INSTITUTIONAL STUDENT LEARNING GOALS (ISLG) ASSESSMENT REPORT AY 2018-2019

Executive Summary

Georgian Court University is completing its third year of a three-year plan to assess its Institutional Student Learning Goals (ISLG). The goals selected for this year's review are Goal 2. Applying critical thinking, problem solving, and research skills; Goal 8. Demonstrate analytical skills to appreciate the aesthetic; and Goal 9. Demonstrate leadership skills. Assessment of student learning aligned with the above goals was obtained through direct and indirect evidence in both curricular and co-curricular areas.

There is sufficient evidence to show student learning in all the indicated goals, however some areas are targeted to specific audiences or majors. The university is working to broaden the influence of leadership training (Goal 9) to more of its students through the development of a Leadership Academy and providing significant speakers for the entire student body on the topics of leadership and diversity.

Critical thinking that aligns with academic research (Goal 2) is celebrated on campus and is funded through undergraduate student-faculty research grants. A day of *Celebration of Academic Excellence* showcased such research. In addition, capstone courses incorporate various forms of culminating experiences through student production of research, integration, and/or application projects or experiences. Many of these artifacts form the backbone of academic program assessment, as they are usually aligned with all program outcomes.

Appreciation of the aesthetic (Goal 8) has long been a hallmark of Georgian Court University. Many of its alumni return to participate in *Mosaic* offerings which highlight cultural experiences and the arts. The fine arts programs (Dance and Visual Arts) annually produce gallery exhibits and performances both on and off campus. An arts and literary magazine, the *Fountain Spray*, is an annual student production under the guidance of a faculty moderator. In addition, faculty and programs engage students in off-campus experiences related to the arts, exploring museums and performances within the New York and New Jersey metropolitan areas.

With the revision of the ISLG into undergraduate student learning goals (USLG) and graduate student learning goals (GSLG), the assessment of the ISLG will be separated into these two areas. Moreover, the GCU *Strategic Compass* (2018) covers academic excellence and student engagement in its first two directions. The *Strategic Compass* dashboard will also contribute to assessment of the institutional student learning goals. Hence, there is no specific action plan associated with the AY 2018-2019 results, but the assessment information contained therein will be shared with the appropriate university offices and departments for further action.

ISLG Assessment Plan (2016-2019) and Results AY 2018-2019 (Year 3)

Assessment Plan for Institutional Student Learning Goals (ISLG) Year 3: 2018-2019			GCU Undergraduate Programs	
Institutional Student Learning Goal	*Direct Assessment*	*Indirect Assessment*	*Responsible Party*	*Assessment Cycle for Analysis (Data collected yearly)*
2. Apply critical thinking, problem-solving and research skills	**Capstone Courses: Capstone Project in the Major Assessment (Rubric Model: AAC&U Inquiry and Analysis)**	NSSE Survey:	Deans & Chairpersons – Capstone Results, Undergraduate Research; NSSE Director of Assessment	**Year 3** **Capstone Assessment Results:**
		Engagement Indicators: Academic Challenge- Higher Ordered Learning		
	Undergraduate Research: Presentations and Publications		Deans and Department Chairs	**Undergraduate Research:**
		SIR II: 22, 24, 26, 27, 32	SIR II: Deans – School Results	**SIR II:** **Questions** **22** **24** **26** **27** **28**
	Library: SearchPath Data		Library: Assoc. Provost	
		NSSE High-Impact Practices – Service Learning		**Library Search Path** **NSSE 2017; 2019** **Service Learning**

Goal 2 Results

Year 3: ISLG 2. Apply critical thinking, problem-solving and research skills

Capstone Assessment Results:
English Program:
The English department conducted its assessment for year three by evaluating research papers in both formative assessment obtained in one section of EN300, our Gateways to Literary Study course, and in summative assessment in two sections of our Senior Seminar course, EN430. Our findings for formative assessment in EN300 is that 86% of our students met and exceeded our learning outcome for achieving at the developing and evident level or higher. For summative assessment of research papers, we also exceeded our learning outcome for 88% of students achieved at the evident level or higher. These successful results were obtained because students in our introductory course engage in a process writing course, working closely with the professor, completing the various drafts of the research paper under his or her guidance. This is a pedagogical strategy we will continue. For the formative assessment of our Senior Seminar course, EN430, we will again continue the practice of having students work closely with professors in a process writing course, where major projects are under the guidance of professors through the various steps to complete a research paper and the presentation of that paper.

Interdisciplinary Studies:
IN 401: Seminar in Interdisciplinary Studies
- 3 scholarly articles summaries on your research paper topic - 15 points
- **Research Project, 10-12 pages, with annotated bibliography - 20 points**
- Drafts of paper, participation in writing and revision process – 5 points
- Presentation of Research – 15 points: You will be assigned one class session in which you present your independent research to the class, facilitate discussion, and guide us through an interactive activity to help us better understand the content and its importance.

Results:
Papers were broken down into parts, each handed in on a timeline with instructor feedback.
The final draft paper was worth 20% of the grade of out 100 points. Two students earned 16 points; two earned 17 points; one earned 18 points; two earned 19 points; and two earned 20 points.

The course was writing-intensive, and as such there were multiple drafts and revisions, both in class and in meetings with the seminar instructor. Several students re-focused their paper in this period, added better scholarly sources, and decided to go to the writing center.

History:
SUMMARY (14 Seminar Papers)
HISTORY SEMINAR HST475 (01) -- (SHB; Spring 2019)
RESEARCH PAPER -- GRADING RUBRIC

NOTE. Within each category, items do not count equally.
NOTE: Sophistication includes complexity / analysis/ connections
NOTE: S=Sentence; RW=Rewrite; >=Paragraph; TS=Topic Sentence; ID= Identify; PF=paraphrase

Rubric:

CRITERIA	PTS	A	B	C	D	F
INTRODUCTION ID themes Research question Argument sentence Sophistication	10%	5	5	4		
WRITING / ARG. DEV Cogent, precise, succinct Paragraph development Logical organization	30%	4	5	5		

Grammar / punctuation Sources to dev. argument Sophistication						
RESEARCH Primary sources Secondary sources Overall depth / quality	20%	4	6	4		
EVIDENCE/KNOWLEDGE Critical use of sources Historical knowledge Historiographical statement Sophistication	10%	4	5	5		
DOCUMENTATION Cite sources / quotes Endnotes = CMS	10%	5	5	4		
CONCLUSION State conclusions	10%	5	3	6		
BIBLIOGRAPHY Categories CMS	10%	12	1		1	

Summary of Grades
Seminar Paper: A (2); A- (2); B+ (2); B (3); B- (2); C+ (2); C (1)
Course Grade: A (2); A- (3); B+ (2); B (2); B- (3); C+ (2)

Writing Center:
The Writing Center assessed student learning related to ISLG 2: Apply critical thinking, problem-solving, and research skills. Students who visited the Writing Center more than five times during the academic year were asked to submit rough drafts and final drafts of papers, and Center personnel scored each draft with the Writing Program rubric. 85% of students showed improvement in their final drafts. In addition, 90% of those drafts met rubric expectations, an increase of 45%. The weakest scores were for Research Skills, so the Writing Center will continue asking students to submit assignment sheets along with their drafts so that staff can better assist the students. The center will also work with the library and other faculty to host additional training for tutors. The director will also spend more time training peer tutors and will quiz them more frequently on style sheets and quotation integration.

Undergraduate Research:
Academic Excellence Celebration
April 11, 2019
30 students participated, 27 undergraduate, 3 graduate.
Faculty mentors: 16
Poster presentations: 12, oral presentations: 7, panel presentation: 1
Disciplines: Biology, Chemistry, Dance, Digital Communication, English, Exercise Science, General Education (Capstone), Graphic Design, History, Holistic Health, Math, Psychology, Social Work.

Program lists abstracts of all student/faculty research presented on the day.

SIR II: Means (5 pt. Likert scale)/ Percent used

Questions	Fall 2017	Spring 2018	Fall 2018	Spring 2019
22 Problems or questions presented by the instructor for small group discussions	4.4/84	4.37/84	4.37/73	4.36/84
24 Laboratory exercises for understanding important course concepts	4.3/58	4.40/57	4.46/56	4.32/53
26 Assigned projects in which students worked together	4.40/60	4.37/62	4.29/62	4.33/63
27 Course journals or logs required of students	4.43/51	4.4/51	4.31/49	4.28/50
28 Instructor's use of computers as aids in instruction	4.40/75	4.38/78	4.25/81	4.34/82

Library Search Path
Indirect, Formative: in-class student information-seeking/evaluating assignments during library instruction; Direct, Summative: standardized Searchpath module quiz results; Indirect, Summative: number of students/classes taught, number of students who completed Searchpath quizzes.

During AY2017-2018 (fall/spring semesters) and AY2018-2019 (fall/spring semesters), the library provided 62 library instruction sessions in English classes, representing approximately 50% of all instruction for both academic years. Of the 62 classes, approximately 75% (based on exact data from Spring 2019 semester) were EN111 classes (indirect, summative). Not all classes used the in-class assignment, so data is lacking, but, of those who did use in-class assignments, 90% of EN111 students completed in-class assignment of searching exercises and evaluation of information sources during library instruction (indirect/formative). For all GEN199 students, the expected result – 90% of all students would complete Searchpath (indirect/summative) – was not met (Spring 2018 data not available; Spring 2019 60% of total GEN199 registrants completed module quizzes). The expected result – 70% (of those who took the module quizzes) would score at least 70% or greater on each module quiz (direct/summative) was met and exceeded for Spring 2018, with the exception of Quiz 2 (% of total quizzes taken scoring >70%: Quiz 1: 79%, Quiz 2: 65%, Quiz 3: 80%, Quiz 4: 81%), and was met and exceeded for Spring 2019 with no exceptions (Quiz 1: 89%, Quiz 2: 84%, Quiz 3: 91%, Quiz 4: 88%).

Results were overall satisfactory – most expectations were met and exceeded; two expectations were not: 1) 90% of all GEN199 students will complete Searchpath; 2) 80% of all EN111 students will successfully complete their assignment. Both of these exceptions require significant faculty cooperation and support, and steps will be taken to improve these. Going forward, improved data collection for the exact number of EN111 classes is needed; for the purposes of this assessment, an assumption had to be made, based on exact data collected for Spring 2019, of the percentage of total English instruction that was EN111 for other previous semesters. Additionally, steps need to be taken to standardize different teaching styles and instructional materials covered by EN111 library instructors to ensure more standardized results. Also, if we are to continue to assess the number of students who complete Searchpath as the expected result, and if students continue to retake each quiz, then an effort needs to be made to identify unique quiz-takers.

Assessment Plan for Institutional Student Learning Goals (ISLG)   GCU Undergraduate Programs
Year 3: 2018-2019

Institutional Student Learning Goal	Direct Assessment	Indirect Assessment	Responsible Party	Assessment Cycle for Analysis (Data collected yearly)

NSSE 2017; 2019
Engagement Indicators: Academic Challenge- Higher Ordered Learning

NSSE	GCU 2017	National 2017	GCU 2019	National 2019
First Year Students (Mean)	38.4	37.9	38.5	38.0
Senior Students (Mean)	40.7	40.0	42.5	40.0

2017 and 2019: On par with peers and national norms.

HIP: Service Learning

NSSE	GCU 2017	National 2017	GCU 2019	National 2019
First Year Students (% Participating)	88	52	90	53
Senior Students (% Participating)	94	60	93	61

2017 and 2019: Significantly above peers and national norms.

Assessment Plan for ISLG 8.

8. Demonstrate analytical skills to appreciate the aesthetic	On campus Performing Arts performances – Assessment	NSSE Survey: # 1d, 14h	Performing Arts Directors; NSSE: Director of Assessment	Year 3 Performing Arts: On Campus Events
				Dance Program: Each semester, the faculty adjudicate student work for performance on the schedule performance series, such as Spotlight Senior concerts, Choreography I and II showings and we select one student work to be taken to the Regional ACDFA adjudication and one student work for the informal showing.
		On campus events related to Fine Arts (Student attendance)	Campus Events	

Goal 8 Results

Year 3: 8. Demonstrate analytical skills to appreciate the aesthetic
Performing Arts:
On Campus Events

Dance Program: Each semester, the faculty adjudicate student work for performance on the schedule performance series, such as Spotlight Senior concerts, Choreography I and II showings and we select one student work to be taken to the Regional ACDFA adjudication and one student work for the informal showing.

2018–2019 Dance Master Classes

MODERN DANCE—Daniel Gwirtzman
Daniel Gwirtzman, a producer, educator, filmmaker, and performer, celebrates 23 years as a New York choreographer and company director.
September 25, 11:00 am–1:45 pm
GCU wellness center dance studio I

CONTEMPORARY DANCE—Mai Lê
Mai Lê is a dancer, art educator and curator who relocated to Brooklyn in 2009.
November 13, 11:00 am –1:45 pm
GCU Wellness Center Dance Studio II

Master Class—Gregory King
Open to GCU Dance Majors and GCU Dance Club, Art & Music Students
February 18–24, 2019

Master Class—
Marion Ramirez & Jungwoong Kim
 Open to GCU Dance Majors and GCU Dance Club, Art & Music Students
April 9, 11–1:45, 2019

Dance Events
WINTER 2018
Senior Choreography Projects Showcase
December 6, 7:30 pm, GCU Wellness Center Studio I

Senior Choreography Showcase
December 12, 7:30 pm, GCU Wellness Center Studio I

Choreography I Showing
December 13, 7:30 pm, GCU Wellness Center Studio I

Art and Dance Collaborative Installation
February 8, 2019 7:30 pm, GCU Wellness Center Dance Studio I

Art Program: Student Exhibitions 2018-2019
Gallery Events for 2018-2019

September4-October 31, 2018
Faculty Exhibition
Reception- October 11, 2018

November 12-December 1, 2018
Student Exhibit 1
Reception-November 28, 2018

December 1, 2018-January 22, 2019
Student Exhibit 2

February 4, -March 1, 2019
Profession Exhibition of Suzanne Goldenberg
Reception- February 6, 2019

March 11- 22, 2019
Senior BFA- Exhibit of Valerie Vanone
Reception-March 13, 2019

March 25-29, 2019
Senior BA Exhibit of Emma Pierre
Reception-March 27, 2019

April 1-12, 2019
Senior BFA Exhibit of Danielle Everett
Reception-April 3, 2019

April 22,-May 3, 2019
Senior BA of Kerrin Prybylski
Reception-May1, 2019

GCU Arts & Literary Magazine: *Fountain Spray* **Spring 2019**
Student Editors (4), Layout Design (2), Moderator: Dr. Anthony Brano
67 entries of prose, poetry, and photography from students, faculty, and staff.
Departments of Art, English, Graphic Design & Multimedia
Past editions: https://georgian.edu/academics/department-of-english/

Cultural Experiences: TRIO-SSS participants benefitted from three (3) cultural experiences this year. A bus trip to Radio City Music Hall in NYC to see the Christmas Spectacular (25 students), an overnight bus trip to Washington, D.C. to see the White House, the Capitol Building, the Museum of African American History and Culture, and other national/historical monuments (18 students), and a bus trip to Broadway in NYC to see Wicked (10 students).

Global Education: International Education Week (November 12th-18th) - International Education Week featured a Global Café on the UK, a Teach Abroad/Volunteer Abroad Panel for our fall student-teachers, a Study Abroad Student Panel targeted to our freshmen athletes, a Scholarship Workshop, and Information Tables.

English Program Assessment: ISLG 8
LO 3: Perceptive Thinking #8 Demonstrate analytical skills to appreciate the aesthetic. Aligned with Goal 3: "Demonstrate perceptive thinking through formalist analysis and other critical reading strategies in and awareness of historical context in literature presentations or papers. Students will develop perceptive thinking, critical reading strategies, and/or awareness of historical context through research and reading assignments in required English Program courses. These skills will be assessed through directed discussions both in class and online, written reflection, and rubric feedback on related assignments.

For formative assessment in EN300, Gateways to Literary Study, 57% of the students were at the evident level, while 42% were at the developing level. The data for this entry level course was valid and sufficient to address the program's outcome. The formative assessment above is a direct result rather than an indirect result. For summative assessment in our Senior Seminar Course, EN430, English professors who teach these seminars for the English major consult regularly and share signature assignment guidelines and rubrics. Thus the data from these two sections has more validity than if instructors were using different assignments and rubrics. As a result, 77% of the students were at the evident level in thesis construction, while 66% of students were at the evident level in support for argument. The percentage of students at the evident level for conclusions was 89%.

Assessment Plan for Institutional Student Learning Goals (ISLG) GCU Undergraduate Programs Year 3: 2018-2019				
Institutional Student Learning Goal	*Direct Assessment*	*Indirect Assessment*	*Responsible Party*	*Assessment Cycle for Analysis (Data collected yearly)*

NSSE Survey: # 1d, 14h

NSSE 1d: Attended an art exhibit, play, or other arts performance (dance, music, etc.)	**GCU 2017**	**National 2017**	**GCU 2019**	**National 2019**
First Year Students (Mean of Likert Scale: Never (1), Sometimes, Often, Very Often (4))	1.5	1.9	1.6	1.9
Senior Students (Mean)	1.5	1.8	1.5	1.8
NSSE 14h: Attending campus activities and events (performing arts, athletic events, etc.)	**GCU 2017**	**National 2017**	**GCU 2019**	**National 2019**
First Year Students (Mean of Likert Scale: Very little (1), Some, Quite a bit, Very much (4))	2.9	2.8	3.0	2.8
Senior Students (Mean)	2.6	2.6	2.4	2.5

2017 and 2019: Results for 1d are significantly below peer and national norms. Results for 14h are on par with peers and national norms.

Division of Student Affairs: Unit Assessment Report, January 2019

The Division of Student Affairs assessed its goal of "focused divisional efforts to better reflect the current GCU student population" for the CY 2018 reporting cycle. From the data collected, the unit goal was met. Our findings were that of the 860 unique student respondents, 66% were either very satisfied or satisfied with student activities and events. This high satisfaction rate was reflected in transfer and commuter populations as well. We also found that, when given the opportunity and resources, GCU faculty are more than willing to engage students beyond normal classroom activities as we were able to approve, and fund three faculty sponsored, off-campus programs (FREE). This effort allowed us to offer student programming opportunities to a more diverse representation of the student body. The Division of Student Affairs will take the following actions to continue to address the goal stated above:
1. Increase communication of FREE programming opportunities
2. Develop university-wide Council for Multi-Cultural Affairs in order to formalize GCU's efforts to engage the diverse campus community.

Assessment Plan for ISLG Goal 9.

9. Demonstrate leadership skills	**Emerging Leaders Program Assessment Results**	NSSE Survey: NSSE Survey:	Dean of Students; NSSE: Director of Assessment	Year 3
		Engagement Indicators: Learning with Peers – Collaborative Learning		
	SGA Program Assessment Results		Dean of Students	
		SIR II # 22, 25, 32, 33	SIR II: Deans – School Results	

Assessment Plan for Institutional Student Learning Goals (ISLG) GCU Undergraduate Programs Year 3: 2018-2019				
Institutional Student Learning Goal	*Direct Assessment*	*Indirect Assessment*	*Responsible Party*	*Assessment Cycle for Analysis (Data collected yearly)*
	Athletics Program Assessment Results related to Leadership		VP Athletics, Recreation, and Student Life	
	WILD: Women in Leadership Development Program Assessment Results		Dean of Students	

Goal 9 Results

Year 3: Leadership Skills

Leadership Development Programs   AY 2018-2019
Dean of Students:
An ongoing initiative is the development of a Georgian Court Leadership Academy. We began the 18-19 academic year discussing the development of a Servant Leadership Academy, however; during the course of the year this idea has morphed into a GCU Leadership Academy grounded in the philosophy of servant leadership. The goal remains the same: create a leadership experience that develops capable students and citizens and that is unique to Georgian Court.

Athletics:
Continued nationally recognized GC-You program for freshmen
- o 92% said assisted in success freshman year
- o 93% believe mentor helped in their transition to college
- o 100% of mentors improved their leadership abilities while in mentor program

Office of Student Life   AY 2018-2019
Goal and Outcomes:
Increase participation in both Emerging Leaders and WILD, while creating a co-curriculum that increases the students' leadership and critical thinking skills
- Increase participation in WILD and Emerging Leaders by 10%
- Create co-curriculums that focus on leadership development and critical thinking skills
Results:
- Increased participation for the Emerging Leaders program by 27%; Increased participation for WILD by 39% - surpasses 10% goal
- Created a new co-curriculum program for both WILD and EL that develops critical thinking skills. See survey results for how these programs have contributed to a student's growth in leadership development and critical thinking

Residence Life: CY 2018

The Office of Residence Life assessed its goal "To promote and support academic success, social responsibility, character development, and personal growth through successful interactions with students and development and implementation of programs supportive of these goals" for the CY 2018 reporting cycle. From the data collected, the unit goal was not met. Our findings were that only 36.99% of students are satisfied with weekend programs available on campus, and there is much room for growth. The Office of Residence Life will take the following actions to continue to address the goal stated above: assessment of student wants for weekend programming, increased collaboration with other offices, better planning and advertising of offered programs, programs that are more appealing to students, spending additional funding on weekend programs to attract resident students.

Student Leadership/SGA AY 2018-19
The following speakers were brought to campus to support student leadership development.
> **Carlos Ojeda:** August 24th, Orientation Speaker from CoolSpeak Organization
> **Out Alliance (Kayden Miller, Olivia Gast, & Lore McSpadden):** November 2nd 2018, Transgender Panel Presentation
> **Lynette Lewis:** November 13th 2018, Leading on Purpose – Know Your Purpose, Live Your Dream
> **Providence House:** March 14th 2019, In Their Shoes Presentation
> **Gabby Douglas:** March 19th 2019, Panel Discussion
> **Justin Brown:** March 15th 2019, Diversity Awareness Program
> **James Robilatta:** April 4th 2019, Leading Imperfectly Presentation
> **Kristen Hadeed:** April 26th 2019, Permission to Screw Up Presentation

SIR II # 22, 25, 32, 33
SIR II: Mean (5 pt. Likert Scale) / Percent used

Questions	Fall 2017	Spring 2018	Fall 2018	Spring 2019

Assessment Plan for Institutional Student Learning Goals (ISLG) Year 3: 2018-2019			GCU Undergraduate Programs	
Institutional Student Learning Goal	*Direct Assessment*	*Indirect Assessment*	*Responsible Party*	*Assessment Cycle for Analysis (Data collected yearly)*
22 Problems or questions presented by the instructor for small group discussions	4.4/84	4.37/84	4.37/73	4.36/84
25 Assigned projects in which students worked together	4.41/66	4.34/65	4.24/68	4.29/66
32 This course helped me to think independently about the subject matter	4.00	3.92	3.81	3.83
33 This course actively involved me in what I was learning	4.04	3.97	3.88	3.89

NSSE Engagement Indicators:

Engagement Indicators: Learning with Peers – Collaborative Learning

NSSE *Learning with Peers*	GCU 2017	National 2017	GCU 2019	National 2019
First Year Students (Mean)	31.0	32.2		
Senior Students (Mean)	31.4	32.3		
NSSE *Discussions with Diverse Others*	GCU 2017	National 2017	GCU 2019	National 2019
First Year Students (Mean)	37.6	39.7		
Senior Students (Mean)	40.9	40.5		

2017: On par with peer and national norms.

Analysis of Results:

During the AY 2018-2019, the Institutional Student Learning Goals Assessment Plan called for evaluation of student learning according to Goal 2. Apply critical thinking, problem-solving and research skills, Goal 8. Demonstrate analytical skills to appreciate the aesthetic, and Goal 9. Demonstrate leadership skills. The plan called for both direct and indirect evidence from curricular and co-curricular programs and student experiences. The data is taken from university surveys, unit and academic program assessment reports, and annual reports.

Overall, Georgian Court University meets the expectations of the above goals and gives students the opportunities to develop knowledge and skills related to critical thinking and problem solving, undergraduate research, aesthetic experiences and engagement with culture, as well as defined leadership programs.

Students have many opportunities to engage in academic research as an undergraduate. Most programs have capstone courses that require a research-based paper or project. These culminating projects are reviewed and assessed by rubric, often following the AAC&U VALUE rubrics for Inquiry and Analysis.

The university celebrates its faculty-student research partners through a day of excellence which showcases through posters, oral presentations, and panels the academic work of the undergraduate research program.

Student attendance at events on campus and at performances and cultural experiences outside of the campus seems satisfactory from the student vantage point, but the overall engagement of students is typical of a commuter campus with students who have family and job obligations. Many offices are developing programs and experiences to broaden the cultural experiences of students for both residential and commuter students, and within and outside the classroom. An example of this is the FRE (Faculty Resource and Engagement) program sponsored by the Office of Student Life. Residence Life is continually working to revise its programming to better meet the needs and expectation of students who live on campus, based on their surveys of student engagement and satisfaction from this specific population.

There are multiple opportunities for students to attend fine arts displays and performances associated with the Dance and Visual Art programs. The Georgian Court *Chorale* composed of the GCU community and alumni perform several times a year. While there is an active cultural arts program, The *McAuley Community Center*, which offers top quality entertainment; educational, spiritual, and cultural events; and a connection to one of New Jersey's premier universities for the Georgian Court University family and surrounding communities, these events draw an external audience. Its offerings are published twice a year in *Mosaic*. GCU does not offer its students any performance opportunities outside of its academic majors, chorale and choir for liturgies.

Finally, GCU is developing a Leadership Academy under the Office of Student Affairs. This Academy as well as focused renewal and development of the long-standing WILD (Women in Leadership Development) and Emerging Leaders programs are forming students within the servant-

leadership model and Mercy Core Values. During AY 2018-2019, several speakers (8) were brought to campus to address leadership and diversity issues.

GCU's athletic program also supports its students with leadership opportunities as team captains, mentors, and outreach through service. It begins its development of student athletes through the GC-You program.

Action Plan:

None. Georgian Court University has revised its Institutional Student Learning Goals into Undergraduate Student Learning Goals (USLG) and Graduate Student Learning Goals (GSLG). These will be assessed within appropriate assessment plans. In addition, GCU Strategic Compass Directions 1 and 2 address Academic Excellence and Student Engagement. The dashboards for the Strategic Compass results will give evidence of achievement of the institutional student learning goals going forward.