

Public Service and Community Engagement Minor

Leo T. McCarthy Center for Public Service and the Common Good Self-Study 2018

Mission and History

Program Mission

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.

History

The PSCE Minor was launched in 2011 to replace the McCarthy Center's previous Public Service Honors Minor. Distinct from the Politics Department's Public Service Minor, which was eliminated in 2010, the 24-unit Honors Minor in Public Service was established by the Leo T. McCarthy Center for Public Service and the Common Good in 2003 and implemented in fall 2004 to provide an avenue of study for students interested in acquiring knowledge and skills for public service.

The program was heavily rooted in the discipline of politics, and the narrow focus of the courses made it difficult for students outside of the Politics Major to complete, so an internal review of the program was conducted in 2011. To expand accessibility to public service

programming for students across all majors and colleges at USF, a committee of McCarthy Center staff members and faculty from various departments convened to review existing requirements for the minor and propose multiple changes. Based on an extensive review of comparable programs at other universities across the country as well as consultation with the McCarthy Center Board of Advisors, the committee proposed a program to provide students with a provocative, engaging course of study that can be seamlessly integrated into their existing scholarly pursuits. A culminating capstone experience was added to guide them in synthesizing their learning from previous Minor courses.

In 2014, we once again reviewed the program data with a task force of faculty and made revisions to the program. In particular, the changes reflected an expansion of courses that count for completion of the minor to include more disciplines. Courses were organized around central themes, including Civic Issues, Social Identity, and Models of Social Change. We also retooled the capstone course to make it community-engaged and project-based, and moved the old capstone curriculum into the intro course (INTD 389: Leadership for Civic Engagement).

In 2017-2018, though we felt the structure and thematic frameworks of the PSCE Minor were sound, we felt the need to further expand the course offerings that count toward completion of the program. A little over 60 courses were included in the 2014 program checklist, but new courses had emerged since then, so we did outreach to faculty to add more courses. The current checklist includes over 100 course options for students to choose from in order to complete the PSCE Minor (APPENDIX A). We also combined the PSCE capstone course with the Urban Studies capstone to broaden student participation. The 2018 Program Review will be our first ever external program review.

The program is situated within the Leo T. McCarthy Center for Public Service and the Common Good, and is shaped by the vision, expertise, and values of the staff. The program is also within the College of Arts and Sciences, drawing on faculty from across departments and relying on the college to administer the degree. The minor also has connections to many other departments because some of their courses count toward completion of the program. The PSCE Minor has the strongest connections with the Politics Department, Critical Diversity Studies Program, and the Sociology Department. Curricular programs run by the McCarthy Center, including USF in DC, McCarthy Fellows in Sacramento and the Privett Global Scholars all count toward the PSCE Minor. Further, at least one course from each of the following Living Learning Communities counts toward the minor as well: Esther Madriz Diversity Scholars, Erasmus, and Martin Barro Scholars. USF's living learning communities are year-long programs that allow a small cohort of students to take common courses, live together in a residence hall, and explore issues of social justice while doing community-engaged learning.

Learning Goals and Outcomes

Goals

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

Diversity Goals

At the McCarthy Center, we have a strong commitment to student and faculty diversity and inclusion. These principles guide every aspect of our programs from curriculum design to student recruitment to student support services. The content of the intro and capstone courses feature authors and scholars from a variety of identities. The “Social Identity” theme in particular allows students to choose from courses across disciplines to explore different aspects of identity and experiences of power, privilege and oppression. Further, we target outreach for our programs to reach traditionally underserved groups like first generation college students, Pell Grant recipients, and students of color.

Curriculum

General

The PSCE Minor is the only undergraduate degree program run by the McCarthy Center, but we also support a Master of Urban and Public Affairs program and facilitate some undergraduate curricular and co-curricular public service programs. The distinguishing features of the PSCE Minor are 1) it is highly interdisciplinary, integrating courses from 17 distinct departments and programs; 2) it includes a 2-unit intro course that provides theoretical frameworks for analyzing concepts of social justice, public service, and civic engagement; 3) it includes a 2-unit capstone course that allows students to revisit and synthesize content from the previous PSCE Minor courses and apply it to a community-engaged team project in collaboration with a community partner organization; 4) it includes a culminating ePortfolio and exit interview for summative assessment of program outcomes.

Most courses that count for the minor are designed and implemented in departments or programs, making them primarily accountable to the department's learning outcomes. For the purpose of determining suitability of courses for the PSCE Minor, a working group of faculty and McCarthy Center staff requested syllabi for courses and mapped the course learning outcomes to program learning outcomes. For the intro and capstone courses, McCarthy Center staff have worked with faculty to identify theories, concepts, readings, assignments, etc. that are appropriate for guiding students to meet the learning outcomes of the program. This is an ongoing process that also integrates student feedback and artifacts of student performance, so the curriculum is constantly evolving to become more effective. The working group is composed of faculty, staff, and students, and has included the following participants since the 2014 revision process, with some participants joining and leaving at different points over the past four years:

- Ron Sundstrom, Philosophy
- Evelyn Rodriguez, Sociology and Critical Diversity Studies
- Amie Dowling, Dance, Performing Arts and Social Justice
- Susan Pauly-O'Neill, Nursing
- Rachel Brahnisky, Urban Affairs
- Rebecca Gordon, Adjunct, Philosophy, Theology and Religious Studies
- Corey Cook, Director of McCarthy Center
- David Donahue, Director of McCarthy Center
- Star Plaxton-Moore, Director of Community-Engaged Learning
- Andrea Wise, Associate Director of Community-Engaged Learning
- Fernando Enciso-Marquez- Assistant Director of Community-Engaged Learning
- Angeline Vuong, Community-Engaged Programs Manager
- Amanda Mitchell, USF undergraduate (now alum)

In terms of comparing our program to others nationally, we undertook a benchmarking process in 2014 and reviewed similar programs at six other institutions (APPENDIX B). Overall, we found our program to be comparable in terms of unit/course requirements, integration of an

introductory course, implementation of a capstone project, and participation in experiential/engaged learning courses. Our program is distinct from most others in its attention to social identity as a core theme, and in its robust interdisciplinarity.

Over the past five years, enrollment in the PSCE Minor has increased from 10 to 31 students, thanks to our efforts to focus on multiple methods of recruitment. Since 2013, 35 students have graduated, meaning an average of about seven students graduating with the PSCE Minor each year. In terms of who we serve, the currently registered students are predominantly female (87%), 26% are Hispanic/LatinX, 16% are Asian, and 45% are White. We have one student who identifies as multiracial and another who identifies as international. Unfortunately, there are no African American students in the current cohort, though we have had African American students who have graduated from the program in previous years.

Undergraduate Program

A working group of McCarthy Center staff and faculty listed above conducted curriculum mapping exercises in 2014 and 2017 (APPENDICES C AND D). While students have great flexibility in choosing courses from across disciplines and topics to meet the PSCE Minor requirements, courses are organized around overarching themes, including Civic Issues, Social Identities, and Models of Social Change. For the first two themes, students pick one course from the list, and for the third theme, students take two courses. Because there are multiple courses to choose from in each theme, we can be attentive to student interests, but also maintain program coherence around core themes. Students are required to take at least two of these courses outside of their major field of study. In this way, we ensure interdisciplinarity. Further, the PSCE Minor requires that students participate in service-learning courses beyond the single course required for all USF undergraduates.

The INTD 389: Leadership for Civic Engagement course provides a brief introduction to historical and contemporary theories of social change and an examination of concepts of power, privilege and oppression. The course culminates with a significant writing project: the Civic Engagement Manifesto, in which students articulate their understanding of concepts learned in the course and apply theoretical frameworks to the analysis of a social justice issue of their choosing. The INTD 399: Engaging Community capstone course revisits these theories and concepts for the purpose of applying them to a particular topic like housing or immigration. The capstone also includes relevant content to contextualize the topic. We draw upon faculty and community partner expertise to guide selection of readings, guest speakers, and other resources. The students develop a culminating assignment based on the desires and needs of the course's community partner. They also revisit the Civic Engagement Manifesto that they wrote in the intro course and respond to it and revise it based on new learning. More details can be found in the syllabi for each course (APPENDICES E AND F).

Though we feel it would be academically beneficial to require students to take courses in a particular sequence that begins with INTD 389: Leadership for Civic Engagement (Intro course) and culminates with INTD 399: Engaging Community (Capstone), we recognize that

achievement of a minor is a lower priority than completing major and core requirements, so requiring a sequence of courses for the program would severely limit who could participate. We do, however, encourage students to take INTD 389 as soon after they declare the minor as possible, recognizing that it's only offered in fall. We recommend taking INTD 399 in the spring before graduation. All other courses can be taken at any time.

Advising

Students are typically referred to the program by their faculty advisors, CASA advisors, or by friends. Whether they email the McCarthy Center to learn more, or complete the online "Program Change Form," the Director of Community-Engaged Learning meets with every student entering the program to review their transcripts, compare them to the PSCE Minor checklist, and make a tentative plan for program completion. Students are able to contact the Director of Community Engaged Learning at any point during the program for ongoing advising and support. The Director of Community Engaged Learning emails students each semester with reminders to register for courses and details about upcoming program requirements.

Overall Academic Quality

The quality of the program is reflected in the process of how it was created and continues to evolve, the faculty who are involved, and the types of learning experiences that students have. The afore mentioned working group of faculty, students, and McCarthy Center staff designed the program and vetted the courses. The design was informed by a benchmarking project in which the working group reviewed information about similar programs at other institutions, as well as by accumulated feedback from students, faculty, and community partners about the type of program that would develop students' civic capacities and commitments. Learning outcomes and the program structure were designed collaboratively over the course of multiple working group meetings. The program is assessed on an ongoing basis through ePortfolios, exit interviews, and feedback loops from faculty, and adjustments are made based on data.

Further, the faculty members who have been involved with the design and ongoing review of the program all hold terminal degrees, and all but one are full-time faculty members (Dr. Rebecca Gordon is part-time faculty). These faculty members were chosen from the McCarthy Center's (now disbanded)¹ Steering Committee because of their disciplinary expertise and commitment to community engagement. McCarthy Center staff provides expertise on civic engagement frameworks, concepts, and theories. The courses contributed from across disciplines to satisfy the three categories of Civic Issues, Social Identities, and Models of Social Change are taught by qualified faculty members who have been vetted by the university. Of the faculty members who have taught the INTD 389 and 399 course, three out of five have terminal degrees.

¹ The McCarthy Center's Steering Committee was disbanded because it was replaced by a university-wide council: the University Council on Community Engagement, which came about through an inclusive process involving input from multiple stakeholders across USF and in the community. The general feeling was that community engagement is at the core of USF's identity, and would therefore benefit from an institutional level body guiding related practice and policies.

The PSCE Minor also benefits from inclusion of a number of high impact practices, as described by the Association of American Colleges and Universities. These high impact practices include service-learning, living learning communities, capstone experiences, internships, and collaborative assignments. Common threads across these practices include a focus on experiential learning, which allows students to apply academic concepts and theories in practical situations; meaningful engagement with diverse others including peers and people outside of academia; opportunities to synthesize learning from multiple contexts and experiences; and development of students' sense of self efficacy and agency. Many of the courses in the program include at least one high impact practice, including the INTD 399 capstone course.

Assessment

Program learning outcomes were provided on page one of this report. The McCarthy Center has conducted only one "official" Annual Assessment of the program (APPENDIX G), though we have engaged in ongoing informal assessment processes that have led to program revisions. The program relies on both direct and indirect methods of assessment, and integrates formative and summative assessment practices. In particular, the Civic Engagement Manifesto is a direct artifact of student learning at the culmination of the INTD: Leadership for Civic Engagement course. The manifesto is graded by the instructor based on standards articulated in the course syllabus. While this is a summative assessment of learning within the course, it is a formative assessment of student learning while participating in the program.

During students' participation in the INTD 399: Engaging Community capstone course, students complete a final project co-determined with the community partner organization. The students' performance on this project is an indicator of the extent to which they have met learning outcomes for the course and the whole program. The summation of students' learning in the minor is also assessed directly through the ePortfolio, in which students include their manifesto (intro), final project (capstone), and an artifact of learning (e.g. research paper, PowerPoint presentation, reflection, etc.) from their Civic Issues, Social Identities, and Models of Social Change courses. The students thread these artifacts together with a 4-5 page narrative that guides us along the student's learning trajectory in the program. Additionally, the McCarthy Center staff conducts exit interviews with each student as a form of indirect assessment. At this time, we do not currently use rubrics to guide our evaluation of students' demonstrations of learning. This is, admittedly, a growth area for us, and one that we plan to focus on this summer.

The data collected from these assessment practices are analyzed by faculty and McCarthy Center staff to determine needed changes. Based on data, we've revised the format and process of the ePortfolio to make it a more meaningful reflective experience for students. We've also revised content in both the intro and capstone courses to seek greater alignment with learning outcomes. Further, data from the exit interviews prompted us to expand the courses included in the PSCE checklist in 2017 and also to provide opportunities for PSCE Minor students to come together for social activities in order to build a greater sense of community.

Faculty

Demographic Data and Teaching

We do not have demographic data on faculty who teach the courses that fulfill the thematic categories of the program because they are primarily employed by departments and other programs, but we can provide data on faculty who have taught the PSCE Minor intro and capstone courses. Six different faculty members have taught these courses since 2014:

- Melissa Canlas, Ed.D, Assistant Professor, School of Education, taught INTD 389 in fall 2017 and 2018
- Juan Berumen, Ed.D., Adjunct Professor, College of Arts and Sciences, taught INTD 399 in spring 2016
- Rebecca Gordon, Ph.D., Adjunct Professor, Philosophy, Theology & Religious Studies, taught INTD 389 in fall 2015 and 2016 and INTD 399 in spring 2018
- Shawn Calhoun, Ed.D, Librarian and Associate Dean of the Library, co-taught INTD 399 in spring 2017
- Star Plaxton-Moore, M.Ed., Director of Community Engaged Learning, co-taught INTD 399 in spring 2017
- Andrea Wise, M.Ed., Associate Director of Community Engaged Learning, taught INTD 399 in spring 2014 and 2015

The Director of the McCarthy Center and the Director of Community-Engaged Learning guide the process for seeking faculty to teach the intro and capstone courses. Other faculty who advise the program are also consulted. These instructors were selected based on areas of expertise and their availability to teach courses. The syllabi for the intro and capstone courses are shared and revised in minor ways each year to reflect the expertise of the instructor, respond to previously collected data on student learning, and keep content current and contextualized. Evaluation of teaching effectiveness for faculty teaching the intro and capstone courses is measured via USF's standard Blue Course Evaluations (also known as the Teaching Effectiveness Surveys). We also use data from exit surveys and ePortfolios to assess teaching effectiveness.

Relationship to other Departments and Programs

Sociology and Psychology Departments

During the 2014 and 2017 program revision processes, the McCarthy Center reached out to departments and individual faculty to invite them to propose that we include relevant existing courses in the PSCE Minor. In many departments, the chair deferred to individual faculty members to decide to opt in, but in Sociology and Psychology, we were invited to present our proposal at a department meeting. In both cases, the result was department level buy-in and a significant number of courses from each department were added to the checklist based on faculty members' informed decisions about which courses were relevant to the PSCE Minor.

Critical Diversity Studies

McCarthy Center directors met with Professor Evelyn Rodriguez, then Director of CDS and Jessi Havel, Program Assistant in CDS, in spring 2017 to discuss creating a PSCE Minor “concentration” within Critical Diversity Studies. Dr. Rodriguez took this idea to the CDS Faculty Advisory Board and they approved. The proposed CDS concentration will require students to take the INTD 389 and INTD 399 (PSCE intro and capstone courses), and then count two of their CDS elective courses toward the PSCE Minor. This means students would only have two other course requirements to fulfill in order to complete the minor. This change is in process, subject to the NCPP approval.

Urban Studies

In fall 2017, McCarthy Center directors met with the Tanu Sankalia, Director of the Urban Studies Program, to discuss redesigning the **INTD 399: Engaging Community- Research and Advocacy for Social Justice (Capstone)** course to meet the learning outcomes for both PSCE Minor and Urban Studies Major. The newly redesigned course launched in spring 2018. We strongly believe that including students from both programs enriches the in-class discussions and diversifies the knowledge and skills that the student team will be able to leverage in service to a collaborative community engagement project. Further, the newly redesigned course draws students from both programs, so it will fill each spring. This integration requires that the course run as a variable unit course, with PSCE Minor students taking it for 2 units and Urban Studies students taking it for 4 units to meet the unit requirements for each program. The instructor meets with the whole group once a week, and holds additional meetings with the “4 unit students.” Assignments and course content are adjusted to reflect differences for the 2 and 4 unit students. Specifically, students in the four-unit course are required to complete a more comprehensive research component of their final assignment. This collaboration was piloted last year and is currently under consideration by the Dean’s Office.

Staying Connected

In order to remain connected to the departments, programs, and individual faculty that contribute courses to the PSCE Minor, we employ regular email communications. All faculty who teach in the PSCE Minor receive an email before student advising begins to remind them to recommend the PSCE Minor to their students. Further, all faculty are invited to the McCarthy Center’s year-end celebration. We also draw upon this pool of faculty for ad hoc working groups and projects.

Students

The McCarthy Center seeks diverse students, as defined by all aspects of identity including but not limited to race, gender, ability, religion, socio-economic status, ethnicity, etc. We believe identity-based diversity, along with diverse representation of majors, interests, ideologies, etc. enhance the learning opportunities for all participants. Thus, our ideal student is any student who has an interest in developing their knowledge, skills, and dispositions for the purposes of engaging in civil discourse, public service, and/or other civic activities to contribute to the common good. We attempt to eschew mainstream notions of who the ideal or “high quality” student is, and instead focus on creating an inclusive and equitable learning environment, and

meeting each student where they are in terms of their capacities and aspirations. Because of this, our programs tend to reflect great diversity among participants. For example, a recent study of McCarthy Center alumni who have participated in our undergraduate programs since 2002, revealed that 20% of participants identify as LatinX, 6% as Black/African American, 10% Asian, and 15% as Mixed Race. Further, 44% of alumni who participated in McCarthy Center programs are Pell Grant recipients, and 35% identify as first generation college students.

Because our program is relatively small, students receive individualized attention as needed. The intro and capstone courses typically include about 12-18 students, so there is a low instructor/student ratio. Further, because the program adheres to the principle of *cura personalis*, we offer opportunities for PSCE Minor students to get together socially over lunch each semester.

The McCarthy Center collects, analyzes, and acts upon student feedback to inform all aspects of the program, so students feel that their voices are heard and valued. We also do our best to adapt the sequencing and completion of program requirements to suit students' other academic commitments.

Staff

The PSCE Minor is overseen by Star Plaxton-Moore, the Director of Community-Engaged Learning. Under her leadership, the program has undergone multiple revisions and enhancements. She also oversees selection of faculty for the INTD 389 and 399 courses. All decisions related to program design, curriculum, and assessment are made in collaboration with the Director of the McCarthy Center and in consultation with faculty working groups.

The Director of Community-Engaged Learning works with the McCarthy Center's Community-Engaged Learning team (two other FT staff members) to conduct outreach and recruitment of students. The program receives administrative support from the McCarthy Center's program assistant as well.

Diversity

We are proud of the diversity reflected in the PSCE students. As mentioned above, we employ recruitment and support strategies specifically to connect with underserved students. We also make efforts to ensure that the program curriculum reflects diverse epistemologies, experiences, and worldviews. Though we can claim some success, we still struggle against various forces of oppression that keep students from being able to participate in our program (and often other programs too). While there are no additional costs for students who join the PSCE Minor, students' financial situations sometimes leave them precariously situated with regard to being able to pay USF tuition and other living expenses each year. Some students who have joined the PSCE Minor have had to leave the institution for financial reasons. On a related note, some students try to expedite their progression toward achievement of a bachelors degree to avoid accumulating debt and seek employment as soon as possible. For these students, fitting in a minor would cause them to have to extend their timeline, and they determine that the benefits don't outweigh the costs. We believe the PSCE Minor, and many

other programs at USF could benefit from additional financial aid for students so they are able to complete their studies at USF without feeling compelled to do so on an abbreviated timeline.

Conclusions

The PSCE Minor's strengths lie in its interdisciplinarity; focus on building practical skills and knowledge for civic engagement, public service and social change; attention to the holistic development of students; explicit interrogation of power, privilege, and oppression; and connections to community beyond the campus. Evidence of the effectiveness of the program can be found in the content of students' exit interviews and written narratives that accompany their ePortfolios. Almost every student articulates that they developed both a sense of belonging in the program, and clarity about the ways in which they can commit to civic engagement beyond their time at USF. Further, students have developed deeper and more nuanced understandings of social justice issues and the actions necessary to make change. Specifically, 2018 PSCE Minor graduates shared the following in their ePortfolio narratives:

One cannot work towards a vaguely defined greater good without the input of the community whom one is serving. In that regard, I think about public service as necessarily incorporating civic engagement and community engagement, which to me connotes engaging critically with the larger processes that structure our communities and our societies as a whole while also remaining engaged with people on the ground in communities. The result is that public service means engaging critically with the community or communities to help effect larger structural changes that benefit said community or communities. – PSCE Minor Graduate, 2018

As an aspiring agent of social change, I commit to myself, my ancestors, and my communities...When the time comes to run for office, I will be a fierce advocate for the most marginalized communities and those most isolated by the political process... I will be unapologetic about who I am even if the world isn't ready for me. I refuse to abide by respectability politics or to sacrifice my values for the sake of politics. I will proudly assert my power not in spite of my Latinidad and queerness but because of it. I will value young people not simply as future voters but as experts on their communities with unique perspective into issues as broad as education, public safety, and juvenile justice. Today and every day, I commit to having faith in the transformative power of myself, my communities, and my allies. I believe that one day we will win. -PSCE Minor Graduate, 2018

The PSCE Minor's weaknesses are related to the nature and size of the program. Because this is a minor, it at best a tertiary priority for students behind completing their major and the core requirements for graduation. Therefore, we are limited in how prescriptive we can be about sequencing of courses, and also have to be flexible with substituting courses on occasion so students can complete the program by the time they graduate. Further, we have found some success with enhanced and innovative recruitment efforts in the past year, but the minor is still small, meaning that it's difficult to get the INTD 389 and 399 courses to make each semester

(minimum of 12 students required for course to run). When the course doesn't make, it causes challenges with student registration for the course and also leads to the issue of reduced pay for whichever instructor is teaching the course. We are hopeful that the PSCE Minor will continue to grow at the rate it did in spring 2018, which will lead to a robust cadre of students able to fill the intro and capstone courses each year. We also recognize the need to develop and implement rubrics to help us more effectively assess student learning.

Given the current political climate in the United States, we feel that our program is needed more than ever before, and we've found that faculty and students articulate similar sentiments. The rise of divisive politics and virulent hatreds has been alarming, but the upshot has been mobilization to resist. Many students seek our programs, including the PSCE Minor, to build their competence and confidence as agents of change. We want to continue to offer spaces for learning, unlearning, challenging, supporting, and transforming students to contribute to a more just and equitable world. Thankfully, we have found the College of Arts and Sciences, and the broader USF community to be extremely supportive of the McCarthy Center's endeavors to educate empowered and informed agents of change.

Comprehensive Plan for the Future

Because we feel that we have a strong curriculum and program structure, our focus is on growing student participation in the PSCE Minor, developing more robust assessment tools including rubrics, and determining a structure for providing continuity of faculty participation in the INTD 389 and 399 courses.

Ultimately, we hope hundreds of students participate in the PSCE Minor during their time at USF. We believe it is a valuable complement to their major field of study, and guides students to achieve USF's stated social justice-orientated vision for its graduates. We already do outreach through in-class pitches, faculty advising, and tabling at campus fairs, and we will continue to employ these tactics. To further expand student participation, we intend to take a more proactive approach to engaging first year students and transfer students as soon as they arrive on campus. In this way, students can plan their academic trajectory to accommodate the requirements for the PSCE Minor in addition to their other required courses. Further, we need to ramp up our efforts to encourage all students who have participated in other McCarthy Center programs to register for the PSCE minor since their courses count toward its completion. In terms of messaging, we may need to review our outreach materials and the content of our pitches to figure out the most effective way of framing the program to spark student interest.

The PSCE Minor benefits from robust assessment practices, including formative and summative assignments and direct and indirect data collection methods. However, at a program level, we do not currently employ rubrics. A focus for us beginning this summer will be to convene a working group of faculty to design and test rubrics that align with the four learning outcomes for the program. Our intent will be to use these rubrics to analyze the students' demonstration of learning in their Civic Engagement Manifesto (INTD 389 assignment), capstone project (INTD 399), and the ePortfolio narrative.

Further, the Dean's Office has recommended that we galvanize our working group into a faculty advisory committee so that our program will reflect parity with other interdisciplinary minors. We will likely draw on existing working group members and expand participation to other faculty. We also hope to include more students and community partners on the advisory committee, as we feel they provide a critical perspective on what the program should entail.

Finally, we recognize that the program and our students will benefit from some consistency with regard to who is teaching the INTD 389 and 399 courses. We are currently piloting a faculty fellowship model whereby a faculty member commits to teaching either the intro or capstone course for two consecutive years. We anticipate this will allow the faculty member to feel fully connected to the PSCE Minor and provide opportunities for them to make enhancements and revisions to the course for the second year. We are also considering the possibility of asking FT term and tenure-track faculty to teach these courses in the future, instead of relying on adjunct faculty. This may be an effective way to deepen the connection between faculty across departments and our program, which could have the collateral benefit of boosting the enrollment of students from those departments in the minor. To be clear, we are not implying that we have been unhappy with the quality of teaching that adjunct faculty have provided. They have done an outstanding job. We just wonder whether there's an added benefit to engaging FT faculty.

Overall, the PSCE Minor is sound in terms of curriculum and structure. We are confident that the organization of the program across themes of Civic Issues, Social Identities, and Models of Social Change, bookended by an intro and capstone course, effectively guides students on a pathway for developing their civic skills and knowledge. Further, the program reflects a multidisciplinary approach to developing "leaders who will fashion a more humane and just world" and focus on *cura personalis*, through the integration of courses across disciplines, the community-engaged nature of the learning experiences, and the social cohesion activities. Students in the program feel a sense of belonging and take opportunities to clarify their callings as agents of social change.