



# 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:** 2023-2024

**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). Cultural assets are human and environmental and provide a broader picture of the wellbeing of communities and societies.

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

SLO Outcome Alignment	Institutional Outcome
	I. Jesuit & Mercy Values
Yes	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 Participants in the Cuba program, which ran during spring break 2023, learn about Cuba by identifying cultural assets before and during, and reporting on these afterward. This helped contribute to experience Cuba using an asset/growth mindset versus what they had previously known, heard of read about Cuba prior to signing up for the program. Students contributed their learning and insights as part of the cultural asset map paper, with all members completing relevant sections of the book, reporting on assets (defined as organizations, schools, museums, and people they met etc.). The students delivered a group presentation at the conclusion of the program.



The asset map contained a SWOT/HOPE analysis, which reported their reflections/insights of each aspect of HOPE. 100% of students contributed their input to the SWOT/HOPE analysis. The experience also ties in the 3 Ss (social justice, service, sustainability) and how these contribute to healthy societies, which is also an asset. 100% of students contribute to their identified write-up, with graduate students assembling the book as a final report. 100% of participants participate in the presentation and post-return reflection discussion. All students received a B or better grade on the project and in the course.

**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,

**Results:**

The HOPE framework and the 3 Ss (service, social justice, sustainability) that undergird the cultural asset mapping project emphasize the importance of overall wellness of societies as dependent on the well-being of humans and their environments. Seeing how well another society values all of its assets (cultural, historical, environmental, human) of its assets helps us think about ways to improve these dynamics at home. These directly tie into the Apostolic Preferences and Critical Concerns in terms of their focus on the conditions and considerations of humans and their environments.

**Attachment(s):**

None