

Assessment Plan for Co-Curricular Programs

This form is used to succinctly capture the assessment plan of a co-curricular program. A good assessment plan contains measurable student learning outcomes resulting from the learning activities/experiences provided by the co-curricular program, as well as explicitly stated measures with criteria for success.

1. Program Name *

Service-Learning

2. Program Director *

Fr. J. Timothy Hipskind, SJ

3. Program Director's Email *

hips dejt@udmercy.edu

4. Date *

7/24/2020



5. Program Description

Provide a brief description of the co-curricular program. Be sure to state how the program reinforces Detroit Mercy's mission and values, and complements the formal curriculum. *

Service-learning allows students to actively experience Detroit Mercy's mission, vision, and values. Students engage with communities and individuals in urban settings, while fostering concerns for the human dignity of people; acquiring habits of reverent reflection; and integrating intellectual, spiritual, ethical, and social development.

6. Student Learning Outcome #1

Please enter a student learning outcome for the co-curricular program. See example shared in #15 below. *

Students will engage in meaningful, verified service that supports the academic learning objectives of the service-learning course in which they are enrolled.

7. Measures for Student Learning Outcome #1

Describe how student learning outcome #1 will be measured. What is the desired level of success?

See example shared in #16 below. *

Post-survey items are used to measure meaningful engagement of the service-learning experience, with an expected mean rating of at least 4.0 for each of the four post survey items (using a 5-pt Likert Scale). Eight pre/post survey items are used to measure the extent to which students value service-learning, with an expectation that at least 60%* of the students will have a mean post-value rating higher than the mean pre-value rating (i.e. positive difference of mean post-rating minus mean pre-rating). *Note: The 60% benchmark is used to allow for the large number of students who engage in multiple service-learning experiences because of their high regard for the program, thereby leaving little room for an improved rating.

8. Student Learning Outcome #2

If applicable, please enter a second student learning outcome for the co-curricular program. See example shared in #15 below.

Students will develop pre-established leadership competencies that fit with the content of the particular course in which they are enrolled.

9. Measures for Student Learning Outcome #2

If applicable, describe how student learning outcome #2 will be measured. What is the desired level of success? See example shared in #16 below.

A set of pre/post survey items are used to measure student development in leadership competencies, with an expectation that at least 75% of the students will have a mean post-competency rating higher than the mean pre-competency rating (i.e. positive difference of mean post-rating minus mean pre-rating).

14. Briefly describe the assessment cycle for your program. See example shared in #17 below. *

Both outcomes are assessed annually.