



Georgian Court University

Assessment of Student Learning Plan and Guide

Course, Program, Institutional Student Learning Goals

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Office of Institutional Assessment and Accreditation

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Executive Summary

The Georgian Court University's (GCU) Assessment Plan and Guide for Student Learning covers course, program, and university-wide assessment of student learning. It addresses assessment protocols, planning, and reporting of student learning through annual assessment records and periodic academic program review. The institutional student learning goals (ISLG) include expectations for undergraduate and graduate students in and out of the classroom. The Assessment Plan for the ISLGs (Institutional Student Learning Goals) is distinctly defined for undergraduate (USLG) and graduate (GSLG) student learning. Academic Programs develop their own intended learning goals and outcomes aligned with the university's ISLGs (Institutional Student Learning Goals) and the expectations and standards of their discipline. The data obtained from assessing student learning are analyzed and acted upon at the most appropriate level. Assessment of student learning is faculty-driven, with the instructional faculty responsible for course and program assessment. Program assessment is conducted by the faculty within the academic discipline and is reviewed by the appropriate dean and the university's Academic Program Review and Assessment Committee (PRAC).

University-wide assessment of student learning (*Bridge* General Education and ISLG) is under the direction of the Office of University Assessment and Accreditation. This office collects assessment data and prepares executive reports on assessment findings at all levels. Action plans based on assessment data inform funding for programs related to teaching and learning needs and planned faculty development activities. Assessment findings are made available on the

university's website: <https://georgian.edu/assessment-of-student-learning/> Additional assessment resources are made available to the university's faculty through the *Assessment of Student Learning* organization on the university's BlackBoard learning management system. Highlights of Georgian Court University's Assessment Plan for Student Learning are as follows.

University Programs: Institutional Student Learning Goals (ISLG)

The ISLG Assessment Plans are directed by the Director of Assessment and the Provost Council. These plans include curricular and co-curricular assessment data. Undergraduate programs of Writing Intensive Courses, Information Literacy (Library), Experiential Learning (Service Learning, Global Education, and Internship), and Student Leadership are included in the assessment of the undergraduate student learning goals.

(Undergraduate) The undergraduate student learning goals (USLG) were updated and approved by the Faculty Assembly in Spring 2019. Goal assessment data is collected yearly, with the assessment plan covering a three-year timeframe. The assessment of the revised USLG began in Fall 2019. The plan was updated in 2022. See: <https://georgian.edu/wp-content/uploads/Assessment-Plan-USLG-2022-2026.pdf>

(Graduate) The university's Graduate Council and Faculty Assembly approved the Graduate Student Learning Goals (GSLG) in April 2017. An assessment plan was developed for these goals and assessment began with data from AY (Academic Year) 2017-2018. The plan was updated in 2022. See: https://georgian.edu/wp-content/uploads/GCU-Graduate-Student-Learning-Goals.Update2022.Final_.022222.pdf

(Bridge General Education) The Bridge General Education Assessment Plan is directed by the General Education Director and General Education Curriculum Committee. It follows a three-year cycle. An annual report is prepared by the Director of General Education and submitted to the Director of Assessment. The Bridge General Education Program underwent a program review in AY (Academic Year) 2022-2023. Actions related to this review are being undertaken during AY 2023-2024. See: [Undergraduate Programs Assessment Plans - Georgian Court University, New Jersey](#)

Academic Program Assessment

Program Review

Each academic program not affiliated with an external accreditor conducts a periodic program review as directed by the Academic Program Review and Assessment Committee (PRAC). These reviews are scheduled in a seven-year cycle. The review consists of a program self-study, review by an external evaluator, and a resulting action plan based on results and approved by the Dean. The PRAC members serve as peer consultants and determine the templates used for the program review process. Upon completion of the self-study, the review is continued under the dean of school's direction.

Academic Program Assessment Plan and Report

Academic Program Assessment Plans cover a 3–5-year period. Plan updates are due September 30. The Office of Institutional Assessment and Accreditation reviews and approves

these plans and consults with PRAC on major changes. The Academic Program Annual Assessment Report is due June 30. These annual reports are reviewed by the PRAC members and the Director of Assessment. An executive summary of the academic program annual assessment reports is prepared by the Office of Institutional Assessment and Accreditation.

Periodic Audit of Academic Assessment Activities.

As a continuous improvement process, assessment discussions must be integrated into the topics addressed at faculty, school, and department meetings regularly. In addition, the action plans generated from program reviews, assessment results, and course reviews also need to be included in department discussions. These activities are recorded as an assessment audit.

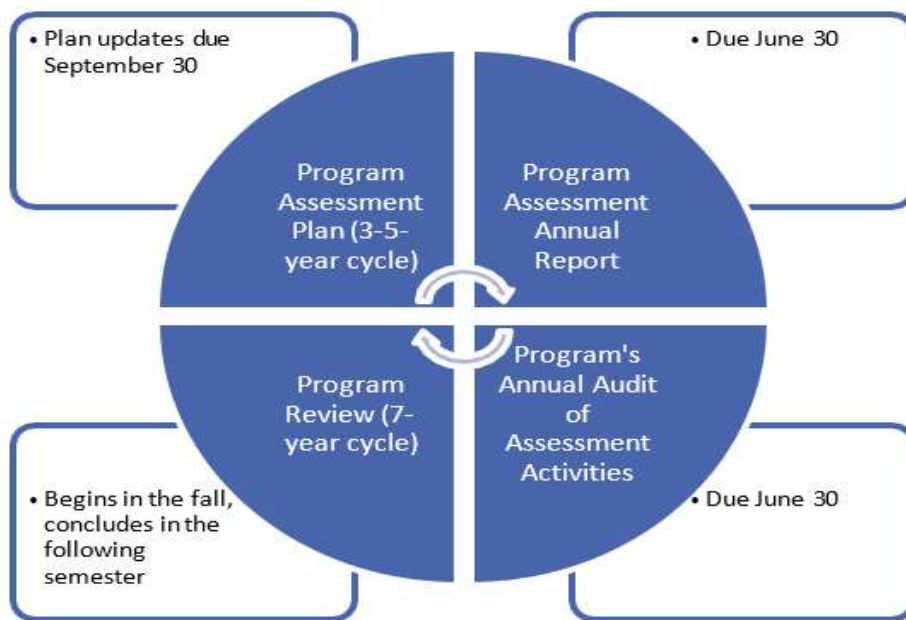


Figure 1. Academic Program Assessment Cycle

Course Assessment

End of Course (EOC) Reflection.

A course reflection survey is distributed to all faculty by the Office of Institutional Assessment and Accreditation (OIAA) before the final exam period for the term. Reflection is based on one course taught during the term. Results are aggregated into an executive report. Results inform planning at the school and Provost Council level.

Student Evaluation of Teaching.

Course assessment also includes the student surveys of course learning and evaluation of teaching. The Faculty Assembly determines the frequency and instruments for student course evaluation, as part of the university's shared governance structure. In addition to the end of course reflection, course assessment includes student evaluations of teaching (SET) within their courses. Faculty and the school dean determine the inclusion of courses for student feedback. (See Policy Appendix 4.5.1.2.1.1 [Volume 4 - The Faculty Handbook \(georgian.edu\)](#))

Timeline for Academic Program Assessment

- The process for a Program Review begins in the fall semester with an orientation for the department on the self-study and review, as conducted by the PRAC members or OIAA. It is usually conducted over one academic year. An action plan is finalized in year 2.

- **June 30:** Academic Program's Annual Assessment Report due to Office of Institutional Assessment and Accreditation (OIAA)
- **June 30:** Academic Program's Annual Assessment Audit due to OIAA
- **September 30:** Academic Program Assessment Plan updates or revisions due to OIAA
- **Two weeks prior to end of semester:** End of Course Reflection sent to all faculty. Return expected within two weeks after end of semester.
- **Within 10 calendar days of the term's final assessment week:** student feedback surveys are distributed and collected.

GCU Mission, Mercy Core Values, and Institutional Goals

The Georgian Court University's [Mission](#) along with its Mercy Values (Justice, Compassion, Integrity, Respect, and Service) and its [Institutional Student Learning Goals](#) (ISLG) form the foundation for its learning outcomes, be they at course, program, or university level.

The learning outcomes or objectives of each course must be aligned with the learning outcomes of its major program. Program outcomes are aligned with the GCU Institutional Student Learning Goals at the Graduate (GSLG) and Undergraduate (USLG) levels, and with the outcomes of discipline-specific licensing or accreditation agencies. For a listing of GCU accreditations, see <https://georgian.edu/accreditations/> Learning goals and outcomes for specific programs are part of the program descriptions found within the course catalog and included on the GCU website.

Mission Statement

Georgian Court University, founded by the Sisters of Mercy of New Jersey in 1908 and sponsored by the [Institute of the Sisters of Mercy of the Americas](#) since January of 2007, provides a comprehensive liberal arts education in the Roman Catholic tradition. The university has a special concern for women and is a dynamic community committed to the core values of justice, respect, integrity, service, and compassion, locally and globally.

Georgian Court University provides students with

- A curriculum broad enough to be truly liberal yet specialized enough to support further study and future careers.
- An environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences; and
- The will to translate concern for social justice into action.

Mercy Core Values: Justice, Compassion, Integrity, Respect, Service

As an institution sponsored by the sisters of Mercy, Georgian Court University is committed to the following guiding principles:

- **Respect: We reverence the dignity of all persons and all life as gifts of God and strive to promote community in our world.** Choosing to accept what may be perceived as different without passing judgment – choosing to appreciate social and cultural differences as strengths that enable people to work together.
- **Integrity: We believe that fidelity to moral principles, honesty, and sincerity are the basis of trustworthiness in all encounters.** Choosing to be true and honest in all circumstances, living one’s highest version of self—choosing to always base one’s actions on a consistent set of principles and values.

- **Justice: We believe ordering of right relationships with all persons and all creation is fundamental to our advocacy for structures that protect the vulnerable.** Choosing to be a catalyst for social justice to ensure that all human beings are treated respectfully and equally, choosing peace for myself and the world.
- **Compassion: We embrace the joys and sorrows of others to whom and with whom we minister and are moved to action in solidarity with the human community.** Choosing to listen with an open heart, empathize with others, and perform acts of kindness that alleviate suffering—choosing to aid the planet and others’ needs.
- **Service: We joyfully extend our energy and resources on behalf of the poor, sick and uneducated, working to relieve misery and address its causes where possible.**

Choosing to act when a need is perceived by using one’s skills, ingenuity, and experience to create benefit—choosing to accept that in life we are all servers and served.

Georgian Court University: Guiding Principle of the 2019 Strategic Compass

Georgian Court University is a distinct Catholic university in the Mercy tradition, empowering students to shape a just and compassionate world. Georgian Court University is re-creating itself by designing and delivering innovative academic programs, with a particular

emphasis on the caring professions; enhancing the student experience inside and outside the classroom; expanding the university's footprint through multiple delivery formats at multiple locations to diversify revenue streams; and efficiently managing human and other resources to achieve positive revenue results.

Institutional Student Learning Goals (ISLG)

Periodically, the Georgian Court University faculty review and revise the institutional student learning goals (ISLG). The Bridge General Education goals and outcomes were approved by the Faculty Assembly in 2016, prior to the initial offerings of the revised *Bridge* General Education Program. The Graduate Council developed, and the Faculty Assembly approved, graduate student learning goals (GSLG) in April 2017. A Task Force was appointed in Fall 2018 to review the 2004 ISLGs (Institutional Student Learning Goals) and to suggest institutional learning goals appropriate to the undergraduate student. Revised undergraduate student learning goals (USLG) were approved by the Faculty Assembly on February 22, 2019, and then approved by the President's Cabinet. Of note is that these goals now include the first four *Bridge* General Education Goals and Outcomes.

Undergraduate Student Learning Goals (USLG).

(Note that Goals and Outcomes 1-4 are also the Bridge General Education Goals)

Upon successful completion of the GCU *Bridge* General Educational Program and a defined Major area of study, the student will earn a baccalaureate degree having demonstrated the following knowledge, skills, and values:

GOAL 1: Foundational Knowledge of Human Cultures and the Physical and Natural World

Learning Outcome: Students will demonstrate the ability to

- a. Apply foundational knowledge in the arts, humanities,

languages, mathematics, natural sciences, and social sciences.

GOAL 2: Intellectual and Practical Skills

Learning Outcomes: Students will demonstrate competence in

- a. Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information.
- b. Written and oral communication
- c. Quantitative literacy
- d. Information literacy
- e. Teamwork and problem solving

GOAL 3: Personal and Social Responsivity

Learning Outcomes: Students will demonstrate

- a. Ethical reasoning
- b. Global awareness and respect for diverse cultural perspectives
- c. Knowledge of the university's mission and Mercy charism
- d. Civic knowledge—local/global

GOAL 4: Integrative Learning

Learning Outcomes: Students will demonstrate

- a. The ability to make connections among courses in multiple disciplines as well as between their experiences inside and outside the classroom.

GOAL 5: Mastery of a Defined Body of Knowledge at the Baccalaureate Level

Learning Outcomes: Students will

- a. Attain their program's objectives and complete their major

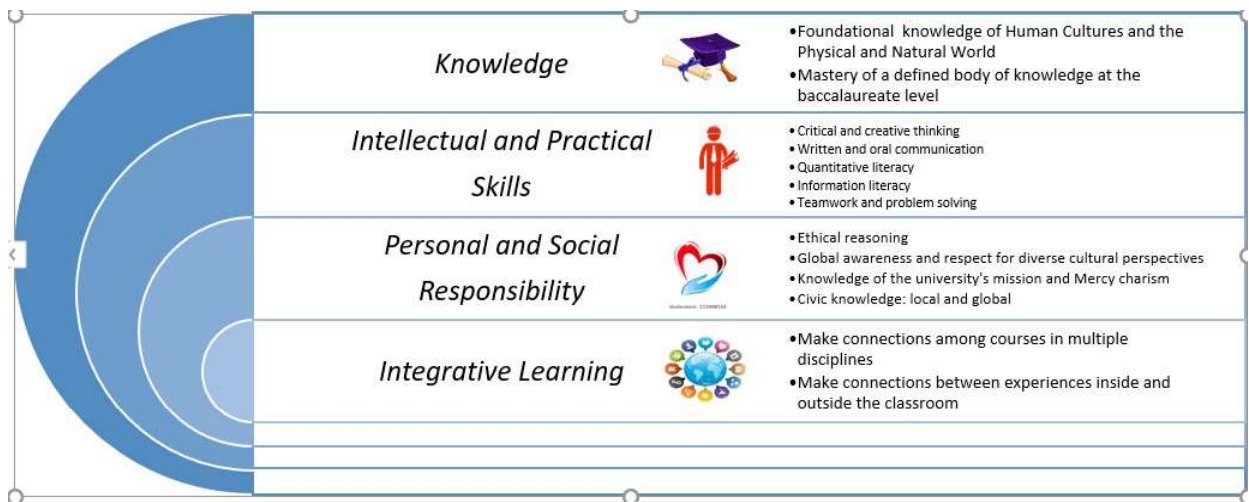


Figure 2. GCU Undergraduate Student Learning Goals (USLG)

Graduate Institutional Student Learning Goals (GSLG).

The following goals and outcomes were approved as GCU's graduate student learning goals (GSLG) by the Graduate Council and Faculty Assembly April 18, 2017.

Upon successful completion of a graduate program of study at GCU, the student will earn a post-baccalaureate degree and/or additional certification, and will evidence the university graduate learning goals as follows:

Goal 1: Knowledge

Learning Outcome: Students will

- a. Gain in-depth knowledge, competency, and mastery in field of study through academic and professional experiences
- b. Achievement of this goal may be evidenced through completion of an acceptable capstone scholarly project or field experience

Goal 2: Scholarly Inquiry

Learning Outcome: Students will

- a. Engage in academic research which includes scholarly inquiry for evidence-based practice and knowledge integration
- b. Achievement of this goal may be evidenced through completion of scholarly project or assigned research

Goal 3: Communication

Learning Outcome: Students will

- a. Apply clear and effective oral, written and technological communication skills appropriate to engagement with general and specialized audiences.
- b. Achievement of this goal may be evidenced through assigned writing or scholarly presentation using various media

Goal 4: Ethical Leadership

Learning Outcome: Students will

- a. Self-identify as leaders who follow the highest standards of ethics and of professional field
- b. Achievement of this goal may be evidenced through any of the following: career development, field evaluations, portfolios, or case studies

Goal 5: GCU/ Mercy Mission Integration

Learning Outcome: Students will

- a. Self-identify as leaders who follow the highest standards of ethics
- b. Integrate Mercy core values and advocacy related to Mercy Critical Concerns
- c. Achievement of this goal may be evidenced through reflective assignments, case studies, or practicum evaluations



Figure 3. GCU Graduate Student Learning Goals

Management of Student Learning Assessment at GCU

Accreditation by Middle States Commission on Higher Education (MSCHE)

Georgian Court University is accredited by MSCHE, with recent reaffirmation of accreditation on June 27, 2019. The current statement of accreditation and can be found at:

<https://www.msche.org/institution/0217/>.<https://www.msche.org/institution/0217/>.

The next accreditation review is due during the AY 2027-28.

MSCHE Standard V: Educational Effectiveness Assessment (Standards 14th Edition)

(See [Standards for Accreditation and Requirements of Affiliation | Fourteenth Edition - Middle States Commission on Higher Education \(msche.org\)](#))

Georgian Court University adheres to the criteria of educational program assessment as found in the Middle States Commission on Higher Education (MSCHE) Standard V of Accreditation, 14th Edition.

Office of Institutional Assessment and Accreditation (OIAA)

The GCU Office of Institutional Assessment and Accreditation oversees assessment of student learning at the course, program, and university level. This office reports to directly to the President and indirectly to the provost. The OIAA follows the expectations for assessment of student learning as articulated in Standard V of the MSCHE Standards for Accreditation (14th

Edition). The office assists with assessment of student learning as defined by the requirements of discipline-specific accreditations held by Georgian Court University.

Currently, the Associate Vice-President for University Assessment oversees the office functions and serves as the Director of Assessment (Student Learning). The university has defined processes for assessment collection and reporting, as articulated in this handbook. In Fall 2019, the university began to use the AEFIS (Assessment, Evaluation, Feedback, and Intervention System) software to assist in assessment management, along with various survey collection tools. AEFIS became part of the HelioCampus Assessment and Credentialing software system in 2023.

Academic Program Review and Assessment Committee (PRAC)

The Academic Program Review and Assessment Committee is a university committee. It is constituted and defined as University Policy.1.6.4.1 Academic Program Review and Assessment Committee

Purpose: The Academic Program Review and Assessment Committee is charged with the processes of periodic review and annual assessment of the various academic units of Georgian Court on a scheduled basis.

The responsibilities of the Academic Program Review and Assessment Committee are:

1. Annual Program Assessment of Student Learning

- a. To provide collegial guidance to academic departments on academic program assessment plans;
- b. To review annual academic program assessment results and provide collegial guidance to academic departments before, during and after the reporting cycle;
- c. To report significant findings to the Director of Assessment as needed;
- d. To make recommendations or report significant findings to the Executive Committee of Faculty Assembly as needed.

2. Periodic Program Review

GCU academic programs conduct Periodic Program Reviews. If a program is not conducting periodic reviews for an external accrediting agency, the PRAC provides oversight to the review process.

Responsibilities are:

- a. To establish a schedule for periodic program review (through self-study) in conjunction with the Department Chairperson(s) and Program Director(s), and the School Dean;
- b. To determine the process and procedures for academic

- program review in consultation with the Director of Assessment;
- c. To advise academic programs on the periodic review process, providing collegial guidance related to the procedures of the review, the comprehensiveness of assessment, and the need for accountability to the standards of the discipline;
 - d. To make recommendation to Department Chairperson(s) or Program Director(s); and
 - e. To report significant findings to the Director of Assessment as needed.

Membership: The Academic Program Review and Assessment Committee consists of at least seven faculty members as described herein. There will be one faculty member elected from each school and one from the Librarians by the Faculty Assembly to staggered three- year terms. Three additional members at large will be elected from the full-time faculty, including Librarians, of the Faculty Assembly to staggered three-year terms. The Chair will be appointed from the members of the committee who have served at least one year by the Provost for a one-year term, with the option of term renewal. The Associate Vice President for University Assessment and a representative from the Provost’s Office are ex officio members without vote.

Meetings: There will be meetings three (3) times a semester and on call of the Chair or Provost, or at the request of two (2) Committee members.

Assessment Funding

Funding for the Office of Institutional Assessment and Accreditation is under the budget of the President’s Office. Assessment data informs the university budgeting and strategic planning process.

Georgian Court University uses the assessment software of LLC (Living Learning Community) HelioCampus, Inc., formerly AEFIS, the Learning Management System software of BlackBoard Learn, and the Qualtrics XM survey management software. All faculty are expected to be able to utilize the above software to conduct, report, and analyze results at all appropriate levels of responsibility.

GCU Plan for Assessment of Student Learning

| Level | Learning Goals and Outcomes | Assessment Protocol | Timeframe | Responsible Person(s) |
|------------------------|--|---|---|--|
| Institutional Learning | Undergraduate Student Learning Goals (USLG) Graduate Student Learning Goals (GSLG) General Education Goals (Goals 1-4 of USLG) Institutional Student Learning Goals (ISLG) are aligned with the University's Mission and Strategic Goals. | Assessment Plan and Reports based on Institutional Learning Goals and Outcomes | Plan: 3-5-year cycle Reports: annual Periodic Review: Determined by the Provost | Director of Assessment (USLG, GSLG) General Education Chair and General Education Curriculum Committee (GESS) Reviewed by Provost Council, Graduate Council, and GECC. |
| Academic Programs | Determined by the discipline's faculty and accrediting agencies. Aligned with the ISLG and University's Mission. | Academic Program Assessment Plan and Reports based on GCU template and/or discipline accreditation standards and protocols. Periodic audit of assessment activities. Periodic Program Review. | Plan: 3-5-year cycle. Reports: Annual Audit: Periodic (every 3 years) Periodic Review: 7-year cycle | Department Chair or Assessment Liaison. Reviewed and supported by Assessment Office and Academic Program Review and Assessment Committee (PRAC). |

| | | | | |
|--------|--|---|-----------------------------|--|
| Course | Course goals and objectives are determined by the discipline's faculty and instructor of the course. Aligned with program learning outcomes and ISLG. | End of Course (EOC) Reflection Student feedback on course and learning. | At the end of each semester | OIAA: EOC Reflection Faculty Assembly (FA): Course evaluation protocol Reviewed by School Deans, Provost Council, and appropriate FA committees. |
|--------|--|---|-----------------------------|--|

Figure 4. GCU Plan for Assessment of Student Learning

University-wide assessment of Student Learning (Institutional Learning)

Bridge General Education.

- The assessment plan for the GCU Bridge General Education Program is directed by the General Education Director and General Education Curriculum Committee (GECC). This assessment follows the protocol and templates for academic programs. The GECC receives and reviews all assessment results. An annual report and executive summary are prepared by the Director of General Education in consultation with its curriculum committee and submitted annually to the Director of Assessment and PRAC.
- The Bridge General Education Assessment Plan can be found on the university's website under Assessment of Student Learning.

(See <https://georgian.edu/assessment-of-student-learning/>)

- The provost determines the schedule for the periodic review of the general education program.
- Bridge General Education: Framework approved in 2013, implementation Fall 2016. Program Review AY 2022-2023. Completed Summer 2023.
 - Action Plan submitted to General Education Curriculum Committee and General Education Committee. (Process began Fall 2023.)

Institutional student learning.

- The assessment plan for Georgian Court's institutional student learning goals, both undergraduate (USLG) and graduate (GSLG), are under the direction of the Director of Assessment, the Graduate Council, and the Provost Council. The assessment of the ISLGs (Institutional Student Learning Goals) includes curricular and co-curricular assessment data. Undergraduate programs of Writing Intensive courses, Experiential Learning (Service-Learning courses, Global Education, and Internship experiences), are included in the assessment of the USLGs (Undergraduate Student Learning Goals). Data is collected yearly. There is a four-year cycle of goal analysis.

The ISLG Assessment Plans can be found on the university's website under [Assessment of Student Learning](#).

- The provost determines the schedule for the periodic review of the institutional learning goals.
 - GSLG: Created in 2017, Next review: 2024.
 - USLG: Last review: 2018, Next review: 2025

University-Wide Assessment Surveys and Testing

University-wide Assessment provides data not only for ISLGs, but this data is also integrated into the BRIDGE General Education Assessment Plan, and Program Assessment and Assessment reports for Accreditation Agencies. This assessment is conducted by the Office of Institutional Assessment and Accreditation at Georgian Court University, with cooperation from the Office of Institutional Research.

Georgian Court University uses the data from the National Survey of Student Engagement (NSSE), the Ruffalo Noel-Levitz (RNL) Student Satisfaction Inventory (SSI), and the student ratings of instruction for indirect assessment of ISLG and program goals and outcomes. This data also contributes to the assessment of programs for student life, student support, and student retention and success.

In AY 2023-2024, GCU engaged in survey services as a member of the Higher Education

Data Sharing Consortium (HEDS). All university-wide survey data is housed in the GCU Institutional Research Information Sharing (IRIS) site, as maintained by the Office of Institutional Research.

Academic Program Assessment Planning and Reporting

Program Review.

- A comprehensive periodic review of the academic programs occurs over a 7-year cycle. This process is overseen by the PRAC and the school Dean. The periodic review is based upon department data, alignment with discipline standards and uses assessment data previously submitted. Reporting on the action plan resulting from the program review is included with the annual assessment audit.

Program Review process.

- The Academic Program Review and Assessment Committee (PRAC) is responsible for the Academic Program Review processes. The committee establishes the schedule of such reviews in conjunction with chairs and school deans for all programs accredited by the Middle States Commission on Higher Education (MSCHE) and which operate without any additional external accreditation or review agency. The academic program review process covers a seven-year timespan.
- An overview of the academic program review process is presented in the figure below.



Figure 5. Academic Program Review and Assessment Processes

- The process of a program review should take about eighteen months to complete. The PRAC members assist the department to understand and embark upon the process. The program review begins with a self-study conducted by the department. The self-study results are presented to the PRAC members for review and collegial input. The school dean then arranges for an external review, and approves the findings of the self- study, the external review, and the action plan based on these results. (See the schema below for the details of this process.)

| Program Review Data Collection | Program Review: Analysis and Action Plan | Program Review: Analysis and Action Plan | External Review and Approval of Action Plan |
|--|--|---|---|
| Self-Study Stage 1: 1 st semester year 1 | Self-Study Stage 2: 1st Semester, year 1 | | 2nd Semester Year 1 to 1st semester Year 2 |
| Self-Study includes data, analysis, and a 5- year action plan | Review the data as completed on the Template. Do an analysis using current methodology (SWOT, TOWS, SOAR, NOISE are examples of analysis processes). | | Submit Final Self-Study and Action Plan to Dean for Review |
| Academic Department meets with PRAC to review template, process, and collegial support | Using the analysis, determine an action plan that would cover a 5-year time frame. Align the Action Plan with GCU Strategic Compass, University Student Learning Goals, and the academic program's standards for the profession. | | Arrange with the Dean for an external reviewer (consultant); arrange with the Dean for a date for the reviewer to visit with the program constituents on campus and at any additional teaching sites. |
| Determine membership of the Self-Study team. | Department presents Self-Study and Action Plan to the PRAC members for collegial review. | | External reviewer submits findings to Dean and Program Chair. |
| Using the Program Review template, gather needed data. Consult with Office of Institutional Assessment and Accreditation (OIAA) as needed. | The Self-Study and Action Plan are revised as needed. | | Dean reviews the final report and approves the Department Action Plan based on given evidence and expected standards of the profession. |
| Determine discipline standards and obtain information about peer programs. | | | Action Plan budgeting needs are incorporated into the University Budgeting process. |
| Review annual assessment reports and include them in the self-study. | | | Department submits an annual report on Action Plan implementation and results to the Dean. |

Figure 6. Academic Program Review Process

- Data related to the program review (student enrollment, course offerings, and faculty teaching loads) are compiled annually by the OIAA and shared with academic departments. This data includes 5-year trends.

See Appendix A1. for the Undergraduate Program Review template. See Appendix A2. for the Graduate Program Review Template. See Appendix B for the schedule of Academic Program Reviews.

Program Assessment.

Program Assessment Plan.

- Each academic department develops a Program Assessment Plan that assesses student learning as aligned with program learning outcomes. This Program Assessment Plan is executed over a three-to five-year timeframe. The OIAA approves all program assessment plans.
- All program goals and learning outcomes are mapped to the institutional student learning goals and are aligned with the university's Mission and values.
- All program courses are mapped to the program outcomes; key courses are targeted for formative and summative assessment of program outcomes.
- Assessment data is taken from course artifacts of student learning predetermined by the plan, standardized testing results, student surveys, and student performance measures.
- Plans are updated periodically, or at the end of the three-to-five-year cycle and submitted to the OIAA by September 30 when changed.

- See Appendix C for the Academic Program Assessment Plan template.

Academic Program Annual Assessment Report.

Program Assessment Annual Reports based on the Program Assessment Plan are submitted annually to the OIAA.

- The GCU academic program assessment report template is to be used by all programs, *including those programs with discipline specific accreditation*. This template is found in HelioCampus under data forms.
- Academic program assessment reports are reviewed by the PRAC members, who provide collegial feedback. This review is part two of the data form.
- School deans then review and provide feedback to the annual reports as part three of the data form in HelioCampus.
- An Executive Summary of all submitted assessment reports is prepared by the Office of Institutional Assessment and Accreditation.
- All annual academic program assessment reports are due to the OIAA by June 30.
- See Appendix D for the Academic Program Assessment Report template.

Assessment audit.

- As a continuous improvement process, assessment discussions must be integrated into the topics addressed at faculty, school, and department meetings regularly. In addition, the action plans generated from program reviews, assessment results, and course reviews also need to be included in department discussions. These activities are recorded as an assessment audit and documented within department minutes. Each academic department submits an assessment audit to the OIAA once every three years.
- The audit is a report on the department's assessment activities and provides accountability for approved program review action plans.
- The OIAA provides an executive summary of audit findings to the Provost Council and school deans.
- The assessment audit is due to the OIAA by June 30.
- See Appendix E for the Assessment Audit template.

Course assessment.

An end-of-course reflection survey is distributed to all faculty by the Office of Institutional Assessment and Accreditation (OIAA) before the final exam period begins. This survey is distributed through the HelioCampus platform.

- The faculty chose one course for reflection. Results are aggregated into an executive report.
- EOC Reflection results inform planning at the Provost Council level for faculty development in teaching and learning. This data also informs course decisions at the School and Department level.
- See Appendix F for the GCU End of Course Reflection Questionnaire.

Course assessment also includes the student surveys of course learning and feedback on teaching. The Faculty Assembly determines the frequency and instruments for student course evaluation. See faculty policy on student evaluation of courses and use of results. Policy Manual IV, Appendix 4.5.1.2.1.1: Procedure for Student Evaluation of Faculty. The GCU SET (Student Evaluation of Teaching) is found in Appendix G.

Provost Council review of assessment results.

The Provost Council annually reviews the Executive Summaries of the Assessment of Student Learning, as prepared by the GCU Office of Institutional Assessment and Accreditation (OIAA). The Provost, in turn, reports on this information to the President's Cabinet. Decisions related to teaching and learning, budgeting, and personnel are based upon appropriate assessment data.

The Provost determines the periodic review of the university-wide learning programs and institutional student learning goals and outcomes.

Assessment of Student Learning: Key Principles, Assessment Cycle, and Assessment Artifacts.

According to assessment experts, the keys to success for learning assessment are as follows:

- Assessment of student learning is faculty-driven.
- Assessment of student learning improves teaching and learning.
- Assessment of student learning is an organized and sustainable process.

These key components of assessment of student learning are the components of MSCHE Standard V: Educational Effectiveness Assessment (14th Edition).

MSCHE Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Criteria:

A candidate or accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated student learning outcomes at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;
2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
 - a. define student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes;
 - a. articulate how they prepare students in a manner consistent with their mission for successful careers,

meaningful lives, and, where appropriate, further education.

- b. They collect and provide data on the extent to which they are meeting these goals;
 - c. support and sustain assessment of student learning outcomes and communicate the results of this assessment to stakeholders;
3. consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness;
 4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and
 5. periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness.

Assessment basics

Why assess student learning? The purposes of assessment of student learning at a university are first, to improve teaching and learning and second, to be accountable to the university's stakeholders (Suskie, 2009). Assessment of student learning is a process of continuous improvement. Its process is cyclic: establishment of learning goals, provision of learning opportunities, assessment of student learning, and use of the results to establish learning goals, etc.

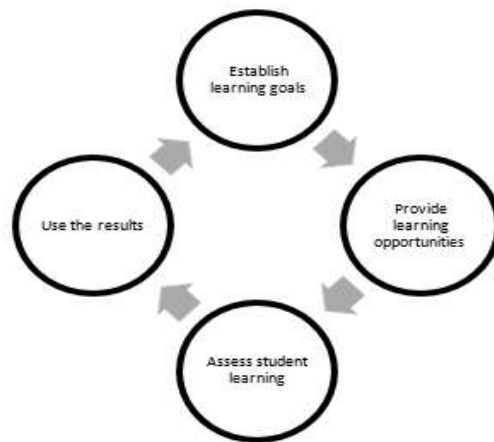


Figure 7. Assessment Cycle

Thus, assessment is part of an integrative and collaborative learning process. Learning goals are integrated among university-wide, program, and course learning outcomes. Courses are mapped into a sequence that supports program outcomes. Data about learning becomes part of academic research. Plans to improve learning and instruction are made based upon empirical

evidence, understanding of the student learner, and best practices. Assessment is taken from student work products and assignments that are part of planned coursework as well as from standardized testing and results of professional examinations. Capstone experiences provide evidence of program learning and allow the learner to reflect on it. These capstone experiences also give the student the opportunity to apply learning to real-life experiences, engage in academic research, and/or provide service. Assessment of capstone projects provides rich data for discipline-specific outcomes and for the skill areas of oral and written communication, information literacy, and values integration. Learning outside of the classroom is also validated through assessment, especially learning the skills of teamwork, leadership, and social consciousness.

At Georgian Court University, assessment of student learning is supported by the Office of the Provost, the Office of Institutional Assessment and Accreditation, the School Deans and the Academic Program Review and Assessment Committee (PRAC). Educational assessment is faculty driven. It is also regulated by various higher education accrediting agencies. Georgian Court University makes every effort to make sure its assessment practices support and inform teaching and learning. It is also committed to assessment transparency and regularly distributes results to the appropriate stakeholders.

Artifacts for assessment of student learning.

Faculty are already constructing assignments that require students to think critically, to

communicate effectively, and to demonstrate their learning. Student work for these assignments, when thoughtfully captured and considered, can form a basis for the larger assessment of student learning. Such an approach is not only efficient, but it also respects faculty and protects them from being required to do something additional or different when they are already providing evidence of learning (Hutchings, Jankowski, & Ewell, 2014).

The evidence of student learning used in assessment may be direct or indirect. Ideally, the evidence of learning is a by-product of the learning experience. Direct evidence of student learning is tangible, visible, self-explanatory, and compelling (Suskie, 2009, p. 20). Such evidence may be samples of student work products accompanied by grading criteria or rubrics that show well-defined standards, or exam results analyzed by content or course objectives and level of difficulty.

Indirect evidence is often subject to interpretation. Indirect evidence may be student's satisfaction with the learning process, course grades without qualification, student articulation of their learning, student use of learning, or how the learning allowed the student to achieve goals such as use of retention rates, graduation rates, or placement rates in the professions.

Direct evidence of student learning (Suskie, 2009).

- Ratings of student skills by a field experience supervisor
- Scores and pass rates on licensure or certification exams
- Capstone experiences

- Scores on locally designed multiple-choice tests and essays that are criterion- referenced and learning objectives are identifiable
- Score gains (value-added) between entry and exit exams
- Classroom response systems (Clickers) data analysis
- Student reflections on values, attitudes, and beliefs as directed within course intended outcomes
- Recording and analysis of threaded discussions on course topics

Indirect evidence of student learning (Suskie, 2009).

- Course grades and grade distributions
- Assignment grades if stand-alone without samples and accompanying rubrics
- Retention and graduation rates
- Scores on tests for further study such as the Graduate Record Exam (GRE)
- Alumni perceptions of their career responsibilities and satisfaction
- End of course evaluation questions about the course (not instructor)
- Honors, awards, and scholarships earned by students and alumni

- Placement rates of students into appropriate career positions and starting salaries

Signature or keystone assignments.

Often, one course assignment is considered an example of intended course learning, one which asks the student to synthesize content, apply critical theories or research, and draw conclusions based on evidence. These assignments are called by several names: keystone, signature, course projects, learning charettes, etc. They may be accomplished alone or within groups. They often count for a major part of the overall course grade. The assessment of these assignments is critical to program assessment, and as such, often cover more than one program outcome. Selecting such assignments at the beginning to middle of the program, and again at the end of the program gives direct assessment of the program outcomes at formative and summative milestones. The process of assessing these assignments as aligned with program outcomes is separate from the process of grading the assignment according to the course's criteria for production, content, and submittal. Assessing these key assignments in Blackboard's gradebook allows for linking in HelioCampus Assessment and Credentialing software according to program learning outcomes. This assessment evaluation need not be part of the student's grade calculation.

Assessment rubrics

The American Association of Colleges and Universities (AACU) sponsored a program to develop Valid Assessment of Learning in Undergraduate Education (VALUE). The original VALUE initiative in 2007-09 involved teams of faculty and other educational professionals from over 100 higher education institutions engaged over many months to develop 16 VALUE rubrics for the LEAP (Learning, Equity, and Assessment Program) Essential Learning Outcomes. Each rubric was developed from the most frequently identified characteristics or criteria of learning for each of the 16 learning outcomes. Drafts of each rubric were then tested by faculty with their own students' work on over 100 college campuses. The AACU VALUE rubrics can be downloaded from <https://www.aacu.org/value/rubrics> . The VALUE rubrics are intended to be used by faculty after review and adaptation to fit their program's standards, university goals, or student demographics.

The use of rubrics in assessment of student learning is critical, whether the artifacts are student course assignments, course projects, or course testing. The reliability of rubrics is enhanced through group norming exercises. The validity of rubrics is often based on adoption of nationally normed rubrics, rubrics based on work done by professional organizations, or through basing rubrics on researched criteria or professional standards. While rubrics may be used for grading and assessment, these are two separate exercises. Formative student work may be assessed at the beginning or developing levels of achievement program-wise, and the same artifact can also be graded appropriately as a course assignment.

Georgian Court University uses common rubrics to assess the skills of the general education program and for writing across the curriculum. GCU common rubrics can be utilized by any program or course to evaluate student learning in creative and critical thinking, written, oral, teamwork, and quantitative reasoning. In addition, there is a common rubric for academic writing which includes information literacy, utilized in writing-intensive coursework. Common GCU rubrics can be accessed either on the HelioCampus system (Assessment system) or through BlackBoard Learning Management system (LMS).

Assessment vocabulary

The following assessment terms and definitions may be helpful.

Direct evidence of student learning. Tangible, visible, self-explanatory, and compelling evidence of exactly what students have and have not learned. Course assignments aligned with the course learning expectations is an example of direct evidence.

Formative assessment. These assessments take place while the student is learning rather than taken at the end of a course or program. However, the summative assessment of a course taken midway through an academic program is an example of formative assessment for the program.

Indirect evidence of student learning. Proxy signs that students are learning.

Overall course or exam grades and student satisfaction surveys are examples of indirect evidence.

Learning goals. Overarching expectation of student learning in a course or program. Further developed with learning outcomes.

Learning objectives. Specific teaching guidelines within a course. Usually refers to course content.

Learning outcomes. Tangible learning evidence expected upon completion of a course or program. The knowledge, skills, or habits of mind that students have and take with them when they successfully complete a course or program. Assessment of student learning is based upon this evidence.

Mapping. The alignment of a program's courses with the program's goals and learning outcomes; the alignment of one level of goals or outcomes with the next higher level of goals/outcomes. All courses should be aligned or mapped to at least one program goal/learning outcome. All goals/outcomes should be aligned or mapped to at least one course. Course objectives are mapped to program goals/outcomes. Program goals/outcomes are aligned or mapped to institutional goals or learning outcomes.

Rubrics. Listing of key competencies that define the student learning to be demonstrated within an assignment. Accompanied by a rating scale of accomplishment. Can be used to assess or grade student work.

Signature/ Keystone assignments. A major course assignment that is considered as an example of intended course learning, one which asks the student to synthesize content, apply critical theories or research, and/or draw conclusions based on evidence.

Summative assessment. Assessment of learning outcomes taken at the end of a course or

program.

Assessment resources

AAC&U Essential Learning Outcomes. Website: [Essential Learning Outcomes](#)
[| AAC&U \(aacu.org\)](#)

AAC&U VALUE Rubrics: American Association of Colleges and Universities
Valid Assessment of Learning in Undergraduate Education.

Website: AACU [Homepage | AAC&U \(aacu.org\)](#)

VALUE Rubrics [VALUE Rubrics | AAC&U \(aacu.org\)](#)

AALHE: Association for Assessment of Learning in Higher Education. Website:
[Home \(aalhe.org\)](#)

Classroom Assessment Techniques (CATs).

Website: <https://cft.vanderbilt.edu/guides-sub-pages/cats/>

Lumina Foundation. (October 2014). The Degree Qualification Profile (DQP).
Indianapolis, IN.

Website: [Lumina Foundation focuses on higher education and workforce training](#)

Middle States Commission on Higher Education (MSCHE) Accreditation Standards.

Website: <https://www.msche.org/standards/>

NILOA: National Institute on Learning Outcomes Assessment.

Website: [Home - National Institute for Learning Outcomes Assessment](#)

GCU Blackboard learn Organization: Assessment of Student Learning. (Self-enrollment).

Website: <https://georgian.blackboard.com>

References and Assessment Resources

Hutchings, P., Jankowski, N. A., & Ewell, P. T. (2014). *Catalyzing assignment design activity on your campus: Lessons from NILOA's assignment library initiative*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Middle States Commission on Higher Education. (2014). *Requirements for Affiliation and Standards for Accreditation, 14th Ed.* Retrieved from Middle States Commission on Higher Education: <http://msche.org/publications/RevisedStandardsFINAL.pdf>

Suskie, L. (2009). *Assessing Student Learning, 2nd ed.* San Francisco: Jossey-Bass.

Angelo, T. A., & Cross, K. P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers, 2nd ed.* San Francisco: Jossey-Bass.

Association of American Colleges and Universities. (2010). *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics.* (T. L. Rhodes, Ed.) Washington, DC: Association of American Colleges and Universities.

Miller, R. (2007). *Assessment in Cycles of Improvement: Faculty Designs for Essential Learning Outcomes.* Washington, DC: AAC&U. Palomba, C. A. (1999). *Assessment Essentials.* San Francisco: Jossey-Bass.

Wiggins, G. &. (2005). *Understanding by Design, 2nd ed.* Upper Saddle River, NJ: Pearson Education, Inc.

Appendix A. GCU Program Review Outline:

A.1 Undergraduate Major Programs GCU Program Review

Section 1: Program Description and Mission Alignment

In this section, copy the current Catalog description of the Program. Then, give an updated version, if needed.

Describe how this program meets, is integrated with, and contributes to the University's Mission. State Program Goals and align these with the University's Student Learning Goals (Undergraduate or Graduate).

Section 2: Current Status of the Program

List up to 5 noteworthy events that have impacted the program since its last review. These can include enrollment changes, faculty changes, institutional events, course modality, etc.

Section 3: Actions based on previous Program Review

What recommendations were made with the last program review? What actions have been taken to address these recommendations? Explain any inaction on the same.

Section 4. Program Data *(Note: this data is updated annually by the OIAA)*

Student Enrollment

For the last 5 years, complete the data charts below. End with current year.

Include students with the declared major for the program.

| Student Enrollment / Year | 20 | 20 | 20 | 20 | 20 |
|---------------------------|----|----|----|----|----|
| New Student Enrollment | | | | | |
| FYFT | | | | | |
| Transfer | | | | | |

| | | | | | |
|--------------------------------|--|--|--|--|--|
| Change of Major to the Program | | | | | |
|--------------------------------|--|--|--|--|--|

| | | | | | |
|--|----|----|----|----|----|
| Enrollment / Year | 20 | 20 | 20 | 20 | 20 |
| <i>Continuing Student Enrollment</i> | | | | | |
| < 30 credits | | | | | |
| 30-59 credits | | | | | |
| 60-89 credits | | | | | |
| 90-120 credits | | | | | |
| Degrees Awarded | | | | | |
| Minor Awarded | | | | | |
| <i>Special Enrollment/ Student Engagement</i> | | | | | |
| Students enrolled in General Education courses in the major's discipline | | | | | |
| Students enrolled in Internship, Field Experiences, or Clinical Placement. | | | | | |
| Students engaged in faculty-led undergraduate research. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Students participating in program sponsored study-abroad experiences | | | | | |
| Students enrolled in program's Honor Society | | | | | |

| | | | | | |
|---|----|----|----|----|----|
| Student Enrollment / Year | 20 | 20 | 20 | 20 | 20 |
| Students enrolled in program's clubs or affiliations (list) | | | | | |

Courses

Complete the following table with information related to program course offerings for the past 5 years.

| Course Data/ Year | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <i>Course Enrollment (Major Program Courses Total)</i> | | | | | |
| 100 level | | | | | |
| 200 level | | | | | |
| 300 level | | | | | |
| 400 level | | | | | |
| General Education Designated Courses | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| <i>Course Modality (number of courses in the Major Program)</i> | | | | | |
| Face-to-Face | | | | | |
| Hybrid | | | | | |
| Online | | | | | |
| <i>Course Modality: General Education</i> | | | | | |
| Face-to-Face | | | | | |
| Hybrid | | | | | |

| Course Data/ Year | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU |
|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Online | | | | | |
| <i>Teaching Sites: Give the total number of courses taught at each site</i> | | | | | |
| Lakewood: Main Campus Day | | | | | |
| Lakewood: Main Campus Evening (after 5 PM) | | | | | |
| Hazlet | | | | | |
| New Seminary | | | | | |
| Online | | | | | |
| Other (List) | | | | | |

In the table below, please list ALL courses offered by the program, using current catalog listings. Then, indicate how many sections were offered of this course for the past five years. Designate by semesters as listed.

| Course ID | Course Name | Number of Credits |
|-----------|-------------|-------------------|
| | | |
| | | |

| Course List/ Year | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|
| <i>Course Offerings by number of sections. Use Course ID</i> | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| Course List/ Year | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU |
|-------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Faculty

Complete the following table related to faculty data. Include data from the past five years. Full-time Faculty, Part-time Faculty, Faculty Emeritus.

| Faculty Name | Highest Degree/Credentials | Rank | Date of Hire | Teaching Assignment Program Courses | Teaching Assignment: Gen Ed and other courses | Current Status | Department Leadership (role) |
|--------------|----------------------------|------|--------------|-------------------------------------|---|----------------|------------------------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Adjunct or Per Course Faculty

| Faculty Name | Highest Degree/Credentials | Rank | Date of Hire | Teaching Assignment: Program Courses | Teaching Assignment: Gen Ed and other courses | Current Status |
|--------------|----------------------------|------|--------------|--------------------------------------|---|----------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |

Teaching/Advising Load (FT Faculty)

Last 3 years, Fall and Spring.

Other University Engagement: Significant assignment that may or may not have course release, such as chair of a steering committee, director of university program, chair of the department, faculty fellow in..., etc.

| Faculty/Semester | AY 20xx-xx Fall | AY 20xx-xx Spring | AY 20xx-xx Fall | AY 20xx-xx Spring | AY 20xx-xx Fall | AY 20xx-xx Spring |
|-----------------------------|-----------------|-------------------|-----------------|-------------------|-----------------|-------------------|
| <i>Faculty Name</i> | | | | | | |
| Courses/ Sections Taught | | | | | | |
| Enrolled Students | | | | | | |
| Advising Load | | | | | | |
| Other University Engagement | | | | | | |

| | | | | | | |
|-----------------------------|--|--|--|--|--|--|
| <i>Faculty Name</i> | | | | | | |
| Courses/ Sections Taught | | | | | | |
| Enrolled Students | | | | | | |
| Advising Load | | | | | | |
| Other University Engagement | | | | | | |
| <i>Faculty Name</i> | | | | | | |
| Courses/ Sections Taught | | | | | | |
| Enrolled Students | | | | | | |
| Advising Load | | | | | | |
| Other University Engagement | | | | | | |

Faculty Scholarship

List Faculty Scholarship for the last 3 years. Include books, articles published in peer-reviewed journals, conference presentations and proceedings.

Section 5. Program Assessment of Student Learning

Program Assessment Plans

Please list the current Program Assessment Plan. List any Program Assessment Plan previously used since the last review as an Appendix. Give the URL for the current plan on the University website.

Program Assessment Reports

List the Executive Summary of the Program's Assessment Report for the last 5 years. Place the full Assessment Reports as submitted to the Office of Assessment as an Appendix.

Assessment Analysis and Action Plans

Give a summary of program improvements based on program assessment of student learning. State what course changes were initiated, curricular, and program changes were made. How has student learning improved? Give specific, data-driven results. Use the Assessment Report Action Plans and Results.

Section 6. Program Satisfaction Surveys

Please summarize the results of any Student, Faculty, and/or Graduate surveys related to program satisfaction.

Section 7. Program Comparison/ Discipline Standards

State any Discipline-Specific Accreditations, Licensure, or Affiliations related to the Program. Include the most recent report to the above organizations as an Appendix. If the program does not have external accreditation, verify that the program meets discipline standards.

Compare the GCU Program to similar programs offered at three other institutions. Suggestions: NJ Public College/University, NJ Private College/University, Mercy Institution of Higher Education.

Areas for comparison: coursework or courses offered, degree requirements, number of total courses required for major and minor, number of upper-level courses required for major and minor, experiential learning requirements or offerings, senior

capstone requirements, student enrollment, number of FT faculty.

Section 8. Budget Information

Provide Budget Information for the past 5 years. Give actual data for 4 years, and budgeted data for the current year.

| Budget line/ Year | 20xx | 20xx | 20xx | 20xx | 20xx |
|--|------|------|------|------|------|
| FT Faculty Salary and Benefits | | | | | |
| Per course faculty compensation | | | | | |
| Professional Development and Travel | | | | | |
| Instructional Materials | | | | | |
| Technology and Equipment | | | | | |
| Adjusted Tuition Revenue for total number of students in program (Tuition Discount Rate) | | | | | |

Section 9. Conclusions and Recommendations

Write an overall summary of the program evaluation findings. What trends are present? How does the program compare to its competitors? **How stable is the program in relation to student enrollment, faculty, and quality? Include self-recommendations, and an action plan for these recommendations.** Include budget

projections for the plan and any revenue resources.

Five-Year Action Plan: Use this table for the Action Plan Based on Self-Recommendations.

| Recommendation | Goals/Initiatives to Achieve Recommendation | Timeframe | Who is Responsible? | Resources Needed? |
|----------------|---|-----------|---------------------|-------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Program Review prepared by _____

Program Review reviewed by Dean and approved for external review. _____

A2. Graduate Programs Review Outline:

Section 1: Program Description and Mission Alignment

In this section, copy the current Catalog description of the Program. Then, give an updated version, if needed.

Describe how this program meets, is integrated with, and contributes to the University's Mission. State Program Goals and align these with the University's Student Learning Goals (Undergraduate or Graduate).

Section 2: Current Status of the Program

List up to 5 noteworthy events that have impacted the program since its last review. These can include enrollment changes, faculty changes, institutional events, course modality, etc.

Section 3: Actions based on previous Program Review

What recommendations were made with the last program review? What actions have been taken to address these recommendations? Explain any inaction on the same.

Section 4. Program Data *(Note: This data is updated annually by the OIAA.)* *Student Enrollment*

For the last 5 years, complete the data charts below. End with current year. Include students with the declared major for the program.

| Student Enrollment / Year | 20 | 20 | 20 | 20 | 20 |
|--|----|----|----|----|----|
| <i>New Student Enrollment – degree seeking</i> | | | | | |
| <i>New Student Enrollment – non-degree</i> | | | | | |
| <i>Continuing Student Enrollment – non- degree</i> | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| <i>Continuing Student Enrollment – degree seeking</i> | | | | | |
| < 9 credits | | | | | |
| 9-14 credits | | | | | |
| 15-23 credits | | | | | |
| 24-30 credits | | | | | |

| | | | | | |
|--|----|----|----|----|----|
| Student Enrollment / Year | 20 | 20 | 20 | 20 | 20 |
| Degrees Awarded | | | | | |
| Certificates Awarded | | | | | |
| <i>Special Enrollment/ Student Engagement</i> | | | | | |
| Students enrolled in Internship, Field Experiences, or Clinical Placement. | | | | | |
| Students participating in program sponsored study-abroad experiences | | | | | |
| Students enrolled in program’s Honor Society | | | | | |
| Students enrolled in program’s clubs or affiliations (list) | | | | | |

Courses

Complete the following table with information related to program course offerings for the past 5 years.

| Course Data/ Year | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <i>Course Enrollment (Major Program Courses Total)</i> | | | | | |
| 500(0) level | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 600(0) level | | | | | |
| 700(0) level | | | | | |
| <i>Course Modality (number of courses in the Major Program)</i> | | | | | |
| Face-to-Face | | | | | |
| Hybrid | | | | | |
| Online | | | | | |
| <i>Teaching Sites: Give total number of courses taught at each site</i> | | | | | |
| Lakewood: Main Campus Day | | | | | |

| Course Data/ Year | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Lakewood: Main Campus Evening (after 5 PM) | | | | | |
| Hazlet | | | | | |
| Online | | | | | |
| Other (List) | | | | | |

In the table below, please list ALL courses offered by the program, using current catalog listings. Then, indicate how many sections were offered of this course for the past five years. Designate by semesters as listed.

| Course ID | Course Name | Number of Credits |
|-----------|-------------|-------------------|
| | | |
| | | |
| | | |

| Course List/ Year | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU | 20xx-xx FA/SP/SU |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|
| <i>Course Offerings by number of sections. Use Course ID from table above.</i> | | | | | |
| | | | | | |
| | | | | | |

Faculty

Complete the following table related to faculty data. Include data from the past five years. Full-time Faculty, Part-time Faculty, Faculty Emeritus

| Faculty Name | Highest Degree/ Credential | Rank | Date of Hire | Teaching Assignment: Program Courses | Teaching Assignment: Gen Ed or another course | Current Status | Department Leadership (role) |
|--------------|-------------------------------|------|--------------|---|--|----------------|------------------------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Adjunct or Per Course Faculty

| Faculty Name | Highest Degree/ Credential | Date of Initial Hire | Teaching Assignment: Program Courses | Teaching Assignment: Gen Ed or another course | Current Status: Last 4 semesters of hire. |
|---------------------|---------------------------------------|-----------------------------|---|--|--|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Teaching/Advising Load (FT Faculty) Last 3 years, Fall and Spring.
 Other University Engagement: Significant assignment that may or may not have course release, such as chair of a steering committee, director of university program, chair of the department, faculty fellow in..., etc.

| Faculty/Semester | AY 20xx- xx Fall | AY 20xx- xx Spring | AY 20xx- xx Fall | AY 20xx- xx Spring | AY20xx- xx Fall | AY 20xx- xx Spring |
|-----------------------------|---------------------------------|-----------------------------------|---------------------------------|-----------------------------------|--------------------------------|-----------------------------------|
| <i>Faculty Name</i> | | | | | | |
| Courses/ Sections Taught | | | | | | |
| Enrolled Students | | | | | | |
| Advising Load | | | | | | |
| Other University Engagement | | | | | | |
| <i>Faculty Name</i> | | | | | | |
| Courses/ Sections Taught | | | | | | |
| Enrolled Students | | | | | | |
| Advising Load | | | | | | |

| | | | | | | |
|--------------------------------|--|--|--|--|--|--|
| Other University Engagement | | | | | | |
|--------------------------------|--|--|--|--|--|--|

Faculty Scholarship

List Faculty Scholarship for the last 3 years. Include books, articles published in peer-reviewed journals, conference presentations and proceedings.

Section 5. Program Assessment of Student Learning

Program Assessment Plans

Please list the current Program Assessment Plan. List any Program Assessment Plan previously used since the last review as an Appendix. Give the URL for the current plan on the University website.

Program Assessment Reports

List the Executive Summary of the Program's Assessment Report for the last 5 years. Place the full Assessment Reports as submitted to the Office of Assessment as an Appendix.

Assessment Analysis and Action Plans

Give a summary of program improvements based on program assessment of student learning. State what course changes were initiated, curricular, and program changes were made. How has student learning improved? Give specific, data-driven results. Use the Assessment Report Action Plans and Results.

Section 6. Program Satisfaction Surveys

Please summarize the results of any Student, Faculty, and/or Graduate surveys related to program satisfaction.

Section 7. Program Comparison/ Discipline Standards

State any Discipline-Specific Accreditations, Licensure, or Affiliations related to the Program. Include the most recent report to the above organizations as an Appendix. If the program does not have external accreditation, verify that the program meets discipline standards.

Compare the GCU Program to similar programs offered at three other institutions. Suggestions: NJ Public College/University, NJ Private College/University, Mercy Institution of Higher Education.

Areas for comparison: coursework or courses offered, degree requirements, number of total courses required for major and minor, number of upper-level courses required for major and minor, experiential learning requirements or offerings, senior capstone requirements, student enrollment, number of FT faculty.

Section 8. Budget Information

Provide Budget Information for the past 5 years. Give actual data for 4 years, and budgeted data for the current year.

| Budget line/ Year | 20 | | | | |
|-------------------------------------|-----------|--|--|--|--|
| FT Faculty Salary and Benefits | | | | | |
| Per course faculty compensation | | | | | |
| Professional Development and Travel | | | | | |
| Instructional Materials | | | | | |
| Technology and Equipment | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Adjusted Tuition Revenue for total number of students in program (Tuition * Discount Rate) | | | | | |
|--|--|--|--|--|--|

Section 9. Conclusions and Recommendations

Write an overall summary of the program evaluation findings. What trends are present? How does the program compare to its competitors? How stable is the program in relation to student enrollment, faculty, and quality? **Include self-recommendations, and an action plan for these recommendations.** Include budget projections for the plan and any revenue resources.

Five-Year Action Plan: Use this table for the Action Plan Based on Self-Recommendations.

| Recommendation | Goals/Initiatives to Achieve Recommendation | Timeframe | Who is Responsible? | Resources Needed? |
|----------------|---|-----------|---------------------|-------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Program Review prepared by _____

Program Review reviewed by Dean and approved for external review: _____

Appendix B. Schedule of Academic Program Reviews

Last update: 1/31/24

Georgian Court University Schedule for Program Review (updated 01/31/24)

| School of Arts and Sciences | | | | | |
|--|--|--------------------|-------------|---|--------------------------------|
| Program Up for Review | Review Completed (R) New Program start date (N) | Review 2 Completed | Next Review | Comments | |
| GCU Program Review | | | | | |
| Biology | 2012-2013(R) | | 2019-20 | past due. | |
| Chemistry & Biochemistry | 2013-2014(R) | | 2020-21 | Self-study AY 2021-22 | |
| Criminal Justice | 2008-2009(R) | 2019-20 | 2025-26 | External visit May 2019; action plan submitted to Dean 7/20. | |
| Dance | 2008-2009(N) | 2017-18 | 2024-25 | External review 2018 per Dean. Completed 2019-20? | |
| English | 2009-2010(R) | 2016-17 | 2023-24 | In process AY 2023-24 | |
| General Education | 2016 (N) | 2022-2023 | 2030-31 | Self-Study Completed Spring 2022 | |
| History/Political Science /Geography | 2012-2013(R) | | 2020-21 | Self-Study Completed Spring 2022 | |
| Interdisciplinary Studies / Applied Science | NA | IS 2014-15 | 2021-22 | Self-Study submitted 2021 | |
| Mathematics | 2009-2010(R) | 2018-19 | 2025-26 | External visit 2019 per Dean. Review completed 12/10/19. | |
| Psychology (BA) | 2007-2008(R) | | 2015-16 | Self-Study Submitted 2022 | |
| Religious Studies &Theology (BA and MA) | 2006-2007 (R) | 2016-17 | 2023-24 | Process completed 2017 per Dean. | |
| Visual Art (BA) Art and Visual Studies (BFA) | 2012-2013(R) | | 2020-21 | Postponed from 2019-20 b/c of personnel change. | |
| World Languages | 2012-2013(R) | | 2019-20 | In process - began 2018-19. Completed? | |
| - | | | | | |
| Natural Sciences | 2010-2011(R) | | NA | Degree completion program - advised not to complete PR in 2017-18 | |
| Applied Arts and Sciences | 2003 | | NA | Degree completion program with none of its own faculty or courses | |
| Latino/a & Business studies | 2011-2012(N) | | NA | Advised to postpone 2018-19 | Hold until cohort established. |

Graduate

| Applied Behavior Analysis (MA) | 2010-2011(N) | 2018-19 | 2025-26 | Self-study completed 2018-19 | |
|--|------------------|----------------------|-------------|---------------------------------|--|
| Criminal Justice & Human Rights (MA) | 2017-18 (N) | | 2024-25 | Insufficient enrollment | |
| External Accredited Programs Review | | | | | |
| Program Up for Review | Review Completed | Review 2 Completed | Next Review | Accredited by (Cycle) | Status |
| School Psychology (MA) | 2010 | 2016-2017 | 2022-23 | NASP (6 years); CAEP (10 years) | Specialist Level - Full. Last updated 11/20/23 |
| Clinical Mental Health Counselling (MA) | Approved in 2013 | First Report 2015-16 | 2023-24 | CACREP (8 years) | Reaccredited 2023. See annual report https://georgian.edu/wp-content/uploads/GCU-Clinical-Mental-Health-Counseling-Annual-Assessment-Report-2022-2023.pdf |

Georgian Court University Schedule for Program Review

| School of Business | | | | | |
|---|--|--------------------|-------------|-----------------------|---|
| GCU Program Review (7 Years) | | | | | |
| Program Up for Review | Review Completed (R) New Program start date(N) | Review 2 Completed | Next Review | Accredited by (Cycle) | Status |
| Latino/a & Business studies | 2011-2012(N) | | | | Advised to postpone 2018-19. Hold until cohort established. |
| Digital Communication | 2011-2012(R) | 2019-20 | 2025-26 | | Met w/ PRAC 11/19. Completed |
| Digital Design Graphic Design and Multimedia | 2012-2013(N) | 2019-20 | 2025-26 | | Met w/ PRAC 11/19. Completed |
| External Accredited Program Review | | | | | |
| Undergraduate (Accounting and Business Administration) and MBA Programs | 2012-2013 Reaccredited 2013 | 2022-2023 | 2027-28 | ACBSP (10 Years) | Reaffirmed 2023; 4 years |

Also: Finance, Management, Marketing

The Department of Business Administration offers Bachelor of Science degrees in five areas: accounting, business administration, finance, marketing, in addition to the Master of Business Administration, all of which are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The B.S. in Sport Management is also offered by the department – since new programs must be in effect for at least two years and have graduates before accreditation will be granted by ACBSP, a formal review will take place during the next self-study. The ACBSP is a U.S. organization offering accreditation services to business programs focused on teaching and learning. Explore business unit performance and student learning assessment.

| School of Education | | | | | |
|---|---|---------------------------|--------------------|------------------------------|------------------------------|
| External Accredited Program Review | | | | | |
| Program Up for Review | Review Completed (R) New Program start date(N) | Review 2 completed | Next Review | Accredited by (Cycle) | Status |
| Undergraduate and Graduate Teacher Education Programs | 2013-14 Reaccredited 2014 | | 2021-22 | TEAC (7 years) | Accreditation moved to CAEP. |
| Graduate Administration and Leadership Programs | | | | | |

Georgian Court University Teacher Education (Initial-Licensure) and Advanced Level Programs are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP). The accreditation covers all GCU advanced level programs including Administration and Leadership, Teaching of Students with Disabilities, School Counseling, ESL, Reading Specialist and School Psychology. This Accreditation status is effective between Fall 2021 and Fall 2028. The next site visit will take place in Spring 2028. See also <https://georgian.edu/academics/school-of-education/>

| | | | | | |
|--------------|-----------|--|------|------|-------------------------------|
| TTP Programs | CAEP 2021 | | 2028 | CAEP | Full Accreditation, Fall 2021 |
| ADV Programs | CAEP 2021 | | 2028 | CAEP | Full Accreditation, Fall 2021 |

| Hackensack Meridian Health School of Nursing and Wellness | | | | | |
|--|--|---------------------------|--------------------|--------------------------------|--|
| Program Up for Review | Review Completed (R) New Program start date (N) | Review 2 Completed | Next Review | Comments | |
| GCU Program Review | | | | | |
| Health Sciences / Profession | 2018-2019 (N) | | 2025-26 | | |
| Exercise Science | 2008-2009(N) | 2015-16 | 2022-23 | External review 2016 per Dean. | |
| Integrative Health (MA) | 2013-2014(R) | | 2020-21 | Self-Study completed 2022 | |

| External Accredited Program Review | | | | | |
|---|--|---------------------------|--------------------|------------------------------|----------------------------------|
| Program Up for Review | Review Completed (R)/ New Program start date(N) | Review 2 completed | Next Review | Accredited by (Cycle) | Status |
| Nursing | 2011-2012 | 2016-2017 | 2027-28 | CCNE (10 years) | |
| Nursing (DE MSN) | 2022-23 | | | | In progress |
| New Jersey Board of Nursing | | | | | Current |
| Social Work (BSW) | 2007-2008 | 2015-2016 | 2024-2025 | CWSE (8 years) | Next review Feb 2025 |
| Social Work (MSW) | 2023-24 (N) | | | | Pre-Candidacy - Review Feb. 2024 |

Appendix C. Academic Program Assessment Plan Template

Office of University Assessment and Accreditation

Default Question Block

Q1.

GCU Academic Program Assessment Plan - Plan Updates

Please complete the program assessment plan. The format is similar to your previous plans, but is adapted to make fuller use of AEFIS. If you need assistance, please contact the [Office of Assessment](#). You can enter data in this form at one time or return to the survey to complete, using the same computer and original link. Once you submit, that action is final. You will receive a copy of your submittal.

Be sure to review academic program outcomes for appropriate rigor (Bloom's taxonomy) and assessable results. Avoid vague or general statements that cannot be quantified or measured. This plan can cover a three- to five-year time frame.

Note 1: Graduate programs need only complete summative assessment data.

Note 2: If the program has more than 5 learning outcomes, you will be directed to part B of the survey to enter the information on the additional outcomes (up to 10 total).

The update of Academic Program Assessment Plans are due by September 30.

Please contact the Office of Institutional Assessment and Accreditation with any questions or for further guidance.

Q2. Person completing the report

Last Name

First Name

Q3. Email address of person completing the report

Q4. Program Name

Q5. School or Department

- School of Arts and Sciences
- School of Business and Digital Media
- School of Education
- HMH School of Nursing and Wellness at GCU
- University Wide Program (name below)

Q6. Email address and name of Dean of School or Department Supervisor

Name of

Dean/Supervisor

Email address of

Dean/Supervisor

Q7. Level of Program

Undergraduate Major

Graduate-Masters

Graduate-certificate only

Undergraduate-University wide

other, please specify

Q8. Length and starting year for Assessment Plan

3 years

4 years

5 years

Starting year

Q9. Indicate the name of the major(s), minor(s), and the associated degree(s) for this academic program.

Major(s)

Degree(s)

Minor(s)

Q10. State your learning outcomes (Up to five in this section, additional outcomes can be added to part B of the survey)

Learning Outcome (LO) 1

Learning Outcome (LO) 2

Learning Outcome (LO) 3

Learning Outcome (LO) 4

Learning Outcome (LO) 5

Q11. Related USLG-Undergraduate Student Learning Goals. Align the program learning outcomes stated above with the associated USLG, if appropriate.

| | Foundational Knowledge of Human Cultures and the Physical and Natural World | Intellectual and Practical Skills | Personal and Social Responsibility | Integrative Learning | Mastery Defined E of Knowle at a Baccalau Level |
|--------------------|---|-----------------------------------|------------------------------------|--------------------------|---|
| Learning Outcome 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q12. Related GSLG-Graduate Student Learning Goals. Align the learning outcomes stated above with the associated GSLG.

| | Knowledge | Scholarly Inquiry | Communication | Ethical Leadership | GCU/Mercy Mission Integration |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------|
| Learning Outcome 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q13. Related BRIDGE-General Education Goals

| | Foundational Knowledge of Human Cultures and the Physical and Natural World | Intellectual and Practical Skills | Personal and Social Responsibility | Integrative Learning |
|--------------------|---|-----------------------------------|------------------------------------|--------------------------|
| Learning Outcome 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q14. Related Accreditation Standard (if applicable) State the standard/goal and check the alignment with your program outcome(s). (Example: Learning Outcome (LO) 1: Text entry: NJSPEL Standard 1)

- Learning Outcome (LO) 1
- Learning Outcome (LO) 2
- Learning Outcome (LO) 3
- Learning Outcome (LO) 4
- Learning Outcome (LO) 5

Q15. Course Mapping. Program Courses and Experiential Learning mapping to Program Outcomes.

Map **all** program courses to the program's learning outcomes here. List courses with short catalog name, i.e. EN101. Please check to see if all program courses are mapped to at least one program outcome. If the program has more than 5 outcomes, this mapping will continue in part B.

How do students learn this? In what course(s) and/or co-curricular experience(s)?

- Learning Outcome (LO) 1
- Learning Outcome (LO) 2
- Learning Outcome (LO) 3
- Learning Outcome (LO) 4
- Learning Outcome (LO) 5

Q16.

Formative Assessment will occur in.....

Designate the selected course(s) from above mapping where evidence will be collected. These courses will have a signature assignment aligned with your assessment plan. Choose up to two courses per outcome. Try not to repeat courses.

Learning Outcome (LO) 1

Learning Outcome (LO) 2

Learning Outcome (LO) 3

Learning Outcome (LO) 4

Learning Outcome (LO) 5

Q17. Name the signature assignment aligned with formative assessment in the previous question. Give the name of the course and the assignment. Example: EN 490: Final Course Paper assessed with the GCU Writing Rubric.

- Course 1/ LO1
- Course 2/ LO1
- Course 1/ LO2
- Course 2/ LO2
- Course 1/ LO3
- Course 2/ LO3
- Course 1/ LO4
- Course 2/ LO4
- Course 1/ LO5
- Course 2/ LO5

Q18.

Summative Assessment will occur in.....

Designate the selected course(s) from above mapping where evidence will be collected. These courses will have a signature assignment aligned with your assessment plan. Choose up to two courses per outcome. Try not to repeat courses.

Learning Outcome (LO) 1

Learning Outcome (LO) 2

Learning Outcome (LO) 3

Learning Outcome (LO) 4

Learning Outcome (LO) 5

Q19. Name the signature assignment aligned with summative assessment in the previous question. Give the name of the course and the assignment. Example: EN 490: Final Course Paper assessed with the GCU Writing Rubric.

- Course 1/ LO1
- Course 2/ LO1
- Course 1/ LO2
- Course 2/ LO2
- Course 1/ LO3
- Course 2/ LO3
- Course 1/ LO4
- Course 2/ LO4
- Course 1/ LO5
- Course 2/ LO5

Q20. **Direct Assessment: Satisfactory achievement will be based on assignment grading: below 70: did not meet expectations, between 70-85: meets expectations, at and above 85: exceeds expectations. Does this meet your program guidelines?**

- Yes
- No

Q21. What is your preference for assignment percentages for expected results?

- Does not meet expectations
- Meets expectations
- Exceeds expectations

Q22. **Assessment Protocol.** What indirect evidence will you collect for your program's formative assessment of learning outcomes? Indirect evidence can include: student surveys (course feedback), course grades, course pass rates, etc. What are your benchmarks for this data? (Ex. 70% of students complete course feedback with resulting mean score of 4.3 out of 5) (Note: Text entry can be up to several lines.)

Formative Assessment

| | Indirect Evidence 1 | Benchmark for Evidence 1 | Indirect Evidence 2 | Benchmark for Evidence 2 |
|---------|------------------------|-----------------------------|------------------------|-----------------------------|
| LO 1 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| LO2 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| LO3 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| LO4 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| LO5 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Q23. Assessment Protocol. What indirect evidence will you collect for your program's summative assessment of learning outcomes? Indirect evidence can include: student surveys (course feedback), course grades, course pass rates, graduation rates, etc.

Summative Assessment

| | Indirect Evidence 1 | Benchmark for Evidence 1 | Indirect Evidence 2 | Benchmark for Evidence 2 |
|---------|------------------------|-----------------------------|------------------------|-----------------------------|
| LO 1 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| LO2 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| LO3 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| LO4 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| LO5 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Q24. Program Assessment Time Frame: Time Frame for Assessing the outcome.

Indicate the year of the plan where the data will be analyzed. Also indicate if data will be collected annually. This is helpful for gathering assessment artifacts from small classes or groups.

| | Year 1 of Plan | Year 2 of Plan | Year 3 of Plan | Year 4 of Plan | Year 5 of Plan | Data collected annually |
|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------|
| Learning Outcome 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q25. Number of program learning outcomes.

- 5 or less
- more than 5

Programs with more than 5 outcomes

Q26. State your additional learning outcomes

- Learning Outcome (LO) 6
- Learning Outcome (LO) 7
- Learning Outcome (LO) 8
- Learning Outcome (LO) 9
- Learning Outcome (LO) 10

Q27. Related USLG-Undergraduate Student Learning Goals. Align the program learning outcomes stated above with the associated USLG.

| | Foundational Knowledge of Human Cultures and the Physical and Natural World | Intellectual and Practical Skills | Personal and Social Responsibility | Integrative Learning | Mastery Defined E of Knowle at a Baccalauri Level |
|---------------------|---|-----------------------------------|------------------------------------|--------------------------|---|
| Learning Outcome 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 7 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 8 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 9 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 10 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q28. Related GSLG-Graduate Student Learning Goals. Align the learning outcomes stated above with the associated GSLG.

| | Knowledge | Scholarly Inquiry | Communication | Ethical Leadership | GCU/Mercy Mission Integration |
|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------|
| Learning Outcome 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 7 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 8 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 9 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 10 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q29. Related BRIDGE-General Education Goals

| | Foundational Knowledge of Human Cultures and the Physical and Natural World | Intellectual and Practical Skills | Personal and Social Responsibility | Integrative Learning |
|---------------------|---|-----------------------------------|------------------------------------|--------------------------|
| Learning Outcome 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 7 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 8 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 9 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 10 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q30. Related Accreditation Standard (if applicable) State the standard/goal and check the alignment with your program outcome(s). (Example: Learning Outcome (LO) 1: Text entry: NJSPEL Standard 1)

- Learning Outcome (LO) 6
- Learning Outcome (LO) 7
- Learning Outcome (LO) 8
- Learning Outcome (LO) 9
- Learning Outcome (LO) 10

Q31. Course Mapping. Program Courses and Experiential Learning [mapping](#) to Program Outcomes.

Continue to map **all** program courses to the program's learning outcomes [here](#). List courses with short catalog name, i.e. EN101. Please check to see if all program courses are mapped to at least one program outcome.

How do students learn this? In what course(s) and/or co-curricular experience(s)?

- Learning Outcome (LO) 6
- Learning Outcome (LO) 7
- Learning Outcome (LO) 8
- Learning Outcome (LO) 9
- Learning Outcome (LO) 10

Q32.

Formative Assessment will occur in.....

Designate the selected course(s) from above mapping where evidence will be collected. These courses will have a signature assignment aligned with your assessment plan. Choose up to two courses per outcome. Try not to repeat courses.

Learning Outcome (LO) 6

Learning Outcome (LO) 7

Learning Outcome (LO) 8

Learning Outcome (LO) 9

Learning Outcome (LO) 10

Q33. Name the signature assignment aligned with formative assessment in the previous question. Give the name of the course and the assignment. Example: EN 490: Final Course Paper assessed with the GCU Writing Rubric.

- Course 1/ LO6
- Course 2/ LO6
- Course 1/ LO7
- Course 2/ LO7
- Course 1/ LO8
- Course 2/ LO8
- Course 1/ LO9
- Course 2/ LO9
- Course 1/ LO10
- Course 2/ LO10

Q34.

Summative Assessment will occur in.....

Designate the selected course(s) from above mapping where evidence will be collected. These courses will have a signature assignment aligned with your assessment plan. Choose up to two courses per outcome. Try not to repeat courses.

Learning Outcome (LO) 6

Learning Outcome (LO) 7

Learning Outcome (LO) 8

Learning Outcome (LO) 9

Learning Outcome (LO) 10

Q35. Name the signature assignment aligned with summative assessment in the previous question. Give the name of the course and the assignment. Example: EN 490: Final Course Paper assessed with the GCU Writing Rubric.

- Course 1/ LO6
- Course 2/ LO6
- Course 1/ LO7
- Course 2/ LO7
- Course 1/ LO8
- Course 2/ LO8
- Course 1/ LO9
- Course 2/ LO9
- Course 1/ LO10
- Course 2/ LO10

Q36. Assessment Protocol. What indirect evidence will you collect for your program's formative assessment of learning outcomes? Indirect evidence can include: student surveys (course feedback), course grades, course pass rates, etc. What are your benchmarks for this data? (Ex. 70% of students complete course feedback with resulting mean score of 4.3 out of 5)

Formative Assessment

| | Indirect Evidence 1 | Benchmark for Evidence 1 | Indirect Evidence 2 | Benchmark for Evidence 2 |
|------|------------------------|-----------------------------|------------------------|-----------------------------|
| LO 6 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| LO7 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| LO8 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| LO9 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| LO10 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Q37. Assessment Protocol. What indirect evidence will you collect for your program's summative assessment of learning outcomes? Indirect evidence can include: student surveys (course feedback), course grades, course pass rates, graduation rates, etc.

Summative Assessment

| | Indirect Evidence 1 | Benchmark for Evidence 1 | Indirect Evidence 2 | Benchmark for Evidence 2 |
|------|------------------------|-----------------------------|------------------------|-----------------------------|
| LO6 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| LO7 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| LO8 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| LO9 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| LO10 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Q38. Program Assessment Time Frame: Time Frame for Assessing the outcome.

Indicate the year of the plan where the data will be analyzed. Also indicate if data will be collected annually. This is helpful for gathering assessment artifacts from small classes or groups.

| | Year 1 of Plan | Year 2 of Plan | Year 3 of Plan | Year 4 of Plan | Year 5 of Plan | Data collected annually |
|------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------|
| Learning Outcome 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 7 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 8 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 9 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Outcome 10 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Academic Program Assessment Plan 2022

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Appendix D. Annual Assessment Report for Academic Programs

Chemistry

 Program-7

Identification Data

Please complete the entire data form. This form allows for assessment results from any or all program outcomes. In HelioCampus (formerly AEFIS), you can obtain assessment results if artifacts are linked to program outcomes. Please refer to your Program Assessment Plan to see which outcomes are to be included for this year's report. Your plan will also give you the courses, assessment protocols, and expected results for the selected outcomes. In this data form, you will be able to upload data tables and findings. Contact the OIAA office for additional support: assessment@georgian.edu. Data form is due June 30.

1 Program Name

2 Level of Program

- Undergraduate Major
- Graduate-Master's
- Graduate-Certificate Only
- Undergraduate-University Wide
- Other (Specify below)

Comments

3 Assessment Liaison Name (Last, First)

4 Assessment Liaison Email

5 School or Department

- HMH School of Nursing and Wellness
- School of Arts and Sciences
- School of Business and Digital Media
- School of Education
- University-wide program (Gen Ed, Library Services, etc.)
- Other (Specify below)

Comments

6 Dean/Supervisor Name (Last, First)

7 Dean/Supervisor Email

8 Date of Submittal. (MM/DD/YYYY)

9 What is the year of the assessment cycle for this report? (Refer to Assessment Plan.)

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5

Comments

Assessment Report Information

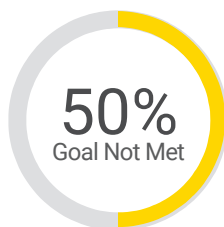
These questions follow the outline of the Assessment Report, found at the end of your Assessment Plan. You may find it helpful to complete the report as a Word document, save it for yourself, and upload it here.

1 Assessment Data for Program

Data from the linking of assignments from BlackBoard to HelioCampus as aligned with the university and program goals and learning outcomes are shown below. Details can be obtained by following the embedded link. Programs are asked to review this data for validity before including it in their report. See below for the format of this data inclusion.

GOAL 4 GOAL 4

Integrative Learning



SHOW DETAILS

Recommendations

The Program's Goals and Learning Outcomes are listed below. By checking on the goals/outcomes, a series of drop down questions are visible for the report.

2

2 CHEM LO1 - CHEM LO1

"Knowledge of Foundations of the Chemical Sciences. Students will demonstrate knowledge and application of fundamental concepts and the theories of chemistry in five key areas of chemistry, including physical, organic, inorganic, analytical, and biochemistry, chemistry through course exams, American Chemical Society standardized subject exams, and Major Field Testing Chemistry. The graduates will be expected to demonstrate foundational knowledge at a nationally competitive level."

Assessment Report Information

- 1 Which program courses or information were used for **DIRECT** assessment of the chosen outcome?
- 2 Describe the assessment protocol used for **DIRECT** assessment of the chosen outcome.
- 3 What was used for **INDIRECT** assessment of the chosen outcome? Describe the protocol used.

Assessment Data and Findings

- 1 Describe your results from the **DIRECT** assessment of the chosen outcome. State results for both formative and summative data if applicable. You will be able to upload data in the next question.



- 2 Upload any data documents related to the **DIRECT** assessment of the chosen learning outcome.

Please select the add a new document link to upload your files. Once uploaded, please select the files within the dropdown menu.

No document was selected.

- 3 Describe your results from the **INDIRECT** assessment of the chosen learning outcome.

- 4 Upload any data files related to the **INDIRECT** assessment of the chosen learning outcome.

Please select the add a new document link to upload your files. Once uploaded, please select the files within the dropdown menu.

No document was selected.

Analysis of data

- 1 What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.

- 2 Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

- Exceeded expectations/benchmarks
- Met all expectations/benchmarks
- Met most expectations/benchmarks
- Did not meet expectations/benchmarks
- No data available to judge

- 3 Describe why or why not in the comment box below.



Actions

- 1 What actions will be taken based on these results?
- 2 When, where, and how will the actions be implemented?
- 3 Who will be responsible?
- 4 What is the time frame for the above actions? Designate actions for each year of your assessment cycle.

Executive Summary

- 1 Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural. Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....
- 2 Is there anything else you would like to add to this report?

Review of Annual Program Assessment Reports

- 1 Name of reviewer (Last, First)

- 2 Email of Reviewer

- 3 Name of person completing the academic program assessment report. (Last, First)



4 Do program learning outcomes match what is written in the current catalog?

Yes

No

5 Please explain the difference.

6 Did the assessment methods chosen fit the learning outcomes? Was the data appropriate?

Yes

No

7 Please explain

8 Did the report include discussions of results?

Yes

No

9 Please explain

10 Did the report identify areas for improvement?

Yes

No

11 Please explain

12 Did the report include an action plan for implementation of assessment findings?

Yes

No

13 Please explain

14 Will this assessment report need to be modified?



Yes

No

15 Please explain

16 Please write an executive summary of your findings from this assessment report. Include as much detail as possible, such as the program's name, the outcomes assessed, the evidence of learning used, a summary of results, and the quality of the assessment report.

CONTINUE LATER

SUBMIT THE FORM

The final section of this data form asks for a review and comment by the program's supervisor. Upon completion of this review, the data form is returned to the program director's HelioCampus dashboard for future reference.



Appendix E. Periodic Assessment Audit for Academic Programs

Default Question Block

- 1. Academic Program Assessment Audit**

As a continuous process of improvement, the topic of assessment needs to be integrated into the topics addressed at faculty, school, and department meetings on a regular basis. The following set of questions outline the periodic cycle of these discussions, and as such, serves as an assessment audit. This audit is to be completed by the department chair or assessment liaison at the end of the academic year, on or before June 30. The data will be reviewed by the Director of Assessment and the Academic Program Review and Assessment Committee (PRAC).

- 2. What is the name of your academic program?**

3. What is your school affiliation?

- Arts and Sciences
- Business and Digital Media
- Education
- HMH School of Nursing and Wellness
- University-Wide Program
- Other (please specify)

4. Who is completing this report?

- Program or Department Chair
- Program or Department Assessment Liaison
- Program Assistant
- Other (please specify)

5. Person completing this report.

Last Name

First Name

email

Q19. Dean or Supervisor's name and email address

Dean/Supervisor's name

Dean/Supervisor's email address

6. **Assessment Planning, Implementation, Analysis, and Action Plan**
Please complete the following grids that outline the steps taken related to planning for assessment, executing assessment, analyzing results, and planning for improvement.

7. Please state the actions taken to plan for program assessment this academic year.

| | In Process | Completed | No action taken |
|--|-----------------------|-----------------------|-----------------------|
| Program description reviewed, aligned with University Mission and Values. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Program learning outcomes (LOs) and goals reviewed and updated as needed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Program LOs aligned with Institutional Learning Goals (ISLG-Undergraduate). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| All program courses mapped to program LOs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assessment Plan in place for the program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Plan developed for collecting student artifacts, data, and evidence of learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Plan developed for sharing assessment data within the department. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Program named an assessment liaison. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other (please specify) <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. Please state the actions taken related to the cycle of assessment this academic year.

| | In Process | Completed | No action taken |
|--|-----------------------|-----------------------|-----------------------|
| Planned and discussed the cycle of assessment for the department. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identified and collected student work products or evidence to be used for this year's assessment plan. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identified a process to assess student work, report assessment data, and a time-frame for the completion of this year's assessment protocols. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Set aside time within department meetings to share and discuss assessment results. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| After reviewing assessment data, analyzed results and developed an action plan to address the results. Action plan notes how to continue positive results, and addresses areas of improvement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The action plan identifies measures of success. A timeline is part of the action plan. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Department discussed how to share assessment results. What data should be made public? What assessment data is required to be made public? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other (please specify) <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. Please state the actions taken to document program's assessment plans and activities.

| | In Process | Completed | No action taken |
|--|-----------------------|-----------------------|-----------------------|
| Program's Learning Outcomes and Goals are updated for the next catalog year. (If necessary) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Course syllabi include the program's learning outcomes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Course descriptions in course syllabi match current catalog description. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Department meeting minutes record assessment-related activities and discussions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Department has appropriate storage for student artifacts used for assessment purposes. (Electronic or hard copy) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other (please specify) <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10.

Was the program's assessment plan sent to the Director of Assessment this year? (Norm: September 30 due date)

Yes
 No, not necessary as current plan is valid.
 No, plan is still in development
 No action taken at this time.
 Other (please specify)

11. Was the annual assessment report sent to the Director of Assessment by June 30?

- Yes
- No, report is delayed. Extension of time requested.
- No action taken.
- Other (please specify)

12. Please describe your program's use of HelioCampus (formerlyAEFIS) software this past year.

13. Do you have any additional comments to add to this report?

Appendix F. End of Course (EOC) Reflection

Janet Thiel

Instructions

Please choose one course from this term that you will most likely be teaching again. Follow the prompts of the survey to reflect on what you will update, delete, or add to improve the course. Use the data from student learning according to course outcomes to improve teaching and learning. Align the course to school and program learning goals, as well as the university values.

Participant Name

Sections: 3 / Questions: 23

Demographic Information

Initial demographic information

1 Your name: Last, first.

2 Your course name (full) Ex. Rhetoric and Writing I

3 Course number and section. Sample EN 101 02

4 How often have you taught this course?

- This is my first time teaching the course.
- Between 2-4 semesters
- Between 5-7 semesters
- More than 7 semesters

5 What is your school affiliation?

- Arts and Sciences
- Business and Digital Media
- Education
- HMH School of Nursing and Wellness
- Not sure

6 What is the type of course?

- Undergraduate, General Education
- Undergraduate, Major required
- Undergraduate, Major elective
- Undergraduate laboratory or clinical course
- Undergraduate internship, practicum, or clinic experience
- Undergraduate research with faculty
- Graduate course

7 How was this course taught?

- Face-to-face
- Hybrid, with some face-to-face meetings
- Hybrid, with some virtual synchronous meetings
- Online - no scheduled meetings
- Independent study

8 Please identify course options.

- Service Learning is available with this course
- This course is a Writing Intensive course
- This course supports faculty/student research
- This course was offered as independent study
- None of the above

Course Reflection

Please complete the following sections which ask you to reflect on the teaching and learning within the course.

9 Think of ONE thing that you will keep doing in the same way when you teach this course again. Select the topic category for this question and write out your response in the next question.

- Course assignment
- Course content
- Course assessment
- Use of technology
- Real life application and examples
- Use of external resources
- Teaching strategy
- Adaptation of course to meet students' needs
- Other category not listed
- I will keep everything the same

10 Please explain your answer above. (Keep)

11 Think of ONE thing that you will stop doing in the same way when you teach this course again. Select the topic category for this question and write out your response in the next question.

- Course assignment
- Course content
- Course assessment
- Use of technology
- Real life application and examples
- Use of external resources
- Teaching strategy
- Adaptation of course to meet students' needs
- Other category not listed
- I will keep everything the same

12 Please explain your answer above. (Stop)

13 Think of ONE thing that you will change or adjust when you teach this course again. Select the topic category for this question and write out your response in the next question.

- Course assignment
- Course content
- Course assessment
- Use of technology
- Real life application and examples
- Use of external resources
- Teaching strategy
- Adaptation of course to meet students' needs
- Other category not listed
- I will keep everything the same

14 Please explain your answer above. (Change)

- 15 Choose ONE learning outcome or objective that you deemed most important for this course as stated on the course syllabus. Provide the outcome/objective below. In the next question, you will be asked to state what evidence of student learning showed that this outcome/objective was met or not met. Example: Students will develop effective oral presentations following the model of Erik Palmer's "Well Spoken" through three opportunities for in class presentations and feedback from instructor and peers. (See <http://pvlegs.com/about/>)

- 16 From the ONE learning outcome or objective that you deemed most important for this course as stated on the course syllabus, state what evidence of student learning showed that this outcome/objective was met or not met. Be as specific as possible. Example: 85% of students were able to demonstrate all characteristics of oral presentations at the achieved level. These characteristics included: Good beginning, clear outline and presentation of content, eye contact and engagement of audience, effective use of voice, preparation of media that aided and did not distract the audience, and effective summary and conclusion.

- 17 With which of the Graduate Student Learning Goals does your selected course learning outcome align? Check all that apply. Skip this question if the course is an undergraduate course.

- Knowledge
- Scholarly Inquiry
- Effective Communication
- Leadership and Ethics
- Mercy Values Integration

- 18 With which of the Undergraduate Student Learning Goals does your selected course learning outcome align? Check all that apply. Skip this question if the course is a graduate course.

- Foundational Knowledge
- Intellectual and Practical Skills

- Personal and Social Responsibility
- Mercy Integration
- Knowledge and Skills in a Major Area of Study

19 Which one of the GCU Mercy Core Values did you deliberately stress and integrate into this course? You may choose more than one, but please be specific in stating how you incorporated the value(s) into your coursework and instruction.

- Justice
- Compassion
- Integrity
- Respect
- Service
- No Mercy value emphasized in this course.

20 Given the Mercy Core Value(s) chosen above, explain how you deliberately stressed this value in teaching this course. Also, give evidence of how the students demonstrated this value (or not) in the course.

Assessment and Continuous Improvement

Please answer the following questions related to assessment, results, and plan for improvement.

21 From your previous assessment of this course, what did you do differently this time? Was this action influenced by student feedback (SIR II, eSIR, GCU SET)? How did your actions this term affect student learning?

22 Based on the above reflection, how do you intend to improve your course the next time you teach it?

23 From your answers above, what resources will you need to implement any projected changes to the course chosen for this reflection?

CONTINUE LATER

I'M FINISHED, SUBMIT

Appendix G. GCU Student Evaluation of Teaching (SET)

Surveyed Course Name

 COURSE section 000 :  Term Name

Instructions

Please complete the survey as honestly as possible. The information will be shared with the course instructor after grades are submitted. The information will also be shared with appropriate GCU administrators. The information from this survey will be used to improve teaching at Georgian Court University. All responses will remain anonymous.

Participant Name

Sections: **3** / Questions: **20**

Section 1

Demographics

- 1** Dear GCU student,
Your instructor is asking you to complete this survey about the course. Your responses will be anonymous, but all feedback will be shared with your instructor AFTER course grades are submitted. You are asked to complete this survey prior to the final assessment period of the term. Please consider carefully your responses as these will be used to improve the teaching of the course.

Begin with some information about yourself and this course.

- 2** Where was the course taught?

- Lakewood campus
- Online
- Hazlet
- Cumberland College
- KTA Course at an educational site
- New seminary course
- Other

3 What is your class level?

- First year (less than 30 credits)
- Sophomore (between 30 and 59 credits)
- Junior (between 60 and 89 credits)
- Senior (90 or more credits)
- Graduate Student
- Non-matriculating student (non-degree seeking)

4 Why are you taking this course?

- Major or program requirement
- General education requirement
- Elective

5 What grade do you expect for this course?

- A
- B
- C
- D
- F
- Not sure

Section 2

Course and teaching evaluation

6 The workload in this course:

- Is heavier than other courses
- Is about the same as other courses
- Is lighter than other courses

7 The speed at which the professor presented the course material:

- Was too slow
- Was about right
- Was too fast

8 Please indicate how much you agree or disagree with the following questions.

9 I understood what knowledge or skills I should gain from the course.

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

10 I knew what work was expected of me.

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

11 The professor explained how the final grade would be calculated in a way I could understand.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly disagree

12 The professor demonstrated concern for student learning in this course.

- Strongly agree
- Agree

- Undecided
- Disagree
- Strongly disagree

13 The professor provided timely feedback about my work.

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

14 The professor provided helpful feedback about my work.

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

15 The professor was available to answer my questions or concerns about the course.

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

16 I found the course materials (e.g. books, articles, videos, slides, etc.) to be helpful.

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

17 The professor used examples and illustrations effectively.

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

18 The instructor created an environment which encouraged me to actively contribute to the class.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly disagree

Section 3

Student Comments

19 How might the course be improved, particularly in regards to questions above to which you replied "disagree" or "strongly disagree"?

20 For you, what was most effective about the class?

CONTINUE LATER

I'M FINISHED, SUBMIT