General Information

1. Name / Number of Course / Sequence:
   UINV 2710/2720; HONR 2717/2727

2. SLO(s) being assessed:
   Student will be informed and engaged citizens of the United States and the world and understand and appreciate the diversity of and within societies of the United States and the world.

3. Department:
   Honors College

4. Department Representative:
   Gerard Elfstrom

5. AGSC Content Alignment:
   AREA II: Humanities

Assessment Information

6. Assessment Method: [Explain how assessment for the measures associated with this SLO – not grading for the course as a whole was conducted.]
   
   The Human Odyssey Committee has identified two readings from Human Odyssey I that address SLO 8 and two readings that assess SLO 9. It has done the same for Human Odyssey II. For each reading, students will address a prompt that will be the same for all Human Odyssey sections. The responses are assessed using a standard rubric for SLO 9 and for SLO 9. (The rubrics are attached below.)
Additional information about student's grasp of the issues relevant to SLO 8 & SLO 9 is provided by a pre-test, administered during the first week of the semester and a post-test administrated during the final week of the semester.

At the present time, we have made no changes in our assessment programs. However, we will continue to review them and discuss possible changes.

7. Findings: [What assessment data did each assessment method produce?]
   As a result of administrative changes during the spring of 2011, we were unable to collect sufficient assessment data to be useful.

   The reading assessments conducted during the fall of 2010 revealed considerable differences among the various Human Odyssey sections. Some performed very well, others did not fare well. The Human Odyssey Assessment Committee determined these differences may have resulted in part from variations in the ways the prompts were administered.

   The Fall 2011 pre-test (results attached below) reveal that many students entered the course with significant awareness of our learning outcomes. It is nonetheless possible the post-test will reduce some of the scatter in their responses.

8. How did you or will you use the findings for improvement: [What questions / issues/ concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department / program take as a result of this analysis?]

   As noted above, we have taken measures to standardize the way in which the prompts are administered to our students this fall. Since we are amid collecting our reading responses at the present time, we are unable to determine whether our efforts will make a significant difference. We will assess our success once all the reading responses have been collected. We will continue to fine-tune our procedures & consider modifications.

   We will also discuss the pre/post tests to see if any revisions are in order.

9. Additional comments: [What else would you like the Committee to know about your assessment of this course or plans for the future?]

   None
10. Core Curriculum General Education Committee Comments:

Very little data was collected, and it is not clear how it was used to assess the specific measures of the SLOs. The concern needs to be on achievement of the SLOs rather than on divergence between sections. It would seem that if an administrative change prevented data from being collected during Spring 2011