



GEORGIAN COURT UNIVERSITY
THE MERCY UNIVERSITY OF NEW JERSEY

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Undergraduate Student Learning Goals (USLG)

University Assessment: Office of Institutional Assessment and Accreditation

AY 2020-2021

Annual Assessment Report: Year 2 of the USLG Assessment Plan

During academic year 2020-2021, the census of the Georgian Court University stated a head count of 1642 undergraduate students, of whom 1290 were full-time, 352 were part-time giving a full-time equivalent count of 1437. Completion of undergraduate graduate degrees was earned by 410 students in 2019-2020. The School of Arts and Sciences has 26 undergraduate degree programs, the School of Business and Digital Media has 11 undergraduate degree programs, and the School of Nursing and the School of Education each have one (1) undergraduate degree programs. The School of Education at Georgian Court University offers four (4) undergraduate teacher education programs, each leading to a certificate of eligibility with advanced standing and endorsement as a Teacher of Students with Disabilities. Each school also offers multiple options for minor areas of concentration and/or certification.

UNDERGRADUATE DEGREE PROGRAMS

School of Arts & Sciences: Applied Arts and Sciences; Art & Visual Studies; Biochemistry; Biology; Chemistry; Clinical Laboratory Sciences; Computer Info Systems; Criminal Justice; Dance; English; Exercise Science, Wellness and Sports; Health Profession Studies; Health Sciences; History; Interdisciplinary Studies; Mathematics; Medical Imaging Sciences; Natural Sciences; Political Science; Psychiatric Rehabilitation and Psychology; Psychology; Religious Studies; Social Work; Spanish; Visual Art

School of Business & Digital Media: Accounting, Business Administration, Digital Communication, Digital Design, Finance, Graphic Design and Multimedia, Health Information Management, Latino Business Studies, Management, Marketing

School of Education: Education

School of Nursing: Nursing

During the summer 2020 semester, 67 undergraduate course sections were offered by the university. During the fall 2020 semester, 612 undergraduate course sections were offered. During the winter 2020 session (Chart the Course), 7 undergraduate course sections were offered. During the spring 2021 semester, 591 undergraduate course sections were offered. In total, 1277 courses sections were offered to undergraduates in AY 2020-2021.

The data within this report follows the plan for assessment of the undergraduate student learning goals (USLG) for year 2 out of 3 years. The USLG plan mirrors the cycle of reporting for the Bridge General

Undergraduate Student Learning Goals: Annual Assessment Report AY 2020-021

Education Program. For Academic Year (AY) 2020-2021, the utility of the AEFIS (Assessment, Evaluation, Feedback & Intervention System) software system allowed for the collection of direct assessment results. Artifacts resulting from aligned coursework could be linked from BlackBoard Gradebook directly to AEFIS. The utility of using course evaluations for indirect assessment is hampered by the restrictions on data reporting from the same AEFIS system, as undergraduate and graduate course reporting is not separately available. Full university and school results will be used, noting that the data reflects both graduate and undergraduate students. Finally, the results of the Ruffalo Noel Levitz Student Satisfaction Survey (SSI) conducted in spring 2020 are included, as well as previous NSSE survey results.

The assessment plan for the USLG, year 2, is as follows.

Assessment Plan for Institutional Student Learning Goals (ISLG)				
GCU Undergraduate Programs				
Year 1: AY 2019-2020	Year 2: AY 2020-2021	Year 3: AY 2021-2022		
<i>Institutional Student Learning Goal</i>	<i>Direct Assessment:</i>	<i>Indirect Assessment:</i>	<i>Responsible Party</i>	<i>Assessment Cycle for Analysis (Data collected yearly)</i>
<i>Benchmark</i>	<i>At least 80% of students achieve at expected level</i>	<i>GCU results are at or above national norms/means</i>		
Goal 1. Foundational Knowledge of Human Cultures and of the Physical and Natural World	Assessment of program learning outcomes aligned with USLG 1. Evidence of student artifact assessment aligned with Goal 1 within the AEFIS system.	SSI: Instructional Effectiveness NSSE: EI: Academic Challenge – FY SIRII & eSIR: Section A Organization, Section F Course Outcomes Honor Society enrollments and activities	Office of Institutional Assessment and Accreditation (OIAA) Bridge General Education Committee Office of the Provost	Year 2
<i>Learning Outcome</i>				
1a. Students will demonstrate the ability to apply foundational knowledge in the arts, humanities, languages, mathematics, natural sciences, and social sciences.	Evidence of student achievement within the Bridge General Education assessment for LO1a.	Pass rates for General Education Coursework aligned with Goal 1. Application of knowledge: related questions in SIRII, eSIR, and GCU SET course evaluations.	Office of the Registrar OIAA Bridge General Education Committee	

Goal 5. Mastery of a Body of Knowledge leading to the Baccalaureate Degree	GCU overall Graduation Rate data	SSI: Academic Advising Effectiveness, Registration Effectiveness, Recruitment and Financial Aid NSSE: EI: Experiences with Faculty, HIP: Research with Faculty, Cumulative Senior Experience SIRII & eSIR: Section C Faculty/Student Interaction, Section D Assignments/Grade s/ Testing, Section H Course Difficulty	OIAA	Year 1, 2, & 3
5a. Students will attain their program's objectives and complete their major requirements	Data related to undergraduate program enrollment and graduation statistics.	Course and section data related to senior seminar or capstone courses and sections offered.	OIAA Office of the Registrar	

USLG Goal #1: Foundational Knowledge

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

Learning Outcome:

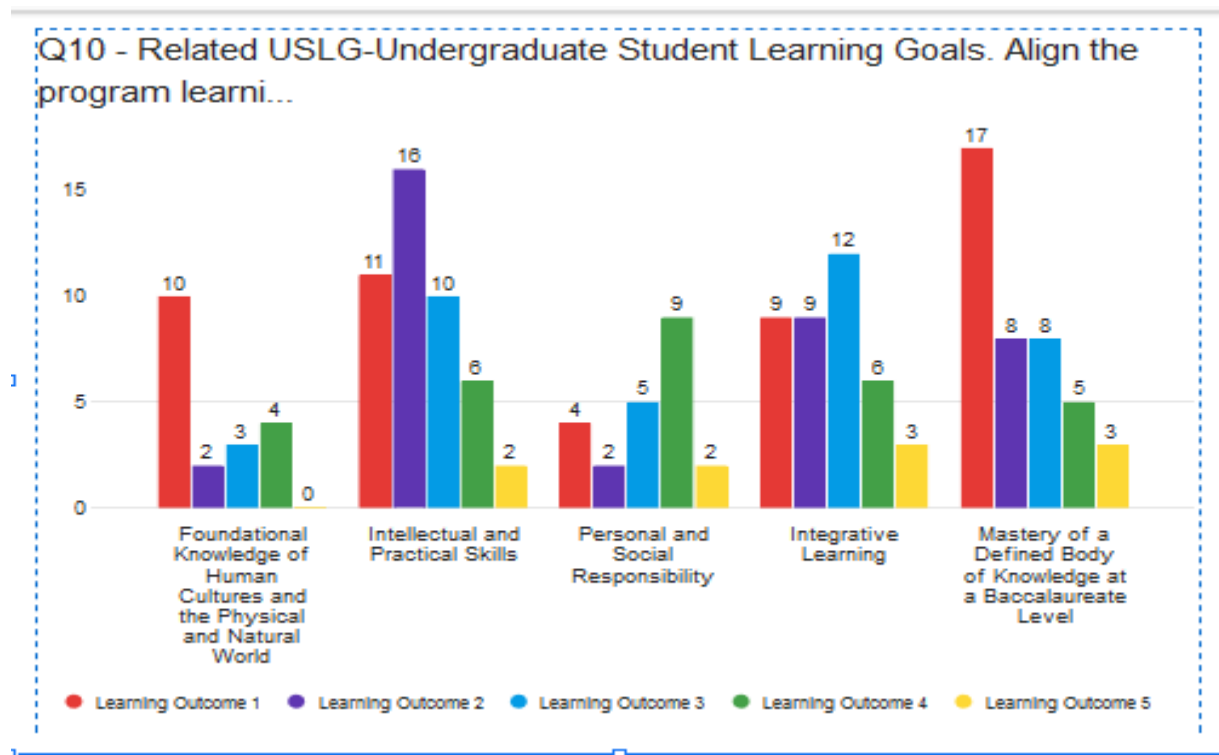
1. Students will demonstrate the ability to apply foundational knowledge in the arts, humanities, languages, mathematics, natural sciences, and social sciences.

Direct Evidence of Achievement of Learning Outcome

Academic Program Assessment Reports: USLG alignment for AY 2020-2021

From the Academic Program Assessment Plans submitted in Fall 2019, the following allocation of program learning outcomes aligned with the USLG is shown below. For the 29 program plans submitted, 19 program learning outcomes align with USLG Goal 1: Foundational Knowledge and 41 program learning outcomes align with USLG Goal 5: Mastery of a Defined Body of Knowledge. The programs assess their learning outcomes over a 3-year period, so not all of the

aligned goals were assessed in the current academic year. Program learning outcomes could be aligned with more than one USLG.



The following programs assessed learning outcomes aligned with USLG Goal 1 for the AY 2019-2020. These results were reported within the program's annual assessment reports submitted at the end of the spring term. An executive summary is available on the university's assessment website. See [Annual Assessment Reports | Georgian Court University, New Jersey](#)

Program	Learning Outcome Assessed 2019-2020
BSN Nursing Program	All learning outcomes were assessed NULO1 – NULO10
Biology	The student will understand and apply key concepts and theories in the areas of Biology (molecular / cell biology and / or environmental and organismal biology) as evidenced through in class testing and course assignments.
Chemistry and Biochemistry	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 Test in Chemistry. The graduates will be

	expected to demonstrate foundational knowledge at a nationally competitive level.
History	Goal 1. Use historical knowledge and evidence to craft and sustain an historical argument. LO1: Throughout coursework in all History courses, students will use historical evidence to craft and sustain a persuasive historical argument.
Mathematics	Students will perform, understand, and apply the properties of mathematical operations through assignments and testing in the program's core coursework.
Spanish	For the Fall 2019 and Spring 2020, we completed a formative assessment of Learning Outcome 1: Perform Literary Analysis in the target language with appropriate bibliography and MLA citations.

The following programs assessed learning outcomes aligned with USLG Goal 1 for the AY 2020-2021. These results were reported within the program's annual assessment reports submitted at the end of the spring term. An executive summary is available on the university's assessment website. See [Annual Assessment Reports | Georgian Court University, New Jersey](#)

Program	Learning Outcome Assessed 2020-2021
Art and Visual Studies	LO3: Students will create visual artwork that shows progressive skill in the processes and principles of art and design.
Dance	Program: DANCE Goal 1 Mastery in performance LO1: Accomplished techniques in various modalities of dance and mastery in personal performance forms.
Exercise Science	LO1: Students will recall and apply the major concepts of exercise science, especially in the areas of functional anatomy, physiological responses to exercise, and the principles of nutrition, through standardized testing and in class exams.
Religious Studies	Students will attain broad knowledge of Christian theology and tradition.


AEFIS Direct Assessment Reports

During spring semester 2021, the Office of Institutional Assessment and Accreditation (OIAA) began the process of linking courses and assessment artifacts to the USLG. Faculty from various programs volunteered access to specific artifacts during this semester. In addition to the General Education course linking, the OIAA included courses volunteered by the faculty. The AEFIS Summary Report on assessed artifacts aligned with USLG Goal 1 from the undergraduate programs yielded the following results. Spring semester 2021 was the initial semester for collection of data from this assessment software program. Only courses with assessment data

both recorded in Blackboard Gradebook and linked to the USLG Goal 1 or 1a are included. See Appendix A.

In all, eight (8) undergraduate courses were linked to USLG Goal 1 or Goal 1a. From these courses 129 artifacts were linked to these goals. Of these, 8.5% did not meet the course expectations. The success level for these artifacts overall was 91.5%. Success level is achieved when 80% of the students in the course meet or exceed expectations. The majority of these courses used summative assessment artifacts. Spring 2021 was the first semester using AEFIS for collecting direct assessment artifacts, and the faculty volunteered for this collection.

The table below shows results from the Bridge General Education program's direct collection of assessment artifacts for this goal.

PLO & PI Id	Program Level Learning Outcome	Total Obs.	Cumulative Percent Distribution of Student Performance Levels			% at Mastery
GOAL 1	Foundational Knowledge of Human Cultures and the Physical and Natural World	69				81 %

The above data was taken from 69 assessment artifacts within the Bridge General Education Program. It shows that 81% of these met or exceeded expectations for the learning outcome. From these artifacts, 19% did not meet expectations, with the grading on these artifacts below the 70% threshold.

The report on all courses aligned with USLG Goal 1 yielded data for 6 out of 87 linked courses, and the alignment with USLG Goal 1a had data from 2 out of 29 linked courses. From Goal 1 data, all met the outcomes performance levels at 90% or above, with 4 courses having 100% of students meeting the desired performance level. The performance level is determined by the program. From Goal 1a data, one course had 100% of students meet expected performance levels and one course had only 17.6% meet expected performance levels. Upon further discovery, the artifact for this course was a final exam, the course was at the 300 level, and the performance benchmark was that 80% of students exceeded expectations. When looking at results meeting or exceeding expectations, 50% of students met that benchmark. Upon increased use of the AEFIS system to align with Blackboard gradebook, additional data will be available. The infrastructure within AEFIS for gathering assessment data from Blackboard Gradebook is in place. See the following example.

Within AEFIS, all undergraduate program learning outcomes are aligned with the appropriate Undergraduate Student Learning Goals (Institutional). The following example is from the Chemistry Program.

Chemistry

School of Arts & Sciences

Chemistry

Program Outcomes

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."

- **Related Outcomes:**

- GOAL 1 (Institutional)
- GOAL 2 (Institutional)
- GOAL 4 (Institutional)
- GOAL 5 (Institutional)

CHEM LO2 - CHEM LO2

"Communication Skills. Students will be given the opportunity to develop skills related to effective communication, including both technical writing and oral presentations. Upon successful completion of this program, students will be prepared to use word processing and presentation software, spreadsheet and chemical drawing programs to write methods, reports, and short scientific papers, organize material for presentations, discuss collected data, and critically evaluate results. The communication artifacts will be evaluated using a defined set of rubrics, and the graduates will be expected to demonstrate competencies at a proficient level."

- **Related Outcomes:**

- GOAL 2.B (Institutional)
- GOAL 2.D (Institutional)
- GOAL 4 (Institutional)
- GOAL 5 (Institutional)

CHEM LO3 - CHEM LO3

"Laboratory Skills. Students will be given the opportunity to develop laboratory skills needed to confidently function in a laboratory environment, including proper use of basic scientific instrumentation and equipment such as balances, chemical glassware, pH meters, and UV-VIS

spectrometers necessary to collect experimental data to evaluate substances and monitor chemical reactions. Students will demonstrate understanding of the safe handling and disposal of chemicals and hazardous materials. The laboratory skills will be evaluated using a defined set of rubrics, and the graduates will be expected to demonstrate competencies at a proficient level."

- **Related Outcomes:**
- GOAL 2 (Institutional)
- GOAL 4 (Institutional)
- GOAL 5 (Institutional)

CHEM LO4 - CHEM LO4

"Problem Solving Skills. Students will be given the opportunity to enhance their problem-solving skills via real and scenario-based scientific data analysis and interpretation. Upon successful completion of this program, students will be prepared to evaluate experimental data, identify, and clearly state predictions that logically flow from a hypothesis, and can propose how such predictions could be tested and/or validated. The problem-solving skills will be evaluated targeted assignments in selected classes using a defined set of rubrics. The graduates will be expected to demonstrate competencies at a proficient level."

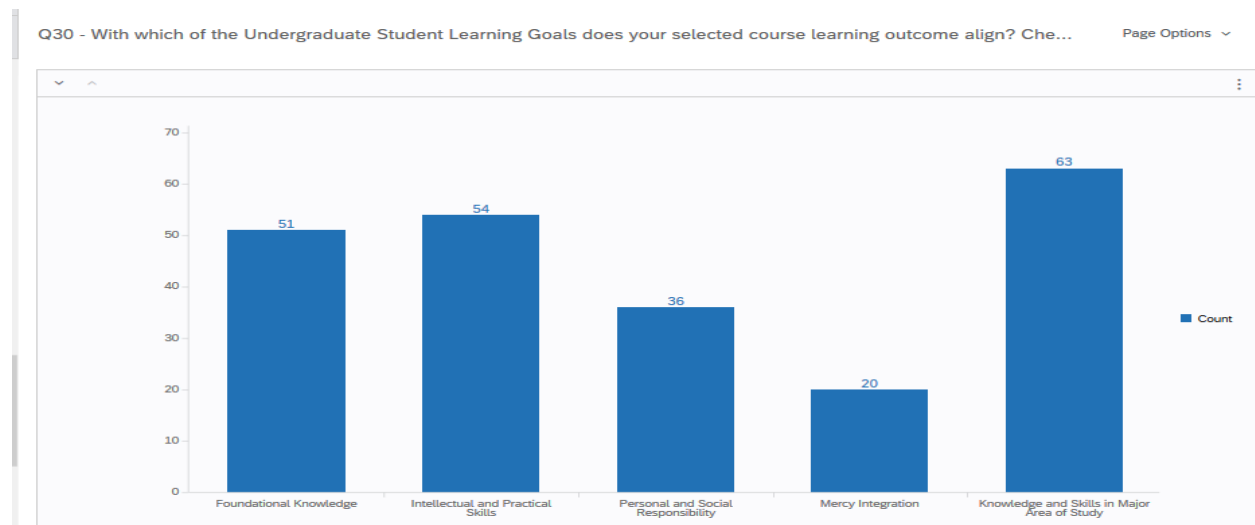
- **Related Outcomes:**
- GOAL 1 (Institutional)
- GOAL 2 (Institutional)
- GOAL 4 (Institutional)
- GOAL 5 (Institutional)

End of Course Reflections and USLG Alignment

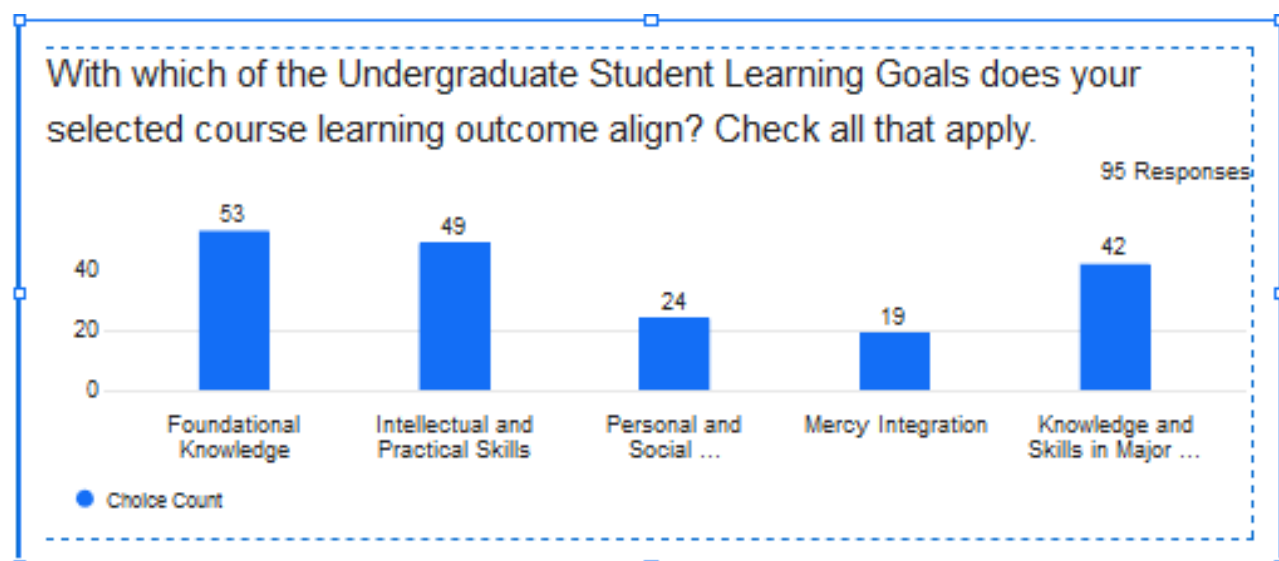
Each semester faculty are asked to choose one course for an in-depth reflection. Among the areas for reporting, faculty choose one learning outcome and determine whether or not students are meeting this outcome. Results of this alignment with the USLG follows. Note that the outcome selected may align with more than one USLG. Generally, faculty choose an outcome met by the class and gave quantitative data related to outcome achievement.

Undergraduate Student Learning Goals: Annual Assessment Report AY 2020-021

Fall 2020 N=119



Spring 2021 N=95



Indirect Evidence of Achievement of Learning Outcome 1

Course Evaluations

Course evaluations are conducted within three surveys: ETS SIRII, eSIR (Student Instructional Report) and the GCU SET (Student Evaluation of Teaching). The F section (Outcomes) from the ETS surveys relate to USLG Goal 1. The SET questionnaire includes a question related to the knowledge and skills learned in the class. These results will be added to the artifacts.

The following table shows overall university means for the selected questions. The means reflect a Likert scale where 5 = much more than most courses and 1 = much less than most courses. The ETS norm for this section is **3.75**. The overall mean for section F is given in red, based on weighted norms for Georgian Court University. It should be noted that these course evaluations include both graduate and undergraduate courses. The AEFIS system did not allow for disaggregation by level of course. However, this will be followed by the overall results for the School of Arts and Sciences, since the majority of courses offered by this school are undergraduate courses.

UNIVERSITY RESULTS ETSSIR II	SP 20	FA 20	SP 21		UNIVERSITY RESULTS ETS eSIR	SP 20	FA 20	SP 21
N of student participants	2299	1563	574			437	907	682
F. COURSE OUTCOMES (3= about the same)	3.67	3.47	3.72	ETS Norm 3.75	F. COURSE OUTCOMES (3= about the same)	3.40	3.57	3.66
29. my learning in course	3.75	3.74	3.69		30. my learning in course	3.40	3.52	3.58
30. progress in course	3.75	3.72	3.71		31. progress in course	3.45	3.57	3.62
31. interest	3.39	2.31	3.78		32. interest	3.23	3.51	3.64
32. think independently	3.71	3.80	3.76		33. think independently	3.50	3.66	3.76
33. active involvement	3.73	3.80	3.64		34. active involvement	3.42	3.59	3.71

SCHOOL OF ARTS AND SCIENCES ETSSIRII	SAS			SCHOOL OF ARTS AND SCIENCES ETS eSIR	SAS		
N of student participants	1551	567	181		340	485	391
	SP 20	FA 20	SP 21		SP 20	FA 20	SP 21
F. COURSE OUTCOMES	3.68	3.48	3.75	F. COURSE OUTCOMES	3.39	3.60	3.57
29. my learning in course	3.77	3.73	3.69	30. my learning in course	3.41	3.56	3.48
30. progress in course	3.77	3.71	3.77	31. progress in course	3.43	3.58	3.53
31. interest	3.39	2.36	3.85	32. interest	3.2	3.54	3.55
32. think independently	3.72	3.82	3.84	33. think independently	3.5	3.69	3.68

SCHOOL OF ARTS AND SCIENCES ETS SIRII	SAS			SCHOOL OF ARTS AND SCIENCES ETS eSIR	SAS		
33. active involvement	3.75	3.79	3.58	34. active involvement	3.41	3.62	3.62

SET results from question 7.

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

- 5 Strongly agree
- 4 Agree
- 3 Undecided
- 2 Disagree
- 1 Strongly disagree

GCU SET	SPRING 2020	WEIGHTED AVERAGE	FALL 2020	WEIGHTED AVERAGE	SPRING 2021	WEIGHTED AVERAGE
COURSE AND TEACHING EVALUATION		N= 358		N=1077		N=1108
METRIC # 7-15, 7-16	AVERAGE #7-15	4.35	AVERAGE #7-1	4.37	AVERAGE #7-16	4.45
7. knowledge/skills		4.32		4.36		4.41

The GCU SET survey was mainly populated from the School of Arts and Sciences, adjunct-taught courses. Since the majority of these courses were undergraduate courses, this data can be applied to the assessment of undergraduate student learning outcomes.

General Education Courses AY 2020-2021

Courses offered under the Bridge General Education Program for AY 2020-2021 are listed in Appendix B. A summary is given in the tables below.

Fall 2020 General Education Classes			
Total All General Education Classes		Sections 172	Total Enrollment 2744
Total Faculty Count			86
Code	Title	# Sections	Total Enrollment
GEN101	Pathway to the Bridge	7	131
GEN199	Discovering Self in the Universe	2	37
GEN400	Visioning a Future	10	162
Total "GEN" courses		19	330

Spring 2021 General Education Classes			
Total All General Education Classes		Sections 103	Total Enrollment 1879
Total Faculty Count			68
Code	Title	# Sections	Total Enrollment
GEN101	Pathway to the Bridge	1	14
GEN199	Discovering Self in the Universe	10	168
GEN400	Visioning a Future	9	168
Total "GEN" courses		20	350

General Education Pass Rates

Courses with an 80% or above pass rate will be considered *successful* courses, aligning with the criteria for direct assessment success definition within AEFIS (80% of student meeting or exceeding expectations). For the AY 2020-2021, four (4) courses are considered as not successful, one in the fall semester and three in the spring semester. Of the 97 courses identified as aligned with USLG Goal 1 for General Education, 96% were considered successful. The rate of passing for these courses in the AY 20-21 averaged 90% for the fall term and 89.25% for the spring term. See Appendix C.

Honor Society Enrollments

Honor Society Enrollments is an indication of the broad base of knowledge across the liberal arts for all students. Students who are inducted into a discipline's honor society must meet the criteria for membership. There is an annual induction ceremony for each active honor society. See report below from AY 2016 through AY 2020.

Academic Honor Society	Number of Inductees AY 2020-2021	Number of Inductees AY 2019-2020	Number of Inductees AY 2018-2019	Number of Inductees AY 2017-2018	Number of Inductees AY 2016-2017
KappiPi: International Honorary Art Fraternity	-	-	-	-	-
Chi Alpha Sigma: National Athletics Honor Society	32	20	29	22	21
Chi Gamma Chapter of Beta Beta Beta: National Biological Honor Society				12	12
Epsilon Zeta Chapter of Delta Mu Delta: National Business Administration Honor Society	10	15	14	14	8
Kappa Gamma Pi: Catholic	20	19	18	10	10
Sigma Alpha Chapter of Gamma Sigma Epsilon: National Chemistry Honor Society	3	5	3	3	2
Lambda Pi Eta: National Communication Association Honor Society	5			3	4

Undergraduate Student Learning Goals: Annual Assessment Report AY 2020-021

Academic Honor Society	Number of Inductees AY 2020-2021	Number of Inductees AY 2019-2020	Number of Inductees AY 2018-2019	Number of Inductees AY 2017-2018	Number of Inductees AY 2016-2017
Pi Beta Gamma Chapter of Alpha Phi Sigma: National Criminal Justice Honor Society	2	8	4	1	1
Tau Gamma Chapter of Kappa Delta Pi: International Honor Society in Education	5	17	10	19	28
Sigma Mu Chapter of Sigma Tau Delta: International English Honor Society	5	3	6	3	3
Chi Alpha Epsilon: Nat'l Opportunity Program (SSS/McNair Scholars/EOF) Honor Society	10	29	35	25	19
Phi Eta Sigma: Freshman Honor Society	postponed 9/21			62	46
Alpha Delta Zeta Chapter of Phi Alpha Theta: National History Honor Society	8	5	5	10	9
Nu Alpha Epsilon Chapter of Kappa Omicron Nu: Human Services Honor Society	11	7	16	7	16
Omicron Delta Kappa (ODK): Leadership	0			18	25
New Jersey Eta Chapter of Pi Mu Epsilon: National Mathematics Honor Society	3 to 5	0	6	4	6
Alpha Sigma Lambda: Non Traditional Students	19	26	8	10	9
Psi Psi Chapter of Sigma Theta Tau International	49	28	20	45	22
Sigma Pi Sigma: National Honor Society in Physics	no longer active			-	0
GCU Chapter of Psi Chi: International Honor Society in Psychology		17	26	16	17
Sigma Chapter of Theta Alpha Kappa: National Religious Studies/Theology Honor Society	7	0	16	7	3
Gamma Theta Chapter of Sigma Zeta: National Science and Mathematics Honor Society	14			30	18
Zeta Nu Chapter of Phi Alpha: National Social Work Honor Society	15	6	15	15	12
Epsilon Lambda Chapter of Sigma Delta Pi: National Spanish Honor Society	1	1	4	2	0
Total Enrollment	216	206	235	338	291


Student Surveys

In spring 2020, undergraduate students took the Ruffalo Noel Levitz (RNL) Student Satisfaction Inventory. A total of 516 students completed the survey. Note the results under Instructional Effectiveness as follows. This area aligns with USLG Goal 1.

Institutional Summary Scales: In Order of Importance							
Scale	Georgian Court University - SSI			National Four-Year Privates Form B			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
Academic Advising Effectiveness	6.54	5.81 / 1.32	0.73	6.32	5.52 / 1.34	0.80	0.29 ***
Instructional Effectiveness	6.49	5.80 / 1.06	0.69	6.39	5.60 / 1.06	0.79	0.20 ***

The mean difference between importance and satisfaction within the category of Instructional Effectiveness was significant. The GCU mean scores were above the national norms for this area, and the performance gap between importance and satisfaction was less than the national norm.

In spring 2019, undergraduate first and senior year students took the National Survey of Student Engagement (NSSE). Response rate for first year students was 52%, response rate for seniors was 36%. The Engagement Indicators for Academic Challenge are given below. Academic Challenge, consisting of the areas Higher-Ordered Learning, Reflective and Integrative Learning, Learning Strategies, and Quantitative Reasoning align with USLG Goal 1: Foundational Knowledge.



NSSE 2019 Engagement Indicators

Academic Challenge


Georgian Court University

Academic Challenge: First-year students

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of

Mean Comparisons		Your first-year students compared with					
Engagement Indicator	Georgian Court	GCU Preferred		Carnegie Class		NSSE 2018 & 2019	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.5	39.0	-.04	37.4	.09	38.0	.04
Reflective & Integrative Learning	33.8	35.5	-.14	35.0	-.10	35.2	-.12
Learning Strategies	39.8	39.4	.03	37.9	.14	38.1	.12
Quantitative Reasoning	28.1	28.0	.00	27.2	.06	27.8	.02

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).



NSSE 2019 Engagement Indicators

Academic Challenge

Georgian Court University

Academic Challenge: Seniors

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of

Engagement Indicator	Georgian Court	Your seniors compared with					
		GCU Preferred		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.5	40.8	.13	40.5	.15	40.0 *	.18
Reflective & Integrative Learning	38.9	39.0	-.01	38.6	.02	38.0	.07
Learning Strategies	40.0	40.1	.00	38.9	.08	38.5	.11
Quantitative Reasoning	28.3	30.2	-.11	29.5	-.07	29.8	-.10

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

USLG Goal 5: Mastery of Discipline Knowledge and Skills

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

Learning Outcome: Students will attain their program's objectives and complete their major requirements.

Direct Evidence of Achievement of Learning Outcome

Academic Program Assessment Reports: USLG Goal 5 alignment

The following programs assessed learning outcomes aligned with USLG Goal 5 for the AY 2019-2020. These results were reported within the program's annual assessment reports submitted at the end of the spring term. An executive summary is available on the university's assessment website. See [Annual Assessment Reports | Georgian Court University, New Jersey](#)

Program	Learning Outcome 2019-2020
Chemistry and Biochemistry	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 Test in Chemistry. The graduates will be expected to demonstrate foundational knowledge at a nationally competitive level.
Dance	Learning Outcomes: Upon successful completion of the program of studies for the Dance Major, the student will earn a degree in Bachelor of Arts in Dance and will have given evidence of: Goal 1 Mastery in performance LO1: Accomplished techniques in various modalities of dance and mastery in personal performance forms. Goal 2: Creativity in the art form LO2: Develop skills to support leadership in the world of dance evoking the wisdom of the body imagination and creative thinking.
Interdisciplinary Studies	LO1: The analysis of human experience from multiple disciplinary perspectives as evidenced by student portfolio.
Social Work	Students will be guided toward the life-long learning and commitment necessary for current credentialing and licensure, advanced MSW study, advocacy for issues of social justice in social work practice, and academic research and service opportunities as inspired and guided by the Mercy Core values and Critical Concerns.

The following programs assessed learning outcomes aligned with USLG Goal 5 for the AY 2020-2021. These results were reported within the program's annual assessment reports submitted at the end of the spring term. An executive summary is available on the university's assessment website. See [Annual Assessment Reports | Georgian Court University, New Jersey](#)

Program	Learning Outcome Assessed 2020-2021
Graphic Design & Multimedia	Students will demonstrate understanding of the requirements of professional practice and the necessary skills to join the graphic and multimedia design communities.
History	Goal 1. Use historical knowledge and evidence to craft and sustain an historical argument. LO1: Throughout coursework in all History courses, students will use historical evidence to craft and sustain a persuasive historical argument.
Interdisciplinary Studies	LO4: Application of the skills of the interdisciplinary studies major to a profession through completion of career modules and directed internship opportunities.
Mathematics	Outcome Assessed (LO3): Students will communicate effectively orally and in writing and develop skills for productive teamwork through assignments/projects, presentation and testing in the program's core coursework.
Social Work	Students will integrate the history, purpose, and philosophy of social work in the study of the profession and its practice through course exams, student led class discussions, and assigned research.
Spanish	Create Written Discourse at an advanced low level on the ACTFL scale

AEFIS Direct Assessment Reports

From the direct assessment reports in AEFIS, USLG Goal 5 and Goal 5a showed overall success levels of 74% (Goal 5) and 65% (Goal 5a). In all, 564 artifacts were assessed using course-related rubrics. Success level meant that 80% of the class met or exceeded expectations. Within goals 5 and 5a, 382 artifacts exceeded expectations, 87 artifacts met expectations, and 95 artifacts did not meet expectations. Some courses had multiple sections reporting data. See data charts below for more specific information.

Of the listed courses (18) whose assessment artifacts were linked to Goals 5 and 5a, five (5) (29.4%) did not meet their assessment success goals (80% meets or exceeds expectations). One course did not have any data in the gradebook. The remaining courses met the success goal (66.7%).

Spring 2021 was an initial semester to collect wide-spread data using the AEFIS system. Faculty volunteered course data aligned with the USLG goals 5 and 5a. Data was to be summative course data for this goal.

See Appendix D for data related to AEFIS Direct Assessment Reports.

Senior Showcases

2021 Graphic Design Senior Showcase: [HOME | My Site 1 \(wixsite.com\)](#) Work of nine (9) students can be found on this website.

Academic Excellence Presentations (Student/Faculty Research) Work of 9 students and faculty mentors were selected for presentations as posters or papers on April 21, 2021. Eight (8) of the nine students were

undergraduates. Student submissions were vetted and evaluated by a rubric by a faculty committee as a criteria for selection for this presentation. See Appendix E.

Dance Presentations were held virtually in the fall and spring semesters. See [Ensemble Dance, Viewed Through a Different Lens | Georgian Court University, New Jersey](#) for the fall presentation. In the spring semester, dance students contributed to the Mercy Critical Concerns week with its theme of Environmental Racism. Three dance performances were specifically choreographed for this event. See [Critical Concerns | Georgian Court University, New Jersey](#)

Indirect Evidence of Achievement of Learning Outcome

Course Evaluations

Course evaluations are conducted within three surveys: ETS SIRII, eSIR (Student Instructional Report) and the GCU SET (Student Evaluation of Teaching). Sections C (Faculty/Student Interaction), D (Assignments/Grading/Testing) and H (Course Difficulty) from the ETS surveys relate to USLG Goal 5. The SET questionnaire includes information about course pace and workload as well as overall evaluation of teaching. Results from the entire questionnaire are included. Note that the questions related to applied learning are #5, 6, 7, 14, 15, 16, and are applicable to USLG Goal 5.

The following table shows overall university means for the selected questions. The means reflect a Likert scale where 5 = much more than most courses and 1 = much less than most courses. The ETS norm for this section C is 4.37, for section D is 4.17. There is no norm for section H provided by ETS. The overall means for sections C, D, and H are given in red, based on weighted norms for Georgian Court University. It should be noted that these course evaluations include both graduate and undergraduate courses. The AEFIS system did not allow for disaggregation by level of course.

SIRII and eSIR course evaluations: Sections C, D, H.

SIRII QUESTION	SIR II SP20	SIR II FA20	SIR II SP21	ETS SIR II NOR M	ESIR QUESTION	eSIR SP20	eSIR F20	eSIR SP21
N of student participants	2299	1563	574			437	907	682
C. FACULTY/ STUDENT INTERACT	4.54	4.44	4.46	4.37	C. FACULTY/ STUDENT INTERACT	4.21	4.27	4.46
11. responds to students timely	4.47	4.38	4.38		12. response to students	4.16	4.20	4.40
12. respect	4.65	4.51	4.56		13. timeliness	4.15	4.18	4.39
13. concern	4.54	4.45	4.45		14. respect	4.40	4.46	4.61
14. AVAIL FOR EXTRA HELP	4.47	4.40	4.43		15. concern	4.20	4.27	4.48
15. listens to student opinions	4.58	4.46	4.49		16. individual assistance	4.14	4.22	4.42

Undergraduate Student Learning Goals: Annual Assessment Report AY 2020-021

SIRII QUESTION	SIR II SP20	SIR II FA20	SIR II SP21	ETS SIR II NOR M	ESIR QUESTION	eSIR SP20	eSIR F20	eSIR SP21
D. ASSIGN/ GRADE/ TESTING	4.41	4.33	4.37	4.17	D. ASSIGN/ GRADE/ TESTING	4.21	4.23	4.45
16. info on grading	4.50	4.41	4.41		17. info on grading	4.20	4.24	4.46
17. exams - clarity	4.40	4.27	4.34		18. effective exams	4.19	4.19	4.45
18. exam coverage	4.49	4.37	4.46		19. assignments	4.24	4.29	4.46
19. exam comments	4.32	4.30	4.33		20. exam coverage	4.29	4.29	4.49
20. textbook quality	4.38	4.26	4.31		21. exam comments	4.14	4.13	4.40
21. assignments	4.35	4.34	4.36					
H. COURSE DIFFICULTY (3= about the same)	3.27	3.25	3.27		H. COURSE DIFFICULTY (3= about the same)	3.32	3.27	3.20
37. level of difficulty	3.34	3.36	3.37		38. level of difficulty	3.33	3.34	3.23
38. workload	3.30	3.25	3.30		39. workload	3.40	3.25	3.23
39. pace	3.18	3.13	3.15		40. pace	3.22	3.23	3.15

Likert Scale

5	very effective
4	effective
3	moderately effective
2	somewhat effective
1	ineffective

GCU SET Questions related to applied learning (#5, 6, 7, 14, 15, 16)

GCU SET	SPRING 2020	WEIGHTED AVERAGE	FALL 2020	WEIGHTED AVERAGE	SPRING 2021	WEIGHTED AVERAGE
COURSE AND TEACHING EVALUATION		N= 358		N=1077		N=1108
5. Workload (3- heavier, 2- same, 1- lighter)		2.24		2.15		2.06
6. speed (3 - right, 2- too fast, 1 - too slow)		2.82		2.85		2.87
<i>Likert Scale - 5 point 5- strongly agree, 3- undecided, 1- strongly disagree</i>						

Undergraduate Student Learning Goals: Annual Assessment Report AY 2020-021

METRIC # 7-15, 7-16	AVER- AGE #7-15	4.35	AVE R- AGE #7-15	4.37	AVER- AGE #7-16	4.45
7. knowledge/skills		4.32		4.36		4.41
8. work expected		4.38		4.45		4.54
9. prof explanation		4.30		4.32		4.44
10. concern for students		4.41		4.40		4.52
11. timely feedback		4.32		4.28		4.38
12. helpful feedback		4.31		4.32		4.38
13. prof available		4.45		4.43		4.52
14. course material helpful		4.28		4.33		4.37
15. examples/illustration		4.37		4.40		4.47
16. environment for contribution*		2.80		3.24		4.46
*REVERSE ORDER FOR ANSWERS - OMIT						

Student Surveys

Ruffalo Noel-Levitz Student Satisfaction Inventory (RNL SSI) 2020

N=516 Undergraduate Students

Note sections of Academic Advising, Registration, Recruitment and Financial Aid Effectiveness. These sections relate to the progress of students toward achieving their undergraduate degree and align with USLG Goal 5.

Georgian Court University - SSI - 03/2020

Student Satisfaction Inventory Form B

Institutional Summary

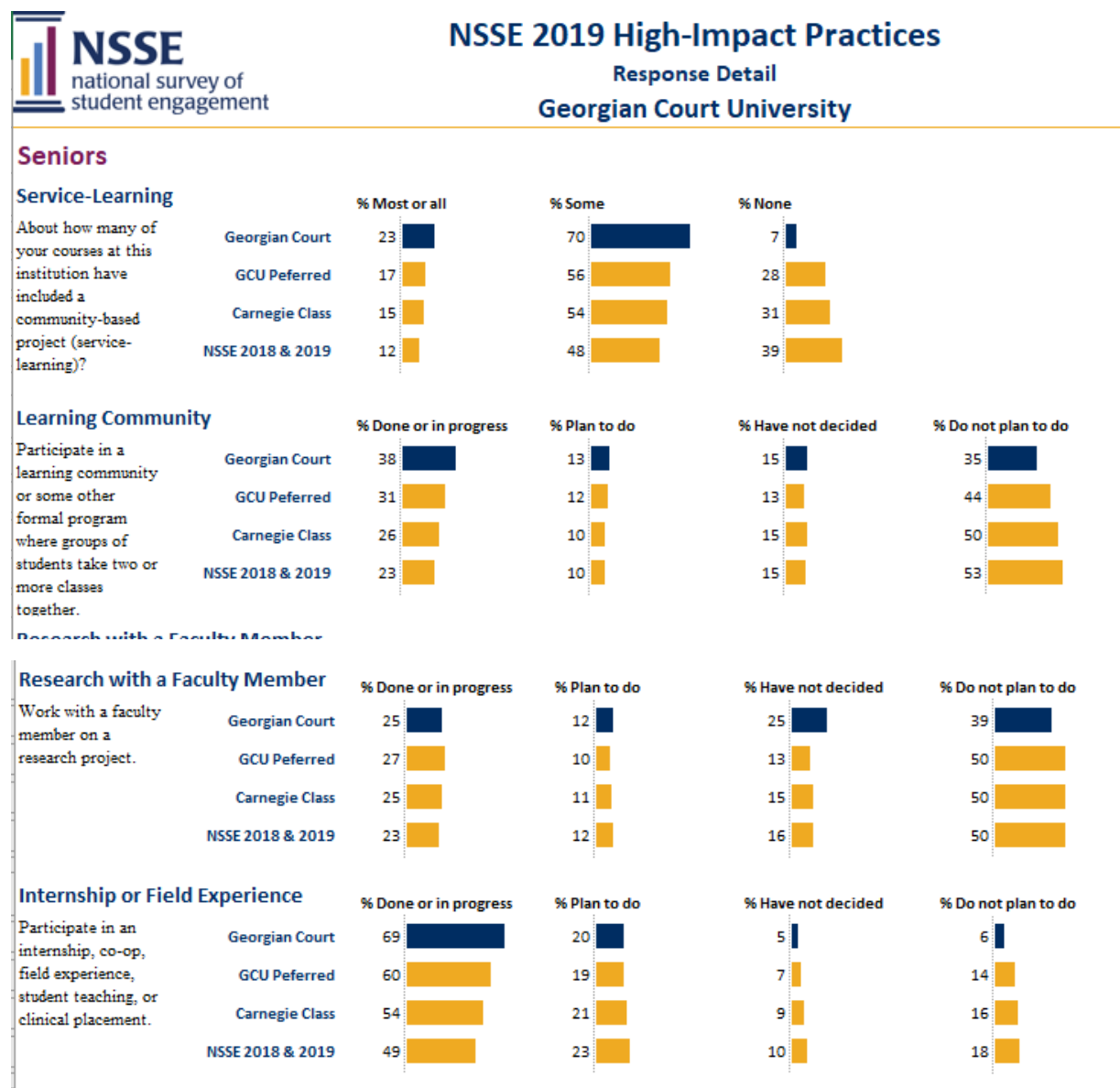
Scales: In Order of Importance

	Georgian Court University - SSI			National Four-Year Privates Form B			Mean Difference
Scale	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
Academic Advising Effectiveness	6.54	5.81 / 1.32	0.73	6.32	5.52 / 1.34	0.80	0.29 ***
Instructional Effectiveness	6.49	5.80 / 1.06	0.69	6.39	5.60 / 1.06	0.79	0.20 ***
Campus Services	6.48	5.97 / 1.04	0.51	6.21	5.62 / 1.09	0.59	0.35 ***
Safety and Security	6.46	5.78 / 1.08	0.68	6.25	5.21 / 1.27	1.04	0.57 ***
Campus Climate	6.41	5.71 / 1.14	0.70	6.31	5.49 / 1.15	0.82	0.22 ***
Registration Effectiveness	6.41	5.36 / 1.26	1.05	6.30	5.21 / 1.25	1.09	0.15 **
Student Centeredness	6.41	5.66 / 1.20	0.75	6.32	5.46 / 1.25	0.86	0.20 ***
Recruitment and Financial Aid Effectiveness	6.31	5.55 / 1.36	0.76	6.17	5.29 / 1.29	0.88	0.26 ***
Campus Life	6.19	5.06 / 1.57	1.13	6.11	4.89 / 1.42	1.22	0.17 **

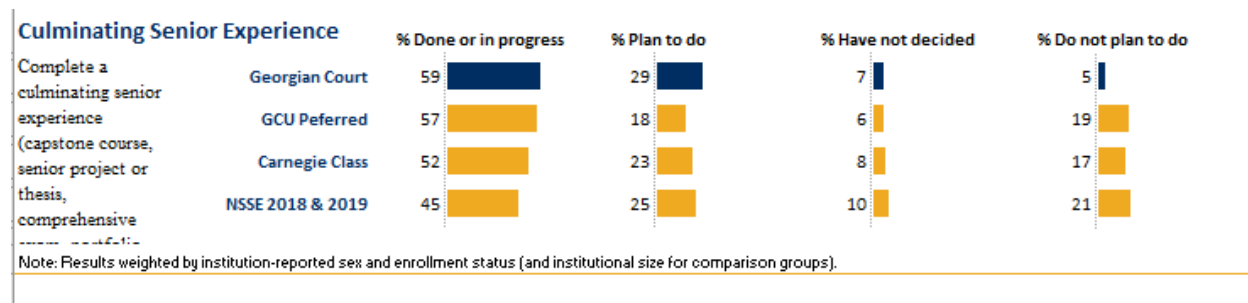
National Survey of Student Engagement (NSSE) 2019

Senior Year Students: Response Rate 36% High Impact Practices

High impact practices (HIP) support and enhance the undergraduate degree. Georgian Court University requires service learning (experiential learning) and a capstone experience in General Education and the major area of study as graduation requirements. Most undergraduate majors also require an internship or clinical experience in the student's major field of study.



Undergraduate Student Learning Goals: Annual Assessment Report AY 2020-021



Note: NSSE was administered in Spring 2021, however results will not be available until the fall 2021 semester.

Senior Capstone, Internship, Research, and Seminar Courses AY 2020-2021

The table below gives the data related to the number of courses, section, and students enrolled in the senior level capstone or experiential learning courses. The data shows sufficient opportunity for students to meet these graduation requirements.

	# Course Sections	# Courses	# Enrolled Students
Fall 2020			
All senior level courses	38	22	397
GEN 400 (included above)	9	1	145
Spring 2021			
All senior level courses	49	31	406
GEN 400 (included above)	9	1	131

Undergraduate Courses Pass Rates

For Fall 2020, the Office of Institutional Research gave the following Grade Distribution Report to the Faculty Assembly. Grades are given as percent of total. Grades of W, WE, and I were excluded.

School	# Grades	A	A-	B+	B	B-	C+	C	C-	D+	D	F
A & S	4010	39	17	9	9	6	3	4	3	1	2	7
B&DM	882	43	18	11	10	5	3	4	1	1	1	5
SOE	226	61	17	9	5	4	1	1	1	0	0	0
SON	929	24	40	17	12	2	1	2	1	1	0	0
TOTAL (weighted average)	6047	38%	21%	11%	9%	5%	3%	4%	2%	1%	1%	5%

Pass rate for all undergraduate courses: Fall 2020 (A-D) = 95%

Analysis and Action Plan

Analysis of Data

Using the AEFIS system to collect direct assessment of student assignments aligned with Goals 1: Foundational Knowledge and 5: Mastery of a Defined Body of Knowledge of the Undergraduate Student Learning Goals provided ample evidence of goal achievement. Of the 116 courses linked through program learning outcomes to the USLG Goal 1 or 1a, data was collected from 8 (7%). Of the 166 courses linked through program learning outcomes to the USLG Goal 5 or 5a, data was collected from 18 (11%). This was the first semester where linkage of assignments to program outcomes was universally done within the AEFIS system. The courses which were linked but had no reportable data was due to the instructor not using the BlackBoard grading system to record student assignment and assessment.

Consideration of USLG Goals 1 & 5 were noted in the End of Course Reflections surveys conducted each semester. During AY 2020-2021, responders selected 104 courses were aligned with USLG Goal 1 and 105 courses aligned with Goal 5. Faculty indicated whether or not the students met the learning outcomes selected for the reflection. For these outcomes, faculty indicated actions to address student learning.

The use of AEFIS for course evaluation allows for the use of several surveys for this purpose (ETS SIRII, eSIR, and the GCU SET). While reports can be generated for programs, schools, and instructors, the data is not aggregated by graduate or undergraduate coursework, nor is the data from the same survey able to be aggregated across the various schools. Each school sets up its own survey schedule. Schools survey by term and by survey type. A more detailed analysis by program at the undergraduate level is hampered by this lack of functionality. A snapshot analysis using the School of Arts and Sciences showed that the undergraduate students in this program meet or exceed the means of the university overall for those items aligned with USLG Goal 1. However, for Goal 1, the area of course outcomes (Section F of SIRII and eSIR) had results below national norms. This may be partially due to the disruption of learning caused by the pandemic of COVID 19 which spanned the last three semesters. As courses migrated to online, hybrid and virtual formats, learning improvement scores increased. The areas of course evaluation related to Goal 5 met or exceeded the national norms available for these areas. When asked about course knowledge and skills in the GCU SET survey, students' mean responses mirrored that of the overall section average (Goal 1). Workload and speed of course presentation was acceptable for students responding to the GCU SET (Goal 5).

Pass rates for general education courses was included as indirect evidence for Goal 1: Foundational Knowledge. At GCU, for fall 2020 48 courses were offered, and of these two courses had a pass rate below 75%, with an overall pass rate of 90%. For spring 2021 49 courses were offered, and of these two courses had a pass rate below 75%, with an overall pass rate of 89.25%. Further details are given in the data tables included under Goal 1. Pass rate for all undergraduate courses for fall 2020 was calculated to be 95%.

Honor Society enrollments are included as indirect evidence for Goal 1. GCU has 23 active chapters, and in AY 2020-21 inducted 216 students. Due to the pandemic, some chapters did not enroll new members. Many chapters held virtual inductions in spring 2020, and many could return to in-person inductions in spring 2021.

Student surveys related to USLG Goals 1 & 5 included the Ruffalo Noel-Levitz Student Satisfaction Inventory (RNL SSI) distributed in spring 2020 and the National Survey on Student Engagement (NSSE) distributed in spring 2019 and 2021. Results from NSSE 2021 are not available at the time of this report. In the areas of the surveys directed toward the undergraduate for this report, Georgian Court University students responded at levels equal to or above their peers. Within the SSI, the mean difference between importance and satisfaction within the category of Instructional Effectiveness was significant. The GCU mean scores were above the national norms for this area, and the performance gap between importance and satisfaction was less than the national norm. The same results held for the SSI survey areas related to Goal 5: Academic Advising, Registration, Recruitment and Financial Aid Effectiveness. Within the NSSE for Academic Challenge (Goal 1), first year and senior students were aligned with the GCU Preferred Institutions, Carnegie Class and NSSE 2018 & 2019 administrations, with senior students slightly above the norms in higher ordered learning and slightly below the norms for quantitative reasoning. For the High Impact Practices, GCU seniors were at or above their peers and comparison groups in all areas, most especially slightly above in the areas of service learning and capstone experiences. This is verified by the offerings of capstone, internship, and senior seminar course during AY 2020-2021.

Further information on USLG Goals 1 and 5 may be had from the annual assessment reports from the undergraduate programs, including the Bridge General Education report. This information depends on the program goal alignment selected for this reporting year, although data from previous years may also be inferred from the Executive Summary of all program assessment.

Action Plan

1. Continue to utilize the capacity of the AEFIS assessment software to capture direct assessment data for the Undergraduate Student Learning Goals (USLG).
 - a. Provide training for department chairs on linking course assignments to program learning outcomes as outlined in the academic program assessment plans.
 - b. Support department chairs with input and capturing of data from academic program assessment plans and assessment artifacts from the Office of Institutional Assessment and Accreditation (OIAA),
 - c. Provide program assessment reports and reporting capacity from AEFIS to department chairs and school deans.
2. Promote discussion of assessment results at all levels of academic programs to promote continuous improvement.
 - a. Continue to require annual program assessment reports and assessment audits from all academic programs.
 - b. Support the Academic Program Review and Assessment Committee (PRAC) to give oversight and peer mentoring in academic program assessment.
 - c. Present annual assessment results to the appropriate audiences.
 - d. Publish assessment results on the university's website.

Appendix A. AEFIS Direct Assessment USLG Goals 1 & 1a

Courses for Outcome GOAL 1

Course	Name	Rubrics	Success	Actions
BI 121	Cellular Organiz., Energetics & Function		89.7%	Course Sections
MA 109	College Algebra		94.1%	Course Sections
IH 337	Integrative Lifestyle Modifications		100.0%	Course Sections
SW 213	Selected Topics in Social Work		100.0%	Course Sections
EN 176	British Lit Since 1785		100.0%	Course Sections
GD 212	Illustration for Designers		100.0%	Course Sections

Courses for Outcome GOAL 1.A

Course	Name	Rubrics	Success	Actions
CJ 325	Gender & Crime		17.6%	Course Sections
SP 312	Modern Hispanic Cinema		100.0%	Course Sections

Appendix B. General Education Course Information

Fall 2020 General Education Classes			
Total All General Education Classes		Sections 172	Total Enrollment 2744
Total Faculty Count			86
Code	Title	# Sections	Total Enrollment
AN112	Cultural Anthropology	3	48
AR111	Drawing I	1	12
AR118	Western Art History	2	35
AR220	Modern Art	1	18
AR422	Creative Photography I	2	24
BI109	Environmental Biology	2	32
BI111	Life: Human Biology	3	40
BI121	Cellular Organiz., Energetics & Function	3	54
BI219	Microbiology	10	130
BU121	Quantitative Business Concepts	4	83
BU221	Business Statistics & Probability	1	20
BU319	Business & Professional Ethics	2	37
EC180	Contemporary Economics	3	23
EC181	Principles of Macroeconomics	2	40
EC182	Principles of Microeconomics	3	54
EN111	Academic Writing and Research I	8	111
EN113	American Literature Before 1865	1	17
EN114	American Literature Since 1865	3	58
EN175	British Lit from Anglo-Saxon to 1785	1	16
EN221	Honors Argument: Rhetoric & Research	4	58
EN226	American Literature & Culture	2	34
HST110	U.S. History Survey I	2	27
HST111	U.S. History Survey II	1	17
HST120	World History Survey I	5	86
MA103	Introduction to Statistical Thinking	5	87
MA106	Modern Mathematical Concepts II	1	10
MA109	College Algebra	2	36
MA110	Precalculus	2	24
MA115	Calculus I	1	6
MA209	Linear Algebra	1	6
MU109	Music Appreciation	1	17
MU214	Music of the Americas	2	27
PH111	Physics in Everyday Life I	2	25
PH115	College Physics I	3	44

Undergraduate Student Learning Goals: Annual Assessment Report AY 2020-021

Fall 2020 General Education Classes			
PH121	University Physics I	4	12
PH334	Astronomy & Cosmology	4	68
PL245	Philosophical Inquiry	4	75
PL300	Philosophical Ethics	3	45
PL354	Bioethics	4	53
PO211	American National Government	1	18
PS111	Introduction to Psychology	2	76
PS113	Foundations of Psychology	1	16
PS221	Child & Adolescent Development	3	57
RS208	Discovering the Bible	4	73
RS220	The Christian Tradition	7	112
RS260	Christianity in Dialogue	1	20
RS334	Theological Ethics	1	16
RS336	Catholic Social Justice Ethics	1	6
SO101	Principles of Sociology	5	90
SP101	Elementary Spanish I	4	64
SP102	Elementary Spanish II	1	9
SP105	Beginning Everyday Spanish I	2	35
SP205	Intermediate Everyday Spanish I	1	8
WS311	Shaping Lives: Women and Gender	11	205
Total (not including GEN courses)		153	2414

Code	Title	# Sections	Total Enrollment
GEN101	Pathway to the Bridge	7	131
GEN199	Discovering Self in the Universe	2	37
GEN400	Visioning a Future	10	162
Total "GEN" courses		19	330

Spring 2021 General Education Classes			
Total All General Education Classes		Sections 103	Total Enrollment 1879
Total Faculty Count 68			
Code	Title	# Sections	Total Enrollment
AN112	Cultural Anthropology	2	31
AR111	Drawing I	1	12
AR119	Non-Western Art History	2	31
AR214	Mixed Media	1	13

Spring 2021 General Education Classes			
AR422	Creative Photography I	2	26
BI 203	Experimental Design and Statistics	1	7
BI111	Life: Human Biology	1	15
BI121	Cellular Organiz., Energetics & Function	1	17
BI219	Microbiology	2	37
BU121	Quantitative Business Concepts	1	25
BU221	Business Statistics & Probability	1	21
BU319	Business & Professional Ethics	1	26
CS 123	Computer Programming I	1	7
DA 110	Entry to Dance as Art	1	14
EC180	Contemporary Economics	1	4
EC181	Principles of Macroeconomics	1	18
EC182	Principles of Microeconomics	2	35
EN 113	American Lit to 1865	2	23
EN111	Academic Writing and Research I	3	20
EN114	American Literature Since 1865	3	50
EN175	British Lit from Anglo-Saxon to 1785	1	24
HST110	U.S. History Survey I	2	48
HST111	U.S. History Survey II	1	12
HST121	World History Survey II	2	36
MA103	Introduction to Statistical Thinking	3	48
MA106	Modern Mathematical Concepts II	1	8
MA109	College Algebra	2	18
MA110	Precalculus	1	9
MA115	Calculus I	1	7
MA210	Discrete Mathematics	1	1
MU109	Music Appreciation	1	14
MU214	Music of the Americas	2	25
PH112	Physics in Everyday Life II	1	7
PH116	College Physics II	1	22
PH122	University Physics II	1	7
PH334	Astronomy & Cosmology	2	29
PL245	Philosophical Inquiry	3	74
PL300	Philosophical Ethics	3	50
PL354	Bioethics	2	42
PO221	State and Local Government in America	1	41
PS111	Introduction to Psychology	2	33
PS221	Child & Adolescent Development	1	41
RS 213	Women and the Bible	1	16

Spring 2021 General Education Classes			
RS208	Discovering the Bible	1	18
RS220	The Christian Tradition	4	82
RS260	Christianity in Dialogue	1	24
RS334	Theological Ethics	2	35
RS336	Catholic Social Justice Ethics	1	4
SO101	Principles of Sociology	3	61
SP101	Elementary Spanish I	3	53
SP102	Elementary Spanish II	1	18
SP105	Beginning Everyday Spanish I	1	18
WS311	Shaping Lives: Women and Gender	10	172
Total (not including GEN courses)		93	1529

Code	Title	# Sections	Total Enrollment
GEN101	Pathway to the Bridge	1	14
GEN199	Discovering Self in the Universe	10	168
GEN400	Visioning a Future	9	168
Total "GEN" courses		20	350

Appendix C. Pass Rates for Bridge General Education Courses Aligned with Goal 1 (Enrollment of 5 or more students; EN and GEN courses excluded)

Fall 2020

YEAR TERM SESS	Course	ABCP	DFW/INC/U	ABCDP	Total	%passing ABCDP
2020 FALL MAIN	AN112	35	13	37	48	77%
2020 FALL MAIN	AR111	11	1	11	12	92%
2020 FALL MAIN	AR118	30	5	32	35	91%
2020 FALL MAIN	AR220	13	5	15	18	83%
2020 FALL MAIN	AR422	22	2	23	24	96%
2020 FALL MAIN	BI109	12	5	14	17	82%
2020 FALL MAIN	BI111	17	4	18	21	86%
2020 FALL MAIN	BI121	37	5	39	42	93%
2020 FALL MAIN	BI219	63	3	63	66	95%
2020 FALL MAIN	BU121	37	8	40	45	89%
2020 FALL MAIN	BU221	20	0	20	20	100%
2020 FALL MAIN	BU319	36	1	37	37	100%
2020 FALL MAIN	CS123	5	7	7	12	58%
2020 FALL MAIN	EC180	19	0	19	19	100%
2020 FALL MAIN	EC181	36	4	36	40	90%
2020 FALL MAIN	EC182	15	2	15	17	88%
2020 FALL MAIN	HST110	16	1	17	17	100%
2020 FALL MAIN	HST111	15	2	16	17	94%
2020 FALL MAIN	HST120	55	5	55	60	92%
2020 FALL MAIN	MA103	73	14	78	87	90%
2020 FALL MAIN	MA106	9	1	9	10	90%
2020 FALL MAIN	MA109	32	4	33	36	92%
2020 FALL MAIN	MA110	18	6	18	24	75%
2020 FALL MAIN	MA115	6	0	6	6	100%
2020 FALL MAIN	MA209	6	0	6	6	100%
2020 FALL MAIN	MU109	13	4	16	17	94%
2020 FALL MAIN	MU214	25	2	26	27	96%
2020 FALL MAIN	PH111	10	4	10	14	71%
2020 FALL MAIN	PH115	21	1	21	22	95%
2020 FALL MAIN	PH121	4	2	5	6	83%
2020 FALL MAIN	PH334	31	3	31	34	91%
2020 FALL MAIN	PL245	60	15	68	75	91%

Undergraduate Student Learning Goals: Annual Assessment Report AY 2020-021

2020 FALL MAIN	PL300	41	4	41	45	91%
2020 FALL MAIN	PL354	43	10	43	53	81%
2020 FALL MAIN	PO211	12	6	15	18	83%
2020 FALL MAIN	PS111	50	3	51	53	96%
2020 FALL MAIN	PS113	66	7	68	73	93%
2020 FALL 7.5WK1SESS	RS208	67	6	68	73	93%
2020 FALL MAIN	RS220	97	15	100	112	89%
2020 FALL MAIN	RS260	19	1	19	20	95%
2020 FALL MAIN	RS334	15	1	15	16	94%
2020 FALL MAIN	RS336	4	2	5	6	83%
2020 FALL MAIN	SO101	83	7	85	90	94%
2020 FALL 7.5WK1SESS	SP101	56	8	59	64	92%
2020 FALL 7.5WK2SESS	SP102	8	1	8	9	89%
2020 FALL MAIN	SP105	29	6	30	35	86%
2020 FALL MAIN	SP205	8	0	8	8	100%
2020 FALL MAIN	WS311	179	26	187	205	91%
	N=48				Average	90%

Spring 2021

YEAR TERMSESS	COURSE	ABCP	DFW(inc)	ABCDP	Total	%passing ABCDP
2021 SPRING MAIN	AN112	24	7	26	31	83.87%
2021 SPRING MAIN	AR111	10	2	10	12	83.33%
2021 SPRING MAIN	AR119	29	2	30	31	96.77%
2021 SPRING MAIN	AR214	13	0	13	13	100.00%
2021 SPRING MAIN	AR422	25	1	26	26	100.00%
2021 SPRING MAIN	BI111	12	4	12	16	75.00%
2021 SPRING MAIN	BI121	15	2	16	17	94.12%
2021 SPRING MAIN	BI203	3	4	3	7	42.86%
2021 SPRING MAIN	BI219	35	2	36	37	97.30%
2021 SPRING MAIN	BU121	18	7	20	25	80.00%
2021 SPRING MAIN	BU221	20	1	20	21	95.24%
2021 SPRING MAIN	BU319	26	0	26	26	100.00%
2021 SPRING MAIN	CS123	4	3	4	7	57.14%
2021 SPRING MAIN	DA110	14	0	14	14	100.00%
2021 SPRING MAIN	EC181	15	3	15	18	83.33%
2021 SPRING MAIN	EC182	31	4	31	35	88.57%
2021 SPRING MAIN	HST110	39	9	44	48	91.67%
2021 SPRING MAIN	HST111	12	0	12	12	100.00%
2021 SPRING MAIN	HST121	29	7	31	36	86.11%





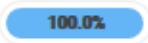

Undergraduate Student Learning Goals: Annual Assessment Report AY 2020-021

2021 SPRING MAIN	MA103	38	10	41	48	85.42%
2021 SPRING MAIN	MA106	8	0	8	8	100.00%
2021 SPRING MAIN	MA109	16	2	17	18	94.44%
2021 SPRING MAIN	MA110	8	1	9	9	100.00%
2021 SPRING MAIN	MA115	6	1	6	7	85.71%
2021 SPRING MAIN	MU109	12	2	13	14	92.86%
2021 SPRING MAIN	MU214	21	4	21	25	84.00%
2021 SPRING MAIN	PH112	9	0	9	9	100.00%
2021 SPRING MAIN	PH116	19	3	21	22	95.45%
2021 SPRING MAIN	PH122	5	2	7	7	100.00%
2021 SPRING MAIN	PH334	27	2	27	29	93.10%
2021 SPRING MAIN	PL245	58	16	66	74	89.19%
2021 SPRING MAIN	PL300	38	12	44	50	88.00%
2021 SPRING MAIN	PL354	35	7	38	42	90.48%
2021 SPRING MAIN	PO221	13	4	14	17	82.35%
2021 SPRING MAIN	PS111	30	3	31	33	93.94%
2021 SPRING MAIN	PS221	37	4	37	41	90.24%
2021 SPRING 7.5WK1SESS	RS208	16	2	16	18	88.89%
2021 SPRING 7.5WK2SESS	RS213	13	3	13	16	81.25%
2021 SPRING MAIN	RS220	64	18	77	82	93.90%
2021 SPRING MAIN	RS260	22	2	22	24	91.67%
2021 SPRING MAIN	RS334	31	4	32	35	91.43%
2021 SPRING MAIN	SO101	51	10	54	61	88.52%
2021 SPRING 7.5WK1SESS	SP101	44	9	47	53	88.68%
2021 SPRING 7.5WK2SESS	SP102	17	1	17	18	94.44%
2021 SPRING MAIN	SP105	16	2	17	18	94.44%
2021 SPRING MAIN	WS311	150	22	154	172	89.53%
N= 49					Average	89.25%

Appendix D. AEFIS Direct Assessment USLG Goals 5 and 5a

Courses for Outcome GOAL 5					Search
Course	Name	Rubrics	Success	Actions	
BI 443	Capstone in Biology: BA		0.0%	Course Sections	
BI 444	Capstone in Biology: BS		15.4%	Course Sections	
AC 172	Principles of Managerial Accounting		28.1%	Course Sections	
BI 428	Fundamentals of Immunology		47.4%	Course Sections	
ED 3302	Accom Mod & Asst Techn for SWD		77.9%	Course Sections	
BU 211	Business Law		82.3%	Course Sections	
BI 121	Cellular Organiz., Energetics & Function		89.7%	Course Sections	
ED 2999	Field Experience in Special Education		92.3%	Course Sections	
BU 491	Business Strategies & Policy		93.2%	Course Sections	
EE 3219	Sci & Tech in Incl ECE & SpEd		100.0%	Course Sections	
IH 337	Integrative Lifestyle Modifications		100.0%	Course Sections	
SW 213	Selected Topics in Social Work		100.0%	Course Sections	
EE 3217	Numeracy in Incl ECE & SpEd		100.0%	Course Sections	
ED 4215	Coll Plan w/ Family School & Comm SecEd		100.0%	Course Sections	
PS 245	Psychology of the Exceptional Child		100.0%	Course Sections	
GD 324	Editorial Design & Book Illustration		100.0%	Course Sections	

Courses for Outcome GOAL 5.A

Course	Name	Rubrics	Success	Actions
CJ 325	Gender & Crime		 17.6%	 Course Sections
PS 245	Psychology of the Exceptional Child		 100.0%	 Course Sections

Appendix E. Academic Excellence Celebration Schedule

Academic Excellence Celebration

April 21, 2021

Presentation Schedule

2:00PM- Kaitlyn Bragen, Faculty Mentor: Dr. Sarita Nemani and Dr. Saroj Aryal

Presentation Title:

“The Property of Fibonacci Sequence Involving Determinant”

2:15PM- Emily Humphries, Faculty Mentor: Dr. Parvathi Murthy

Presentation Title:

“Filming an SN2 Reaction Sequence”

2:45PM- Dakota Wright, Faculty Mentor: Dr. Beth Schaefer

Presentation Title:

“Effects of Soil Erosion in the Amazon Rain Forest”

3:00PM- Zyeira Mallory, Faculty Mentor: Dr. Megan Sherman

Presentation Title:

“Habitat for Humanity: An Impact Study”

3:15PM- Lauren Sodano and Hanna Thrainsdotter, Faculty Mentor: Dr. Sue Field

Presentation Title:

“The Effect of Disclosing Pronouns on Perceptions of a Job Applicant”

3:30PM- Alexa Curcio, Faculty Mentor: Dr. Sarita Nemani and Dr. Saroj Aryal

Presentation Title:

“A Divisibility Property for the Fibonacci Sequence”

3:45PM- Haylee Vitale, Faculty Mentor: Dr. Jessica Keene

Presentation Title:

“La Malinche: From Barbarism to Baptism, Malinche’s Beckoning and Betrayal”

All abstracts for the live presentations can be found in the Academic Excellence Committee organization on Blackboard