

**PLNU Honors Program**  
**PLO Data for Honors, Fa2021 - Sp2022**

**Program Learning Outcome #1:**

Students will integrate knowledge from Honors FE courses and experiences from co-curricular activities.

**Outcome Measure:**

HON3050:

Humanities Honors Portfolio

Portfolio: Select 7-12 written assignments in Humanities Honors Courses that represent your best work and provide the basis for your integrative essay.

**Criteria for Success (how do you judge if the students have met your standards):**

80% of students completing the Humanities Honors Program will reach Level 3 or higher as directed in the Boston University Assessment Rubric for General Studies.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

| Year    | Number of students | % of students reaching Level 3 or higher |
|---------|--------------------|--|
| 2017-18 |                    | 90%                                      |
| 2018-19 |                    | 93%                                      |
| 2019-20 |                    | 91%                                      |
| 2020-21 |                    | 80%                                      |
| 2021-22 | 16                 | 89%                                      |

**Conclusions Drawn from Data:**

While it is too early to draw conclusions, it appears that the Program has met the criteria for success.

**Changes to be Made Based on Data:**

No change suggested at this time.

**Rubric Used**

See next page



## College of General Studies

## Assessment Rubric

| Rubric Areas   | Level 4:<br>Excellent  | Level 3:<br>Competent  | Level 2:<br>Developing  | Level 1:<br>No mastery  |
|--|--|--|---|---|
| <b>Written and oral communication</b>                                    | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (including organization, content, presentation, formatting, and stylistic choices); uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free. | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task; uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Follows expectations appropriate to a specific discipline and/or writing task for basic organization, content, and presentation; uses language that generally conveys meaning, although there may be problems with clarity and the writing may include some errors. | Attempts to use a consistent system for basic organization and presentation; uses language that sometimes impedes meaning or clarity. Contains errors in usage.   |
| <b>Gathering, analyzing, and documenting information</b>                 | Synthesizes in-depth information from a range of high-quality, credible, relevant sources that are appropriate for the discipline and genre to develop ideas and documents these sources fully using MLA or Chicago style.   | Consistently presents in-depth information from credible, relevant sources appropriate to the discipline and genre to support ideas. Documents sources with few errors or exceptions using MLA or Chicago style.                     | Demonstrates an attempt to use credible and/or relevant sources to support ideas and to document these sources properly using MLA or Chicago style.   | Minimally attempts to use sources to support ideas in the writing; these sources may not be correctly documented using an acceptable style manual and/or may not be fully relevant to the task at hand.         |
| <b>Awareness of specific historical, literary, and cultural contexts</b> | Uses appropriate, relevant, and compelling content and sufficient detail to illustrate mastery of the subject, including historical, literary, and cultural contexts.  | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline(s), but many not yet provide sufficient detail or illustrate mastery of historical, literary, and cultural contexts.        | Uses appropriate and relevant content to develop and explore ideas through most of the work; does not display a consistently clear or adequately detailed understanding of historical, literary, and cultural contexts.   | May use appropriate and relevant content to develop simple ideas in some parts of the work.   |
| <b>Rhetorical and aesthetic conventions</b>                              | Demonstrates a thorough understanding of context, audience, purpose. Makes skillful rhetorical choices and shows deep appreciation for literary and aesthetic conventions and their effects.   | Demonstrates adequate consideration of context, audience, and purpose. Understands rhetorical effects and shows appreciation for literary and aesthetic conventions and their effects.   | Demonstrates some awareness of context, audience, and purpose. Can identify rhetorical strategies and shows some appreciation for literary and aesthetic techniques and conventions.  | Demonstrates minimal attention to context, purpose, and audience. May not be aware of rhetorical effects of one's own work or of rhetorical strategies and literary techniques in works analyzed.               |
| <b>Critical Thinking and perspective-taking</b>                          | Questions are examined from a range of viewpoints, taking into account the complexities of an issue. Conclusions and related outcomes are logical and reflect the student's informed evaluation and ability to place evidence and perspectives discussed in priority order.  | Specific position takes into account the complexities of an issue and acknowledges other viewpoints. Conclusion is logically tied to a range of information.   | Information is presented with some interpretation or evaluation, but not enough to develop a coherent analysis or synthesis. Acknowledges different sides of an issue, but may be more aware of others' assumptions than one's own (or vice versa).                 | Specific position is stated, but is simplistic and obvious. Conclusion is inconsistently tied to some of the information discussed. Information from sources is presented without interpretation or evaluation. |
| <b>Integrative and applied learning</b>                                  | Makes insightful connections across disciplines and perspectives. Draws conclusions by combining examples, facts, theories or methodologies from more than one field of study to arrive at a sophisticated interdisciplinary understanding.  | Makes connections across disciplines and perspectives by independently combining examples, facts, theories, or methodologies from more than one field of study.  | When prompted, connects examples, facts, or theories across disciplines and perspectives. May not show a strong understanding of how methodologies differ across fields of study or could be applied in a new situation.  | When prompted, presents examples, facts, or theories representing different disciplines and perspectives. Shows a limited interdisciplinary understanding.  |
| <b>Quantitative methods</b>  | Uses quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful and carefully-qualified conclusions from this work.  | Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.  | Uses the quantitative analysis of data for basic judgments, drawing plausible conclusions from this work.   | Uses the quantitative analysis of data for tentative judgments; hesitates to draw conclusions from this work.   |

**Program Learning Outcome #2:**

Students will identify changes over time in their personal, spiritual, and intellectual development as a result of participating in the Honors program.

**Outcome Measure:**

HON3050:

Humanities Integrative Essay

Integrative Essay: Write a 5-7 page essay that integrates various strands of insight into your personal, spiritual, and intellectual growth.

**Criteria for Success (how do you judge if the students have met your standards):**

80% of students completing the Humanities Honors Program will reach Level 3 or higher as directed in the PSY1001 GE Autobiography Rubric.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. **Broad Integrative Knowledge**
3. Intellectual Skills/Core Competencies
4. **Applied and Collaborative Learning**, and
5. Civic and Global Learning

**Longitudinal Data:**

| Year    | Number of students | % of students reaching Level 3 or higher |
|---------|--------------------|--|
| 2017-18 |                    | 90%                                      |
| 2018-19 |                    | 93%                                      |
| 2019-20 |                    | 94%                                      |
| 2020-21 |                    | 80%                                      |
| 2021-22 | 16                 | 87%                                      |

**Conclusions Drawn from Data:**

While it is too early to draw conclusions, it appears that the Program has met the criteria for success.

**Changes to be Made Based on Data:**

No change suggested at this time.

**Rubric**

See next page

| PSY101 GE Autobiography Rubric   |   |   |   |   |
|--|---|---|---|---|
| GELO 2.a. Students will develop an understanding of self that fosters personal wellbeing |   |   |   |   |
|  | Capstone  | Milestones  |   | Benchmark   |
|  | 4   | 3   | 2   | 1   |
| Understanding of <u>story</u>  | Student has made dramatic increases in the understanding of their story.                                      | Student has made significant increases in the understanding of their story.                       | Student has made some increases in the understanding of their story.  | Student has made minimal to no increases in the understanding of their story.   |
| Exhibits <u>accurate perceptions</u> of situations to facilitate wellbeing               | Independently and quickly implements strategies for correcting thought distortions.                           | Learns and implements strategies for correcting thought distortions.                              | Recognizes one's own tendencies toward thought distortions and situations in which they occur but has difficulty implementing strategies for correcting thought distortions.      | Begins to understand that we create our own feelings through our perceptions.   |
| Articulates an understanding of <u>healthy and satisfying relationships</u> .            | Student consistently creates positive methods of developing and maintaining healthy/satisfying relationships. | Student has demonstrated flexible behavior in order to maintain healthy/satisfying relationships. | Student recognizes one's own self-defeating patterns of interaction but has not yet began implementing appropriate behavior changes to maintain healthy/satisfying relationships. | Student begins to understand the components of self-defeating patterns of interaction that prohibit maintaining healthy/satisfying relationships. |