

Assessment Report for Academic Year 2023-2024 Honors College

- 1) **Name(s) of all program(s) and degree type(s) assessed** (Major, Minor, Graduate, or Non-Degree): Honors College (HONC), non-degree, undergraduate
- 2) **Names and contact information of the faculty coordinating the assessment of each program and report**

HONC Co-Director: Evelyn Ho eyho@usfca.edu

HONC Faculty Steering Committee Member and HONC Assessment Committee Members:

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- 3) **Mission Statement**

No changes since last report

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.

- 4) **PLOs**

Changed PLO 1 since last report to include “and historical perspectives”

PLO1: Ask critical questions relevant to an interdisciplinary liberal arts education, with an

emphasis on the role of the global humanities and historical perspectives.

PLO2: Apply global and cross-cultural perspectives to scholarly inquiry.

PLO3: Analyze liberal arts content using diverse approaches and methodologies.

PLO4: Utilize a diverse array of theoretical and practical tools to engage with mission-driven issues and work with communities.

5) Curriculum & Curricular Map (24 Units)

During last year's assessment work, we realized that despite having "Historical Perspective" as an important part of our curriculum, we had no way of assessing it because it does not neatly map onto any of our current learning outcomes. Our solution was to roll it into PLO1 so it will be assessed in future years. We removed the historical perspectives as a separate requirement (see explanation in Section 6).

- 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~~

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.
- The Gateway and Senior Seminar classes 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.

	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
Senior Seminar	M	M	M	M

We continue to revise our [Curriculum Map](#) of all courses mapped onto these HONC types.

6) Assessment Schedule

Previous assessment work had set up our schedule to assess by HONC course type (Liberal Arts Foundations, Global Perspectives, etc...). However, we decided to change that since these include multiple PLOs and instead assess each of the PLOs and the Gateway and Senior Seminar separately. This change works out because we did “Global” this year which also neatly aligns with PLO2. Every year we also review syllabi for PLO alignment.

- 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: Direct Assessment: PLO2 Developing**
- 2024-2025: PLO4 Part 1
 - Do some kind of indirect assessment on the experiential component to better build rubrics for what we *want* experiential to mean in HONC and what developing vs. mastery might look like.
- 2025-2026: PLO4 Part 2
 - Direct Assessment of PLO4 classes which include: Experiential Education Courses and Exploration Courses (Forum courses)
- 2026-2027: PLO3 Developing
- 2027-2028: PLO1 Developing
- 2028-2029: PLOs 2, 4 Mastery: Senior Seminar
- 2029-2030: PLOs 1, 3 Mastery: Senior Seminar

7) Assessment Methodology

Direct Assessment

1. We collected and de-identified work products from all PLO2: Global Perspectives classes from Fall 2023-Summer 2024. This resulted in a total of 148 work products. These courses include:
 - HONC 303 Global Humanities (11)
 - HONC 304 Decolonizing Languages (12)
 - HONC 354 Liberating Theologies (8)
 - HONC 355 Global History of Food (19)
 - HONC 356 Narratives of Freedom (19+16, 2 semesters)
 - HONC 358 Migrant & Diaspora Religion (0?)
 - HONC 360 City Life in Africa & Diaspora (11)
 - HONC 365 Global Ethics (18)
 - HONC 390: Global Jumpstart Courses
 - We Are How We Move: Copenhagen (12)
 - From Reefs to Rainforests: Costa Rica (14)
2. August 2023 - March 2024: An assessment committee including one Co-Director and two other Faculty Steering Committee (FSC) members met at the beginning of the academic year to review the previous assessment report and plan for the year's work. We created a new rubric for our first direct assessment (PLO2).

3. The same Assessment Committee then tested the rubric on 3 random papers from the collected data (from the previous year).
4. The entire HONC Faculty Steering Committee participated in two rounds of direct assessment.
5. First, they rated 3 work products and brought questions back to the group.
6. Of the 8 raters, we had 100% agreement from 7 raters and misalignment from 1 person who was not at the instructional meeting.
7. We deemed it acceptable to move forward with the 7 raters covering the rest of the 28 more randomly selected work products. With our previous products, we assessed a total of 34 products or 27%.
8. These findings are brought back to the FSC for discussion and writing of the report.

b) Other Work

1. Continued reviewing all syllabi from existing HONC courses to ensure they include CLOs, our new PLO1, and assignments that align with assessment. We did not keep track of the numbers of Fall 2023 and Spring 2024 classes that required editing (however, they were all fixed upon review). Fall 2024 classes were reviewed with 16 syllabi with incorrect PLOs (mostly the new PLO1 change) that have now all been edited.
2. We added a [HONC Senior Seminar](#) shell course

8) Rubrics

We started with an initial draft PLO2 rubric which as a small Assessment committee we edited during the Spring 2024.

Draft PLO2 Rubric

The goal is for the students to meet or exceed expectations on understanding at an introductory level.	Exceeds Expectations (4)	Meets Expectations (3)	Below Expectations (2)	Does Not Meet Expectations (1)
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>

[⇆ these were too similar ⇆]

Edited and final PLO2 Rubric for Developing Level

The goal is for the students to meet or exceed expectations on understanding at a developing level.	Exceeds Expectations (4)	Meets Expectations (3)	Below Expectations (2)	Does Not Meet Expectations (1)

PLO 2: Apply global and cross-cultural perspectives to scholarly inquiry.	<i>The student demonstrates through <u>critical analyses</u>, an understanding of global AND cross-cultural perspectives.</i>	<i>The student provides clear examples of global perspectives AND cross-cultural understanding in their work.</i>	<i>The student provides clear examples of global perspectives OR cross-cultural understanding in their work. (<u>but not both</u>)</i>	<i>The student fails to identify global or cross-cultural perspectives in any form.</i>
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9) Results/Findings

Our most important finding from doing this direct assessment was that for PLO2, it may not make sense to measure global AND cross-cultural perspectives with one rubric, or with one assignment from particular classes.

Score	Number of samples n = 34 (%)
Score is 1 (Does not meet expectations)	1 (3.8)
Score is 2 (Below expectations)	15 (44.1)
Score is 3 (Meets expectations)	9 (26.5)
Score is 4 (Exceeds expectations)	9 (26.5)
Score is 3 or 4 (Meets OR Exceeds expectations)	18 (52.9)

In our assessment work, we noticed that one of the issues with our current rubric and rating system is that some classes may have been more focused on one side (global or cross-cultural) without covering the other. To report the findings another way, you can see the scores by class. Many of the reviewers commented that work products from Course 5 seemed to favor cross-cultural without covering global.

Class	Rating
Class 1	2
Class 1	2
Class 1	3
Class 1	3
Class 1	3
Class 1	4
Class 2	2
Class 2	2
Class 2	2
Class 2	4

Class 2	4
Class 3	2
Class 3	2
Class 3	3
Class 3	4
Class 5	1
Class 5	2
Class 5	2
Class 5	2
Class 5	2
Class 5	2
Class 5	2
Class 5	2
Class 5	3
Class 5	3
Class 6	3
Class 6	4
Class 6	4
Class 6	4
Class 6	4
Class 7	3
Class 7	3
Class 10	4

For instance, without work products from course 5, the scores look like this. Note that work products which meet or exceed expectations now consist of approximately 70% of our ratings:

Score	Number of samples <i>n</i> = 23 (%)
Score is 1 (Does not meet expectations)	0 (0)
Score is 2 (Below expectations)	7 (30.4)
Score is 3 (Meets expectations)	7 (30.4)
Score is 4 (Exceeds expectations)	9 (39.1)
Score is 3 or 4 (Meets OR Exceeds expectations)	16 (69.5)

10) Sharing

As this was the first time we did direct assessment, we had a lot to talk about as a HONC Faculty Steering Committee (FSC, the equivalent of the “department” faculty).

Since we “only” had 52.9% of students demonstrating meets or exceeds expectations, we spent time asking about this. Some reasons for this and our discussions included:

- 1) The work products we collected did not fully demonstrate student work toward this PLO. For example, work products, especially in “Class 5” may have had other expressions of this PLO in other class work, but not in the specific works we rated.
- 2) Our rubric may not be measuring “developing.” We discussed whether doing BOTH global and cross-cultural was really a measure of “mastery” rather than “developing.” We talked about whether two rubrics for this PLO might be more helpful next time around.
- 3) We wondered about the meanings of global and cross-cultural and whether both are necessary or whether one always implies the other.

We also had additional conversation regarding the following:

- 1) Could we spend time doing some ‘backwards design’ thinking - exploring what we want our students to do/know/demonstrate and then consider what the PLO might look like or rubrics to measure.
- 2) With students at a variety of levels in each of these classes (first-fourth years), and with students taking often more than one class that covers PLO2, and classes demonstrating PLO2 work in areas other than the final paper/project, we had further discussion about whether the 52.9% that we were seeing in the direct assessment was a “good enough” rating for what we were measuring.
- 3) We definitely need to have more conversations with the instructors of PLO2 courses once we have some more clarity on what this *should* look like.
- 4) Because the HONC curriculum is so new, it may be too soon to discuss changing our PLOs in response to assessment, and instead we take more time doing due diligence on our assessment methods and interpretive frameworks for them, as well as how our PLOs are being integrated into our classes.

We were not able to settle these issues before this report. However, these are conversations that we’ll continue to have this academic year and it will be put on the agenda for future FSC meetings and future Assessment Committee meetings.

11) Response to Feedback

Thank you to Mark Merritt for the thoughtful and helpful responses to our report last year. Significant feedback included the following, and we responded to it thusly:

1. A note that the HONC mission statement is longer than most, with the inclusion of the “pillars”, We discussed this and we feel it is useful to have the pillars as is.
2. A note that the only course category not linked to learning outcomes was “historical

perspectives.” We made two changes as a result of this noteworthy finding:

- a. We removed “historical perspectives” as a course category because Degree Audit cannot function to audit students in this way.
 - b. We added “historical perspectives” to PLO1
3. A note on what syllabi were collected for review but no outcomes of this were included in our prior year’s report. As indicated above, we continued reviewing all syllabi from existing HONC courses to ensure they include CLOs, our new PLO1, and assignments that align with assessment. Fall 2024 classes were reviewed with 16 syllabi with incorrect PLOs (mostly the new PLO1 change) that have now all been edited.