



# Annual Assessment Report for Co-Curricular Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your co-curricular program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Co-Curricular Programs on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

**1. Co-Curricular Area:** University Ministry - Service Immersion Trips

**2. Assessment Cycle:** 2022-2023

**3. Student Outcomes** - 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.

Learning Outcomes for our Service Immersion Experience:

- Learning Outcome #1: Students will develop an understanding of Jesuit and Mercy values.
- Learning Outcome #2: Students will encounter the dear neighbor to grow in their own understanding of and relationship with specific communities, community leaders, and diverse global perspectives.
- Learning Outcome #3: Students will develop a sense of community and belonging with those participating in the service immersion day.
- Learning Outcome #4: 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.
- Learning Outcome #5: Students will engage in social analysis to increase their understanding of systemic injustice and the role of advocacy in creating a more inclusive and equitable society.

**4. Institutional Outcomes** - For which institutional outcome(s) do the reported student learning outcome(s) align?

SLO Outcome Alignment	Institutional Outcome
Yes	I. Jesuit & Mercy Values
Yes	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
	IV. Communication
	V. Professionalism
	VI. Lifelong Learning



**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.:

Students completed a post-trip assessment form in which they were asked to answer both quantitative and qualitative questions about their experience of the service immersion trip or service immersion day and we asked them to share what they learned. This is assessed after each service immersion trip or service immersion day.

Due to the pandemic our service immersion program (both local day long immersions and national week-long experiences) were halted for nearly two years. Since we are still in the process of rebuilding these immersion experience student participation remains low. Since January 2023 until today, December 15, 2023, we only implemented one service immersion trip to Alabama in spring 2023 and two local service immersion days (one in spring 2023 and one in fall 2023).

The University Minister for Service and Social Justice administers the assessments and we use an electronic post-trip survey tool via Microsoft Forms.

**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,

These post-trip assessment surveys ask students to answer a variety of questions to measure the impact of our learning outcomes. We use the same process for both the week-long experiences and the local day long experience.

During both the week long and day long experiences of service immersion experience, we orient students to the learning outcomes prior to the beginning of the experience and we reference the learning outcomes throughout the experience. How exactly we do this does vary depending on whether it is a day-long immersion or week-long experience. However, we work to connect what the students are learning each day to Detroit Mercy's mission, values, and learning outcomes through our orientation and pre-reflection activities, as well as during the various activities of the day and lastly during our post immersion reflection discussion. We intentionally select speakers, community partners and service opportunities that align with our mission, values and learning outcomes to better assist our students in deepening their understanding of these important outcomes.

Overall the post-trip survey results were positive. We used both quantitative and qualitative questions to measure the results. For example, we assessed how frequently students used mission and identity words or phrases that reflect Jesuit and Mercy values in their qualitative responses. Our goal is to have 80% of qualitative responses to reflect mission and identity words or phrases, which are given to the students and discussed throughout the immersion experience. We strive to enhance co-curricular experiences by creating experiences that challenge students to develop critical thinking skills through social analysis and theological reflection.

These experiences provide students with the opportunity to engage in community-based learning while putting their faith into action to become "men and women with and for others.



**Attachment(s):**

[Food Justice Immersion Day Eval Oct 2023 Erin McDonald.pdf](#)

[Alabama Immersion Trip Eval Results March 202 Erin McDonald.pdf](#)

[Food Justice Immersion Day Eval Feb 2023 Erin McDonald.pdf](#)