

Assessment website. Please note that this Annual Assessment Report should only be completed after you have an Assessment Plan for Curricular Programs on file with the University Assessment Team. The plan is completed

Page and feasible student assessment practices. The Assessment Team requests that you complete this Annual Assessment Report to ensure that effective assessment of student learning in meeting this goal, the Team requests that you complete this Annual Assessment Report to ensure that effective assessment of student learning in your curricular program. A PDF version of this completed form



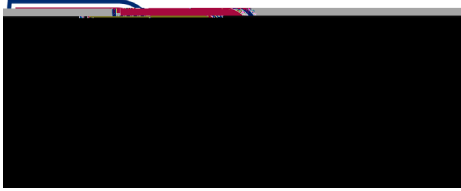
As in previous years, we asked ~~opened~~ questions of the students in the focus groups and utilized a rubric based on Blooms Taxonomy in the Affective Domain to determine a direct measure of where the students were in terms of the desired outcomes. We utilized the same questions for this outcome that we used in 2022.

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 ~~particular~~ particular experiences, and improve student learning,

Students in the focus groups exceeded our target measure by a large margin. Of the 25 students who answered the questions related to compassion:

- 92% were coded at rubric level two or better. The target was 60%
- 76% at rubric level three or four. The target was 50%

We discussed this topic at a Community Engaged Learning Steering Committee meeting and affirmed the importance of this outcome. We recognize that this assessment provides an important measure of whether students' hearts are really being touched. Students can meet class requirement for reflection without having their biases challenged, but and Peter Hans Kolbech said in his now famous address at Santa Clara when he was Superior



Annual Assessment Report 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 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 : Service Learning

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.

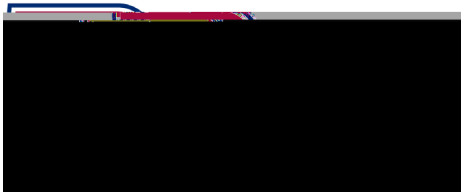
SLO 2: Societal Issues Students will be able to identify the societal issues behind the need for the service they provide and explain how these issues (including racism) impact the need for the services provided.

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

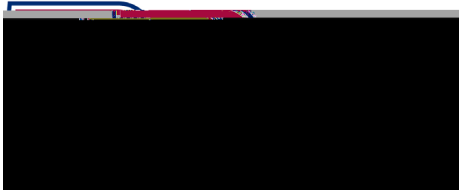
SLO Outcome Alignment	Institutional Outcome
Yes	I. Jesuit & Mercy Values
Yes	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
	IV. Communication
	V. Professionalism
	VI. Lifelong Learning

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.

We assessed this outcome by recruiting focus groups from specific Departments/Schools. This strategy was implemented because of the difficulty in recruiting students for the focus groups last year. Targeting specific departments allows us to capitalize on the fact that Departments/Schools can motivate/require students to participate. For this first year, we worked with the College of Business Administration (CBA) and Criminal Justice Studies (CJS) Department both of which helped us recruit seniors from the Department/School. With the help of these departments, we were able to collect and analyze the results of 29 students who participated in an online survey that we created for the focus groups.



As in previous years, we asked open-ended questions of the students in the focus groups and utilized rubrics to



We did very poorly on the second measure. Only one student explained how racism impacts the need for the service provided, and that was in answer to a question that offered racism as one possible issue among many. Five additional students, in answers to open-ended questions, mentioned things like “inequities,” or “discrimination,” or “disadvantages” as issues that contributed to the need for service, but none of them mentioned racism as a cause.

Part of the issue might be the way we ask the question. What the students were saying is that not the only issue impacting people in Detroit. That is certainly true. However, the fact that none of the students mentioned racism in the open-ended questions about social issues, indicated that work needed to be done.

Three adjustments have been made to increase students’ awareness about racism. First, we have begun to provide CEL faculty with resources to address racism and explain how it contributes to the need for services provided in the Detroit Metro area. We are also setting up a SharePoint to make those resources more readily available to faculty.

Secondly, CEL faculty expressed an interest in hearing more from students about how they perceive racism on campus, so that offered an opportunity to create and share a video in which students share their perspectives on this topic. That was done in the spring of this year.