UNIVERSITY OF DETROIT MERCY

Assessment Report

Social Responsibility

Time Period: Fall 2015-Fall 2017

The Assessment Team seeks to collaborate with departments/programs/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 the Assessment Report for your specific program. This cycle, we ask all units to report on an outcome that focuses on or includes social responsibility.

Social responsibility has been a part of our Core Curriculum and will continue to be a part of the new Core Curriculum. By focusing on one area, we can evaluate where we are successful and provide guidance where we need to incorporate best practices to assist in achieving the stated student learning outcomes. In addition, this assessment of program learning outcomes will establish a baseline by which to compare current practices to those that will be developed once the new Core Curriculum is implemented. Last year our focus was on oral communication and during the 2015-16 academic year our focus will be on social responsibility. All units should identify an outcome that focuses on or includes social responsibility. The emphasis on one area will continue as we move forward in the assessment process and as we prepare the assurance argument for our reaffirmation of accreditation by the Higher Learning Commission. The visit will occur during the 2016-17 academic year.

Since the assessment team is using the first submission of this report to collect some additional information for our assurance argument for the Higher Learning Commission, we are asking all units to complete your first submission on this word document. If your unit has already assessed an outcome related to social responsibility in the previous assessment report, and you did not have plans to look at this outcome again in this cycle, please let us know. You can look at another one of your student learning outcomes during this cycle.

There are three submissions required as part of the process, with each submission adding to the previously submitted material.

1. **First Submission: Due February 27, 2015.** The individual responsible for reporting must enter general information about the program/unit, list student learning outcomes, and explain how assessment of learning outcomes will occur during the academic year 2015-16.
2. **Second Submission: Due September 30, 2016.** Items reported include the student learning strengths and weaknesses, what changes you will make to address those findings, and how will you implement the changes.
3. **Final submission: Due September 30, 2017.** The effectiveness of

the changes is reported.

Save the word document on your computer to allow you to return to the file for each subsequent submission.

**DUE DATES: PERTINENT SECTIONS**

February 27, 2015: Part I, Part II, and Part III Items 1-3

September 30, 2016 Part III Items 4-7

September 30, 2017 Part III Item 8

Submit all sections of the report to academicaffairs@udmercy.edu

Please note this is a template for the report. Additional space can be used to complete the information.

Submit all sections of the report to academicaffairs@udmercy.edu

Part I. Program Information

Program Name:

Level: \_ Bachelor \_\_ Master’s \_\_ Doctoral \_\_ Minor \_\_\_ Other

Chair/Coordinator/Unit Head:

Email:Phone:

Reporter:

Email:Phone:

Part II. Student Learning Outcomes

The student learning outcomes for this program are available to our constituents on the UDM website.

\_\_\_\_\_ Yes \_\_\_\_No

A description of student learning outcome statements and a number of examples of these are on the website of The National Institute of Learning Outcomes Assessment. The following information is from their website (http://www.learningoutcomeassessment.org/TFComponentSLOS.htm):

Student learning outcomes statements clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education. Transparent student learning outcomes statements are:

• Specific to institutional level and/or program level   
• Clearly expressed and understandable by multiple audiences   
• Prominently posted at or linked to multiple places across the website   
• Updated regularly to reflect current outcomes   
• Receptive to feedback or comments on the quality and utility of the information provided

List the learning outcomes for your program.

Graduates of the program will:

For the assessment of these learning outcomes for your program,

check all that you use as a direct measure of student learning:

\_\_\_\_\_ course-embedded quizzes or exams

\_\_\_\_\_ course-embedded assignments or activities

\_\_\_\_\_ capstone projects or senior seminars (research papers, presentations, thesis, dissertations, oral defenses, performances)

\_\_\_\_\_ mock competitions or exams

\_\_\_\_\_ clinical audits

\_\_\_\_\_ graduate skills rated by employer

\_\_\_\_\_ other (please describe)

check all that you use as an indirect measure of student learning:

\_\_\_\_\_ course grades

\_\_\_\_\_ number of students pursuing education at the next level

\_\_\_\_\_ employment or placement rates of graduating students

\_\_\_\_\_ course evaluation items related to the overall course or curriculum quality

\_\_\_\_\_ number of students involved in research with faculty

\_\_\_\_\_ number of students involved in service learning

\_\_\_\_\_ quantitative data such as enrollment numbers

\_\_\_\_\_ surveys or interviews of current students asking about their perception of their own learning

\_\_\_\_\_ surveys or interviews of alumni asking about their perception of their own learning or of their career satisfaction

\_\_\_\_\_ surveys or interviews asking faculty or staff about their perception of the student learning in their programs

\_\_\_\_\_ other (please describe)

Closing the loop is an important step in the institutional effectiveness cycle. Closing the loop involves analyzing results from your outcome assessments, using these results to make changes to improve student learning, and then determining the effectiveness of the changes on student learning. Please provide a short narrative describing one specific example from your program of closing the loop in the assessment of student learning. Please include the student learning outcome, the direct assessment method used, a brief summary of the results obtained, the changes made to improve student learning, and the effectiveness of the changes.

This cycle, we are asking all units to report on an outcome that focuses on or includes social responsibility. Identify this outcome.

Part III. Assessment of Student Learning Outcomes

**DUE DATE FOR ITEMS 1-3: February 27, 2015**

Choose **one** outcome related to social responsibility to report on during the 2015-16 academic year. Describe the primary instrument you will use to assess that outcome. The primary instrument should be a direct measure that includes immediate evaluation of student performance such as a test, paper, project, etc. You may want to choose an embedded senior assignment since the goal is to obtain evidence of program outcomes, not course outcomes. You may use indirect measures in addition to the primary instrument. Indirect measures are less immediate but relevant evidence of student learning. Indirect measures include student reports on what they learned, graduate school admissions, job placement, etc. For each instrument, identify how the instrument will be evaluated, who will do this and when. For each indirect or direct measure, specify the benchmark or expectation for satisfactory performance. One suggestion for giving this information is to provide the rubric that will be used with specifics as to what level of competency is expected from the students. This rubric can be sent as an attachment by email when this report is submitted.

State the student learning outcome you will assess:

|  |  |  |
| --- | --- | --- |
| 1. Embedded Assignment or Other Activity to Be Examined | 1. How is the embedded assignment or other activity evaluated and what is the expectation for satisfactory performance? | 1. Who is responsible for evaluation and when will it occur? |
|  |  |  |
|  |  |  |

**DUE DATE FOR ITEMS 4-7: September 30, 2016**

Each department/program/unit should schedule a meeting focused on assessment where the results from the analysis are discussed. At this meeting, the strengths and weaknesses of student learning in the outcome under consideration are identified. The observations of student performance should include how many students exceeded, met, or did not meet the expectation of satisfactory performance that you described in the previous section. Describe the changes in curriculum, instructions, etc. that will be implemented and how the action plan for implementation.

Student Learning Outcome #\_\_\_\_

1. Identify Major Student Learning Strengths:
2. Identify Major Student Learning Weaknesses:
3. Describe the changes agreed upon if the objective was not completely satisfied.
4. Describe the action plan for how changes will be implemented in 2016-17 to improve student learning:

**DUE DATE FOR ITEM 8: September 30, 2017**

Student Learning Outcome #\_\_\_\_

8. How effective was implementation of the action plan?

9. Describe when and how the student learning outcome will be evaluated again

REV: October 2013, December 2014, January 2015