

ASSESSMENT REPORT (REGULAR TEMPLATE)

HONORS COLLEGE (HONC)

ACADEMIC YEAR 2019 - 2020

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, HONC Faculty Co-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 and Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program. Please also indicate which report format are you submitting –Standard Report or Reflections Document

The Honors College offers a 30-unit core replacement curriculum, which is considered a “curriculum” (not a major, minor or a certificate). This report uses the standard report format.

3. Have there been any revisions to the Curricular Map in 2019-2020 academic year? If there has been a change, please submit the new/revised Curricular Map document.

No changes were made to the HONC curricular map during the 2019-2020 academic year. Please note that the only HONC curricular map that exists was crafted in 2017 before the program began (as part of the original program proposal). Since that time, the HONC has created over 45 new courses, none of which are reflected on the original curricular map (attached in “Additional Materials”). The HONC Faculty Steering Committee expected to submit an HONC Program Change (which would have included revised PLOs, curricular structure, and curricular map) in Spring, 2020. However, these plans were disrupted by the pandemic.

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program

Mission Statement (Major/Graduate/Certificate):

The 2019-2020 academic year was the second year of operation for the HONC. The program continued to operate without a formal mission statement, relying instead on various versions of the text below:

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 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.

Note that during the 2020-2021 academic year, a formal HONC mission statement was crafted and approved by the HONC Faculty Steering Committee.

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2019? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

The 2019-2020 academic year was the second year of operation for the Honors College. While we originally expected to file a program change in Spring 2020 (which would have included revisions to both the Program Learning Outcomes and the 30-unit HONC curricular structure), these plans were disrupted by the pandemic. We now expect to file an HONC program change in Spring 2021, and the intervening year has brought many evolutions to both the HONC leadership and curricular offerings, as well as a fundamental shift *away* from the HONC curriculum being Humanities-based and *towards* the HONC curriculum being Liberal Arts-based (meaning that it truly covers the entire breadth of the USF Core curriculum).

Thus, the revised PLOs that were approved by the HONC Faculty Steering Committee in December, 2019 became obsolete before they could be implemented!

Note also that during the 2020-2021 academic year, a third set of HONC Program Learning Outcomes was crafted and approved by the HONC Faculty Steering Committee. (see all three sets of PLOs in “Additional Materials”)

3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map since October 2019?

As indicated above, no changes were made to the HONC curricular map during the 2019-2020 academic year, although we do expect to produce a revised curricular map as part of a Spring 2021 HONC Program Change proposal. (see original curricular map in “Additional Materials”)

III. METHODOLOGY & IV. RESULTS & V. CLOSING THE LOOP

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

The short answer to the questions asked in these sections is that HONC conducted no direct assessment activities during the 2019-2020 academic year. There were several reasons for this lack of activity:

a) As sole Faculty Director during the first two years of HONC operation (2018-2019 and 2019-2020), I did not have the administrative bandwidth to design and implement a viable assessment plan for HONC. In the intensive program start-up phase, my time was entirely devoted to the urgent task of building an infrastructure to support student learning and ensuring that there were sufficient faculty, courses, and advising resources available for 550 students to move effectively through a new program.

I would like to strongly encourage administrative leaders responsible for assessment to pardon new programs from doing direct assessment during the first two years of operation. Doing assessment while a program is coming into formation feels like wasted effort, because in cases like that of HONC, the program was changing so fast that we felt certain that any direct assessment we did would be outdated almost immediately (like our 2020 PLOs!)

b) The great disruption of the 2020 pandemic was another factor in failing to launch a useful assessment plan during the 2019-2020 academic year. At the end of the Spring 2020 semester, I did

actually have the foresight to collect student work products from three Gateway courses (figuring that I could employ Faculty Chairs to help me develop a rubric and rate the student work products to evaluate our 2017 approved HONC PLO #1: “Students articulate at least three major themes of the humanities across disciplines.” However, before we got to the step of actually rating the student work products, we rewrote the HONC PLOs with changes significant enough to render the effort worthless, as the most recent draft of the PLOs has no outcome that matches 2017 HONC PLO #1 closely enough to render any data collected from an assessment meaningful for future use.

We do believe that once we have our latest draft of PLOs approved, and invite faculty to tune up their courses in alignment with those revised PLOs, that we will then be able to undertake a meaningful and relevant HONC assessment process. We would also welcome a meeting with USF administrative leaders responsible for assessment to help us think through how the HONC - one of the most diverse programs, which serves students in all USF undergraduate majors - could design and implement a robust assessment plan that acknowledges the HONC’s interdisciplinary character.

ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures could be included here)

3 Sets of HONC PLOs

- 2017 = Approved by College Curriculum Committee (CCC) and implemented by HONC
- 2020 = Approved by HONC Faculty Steering Committee, but never approved by CCC or implemented
- 2021 = Approved by HONC Faculty Steering Committee; will be submitted for CCC approval in S2021.

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 problems 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 2019 HONC PLOs.

2020 Honors College 2.0 Program Learning Outcomes -APPROVED BY HONC ONLY

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. What/Why: Analyze the **complex and contested*** themes of the [Liberal Arts](#) in a global and historical context. (global/historical context hard for B)

2. How/Methods: Employ **interdisciplinary**** or **cross-cultural***** methods in scholarly inquiry. (easier for B)
3. How/Methods: Articulate critical arguments using relevant primary and secondary sources. (easier for B, analytical skills, ability to synthesize?)
4. What/Application: Apply **Liberal Arts** perspectives **and methods** to **ethically** address real-world challenges. (add Ethical component)

*** Complex and Contested**

We acknowledge that the Humanities are not singularly defined nor universally understood. We recognize that people living in different times and places think differently about the Humanities (ie. “complex”). Those diverse historical and cultural perspectives have produced debate, and sometimes conflict, regarding what aspects of the Humanities are most important to study (ie. “contested”). The Honors College aspires to be critically reflective about what we study and to contribute to ongoing global efforts to destabilize, renegotiate and transform the Humanities.

**** Interdisciplinary**

- Investigating one subject using methods or approaches from multiple disciplines (eg. studying Dutch still-life painting using religious, historical, and global economics perspectives or investigating mental health through the lenses of neuroscience, literature, and philosophy)
- Two faculty members from two different disciplines co-teaching a subject

***** Cross-cultural**

- Gaining understanding of cultural traditions outside one’s own
- Examining a subject through the lenses of multiple cultural perspectives (eg. how homelessness is understood by contemporary American culture vs. contemporary Confucian culture or how Christianity might be understood by pre-modern vs. contemporary Europeans)

2021 Honors College 3.0 Program Learning Outcomes - IN PROGRESS DRAFT

* A Note About Assessment: The Gateway courses should be able to provide opportunity for assessment at the “introductory” level for each PLO and the Capstone course should be able to provide opportunity for assessment at the “mastery” level for each PLO. The “developing” level can then be assessed through the other courses, which also, of course, may provide opportunities for mastery.

Upon completion of the Honors College Curriculum, students will be able to:

1. *Ask critical questions relevant to an interdisciplinary liberal arts education and grounded in social justice.*
 - Alt: Ask critical questions relevant to an interdisciplinary education in the liberal arts and humanities.*
 - a. Ties to liberal arts pillar and the interdisciplinary pillar
 - b. The “interdisciplinary” parts can be met through the Gateway and the Capstone classes, as well as the Rhet sequence, as well as university mission

- c. Can be assessed through Gateway and Capstone courses (the introductory and the mastery), as well as potentially through the Rhet sequence if we make that a cornerstone part of the program. Could also be assessed through Liberal Arts Foundations course.
2. ***Apply global and cross-cultural perspectives to scholarly inquiry.***
 - a. Ties to the “global education” pillar [and gets to broader definition of global ed that includes cross-cultural understanding), as well as university mission.
 - b. Ties to the Global Jumpstarts and any future global endeavors and well as provides space for our students who might study abroad through other programs.
 - c. Can be assessed through the Gateway Global Perspectives classes, Capstone as well as electives.
 3. ***Analyze liberal arts content using diverse approaches and methodologies.***
 - a. Ties to liberal arts and interdisciplinary pillars, and could possibly also tie to experiential education.
 - b. Can be assessed through the Gateway, Liberal Arts Foundations classes, as well as the Capstone and elective courses.
 4. ***Utilize a diverse array of theoretical and practical tools to engage with issues and communities through a social justice lens.***

Alt: Engage with mission-drive (equity and justice) issues using a diverse array of theoretical and practical tools.

- a. Ties to experiential education and liberal arts pillars as well as university mission.
- b. Can be assessed really through the Gateway and Capstone as well as potentially courses in each of the Experiential Education, Liberal Arts, and Global Perspectives courses.
- c. Better brings in opportunities for CEL courses, internships, and other such opportunities, as well as forum classes that may be more “skills” based.

Original HONC Curricular Map (2017)

	PLO1	PLO2	PLO3	PLO4	PLO5
Program Learning Outcomes X Courses	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.
Courses or Program Requirement					
Gateway Seminar	I	I	I	I	
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	
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	I	I	I	I	
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	I	I	I	I	I
Honors Capstone	M	M	M	M	M