Co-Curricular Outcomes Assessment Form

This form is to be completed by a representative from a Co-Curricular area. The information provided in this form will be used by University of Detroit Mercy to inform stakeholder groups about Detroit Mercy's commitment to the intellectual, spiritual, moral and social development of students through "learning activities, programs, and experiences that reinforce the institution’s mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organizations, athletics, honor societies, career services, etc." (HLC Definition of Co-Curricular). A PDF version of this completed form will be posted to the Academic Affairs Assessment website.

1. Co-Curricular Area

Please select your co-curricular area. *

- University Ministry - Service Immersion Trips
- Center for Career and Professional Development
- Emerging Leaders Program
- Service Learning
- Internationally Based Educational Programs
- First Year Student Orientation
- The Writing Center

2. Assessment Cycle (select the academic year for which you are reporting results) *

- 2017-2018
- 2018-2019
- 2019-2020
- 2020-2021
- 2021-2022
- 2022-2023
- 2023-2024
3. Student Outcome(s)

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 Outcome 1: Students will demonstrate the ability to understand their own writing needs. | Learning Outcome 2: Students will demonstrate the ability to make self-motivated, personalized interventions in their own writing by engaging thoughtfully with a writing consultant in order to improve their own learning process. | Learning Outcome 3: Students will demonstrate a better understanding of one or more writing (or relevant academic success skills) concepts as a result of an engagement with a writing consultant. |

4. Institutional Outcomes

Please identify which institutional outcome (approved by the University Assessment Team) most closely aligns with the outcome(s) you are reporting on in this assessment cycle.

- Diversity/Cultural Diversity/Global Awareness & Engagement
- Integrated/Lifelong Learning
- Spirituality and Values/Service/Civic Engagement
- Professionalism/Applied Practice/Ethics
- Critical Thinking/Analysis/Problem Solving
- Communication (Oral and/or Written)
- Other

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.

A 23-question learning outcomes survey was created using Microsoft Forms. Each question addressed at least one of TWC’s three learning outcomes. Across all 23 questions, facets of each learning outcome were covered multiple times, from different angles, for holistic understanding of student learning. The survey was administered by TWC Director Cindy Spires at the end of the fall 2020 semester by emailing The Writing Center’s internal database of student clients who attended TWC sessions during fall 2020. Respondents were asked to complete the survey within two weeks.
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. *

The results of The Writing Center’s Student Learning Questionnaire (fall 2020) were overwhelmingly positive and indicated that students who attend sessions with writing consultants in The Writing Center are learning and reflecting on their learning experiences in productive ways. For example, 100% of respondents answered “strongly agree” or “agree” with regard to their ability to use writing skills they learned in TWC sessions in any classes in which they have writing assignments. This question addressed Learning Outcome #3. 85% of respondents answered “strongly agree” or “agree” with regard to improving their ability to identify specific types of errors as a result of TWC sessions. This question addressed Learning Outcome #2. 100% of respondents answered “strongly agree” or “agree” to a question asking them to reflect on their ability to notice their own errors and make self-motivated changes when meeting with a TWC consultant. This question addressed Learning Outcome #1. On a question that asked the student to identify his/her ability to make self-motivated changes to sentence-level errors, 93% of the respondents answered “strongly agree” or “agree.” On a question that asked the student to acknowledge his/her ability to identify and make self-motivated changes to global errors, 71% answered “strongly agree” or “agree.” This indicates it is slightly harder, for the students surveyed, to self-identify global errors and that they need more writing consultant guidance in this area. This question addressed Learning Outcomes #2 & #3. Some of the most telling results from The Writing Center’s fall 2020 Student Learning Questionnaire were in the three questions that asked students to name (recall) specific concepts or topics that were reviewed with TWC consultants, and which resulted in an increased or improved understanding of the topic or concept in one or more appointments. 96% of respondents were able to name (recall) a single concept or topic they covered in a TWC session. 89% of respondents were able to name (recall) a 2nd single concept or topic they covered in a TWC session. 82% of respondents were able to recall a 3rd single concept or topic they covered in a TWC session. This indicates students who attended TWC sessions retained information they learned and could recall it when asked. These questions addressed Learning Outcomes #3 & #2. Overall, TWC’s training of writing consultants is ongoing on a monthly basis and has been that way for the last 3+ years. As a result of the fall 2020 Student Learning Questionnaire survey results, The TWC Director has instituted additional, adaptive training during winter 2021 to reinforce TWC’s three learning outcomes and to address targeted review of grammar, punctuation, and global writing topics in order to continue to improve writing consultants’ abilities to help students learn and build on academic writing conventions and standards so that they can improve their written communication skills and become life-long learners. The results of the fall 2020 survey show that TWC writing consultants are overall very successful in their delivery of writing consultation (i.e. tutoring) services that lead to valuable co-curricular learning engagements.