

ASSESSMENT REPORT ACADEMIC YEAR 2018 – 2019

I. LOGISTICS

1. Please indicate the name and email of the program contact person to whom feedback should be sent

(usually Chair, Program Director, or Faculty Assessment Coordinator).

**Christine Young, Honors College Director,
cyoung8@usfca.edu**

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major

& Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a

Graduate or (e) a Certificate Program

The Honors College offers a 30-unit core replacement curriculum, which is considered a “curriculum” (not

a major, minor or a certificate).

3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions

to the Curricular Map?

Not yet. As a new program, this is our first assessment report, and the only HONC curricular map that

exists so far is the one that was submitted with the original New Program Proposal (see included under

Additional Materials). We have added many new courses to the HONC catalog in the first 4 semesters of

operation and are also proposing revised PLOs, so revising the HONC curricular map will be completed as

part of our upcoming Program Change Proposal.

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October

2018

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No

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The Honors College does not yet have an official mission statement. The text we use that is closest to a mission statement is: *USF's Honors College provides exceptional undergraduate students with a transformative and innovative education grounded in the arts and humanities. Through interdisciplinary education, research, and community engagement, students will broaden their intellectual perspectives* 1 | Page

and develop a sense of ethical responsibility as global citizens. In keeping with USF's mission and rooted in the Ignatian tradition, the Honors College curriculum offers students a holistic learning experience and prepares them for the challenges of the 21st century.

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in

October

2017?

Yes. The Honor College Faculty Steering Committee voted to approve a revised set of HONC Program Learning Outcomes in May 2019. However, these revised PLOs have yet to be formally approved by the CAS Curriculum Committee, because we decided to wait to submit them until we could submit an entire Program Change that would make some key structural shifts to our curriculum.

2017 Honors College Program Learning Outcomes - APPROVED

*HONC Gateway courses --> PLOs 1, 2, 3 and 4 HONC Forum courses --> PLOs 2 and 4 HONC Capstone courses --> all PLOs
Other HONC courses --> at least two PLOs*

- 1) Students articulate at least three major themes of the humanities across disciplines.
- 2) Students explain how social and political concerns influence and intersect multiple disciplines.
- 3) Students compare and contrast at least two different critical methodologies or cultural traditions in a global context.
- 4) Students complete analytical, interpretive, or research-driven essays or projects in writing, speech or performance.
- 5) Students investigate real-world topics or problem from multiple disciplinary perspectives to conduct projects or propose solutions.

Created in 2017 as part of the Honors College Program Proposal. Based on Honors in Humanities and Global Honors in Humanities Learning Outcomes. Note that a revised set of learning outcomes was approved by the Honors College Faculty Chairs in May, 2019, but it has yet to be approved by the College Curriculum Committee. Thus, courses in development should submit syllabi for approval using the 2017 HONC PLOs with the understanding that eventually we will be formally adopting the 2020 HONC PLOs.

2020 Honors College 2.0 Program Learning Outcomes -
DRAFT *HONC Gateway courses --> PLOs 1, 2 and 3 HONC Forum courses --> PLOs 2 and 4 HONC Capstone courses --> all PLOs
Other HONC courses --> at least two PLOs*

1. Analyze the complex and contested themes of the Humanities in a global and historical context.
2. Employ interdisciplinary or cross-cultural methods in scholarly inquiry.
3. Articulate critical arguments using relevant primary and secondary sources.
4. Apply Humanities perspectives to address real-world challenges.

2 |
Page

III. METHODOLOGY and Future Assessment Plans

Describe the methodology that you used to assess the PLO(s).

The 2018-2019 academic year was the first year of operations for the Honors College. This entailed welcoming a new cohort of 175 students into our fresh curriculum, as well as servicing 125 students who were enrolled in the legacy Honors in the Humanities (HON) program and the legacy Global Honors in the Humanities (GHON) programs, which were simultaneously being discontinued. Because of the huge logistical challenges of launching a new program, we did not collect any student work products during this first academic year. Thus, we have not yet begun to do direct assessment of our Program Learning Outcomes.

We did, however, engage our 7-member Honors College Faculty Steering Committee, as well as members of the St. Ignatius Institute Steering Committee in a year-long discernment process that resulted in the revised HONC Program Learning Outcomes. These are ready to be submitted to the College Curriculum Committee via Curriculog by March 31, 2020 with the hope that they can be approved in time for them to be incorporated into Fall 2020 HONC courses.

During the 2019-2020 academic year (our second year of operation), we have been working on revising the structure of the HONC curriculum based on extensive advising appointments, feedback from HONC faculty, and discussions with departments and schools throughout the university, so that our 30-unit core replacement curriculum may truly serve HONC students who are enrolled in every major USF offers across three schools (College of Arts & Sciences, School of Nursing and Health Professions, and the School of Management.) It has been the priority of the HONC Faculty Steering Committee to stabilize our curriculum prior to beginning to assess it. Thus, 2019-2020 was all about preparing an HONC Program Change for submission by March 31, 2020.

Once the HONC Program Change (including our revised PLOs) has been approved and adopted, we will begin collecting student work products from Gateway courses during Fall 2020 (our third year of operation), potentially via a “signature assignment” that all Gateway courses include, which we will evaluate using a rubric designed to test student learning in 2020 HONC Program Learning Outcome #1: Analyze the complex and contested themes of the Humanities in a global and historical context. The HONC Director will work with the HONC Faculty Steering Committee to develop and apply a detailed rubric that we hope will give us our first data points about how the Honors College is meeting its PLOs.

We also intend to conduct a survey of HONC students to acquire indirect assessment of their satisfaction with the program and their perspective on the effectiveness of their learning, and to develop a 5-year HONC Assessment Plan.

ADDITIONAL MATERIALS

PLO1 PLO2 PLO3 PLO4 PLO5

Program Learning Outcomes X Courses

- 5. Students investigate real-world topics or problem from multiple disciplinary perspectives to conduct projects or propose solutions. Courses or Program Requirement

Gateway Seminar | | | |

Ancient Greece and Rome D D The Origins of Judaism and Christianity D D Late Antiquity and the Dawn of the

Middle Ages D D D The Middle Ages: The Age of Chivalry D D

Renaissance Culture D D The Renaissance in England and Its Roots D D From Baroque to the Enlightenment D D

The Social Implications of Scientific Rationality D D D

The American Experience D D D

Nineteenth-Century Europe: Romanticism and Revolution D D

4 | Page

- 2. Students explain how social and political concerns influence and intersect multiple disciplines.

- 3. Students compare and contrast at least two different critical methodologies or cultural traditions in a global context.

- 4. Students 1. Students

complete articulate at least

analytical, three major

interpretive, or themes of the

research-driven humanities

essays or across

projects in disciplines.

writing, speech or performance.

The Socialist

Tradition

The Modern Period D D Late Modern Intellectual History: Existentialism and

Humanism D D

A Season in the Congo D D D D Writing About Social Movements | | | |

When East Meets West D D D D New World Encounters: The Atlantic World

Before and After Columbus

Special Topics: City

Stories

Honors Symposium Forum | | | |

Honors Capstone M M M M M

