College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
    - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
    - Graduate programs must include one curricular map showing how courses map onto PLOs.
    - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.

- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.

- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information

Name of Program *

Public Service and Community Engagement Minor

Type of Program *

Minor ▾

College of Arts and Sciences Division *

Social Sciences ▾

Name/Title/E-mail Address of Submitter *

Star Plaxton-Moore, Director of Community-Engaged Learning, smoore3@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

David Donahue, ddonahue@usfca.edu

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

○ Yes

◉ No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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Mission Statement

Please type and/or copy-and-paste directly into the space below:

*

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

•   Knowledge of social, cultural, economic and political structures and systems that contribute to (and complicate) service and engagement in local and global contexts
•   Skills necessary for engaging in effective public service and community engagement that drives positive social change
•   Values that shape their civic identities and guide scholarly, personal, and professional service commitments

Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

*

PLO's

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

Knowledge
Note: Each learning outcome in this section corresponds PRIMARILY with one of the five categories in the PSCE Minor checklist, though multiple learning outcomes should be represented in each PSCE Minor course

1.   Explain and evaluate various leadership models
2.   Analyze civic issues in the context of social, political, environmental and economic systems
3.   Describe the multiplicity of social identities and their origins, intersections, and implications for civic participation
4.   Identify and analyze critical elements of historical and contemporary ideas and expressions of activism and social movements
5.   Compare and evaluate models of social change and related concepts of service, civic participation, and social justice
6.   Analyze the ethical dimensions of public service and community engagement

Skills

7.   Use compelling communication techniques and accurate information to speak authoritatively about civic issues in public settings (communication, public speaking)
8.   Gather, analyze, and evaluate information from multiple diverse sources to inform an understanding of pervasive social issues (critical thinking)
9.   Synthesize scholarly learning and personal experiences through reflection to inform actions, values, and commitments (self-reflection)
10. Apply culturally-appropriate strategies when engaging with diverse groups (cultural competency)
11. Organize, facilitate, and evaluate service and engagement projects with peers (leadership and facilitation skills)

Values

12.   Demonstrate sensitivity and humility when working with diverse groups (cultural humility)
13.   Examine how personal motivations, strengths and weaknesses contribute to and inhibit effective public service and community engagement (self-reflection)
14.   Demonstrate ethical integrity in decision-making related to service, civic participation, and social action (ethical public service)
15.   Respond to injustice with open-mindedness and respect for human dignity (ethical public service)
16.   Acknowledge and embrace the individual's responsibility to serve the community and contribute to the common good (social responsibility)

Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *

> PSCE Minor Curric...

Please upload your PLOs to ILOs Curriculum map here *

> PLO to ILO map - S...

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Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

While we assess individual students on all learning outcomes within the PSCE Minor courses, including the Leadership for Civic Engagement course and PSCE Capstone, we did not focus on assessing student achievement of a particular learning outcome at the program level last year because we did not realize this was something we needed to do. We have a small program right now with small numbers of graduates. Four PSCE Minor students graduated last spring. We intend to choose one ILO to assess this year and will make a rubric to do so.

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

☐ Published (Standardized) Test (e.g., Major Field Test)

☐ Class Tests & Quizzes with Embedded Questions

☐ Class Presentations

☐ Off-Campus Presentations (NGOs, clients, agencies, etc.)

☐ Research Projects Reports

☐ Case Studies

☑ Term Papers

☑ Portfolio

☐ Artistic Performances, Recitals & Products

☑ Capstone Projects

☐ Poster Presentations

☐ Comprehensive Exams

☐ Thesis, Dissertation

☐ Pass Rates on Certification or Licensure Exams

☐ Group Projects

☑ In-/Out-of Class Presentations

☐ Competency Interviews (e.g., oral exams)

☐ Simulations

☐ Juried Presentations

☐ Other: ....

Brief description of student work products used to assess PLOs: *

We assessed student achievement of the program learning outcomes through their participation in a capstone course that required them to complete a community-engaged project and write a final paper that combined scholarly analysis and critical reflection. We are particularly pleased with the Civic Engagement Manifesto, an integrative assignment that students complete in the (intro) Leadership for Civic Engagement course. This is a culminating assessment activity for the intro course, but students in the Capstone go back to this assignment to review, revise, and reflect on their evolving understanding of civic engagement through participation in the PSCE Minor. The students also developed ePortfolios with multiple artifacts of their learning, including one from each PSCE Minor course they took.

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

We used rubrics for some assignments.

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

PSCE Final Prompt...

Who evaluated the student work product? Check all that apply. *

☐ FT faculty members who were not instructor(s) of the course(s)

☐ FT faculty members who were instructor(s) of the course(s)

☐ PT faculty members who were not instructor(s) of the course(s)

☑ PT faculty members who were instructor(s) of the course(s)

☑ Other: LTMC Staff

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

Faculty raters graded assignments separately and then discussed discrepancies and adjusted scores to reflect agreed upon performance level.

What indirect methods did you employ, if any?

☐ Student Survey

☑ Student Interview

☐ Focus Groups

☑ Reflection Sessions

☑ Reflection Essays

☐ Faculty Survey

☐ Exit (end of program) Survey

☑ Exit (end of program) Interview

☐ Alumni Survey

☐ Employer Survey

☐ Diaries or Journals

☐ Data from Institutional Surveys

☐ Curriculum/Syllabus Analysis

☐ Other: ....

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).
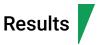
Students participate in an exit survey with Star Plaxton-Moore, Director of Community-Engaged Learning and David Donahue, Director of the McCarthy Center. The interview protocol includes questions that prompt students to reflect on what they've learned, but also share their feedback on the program. Students 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?

Attach survey/script/interview here as needed

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Results

What were the direct data results? *

What we found in student work products was that they are generally able to synthesize learning from community and classroom into a coherent scholarly paper. Relatedly, they recognize that valuable wisdom emanates from individuals outside of the academy. Further, students articulated an understanding of how political, social, and economic forces shape social justice issues, as well as how these issues intersect and disproportionally affect particular groups. Students are somewhat reflective about social identity and how it affects their own and others' participation in society. They mostly described a critical and nuanced understanding of service and social justice as complicated concepts that may be interpreted and enacted by people in ways that can either contribute positively to the common good or perpetuate injustice.

What were the indirect data results? (If applicable)

Students all 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. Overall, the students offered suggestions of how the program could be strengthened by adding courses from diverse departments and making time for program participants to come together each semester to reflect on their learning from PSCE Minor courses. All 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.

How do you interpret these results? What do they mean? *

Overall, we feel the combined direct and indirect assessment results indicate that our program is successful in accomplishing its overall vision and mission. There are clear areas where students are significantly developing knowledge and competencies (e.g. synthesizing community and classroom learning into analysis of social issues), and others where students remain emergent in their demonstration of learning (e.g. social identity awareness).
Additionally, the combined results point to some important issues to address, including figuring out how to better support students in their use of the ePortfolio and helping students connect learning from their PSCE Minor courses over the life cycle of their experience in the PSCE Minor.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

　　　--9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- ☑ Revision of PLOs

- ☑ Changes in pedagogical practices

- ☐ Revision of program course sequence

- ☐ Revision of course(s) content

- ☑ Curriculum Changes (e.g. addition and/or deletion of courses)

- ☐ Modified program policies or procedures

- ☐ Designed measurement tools more aptly suited for the task

- ☑ Improved within and across school/college collaboration

- ☐ Improved within and across school/college communication

- ☐ Revised student learning outcomes in one or more courses

- ☐ Modified rubric

- ☐ Developed new rubric

- ☐ Developed more stringent measures (key assessments)

- ☐ Modified course offering schedules

- ☐ Changes to faculty and/or staff

- ☐ Changes in program modality of delivery

- ☐ Other: ....

Description of the Proposed Changes (as checked above): *

The McCarthy Center submitted a program change proposal to the Dean's Office last week for the PSCE Minor after careful consideration of multiple sources of data. Specifically, we have revised the program learning outcomes, updated and expanded the course checklist, and added informal reflection sessions for PSCE students at the end of each semester.

The change to learning outcomes was shaped by advice from USF administrators and staff with expertise in assessment best practices. Also, we looked at examples of learning outcomes from other USF programs and similar minors at other institutions. We analyzed student work products from the INTD 399 capstone course and noticed where the evidence aligned with outcomes and where there were gaps.

The change to the course checklist was informed by student feedback during exit interviews, informal feedback from faculty, and a review of existing USF courses and curriculum mapping of CLO's to PLO's.

The addition of an informal reflection session for all PSCE students at the end of each semester was guided by feedback from students in the exit interviews and the McCarthy Center staff's desire to stay connected with students and provide continuing support for them to maintain their ePortfolios.

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

Our focus in the coming year will be to design rubrics for the new PLO's (under review by Dean's Office) and assess one student learning outcome.

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