GEORGIAN COURT UNIVERSITY
THE MERCY UNIVERSITY OF NEW JERSEY

Office of Assessment
900 Lakewood Avenue
Lakewood, NJ 08701-2697

Tel: 732.987.2234
Fax: 732.987.2021
www.georgian.edu

Undergraduate Student Learning Goals (USLG)

University Assessment: Office of Institutional Assessment and Accreditation

AY 2022-2023

Annual Assessment Report: Year 1 of the USLG Assessment Plan

Overview

During academic year 2022-2023, the fall census of the Georgian Court University stated a head count of 1414 undergraduate students, of whom 1073 were full-time, 398 were part-time giving a full-time equivalent count of 1222. Completion of undergraduate graduate degrees was earned by 351 students in 2022-2023. The School of Arts and Sciences has 21 undergraduate degree programs, the School of Business and Digital Media has 11 undergraduate degree programs, and the School of Nursing and Wellness has 5 undergraduate degree programs and the School of Education has one (1) undergraduate degree program. The School of Education at Georgian Court University offers four (4) undergraduate teacher education programs, each leading to a certificate of eligibility 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; History; Interdisciplinary Studies; Mathematics; Medical Imaging Sciences; Natural Sciences; Political Science: Psychiatric Rehabilitation and Psychology; Psychology; Religious Studies; 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, Sport Management

School of Education: Education (Early Childhood, Elementary, Secondary Subjects, ESL)

School of Nursing and Wellness: Nursing; Exercise Science, Wellness and Sports; Health Profession Studies; Health Sciences; Social Work

Course Enrollment - Undergraduate

During the summer 2022 semester, 63 undergraduate course sections were offered by the university, enrolling 648 students. During the fall 2022 semester, 573 undergraduate course sections were offered, enrolling 6299 students. During the winter 2022 session (Chart the Course), 32 undergraduate course sections were offered, enrolling 363. During the spring 2023 semester, 553 undergraduate course sections were offered, enrolling 5796 students. In total, 1221 course sections were offered to undergraduates in AY 2022-2023 enrolling 13,106 students, averaging 10.75 courses per student per year.

USLG Assessment Plan

The data within this report follows the plan for assessment of the undergraduate student learning goals (USLG) for academic year 2022-2023. The USLG plan mirrors the cycle of reporting for the Bridge General Education Program. For Academic Year (AY) 2022-2023, the utility of the HelioCampus Assessment and Credentialing (HCAC) software, formerly AEFIS (Assessment, Evaluation, Feedback & Intervention System) allowed for the collection of direct assessment results. Artifacts resulting from aligned coursework could be linked from BlackBoard Gradebook directly to HCAC. Course evaluations for indirect assessment was based on data reporting from the same HCAC system, as undergraduate and graduate course reporting are now separately available. Full university and school results will be used as comparison, noting that university data reflects both graduate and undergraduate students. Finally, the results of the National Survey of Student Engagement (NSSE) conducted in spring 2023 as well as the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) conducted in spring 2022 are included.

The assessment plan for the USLG, year 1 (out of 4), is as follows.

Figure 1

USLG Assessment Plan: Goals 2 and 5

Assessment Plan for Institutional Student Learning Goals (ISLG) GCU Undergraduate Programs		Year 1: AY 2022-2023 Year 2: AY 2023-2024 Year 3: AY 2024-2025 Year 4: AY 2025-2026					
Institutional Student Learning Goals and Outcomes	Direct Assessment: Student artifacts as graded by a rubric and linked from BlackBoard gradebook to the appropriate Goal/Outcome and retrieved within the AEFIS* assessment software.	Benchmark	Indirect Assessment: Nationally normed student engagement or satisfaction surveys. Number of courses offered as well as pass rates.	Benchmark	Responsible Party	Assessment Cycle for Analysis (Data collected yearly)	Related Courses
Goal 2. Intellectual and Practical Skills	Assessment of program learning outcomes aligned with USLG 2.		NSSE Question 18: How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	GCU results are at or above national norms/means	Office of Institutional Assessment and Accreditation (OIAA)	Year 1	

Assessment Plan for Institutional Student Learning Goals (ISLG) GCU Undergraduate Programs		Year 1: AY 2022-2023 Year 2: AY 2023-2024 Year 3: AY 2024-2025 Year 4: AY 2025-2026					
2a. critical and creative thinking, grounded in inquiry, analysis, and synthesis of information	Evidence of student artifact assessment aligned with USLG 2a within the AEFIS system. Data analysis by discipline area and individual student results. Juried student performance or showcases in visual/performing arts.	At least 80% of students achieve at expected level	NSSE Question 4: Critical thinking.	GCU results are at or above national norms/means	Office of Institutional Assessment and Accreditation (OIAA). Office of Academic and Student Affairs.		EN 111/221, Philosophy courses, Visual/Performing Arts (Performance courses), GEN 199, GEN 400
b. written and oral communication	Evidence of student artifact assessment aligned with USLG 2b within the AEFIS system. Data analysis by discipline area and individual student results. Writing Intensive Program Assessment results.	At least 80% of students achieve at expected level	NSSE Question 7: Writing. Indirect Assessment as found in the assessment report of the Writing Intensive Program.	GCU results are at or above national norms/means. Benchmark determined by the Writing Intensive Department, as evidenced in annual assessment report.	Office of Institutional Assessment and Accreditation (OIAA) Director of Writing Program		EN 111/121, WI coursework, GEN 199, GEN 400

Assessment Plan for Institutional Student Learning Goals (ISLG) GCU Undergraduate Programs		Year 1: AY 2022-2023 Year 2: AY 2023-2024 Year 3: AY 2024-2025 Year 4: AY 2025-2026					
2c. quantitative reasoning	Evidence of student artifact assessment aligned with USLG 2c within the AEFIS system. Data analysis by discipline area and individual student results. Completion results from Inceptia/Financial Avenue analyzed by organization and module.	At least 80% of students achieve at expected level	NSSE question 6: Quantitative Reasoning. Percent of eligible students who enroll in Financial Avenue coursework (Gen 101 and Trio/SSS).	GCU results are at or above national norms/means. At least 90% of eligible FY and TRIO/SSS students enroll in and complete at least two modules of FA.	Office of Institutional Assessment and Accreditation (OIAA). Director of the TRIO/SSS program.		Quantitative Reasoning coursework, GEN 101 (Financial Avenue),
2d. information literacy	Evidence of student artifact assessment aligned with USLG 2d within the AEFIS system. Data analysis by discipline area and individual student results. Results from SearchPath learning modules. Academic Program assessment results from Sister Mary Joseph Cunningham Library.	At least 80% of students achieve at expected level. Search Path modules meet expectations as indicated by SMJC library staff and reporting.	RNL SSI #9 Library resources. Indirect assessment as found in the assessment report of the SMJC Library.	Indirect assessment results for SMJC Library meet expectations.	Office of Institutional Assessment and Accreditation (OIAA). SMJC Library assessment liaison.		EN 111/1221, WI coursework, GEN 199 (SearchPath), GEN 400

Assessment Plan for Institutional Student Learning Goals (ISLG) GCU Undergraduate Programs		**Year 1: AY 2022-2023 Year 2: AY 2023-2024 Year 3: AY 2024-2025 Year 4: AY 2025-2026**					
2e. teamwork and problem solving	Evidence of student artifact assessment aligned with USLG 2e within the AEFIS system. Data analysis by discipline area and individual student results.	At least 80% of students achieve at expected level	NSSE - Engagement Indicator: Learning with Peers; Percent of GCU undergraduates participating in NCAA programs. NCAA recognition and awards received.	GCU results are at or above national norms/means. Results are satisfactory as evidenced within annual assessment report submitted by Athletics and Recreation Department.	Office of Institutional Assessment and Accreditation (OIAA). Director of Athletics.		GEN 101, GEN 400
Goal 5. Mastery of a Body of Knowledge leading to the Baccalaureate Degree						Years 1-4	

Assessment Plan for Institutional Student Learning Goals (ISLG) GCU Undergraduate Programs		**Year 1: AY 2022-2023 Year 2: AY 2023-2024 Year 3: AY 2024-2025 Year 4: AY 2025-2026**					
5a. Students will attain their program's objectives and complete their major requirements	Evidence of student artifact assessment aligned with USLG 5/5a within the AEFIS system. Data analysis by discipline area and individual student results. Emphasis on capstone experiences within senior level coursework.	At least 80% of students achieve at expected level	Graduation rates per degree offered. NSSE: HIP Culminating Senior Experience: SR. RNL SSI # 4: Content Valuable, # 17 sufficient classes. Pass rates for 400 level courses.	GCU results are at or above national norms/means. Pass rates are at or above 90%. Four-year graduation rate is within 3 percentile points of previous year.	Office of Institutional Assessment and Accreditation (OIAA)		Degree Program Coursework, especially required courses at the 300 and 400 level.

Note: *As of 2023, AEFIS is known as HelioCampus Assessment and Credentialing Software (HCAC).

Summary Report

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

The focus of assessment of the Undergraduate Student Learning Goals for academic year (AY) 2022-2023 was Goal 2: Intellectual and Practical Skills and Goal 5: Mastery of the Defined Body of Knowledge at a Baccalaureate Level. Goal 2 has five competency categories: critical and creative thinking, grounded in inquiry, analysis, and synthesis of information; written and oral communication; quantitative literacy; information literacy; and teamwork and problem solving. Both direct and indirect assessments were used for this report.

The Executive Summaries of Academic Program Assessment Reports that included learning outcomes linked to USLG 2 or 5 are listed in this report. Fifteen programs reported on these aligned outcomes, provided assessment data, analyzed the data, and developed action plans based on these results. (See Figure 3.)

Assessment artifacts were linked to program outcomes for undergraduate and program student learning goals. Using the HCAC software, the report shows that for AY 2022-2023 of aligned undergraduate assessment assignments (n=3771) for Goal 2, 85% met or exceeded expectations. For AY 2022-2023 of aligned undergraduate assessment assignments (n=672) for Goal 5, 80.5% met or exceeded expectations. Further delineation gives more detailed results by program and by the specific competencies of Goal 2. For Goal 2, there were 23 reports of direct assessment with 19 meeting or exceeding expectations (82.6%). For Goal 5, there were 7 reports of direct assessment with 6 meeting or exceeding expectations (85.7%). (See Tables 1, 2, 3, and 4.) Cases where data was not valid to the program or reports were based on less than 10 students were not used for this report.

Faculty responses to the End of Course Reflection per semester show alignment with USLG Goals 2 and 5. From the 207 total responders during the academic year, 136 chose an undergraduate course for reflection. Of these, 64.7% aligned their course learning outcome with USLG 2 and 40.4% with USLG 5.

During Academic Year 2022-2023, the OIAA deployed the following institution-wide surveys to undergraduate students and faculty who teach undergraduates:

- BCSSE (new students),
- FSSE (faculty), and
- NSSE (first year and senior students).

BCSSE and FSSE results were shared with various constituents as appropriate, when made available. The alignment of the results of the above surveys will be available in August 2023 and shared with constituents after that time. For this report, raw data from NSSE aligned with the indirect assessment indicators from the assessment plan was included in this report. Generally, there was expected growth in the areas reflected in ISLGs 2

and 5 from first year to senior year. The High Impact Practices (HIPs) show the expected results based on the university's service learning, writing intensive, and experiential learning requirements.

Other areas of indirect assessment include student feedback on courses, pass rates and grade reports, number of courses offered, President's and Deans' Lists, as well as Honor Society enrollments, degree completion, and student showcases and rewards. The above areas meet expected benchmarks according to the assessment plan. The university has a high pass rate for its undergraduate courses at 94% for the fall semester and 96% for the spring semester. The four-year graduation rate for AY 2020-2021 was 39% for students entering GCU in 2017. The previous year's four-year graduation rate was 43%. Note that AY 2020-2021 was during the Covid-19 pandemic.

USLG Goal #2: Intellectual and Practical Skills

GOAL 2: Intellectual and Practical Skills

Learning Outcomes: Students will demonstrate competence in

> 2a. Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information
>
> 2b. Written and oral communication
>
> 2c. Quantitative literacy
>
> 2d. Information literacy
>
> 2e. Teamwork and problem solving

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 alignment for AY 2022-2023

From the Academic Program Assessment Plans submitted in Fall 2022, the following allocation of program learning outcomes aligned with the USLG is shown below. For the 14 undergraduate program plans submitted, 43 program learning outcomes align with USLG Goal 2: Intellectual and Practical Skills and 30 program learning outcomes align with USLG Goal 5: Mastery of a Defined Body of Knowledge. The programs assess their learning outcomes over a 3-5-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.
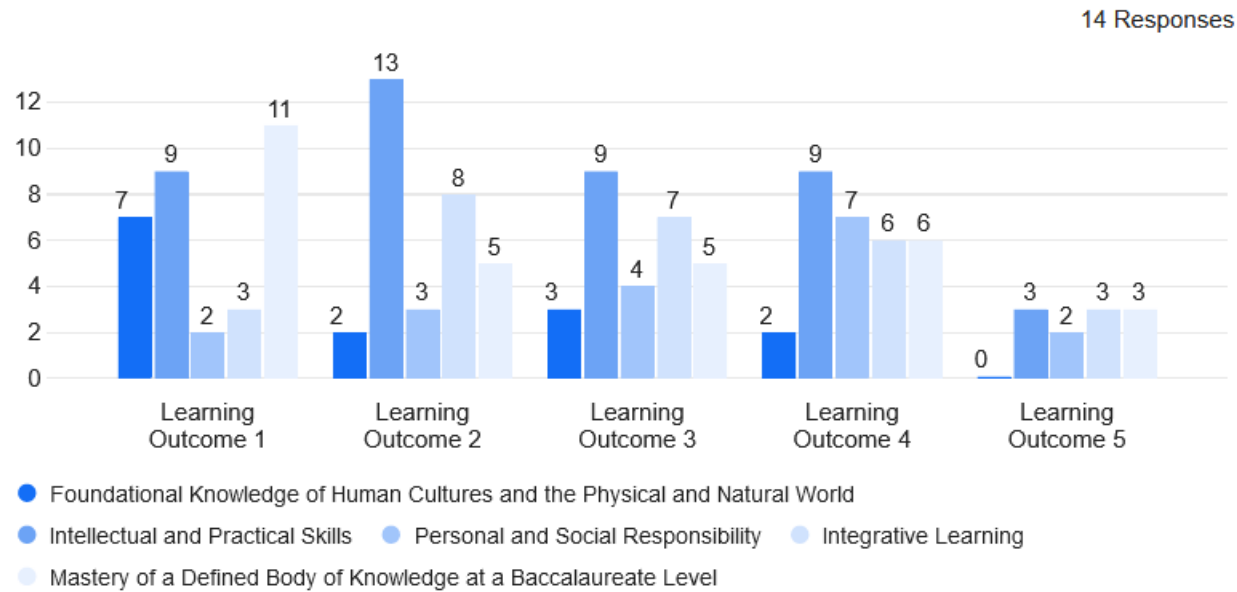
Academic Program Assessment Plans submitted September 2022: Alignment with USLGs

Figure 2

USLG and Program Learning Outcomes – Fall 2022 Program Assessment Plans

Academic Program Assessment Results Related to USLG Goals 2 & 5

The following programs assessed learning outcomes aligned with USLG Goal 2 and/or USLG Goal 5 for the AY 2022-2023. These results were reported within the program's annual assessment reports submitted at the end of the spring term. An executive summary of all programs is available on the university's assessment website. See [Annual Assessment Reports | Georgian Court University, New Jersey](#)

Figure 3

Executive Summary of Academic Programs Reporting on USLG 2 and/or USLG 5

Program	Executive Summary for Assessment Results: 2022-2023 (USLGs 2 and/or 5 alignment)
Institution-Wide Programs	
Writing Intensive	The Writing Intensive (WI) Program assessed usage of low stakes writing assignments in GEN199 and GEN400 courses and found that most students met or exceeded expectations. In GEN199, 82% of students scored at the "accomplished" or "mastery" levels, 86% in GEN400. 7% of students in GEN199 performed below the "developing" level, 9% in GEN400. All student evaluations for GEN199 and GEN400 were above a 4.00 average, partially meeting expectations, but only 48% of students filled out the survey. Surveys were especially low for GEN400 (36.5%). This outcome did not meet expectations, so the Writing Program will join other campus stakeholders in encouraging faculty to administer SET evaluations in class and to send reminders to students.
School of Arts and Sciences	
Computer Information Systems	The Computer Information Systems program assessed its learning outcome CIS LO1 (Students will apply knowledge of computer applications to problems embedded in core assignments throughout the core curriculum.) for the academic year 2022-2023. The program met its benchmark goals for this outcome based on the available data.

Program	Executive Summary for Assessment Results: 2022-2023 (USLGs 2 and/or 5 alignment)
Criminal Justice	The Criminal Justice program conducted its assessment for Year-2 of its 2021-24 Assessment Plan and assessed Learning Outcome #2. LO2 "Presentation and Collaboration Skills" Goal 2: Students will demonstrate an ability to present work and to collaborate in course presentations evaluated by common rubric" in CJ213 Criminal Law, and again in their Internship Course, CJ333 as the summative assessment. In CJ213, students identified a criminal law case and created a 10-minute presentation to share with the class which was be peer-reviewed by one other student. The benchmark was 80% achieve at or above the developing level in relevant rubric criteria. The results showed 83% (n=5), completed the assignment at the accomplished level, exceeding expectations. 7% (n=1) were evaluated at the milestone 3 level, a high tier of the developing level. 100% of students who completed the assignment did so at the developing level or higher. In CJ333, student reported on their internship in class and receive questions and feedback from other students. Students also submitted various assignments throughout the semester, including journals and a reflection assignment, which were also shared in class with other students. The assignments are graded as Complete/Incomplete. The benchmark was 85% of students achieve at or above the accomplished level in relevant rubric criteria. 5% achieve at the exceptional level for relevant criteria. Because no signature assignment with a rubric was used. It is unclear whether students met the benchmark, other than receiving an A in the course. Achievement will continue to be reviewed in CJ213, and the department will consider any relevant modifications to the courses or the assessment plan to ensure that student outcomes can be assessment in a consistent and valid manner.
Dance	The Dance Department assessed its learning outcomes for Learning Goals 1, 2, and 3 during the academic year 2022-2023. Key findings were that students needed additional opportunities to provide indirect assessment through additional feedback sessions or student surveys. The program met and exceeded its learning goal assessments. Future actions include incorporating more data derived from linking assignments in AEFIS, adding more student surveys, and faculty training in associated programs needed for data collection (Blackboard and AEFIS).

Program	Executive Summary for Assessment Results: 2022-2023 (USLGs 2 and/or 5 alignment)
English	The English program assessed its learning outcome #1 ("Students will regularly submit critical literary analysis and/or creative essays in required English program courses") for the 2022-23 academic year. Eight final research papers were randomly chosen from EN300 for formative assessment, and another eight were randomly chosen from EN430 for summative assessment. Two faculty members read each paper and scored it using a rubric assessing three categories: "Student's position (perspective, thesis/hypothesis)," "Evidence," and "Conclusions and related outcomes." Expectations were that 80% of papers would score at or above the "developing" level in all rubric categories at the formative stage and at or above the "evident" level at the summative stage. Key findings were that students at the formative stage scored at or above "developing" 100% of the time in all rubric categories. However, students at the summative stage scored at or above the "evident" level only 62.5% or 75% of the time (depending on how the data were framed) in the "Student's position (perspective, thesis/hypothesis)" category, 62.5% or 68.75% of the time in the "Evidence" category, and 75% of the time in the "Conclusions and related outcomes" category. Thus, the program expectations were exceeded for the formative stage but not met for the summative stage. The results for summative assessment likely reflected an unrealistic expectation that students would perform at a significantly higher level at the end of the program even as they were asked to do a much harder assignment. The relatively small sample size also increased the likelihood that random variations in the strength of a particular set of papers contributed to whether the department met its benchmarks for success. The chair will report the assessment results to the department and initiate a discussion of how it might modify its assessment plan to ensure it is collecting data sufficient to measure success and/or set more realistic expectations of students at the summative level.

BRIDGE General Education	The BRIDGE General Education Program (216) assessed the learning outcomes in Goal 2 Intellectual and Practical Skills for the 2022 - 2023 school year. The learning outcomes which define the competencies aligned with this goal (2) include critical and creative thinking (2A), written and oral communication (2B), quantitative literacy (2C), information literacy (2D), and teamwork and problem solving (2E). Students who participate in the GEN pathways [GEN101], cornerstone [GEN199], and capstone [GEN400] courses as well as the survey of foundational knowledge classes provided artifacts for evaluation including direct assessment (signature assignments with rubrics aligned to outcomes) and indirect assessment (NSSE FY and SR scores).
	The BRIDGE program met its 80% performance goal in LO2B Written and Oral Communication [87% F, 92.1% S], LO2D information literacy [86% F, 85.7%S], and LO2E Teamwork and Problem Solving [90.8% F, 97.5% S]. The results for LO2A Critical and Creative Thinking [78.9% F, 92% S] and LO2C Quantitative Literacy [78.6% F, 82.5% S] reflect inconsistency between the fall and spring semesters. Whereas both competencies where not met in the fall, they were met in the spring. On closer examination of the specific courses that run in the fall vs the spring, we find more pre-requisite and introductory courses in the fall [EN111, GEN101, MA 103, 109] and more scaffolded programing in the spring [GEN199 after EN111 & GEN101 as well as BI 203 & 219 after BI111 & BI121).
	It would be valuable to investigate how both academic preparation (the pre-requisites) and student success programming (Writing Center, Writing Intensive, Math Lounge, Tutoring Services, TRIO programs) contribute to student learning. How might our degree maps and advising coupled with evidence-based assessment from current course offerings help departments and the BRIDGE program plan their courses for student retention and success? What might we glean from enrollment data that speaks to the readiness of students pre-college and how do our formative courses provide an equitable and inclusive path for our students?
	LO2D Information Literacy reveals a positive correlation between direct instruction and student success [86% F, 85.7% S] as all sections of EN111/221 and GEN101 [fall courses] are required to include information literacy classroom visits from library faculty. This competency is then reinforced through Search Path Modules (review) and Annotated Bibliography assignments (application) in GEN199 and GEN400 courses. How can we translate this scaffolded approach of introduce, review, reinforce, apply, and integrate with our courses that align with LO2A critical and creative thinking and LO2C quantitative literacy? The NSSE might reveal places for overlap in the development of the competencies for these two learning outcomes as the prompts for Reflection and Integration mapped to LO2A reveal similar strands as those Quantitative Reasoning mapped to LO2C (*see below for

Program	Executive Summary for Assessment Results: 2022-2023 (USLGs 2 and/or 5 alignment)
	prompts). Both sets of prompts ask students how often they analyze, evaluate, or connect either other people's viewpoints (2A) or numerical representations of real world problems (2C). A hallmark of the BRIDGE has been to encourage reflection and integration at the level of University values, core competencies, and shared experiences. How can we teach meta-reflection and meta-cognition to challenge students' perception of their learning (indirect assessment) and improve performance (direct assessment)? How can we scaffold from memorization, summary, and report to analysis, synthesis, evaluation, and application -- the criteria of both critical and creative thinking (2A) and quantitative literacy (2C). The action plan for continuous improvement includes a comparative study of Academic Units and Student Success Units to identify correlations between resource use and student learning and retention, a deeper dive into NSSE FY and SR data for peer benchmarks to build a values-driven and evidence-based promotion of the BRIDGE program, and an inventory of degree maps to investigate course sequencing and student achievement and retention. The BRIDGE has just completed its 5-year Program Review and will continue to use assessment data to develop its action plan. *NSSE prompts a. Combined ideas from different courses when completing assignments [RIintegrate]; b.Connected your learning to societal problems or issues [RIsocietal]; c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [RIdiverse]; d. Examined the strengths and weaknesses of your own views on a topic or issue [RIownview]; e.Tried to better understand someone else's views by imagining how an issue looks from their perspective [RIperspect]; f. Learned something that changed the way you understand an issue or concept [RInewview]; and g. Connected ideas from your courses to your prior experiences and knowledge [RIconnect] a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude]; b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]; c. Evaluated what others have concluded from numerical information [QRevaluate].

Program	Executive Summary for Assessment Results: 2022-2023 (USLGs 2 and/or 5 alignment)
History	The History Program conducted its direct assessment for year one with a signature assignment (a research paper) using a common grading and assessment rubric. The Program evaluated student research papers from Historian's Craft (HST-300) and History Seminar (HST-475) to assess LO1 and LO3. To assess LOI, the Program evaluated students' use of "Research" and "Evidence/Argument" (using evidence to develop an argument). To assess LO3, the Program used criteria related to "Writing"; "Research"; & "Documentation." Overall, the research papers of the of eight students in HST-300 (formative) and the eight students in HST-475 (summative) met and exceeded the levels set in the Assessment Plan for LO1 and LO3). The indirect data (grades) was consistent with the results obtained from the research papers. Several students performed lower on Evidence/Argument and Documentation than in other criteria. The department will add a new assignment in Historian's Craft beginning in Fall 2023 (and in select History Electives) to bolster student performance in these areas.

Program	Executive Summary for Assessment Results: 2022-2023 (USLGs 2 and/or 5 alignment)
Mathematics	This is Year one on the assessment cycle. Goal 1 was assessed. Goal 1 is: Students will perform, understand, and apply the properties of mathematical operations through assignments and testing in the program's core coursework. For formative assessment the course MA116 Calculus II) was used. The data shows that the average performance of the class was above evident for most of the items assessed. Most of the students understood the key concepts of logic, methods of proofs and their applications. Almost all the of the students demonstrated an understanding of and ability to apply the basic logical operations such as conjunction, disjunction and conditional, which are the main aspects of learning outcome under consideration. For summative assessment MA210 (Discrete) was used. The data shows that the average performance of the class was above evident for most of the items assessed. Most of the students understood the key concepts of logic, methods of proofs and their applications. Almost all the of the students demonstrated an understanding of and ability to apply the basic logical operations such as conjunction, disjunction and conditional, which are the main aspects of learning outcome under consideration.
Religious Studies	We are in year one of our assessment program. We measured the following learning outcome: students will develop critical thinking skills on issues in the field of Religious Studies. We measured this learning outcome this year in RS290: Theological Anthropology (three students) and RS401: Seminar in Religious Studies (1 student). For direct assessment, we used the grade for the research paper in those classes. For indirect assessment, we used the final grade for those classes. Across both classes, all of the students exceeded expectations for this learning outcome and with final grades in these classes within the ABC range. We consider these results to be satisfactory. We will continue to assign activities that progressively build on critical thinking skills in the field of religious studies and that culminate in a major research paper in upper-level Religious Studies classes. These activities will be the responsibility of undergraduate Religious Studies faculty and will be ongoing.

Program	Executive Summary for Assessment Results: 2022-2023 (USLGs 2 and/or 5 alignment)
HMH/GCU School of Nursing and Wellness	
BSN Nursing	The SON focused on LO3: Integrate scientific evidence, practice guidelines, professional standards, and patient preference into the planning, delivery and evaluation of patient car; and LO4: Use information and other emerging technologies in a fiscally responsible manner to provide and evaluate patient care across the continuum. for this past year's assessment. The SON continues to meet benchmarks set in all areas except 1 noted in the assessment plan. The SON has identified NU471 Capstone which for AC 22/23 is at 100%. This past year has had a great deal of focus on the change to the NCLEX question format shifting away from multiple choice and moving to drop down, fill in the blank, case studies, and drag and drop. This change began with our graduating class in May 2023 and a handful from the ABSN February class. The SON continues to focus on improving the response rate for students in the clinical and didactic settings.
Social Work	The BSW Program conducted its assessment for year three by evaluating student work obtained from a 300- level and a 400- level practice course. These courses are relevant to the programs LO# 3 that students use evidence-based social work practice to develop practical skills necessary to be effective social work practitioners. Overall, the learning assignments for students in SW313 Social Work Practice I and SW414 Social Work practice II were used for formative assessment related to the outcome of preparation for the profession. Student research initiatives and presentations were used for summative assessment of this same outcome. Our findings were that the formative and summative assessments met expectations with achievement at the expected level. We found that students gravitate more toward the active learning experiences like role play and group facilitation. Greater attention might need to be paid to motivating students to remain engaged in more independent learning activities like research activities and intervention efficacy analysis. These skills are significant to the social work profession's commitment to life-long learning.

Program	Executive Summary for Assessment Results: 2022-2023 (USLGs 2 and/or 5 alignment)
School of Business and Digital Media	
Business Administration Core	For the Business Administration Core in AY2023, LOs 1, 2 and 4 were assessed. • **LO1 - Effective Business Communication Skills.** Writing assignments in AC171 and BU211 were used and the benchmark was met at the formative level. May need to reconsider the appropriate place for summative assessment of this objective (which has not been reported in recent cycles). • **LO2 - Overall Understanding of Business Concepts.** At the formative level, a combination of internal and external measures received mixed results. Overall, the benchmark is met. Externally, improvements are noted in each area. Internally, need to more consistently collect results across the functional areas. An area of concern is accounting (internal and external results unfavorable). • **LO4 - Ethical Business Behavior.** A course project in BU211 was used to assess LO4. The benchmark was met. An update to the business administration core learning objectives was approved in AY2023; accordingly, the revision will be processed in September 2023.
Digital Communications	For Digital Communication, LO1 (strong communication skills) and LO5 (specialized knowledge) were assessed in AY2023. In each case, both formative and summative benchmarks were met or exceeded. Continuous improvement activities ongoing.
Finance	For Finance, LO3 (analyze/interpret financial and economic data) was assessed in AY2023. The summative benchmark was exceeded. As this is a newer plan, will proceed with the activities listed in the assessment plan - although some discrepancies between the catalog LOs and the current assessment plan are noted. A revision will need to be filed in AY2024.

Program	Executive Summary for Assessment Results: 2022-2023 (USLGs 2 and/or 5 alignment)
School of Education	
TE- Early Childhood	The Teacher Education P-3 program addressed learning outcomes at the institutional level, the external professional standards level, as well as external accreditor standards. The Academic Unit Assessment Report for AY 22-23 did not include any specific outcomes that would be addressed this review year. This will need to be amended by the newly appointed program directors. The data shows that goals were not met, however, the goal thresholds were set very high expecting 85% of students to Exceed Expectations, and in some cases, the threshold levels were set to an old percentage, which skewed the data negatively. If the data is assessed using the current thresholds of 0-69% = Below Expectations, 70-84% = Meets Expectations, and 85-100% Exceeds Expectations, the majority of students fall at or above Meets Expectations. The current thresholds are acceptable, while the current goal of having 85% of students Exceed Expectations needs to be reconsidered. This consideration will be taken by program directors and adjusted as such for the next academic year.

Program	Executive Summary for Assessment Results: 2022-2023 (USLGs 2 and/or 5 alignment)
TE- Elementary	The Teacher Education K-6 program addressed learning outcomes at the institutional level, the external professional standards level, as well as external accreditor standards. The Academic Unit Assessment Report for AY 22-23 did not include any specific outcomes that would be addressed this review year. This will need to be amended by the newly appointed program directors. The data shows that goals were not met, however, the goal thresholds were set very high expecting 85% of students to Exceed Expectations, and in some cases, the threshold levels were set to an old percentage, which skewed the data negatively. If the data is assessed using the current thresholds of 0-69% = Below Expectations, 70-84% = Meets Expectations, and 85-100% Exceeds Expectations, the majority of students fall at or above Meets Expectations. The current thresholds are acceptable, while the current goal of having 85% of students Exceed Expectations needs to be reconsidered. This consideration will be taken by program directors and adjusted as such for the next academic year.

HelioCampus Assessment and Credentialing System (HCAC) Direct Assessment Reports

During academic year 2022-2023, the Office of Institutional Assessment and Accreditation (OIAA) continued to link courses and assessment artifacts to the USLG. The HCAC Summary Report on assessed artifacts aligned with USLG Goal 2 from the undergraduate programs yielded the following results. From the evidence below, undergraduate students were meeting expectations for ISLG – USLG Goal 2.

Table 1

Direct Assessment of USLG 2 for AY 2022-2023

Term	USLG	Name	Total Number of Assessments	No Evidence	No Evidence %	Does not meet expectations	Does not meet expectations %	Meets expectations	Meets expectations %	Exceeds expectations	Exceeds expectations %	Meets or Exceeds Expectations	Meets or Exceeds Expectations %	Success	Perf. Goal
Spring 2023	GOAL 2	GOAL 2 Intellectual and Practical Skills	1535	15	1%	180	12%	342	22%	997	65%	1339	87%	**87.0%**	**80%**
Fall 2022	GOAL 2	GOAL 2 Intellectual and Practical Skills	2236	73	3%	287	13%	262	12%	1614	72%	1876	84%	**84%**	**80%**
TOTAL AY 22-23	**GOAL 2**	**GOAL 2 Intellectual and Practical Skills**	**3771**	**88**	**2%**	**467**	**12%**	**604**	**16%**	**2611**	**69%**	**3215**	**85%**	**85%**	**80%**

A breakdown by program with designated specific learning outcome (2A-2E) by program assignments and success rate are listed in the table below. Programs with less than 10 artifacts were excluded as were those programs which only had evidence from aligned general education coursework. Results are listed by semester. Goals assessed for General Education and the Writing Intensive university-wide programs were met. Most programs met expectations. Further analysis of specific artifacts linked to these outcomes generates reasonable explanations for not meeting the success target, as well as data to support continued development within the programs chosen below.

Table 2

USLG 2 Criteria by Program: Direct Assessment Results AY 2022-2023

Term	College / Administrative Division	Department / Administrative Unit	Program	Outcome	# Assessed	Success	Perf. Goal
Fall 2022	HMH School of Nursing & Wellness	SOCWRK Social Work/Gerontology	Social Work	GOAL 2.A Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information	51	**86.3%**	**85.0%**
Fall 2022	HMH School of Nursing & Wellness	SOCWRK Social Work/Gerontology	Social Work	GOAL 2.B Written and Oral Communication	86	**87.2%**	**85.0%**
Fall 2022	HMH School of Nursing & Wellness	SOCWRK Social Work/Gerontology	Social Work	GOAL 2.D Information literacy	35	**88.6%**	**85.0%**
Fall 2022	School of Arts & Sciences	ENG English	English	GOAL 2.A Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information	23	**100.0%**	**80.0%**
Fall 2022	School of Arts & Sciences	ENG English	English	GOAL 2.B Written and Oral Communication	23	**100.0%**	**80.0%**
Fall 2022	School of Arts & Sciences	ENG English	English	GOAL 2.D Information literacy	23	**100.0%**	**80.0%**
Fall 2022	School of Business & Digital Media	BUSADM Business Administration	Business Administration Core	GOAL 2.B Written and Oral Communication	35	**77.1%**	**80.0%**
Spring 2023	HMH School of Nursing & Wellness	SOCWRK Social Work/Gerontology	Social Work	GOAL 2.B Written and Oral Communication	11	**100.0%**	**85.0%**

Term	College / Administrative Division	Department / Administrative Unit	Program	Outcome	# Assessed	Success	Perf. Goal
Spring 2023	School of Arts & Sciences	ENG English	English	GOAL 2.A Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information	14	**100.0%**	**80.0%**
Spring 2023	School of Arts & Sciences	ENG English	English	GOAL 2.B Written and Oral Communication	14	**100.0%**	**80.0%**
Spring 2023	School of Arts & Sciences	ENG English	English	GOAL 2.D Information literacy	14	**100.0%**	**80.0%**
Spring 2023	School of Arts & Sciences	ENG English	Writing Intensive	GOAL 2.A Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information	259	**84.2%**	**80.0%**
Spring 2023	School of Arts & Sciences	ENG English	Writing Intensive	GOAL 2.B Written and Oral Communication	259	**84.2%**	**80.0%**
Spring 2023	School of Arts & Sciences	GENED General Education	General Education	GOAL 2.A Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information	16	**81.3%**	**80.0%**
Spring 2023	School of Arts & Sciences	GENED General Education	General Education	GOAL 2.C Quantitative literacy	63	**82.5%**	**80.0%**
Spring 2023	School of Arts & Sciences	GENED General Education	General Education	GOAL 2.D Information literacy	17	**100.0%**	**80.0%**
Spring 2023	School of Arts & Sciences	MTHPHY MathematicsComputerSciencePhysics	CIS (Computer Information Systems) Program	GOAL 2.A Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information	12	**75.0%**	**80.0%**

Term	College / Administrative Division	Department / Administrative Unit	Program	Outcome	# Assessed	Success	Perf. Goal
Spring 2023	School of Arts & Sciences	MTHPHY MathematicsComputerSciencePhysics	CIS (Computer Information Systems) Program	GOAL 2.B Written and Oral Communication	24	**70.8%**	**80.0%**
Spring 2023	School of Arts & Sciences	MTHPHY MathematicsComputerSciencePhysics	CIS (Computer Information Systems) Program	GOAL 2.C Quantitative literacy	20	**65.0%**	**80.0%**
Spring 2023	School of Arts & Sciences	MTHPHY MathematicsComputerSciencePhysics	Mathematics	GOAL 2.C Quantitative literacy	11	**81.8%**	**80.0%**
Spring 2023	School of Arts & Sciences	PSY Psychology & Counseling	Psychology	GOAL 2.A Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information	50	**84.0%**	**80.0%**
Spring 2023	School of Arts & Sciences	PSY Psychology & Counseling	Psychology	GOAL 2.B Written and Oral Communication	74	**93.2%**	**80.0%**
Spring 2023	School of Arts & Sciences	PSY Psychology & Counseling	Psychology	GOAL 2.D Information literacy	50	**84.0%**	**80.0%**

Table 3

Direct Assessment of USLG 5 for AY 2022-2023

Term	USLG	Name	Total Number of Assessments	No Evidence	No Evidence %	Does not meet expectations	Does not meet expectations %	Meets expectations	Meets expectations %	Exceeds expectations	Exceeds expectations %	Meets or Exceeds Expectations	Meets or Exceeds Expectations %	Success	Perf. Goal
Spring 2023	GOAL 5	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	367	0	0%	72	20%	84	23%	211	57%	295	80%	**80%**	**80%**
Fall 2022	Goal 5	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	305	0	0%	59	19%	52	17%	194	63.6%	246	80.7%	**81%**	**80%**
TOTAL AY 22-23	**Goal 5**	**GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level**	**672**	**0**	**0%**	**131**	**19.5%**	**136**	**20.2%**	**405**	**60.3%**	**541**	**80.5%**	**80.5%**	**80%**

Table 4

USLG 5 Criteria by Program: Direct Assessment Results AY 2022-2023

Term	College / Administrative Division	Department / Administrative Unit	Program	Outcome	# Assessed	Success	Perf. Goal
Fall 2022	HMH School of Nursing & Wellness	HRP Health Related Professions	B.A. in Health Profession Studies	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	53	**90.6%**	**80.0%**
Fall 2022	HMH School of Nursing & Wellness	SOCWRK Social Work/Gerontology	Social Work	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	57	**93.0%**	**80.0%**
Fall 2022	School of Education	EDUC Education	Early Childhood P-3 w/TSWD (undergraduate)	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	56	**96.4%**	**80.0%**
Spring 2023	School of Arts & Sciences	MTHPHY MathematicsComputerSciencePhysics	Mathematics	GOAL 5.A Students will attain their program's objectives and complete their major requirements	11	**81.8%**	**80.0%**
Spring 2023	School of Arts & Sciences	PSY Psychology & Counseling	Psychology	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	206	**76.7%**	**80.0%**

Term	College / Administrative Division	Department / Administrative Unit	Program	Outcome	# Assessed	Success	Perf. Goal
Spring 2023	School of Education	EDUC Education	TE Early Childhood P-3 (Initial)	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	17	**100.0%**	**80.0%**
Spring 2023	School of Education	EDUC Education	TE Elementary K-6 (Initial)	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	44	**81.8%**	**80.0%**

End of Course Reflections: Aligned with Goals 2 & 5.

Faculty End of Course Reflections

During AY 2022-2023, 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 136 undergraduate course responses, 88 (65%) aligned their reported outcomes to Goal 2 and 55 (40.4%) aligned their learning outcomes to Goal 5. Generally, faculty reported student achievement of the selected learning outcomes met expectations.

Table 5

End of Course Reflections: Aligned with Goals 2 & 5

Semester	Number of Responders	USLG Goal 2 Outcome Alignment Choice	USLG Goal 5 Outcome Alignment Choice	Total Choices (Outcomes aligned with more than one USLG)	Number of Responders using Undergraduate Courses	Goal 2 Percent of Total Undergraduate Responders	Goal 5 Percent of Total Undergraduate Responders
Fall 2022	108	55	44	179	88	62.5%	50%
Spring 2023	99	33	11	91	48	68.75%	22.9%
TOTAL	207	88	55	170	136	64.7%	40.4%

Direct Assessment – Outcomes 2a-2e

2a. Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information

See tables 2 & 3 above

2b. Written and oral communication

See tables 2 & 3 above and Writing Intensive Report

Table 6

Writing Intensive Outcomes Direct Assessment Report AY 2023-2023

Term	Program	Outcome	#Assessed	Success (Met or Exceeded Expectations)	Benchmark
Fall 2022	Writing Intensive	WI LO1 Use information/low stakes writing as a gateway to critical thinking and learning.	607	86.7%	80%
	Writing Intensive	WI LO2 Apply the conventions of academic writing and research successfully.	61	55.7%	80%
	Writing Intensive	WI LO3 Analyze the needs and expectations of an audience and effectively address them in the student's own writing.	46	84.8%	80%
Spring 2023	Writing Intensive	WI LO1 Use information/low stakes writing as a gateway to critical thinking and learning.	508	83.7%	80%

2c. Quantitative literacy

See tables 2 & 3 above and Inceptia/Financial Avenue Report below.

Table 7

Inceptia/Financial Avenue Coursework Fall 2023 (GEN 101 and TRIO/SSS Programs)

Inceptia/ Financial Avenue	Fall 2022
# registered students	204
# completed modules	1097
Avg module per student (5 required for GEN 101)	5.38
Avg post test score	90.4
Module	# students completed
COLLEGE AND MONEY	136
CREDIT AND PROTECTING MONEY	88
DEBT AND REPAYMENT	109
EARNING MONEY	100
FAFSA	139
FOUNDATION OF MONEY	149
FUTURE OF MONEY	61
LOAN GUIDANCE	94
SPENDING AND BORROWING	106
TOTAL	982
# students in both TRIO + GEN 101	19
GEN 101 Enrollment FA 22	182

2d. Information literacy

SearchPath Results

SearchPath is online, self-paced information literacy instruction provided by the Sister Mary Joseph Cunningham Library. It is comprised of four learning modules with corresponding quizzes at the end of each module and has been part of the GEN199 curriculum since January 2017. The quiz data is tabulated annually every spring semester and used as a part of the library's Student Learning Assessment every third year. *Note: No evaluative statements or recommendations are included within this annual report of quiz scores.*

The following data table (Table 8) represents current Spring 2023 GEN199 student *SearchPath* quiz scores. Average scores for each quiz met and exceeded library student learning goals for the semester. *Note: Students are permitted to take all quizzes more than once; only most recent score per student is retained for data collection.*

Table 8

SearchPath Quiz Results from GEN 199 Spring 2023

SPRING 2023 - GEN199 Searchpath Quiz Data	Quiz 1	Quiz 2	Quiz 3	Quiz 4
Total number of unique quizzes taken	151	149	142	115
Total number of quizzes scoring >70%	144	140	137	113
Total number of quizzes scoring <70%	7	9	5	2
Average score of all quizzes taken	89.16%	89.54%	91.55%	86.96%

2e. Teamwork and problem solving

See tables 2 & 3 above.

Georgian Court, as a NCAA Division II participant, has student-athletes that comprise 16% of the total full-time undergraduate population. Teamwork and problem-solving are integral to the student athlete experience. The integration of teamwork and athletics at GCU is evident in the following accomplishments of AY 2022-23.

Lions Track and Field Picks Up Academic Honors - GCU Athletics (gculions.com)

Lions Volleyball Claims Sixth Straight AVCA Team Academic Award - GCU Athletics (gculions.com)

Twenty-Two Student-Athletes Inducted into Chi Alpha Sigma Student-Athlete Honor Society - GCU Athletics (gculions.com)

Georgian Court Sends Student-Athletes to NCAA SAAC Super Region Convention - GCU Athletics (gculions.com)

CACC Announces 2022-23 All-Academic Basketball Teams - GCU Athletics (gculions.com)

Beard, Williams Earn Academic All-District Honors - GCU Athletics (gculions.com)

Lions Receive NCAA Team Works Community Service Competition Award - GCU Athletics (gculions.com)

Georgian Court Earns Prestigious NCAA Presidents' Award for Academic Excellence - GCU Athletics (gculions.com)

NCAA Releases 2021-22 Academic Success Rate Report - GCU Athletics (gculions.com)

Indirect Evidence of Achievement of Learning Outcome 2
Course Evaluations

Using HCAC (HelioCampus Assessment and Credentialing) for course feedback, the overall mean (using questions 7-16) for the GCU Student Evaluation of Teaching (SET) instrument was 4.32/5 for fall 2022 (N=1956) and 4.37/5 for spring 2023 (N=1997), The three-year weighted mean for this GCU instrument was 4.34/5 as computed through spring 2023.

The following table gives results by school for student course feedback on undergraduate courses using the GCU SET survey deployed through HCAC programs.

Table 9

GCU Student Evaluation of Teaching (SET) Course Feedback Results for Undergraduate Coursework

Term	School	Program	Number of Responders	Number of Students Enrolled	Percent Response	Metric Mean (Questions 7-16) GCU Comparison Mean =4.34
Fall 2022	Arts and Sciences	Science Labs	106	223	48%	4.13
	Arts and Sciences	Undergrad	912	2339	40%	4.28
	Business and Digital Media	All	225	741	30%	4.36
	Education	Initial Teacher	105	180	58%	4.63
	Nursing and Wellness	Social Work	46	111	41%	4.59
	Nursing and Wellness	ExSci/IH	53	118	45%	4.38

Term	School	Program	Number of Responders	Number of Students Enrolled	Percent Response	Metric Mean (Questions 7-16) GCU Comparison Mean =4.34
	Nursing and Wellness	HRP	11	17	65%	4.86
	Nursing and Wellness	Nursing	154	552	28%	4.18
Spring 2023	Arts and Sciences	Science Labs	92	202	46%	4.19
	Arts and Sciences	Undergrad	922	1974	47%	4.46
	Business and Digital Media	All	179	579	31%	4.43
	Education	Initial Teacher	71	148	48%	4.29
	Nursing and Wellness	Social Work	36	138	26%	4.27
	Nursing and Wellness	ExSci/IH/HP	72	255	28%	4.71
	Nursing and Wellness	Nursing	187	660	28%	4.24

General Education Courses AY 2022-2023

Table 10

General Education Courses AY 2022-2023

Fall 2022 General Education Classes			
Total All General Education Classes	**Sections 143**		**Total Enrollment 2100**
Total Faculty Count 76			
Code	**Title**	**# Sections**	**Total Enrollment**
GEN101	Pathway to the Bridge	10	184
GEN199	Discovering Self in the Universe	2	33
GEN400	Visioning a Future	9	151
Total "GEN" courses		**21**	**368**

Spring 2023 General Education Classes			
Total All General Education Classes	**Sections 93**		**Total Enrollment 1480**
Total Faculty Count 58			
Code	**Title**	**# Sections**	**Total Enrollment**
GEN101	Pathway to the Bridge	1	9
GEN199	Discovering Self in the Universe	10	158
GEN400	Visioning a Future	8	114
Total "GEN" courses		**19**	**281**

Pass Rates for Bridge General Education Courses

Overall, 144 (6.8%) students earned a D, F, or W grade in Bridge General Education Courses in Fall 2022. Of these 14 students were enrolled in GEN 101, 3 in GEN 199, and 4 in GEN 400. These courses had a pass rate of 93.2%. The university's pass rate for all undergraduate courses for fall 2022 was 94%.

In Spring 2023, 130 (8.4%) students earned a D, F, or W grade in Bridge General Education Courses. Of these, 14 students were enrolled in GEN 101, 3 in GEN 199, and 4 in GEN 400. These courses had a pass rate of 91.6%. The university's pass rate for all undergraduate courses for fall 2022 was 96%.

Pass Rates for 400 Level Courses

Overall, 14 (0.8%) students earned a D, F, or W grade in 400 level undergraduate courses. In all, 1661 students were enrolled in these courses, with a pass rate of 99.2%.

In Spring 2023, 16 (0.9%) students earned a D, F, or W grade in 400 level undergraduate courses. In all, 1744 students were enrolled in these courses, with a pass rate of 99.1%.

Student Surveys

During Spring 2023, the first year (FY) and senior year (SR) students were asked to reply to the National Survey of Student Engagement (NSSE). At the time of this report, comparative data was not available. However, from the raw data provided, the following results could be extrapolated. The following table shows the NSSE questions related to USLG Goals 2 and 5. (See Assessment Plan above). FY responders varied between 65-67, while SR responders varied between 94-97.

Office of Assessment
900 Lakewood Avenue
Lakewood, NJ 08701-2697

Tel: 732.987.2234
Fax: 732.987.2021
www.georgian.edu

GEORGIAN COURT UNIVERSITY
THE MERCY UNIVERSITY OF NEW JERSEY

Table 11

NSSE 2023 Results – From Raw Data

GCU	NSSE 2023	# FY Resp	FY Mean Score	# SR Resp	SR Mean Score	DIFF SR-FY
1	**During the current school year, about how often have you done the following?**					
	Response options: Very often=4, Often=3, Sometimes=2, Never=1					
a.	Asked questions or contributed to course discussions in other ways [askquest]	67	2.99	96	3.28	0.30
b.	Asked another student to help you understand course material [CLaskhelp]	67	2.52	97	2.51	-0.02
c.	Explained course material to one or more students [CLexplain]	67	2.52	97	2.86	0.33
d.	Prepared for exams by discussing or working through course material with other students [CLstudy]	67	2.58	96	2.97	0.39
e.	Worked with other students on course projects or assignments [CLproject]	67	2.39	97	2.68	0.29
f.	Given a course presentation [present]	67	2.34	97	2.85	0.50
2	**During the current school year, about how often have you done the following?**					
	Response options: Very often=4, Often=3, Sometimes=2, Never=1					
a.	Combined ideas from different courses when completing assignments [RIintegrate]	67	2.58	96	2.97	0.39
b.	Connected your learning to societal problems or issues [RIsocietal]	67	2.48	97	2.81	0.34
c.	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [RIdiverse]	67	2.84	96	2.70	-0.14
d.	Examined the strengths and weaknesses of your own views on a topic or issue [RIownview]	67	2.52	96	2.86	0.34
e.	Tried to better understand someone else's views by imagining how an issue looks from their perspective [RIperspect]	65	2.62	94	2.95	0.33

GCU		NSSE 2023	# FY Resp	FY Mean Score	# SR Resp	SR Mean Score	DIFF SR-FY
	f.	Learned something that changed the way you understand an issue or concept [RInewview]	65	2.82	96	2.94	0.12
	g.	Connected ideas from your courses to your prior experiences and knowledge [RIconnect]	66	2.98	96	3.15	0.16
3		**During the current school year, about how often have you done the following?**					
		Response options: Very often=4, Often=3, Sometimes=2, Never=1					
	a.	Talked about career plans with a faculty member [SFcareer]	67	2.43	97	2.73	0.30
	b.	Worked with a faculty member on activities other than coursework (committees, student groups, etc.) [SFotherwork]	67	1.79	96	2.00	0.21
	c.	Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss]	67	2.03	94	2.26	0.23
	d.	Discussed your academic performance with a faculty member [SFperform]	67	2.31	97	2.52	0.20
4		**During the current school year, how much has your coursework emphasized the following?**					
		Response options: Very much=4, Quite a bit=3, Some=2, Very little=1					
	a.	Memorizing course material [memorize]	67	3.03	97	3.09	0.06
	b.	Applying facts, theories, or methods to practical problems or new situations [HOapply]	67	2.73	97	3.11	0.38
	c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts [HOanalyze]	67	2.67	97	3.08	0.41
	d.	Evaluating a point of view, decision, or information source [HOevaluate]	66	2.77	97	3.15	0.38
	e.	Forming a new idea or understanding from various pieces of information [HOform]	67	2.81	96	3.00	0.19
6		**During the current school year, about how often have you done the following?**					
		Response options: Very often=4, Often=3, Sometimes=2, Never=1					
	a.	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude]	67	2.51	96	2.47	-0.04

GCU		NSSE 2023	# FY Resp	FY Mean Score	# SR Resp	SR Mean Score	DIFF SR-FY
	b.	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]	65	2.18	95	2.32	0.13
	c.	Evaluated what others have concluded from numerical information [QRevaluate]	65	2.20	96	2.33	0.13
7		**During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)**					
		Response options: None=1, 1-2=2, 3-5=3, 6-10=4, 11-15=5, 16-20=6, More than 20 papers=7					
	a.	Up to 5 pages [wrshort]	67	7.19	96	8.48	1.29
	b.	Between 6 and 10 pages [wrmed]	67	2.62	96	3.70	1.08
	c.	11 pages or more [wrlong]	67	0.88	96	1.91	1.03

[RECODED] The following items were recoded from items 7a to 7c using the midpoints of response ranges and an estimate for the unbounded option. Recoded values represent the number of papers, reports, or other writing tasks:

Values: None=0.0, 1-2=1.5, 3-5=4.0, 6-10=8.0, 11-15=13.0, 16-20=18.0, More than 20 papers=23.0

- Up to 5 pages [wrshortnum]

- Between 6 and 10 pages [wrmednum]

- 11 pages or more [wrlongnum]

[DERIVED] Estimated pages of assigned writing, recoded and summed by NSSE from wrshort, wrmed, and wrlong using the midpoints of response ranges and an estimate for unbounded options [wrpages]

			# FY Resp	FY Mean Score	# SR Resp	SR Mean Score	DIFF SR-FY
			67	55.75	96	83.61	27.87
11		**Which of the following have you done while in college or do you plan to do before you graduate?**					
		Response options: Done or in progress=4, Plan to do=3, Do not plan to do=2, Have not decided=1					
	a.	Participate in an internship, co-op, field experience, student teaching, or clinical placement [intern]	67	2.76	96	3.40	0.63
	b.	Hold a formal leadership role in a student organization or group [leader]	67	2.07	96	2.39	0.31

GCU	NSSE 2023	# FY Resp	FY Mean Score	# SR Resp	SR Mean Score	DIFF SR-FY
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together [learncom]	67	1.94	95	2.57	0.63
d.	Participate in a study abroad program [abroad]	67	2.07	96	1.96	-0.12
e.	Work with a faculty member on a research project [research]	67	2.09	96	2.32	0.23
f.	Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.) [capstone]	67	2.18	96	3.56	1.38

12. About how many of your courses at this institution have included a community-based project (service-learning)? [servcourse]

Response options: All=4, Most=3, Some=2, None=1		65	1.71	95	2.00	0.29

[DERIVED] Sum of high-impact practices for first-year students marked 'Done or in progress' for learncom or research or 'All, Most, or Some' for servcourse [HIPsumFY]

[DERIVED] Sum of high-impact practices for seniors marked 'Done or in progress' for learncom, research, intern, abroad, or capstone, or 'All, Most, or Some' for servcourse [HIPsumSR]

Most of the above areas show growth from first year to senior year, as well as falling within the university's expectations for meeting its learning goals and degree requirements.

RNL SSI Results

The Ruffalo Noel-Levitz Student Satisfaction Inventory was offered to all undergraduate students in Spring 2022. The following results align with USLG Goals 2 and 5.

Library Resources (#9) - Goal 2

Content Valuable (#4) – Goal 5

Sufficient classes (# 17) – Goal 5

Table 12

Selected RNL SSI results aligned with USLG Goal 2 – Spring 2022

RNL SSI	Spring 2022						
	GCU	**N= 161**		**National 4-year Privates**			
Question (7-point Likert Scale for Importance and Satisfaction)	**Importance**	**Satisfaction**	**Gap**	**Importance**	**Satisfaction**	**Gap**	**Difference**
4. The content of the courses within my major is valuable.	6.64	5.58	0.76	6.66	5.79	0.87	0.09
17. there are sufficient courses within my program of study available each term.	6.63	5.53	1.1	6.52	5.51	1.01	0.02
9. Library resources and services are adequate.	6.44	6.22	0.22	6.21	5.92	0.29	0.3

There was no significant difference between GCU responses and National responses for these questions.

Table 13

Selected RNL SSI results aligned with USLG Goal 5 – Spring 2022

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	5.89	1.31	0.71	6.35	5.54	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	5.51	1.47	0.86	6.16	5.24	1.3	0.92	0.27	★★
Registration Effectiveness	6.44	5.36	1.34	1.08	6.33	4.97	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	

*** Significantly above peer institutions

Student Showcases and Awards

During AY 2022-2023, the following student accomplishments were noted within the public domain of the university's website.

Five NASA NJ Space Grants Awarded to Georgian Court Students - Georgian Court University, New Jersey

Georgian Court Wins NCAA Community Service Award - Georgian Court University, New Jersey

Community service contest open, looking to increase participation - NCAA.org ; Student Athlete Development: Athletic Departments turn to Helper Helper (2022-2023 Awards, GCU tops Division II)

The National Collegiate Athletic Association (NCAA) has recognized Georgian Court with the Presidents' Award for Academic Excellence. With 44 out of 303 Division II schools earning the honor this year, Georgian Court ranks in the top 15% of member schools for academic performance.

NCAA Bestows the Presidents' Award for Academic Excellence on Georgian Court - Georgian Court University, New Jersey

Student-Faculty Research 2023 - Georgian Court University, New Jersey

President and Deans Lists

President's List. The honor, which reflects their hard work in the classroom and commitment their chosen fields, recognizes undergraduate students with a term grade point average of 3.9000 or higher earned during the term. They also carried at least 12 credit hours of letter graded courses.

Dean's List. The honor reflects their hard work in the classroom and commitment to their chosen fields. In recognition of high academic achievement, the Dean's List designation is indicated on student transcripts. The GCU Dean's List includes undergraduate students who earned a 3.6000 to 3.8999 term grade point average. Honorees carried at least 12 credit hours of letter graded courses.

Table 13

President and Deans Lists for AY 2022-2023

Term	Designation	Number of Students	% of Total FT Undergraduates (1073)
Fall 2022	President's List	243	22.6%
Fall 2022	Dean's List	302	28.1%
Spring 2023	President's List	261	24.3%
Spring 2023	Dean's List	249	23.2%

GEORGIAN COURT UNIVERSITY
THE MERCY UNIVERSITY OF NEW JERSEY

Office of Assessment
900 Lakewood Avenue
Lakewood, NJ 08701-2697

Tel: 732.987.2234
Fax: 732.987.2021
www.georgian.edu

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 for AY 2022-2023. Based on the total number of undergraduate students (1414), the inductees represent 16.9% of undergraduates.

Figure 4

Academic Honor Society Inductions AY 2022-2023

Subject	Academic Honor Society	Number of Inductees AY 2022-2023
Athletics	Chi Alpha Sigma: National Athletics Honor Society	24
Biology	Chi Gamma Chapter of Beta Beta Beta: National Biological Honor Society	6
Business Administration	Epsilon Zeta Chapter of Delta Mu Delta: National Business Administration Honor Society	17
Catholic School	Kappa Gamma Pi: Catholic	9
Chemistry	Sigma Alpha Chapter of Gamma Sigma Epsilon: National Chemistry Honor Society	0
Communication	Lambda Pi Eta: National Communication Association Honor Society	5
Criminal Justice	Pi Beta Gamma Chapter of Alpha Phi Sigma: National Criminal Justice Honor Society	6
Education	Tau Gamma Chapter of Kappa Delta Pi: International Honor Society in Education	20
English	Sigma Mu Chapter of Sigma Tau Delta: International English Honor Society	4
EOF/TRIO	Chi Alpha Epsilon: National Opportunity Program (SSS/McNair Scholars/EOF) Honor Society	25
Freshman	Phi Eta Sigma: Freshman Honor Society	44
History	Alpha Delta Zeta Chapter of Phi Alpha Theta: National History Honor Society	3

Subject	Academic Honor Society	Number of Inductees AY 2022-2023
Human Sciences	Nu Alpha Epsilon Chapter of Kappa Omicrom Nu: Human Services Honor Society	10
Leadership	Omicron Delta Kappa (ODK): Leadership	0
Math	New Jersey Eta Chapter of Pi Mu Epsilon: National Mathematics Honor Society	3
Non-Traditional Students	Alpha Sigma Lambda: Non-Traditional Students	6
Nursing	Psi Psi Chapter of Sigma Theta Tau International	33
Psychology	GCU Chapter of Psi Chi: International Honor Society in Psychology	12
Religious Studies/Theology	Sigma Chapter of Theta Alpha Kappa: National Religious Studies/Theology Honor Society	3
Science and Math	Gamma Theta Chapter of Sigma Zeta: National Science and Mathematics Honor Society	2
Social Work	Zeta Nu Chapter of Phi Alpha: National Social Work Honor Society	6
Spanish	Epsilon Lambda Chapter of Sigma Delta Pi: National Spanish Honor Society	1
Veterans & Active Military	SALUTE	2
TOTAL		**239**

Senior Capstone, Internship, Research, and Seminar Courses

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.

Table 14

Senior Capstone, Internship, Research, and Seminar Courses AY 2022-23

	# Course Sections	# Courses	# Enrolled Students*
Fall 2022			
Capstone, Exp. Learning	116	67	884
GEN 400 (not included above)	9	1	151
Spring 2023			
Capstone, Exp. Learning	141	84	1036
GEN 400 (not included above)	8	1	114

- Students may be enrolled in both clinical and lecture courses that are aligned.

Degree Completion

Completions for undergraduate degrees for AY 2021-2022 included 441 students earning Bachelor's Degrees. Arts and Sciences totaled 242 completions, Business and Digital Media had 68, Education had 34, and Nursing had 142. During AY 2022-2023, the following departments were moved to the School of Nursing and Wellness: Exercise Science and Integrative Health, Health Profession Studies, and Social Work. The School of Business and Digital Media added the Sport Management Degree. Bachelor's degree completions for AY 2022-23 as taken from the commencement program are listed in Appendix A. These numbers will be confirmed at the time of the Fall 2023 census.

Service Learning (Experiential Learning)

Data retrieved from Career Services Database for Service Learning.

AY 22-23 includes data from SL100 as a course identifier, GEN 400, and other university courses.

Table 15

Service Learning for AY 2022-2023

Career Services Reported Service-Learning Data							
Service- Learning Data	*Summer 2022*	*Fall 2022*	*Spring 2023*	*Total AY 2022-2023*	*Total AY 2021-2022*	*Total AY 2020-2021*	*Total AY 2019-2020*
Number of Students	1	17	41	**59**	37	50	141
Number of placements	1	7	27	**35**	19	53	157
Number of Courses (non SL100)	1	3	8	**12**	9	35	80
SL 100 courses		4	8	**12**	9		
GEN 400***		10	8	**9**			
Number of Instructors	1	15	16	**27**	14	32	93
Total Hours	**10**	**174**	**459.25**	**643.25**	**540.5**	**710**	**1898.5**
*** In addition to data reported below							
Average Hours per Student	10	10.2	11.2	**10.9**	14.6	13.4	12.09
Number in External Placements	1	7	28	**36**	15	28	79
Number in GCU Placements		10	13	**23**	14	19	57
Alternate Assignments (Covid19)					7	6	0
Range of Hours	10	2.5-120	0-50	**0-120**	**5-60**	**5-87**	**3-120**
GEN 400 Reported data to Career Services (began Fall 2021)							
GEN 400 students		123	77	200			
GEN 400 Course Sections		7	5	13			

Career Services Reported Service-Learning Data							
Service- Learning Data	*Summer 2022*	*Fall 2022*	*Spring 2023*	*Total AY 2022-2023*	*Total AY 2021-2022*	*Total AY 2020-2021*	*Total AY 2019-2020*
GEN 400 Service-Learning Hours		1404.5	876	**2280.5**			

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Office of Assessment
900 Lakewood Avenue
Lakewood, NJ 08701-2697

Tel: 732.987.2234
Fax: 732.987.2021
www.georgian.edu

Analysis and Action Plan

Analysis of Data

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

The focus of assessment of Georgian Court University's (GCU) Undergraduate Student Learning Goals (USLG) for academic year (AY) 2022-2023 was Goal 2: Intellectual and Practical Skills and Goal 5: Mastery of the Defined Body of Knowledge at a Baccalaureate Level. Goal 2 has five competency categories: critical and creative thinking, grounded in inquiry, analysis, and synthesis of information; written and oral communication; quantitative literacy; information literacy; teamwork and problem solving. Both direct and indirect assessments were used for this report.

There are sufficient courses to allow undergraduates timely completion of their degree plan and goals. The university has a high pass rate for its undergraduate courses at 94% for the fall semester and 96% for the spring semester. The four-year graduation rate for AY 2020-2021 was 39% for students entering GCU in 2017. The previous year's four-year graduation rate was 43%. Note that AY 2020-2021 was during the Covid-19 pandemic. On May 17, Commencement ceremonies honored 351 undergraduate students who earned their baccalaureate degrees during AY 2022-2023 (Students listed in Commencement Program).

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. Student satisfaction with coursework is evidenced by the overall satisfaction rates (mean) from course feedback (Fall22 at 4.32/5 and Spring23 at 4.37/5). A select group of students attain dean and president's list honors (22.6% - 28.1%), as well as acceptance into the university's honor societies (17% of FT undergraduates). The HelioCampus Assessment and Credentialing (HCAC) system was used to collect direct assessment of student assignments aligned with Goal 2: Intellectual and Practical Skills and Goal 5: Mastery of a Defined Body of Knowledge of the Undergraduate Student Learning Goals (USLG). The system provided ample evidence of goal achievement (Goal 2 success level: 85%; Goal 5 success level: 80.5%). Adjustments to curriculum alignments with the USLG and collected artifacts shows continuous improvement based on this data.

In all, 10 undergraduate programs had course assignments linked to USLG Goals 2a-2e or Goal 5/5a. Within these programs for Goals 2a-2e, 87% of the 2608 artifacts met or exceeded expectations. For those artifacts linked only to the generic Goal 2, 86% of the 3567 artifacts met or exceeded expectations. For Goal 5 or 5a, 80% of the 612 artifacts met or exceeded expectations. Direct assessment artifacts included capstone or signature assignments, testing results, writing assignments, and presentations evaluated by rubrics.

Consideration of USLG Goals 2 & 5 were noted in the End of Course Reflections surveys conducted each semester. Faculty responses to the End of Course Reflection per semester show alignment with USLG Goals 2 and 5. From the 207 total responders during the academic year, 136 chose an undergraduate course for reflection. Of these, 64.7% aligned their course learning outcome with USLG 2 and 40.4% with USLG 5. Most responders were satisfied with the achievement of the selected learning outcome as evidenced by their survey reports.

Areas of indirect assessment include student feedback on courses, pass rates and grade reports, number of courses offered, President's and Deans' Lists, as well as Honor Society enrollments, degree completion, and student showcases and rewards. The above areas meet expected benchmarks according to the assessment plan. The university has a high pass rate for its undergraduate courses at 94% for the fall semester and 96% for the spring semester. The four-year graduation rate for AY 2020-2021 was 39% for students entering GCU in 2017. The previous year's four-year graduation rate was 43%. Note that AY 2020-2021 was during the Covid-19 pandemic.

Honor Society enrollments are included as indirect evidence for Goal 5. GCU has 23 active chapters, and in AY 2022-23 inducted 239 undergraduate students. Service-learning data continues to show the importance of this experiential learning requirement as part of the Bridge General Education Program. High Impact Practices (HIPs) of student/faculty research, capstone research and projects, as well as program requirements for clinical experiences and internships are available for all students. Acknowledgement of academic achievement is shown by the numbers of inductees into the discipline-specific honor societies and the students achieving President or Dean's Honors each semester. Athletics is highly engaged in academic as well as team performance as evidenced by the multiple award acknowledgements during the past academic year.

Student surveys related to USLG Goals 2 & 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 2023. Results related to USLG Goals 2 and 5 from both surveys are included in this report, using raw data for the NSSE results. NSSE results (164 responders) generally show growth from first year to senior year students.

In spring 2022, undergraduate students took the Ruffalo Noel Levitz (RNL) Student Satisfaction Inventory. A total of 516 students completed the survey. The results from questions 4, 17, and 9 align with the assessed USLGs. The GCU mean scores were within 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 2 and 5 may be had from the annual assessment reports from the undergraduate programs, including the Bridge General Education report. Selected reports are included within this document, dependent on the program goal alignment selected for this reporting year. Full reports on all academic program assessment are posted each year on the university's website for Assessment of Student Learning.

In all, there is ample evidence, direct and indirect, that attests to the successful achievement of Georgian Court University's Undergraduate Student Learning Goal 2: Intellectual and Practical Skills and Goal 5: Mastery of Discipline Knowledge at a Baccalaureate Level. More precise alignment of program artifacts with program outcomes and the USLGs can give further evidence of this achievement in subsequent years. Students and faculty have every right to be proud of their accomplishments in meeting these goals above and beyond expectations.

Action Plan

1. Continue to utilize the capacity of the HCAC 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 HCAC to department chairs and school deans.
   d. Continue to refine the academic program assessment data reporting process using data forms from HCAC.
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. 2023 Commencement Degree Conferral Listing (Unconfirmed, Listing in Commencement Program)

GCU Commencement	17-May-23		
School	*Degree*	*Number*	*School Total*
School of Arts and Science	BA	92	
	BS	10	102
School of Business and Digital Media	BA	9	
	BFA	5	
	BS	35	49
School of Education	BA	30	
	BS	1	31
GCU/HMH School of Nursing and Wellness	BA	15	
	BS	10	
	BSN	123	
	BSW	21	169
TOTAL			**351**

Appendix B. Academic Excellence Celebration

Academic Excellence Celebration

April, 2023

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

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THE MERCY UNIVERSITY OF NEW JERSEY

Office of Assessment
900 Lakewood Avenue
Lakewood, NJ 08701-2697

Tel: 732.987.2234
Fax: 732.987.2021
www.georgian.edu

BROWSE STUDENT-FACULTY RESEARCH PROJECTS

Find all the papers, posters, and recorded presentations that were submitted to the Academic Excellence Celebration. Learn something new from past participants, see which faculty members have functioned as mentors, or discover inspiration for your own research project. Each work will open as a PDF.

Presentations   ✪

Student Authors	Faculty Mentors	Department	Title
Catherine Johnson	Pamela Rader, Ph.D.	Department of English	Interdisciplinary Approach to Medieval Literature Through Art and Music **Video One**, **Video Two**
Frances Anne Simmers	Pamela Rader, Ph.D.	Department of English	**My Excerpts of Poetry**
Jhelaine Palo	Eduard Bitto, Ph.D.	Department of Chemistry and Biochemistry	**Molecular Dynamics Simulation using YASARA Software**
Rachel Zigrest	Silvana Cardell	Department of Dance	Location Selection
Juliette Margolies	Paul Capucci, Ph.D.	Department of English	**Movement Beyond the Page: Walt Whitman, Isadora Duncan, and the Beginning of Modern Dance**

Posters   ✖

Student Authors	Faculty Mentors	Department	Title
Alexis Hahn, Jhelaine Palo, Efraim Shkarofsky, Jessica Bis, Jasmin Shaheed, and Robyn Billareul	Jean Parry, Ph.D. and Jessica Lisa, Ph.D.	Department of Biology	An Examination of Gut Microbiome Alterations in Response to Microplastics Exposure
Jana Borkovic and Jaison-Ashley Pleva	Karen Kelly, Ph.D.	Department of Psychology and Counseling	Effects of Social Meida Images on Mood, Self-Esteem, Body Image: Do Cute Images Make Us Happy?
Erica Partenfelder	Megan Sherman, Ph.D.	Department of Social Work and Gerontology	The Benefits of the Collaboration Between Police Officers and Social Workers
Jennifer Matthews	Prasad Lakkaraju, Ph.D., Beth Schaefer, Ph.D., and Sarita Nemani, Ph.D.	Department of Chemistry and Biochemistry, Department of Physics, and Department of Mathematics and Computer Science	Carbon Nanodots: Structural and Electronic Insights Using Infrared and Fluorescence Spectroscopy Techniques
Casey Korman	Vincent Chen, Ph.D.	Department of Integrative Health and Exericse Science	The Effects of Blow Flow Restriction (BFR) on Leg Electromyogram (EMG)
Nicole DiFoglio	Heather Taovsky, Psy.D.	Department of Psychology and Counseling	Meaningful Transition Supports for Graduating Students with Autism Spectrum Disorder

Gabriele Balkius, Casey Korman, Joseph Sauchelli, Joseph Liberatore, and Mathias Madersbacher	Vincent Chen, Ph.D.	Department of Integrative Health and Exericse Science	Examing Gender Differences within the Effects of Blood Flow Restriction on Peak Power and Electromyography
Joseph Liberatore, Casey Korman, Mathias Madersbacher, Joseph Sauchelli, and Garbrielle Balkius	Vincent Chen, Ph.D.	Department of Integrative Health and Exericse Science	The Effects of Blow Flow Restriction (BFR) on Peak Power in Athletes of Different Sports
Joseph Sauchelli	Vincent Chen, Ph.D.	Department of Integrative Health and Exericse Science	The Effects of Blow Flow Restriction (BFR) on Leg Muscular Peak Power
Victoria Black	Kristen Park Wedlock, M.F.A.	Department of English	Panic Prose – Attention, Narrative, and Memory during Crisis
Mathias Madersbacher, Casey Korman, Gabriele Balkius, Joseph Sauchelli, and Joseph Liberatore	Vincent Chen, Ph.D.	Department of Integrative Health and Exericse Science	The Correlation between Body Composition and Peak Power Output
Amanda Ricci	Evelyn Quinn, M.S.W.	Department of Social Work and Gerontology	Policy Priority: Mandating Annual Suicide Prevention Training for School Personnel (K-12)
Diana Gallego	Chinenye Anako, M.D., M.P.H.	Department of Biology	The Effect of Physical Activity on the Balance of the Autonomic Nervous System
Aya Abdo	Chinenye Anako, M.D., M.P.H.	Department of Biology	The Effect of Depression on the Balance of the Autonomic Nervous System

Papers

Student Authors	Faculty Mentors	Department	Title
George Malgeri	Jessica Keene, Ph.D.	Department of History and Political Science	The Codification of Racism
George Malgeri	Scott Bennett, Ph.D.	Department of History and Political Science	Crisis in Yemen, Civil War in Yemen, and Yeme as a Proxy: How a Domestic Conflict Became Exploited to Benefit Foreign Powers
Jack Milne	Meera Behera, Ph.D.	Department of Business Administration	Airline Seasonality Trends
Nicole Russo	Scott Bennett, Ph.D.	Department of History and Political Science	Arthur F. Raper: The New Deal from The Old South to The New South
Noemi Olavarria	Lindiwe Magaya, Ph.D.	Department of Educational Services and Advance Programs	Teachers' Knowledge, Perception, and Implementation of Multisensory Strategies in the Classroom

| Mike Thomas | Beth Schaefer, Ph.D. | Department of Physics | **Reader's Guide to Fossil Fuel Dependency and Hydraulic Fracturing** |
| Kendra Paige Lucas | Megan Sherman, Ph.D. | Department of Social Work and Gerontology | How PTSD Affects Marines |