

3A. Demonstrate academic excellence in the major field																									
Year 1	Biology	Chemistry	Business Administration	NCLEX Pass Rate:	Teacher Certification Pass Rate:																				
Standardized testing results.	Biology: Summative Direct Assessment: MFAT results We did not meet the department's target for learning outcomes as assessed by this measure. Only 68% (19/28 students taking the test) scored at or above the target level. 14 students scored above the mean in overall score 15 students scored below the mean in overall score	Chemistry: In Spring 2017 the MFAT test in Chemistry was administered to total of two chemistry and biochemistry graduates. The test changed this year so more detailed item analysis could not be performed due to size of dataset, as student staking the test in previous years could not be included.	Business Administration: ETS MFT in Business Administration. N=11. Percent of students above 40th percentile = 18%. Percent of students within one standard deviation (SD) of the ETS mean = 36%. GCU mean = 230. ETS mean = 247.9.	NCLEX Pass Rates: 88% 9/12/2016	100% pass rate for Teacher Certification (AY 2016-2017) (final results)																				
NSSE Survey: Engagement Indicators: Academic Challenge (SR); High Impact Practices (SR) – Culminating Senior Experience, Internship or Field Experience, Research with Faculty	NSSE 2017: Academic Challenge (% responding often or very often) Higher Order Learning FY 38.4 SR 40.7 Reflective and Integrative Learning FY 33.4 SR 37.7 Learning Strategies FY 38.5 SR 40.3 Quantitative Reasoning FY 26.8 SR 26.3 Preparation for Class (hrs/wk) FY 12.8 SR 15.8 Course Reading (hrs/wk) FY 5.3 SR 8.3 Assigned Writing (pgs) FY 37.8 SR 78.3 Course Challenge (7 very much) FY 5.0 SR 5.5 Academic Emphasis (4 very much) FY 3.1 SR 3.0	NSSE 2017 High Impact Practices (% Participation) Learning Communities FY 6 SR 32 Service Learning FY 88 SR 94 Research with Faculty FY 4 SR 33 Internship/Field Experience (FY plan to do) FY 80 SR 70 Study Abroad (FY plan) FY 42 SR 13 Cumulative Senior Experience/Capstone (FY plan) FY 59 SR 64 Overall Participation in HIP 1 practice FY 78 SR 12, 2 or more practices FY 9 SR 86																							
Graduate Data	Next Steps Survey (Graduates)	Graduate School Acceptance and Attendance	Latin Honors AY 16-17	Graduates by Degree																					
	Graduate Survey Spring 2017 N = 348 19.3%, 67 students responded as planning to attend graduate school.	Bachelor's Degree Graduates intending to attend Grad School: Number = 65, Mean GPA 3.394 (A-B+). 16 schools named including GCU. 22 graduates attending GCU for graduate school studies.	Latin Honors: Cum Laude: BA 16, BS 10, BFA 1, BSN 9, BSW 1 Latin Honors: Magna Cum Laude: BA 18, BS 5, BFA 0, BSN 16, BSW 0 Latin Honors: Summa Cum Laude: BA 10, BS 9, BFA 1, BSN 6, BSW 0 Totals: 102, August 2016: 5, December 2016: 28, May 2017: 69	<table border="1"> <thead> <tr> <th>Grad_Date</th> <th>Bachelor's</th> <th>Master's</th> <th>Grand Total</th> </tr> </thead> <tbody> <tr> <td>August</td> <td>26</td> <td>33</td> <td>59</td> </tr> <tr> <td>December</td> <td>114</td> <td>37</td> <td>151</td> </tr> <tr> <td>May</td> <td>270</td> <td>102</td> <td>372</td> </tr> <tr> <td>Grand Total</td> <td>410</td> <td>172</td> <td>582</td> </tr> </tbody> </table>	Grad_Date	Bachelor's	Master's	Grand Total	August	26	33	59	December	114	37	151	May	270	102	372	Grand Total	410	172	582	
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Honor Society membership	291 students inducted into 20 Honor Societies (2016-2107)																								
Student Life Services	Health Services Program assessed department Goal 1: Provide exceptional clinical health and health counseling services; in alignment with ILG-3A : Demonstrate academic excellence, and CAS standard in Clinical Health Care Services: Mission, Diversity, Equity, Access. Students indicated high levels of satisfaction (96%) with Health Services. 80% of students surveyed indicated that their utilization of Health Services had a positive impact on both their academic performance and class attendance, linking positive health outcomes to academic achievement. Overall, our clinical services reached over 1849 students and 31 health promotion/wellness programs had a total student outreach of over 2200. Student feedback was overwhelmingly positive (98%) regarding health programming that address health habits and behaviors encouraging healthy lifestyle choices. We continue to find that once a student has the opportunity to use our services, their satisfaction with our services is very high. Improving the recognition, visibility, and message of the department to the student population continues to be a challenge.	This year Athletics assessed student learning related to ISLG Goal 3 : Demonstrate Academic Excellence. As an NCAA Division II institution, we have academic standards to meet for eligibility and progress toward graduation. Through well researched recruitment of prospective student-athletes, our coaching staff pursues those they believe are capable of having a successful academic & athletic career at GCU. Once on campus our student-athletes are put in positions to succeed with not only campus resources, but also through programs implemented by the athletics department including athletic orientation, receiving a student-athlete mentor & the freshmen success curriculum. Through weekly monitoring of academic progress, class attendance, and tutoring our student-athletes maintain eligibility a 97% rate. They also continue to graduate at a higher rate than their non-athlete peers and above the federal graduation rate. The athletic department will continue to pursue avenues to enhance academic achievement of our student-athletes.																							
SIR II Section F Course Outcomes	SIR II. Section F Learning Outcomes . 2016 Fall. N = 374 courses. Comparative Mean: 3.75. A & S Mean: 4.13, B & DM Mean: 3.61, EDU Mean: 4.07. School of Business is below comparative mean.	SIR II. Section F Learning Outcomes . 2017 Spring. N = 268 courses. Comparative Mean: 3.75. A & S Mean: 4.09, B & DM Mean: 3.62, EDU Mean: 4.14. School of Business is below comparative mean.																							

3B. (for general education courses): Gain a broad foundation in knowledge and understanding of modes of inquiry in the arts, humanities, behavioral and social sciences, natural sciences, and mathematics.		
Gen Ed Assessment Results	The General Education Program conducted its formative direct assessment of GE Learning Outcome 1a for year one by evaluating student work obtained from 100 and 200 level courses that reflect application of learning in the following categories: English (Humanities), Art History / Music History (Art), Mathematics, World Languages, Natural Sciences, and Social Sciences. A request for two volunteers from each of these categories was sent to faculty. Volunteers were asked to assess one GE course in either the Fall or Spring semesters and to submit an outline of the assignment and its alignment with criteria for Bridge Learning Outcome 1a. This form was reviewed by the Director of General Education and the Director of Assessment. If necessary, feedback was provided to volunteers about the assignment or rubric alignment. These submission forms were posted on the General Education Curriculum Committee Blackboard Organization for review by committee members. At the conclusion of the semester, faculty were asked to complete the assessment rubric indicating student performance at either the exemplary, evident, developing, or not evident levels. Completed rubrics were reviewed by the GECC during a May 9, 2017 meeting.	The one noticeable criteria where students did not consistently reach the expectation was criteria 2 (student applies foundational knowledge in a new or related situation). 5 of 18 sections reported student performance below the 90% expected level with only one section below 80%. While several of these courses were close to the 90% expectation, it suggests that work is still needed to clarify the expectations that we have for students applying their knowledge in these different disciplines. It also reflects a continued need to discuss with instructors about these expectations, their assignments, and reporting assessment results. Such discussions will be critical as we continue with the continued
GPA Gen Ed Courses	General Education Courses, Spring 2017: Mean GPA: 2.92 (B-B-), 122 courses	
Gen Ed Course Data	99 courses (276 sections) were offered in the Bridge General Education Program over the 2016-2017 academic year. This included Online, Hybrid, Lakewood, and Offsite offerings. A total of 2,513 students enrolled in Bridge courses in the fall, and 2,314 students were enrolled in Bridge courses in the spring. These offerings included two new Bridge GE requirements, GEN199 (12 sections) and GEN400 (2 sections).	
SIR II Data Spring 2017 Gen Ed	Bridge Gen Ed (Sig)	
<i>N Responders</i>		133
A-Overall Mean - Course Organization and Planning		4.17
A-Comparative Mean - Course Organization and Planning		4.31
B-Overall Mean - Communication		4.28
B-Comparative Mean - Communication		4.37
C-Overall Mean - Faculty/Student Interaction		4.39
C-Comparative Mean - Faculty/Student Interaction		4.37
D-Overall Mean - Assignments Exams and Grading		3.13
D-Comparative Mean - Assignments Exams and Grading		4.17
F-Overall Mean - Course Outcomes		3.58
F-Comparative Mean - Course Outcomes		3.75
G-Overall Mean - Student Effort and Involvement		3.63
G-Comparative Mean - Student Effort and Involvement		3.74
I-Overall Mean - Overall Evaluation		3.62
I-Comparative Mean - Overall Evaluation		4.01
Average Predicted GPA		3.54

4. Demonstrate understanding of the Mercy core values																							
Service Learning	Service Learning AY 2016-17 Fall 2016: Students: 120, Courses: 80, Service Hours: 1991.25 Spring 2017: Students 161, Courses: 96, Service Hours: 2557.21																						
Community Service – Undergraduate performance hours	NCAA Division II. First Place: Team Works award: Service Hours See: http://www.ncaa.com/news/ncaa/article/2017-04-19/george-washington-georgian-court-earn-ncaa-team-works-award . Ben Salsby, Georgian Court Student-Athlete Advisory Committee president satated: “Having an app such as Helper Helper allowing us to track the hours volunteered is a great idea, giving the students something to look back on at the end of their seasons or semesters showing them what impact they have made. With 10,000 community service hours alone last academic year, it has given us a great baseline to work from, providing a good stepping stone for future generations of Georgian Court student-athletes.”	Campus Ministry continues to organize a number of successful charitable drives. Here is a snapshot of this year’s results: <table border="1" data-bbox="1169 500 1940 919"> <thead> <tr> <th>Month</th> <th>Drive</th> <th>2016 – 2017 Results</th> </tr> </thead> <tbody> <tr> <td>September</td> <td>Backpack Drive</td> <td>22 backpacks and 5 boxes of school supplies</td> </tr> <tr> <td>October</td> <td>Crop Walk</td> <td>46 participants raised \$439</td> </tr> <tr> <td>November</td> <td>Thanksgiving Baskets</td> <td>46 baskets, 22 boxes and \$100 in gift cards</td> </tr> <tr> <td>December</td> <td>Giving Tree</td> <td>gifts for 2 families and an additional 96 bags of toys for other partners</td> </tr> <tr> <td>March</td> <td>Easter Baskets</td> <td>164 Easter baskets</td> </tr> <tr> <td>April</td> <td>CRS Rice Bowl Campaign</td> <td>\$341 raised for CRS</td> </tr> </tbody> </table>	Month	Drive	2016 – 2017 Results	September	Backpack Drive	22 backpacks and 5 boxes of school supplies	October	Crop Walk	46 participants raised \$439	November	Thanksgiving Baskets	46 baskets, 22 boxes and \$100 in gift cards	December	Giving Tree	gifts for 2 families and an additional 96 bags of toys for other partners	March	Easter Baskets	164 Easter baskets	April	CRS Rice Bowl Campaign	\$341 raised for CRS
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EOC Reflection: Values Integration	EOC Reflection Fall 2016: N= 222 Compassion 16.6% Respect 33.2% Service 6.3% Justice 11.2% Integrity 20.2% No Mercy Value 9.0% No Response 3.6%	EOC Reflection Spring 2017: N= 189 Compassion 15.9% Respect 30.7% Service 6.3% Justice 11.6% Integrity 33.2% No Mercy Value 13.2% No Response 3.1%																					
NSSE # 12, 15e	NSSE 2017 12. Service Learning Courses FY 2.1 SR 2.4	NSSE 17 15e. Doing Community Service (hours) FY 4.9 SR 3.6																					

6. Explore spirituality and personal growth		
Campus Ministry Assessment Results	Campus Ministry continues to provide a wide range of service, catechetical, liturgical and social justice programs. New programs included the Wake-Up Wednesdays and Salt & Light (AKA: CRS Student Ambassadors). In addition, Campus Ministry played a significant role in the youth theological institute entitled MercyworX. See Campus Ministry Tab for additional information.	
Student Life & Support Services	The Counseling Center assessed student learning related to ISLG Goal 6: Explore Spirituality and Personal Growth through the program goal of the provision of confidential counseling to address personal adjustment. Global Assessment of Functioning at admission and discharge was assessed, and results indicated an improvement in functioning as a result of therapy. Client Satisfaction Surveys were also administered, results of which indicated clients report therapy helped them achieving academic and personal goals, as well as remaining enrolled in school. The Counseling Center will continue to provide high-quality therapeutic services to students.	The GCU Cares program institutional learning goal 6: Explore personal growth. The case manager provided coordination of care and appropriate resources for personal and academic success at GCU. The case manager utilized the social work theory of strength's perspective and reflecting interviewing techniques for student engagement and support. Overall, 85% to 87% were satisfied with the support they received. In addition, a significant amount of these students; 66% performed well and graduated; whereas 34% continue to struggle which affected either their academic and personal performance to be successful. The GCU Cares program will continue to use strength's perspective and reflective interviewing techniques in case management as it has shown to be an effective tool. The Project Specialist for the grant continues to make stride in her programming model. She continues to connect on campus and off campus resources. The increase of 20% in attendance in Spring 2017 programming is a good indication that she is connecting well with students and providing enrichment programming. This upcoming Fall semester, this program is planning to provide programming and training on sexual assault, dating violence, stalking and domestic violence to the incoming students. Currently researching on-line models to engage students with information about Title IX and VAWA grant requirements. In addition, the Program Specialist will provide a vibrant Bystander Intervention program to all students, faculty and staff. The program will begin in the Fall 2017 semester and continue throughout the Spring 2018 semester with emphasis on Domestic Violence Awareness (October 2017) and Sexual Assault Awareness month (April 2018) programs/workshops.
NSSE Survey: Academic Challenge – Reflective and Integrative Learning	NSSE 2017 Reflective and Integrative Learning (% often or very often) FY 33.4 SR 37.7	
NSSE Survey Question 17g Personal Code of Ethics	NSSE 2017. Question 17g. (4 very much) FY 2.9 SR 3.0	
Study Abroad Program	In recent months, 29 Georgian Court University students traveled, served and studied abroad in Spain, Italy, Ireland, Peru, and Costa Rica. The largest segment of Georgian Court's growing global education program, however, is steered by faculty members eager to create opportunities abroad for students.	