

# Assessment Report for Academic Year 2022-2023 Honors College

*Prepared by Professors Evelyn Ho, Stuart McKee, Eve-Anne Doohan*

*Honors College Assessment Committee*

For 2022-2023 we focused on a few assessment activities:

- Continuing to review all syllabi from existing HONC courses to ensure they include CLOs, our new PLOs (which went into effect in Fall 2021), and assignments that align with assessment. Our global jumpstart courses had the most missing components. Many of our courses do not have the PLOs that they should have so we continue to implement a process of regular review and revision.
- We cleaned up our Curriculum Map after extensive Curriculog changes including:
  - renumbering and renaming courses to align with our current map
  - creating a shell HONC Forum course to standardize learning outcomes and PLO alignment across very disparate classes and to ease future reviewing of courses internally
  - creating a shell HONC Gateway course
  - in the process of creating the shell HONC culminating course called “HONC Senior Seminar”

## **Honors College Mission, PLOs, and Curriculum Map**

### **MISSION**

The Honors College at the University of San Francisco is a scholarly community grounded in a culture of collaborative inquiry and the Jesuit educational mission of social justice, global perspective, and *cura personalis*. Our mission is to inspire and prepare future leaders to think critically and foster an interdisciplinary understanding of the world around them and the tools to effect change. The mission of the Honors College comprises four pillars:

- I. **Liberal Arts:** The Honors College provides a well-rounded liberal arts education as the cornerstone of the student experience, with an emphasis on diversity, equity, and inclusion.
- II. **Global Education:** The Honors College emphasizes global education to build cross-cultural awareness, a diverse array of perspectives, and an understanding of the impacts and importance of the global-local connection.
- III. **Interdisciplinary Inquiry:** The Honors College recognizes the importance of building an understanding of a diverse array of approaches, and methods across disciplines to address challenges affecting our communities in innovative ways.
- IV. **Experiential Engagement:** The Honors College encourages an experiential educational experience that connects academic learning to the broader community – locally, nationally, and globally – in the pursuit of social justice and effective engagement as persons for others.

The Honors College strives to provide members of the USF community with a transformative and innovative education. Through small seminars, interdisciplinary inquiry, and engagement with communities on-campus, in San Francisco, and around the world, students will broaden their intellectual perspectives and develop a sense of ethical responsibility as global citizens. In keeping with USF’s

mission, the Honors College offers students a holistic learning experience and prepares them to address the challenges of the 21st century.

## **PROGRAM LEARNING OUTCOMES**

1. Ask critical questions relevant to an interdisciplinary liberal arts education, with an emphasis on the role of the global humanities.
2. Apply global and cross-cultural perspectives to scholarly inquiry.
3. Analyze liberal arts content using diverse approaches and methodologies.
4. Utilize a diverse array of theoretical and practical tools to engage with mission-driven issues and work with communities.

## **CURRICULUM & CURRICULAR MAP (24 units)**

### **Curriculum**

- 2 unit required introductory course – the Honors College Gateway (required in the first year)
- 2 unit required Capstone course (students are able to sub in a capstone or thesis in their major)
- 4 units Liberal Arts Foundations (1 course)
- 4 units of Global Perspectives (1 course)
- 4 units of Experiential Education (1 course)
- 8 units of Honors College Exploration (2-4 courses)
- One of the courses in any category must be from a list of courses with Historical Perspective

### **Curricular Map**

The curricular map for the proposed new Honors College curriculum was carefully thought about in conjunction with the creation of our new PLOs.

I = Introduction to PLOs

D = Developing competence in PLOs

M = Mastery of PLOs

For the ‘D’ (development of competence), all four-unit courses offered in the Honors College must contribute to development of at least two of the four PLOs in the following manner:

- Liberal Arts Foundations courses must develop at least PLOs 1 and 3.
- Global Perspectives courses must develop PLO 2 and at least one other PLO.
- Experiential Engagement courses must develop PLO 4 and at least one other PLO.
- Exploration courses may develop two PLOs from PLO2, PLO3, and PLO4.

	PLO1	PLO2	PLO3	PLO4
Honors College Gateway Course	I	I	I	I
Liberal Arts Foundations Courses	D		D	
Global Perspectives Courses		D		

Experiential Education Courses				D
Honors College Exploration Courses				D
Historical Perspectives				
Senior Seminar	M	M	M	M

### **Gateway & Senior Seminar Classes**

The Honors College Gateway class and the Honors College Senior Seminar class are bookends to the HONC curriculum. In each of these classes, students will be exposed to all four PLOS and these are the classes that will be used for assessment of an introduction to the learning outcomes and mastery of the learning outcomes.

### **ASSESSMENT PLAN**

Our assessment of the Honors College curriculum will include the collection of a sampling of assignments from courses in the following categories:

- Gateway
- Senior Seminar
- Liberal Arts Foundations
- Global Perspectives
- Experiential Education
- Historical Perspective\*
- Honors College Exploration

*\* We realized in this year's assessment activities that despite having "Historical Perspective" as an important part of our curriculum, we have no way of assessing it because it does not neatly map onto any of our current learning outcomes. This is something that we will discuss in the AY 2023-2024 to see if we should be attached to a current PLO (e.g. #1 or #3) and whether our map is designed in such a way that it would capture this - perhaps just doing a separate rubric for it. For now, we know it's a flaw in the system and are discussing it.*

In 2021-2022, assessment for the Honors College was done completely by the Faculty Director for Faculty Experience and Global Engagement. As our previous report stated, we are now moving toward an assessment committee model to do the next steps. We continued to collect data from the Gateway courses, but actually with the transition between HONC co-directors and no other plan in place or data collected, we are starting somewhat fresh in Fall 2023.

Therefore, our activities for 2022-2023 really consist of work done in the first few months of Fall 2023. We have formed an assessment committee of three people who have planned and organized assessment activities for the year, including data collection and rubric creation and testing. Our cycle of assessment each year will be as follows:

- An assessment committee including one Co-Director and at least two other Faculty Steering Committee (FSC) members will meet at the beginning of each academic year. Using the data and rubrics created each AY prior, they will lead the rest of the FSC through assessment/rating of collected data using the rubrics created. These scores will go into the Assessment Report due each November.
- From November until May, the same Assessment Committee will work on collected data, creating

rubrics, and testing/refining rubrics for the following Fall rating.

- From November through May, the FSC can use the previous year's assessment results to have discussions to 'close the loop' based on findings.

This is our proposed cycle of assessment:

- 2021-2022: Gateway
- 2022-2023: Organizing ourselves and setting up multi-year plan, notifying Global perspectives instructors to identify assignments and save copies of student work products
- 2023-2024: Global Perspectives
- 2024-2025: Historical \* *Possibly depending on how we decide to move forward with this*
- 2025-2026: Senior Seminar
- 2026-2027: Experiential Education
- 2027-2028: Exploration
- 2028-2029: Liberal Arts Foundation
- 2029-2030: Gateway

The first time we assessed only the opening reflection in the Gateway courses. By the time we assess Gateway classes again, we will also assess the final projects.

This year we will begin collecting work products from a random sampling of the Global Perspectives classes. These courses include:

- HONC 303 Global Humanities
- HONC 304 Decolonizing Languages
- HONC 354 Liberating Theologies
- HONC 355 Global History of Food
- HONC 356 Narratives of Freedom
- HONC 358 Migrant & Diaspora Religion
- HONC 360 City Life in Africa & Diaspora
- HONC 365 Global Ethics

We will begin offering the Senior Seminar course in 2024-2025. This should be a good class for overall assessment of whether our program is fulfilling mastery of our PLOs. However, we'd like to teach it at least twice before assessing it as we believe the first time through will have lots of kinks to work out.

The Faculty Steering Committee will take part in the Assessment and conversations about what the assessment results indicate regarding meeting or not meeting the Program Learning Outcomes.

## **2022-2023 ASSESSMENT**

### **Syllabi Review**

An ongoing part of assessment has been for one Co-Director to review the syllabi for existing Honors College classes to ensure they are incorporating the new PLOs, the Honors College course guidelines as outlined in the curricular map, and the Mission and Pillars of the Honors College. The main edits include:

- Courses need to have individual Course Learning Outcomes
- Courses need to be mapped onto PLOs in ways that align with the Curriculum Map

One of the Co-Directors will send out more proactive instructions to the teaching faculty before the semester begins to help faculty better align their courses. We will be sharing our [Curriculum Map](#) so that faculty know exactly what PLOs their course should align with and what the established CLOs are.

### **Multi-Section Course Standardization**

We have a number of courses that are the same class taught with different sections. These include the Gateway and Rhetoric courses and moving forward the Senior Seminar. In order to keep some standardization of at least CLOs and PLO alignment, we have created some standardization including creating a shell syllabus and instructions on what needs to be the same and what is changeable across classes. We have also created and will be implementing a shell HONC Forum and this year will do the same for the Rhetoric series.

[HONC Forum Shell](#)

[HONC Gateway Shell & Reflections](#)

### **Gateway Assessment Followup**

The Gateway Assessment demonstrated that nearly all students were meeting or exceeding the introductory level of PLOs. Since these materials were new to the committee, we reviewed them and added some notes on the rubric for the next time we do Gateway assessment. In addition, we reviewed the common reflection prompt and made adjustments as we standardize this assignment across Gateway classes:

#### **Previous:**

*In 1-2 pages single spaced, reflect on the mission and pillars of the Honors College. As you begin your time at USF, how do you anticipate you will incorporate these pillars into your educational experience, your major, and your future career goals? What aspects are you uncertain about and why? What does your educational plan incorporating the HONC mission and pillars look like as you start your first semester?*

#### **Updated Opening Prompt:**

*In 1-2 pages single spaced, reflect on the mission and pillars of the Honors College. As you begin your time at USF, what pathways do you see for incorporating these pillars into your educational experience, your major, and your future career goals? What aspects are you uncertain about and why? How do you see these pillars as relevant to your interests, your major, and your personal goals?*

**Added End-of-Semester Prompt:** Three requirements but can be done according to the Faculty's discretion:

*Should address three things - can be done as an essay, a mind map, etc...*

- **Section 1:** Pillars (connect back to first reflection)
- **Section 2:** Specific Theme of the Course
- **Section 3:** HONC Theme

*[Sample Reflection Prompt]: For your final reflection essay, think back on our discussions of the Honors College pillars (global perspectives, experiential engagement, interdisciplinarity, liberal arts foundations), to the intersectional elements inherent in the field of food justice, to the role of creativity and different methods of inquiry and communication regarding food justice.*

*Drawing on all of these things, reflect on food justice. What does it mean to you? How might your ideas and understanding of it changed over the course of the semester? How do you think the Honors College Pillars have allowed for a more in-depth and holistic understanding of food justice? And what will you take from this course moving forward in your time at USF?*

*Also, please include a paragraph on what elements of the course resonated most with you (topics, readings, videos, assignments, activities).*

### Updated Gateway Rubric Review

We updated this to make it clearer and less wordy

<b>**The goal is for the students to meet or exceed expectations on understanding all four PLOs at an introductory level.</b>	Exceeds Expectations	Meets Expectations	Below Expectations	Does Not Meet Expectations
PLO 1: Ask critical questions relevant to an interdisciplinary liberal arts education, with an emphasis on the role of the global humanities	<i>Demonstrate a clear understanding with examples and relevant analysis of the fields which comprise the global humanities and be able to frame relevant critical questions.</i>	<i>Demonstrate an understanding with examples of the fields which comprise the global humanities and be able to frame relevant critical questions though without analysis.</i>	<i>Not able to clearly demonstrate their understanding of what a liberal arts education encompasses.</i>	<i>No reference at all to the liberal arts or critical inquiry.</i>
PLO 2: Apply global and cross-cultural perspectives to scholarly inquiry	<i>Demonstrate an understanding of global perspective broadly defined with examples and also provide examples of cross-cultural perspectives in their work.</i>	<i>Show they are thinking about global and cross-cultural perspectives, even if not deeply integrated in critical analysis.</i>	<i>Provide clear examples of global perspectives or cross-cultural understanding in their work.</i>	<i>No reference to global perspectives or cross-cultural inquiry in their work.</i>
PLO 3: Analyze liberal arts content using diverse approaches and methodologies	<i>Show competent use of at least two different approaches or methods in their work and clearly show why they have chosen these approaches.</i>	<i>Show a beginning use of at least two different approaches or methods in their work.</i>	<i>Fail to clearly use at least two different approaches or methods in their work. Or only use 1.</i>	<i>Fail to use any approaches or methods in their work.</i>
PLO 4: Utilize a diverse array of theoretical and practical tools to engage with mission-driven	<i>Demonstrate a clear connection and provide analysis between the materials covered in class and at least one of the experiential activities.</i>	<i>Demonstrate a clear connection between the materials covered in class and at least one of the experiential activities through without analysis.</i>	<i>Fail to make a clear connection between the in-class and experiential work.</i>	<i>Fail to relate experiential out-of-class work to the course at all.</i>

issues and work with communities.				
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