

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. *

SLO1: Students will engage in meaningful, verified service that supports the academic learning objectives of the service-learning course in which they are enrolled. SLO 2: Students will develop pre-established leadership competencies that fit with the content of the particular course in which they are enrolled.

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 Director of the Service-Learning program oversees the administration of pre and post surveys to students enrolled in a service-learning course. For the 2018-2019 academic year the new survey was piloted with about 40% of the students and the remaining 60% of students were given the old survey. 504 students submitted the new pre and/or post survey, resulting in 337 matching pre/post new survey responses. 832 students submitted the old pre and/or post survey, resulting in 490 matching pre/post survey responses. Data were analyzed from three sections of the surveys: meaningful engagement (4 post survey items), value of service-learning (8 post minus pre mean difference), and new or old leadership competencies (post minus pre mean difference).

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, *

Meaningful engagement ratings were above the expected mean rating of 4.0 (using a 5-pt Likert Scale) for 3 of the 4 measures., with "The service helped me to learn the material of this course" rated as 3.92 and 3.97 by students taking the old and new survey, respectively. Value of service-learning was rated higher in the post-survey than in the pre-survey by 59% of students taking the new survey and by 54% of the students taking the old survey. Leadership competencies were rated higher in the post-survey than in the pre-survey by 63% of the students taking the new survey and by 42% of the students taking the old survey. Increased leadership competency ratings by students submitting the new survey have validated the use of the new assessment method that allows faculty to self-select competencies that align with the course objectives. The new assessment method and survey will be extended to all service-learning courses by the fall 2020 semester. We are also considering holding student focus groups as a means of capturing students' reflection on the impact of the program and the extent to which they feel they can be agents of social change.