



# Lake Erie College

## Co-Curricular Assessment Plan

[Revised Spring 2018]

Deadline for submission to the Vice President of each area: May 1 of each year

<b>Program:</b> Honors	<b>Division:</b> Academic Affairs
<b>Academic Year:</b> 2018-19	<b>Department:</b> Honors
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### PROGRAM MISSION

The mission of the Lake Erie College Honors program is to provide highly motivated and engaged students with experiential learning and personal development activities that will enrich their experience inside and outside of the classroom. By reflecting upon the learning opportunities present in every facet of life, students' increased self-awareness, concern for the welfare of others, and career readiness will more effectively position them for post-graduation personal and professional success.

### CURRENT CO-CURRICULUM PROGRAM LEARNING OBJECTIVES

(These should match the program curriculum maps, i.e., where the learning objective is embedded)

### PROGRAM LEARNING OBJECTIVES

**PLO 1 – Communication Effectiveness:** Students will develop competencies in verbal, non-verbal, and written communication to enhance their effectiveness in post-graduation career or academic pursuits.

**PLO 2 – Self-Advocacy:** Students will gain an understanding of expectations within the post-collegiate working world while developing the necessary skills and experiences to successfully navigate a career search.

**PLO 3 – Integrative Thinking:** Students will develop competencies in making connections between ideas and experiences that will enable them to synthesize concepts to new and more complex learning environments after graduation.

**PLO 4 – Balancing Personal Goals with the Needs of Others:** Students will engage in activities that broaden their sense of meaning to include the needs of others as fundamental to their own personal definition of success.

**PLO 5**

**PLO 6**

**PLO 7**

**PLO 8**

**PLO 9**

**PLO 10**

### PROGRAM LEVEL ASSESSMENT #1

**Direct Method of Assessment (e.g., standardized testing service, pre/post-test, portfolio evaluation, exam, etc.):** Senior Honors Colloquium presentation scoring and qualitative feedback provided by a faculty/staff committee.

**Indirect Method of Assessment (e.g., student surveys, survey of graduates, graduate and retention rates, etc.):**

**To which PLO is this assessment aligned? #1-4**

**Achievement Target:** On a 5-point Likert Scale, every graduating Honors student averages at least a 4.0 overall.

**Number of Students in Assessed Population:** Graduating Honors class of approximately 15-20.

**Summary of Results:**

**Strengths of the Program as Per Assessments :**

**Needs for Improvement and challenges presented:**

**Action Plan for Adding Quality Improvements (please see rubric for Action Plans):**

**PROGRAM LEVEL ASSESSMENT #2**

**Direct Method of Assessment (e.g., standardized testing service, pre/post-test, portfolio evaluation, capstone course evaluation, etc.):** Portfolio reviews each year in concert with Honors Program Director. Students must satisfy four categories within their portfolios: Curriculum Vitae/Resume; On-Campus Learning and Development Activities with Reflection Summaries; Off-Campus Learning and Development Activities with Reflection Summaries; List of Activities that Positively Impact Others with Reflection Summaries.

**Indirect Method of Assessment (e.g., student surveys, survey of graduates, graduate and retention rates, etc.)**

**To which PLO is this assessment aligned?** #2, #3, and #4

**Achievement Target:** Students add or update elements from each category every year up through graduation. Students demonstrate a Growth Mindset disposition and integrate National Association of Colleges and Employers (NACE) competencies as they develop progressively more refined career-readiness skills.

**Number of Students in Sample:** All Honors students beginning with freshmen in Fall 2018.

**Summary of Results:**

**Strengths of the Program as Per Assessments :**

**Needs for Improvement and challenges presented:**

**Action Plan for Adding Quality Improvements (please see rubric for Action Plans):**

**PROGRAM LEVEL ASSESSMENT #3**

**Direct Method of Assessment (e.g., standardized testing service, pre/post-test, portfolio evaluation, capstone course evaluation, etc.):**

**Indirect Method of Assessment (e.g., student surveys, survey of graduates, graduate and retention rates, etc.)**

Student program and self-evaluation: This will consist of an exit survey asking students to reflect on their time at LEC, and in the Honors Program in particular, and assess how effectively they have grown in each of the four categories listed as PLOs. It will also serve as a satisfaction survey, informing programming decisions for future years.

<b><u>To which PLO is this assessment aligned? #1-4</u></b>
<b><u>Achievement Target:</u></b> Likert scores of $\geq 4/5$ on all questions for the majority of respondents.
<b><u>Number of Students in Sample:</u></b> All graduating Honors students.
<b><u>Summary of Results:</u></b>
<b><u>Strengths of the Program as Per Assessments :</u></b>
<b><u>Needs for Improvement and challenges presented:</u></b>
<b><u>Action Plan for Adding Quality Improvements (please see rubric for Action Plans):</u></b>

[IF MORE PROGRAM LEVEL ASSESSMENTS EXCEED WHAT IS ON THIS FORM, SIMPLY CUT AND PASTE THE FIELDS AND RENUMBER AS NECESSARY]

**SPECIFY LEARNING OUTCOMES YOU ANTICIPATE WILL BE ASSESSED NEXT YEAR  
(If different than current action plan listed above for each assessment)**

<b><u>Outcome:</u></b>	
<b><u>Method:</u></b>	<b><u>Achievement Target:</u></b>
<b><u>Second Method (if applicable):</u></b>	<b><u>Achievement Target:</u></b>

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Staff Member(s) Signature Representing the Program

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Vice President's Signature and Date Indicating Review and Approval of Assessments