2. **SLO(s) being assessed:** Student will..

   SLO 8: Students will be informed and engaged citizens of the U.S. and the world.

   SLO 9: Students will understand and appreciate diversity of an within societies of the U.S. and the world.

3. **AGSC Content Area of Alignment:**

   Area II: Humanities

4. **Assessment Method(s):**

   [Explain how assessment for the measures associated with this SLO - not grading for the course as a whole - was conducted. You may cut/paste rubrics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method. Is this the method you initially planned to use? Provide a separate paragraph for each method].

   The Human Odyssey Assessment Committee has identified two readings from Human Odyssey I that address SLO8 and two readings that address SLO9. For each reading, students addressed a prompt that was the same for all Human Odyssey sections. The responses were assessed using a standard rubric for SLO8 and SLO9. The prompts employed are: Social and Political Engagement #1 (Rome readings) When you are doing your response, please be sure to address the interaction between religion and government in Roman times and how they might relate to our world today. Diversity #1 (Muslim scientific advancements reading) When you are writing your reading response, please include a commentary on how Muslim culture/science impacted Western civilization in the early Middle Ages and how this impact continues to influence our world today. Social and Political Engagement #2 (Renaissance readings, week one) When you are writing your reading response, please discuss the economic, governmental, cultural, and philosophical trends in Western Europe that contributed to the Renaissance and how these trends endure in Western thought today. Diversity #2 (Renaissance readings, week two) When writing your reading response, please address how the power structure of the Christian church was challenged by individuals in the late Renaissance on scientific and ethical/religious grounds and how these changes endure today. A sample of 3 responses to each of the 4 prompts was selected from the 3 Honors Human Odyssey sections and the 2 University Human Odyssey sections were chosen by random means. Each response was evaluated by 4 measures: 1) Summary—Did the student present the material in the texts accurately and competently? 2) Synthesis—Did the student draw material from different texts to address the topics of the prompt? 3) Analysis—Did the student critically examine the major themes from the texts? 4) Applications—Did the student draw themes from the texts to comment on contemporary issues?

5. **Findings: What assessment data did each assessment method produce?**

   By and large, the students were able to summarize the readings well. Most were also able to apply the themes and ideas of the readings to topics other than those of the readings. They were also adept at synthesis and analysis. In past terms, we encountered difficulty getting the students to address the items of the prompts. After sending around e-mail reminders to students and announcing the prompts in the individual sections, this difficulty has been addressed. Detailed information on the assessment results and numbers is attached below.

   **Attachment name:** Fall2012HONR_UNIVassessmentdata.docx

6. **Based on the comprehensive rubric for the appropriate SLO(s), indicate the extent of competency of the average student who has completed this core course in each learning outcome assigned to it:**
Core Curriculum Assessment Report 2012-2013

Department
Honors College

Representative
Gerard Elfstrom

Academic Year
2012_13

Course Name / number
UNIV2710 / HONR2717

SLO       Level of Ability
SLO 8     advanced ability
SLO 9     advanced ability

7. 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?]
   We will continue to implement measures to insure that students address the material required to address the several prompts.

8. Additional Comments:
   [What else would you like the Committee to know about your assessment of this course or plans for the future?]
   In May of 2012, the Human Odyssey Program Review Committee recommended that the Human Odyssey Program adopt SLO2 (Students will be able to read critically and analytically,) and SLO3 (Students will be able to critique and construct an argument effectively,) in place of SLO8 and SLO9. Both present and past Human Odyssey students and faculty are agreed that SLOs 2 and 3 are a better fit for Human Odyssey than SLOs 8 & 9. In consequence, the Human Odyssey faculty have devised goals and measures of assessment for SLOs 2 & 3. We will submit the request for these revisions during the fall of 2013 and hope to have them approved in time for the spring of 2014. We will continue to use SLOs 8 & 9 for the fall of 2013.

9. Committee Comments:
Fall 2012 assessment data for 3 sections of HONR 2717 and 2 sections of UNIV 2710.

One HONR section had 16 students enrolled, a second had 20 students enrolled, and the third had 12 students enrolled. One UNIV section had 15 students and the second had 9 students. Students submitted responses to the readings for each week. To assess their achievement of the Student Learning Outcomes for SLOs #8 and #9, we asked the students to address the prompts below in their responses. For each of the 4 prompts below, we selected 3 student responses at random for assessment. Hence, a total of 60 student responses were assessed.

Prompts for Reading Responses in HO I

Social and Political Engagement #1
(Rome readings)
When you are doing your response, please be sure to address the interaction between religion and government in Roman times and how they might relate to our world today.

Diversity #1
(Muslim scientific advancements reading)
When you are writing your reading response, please include a commentary on how Muslim culture/science impacted Western civilization in the early Middle Ages and how this impact continues to influence our world today.

Social and Political Engagement #2
(Renaissance readings, week one)
When you are writing your reading response, please discuss the economic, governmental, cultural, and philosophical trends in Western Europe that contributed to the Renaissance and how these trends endure in Western thought today.

Diversity #2
(Renaissance readings, week two)
When writing your reading response, please address how the power structure of the Christian church was challenged by individuals in the late Renaissance on scientific and ethical/religious grounds and how these changes endure today.

We employed the standards below to make assessments of either exceeds expectations, meets expectations, or marginal/failing to assess each of the responses.

As may be anticipated the students in the Honors sections enjoyed greater success than those in the UNIV sections. Nonetheless, many students did very well.

For the response to Prompt #1 for SLO 8 above, 3 responses from each of the 3 HONR sections were assessed and 3 responses from each of the 2 UNIV section were assessed for a total of 15.

In the case of the 3 HONR sections, 5 exceeded expectations and 4 met expectations.
In the case of the 2 UNIV sections, 2 exceeded expectations and 4 met expectations.

For the response to Prompt #2 for SLO 8 above, 3 responses from each of the 3 HONR sections were assessed and 3 responses from each of the 2 UNIV section were assessed for a total of 15.

In the case of the 3 HONR sections, 5 exceeded expectations and 4 met expectations. In the case of the 2 UNIV sections, 1 exceeded expectations and 5 met expectations.

For the response to Prompt #1 for SLO #9 above, 3 responses from each of the 3 HONR sections were assessed and 3 responses from each of the 2 UNIV section were assessed for a total of 15.

In the case of the 3 HONR sections, 4 exceeded expectations and 5 met expectations. In the case of the 2 UNIV sections, 3 exceeded expectations, 1 met expectations, and 2 were marginal/failing.

For the response to Prompt #2 for SLO #9 above, 3 responses from each of the 3 HONR sections were assessed and 3 responses from each of the 2 UNIV section were assessed for a total of 15.

In the case of the 3 HONR sections, 3 exceeded expectations, 4 met expectations, and 2 was marginal/failing. In the case of the 2 UNIV sections, 1 exceeded expectations, 3 met expectations, and 2 were marginal/failing.

**Informed and Engaged Citizenship**

**Students will be informed and engaged citizens of the United States and the world.**

1. Demonstrate knowledge of the world they live in and its history: be able to describe social, political, economic, or cultural systems within and outside the United States and to describe how historical, economic, political, social, or geographic relationships develop, persist, and change.

2. Demonstrate the ability to analyze these systems and relationships: be able to critically analyze both contemporary and historical perspectives on contemporary issues and to critically analyze one's own culture, history, and society.

Demonstrate awareness of avenues of engagement with these systems: be able to relate local, national, and global social policy; to recognize the social responsibility of the individual within a larger community; and to distinguish the possibilities, values, and limitations of social change.

**Intercultural Knowledge and Diversity Awareness**

**Students will understand and appreciate the diversity of and within societies of the**
United States and the world.

1. Recognize the roles various people play in their culture: be able to relate the contributions of groups and individuals to cultures, societies, or history; to critically analyze one's own culture, history, or society; and to critically analyze other cultures within and outside the United States.

2. Appreciate socio-cultural and international diversity among people: be able to demonstrate knowledge of issues in the United States and the world that concern people of different races, ethnicity, nationalities, religions, gender, sexual orientation, socioeconomic status, or those with disabilities or from different geographical locations; and be able to demonstrate knowledge of cultures outside the US, including knowledge of values, beliefs, traditions, and customs within other nations.

Demonstrate understanding of the need for awareness of intercultural diversity when relating to others in various cultures and situations.