

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 2017-2018 academic year 1,255 students submitted a pre and/or post survey, resulting in 894 matching pre/post surveys. 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 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 each of the 4 measures. Value of service-learning was rated higher in the post-survey than in the pre-survey by 59% of students. Leadership competencies were rated higher in the post-survey than in the pre-survey by 46% of the students. The small percentage of students indicating a gain in leadership competencies led us to re-examine the leadership competencies we were using. Administrators and faculty agreed that there was poor alignment between the leadership competency survey items and course outcomes for the service learning experience. Therefore, a new assessment method was chosen and procedures developed which allowed each faculty member to select two or more targeted outcomes from a list of nine outcomes. The assessment team of the Institute for Leadership and Service (ILS) then matched pre/post survey items developed by Corey Seemiller to the outcomes. Survey items pertaining to meaningful engagement and value of service-learning will remain the same in the new pre/post survey instruments. The new survey instruments and method of assessment will be piloted in 2018-2019.