

# Co-Curricular Outcomes Assessment Form

This form is to be completed by a representative from a Co-Curricular area. The information provided in this form will be used by University of Detroit Mercy to inform stakeholder groups about Detroit Mercy's commitment to the intellectual, spiritual, moral and social development of students through learning activities, programs, and experiences that reinforce the institution's mission and values and complement the formal curriculum. A PDF version of this completed form will be posted to the Academic Affairs Assessment website.

## 1. Co-Curricular Area

Please select your co-curricular area. \*

- University Ministry - Service Immersion Trips
- Center for Career and Professional Development
- Emerging Leaders Program
- Service Learning
- Internationally Based Educational Programs
- First Year Student Orientation

## 2. Assessment Cycle (select the academic year for which you are reporting results) \*

- 2017-2018
- 2018-2019
- 2019-2020

## 3. Student Outcome(s)

Enter the student outcome(s) you are reporting on in this assessment cycle? Feel free to complete a separate form for each outcome for which you are reporting. \*

SLO 1: Students will gain insight about the mission and identity of the University by examining the founding orders of the University. SLO 2: Students will engage in experiences that foster appropriate campus conduct, build college/school/student/faculty/staff connections, depict city/community needs, and showcase campus resources and services

#### 4. Institutional Outcomes

Please identify which institutional outcome (approved by the University Assessment Team) most closely aligns with the outcome(s) you are reporting on in this assessment cycle. \*

- Diversity/Cultural Diversity/Global Awareness & Engagement
- Integrated/Lifelong Learning
- Spirituality and Values/Service/Civic Engagement
- Professionalism/Applied Practice/Ethics
- Critical Thinking/Analysis/Problem Solving
- Communication (Oral and/or Written)

#### 5. Assessment Overview

Briefly share how the student outcome was assessed. Include semester and year, how student data were collected, who performed the assessment, and the assessment method/instrument/tool that was used. \*

The Associate Dean of Students oversees First-Year Student Orientation at Detroit Mercy. Part II of the orientation is Prologues, Transitions, and Viewpoints (PTV). Survey data is collected at the end of the three day experience. In August 2019, there were more than 318 students who participated in the PTV and 230 students who completed the survey. Success is measured by at least 70% of students agreeing or strongly agreeing with a survey item (using a 5-pt Likert scale).

#### 6. Results, Planned Actions, and/or Actions Taken

Briefly summarize the assessment results and how you are using them to reinforce Detroit Mercy's mission and values, enhance co-curricular experiences, and improve student learning. \*

SLO #1 results: 77% of students agreed/strongly agreed that they gained insight about the mission and identity of the University by examining the founding orders of the University. SLO #2 results: The percentage of students who agreed/strongly agreed with survey items ranged from 46% to 91%. Areas of strength were friendly and available faculty (91%), forming friendships (89%), knowing where to get support (89%), and knowing someone who can answer questions (89%). Areas in need of strengthening are the Common Read program (46%) and the College/School Lunch (69%), It is worth noting that the session provided by the Center for Career and Professional Development was rated at 71% (an increase from last year's 68% rating). Another rating worth noting is the 82% rating for the newly added session on suicide prevention. Each year in October or November following the August orientation, Undergraduate Coordinators and Associate Deans attend a debriefing meeting to discuss survey results and plan for the next orientation. The Common Read program was revised last year to no longer require the reading of an entire book, but instead a one-page literature selection. Even though this change was greatly welcomed by students, the low rating (46%) does not reflect the change, but instead reflects the topic of the literature and the wording of the survey item: "I feel that the Common Read session was inspirational and/or thought provoking". The topic was suicide prevention and duplicated a session that had already covered the topic. We informed the English Department about the rating and they will be more mindful in the future to have a more inspirational literature selection. The College/School Lunch had a rating below the 70% benchmark (69%) and thus prompted a discussion and recommendations to possibly shorten the time allotted for the lunch or include a break time for students before or after the lunch.