

# 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 share prayer and reflection together to develop deeper self-awareness, relationship with God, and to discern how their gifts are to be used in service to the world. SLO#2: Students will increase their understanding of systemic injustice and the role of advocacy in creating a more inclusive and equitable society.

#### 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 University Minister for Service and Justice oversees the Service Immersion program and corresponding assessment. Data are collected using post-trip reflection forms. Data reported on for this assessment cycle are from the Mystery Trip (Urban Poverty & Affordable Housing Crises).

#### 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: 62.5% of students increased their connection to social justice, 25% to simplicity, and 12.5% to solidarity. SLO#2 Results: 63% of students increased their understanding of systemic injustice, 75% increased their understanding of advocacy, and 50% attributed their change in thinking to group reflections. These positive results reflect the changes implemented by the new University Minister for Service and Justice, who immediately after her hire began gathering best practices from other institutions regarding orientation, pre-trip preparation, reflection, and post-trip evaluation methods. She changed the facilitation of pre-trip sessions from that of student leaders to University ministers to ensure that students were fully prepared for the immersion trip environment (i.e. culture, history, and language) and had a clear understanding of the four pillars of the service immersion experience (spirituality, simplicity, social justice, and solidarity). The University Minister for Service and Justice also began collecting feedback from students. They requested earlier prayer and reflection times to combat fatigue and requested a chance to interact with students from other groups at the immersion site. The prayer and reflection times can be adjusted, but each immersion trip poses special challenges when trying to arrange for interaction with other groups present.