



**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 2021-2022

## Annual Assessment Report: Year 3 of the USLG Assessment Plan

During academic year 2021-2022, the census of the Georgian Court University stated a head count of 1612 undergraduate students, of whom 1202 were full-time, 410 were part-time giving a full-time equivalent count of 1365. Completion of undergraduate graduate degrees was earned by 393 students in 2020-2021. The School of Arts and Sciences has 25 undergraduate degree programs, the School of Business and Digital Media has 10 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: 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, Finance, Graphic Design and Multimedia, Health Information Management, Latino Business Studies, Management, Marketing

School of Education: Education

School of Nursing: Nursing

## Undergraduate Student Learning Goals: Annual Assessment Report AY 2021-2022

During the summer 2021 semester, 69 undergraduate course sections were offered by the university, enrolling 642 students. During the fall 2021 semester, 629 undergraduate course sections were offered, enrolling 7417 students. During the winter 2021 session (Chart the Course), 7 undergraduate course sections were offered, enrolling 38. During the spring 2022 semester, 597 undergraduate course sections were offered, enrolling 6398 students. In total, 1302 course sections were offered to undergraduates in AY 2021-2022 enrolling 14,495 students.

The data within this report follows the plan for assessment of the undergraduate student learning goals (USLG) for year 3 out of 3 years. The USLG plan mirrors the cycle of reporting for the Bridge General Education Program. For Academic Year (AY) 2021-2022, 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 National Survey of Student Engagement (NSSE) conducted in spring 2021 as well as the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) conducted in spring 2022 are included.

Overall, the Institutional Student Learning Goals had the following achievements:

Assessment artifacts were linked to program outcomes for undergraduate and graduate student learning goals. Using the AEFIS (Assessment, Evaluation, Feedback & Intervention System) software, the report shows that for the fall 2021 semester, overall, 88% of aligned undergraduate assessment assignments (n=5578) met or exceeded expectations and that for graduate assessment assignments (n=3450), 87% of aligned assignments met or exceeded expectations. For the spring 2022 semester, overall, 86% of aligned undergraduate assessment assignments (n=6033) met or exceeded expectations and for graduate assessment assignments (n=1836) 98% of aligned assignments met or exceeded expectations.

Also using AEFIS for course feedback, during fall 2021, the overall mean for the GCU Student Evaluation of Teaching (SET) instrument was 4.22/5 for fall 2021 (N=2007) and 4.4/5 for spring 2022 (N=1867), using questions 7-16.

During Academic Year 2021-2022, the OIAA deployed the following institution-wide surveys:

- RNL Retention Management Systems Plus (RMS+): College Student Inventory (CSI), Second Year Satisfaction Assessment (SYSA), Mid-Year Satisfaction Assessment (MYSA). CSI & MYSA: 60% response rate. SYSA: 33% response rate.
- RNL Student Satisfaction Inventory (SSI): All undergraduate students. 16% response rate. Of responders, 54% gave an overall satisfied rating.
- GCU Graduate Student Survey. 22.5% response rate. Of responders, 88% were satisfied with their overall experience.

Results were shared with various constituents as appropriate. The assessment plan for the USLG, year 3, is as follows.

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<b>Assessment Plan for Institutional Student Learning Goals (ISLG)</b>				
<b>GCU Undergraduate Programs</b>				
<b>Year 1: AY 2019-2020</b>		<b>Year 2: AY 2020-2021</b>	<b>Year 3: AY 2021-2022</b>	
<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 4. Integrative Learning	Assessment of program learning outcomes aligned with USLG 4.  Evidence of student artifact assessment aligned with Goal 4 within the AEFIS system.	SSI: Safety and Security, Campus Climate  NSSE: EI: Campus Environment, HIP: Learning Community  SIRII & eSIR: Section I Overall	OIAA Bridge General Education Committee	Year 3

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

## USLG Goal #4: Integrative Learning

### GOAL 4: Integrative Learning

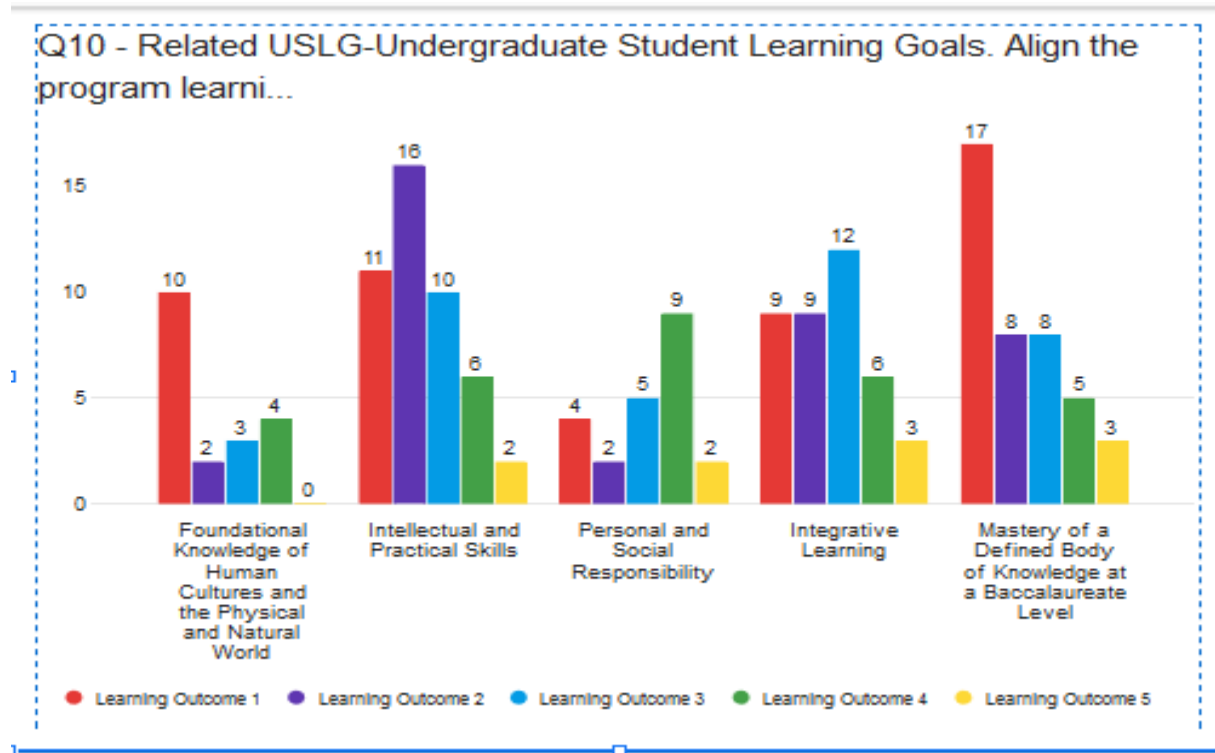
#### Learning Outcome:

Students will demonstrate the ability to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom.

#### Direct Evidence of Achievement of Learning Outcome

##### Academic Program Assessment Reports: USLG alignment for AY 2021-2022

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, 39 program learning outcomes align with USLG Goal 4: Integrative Learning 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 4 for the AY 2021-2022. 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**

Business Administration

**Learning Outcome Assessed 2021-2022**

Outcome 2: In-depth understanding of business concepts in accounting, economics, finance,

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	management, & marketing and application to management, global business, and corporate strategy.
Computer Information Systems	(Learning Outcome 1): Students will apply knowledge of mathematical and computer applications to problems embedded in core assignments throughout the core curriculum.
Criminal Justice	Students will demonstrate knowledge across required content areas: administration of justice, corrections, criminological theory, law adjudication, law enforcement, research methods, and sociological theory and principles through course exams and papers evaluated by a common rubric.
Graphic Design and Multimedia	Outcome 2: Students will demonstrate a professional skill through the application of theory and practice.
BSN Nursing	<p>NU.L01 Use critical thinking and clinical synthesis to integrate knowledge from the humanities, social and natural sciences, and the discipline of nursing to inform practice and to provide care to individuals, families, groups and communities.</p> <p>NU.L02 Utilize interdisciplinary and intra-disciplinary communication, collaboration, and leadership skills to produce positive working relationships in the delivery of and advocacy for evidence-based, patient-centered care.</p>
Social Work	Students will observe and practice the clinical skills necessary for the social work profession through three semesters of internship experiences.

The following programs assessed learning outcomes aligned with USLG Goal 5 for the AY 2021-2022. 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](#)

<b>Program</b>	<b>Learning Outcome Assessed 2021-2022</b>
Dance	LO1: Accomplish techniques in various modalities of dance and mastery in personal performance forms.
English	LO 3: Perceptive Thinking: English 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.
Spanish	Demonstrate cultural competency in Latin American, Spanish, or Latino/a cultures.

#### [AEFIS Direct Assessment Reports](#)

During spring semester 2022, the Office of Institutional Assessment and Accreditation (OIAA) continued to link courses and assessment artifacts to the USLG. The AEFIS Summary Report on assessed artifacts aligned with USLG Goal 4 from the undergraduate programs yielded the following results.



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PLO/CLO Direct Assessment Analysis Report					
Term(s): Fall 2021, Spring 2022					
Outcome	# Enrolled	# Assessed	Proficiency Scale Distribution	Success	Perf. Goal
GOAL 4 Integrative Learning	N/A	1157		<b>76.5%</b>	<b>80.0%</b>
GOAL 4.A Students will demonstrate the ability to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom.	N/A	113		<b>92.9%</b>	<b>85.0%</b>
GOAL 4.A Students will demonstrate the ability to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom.	N/A	236		<b>95.3%</b>	<b>90.0%</b>

For Goal 4 (4A), of the 30 programs with data in AEFIS (assignments linked to USLG Goal 4 or 4A), the following data is available.

USLG Goals 5 or 5A	Met or Exceeded Goal 4 or 4A	Did not Meet Goal 4 or 4A	Total
Number of Programs	19	11	30
Percent of Programs	42%	58%	
Number of Artifacts	1233	285	1518
Percent of Artifacts	81%	19%	

See Appendix A. for report on Goal 4, 4a by program.

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In all, 13 undergraduate programs had course assignments linked to USLG Goal 4 or Goal 4a. From these courses 1506 artifacts were linked to these goals. Of these, 286 artifacts or 19% did not meet the success criteria for this goal. The success level for these artifacts overall was 81%. 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. The programs with the most successful outcomes for this goal were Bridge General Education, Nursing, Social Work, Management, and ESL Certificate.

The Bridge General Education program's direct collection of assessment artifacts for this goal numbered 331, with 89.7% meeting the expectations of achievement. Nursing had 209 artifacts with an achievement rate of 96.2%, Social Work had 15 artifacts with 100% achievement rate. ESL Certificate program had 86 artifacts with a 95.3% achievement rate, while Management had 31 artifacts with a 90.3% achievement rate.

### End of Course Reflections: Aligned with Goal 4 (4a).

Semester	Number of Responders	USLG Goal 4 Outcome Alignment Choice	Total Choices (Outcomes aligned with more than one USLG)	Percent of Total
Fall 2020	151	20	224	8.9%
Spring 2021	123	19	187	10.2%
Fall 2021	100	22	175	12.6%
Spring 2022	105	24	165	14.5%

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End of Course Reflections: Aligned with Goal 5 (5a)

Semester	Number of Responders	USLG Goal 5 Outcome Alignment Choice	Total Choices (Outcomes aligned with more than one USLG)	Percent of Total
Fall 2020	151	63	224	28%
Spring 2021	123	42	187	22.5%
Fall 2021	100	41	175	23.4%
Spring 2022	105	38	165	23%

### Indirect Evidence of Achievement of Learning Outcome 4

#### Course Evaluations

Course evaluations are conducted within three surveys: ETS SIRII, eSIR (Student Instructional Report) and the GCU SET (Student Evaluation of Teaching). Section I (Outcomes) from the ETS surveys relate to USLG Goal 4. The SET questionnaire has no question specific to Goal 4, but to parallel the ETS surveys, the overall norm will be used. 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 **4.01**. The overall mean for section I 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.

<b>UNIVERSITY RESULTS ETS SIR II</b>	<b>FA 20</b>	<b>SP 21</b>	<b>FA 21</b>	<b>ETS Norm</b>	<b>UNIVERSITY RESULTS ETS eSIR</b>	<b>FA 20</b>	<b>SP 21</b>	<b>FA 21</b>
N of student participants	1563	574	228			907	682	663
Section I. Overall	<b>4.24</b>	<b>4.24</b>	<b>4.17</b>	<b>4.01</b>	Section I. Overall	<b>4.03</b>	<b>4.30</b>	<b>4.34</b>
40. Quality of Instruction	<b>4.24</b>	<b>4.24</b>	<b>4.17</b>		40. Quality of Instruction	<b>4.03</b>	<b>4.30</b>	<b>4.34</b>
<b>GCU SET</b>	<b>FA 20</b>	<b>SP 21</b>	<b>FA 21</b>	<b>SP 22</b>				
N of student participants	1077	1108	2007	1867				
Overall Mean	<b>4.37</b>	<b>4.45</b>	<b>4.36</b>	<b>4.40</b>				

The GCU SET survey became the only option for course feedback in Spring 2022. For this semester, the School of Arts and Sciences did not include courses taught by adjuncts in order to relieve survey fatigue among students. Hence the results from Spring 2022, can in large part, be attributed to feedback on courses taught by full-time faculty.

General Education Courses AY 2021-2022

<b>Fall 2021 General Education Classes</b>			
<b>Total All General Education Classes</b>		<b>Sections 157</b>	<b>Total Enrollment 2538</b>
<b>Total Faculty Count</b>			<b>86</b>
<b>Code</b>	<b>Title</b>	<b># Sections</b>	<b>Total Enrollment</b>
GEN101	Pathway to the Bridge	11	190
GEN199	Discovering Self in the Universe	2	36
GEN400	Visioning a Future	10	191
<b>Total "GEN" courses</b>		<b>23</b>	<b>411</b>

<b>Spring 2022 General Education Classes</b>			
<b>Total All General Education Classes</b>		<b>Sections 132</b>	<b>Total Enrollment 1980</b>
<b>Total Faculty Count</b>			<b>76</b>
<b>Code</b>	<b>Title</b>	<b># Sections</b>	<b>Total Enrollment</b>
GEN101	Pathway to the Bridge	1	14
GEN199	Discovering Self in the Universe	11	174
GEN400	Visioning a Future	9	155
<b>Total "GEN" courses</b>		<b>21</b>	<b>343</b>

Faculty End of Course Reflections

During AY 2021-2022, faculty submitted end of course reflections at the end of the fall and spring terms. In these reports, they identified course learning outcomes and aligned such to the institutional student learning goals. Of the 169 undergraduate course responses, 46 (27%) aligned their reported outcomes to Goal 4 and 81 (48%) aligned their learning outcomes to Goal 5. Generally, faculty reported student achievement of the selected learning outcomes.

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Student Surveys

*RNL Student Satisfaction Inventory (SSI)*

In spring 2022, 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 4.

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.

NSSE 2022

*Population and Respondents*

The table below reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

Survey sampling and completions	First-year	Senior
Submitted population	259	521
Adjusted population	159	406
Adjusted for ineligible students and undeliverable.		
Survey sample	159	406
Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples not included.		
Total respondents	82	102
Full completions	69	74

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Survey sampling and completions	First-year	Senior
Submitted demographic items and (if applicable) Topical Module sets.		
Partial completions	13	28
Sampling error	+/- 7.6%	+/- 8.4%

Or "margin of error," an estimate of the amount a score based on a sample could differ from the true score on a given item. For example, if the sampling error is +/- 5.0% and 40% of your students replied "very often" to a particular item, then the true population value is most likely between 35% and 45%.

### Response Rates

The table below summarizes response rates for your institution and comparison groups. For more information see [NSSE's Response Rate FAQ](#). Comparison group response rates were computed at the institution level (i.e., they do not reflect student-level aggregate results).

	Georgian Court	Catholic C&U	Carnegie Class	NSSE 2021 & 2022
First-year	52%	35%	33%	30%
Senior	25%	32%	31%	26%

NSSE 2021 Engagement Indicators



## NSSE 2021 Engagement Indicators

### Overview

### Georgian Court University

#### Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- ▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ Your students' average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

#### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with MidEast Private	Your first-year students compared with Carnegie	Your first-year students compared with New Jersey
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▼	▼	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▼	▼	--
	Supportive Environment	▼	▼	--



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<b>Seniors</b>		<b>Your seniors compared with</b>	<b>Your seniors compared with</b>	<b>Your seniors compared with</b>
<i>Theme</i>	<i>Engagement Indicator</i>	MidEast Private	Carnegie	New Jersey
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	Reflective & Integrative Learning	△	--	△
	Learning Strategies	--	△	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	△
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	△
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	△	△

Goal 4: Campus Environment EI

Goal 5: Experiences with Faculty EI

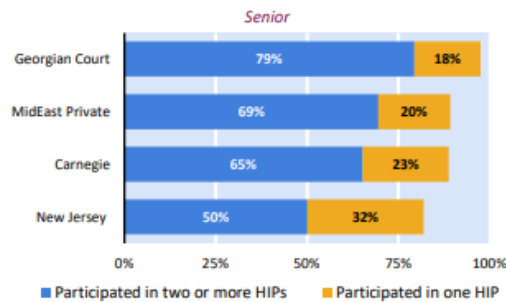
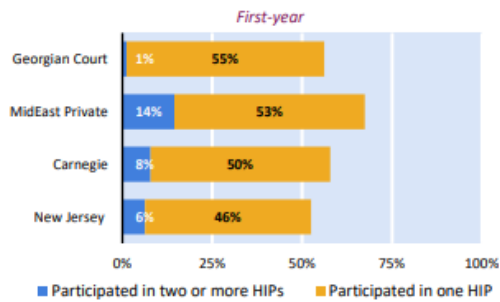
*NSSE 2021 High Impact Practices*



**NSSE 2021 High-Impact Practices**  
 Participation Comparisons  
 Georgian Court University

**Overall HIP Participation**

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



**Statistical Comparisons**

The table below displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs. It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

	Your students' participation compared with:							
	Georgian Court	MidEast Private		Carnegie		New Jersey		
	%	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	
<i>First-year</i>								
<b>Service-Learning</b>	55	-9	-.19	+1	.02	+6	.11	
<b>Learning Community</b>	1	-14	*** -.59	-8	* -.39	-7	* -.35	
<b>Research with Faculty</b>	2	-2	-.12	-2	-.10	-1	-.07	
<b>Participated in at least one</b>	56	-11	* -.23	-2	-.03	+4	.07	
<b>Participated in two or more</b>	1	-13	** -.56	-7	* -.35	-5	-.29	
<i>Senior</i>								
<b>Service-Learning</b>	87	+17	** .41	+19	*** .46	+25	*** .59	
<b>Learning Community</b>	35	+8	.17	+11	* .24	+14	** .31	
<b>Research with Faculty</b>	36	+13	** .29	+11	* .24	+19	*** .44	
<b>Internship or Field Exp.</b>	68	+10	.20	+18	** .38	+27	*** .54	
<b>Study Abroad</b>	9	-0	.00	-3	-.10	+2	.07	
<b>Culminating Senior Exp.</b>	67	+16	** .33	+15	** .30	+33	*** .67	
<b>Participated in at least one</b>	97	+8	* .35	+9	* .37	+16	*** .56	
<b>Participated in two or more</b>	79	+10	.23	+14	** .32	+29	*** .63	

Goal 4: Learning Communities HIP

Goal 5: Research with Faculty, Culminating Senior Experience HIPs

In spring 2022, GCU first year and senior students took the National Survey of Student Engagement (NSSE) survey. The areas relating to Goal 4 were that of Campus Environment under Engagement Indicators (EI) and Learning Communities under High Impact Practices (HIPs).

GCU first year students were significantly below that of comparison groups in the area of campus environment. This is most likely due to pandemic protocols which limited face-to-face contact during the AY 2020-21. Senior year students, in this category of campus environment, were at or above peers. Access to support services was more established among senior students, despite pandemic restrictions.

GCU first year students were significantly below peers in the area of learning communities. Again, restrictions on a face-to-face environment during the pandemic was evident in the results. Also, GCU does not use the term “learning communities” with any regularity. Senior year students were at or above peers in this category. By this time in their undergraduate program, most students are engaged with their major and not only are

most classes small in size, but also taught by a limited number of faculty. The impact of taking multiple classes with the same group of students is evident, although the term “learning communities” is not widely used by the university.

## 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](#)

<b>Program</b>	<b>Learning Outcome 2019-2020</b>
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.

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Dance	<p>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</p> <p>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.</p>
Interdisciplinary Studies	<p>LO1: The analysis of human experience from multiple disciplinary perspectives as evidenced by student portfolio.</p>
Social Work	<p>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.</p>

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](#)

<b>Program</b>	<b>Learning Outcome Assessed 2020-2021</b>
Graphic Design & Multimedia	<p>Students will demonstrate understanding of the requirements of professional practice and the necessary skills to join the graphic and multimedia design communities.</p>
History	<p>Goal 1. Use historical knowledge and evidence to craft and sustain an historical argument. LO1: Throughout coursework in all History</p>

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	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

The following programs assessed learning outcomes aligned with USLG Goal 5 for the AY 2021-2022. 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](#)

<b>Program</b>	<b>Learning Outcome Assessed 2021-2022</b>
World Languages - Spanish	SP LO3: Demonstrate cultural competency in Latin American, Spanish, or Latino/a cultures.
Dance	Goal 1 Mastery in performance  LO1: Accomplished techniques in various modalities of dance and mastery in personal performance forms.

<b>Program</b>	<b>Learning Outcome Assessed 2021-2022</b>
Accounting	Outcome 1: Demonstrate the ability to record, classify, and summarize monetary business transactions. Prepare financial statements in accordance with generally accepted accounting principles
Business Administration	Outcome 2: Overall understanding of business concepts including accounting, economics, finance, management, & marketing.
English	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.
Criminal Justice	Students will demonstrate knowledge across required content areas: administration of justice, corrections, criminological theory, law adjudication, law enforcement, research methods, and sociological theory and principles through course exams and papers evaluated by a common rubric.
Finance	Outcome 1: Analyze various financial statements and risk-return relationships using different techniques and tools.

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AEFIS Direct Assessment Reports

University Level Report

PLO/CLO Direct Assessment Analysis Report						
Term	Outcome	# Enrolled	# Assessed	Proficiency Scale Distribution	Success	Perf. Goal
Fall 2021	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	N/A	335	 Does not meet expectations Does Not Meet Expectations Meets expectations Meets Expectations Exceeds expectations Exceeds Expectations	<b>83.0%</b>	<b>90.0%</b>
Fall 2021	GOAL 5.A Students will attain their program's objectives and complete their major requirements	N/A	67	 Does Not Meet Expectations Meets Expectations Exceeds Expectations	<b>91.0%</b>	<b>85.0%</b>
Spring 2022	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	N/A	1284	 Does not meet expectations Does Not Meet Expectations Meets expectations Meets Expectations Exceeds expectations Exceeds Expectations	<b>81.8%</b>	<b>90.0%</b>
Spring 2022	GOAL 5.A Students will attain their program's objectives and complete their major requirements	N/A	58	 Does Not Meet Expectations Meets Expectations Exceeds Expectations	<b>96.4%</b>	<b>85.0%</b>

For Goal 5 (5A), of the 36 programs with data in AEFIS (assignments linked to USLG Goal 5 or 5A), the following data is available.

USLG Goals 5 or 5A	Met or Exceeded Goal 5 or 5A	Did not Meet Goal 5 or 5A	Total
Number of Programs	25	11	36
Percent of Programs	69.4%	30.6%	
Number of Artifacts	1483	305	1789
Percent of Artifacts	83%	17%	

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



### Senior Showcases

#### A SHOWCASE FOR SHOWSTOPPING BUSINESS AND DIGITAL MEDIA STUDENT WORK

##### [A Showcase for Showstopping Business and Digital Media Student Work - Georgian Court University, New Jersey](#)

The first SBDM Student Showcase on December 7 featured 10 presentations involving 16 students in two categories—coursework and internships—with a dash of competition and a fast pace to pump up the energy. The students had three minutes to present and could use three PowerPoint slides to help illustrate their project or internship. The audience included SBDM students and faculty, the latter of whom judged entries and chose the winners. Presentations on internships included places such as the ALDI supermarket chain; SETS Built, a hybrid training gym; and GCU Athletics. Coursework discussions included several marketing plans and investment analysis of a Fortune 100 company, among others.

2022 Graphic Design Senior Showcase: One Show, One Earth, May 5-10, 2022. Farley Center Room 202. Five (5) student presenters under Dr. Jinsook Kim.

#### 2022 Academic Excellence Presentations:

Each year, Georgian Court University celebrates the scholarship and creative works of GCU students and their faculty mentors. This annual event focuses on scholarly pursuits and research findings across disciplines like English, digital communication, history, mathematics, school psychology, and more. This year marks the return of an in-person celebration on Tuesday, April 26, from 4:00 to 6:00 p.m. in the North Dining Room. The following papers, posters, and oral/video/PowerPoint presentations slated for the 2022 celebration focus on topics ranging from fair trade and perceptions of chocolate and its uses in the Atlantic world, the modern animal rights movement, and the influence of ampicillin on environmental microbial communities to examinations of COVID-19's impact on eating disorders, alcohol and marijuana use among college students, and face covering practices at GCU.

The presentations included three (3) oral presentations, eleven (11) papers and sixteen (16) posters, all based on student/faculty research. See Appendix D.

##### [Student-Faculty Research - Georgian Court University, New Jersey](#)

Art Students Display: [Show Your Work: Art Students Display Talent During Senior Exhibitions - Georgian Court University, New Jersey](#)

### President and Deans Lists

January 31, 2022

More than 300 Georgian Court University students were named to the Fall 2021 Dean's List. The honor reflects their hard work in the classroom and commitment to their chosen fields.

January 31, 2022

More than 200 Georgian Court University students achieved the institution’s highest academic honors in the Fall 2021 semester and have been named to the President’s List.

### 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 NORM	ESIR QUESTION	eSIR SP20	eSIR F20	eSIR SP21
N of student participants	2299	1563	574			437	907	682
<b>C. FACULTY/STUDENT INTERACT</b>	<b>4.54</b>	<b>4.44</b>	<b>4.46</b>	<b>4.37</b>	<b>C. FACULTY/STUDENT INTERACT</b>	<b>4.21</b>	<b>4.27</b>	<b>4.46</b>
11. responds to students timely	<b>4.47</b>	<b>4.38</b>	<b>4.38</b>		12. response to students	<b>4.16</b>	<b>4.20</b>	<b>4.40</b>

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SIRII QUESTION	SIR II SP20	SIR II FA20	SIR II SP21	ETS SIR II NORM	ESIR QUESTION	eSIR SP20	eSIR F20	eSIR SP21
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
<b>D. ASSIGN/ GRADE/ TESTING</b>	<b>4.41</b>	<b>4.33</b>	<b>4.37</b>	<b>4.17</b>	<b>D. ASSIGN/ GRADE/ TESTING</b>	<b>4.21</b>	<b>4.23</b>	<b>4.45</b>
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					
<b>H. COURSE DIFFICULTY (3= about the same)</b>	<b>3.27</b>	<b>3.25</b>	<b>3.27</b>		<b>H. COURSE DIFFICULTY (3= about the same)</b>	<b>3.32</b>	<b>3.27</b>	<b>3.20</b>
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
<i>Likert Scale- 5 very effective, 4 effective, 3 moderately effective, 2 somewhat effective, 1 ineffective</i>								

Undergraduate Student Learning Goals: Annual Assessment Report AY 2021-2022

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
<b>COURSE AND TEACHING EVALUATION</b>		N= 358		N=1077		N=1108
5. Workload (3- heavier, 2- same, 1- lighter)		<b>2.24</b>		<b>2.15</b>		<b>2.06</b>
6. speed (3 - right,2-too fast, 1 - too slow)		<b>2.82</b>		<b>2.85</b>		<b>2.87</b>
<i>Likert Scale - 5 point 5-strongly agree, 3- undecided, 1- strongly disagree</i>						
METRIC # 7-15, 7-16	AVER-AGE #7-15	<b>4.35</b>	AVER-AGE #7-15	<b>4.37</b>	AVER-AGE #7-16	<b>4.45</b>
7. knowledge/skills		<b>4.32</b>		<b>4.36</b>		<b>4.41</b>
8. work expected		<b>4.38</b>		<b>4.45</b>		<b>4.54</b>
9. prof explanation		<b>4.30</b>		<b>4.32</b>		<b>4.44</b>
10. concern for students		<b>4.41</b>		<b>4.40</b>		<b>4.52</b>
11. timely feedback		<b>4.32</b>		<b>4.28</b>		<b>4.38</b>
12. helpful feedback		<b>4.31</b>		<b>4.32</b>		<b>4.38</b>
13. prof available		<b>4.45</b>		<b>4.43</b>		<b>4.52</b>
14. course material helpful		<b>4.28</b>		<b>4.33</b>		<b>4.37</b>
15. examples/illustration		<b>4.37</b>		<b>4.40</b>		<b>4.47</b>
16. environment for contribution*		2.80		3.24		<b>4.46</b>
*REVERSE ORDER FOR ANSWERS - OMIT						

Undergraduate Student Learning Goals: Annual Assessment Report AY 2021-2022

Honor Society Enrollments

Honor Society Enrollments is an indication of the discipline knowledge and achievement of 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 2018 through AY 2021.

<b>Academic Honor Society</b>	<b>Number of Inductees AY 2021-2022</b>	<b>Number of Inductees AY 2020-2021</b>	<b>Number of Inductees AY 2019-2020</b>	<b>Number of Inductees AY 2018-2019</b>
Chi Alpha Sigma: National Athletics Honor Society	20	32	20	29
Chi Gamma Chapter of Beta Beta Beta: National Biological Honor Society	6			
Epsilon Zeta Chapter of Delta Mu Delta: National Business Administration Honor Society	15	10	15	14
Kappa Gamma Pi : Catholic	10	20	19	18
Sigma Alpha Chapter of Gamma Sigma Epsilon: National Chemistry Honor Society	0	3	5	3
Lambda Pi Eta: National Communication Association Honor Society	2	4	5	
Pi Beta Gamma Chapter of Alpha Phi Sigma: National Criminal Justice Honor Society	1	2	8	4
Tau Gamma Chapter of Kappa Delta Pi: International Honor Society in Education	6	5	17	10
Sigma Mu Chapter of Sigma Tau Delta: International English Honor Society	4	5	3	6
Chi Alpha Epsilon: Nat'l Opportunity Program (SSS/McNair Scholars/EOF) Honor Society	35	10	29	35
Phi Eta Sigma: Freshman Honor Society	26	62		
Alpha Delta Zeta Chapter of Phi Alpha Theta: National History Honor Society	5	8	5	5
Nu Alpha Epsilon Chapter of Kappa Omicron Nu: Human Services Honor Society	10	11	7	16
Omicron Delta Kappa (ODK): Leadership	0			
New Jersey Eta Chapter of Pi Mu Epsilon: National Mathematics Honor Society	5	4	0	6
Alpha Sigma Lambda: Non-Traditional Students	21	19	26	8

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<b>Academic Honor Society</b>	<b>Number of Inductees AY 2021-2022</b>	<b>Number of Inductees AY 2020-2021</b>	<b>Number of Inductees AY 2019-2020</b>	<b>Number of Inductees AY 2018-2019</b>
Psi Psi Chapter of Sigma Theta Tau International	24	49	28	20
GCU Chapter of Psi Chi: International Honor Society in Psychology	4		17	26
Sigma Chapter of Theta Alpha Kappa: National Religious Studies/Theology Honor Society	6	7	0	16
Gamma Theta Chapter of Sigma Zeta: National Science and Mathematics Honor Society	14	14		
Zeta Nu Chapter of Phi Alpha: National Social Work Honor Society	9	15	6	15
Epsilon Lambda Chapter of Sigma Delta Pi: National Spanish Honor Society	0	1	1	4
<b>Total Enrollment</b>	<b>223</b>	<b>281</b>	<b>211</b>	<b>235</b>

Student Surveys

RNL SSI 2022

In spring 2022, undergraduate students took the Ruffalo Noel Levitz (RNL) Student Satisfaction Inventory. A total of 516 students completed the survey. Note the overall comparison report below. The areas aligned with USLG Goal 5 are academic advising effectiveness, registration effectiveness, and recruitment and financial aid. For all of these areas, GCU students were at or above their peer comparison group. These functional areas assist the student to meet their goals of degree completion in a timely manner.

**Class Level**

Demographic Responses	N	%
Freshman	29	15.93%
Sophomore	33	18.13%
Junior	59	32.42%
Senior	58	31.87%
Special student	1	0.55%
Graduate/Professional	0	0.00%
Other class level	2	1.10%
Total	182	100.00%
No Answer	1	

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**Georgian Court University**

**RNL SSI 2022**

Scale	GCU Results				National 4-year Privates - Eastern Region				Difference	SS
	Importance	Satisfaction	SD	Gap	Importance	Satisfaction	SD	Gap		
Academic Advising Effectiveness	6.6	<b>5.89</b>	1.31	0.71	6.35	<b>5.54</b>	1.33	0.81	0.35	★★★
Campus Climate	6.47	5.63	1.35	0.84	6.31	5.5	1.08	0.81	0.13	
Campus Life	6.24	5.14	1.77	1.10	6.15	4.81	1.39	1.34	0.33	★★
Campus Services	6.49	6	1.14	0.49	6.24	5.75	1	0.49	0.25	★★
Instructional Effectiveness	6.54	5.76	1.07	0.78	6.39	5.55	1.01	0.84	0.21	★★
Recruitment and Financial Aid Effectiveness	6.37	<b>5.51</b>	1.47	0.86	6.16	<b>5.24</b>	1.3	0.92	0.27	★★
Registration Effectiveness	6.44	<b>5.36</b>	1.34	1.08	6.33	<b>4.97</b>	1.29	1.36	0.39	★★★
Safety and Security	6.5	5.84	1.24	0.66	6.29	5.25	1.18	1.04	0.59	★★★
Student Centeredness	6.48	5.51	1.37	0.97	6.31	5.48	1.16	0.83	0.03	

[NSSE 2021](#)

National Survey of Student Engagement (NSSE) 2021

In spring 2021, GCU first year and senior students took the National Survey of Student Engagement (NSSE) survey. The areas relating to Goal 5 were that of Experiences with Faculty under Engagement Indicators (EI) and Research with Faculty and Culminating Experience under High Impact Practices (HIPs).

GCU first year students were below their comparison groups in the area of student-faculty interactions but compared comparably with their peers in the area of effective teaching practices. This is most likely due to pandemic protocols which limited face-to-face contact during the AY 2020-



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21. Senior year students, in this category of experiences with faculty, were at or above peers. Faculty connections were more established among senior students, despite pandemic restrictions.

GCU first year students were significantly queried in the areas of research with faculty and cumulative experiences in the area of HIPs. Senior year students were at or above peers in this category. All seniors take a capstone course both in General Education (GEN 400) and in their major. Undergraduate research is explicitly encouraged by the university by offering research fellow opportunities for faculty to engage in research with undergraduates.

See NSSE 2021 reports under Goal 4.

# Undergraduate Student Learning Goals: Annual Assessment Report AY 2021-2022

## Statistical Comparisons

The table below displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs. It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

*Your students' participation compared with:*

	Georgian Court	MidEast Private		Carnegie		New Jersey		
	%	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	
<i>First-year</i>								
<b>Service-Learning</b>	55	-9	-.19	+1	.02	+6	.11	
<b>Learning Community</b>	1	-14	*** -.59	-8	* -.39	-7	* -.35	
<b>Research with Faculty</b>	2	-2	-.12	-2	-.10	-1	-.07	
<b>Participated in at least one</b>	56	-11	* -.23	-2	-.03	+4	.07	
<b>Participated in two or more</b>	1	-13	** -.56	-7	* -.35	-5	-.29	
<i>Senior</i>								
<b>Service-Learning</b>	87	+17	** .41	+19	*** .46	+25	*** .59	
<b>Learning Community</b>	35	+8	.17	+11	* .24	+14	** .31	
<b>Research with Faculty</b>	36	+13	** .29	+11	* .24	+19	*** .44	
<b>Internship or Field Exp.</b>	68	+10	.20	+18	** .38	+27	*** .54	
<b>Study Abroad</b>	9	-0	.00	-3	-.10	+2	.07	
<b>Culminating Senior Exp.</b>	67	+16	** .33	+15	** .30	+33	*** .67	
<b>Participated in at least one</b>	97	+8	* .35	+9	* .37	+16	*** .56	
<b>Participated in two or more</b>	79	+10	.23	+14	** .32	+29	*** .63	

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018).

\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (*z*-test comparing participation rates).

Note: Participation includes the percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

## Undergraduate Student Learning Goals: Annual Assessment Report AY 2021-2022

### Senior Capstone, Internship, Research, and Seminar Courses AYs 2020-2022

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
<b>Fall 2020</b>			
Capstone, Exp. Learning	38	22	397
GEN 400 (included above)	9	1	145
<b>Spring 2021</b>			
Capstone, Exp. Learning	49	31	406
GEN 400 (included above)	9	1	131
<b>Fall 2021</b>			
All senior level courses	132	69	1258
GEN 400 (included above)	10	1	191
Capstone, Exp. Learning	65	30	482
<b>Spring 2022</b>			
All senior level courses	129	71	1135
GEN 400 (included above)	9	1	155
Capstone, Exp. Learning	63	32	429

See Appendix D for the 2021-2022 Academic Excellence Celebration.

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Degree Completion

[GCU Graduates of August 2021, December 2021, February 2022, and May 2022 With Degree Honors - Georgian Court University, New Jersey](#)

May 18, 2022 was a joy-filled day at Georgian Court University that celebrated goals accomplished and new journeys begun for nearly 450 undergraduates and more than 180 graduate students during the Commencement 2022 Ceremonies.

## Analysis and Action Plan

### Analysis of Data

There are sufficient courses to allow undergraduates timely completion of their degree plan and goals. Senior capstone opportunities and faculty guided student research are supported by the university through research fellowships and double requirements for capstone experiences in Bridge General Education and within the academic majors. Students take advantage of academic advising to help them reach their goals. Student satisfaction with coursework is evidenced by the overall satisfaction rates from course feedback. A selected group of students attain dean and president's list honors, as well as acceptance into the university's honor societies. The pandemic use of virtual learning did impede student progress in building relationships with faculty both within and outside of the classroom. Students enrolled prior to the pandemic (Spring 2020- Fall 2021) continued to maintain relationships within the university programs and support systems. Using the AEFIS system to collect direct assessment of student assignments aligned with Goals 4: Integrative Knowledge and 5: Mastery of a Defined Body of Knowledge of the Undergraduate Student Learning Goals provided ample evidence of goal achievement.

In all, 13 undergraduate programs had course assignments linked to USLG Goal 4 or Goal 4a. From these courses 1506 artifacts were linked to these goals. Of these, 286 artifacts or 19% did not meet the success criteria for this goal. The success level for these artifacts overall was 81%. 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. The programs with the most successful outcomes for this goal were Bridge General Education, Nursing, Social Work, Management, and ESL Certificate.

For Goal 5, 36 programs with data in AEFIS, 25 or 69.4% met or exceeded expectations. The overall success level of the 1788 artifacts submitted for direct assessment had a success rate of 83%. The majority of these courses used summative assessment artifacts.

Consideration of USLG Goals 4 & 5 were noted in the End of Course Reflections surveys conducted each semester. During AY 2021-2022, responders selected 46 courses that were aligned with USLG Goal 4 and 81 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. During spring 2022, GCU decided to move forward with only one course

feedback survey, the GCU SET. Results for student feedback are posted on the assessment website. Overall, student satisfaction with their course learning was satisfactory or above. Satisfaction scores were slightly higher within the GCU SET survey results.

Honor Society enrollments are included as indirect evidence for Goal 5. GCU has 23 active chapters, and in AY 2021-22 inducted 223 undergraduate students. Many chapters moved back to in person inductions in spring 2022.

Student surveys related to USLG Goals 4 & 5 included the Ruffalo Noel-Levitz Student Satisfaction Inventory (RNL SSI) distributed in spring 2022 and the National Survey on Student Engagement (NSSE) distributed in spring 2021. Results from both surveys are included in this report.

In spring 2022, undergraduate students took the Ruffalo Noel Levitz (RNL) Student Satisfaction Inventory. A total of 516 students completed the survey. The results under Instructional Effectiveness aligns with USLG Goal 4. 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 areas aligned with USLG Goal 5 are academic advising effectiveness, registration effectiveness, and recruitment and financial aid. For all of these areas, GCU students were at or above their peer comparison group.

Further information on USLG Goals 4 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.