

**Public Service and Community Engagement Minor  
Annual Assessment Report  
2023**

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**Curriculum Maps:**

[Original map from 2014](#)

[Map for courses added in 2017](#)

**Mission Statement**

The Minor in Public Service and Community Engagement (PSCE) is a 20 unit, interdisciplinary program open to USF undergraduates from any major. The course of study guides students in their development of skills and knowledge necessary to undertake effective public service and community engagement, while also helping them explore the personal values and beliefs that will guide their service commitments and the social, cultural, and political contexts that contribute to and complicate service and engagement.

This mission is clearly aligned with the University of San Francisco's mission and strategic priorities. The PSCE Minor is designed to align with *cura personalis*, or care for the whole person, by attending to students' cognitive, social-emotional, and professional development. Further, in alignment with USF's commitment to develop "leaders who will fashion a more humane and just world," the PSCE Minor provides myriad opportunities for students to learn how to make positive social change through pathways like advocacy, policy making, activism, and direct service.

**PLO's**

***Goal***

The Public Service and Community Engagement Minor is an interdisciplinary community-engaged learning program that guides students to develop, analyze, reflect upon, and apply:

- Knowledge of social, cultural, economic and political structures and systems that contribute to (and complicate) public service and community engagement in local and global contexts
- Skills necessary for engaging in equity driven and social justice based public service and community engagement
- Values that shape their civic identities and guide scholarly, personal, and professional service commitments

***Outcomes***

Upon completion of the Public Service and Community Engagement Minor, students will be able to:

**Analyze**

Analyze civic issues and social change movements in the context of relevant social, political, environmental and economic systems by synthesizing information from multiple diverse sources

Evaluate ethical implications of various social change and leadership models for the common good, and related concepts of service, civic participation, and social justice

**Reflect**

Examine how one's social identities, values, beliefs, and commitments to community engagement and public service shape--and are shaped by—the synthesis of formal education and other lived experience

**Act**

Apply principles of cultural humility, open-mindedness, equity, empathy, and ethical integrity when engaging in daily interactions, civic discourse, community engagement, social change actions, and public service

**WHICH PROGRAM LEARNING OUTCOMES DID YOU ASSESS**

This year, we focused on the following learning outcomes:

- Evaluate ethical implications of various social change and leadership models for the common good, and related concepts of service, civic participation, and social justice
- Apply principles of cultural humility, open-mindedness, equity, empathy, and ethical integrity when engaging in daily interactions, civic discourse, community engagement, social change actions, and public service

We find evidence of these outcomes in multiple assignments in the students' portfolios and in their reflections during the exit interviews. The main artifacts designed to provide evidence of this are the portfolio narrative, civic engagement manifesto, artifact from a CEL course, and individual capstone project.

**DESCRIPTION OF STUDENT WORK PRODUCTS**

Each year, we assess student achievement of the program learning outcomes through their participation in a capstone course that requires them to complete an individual advocacy project and write a final paper or produce another work product that combines scholarly analysis and critical reflection. The students also develop and submit portfolios (Google folders) before graduation where they curate artifacts from each PSCE Minor course they have taken to showcase their learning related to each program learning outcome. An example of a 2023 student portfolio can be found [here](#). More can be provided upon request. A short narrative

accompanies the artifacts, in which students articulate their learning related to at least two of the program learning outcomes.

### **DESCRIPTION OF INDIRECT METHODS**

We conducted 30-minute exit interviews with 11 graduating PSCE Minor students in 2023. This year, we expanded the number of McCarthy Center staff conducting the interviews to include Angeline Vuong, Associate Director of Public Service Programs and Jackie Ramos, Community-Engaged Programs Manager, in addition to by Star Plaxton-Moore, Director of Community-Engaged Learning. The interview protocol includes questions that prompt students to reflect on what they've learned, but also share their feedback on the program. Interviewers took notes on interview content to identify common themes. Students also engage in written and oral critical reflection in both the Capstone and Leadership for Civic Engagement courses.

Exit interview questions include:

- How have your perspectives on civic engagement and public service evolved over the course of learning in this minor?
- Describe a key experience in the minor that shaped your evolving thinking.
- As you reflect on this program 10 years from now, what do you imagine will be some of the enduring understandings or knowledge you carry with you?
- How has the “process” of this minor shaped your thinking and what, if anything, might you change?
- Anything else you want to say about the program that we haven't given you the opportunity to talk about?

### **WHAT WERE THE DIRECT DATA RESULTS**

All students work products were reviewed by Star Plaxton-Moore as the director of the PSCE Minor. In addition, capstone projects were reviewed and graded by the course instructor, Dr. Mana Hayakawa. In the future, we intend to have faculty from the PSCE Minor Advisory Board participate in the assessment of student work products to determine accomplishment of PLO's.

Students who completed the assignments demonstrated that they were able to analyze civic issues and social change movements in the context of relevant social, political, environmental and economic systems by synthesizing information from multiple diverse sources, as evidenced in their culminating capstone projects and civic engagement manifestos.

Example capstone projects:

- [Alternatives to Youth Incarceration](#)
- [Criminalization of Learning Disabilities](#)
- [Mental Health in the Filipino Community](#)

Students who completed the portfolio narrative assignments demonstrated that they were able to evaluate ethical implications of various social change and leadership models for the common good, and related concepts of service, civic participation, and social justice.

Examples of portfolio narratives

- [Student Narrative #1](#)
- [Student Narrative #2](#)
- [Student Narrative #3](#)

### **WHAT WERE THE INDIRECT DATA RESULTS**

All students who participated in the exit interviews reflected on the value of the PSCE Minor as a program that fostered skills, knowledge, and dispositions for effective participation in civic life. They articulated that they were inspired by the program and it helped them build a sense of community with like-minded students. Students specifically named the intro and capstone courses as significant learning opportunities and also described the value of other courses they took for the program that they wouldn't have otherwise taken. Students described a sense of responsibility to be civically engaged, and a sense of self-efficacy related to their capacity to be agents of change.

With regard to experiences of the program while managing the effects of the pandemic and other recent struggles, students greatly appreciated how the faculty teaching the PSCE intro and capstone courses were very supportive, compassionate, and flexible, and created positive experiences for students to build community with each other.

### **HOW DO YOU INTERPRET THESE RESULTS?**

Overall, we feel the combined direct and indirect assessment results indicate that our program is successful in accomplishing its overall vision and mission, as well as the two learning outcomes we assessed. There are clear areas where students are significantly developing knowledge and competencies, including synthesizing community and classroom learning into analysis of social issues, analyzing the dynamics of social identity in the context of community, and developing a sense of efficacy and commitment to lives of civic engagement.

### **ELABORATE ON COURSES OF ACTION**

Last spring, the McCarthy Center leadership connected with the Program Director for Critical Diversity Studies to discuss the possibility of combining the PSCE Minor capstone with the CDS Capstone. There were multiple reasons why this made sense, including the overlap in program goals and outcomes, alignment of capstone curricula and performance expectations, and the presence of an adjunct faculty member, Dr. Mana Hayakawa, who holds expertise that spans the two programs. Additionally, we hoped to create some efficiency, save CAS some money, and better ensure the course enrollment would meet the minimum requirement. We submitted the proposal for the combined capstone to the CAS deans office for approval, and

the course was cross listed. We are currently waiting to see how the pilot of this collaboration will unfold in spring 2024.

Aside from this exciting new collaborative development, our other program details remained stable since the changes we implemented in 2020. We plan to convene the PSCE Minor Faculty Advisory Board this spring/summer to review and vet a program rubric. In particular, we intend to adapt the [Civic Engagement Rubric](#) developed by the Association of American Colleges and Universities (AAC&U) as part of the [VALUE Rubrics](#) initiative. Integrating this rubric will allow us to more effectively and accurately assess student performance in the future.