



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: Internationally Based Educational Programs

2. Assessment Cycle: 2019-2020

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 1: Students will engage with communities in a country they visit, learning about the human, organizational, physical (natural and built environments), and economic aspects of the host country. They will then synthesize these learnings through a SWOT/HOPE analysis (direct measure), presenting them as part of their final Cultural Asset research paper and presentation (direct measure).

SLO 2: Students will report growth in intercultural awareness, global mindedness, and personal growth via the International Impact Survey (indirect measure), which they complete the month of their return, once they have reflected on their experiences abroad.

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

x	I. Jesuit & Mercy Values
x	II. Diversity & Cultural Awareness
	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.:

SLO 1: Asset mapping focuses on the cultural assets already present within a community. A requirement of the Cuba program is for students to learn about these assets before and during, and report on these afterward. Students contribute their learning and insights to and complete a cultural asset map paper, complete relevant sections of the book attending to items of culture and assets, and deliver a group presentation at the conclusion of the program. The asset map contains the SWOT/HOPE analysis, which reports their reflections/insights of each aspect of HOPE. 100% of students contribute their input while in Cuba to the SWOT/HOPE analysis. 100% of students contribute to the writing of and assemble the book as a final report. 100% of participants participate in the presentation. All students are expected to receive a B or higher grade on the paper, book, and presentation.

SLO 2: All students are expected to complete the Impact survey when they return home. 80% or more students should show growth in at least 3/3 areas evaluated; 90% or higher should show growth in 2/3 areas of growth in intercultural awareness, global mindedness, and personal growth, as described in the survey. The program director/leader (Cuba: Lara Wasner + 1 faculty from another study area) grades the cultural asset mapping assignments, gathers and analyzes the survey data.

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,

Students successfully completed the SWOT/HOPE analysis assigned to their group and each analysis was included in the project book/publication. 100% of students participated and received an A grade on the assignments (paper, book, presentation). We hit our target benchmark on the indirect measure as well. However, a weakness identified is that the survey does not ask students to evaluate their spiritual growth. One way we decided to further improve learning experience abroad was to include framing the experiences in terms of the Critical Concerns of the Sisters of Mercy and the Jesuit Apostolic Preferences. We have decided to add not just a question about this on the survey, but to better emphasize the connection between the international experience and the Detroit Mercy mission and values. The post-experience survey will be revised and the frameworks of these two founders will be included as a framework for evaluating experiences abroad.