

**PSCE Minor
Annual Assessment Report
2017-2018**

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

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 just implemented newly revised program learning outcomes (approved in fall 2017) and do not yet have rubrics that correspond to the outcomes. We are hoping to generate rubrics and implement assessment beginning spring 2019 after we receive feedback from our Program Review in November.

DESCRIPTION OF STUDENT WORK PRODUCTS

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.

DESCRIPTION OF INDIRECT METHODS

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?

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 disproportionately 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

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. Multiple students appreciated the newly scaffolded approach to supporting their creation of the e-portfolio. They found it to be a useful self-reflective practice. Students also offered suggestions of how the program could be strengthened by providing more options for how students might fulfill the community-engaged project in the capstone course. 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.

We also conducted a longitudinal study of McCarthy Center program alumni last year, which included past participants in our PSCE Minor. The study included a survey and interviews with students. We have used the data from the study to inform conversations about revising program goals, objectives, content, pedagogy, and assessment. We can share the data report and PowerPoint that we used to present our findings at an international conference if you’d like to learn more.

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. 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 revise the capstone to allow for more student creativity and flexibility. The data from the alumni survey gave us information about how students use their learning from our programs in their current professional and personal lives. It was gratifying to learn about how their civic and reflective practices were shaped by our programs.

ELABORATE ON COURSES OF ACTION

The PSCE Minor was revised last year to include more diverse course offerings from across USF and to integrate more succinct and measurable learning outcomes. These revisions were based on student and faculty feedback on how the program could be made more accessible and rigorous. We now offer over 100 courses for students to choose from to help them complete the PSCE Minor and the learning outcomes are written so they can be more easily measured with the use of a rubric.

We have a program review scheduled for November, so we wrote our self-study last summer. We encourage you to read it for a more comprehensive overview of our program details including assessment, strengths, and challenges. Our hope is that the program reviewers will be thought partners in helping us enhance the program and expand student participation. We also intend to use our time with reviewers to get insights about how to design an effective ongoing assessment plan.