University Assessment Committee
Outcomes Assessment Summary Form

This form is to be completed by a representative from each designated program/department. The information provided in this form will be used by the University of San Diego to inform stakeholder groups about USD’s commitment to the intellectual, spiritual, and overall development of students. A Pdf version of this form will be posted on the University’s Student Outcomes Website in the Evidence of Student Learning section.

Program Information
Program Name (e.g. BA Computer Science, PhD Nursing)
Interdisciplinary Humanities

College/School Name (e.g. CAS, KSPS, SB, SMSOE)
CAS

Assessment Overview
Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment). See example below.

The director of the program, along with other faculty members from another discipline, assess all the senior capstone theses in May of every academic year. We use a rubric that targets evidence of students’ ability to write, think, and research using interdisciplinary lenses. We assess only one learning outcome per year, and assess a different learning outcome every year.

Results and Actions Taken
Assessment Cycle
2017-2018

Briefly summarize your assessment results and how you are using these results to enhance student learning and improve program quality. See example below.

This year’s senior theses showed a marked improvement in the quality of thinking. Not only did each of the papers demonstrate a critical reflection of the limits and rewards of using one disciplinary lens (that is, the same discipline as their “emphasis” in the major), but all moved organically towards a critical self-reflection in the conclusion wherein the student thought honestly about their role as “subjects” of their own research. Further improvement is expected as the faculty board has also approved redesigning the curriculum to make at least one theory or methods class compulsory at the lower-division level so that students are better prepared for interdisciplinary thinking and research by their senior year.