. Write with focus, clarity, thematic development, organization, and the proper use of mechanics (syntax, grammar, punctuation, and spelling).
5. Analyze and respond to different communication situations, audiences, and purposes.
6. Orate with strong presentation skills.
7. Clearly articulate (both orally and in writing) an understanding of disciplinary and interdisciplinary issues, theories, events, and ideas.

**Honors College Curriculum Map**

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<tr>
<th>Course</th>
<th>Credits</th>
<th>Intellectual Breadth and Lifelong Learning</th>
<th>Inquiry and Critical Thinking</th>
<th>Communication</th>
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How we assess our student learning outcomes: The Honors College uses a variety of direct and indirect instruments to assess our student learning outcomes. They are:

1. At the end of each course, faculty complete a survey assessing the performance of their class as a whole.
2. The Honors College Assessment Committee comprised of faculty use a rubric to review “best paper” submissions that contain three of the University Undergraduate Learning Outcomes (Intellectual Breadth and Lifelong Learning, Inquiry and Critical Thinking, and Communication).
3. All graduating Honors students are required to complete an exit survey rating their educational experience.

Three-Year Student Learning Outcomes Assessment Schedule

<table>
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<tr>
<th>Outcome</th>
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How we close the loop:

The Dean, Associate Dean, and other members of the Assessment Committee review, interpret, and act on the results from the faculty surveys, student exit surveys, and the “best papers” evaluations as they are obtained. The results are then shared and discussed with faculty and other appropriate individuals who will make adjustments as they are necessary. For example, in an effort to improve the quality of student writing, the Honors College has added workshops and one-on-one GTA advising provided by two graduate English majors.