

**PSCE Minor
Annual Assessment Report
2018-2019**

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. We underwent program review in fall 2018 and received recommendations from reviewers in January 2019. One of the recommendations was for the McCarthy Center to form a faculty advisory council to shape and support the curriculum and assessment of the PSCE Minor. We worked with the CAS Dean's Office to identify faculty to join the council, but were unable to convene it until October 2019. Thus, the council was not constituted in time to work with McCarthy Center staff to develop assessment rubrics for the PSCE program learning outcomes. This will be a priority for the council this year. We intend to employ members of the faculty advisory council to help us conduct assessment of one learning outcome per year moving forward.

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 a community-engaged project and write a final paper or produce another work product that combines scholarly analysis and critical reflection. Two PSCE Minor students presented final work products from their PSCE Capstone course at the Best of Student Success event in October 2019. Further, all students write a 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 develop and submit ePortfolios before graduation where they curate artifacts from each PSCE Minor course they have taken to showcase their learning related to each program learning outcome.

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 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.

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. Student performance and feedback are complemented by the Program Review Report, allowing us to triangulate areas of success and needed improvement in the program.

ELABORATE ON COURSES OF ACTION

Based on the program review and ongoing collection of student assessment data, a few important courses of action have emerged. First, we have created a Faculty Advisory Council for the PSCE Minor that will meet 2-4 times each academic year to advise McCarthy Center staff on program curriculum, outreach, and assessment. The first meeting of the council yielded actionable ideas for increasing student recruitment, a priority identified in our program review report. In the next year, McCarthy Center staff will work with faculty teaching PSCE Minor elective courses to encourage students to join the PSCE Minor. We will also target USF athletics students, University Ministry students, and San Francisco native students. Further, we intend to make a short outreach video about the PSCE Minor that can be shared in classes and via Canvas. Over the long term, we are considering changing the title of our intro course, Leadership for Civic Engagement, to make it more attractive to students. We will invite current PSCE Minor students to suggest alternative course titles. We will also consider changing the intro and capstone course structures based on student feedback and the program review report. We want to make sure that the courses are accessible and appropriately scoped in terms of workload. Any changes to these courses would not be made until spring 2021 or thereafter.

With regard to learning outcomes assessment, we will work with the PSCE Minor faculty advisory council in the spring to develop rubrics for the program learning outcomes and select one outcome to assess in advance of our next assessment report.