

Undergraduate Student Learning Goals (USLG)**University Assessment: Office of Institutional Assessment and Accreditation AY 2023-2024****Annual Assessment Report: Year 2 of the USLG Assessment Plan****Overview**

During the academic year 2023-2024, the fall census of the Georgian Court University stated a head count of 1478 undergraduate students, of whom 1,090 were full-time, 388 were part-time giving a full-time equivalent count of 1,229. Completion of undergraduate graduate degrees was earned by 352 students in 2023-2024. The School of Arts and Sciences offered 21 undergraduate degree programs, the School of Business and Digital Media 11 undergraduate degree programs, the HMH School of Nursing and Wellness at GCU 5 undergraduate degree programs. The School of Education at Georgian Court University offered 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 offered multiple options for minor areas of concentration and/or certification. At the end of academic year 2023-24 the schools of Arts and Sciences and Education were merged into the School of Arts, Sciences, and Education, effective July 1, 2024.

Undergraduate Degree Programs

School of Arts & Sciences: Art & Visual Studies (Visual Art BA); Biochemistry (BS); Biology (BA, BS); Chemistry (BA,BS); Clinical Laboratory Sciences (BS), Medical Imaging Sciences (BS) ; Computer Info Systems (BA); Criminal Justice (BA); Dance (Dance Science BS, Dance BA); English (BA); History (BA); Interdisciplinary Studies (BA); Mathematics (BA); Natural Sciences (BS); Political Science (BA); Psychiatric Rehabilitation and Psychology (BS); Psychology (BA); Religious Studies (BA); Spanish (BA).

School of Business & Digital Media: Accounting (BS), Business Administration (BS), Digital Communication (BA), Digital Design (BA), Finance (BS), Graphic Design and Multimedia (BFA), Health Information Management (BS), Management (BS), Marketing (BS), Sport Management (BS). The following degree programs will be changed beginning in AY 2024-2025: Digital Communication to become Communication, Latino Business Studies will be suppressed.

School of Education: Education (Early Childhood, Elementary, Secondary Subjects, ESL preparation for certification). Special Education and Middle School endorsements are also offered. No undergraduate degree in Education is offered. Students major in another area and add courses for certification and/or endorsements.

School of Nursing and Wellness: Nursing (ABSN, BSN); Exercise Science, Wellness and Sports (BS); Health Profession Studies (BA); Health Sciences (BS); Social Work (BSW).

During the summer 2023 semester, 82 undergraduate course sections were offered by the university, enrolling 855 students. During the fall 2023 semester, 609 undergraduate course sections were offered, enrolling 6,681 students. During the winter 2023 session 34 undergraduate course sections were offered, enrolling 378. During the spring 2024 semester, 556 undergraduate course sections were offered, enrolling 6,113 students. In total, 1,281 course sections were offered to undergraduates in AY 2023-2024 enrolling 14,027 students, with an average enrollment of 10.95 students per course.

Suspension of Low Enrolled Programs: Art BFA, Applied Arts & Sciences BA, Spanish BA, Political Science BA, MA Criminal Justice, MA Higher Education and Student Affairs Administration, research track of Theology MA, Higher Education MA and Instructional Technology MA. This will be effective in Fall 2024.

USLG Assessment Plan

The data within this report follows the plan for assessment of the undergraduate student learning goals (USLG) for the academic year 2023-2024. The USLG plan mirrors the cycle of reporting for the Bridge General Education Program. For Academic Year (AY) 2023-2024, 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 evaluation 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 HEDS Student Satisfaction Survey from Spring 2024 and NSSE data from Spring 2023 were included in this report.

Figure 1

USLG Assessment Plan: Goals 1 and 5

Direct Assessment: Student artifacts as graded by a rubric and linked from BlackBoard gradebook to the appropriate Goal/Outcome and retrieved within the HelioCampus assessment software

Indirect Assessment: Nationally normed student engagement or satisfaction surveys. Number of courses offered as well as pass rates.

Assessment Plan for Institutional Student Learning Goals (ISLG) GCU Undergraduate Programs					
Goal 1. Foundational Knowledge of Human Cultures and of the Physical and Natural World Year 2					
<i>Institutional Student Learning Goals and Outcomes</i>	<i>Direct Assessment:</i>	<i>Benchmark</i>	<i>Indirect Assessment:</i>	<i>Benchmark</i>	<i>Responsible Party</i>
1a. Students will demonstrate the ability to apply foundational knowledge in the arts, humanities, languages, mathematics, natural sciences, and social sciences.	Evidence of student artifact assessment aligned with USLG 1/1a within the HelioCampus system. Data analysis by discipline area and individual student results.	<i>At least 80% of students achieve at expected level</i>	Number of courses and pass rates for General Education Coursework aligned with Goal 1. NSSE: Engagement Indicator (EI): Academic Challenge- FY and SR results. Honor Society enrollments and activities GCU SET results: Overall Mean Score of Metric. HEDS Student Satisfaction Survey: Results from: Quality of Your Academic Experiences & Quality of Course Instruction	Pass rates are at or above 90% overall for intended courses for this outcome. Student Surveys: GCU results are at or above national norms/means for standardized surveys. Honor Societies retain active membership with annual inductions. GCU SET mean is at or above 4.4/5 for undergraduate courses. <i>HEDS results show that most respondents are satisfied in each area related to Goal 1.</i>	Office of Institutional Assessment and Accreditation (OIAA)
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 HELIOCAMPUS system. Data analysis by discipline area and individual student results. Emphasis on capstone experiences within senior level coursework.	<i>At least 80% of students achieve at expected level</i>	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.	Surveys: 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 the previous year. <i>HEDS results show</i>	Office of Institutional Assessment and Accreditation (OIAA)

Assessment Plan for Institutional Student Learning Goals (ISLG) GCU Undergraduate Programs Goal 1. Foundational Knowledge of Human Cultures and of the Physical and Natural World Year 2					
<i>Institutional Student Learning Goals and Outcomes</i>	<i>Direct Assessment:</i>	<i>Benchmark</i>	<i>Indirect Assessment:</i>	<i>Benchmark</i>	<i>Responsible Party</i>
			<i>HEDS Student Satisfaction Survey: Results from Quality of Your Academic Experiences & Quality of Course Instruction</i>	<i>that most respondents are satisfied in each area related to Goal 5.</i>	

Summary Report

Overall, the Institutional Student Learning Goals had the following achievements for AY 2023-2024:

The areas of assessment of the Undergraduate Student Learning Goals for academic year (AY) 2023-2024 were Goal 1: Foundational Knowledge of Human Cultures and of the Physical and Natural World and Goal 5: Mastery of the Defined Body of Knowledge at a Baccalaureate Level. Goal 1 is knowledge as developed within the Bridge General Education requirements and Goal 5 relates to knowledge and skills gained within the major program of study. 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 1 or 5 are listed in this report. The undergraduate programs reported on their outcomes, provided assessment data, analyzed the data, and developed action plans based on these results. (See Figure 3.) While USLG 1 usually refers to knowledge gained in General Education coursework, all programs include learning outcomes related to successful completion of their program of studies. Hence all reports received by mid-July are included in this report.

Assessment artifacts were linked to program outcomes for undergraduate and program student learning goals. Using the

HelioCampus Assessment & Credentialing (HCAC) software, the report shows that for AY 2023-2024 of aligned undergraduate assessment assignments (n=1533) for Goal 1, 85% met or exceeded expectations. For AY 2023-2024 of aligned undergraduate assessment assignments (n=1542) for Goal 5, 88% met or exceeded expectations. Further delineation gives more detailed results by program.

Faculty responses to the End of Course Reflection per semester show alignment with USLG Goals 1 and 5. Of the 281 total responders during the academic year, 217 chose an undergraduate course for reflection. Of these, 60.8% aligned their course learning outcome with USLG 1 and 44.7% with USLG 5. Responders could choose more than one outcome alignment.

During Academic Year 2023-2024, the OIAA deployed the following institution-wide surveys to undergraduate students and faculty who teach undergraduates:

- HEDS (new and transfer students)
- HEDS (student satisfaction – all undergraduate students)
- HEDS (graduating student survey – undergraduate and graduate)

NSSE data from AY 2022-2023 was also used for this report as indicated on the assessment plan.

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 met 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 95% for the spring semester. The university conferred 357 bachelor's degrees in AY 2022-2023. The four-year graduation rate for AY 2023-2024 was 50% for first-year full-time students entering GCU in 2019. The six-year graduation rate for first year full time students was 58% for students entering in 2017. The previous year's four-year graduation rate was 47% and six-year graduation rate was 54%.

USLG Goal #1: Foundational Knowledge of Human Cultures and of the Physical and Natural World

GOAL 1: Foundational Knowledge

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

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 2023-2024

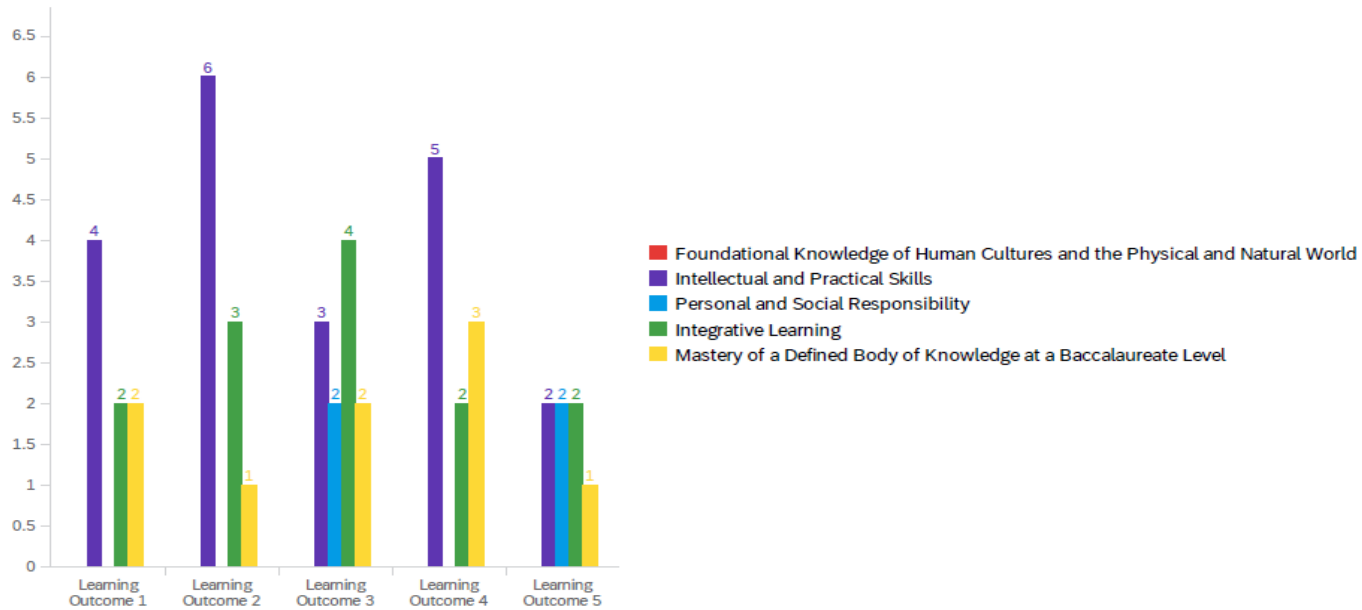
From the Academic Program Assessment Plans submitted in Fall 2023, the following allocation of program learning outcomes aligned with the USLG is shown below. For the 9 undergraduate program plans submitted, all programs included goals and learning outcomes aligned with USLG Goal 5: Mastery of a Defined Body of Knowledge. None of the programs aligned goals with Goal 1 since this goal relates to broad foundational knowledge. The programs assess their learning outcomes over a 3-5-year period, so not all aligned goals were assessed in the current academic year. Program learning outcomes could be aligned with more than one USLG.

Academic Program Assessment Plans: Updated Fall 2023.

Figure 2

USLG and Program Learning Outcomes – Fall 2023 Program Assessment Plans

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



Academic Program Assessment Results Related to USLG Goals.

The following programs submitted assessment results for AY 2023-2024 (As of July 11, 2024). These results were reported within the program’s annual assessment reports using the HelioCampus reporting system. While not all programs reported specifically on learning outcomes aligned with USLG Goals 1 and 5, all submissions are included as they indirectly align with Goal 5: Mastery of the Defined Body of Knowledge at a Baccalaureate Level. An executive summary of all programs is available on the university’s assessment website, posted prior to the fall term for the previous academic year. See [Annual Assessment Reports | Georgian Court University, New Jersey](#)

Figure 3

Annual Assessment Reports for Academic Programs, AY 2023-2024

Data Collection Detail Audit
College / Administrative Division: School of Arts & Sciences
Department / Administrative Unit: History & Politics
Program: History
Form Status: Uncompleted
Assessment Report Information
HIST LO2 - HIST LO2 - Through coursework in all history courses, students will communicate effectively in both oral presentations and written assignments.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.

Executive Summary
<p>The History Program conducted its direct assessment for Year Two with two signature assignments (research paper and oral presentation) using two common assessment and grading rubrics. To assess HST: LO2 (written and oral communication), the Program evaluated student research papers and oral presentations from Historian’s Craft (HST300; Fall 2023) and from History Seminar (HST-475; Spring 2024). To assess written communication, the Program used the “Writing” criterion on the rubric.</p> <p>Overall, 100% of students in Historian’s Craft (formative) and History Seminar (summative) met the level set for both components of HST: LO2 (written and oral communication). Moreover, about two-thirds of the students in Historian’s Craft and History Seminar exceeded the level for Written Communication. And about half the students in Historian’s Crart and two-thirds in History Seminar exceeded the standard for Oral Communication.</p>
College / Administrative Division: School of Arts & Sciences
Department / Administrative Unit: CrimJust, Anthro, Socio and Human Rights
Program: Criminal Justice
Form Status: Uncompleted
Assessment Report Information
<p>CR JUS LO3 - CR JUS LO3. Criminal Justice Ethics and Equity - Students will identify and apply ethical decision-making as it applies across theory, research, practice, and/or policy in program courses. Students will evidence competency in socially responsible and equitable behavior in case study responses evaluated by common rubric.</p>
Analysis of data
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>

For the direct assessment, there was sufficient data to measure the formative assessment (68 students), however, the data for the summative assessment was derived from only 6 students. Therefore, only one measure was valid. As for the indirect assessment, I do not believe the data was valid, as 1) there was no report for CJ435, 2) 74% of students are unaccounted for, and 3) the question on the SET does not definitively measure anything specific to ethics.

Executive Summary

For this academic year 2023-2024, LO3 was assessed, “Students will identify and apply ethical decision making as it applies across theory, research, practice, and/or policy in program courses. Students will evidence competency in socially responsible and equitable behavior in case study responses evaluated by common rubric.”

The formative assessment was conducted in AN112 Cultural Anthropology, where students identified and applied ethical decision making in research and practice in a scenario where anthropologists were used by the military during war time. According to the Direct Evidence, students met expectations in one of two benchmarks, as 32% were able to complete this task at the Accomplished Level, but only 71% at the developing level with a score of 80% and above. According to the indirect evidence it appears the benchmark has been met if responses are generalizable to all 68 students, as 26% is considered an acceptable response rate for an online survey. However, with 74% of students unaccounted for, it is difficult to make any definitive conclusions.

The summative assessment was conducted in CJ435 Ethical Issues in Criminal Justice, where students identified and applied ethical standards on the policy in three areas: recognition, application, and evaluation. Unfortunately, students did not meet the satisfactory achievement in all three areas. Students appeared to perform best with ethical issue recognition (but only 67% at Developing and above) and application – 88% at Developing and above, with evaluation at 0% at developing and above. These outcomes are atypical and may reflect more about the unique nature of this semester (e.g., condensed to 7-week, small class size, hybrid instead of 2x per week) than anything else. No indirect evidence was available for CJ435.

College / Administrative Division: School of Arts & Sciences

Department / Administrative Unit: Psychology & Counseling

Program: Psychology

Form Status: Uncompleted

Assessment Report Information

<p>PSYCH LO1 - PSYCH LO1 - Comprehension of the fundamental knowledge and major concepts, theoretical perspectives, and empirical findings in the field of Psychology as evidenced by in-class testing.</p>
<p>Analysis of data</p>
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>This data appears valid and reliable in demonstrating student learning of basic fundamental knowledge in the field of psychology. Exam grades seem sufficient in determining student mastery and learning, both formative and summative. Additionally, indirect assessments (i.e., SETs data) are informative in understanding students' perspectives.</p>
<p>Executive Summary</p>
<p>The psychology and counseling program assessed its learning outcome: (LO) 1 Comprehension of the fundamental knowledge and major concepts, theoretical perspectives, and empirical findings in the field of Psychology as evidenced by in-class testing for academic year 23-24. Key findings were that students met achievement goals for this learning outcome. Faculty will continue to implement teaching and assessment strategies as currently implemented to maintain these outcomes. Additionally, student ratings indicated general satisfaction with instructors, materials, and teaching methods further supporting the continuation of current teaching methods.</p>

College / Administrative Division: School of Arts & Sciences
Department / Administrative Unit: Biology
Program: Biology, Clinical Laboratory Sciences and Medical Imaging
Form Status: Uncompleted
Assessment Report Information
BIO LO3 - BIO LO3 - Students will effectively read and critically evaluate scientific literature as evidenced by rubric driven analysis of signature assignments in BI201 (Biological Literature) and BI444 (Senior Seminar).
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to the program outcome? Distinguish between formative and summative data, direct and indirect results.
The students demonstrated an ability to summarize and critically evaluate scientific literature by the end of the capstone course (BI444) for 5 of the 6 students. This number is small and includes students who transferred to GCU and completed a minimal number of courses with our program. Now that we are able to link assignments and gather data over multiple years, I anticipate a more broadly applicable evaluation of the program going forward with a larger sample size.
Assessment Report Information
BIO LO4 - BIO LO4 - Students will learn to communicate biological information effectively as evidenced by 4a: rubric driven analysis of oral presentations in BI120 (Biological Diversity) and BI444 (Senior Seminar), and 4b: rubric driven analysis of formal written reports prepared in BI201 (Biological Literature) and upper-level biology elective courses.

Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
In BI121, the assessment of oral communication skills includes a lot of students who are not part of the biology or MIS major including students in Health Science and Exercise Science. As we gather additional information over multiple semesters, we will focus on the assessment of oral communication in BI120 instead of BI121 since BI120 is taken exclusively by students in the biology major. The data for BI444 was limited as the course only had 6 students. The course also switched instructors due to the passing of Dr. Louise Wootton in the middle of the semester, so the course expectations were modified slightly for this challenge.
Executive Summary
Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The Biology and Medical Imaging Sciences program assessed learning outcomes 3 and 4 for the 2023-24 academic year. For learning outcome 3 (reading and evaluating scientific literature), 75% of students met or exceeded expectations for formative assessment which is lower than the 80% benchmark that we hoped to achieve. The benchmark for learning outcome 3 was surpassed for summative assessment at 83%. For learning outcome 4 (communication of biological information), we evaluated both oral and written communication skills. For formative assessment of oral communication, only 71% of students met or exceeded expectations, which is lower than our benchmark of 80%. This assessment includes students from other programs who are enrolled in BI121, so we plan to use BI120 for future assessment since only students within our program enroll in BI120. This will provide a clearer assessment of students from our program.

For formative assessment of written communication, 84% of students met or exceeded expectations, which exceeds our benchmark of 80%. For summative assessment of written and oral communication, 83% of students met or exceeded expectations. The sample size (only 6 students) was small for our summative assessment of learning outcome 4, so we will review this data carefully as we enlarge the sample size. The sample size (only 6 students for the 2023-24 academic year) was small for summative assessment of both learning outcome 3 and 4 so additional accumulated data will be important for understanding the true success for this goal.

College / Administrative Division: School of Arts & Sciences

Department / Administrative Unit: English

Program: English

Form Status: Uncompleted

Executive Summary

Based upon the results from the 2022-2023 annual assessment, members of the department decided that it was time to revisit the English program learning outcomes and decided to revise them as the following:

- LO1 [CLEAR WRITING]: Students will write a creative and/or critical work with a clear sense of purpose.
- LO2 [LITERARY INTERPRETATION]: Students will clearly support their arguments with relevant details from primary texts and employ reading strategies that offer clear, substantial explanations and interpretations of those details.
- LO3 [INFORMATION LITERACY]: Students will effectively incorporate secondary scholarly sources to support and/or develop key ideas and correctly cite those sources in current MLA format.
- LO4 [ORAL COMMUNICATION]: Students will hone their oral communication skills by clearly delivering presentations that are focused, well-organized, and informative.
- LO5 [CULTURAL AWARENESS]: Students will expand their cultural awareness by formulating effective arguments that analyze the socio-historical circumstances of marginalized, disenfranchised people.

In reworking these outcomes, it was decided to assess the program's 1st learning outcome (Clear Writing) for the 2023-24 academic year. The department then developed a new assessment rubric to assess a "Student's Purpose" in writing using the following scoring: "Exceeds Expectation," "Meets Expectation," or "Does Not Meet Expectation." It also set an expectation that 80% of EN300 papers would score at or above the "Meets Expectations" at the formative stage and that 80% of EN430 papers would score at or above the "Meets Expectations" at the summative stage.

A (16 papers) and 3 sections of EN300 (19 papers). Two faculty members were assigned to read each paper and score it using the revised rubric. After these reviews were completed, a 3rd review was needed for four essays. Key findings were that 89% of the EN300 papers scored at or above "meets expectation" for the formative stage. Also, 100% of the EN430 papers scored at or above the "meets expectation" for the summative stage. It should be noted that 7 of 9 EN300 essays and 7 of 9 EN430 essays met or exceeded expectations in their scoring following the standard two reviewer process. However, a third reader was required for two essays from EN300 and two essays from EN430 because reviewers split on whether the essays met / did not meet expectations as specified on the rubric. After a third reader's review, it was determined that 8 of 9 EN300 essays met the expectation and 9 of 9 EN430 essays met the expectation. Some notable observations about this review indicated that only one EN300 essay received the "exceeds expectation" scoring. It was the only paper reviewed from the EN300 and EN430 submissions that received this score from both reviewers. However, there were six EN430 essays that received at least one reviewer score for "exceeds expectation," which reflects the strength of this sample selection.

Thus, the English program's expectations were met for the formative stage and summative stage. While these results are encouraging, it should be noted that this is the first time the department used the streamlined rubric so it will be important to discuss reviewer feedback about it. There is also some concern that random variations in the strength of a set of papers contribute to whether the department meets its benchmarks for success.

<p>The chair shared the assessment results with department members during the summer. The department will discuss these results during the first meeting of the new academic year and determine if members would like to modify the assessment rubric to ensure it is collecting data sufficient to measure success.</p> <p>The department will also discuss our expectations of students for written assignments at the formative and summative levels.</p>
<p>College / Administrative Division: School of Arts & Sciences</p>
<p>Department / Administrative Unit: Interdisciplinary Studies</p>
<p>Program: Interdisciplinary Studies</p>
<p>Form Status: Uncompleted</p>
<p>Assessment Report Information</p>
<p>IN LO3 - IN LO3 - Writing and speaking proficiently in informal (classroom) and formal (presentations) settings.</p>
<p>Analysis of data</p>
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address program outcome? Distinguish between formative and summative data. direct and indirect results</p>
<p>The data indicated that we achieved our goals related to written and oral communication. I do consider it valid, although we need a better system for presentation data collection if we wish to continue to use this for assessment. Over time, that part of the program has evolved to be less uniform across sections. We did not include samples from all sections as a result. I am planning to work on the assessment plan. The data for written communication, on the other hand, was robust.</p>
<p>Executive Summary</p>

<p>IDS assessed its learning outcome related to "writing and speaking proficiently in informal and formal settings" for the academic year 2023-24. Key findings were that students generally performed well in both areas, though the presentations were less consistent in assignments across sections. The program met its achievement/benchmark goals for this outcome. Future action for continuous improvement will include revisiting the assessment plan and creating more consistency across sections.</p>
<p>College / Administrative Division F: School of Arts & Sciences</p>
<p>Department / Administrative Unit: Religious Studies</p>
<p>Program: Religious Studies</p>
<p>Form Status: Uncompleted</p>
<p>Assessment Report Information</p>
<p>RELSTU LO2 - RELSTU LO2 - Students will attain broad knowledge of Christian theology and tradition.</p>
<p>Analysis of data</p>

<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>The data tell us that students in our program do attain a broad knowledge of Christian theology and tradition. Validity is a question, because we are only assessing two students. Our program is very small. For the number of students that we assessed, we believe the data is sufficient. The data presented here is the result of summative assessment.</p>
<p>Executive Summary</p>
<p>Our Religious Studies major has low enrollment. We currently have only one Religious Studies major. For this assessment we used data from the past two years, so we assessed data for two students, one who graduated in Spring of 2023, and one who is still matriculated in our program. For the direct assessment of the final student paper in these classes we found that both students exceeded expectations. For direct assessment, we used a rubric for a paper in a course covering Christian theology and tradition at the upper level. For indirect assessment, we used the final grade in these classes. The data tell us that students in our program do attain a broad knowledge of Christian theology and tradition. Validity is a question, because we are only assessing two students. For the number of students that we assessed, we believe the data is sufficient. We will continue to focus on content and assignments that build board knowledge of Christian theology and tradition in our major classes. his will be ongoing and will be analyzed and reported on a three-year cycle.</p>
<p>College / Administrative Division: School of Arts & Sciences</p>
<p>Department / Administrative Unit: English</p>
<p>Program: Writing Intensive</p>
<p>Form Status: Uncompleted</p>
<p>Assessment Report Information</p>
<p>WI LO2 - WI LO2 - Apply the conventions of academic writing and research successfully.</p>
<p>Analysis of data</p>
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data. direct and indirect results.</p>

For direct assessment, the data showed that most students are thriving in their writing intensive courses. Of the 1,393 assignments scored, 89% of students achieved "accomplished" or "mastery" levels. Unfortunately, there were students who achieved below the developing level, and those shortfalls were more pronounced in 100-200 level courses than 300-400 level courses (2% vs 12%). GEN199 courses seemed to feature the largest percentage of students (20%) who fell below the "developing" category. Students performed better in GEN400 than in GEN199 (78% achieved "accomplished" or "mastery" levels in the former, 89% the latter).

For indirect assessment, SET scores averaged 4.3, but the response rates fell far below the 80% threshold. Last year, WI assessment focused on GEN199 and GEN400 SET scores. The 2023-2024 scores match those for GEN199 and exceed those for GEN400. In 2022-2023, the mean SET score was 4.24, in 2023-2024, the mean SET score was 4.23. For GEN400, the 2022-2023 mean SET score was 4.23, and in 2023-2024, the mean SET score was 4.39.

Unfortunately, fewer students responded to the surveys. Last year, in GEN199, 60.5% responded and 36.5% responded to the GEN400 surveys. This year, the response rate for these courses was 32 and 33% respectively.

Executive Summary

The writing program assessed LO2 among all available WI courses and found that most students met or exceeded expectations. However, too many students fell below the "developing" category in 100-200 level courses, which is the formative aspect of the assessment. 12% of students in all assessed WI courses fell below, but 20% in GEN199 courses fell below.

As expected, students performed better in 300-400 level courses, especially in GEN400.

While SET scores averaged 4.3, which far exceeds the 3-point threshold on a 5-point LIKERT scale, only 36% of students responded to the survey.

College / Administrative Division: HMH School of Nursing & Wellness

Department / Administrative Unit: Nursing

Program: Nursing

Form Status: Uncompleted

Assessment Report Information

NURSIN L05 - NURSIN L05 - Analyze economic, legal, and political factors and local, national, and global trends in health policv and regulation to influence care deliverv and the deplovmnt of resources.

Analysis of data

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

<p>Outcome was met. Data is valid. There is sufficient amounts of data (direct and indirect) to yield these conclusions.</p>
<p>Assessment Report Information</p>
<p>NURSIN LO1 - NURSIN LO1 - "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>Analysis of data</p>
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>Outcome was met. Data is valid. There is sufficient amounts of data (direct and indirect) to yield these conclusions.</p>
<p>Assessment Report Information</p>

NURSIN LO10 - NURSIN LO10 - "Use the nursing process to provide safe, quality, evidence-based nursing care across the
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
Outcome was met. Data is valid. There is sufficient amounts of data (direct and indirect) to yield these conclusions.
Assessment Report Information
NURSIN LO2 - NURSIN LO2 - "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."
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
Outcome was met. Data is valid. There is sufficient amounts of data (direct and indirect) to yield these conclusions.
Assessment Report Information
NURSIN LO3 - NURSIN LO3 - Integrate scientific evidence, practice guidelines, professional standards, and patient preference into the planning, delivery and evaluation of patient care.
Analysis of data

<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>Direct is meeting benchmark, as established by the faculty. Indirect - current results are based on 1 response. Unable to determine if valid and representative of the larger class</p>
<p>Assessment Report Information</p>
<p>NURSIN LO4 - NURSIN LO4 - "Use information and other emerging technologies in a fiscally responsible manner to provide and evaluate patient care across the continuum."</p>
<p>Analysis of data</p>
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>Outcome was met. Data is valid. There is sufficient amounts of data (direct and indirect) to yield these conclusions.</p>
<p>Assessment Report Information</p>

NURSIN LO6 - NURSIN LO6 - Engage in health promotion, disease prevention and population-focused interventions to impact the health status of individuals and populations.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
Outcome was met. Data is valid. There is sufficient amounts of data (direct and indirect) to yield these conclusions.
Assessment Report Information
NURSIN LO7 - NURSIN LO7 - "Assume a leadership role within one's scope of professional nursing practice and apply leadership concepts, skills, and decision-making in delivering, evaluating, and improving safe and quality patient care."
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
Goals were met. Data is valid and sufficient to support the opinion that goals were met.
Assessment Report Information
NURSIN LO8 - NURSIN LO8 - "Promote the image of nursing by modeling professional behaviors, practicing self-renewal, engaging in lifelong learning, and supporting professional nursing organizations."

Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
Goals were met. Data is valid and sufficient to support the opinion that goals were met.
Assessment Report Information
NURSIN LO9 - NURSIN LO9 - "Demonstrate professional, moral, ethical, and legal conduct within a context of rendering
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
Goals were met. Data is valid and sufficient to support the opinion that goals were met.
Executive Summary

Beginning in 2021, the School of Nursing (SON) Evaluation Committee undertook comprehensive revisions to the assessment plan. Since then, the SON has been diligently monitoring and implementing improvements each semester to enhance the program. One ongoing challenge that remains in the 2023/2024 academic year has been low survey response rates, affecting both student opinions of courses and other feedback mechanisms.

Key Findings:

- Healthy People 2030: Formative Assessment – Direct: The goal was for 80% of students to satisfactorily complete the Healthy People 2030 project in NU111 (NUL05 and NUL06 – Formative Assessment). This goal was met.
- NU471 Capstone Project: Summative Assessment – Direct: The goal was for 80% of students to achieve a passing grade of at least 77% (NUL04, NUL07, and NUL08). This goal was met.
- NU496 Case Study: Summative Assessment – Direct: The goal was for 80% of students to achieve a grade of 78 or better on the Case Study project (NUL010). This goal was met.
- Student Opinion of Course Evaluations – Summative Assessment – Indirect: The goal was for 90% of students to respond with a rating of 3 or 4 in the following courses: NU496, NU472, NU471 (NUL01, NUL02, NUL03, NUL04, NUL05, NUL06, NUL07, NUL08, NUL09, NUL010).
- Clinical Evaluations – Summative Assessment – Direct: The goal was for 80% of students to satisfactorily meet all objectives and sub-objectives (with ratings of Advanced or Satisfactory indicating success) in the following courses: NU496, NU472, NU471 (NUL01, NUL02, NUL05, NUL06, NUL09). This goal was met.
- ATI Predictor Assessment: Summative Assessment – Direct: The goal was for 80% of students to achieve a passing probability on the ATI NCLEX predictor exam (NUL03). This goal was met, with 82% and 95% of students from both graduating cohorts achieving this benchmark. This was a large improvement over last year's predictor assessment (60%).

Overall Comments:

Despite challenges with survey response rates, all learning outcomes met or exceeded the benchmarks. Direct assessments included artifacts from both formative and summative course levels, while indirect assessments were derived from Student Opinion of Courses. All outcomes were successfully met.

To address the issue of survey response rates, the SON faculty agreed to implement a new survey collection process using Google Forms. This initiative resulted in a survey response rate of approximately 21%. Although this response rate is lower than desired, it represents an improvement over several previous semesters.

Effective program evaluation hinges on receiving responses from a broad range of students, rather than a limited few. Increasing the survey response rate remains a primary focus for the upcoming year to ensure comprehensive and actionable feedback for continued program enhancement.

College / Administrative Division: School of Business & Digital Media
Department / Administrative Unit: Business Administration
Program: Business Administration Core
Form Status: Uncompleted
Executive Summary
<p>For the 2023-2024 academic year the School of Business assessed its learning outcomes:</p> <ul style="list-style-type: none"> • Students will gain confidence in effective business communication skills through oral presentations, business report writing, and effective team building, as evaluated by standardized program rubrics. • Student will gain an overall understanding of business concepts including: accounting, economics, finance, management, marketing, & using data and technology as a business tool. • Students will demonstrate the ability to articulate ethical business behavior.

<ul style="list-style-type: none"> • Written and Oral Communication • Ethical Reasoning • Integrative Learning • Mastery of a Defined Body of Knowledge at a Baccalaureate Level <p>Key findings were that students exceeded the goal for "Students will demonstrate the ability to articulate ethical business behavior" and "Ethical Reasoning."</p> <p>The program did not meet its benchmark goals for the rest of the outcomes. It appears that the issue was that for some classes no reporting of the goal occurred, which therefore brought down the average. Future action for continuous improvement will include getting better reporting of the goals by the professor(s). I will encourage all professors to align their assignments with their respective goals during Department meetings and discussions with other professors</p>
College / Administrative Division: School of Education
Department / Administrative Unit: Education
Program: TE Subject Specific K-12 (Initial)
Form Status: Uncompleted
Assessment Report Information
<p>TE LO1 - TE Subject Specific K-12 Initial LO1 Mercy Values Integration and Professional Disposition - Each of the initial teacher preparation has a defined course of studies that prepares the student to be a competent educator. The integration of the Mercy Core Values inspires our students to become educators that act compassionately, with respect and integrity, viewing education as service to the common good, and accepts personal responsibility for their own professional learning and advocates for a just and appropriate learning environment for all students under their care. To this end, the student will periodically self-evaluate and receive external evaluation on professional dispositions.</p>
Analysis of data
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>

<p>The data showed that the students are mastering the science of teaching. I do consider the data valid and there is sufficient data to address program outcomes.</p>
<p>Assessment Report Information</p>
<p>TE LO2 - TE Subject Specific K-12 Initial LO2 Acquire and apply content knowledge - Students will apply knowledge of learning and the learner at the appropriate level of instruction. This will include competency in the principles of learner development, learning differences, creation of safe and supportive learning environments, and effective practices to work with diverse students and their families. This will be evidenced by key assignments in assigned coursework.</p>
<p>Analysis of data</p>
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>That students were mastering the subject area.</p>
<p>Assessment Report Information</p>
<p>TE LO3 - TE Subject Specific K-12 Initial LO3 Focus on the learner and learning environment - Students will apply knowledge of content at the appropriate progression levels of the student. Students will demonstrate competency is knowledge of central concepts of content areas, will apply content in developing inclusive and equitable learning experience. This will be evidenced by completion of State Praxis requirements and within assigned courses and key assignments.</p>

<p>TE LO3 - TE Subject Specific K-12 Initial LO3 Focus on the learner and learning environment - Students will apply knowledge of content at the appropriate progression levels of the student. A student will demonstrate competency is knowledge of central concepts of content areas, will apply content in developing inclusive and equitable learning experience. This will be evidenced by completion of State Praxis requirements and within assigned courses and key assignments.</p>
<p>Analysis of data</p>
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>Same as above</p>
<p>Assessment Report Information</p>
<p>TE LO4 - TE Subject Specific K-12 Initial LO4 Use of effective instructional practices - Students will apply knowledge of the InTASC and NJPTS standards related to instructional practice at the appropriate progression level of learning. Students will demonstrate competencies of learning assessment, lesson planning, and utilization of a variety of instructional strategies to meet the needs of a variety of students within an inclusive and equitable learning environment. Students will also demonstrate competency in the use of technology to enhance the learning experience. This will be evidenced by completion of assigned coursework and key assignments that include lesson planning and simulation.</p>
<p>Analysis of data</p>
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>Same as Above</p>
<p>Assessment Report Information</p>

<p>TE LO5 - TE Subject Specific K-12 Initial LO5 Develop as a professional - Students will apply knowledge of professional responsibility at the appropriate progression level. Students will demonstrate competency in the ethics of the profession, take responsibility for student learning in collaboration with others, and will work effectively with diverse populations. The students will also demonstrate a commitment to life-long learning as an educational professional. This will be evidenced by completion of assigned coursework and key assignments, including assigned research.</p>
<p>Analysis of data</p>
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>Same as above</p>
<p>Assessment Report Information</p>
<p>TE LO6 - TE Subject Specific K-12 Initial LO6 Practical Experiences - Students will successfully complete assigned practicums and clinical experiences as assigned within their initial teacher program, meeting state standards and requirements in this competency area. This will be evidenced by completion of assigned coursework and key assignments that include experiential learning.</p>
<p>Analysis of data</p>

<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>Same as above</p>
<p>Executive Summary</p>
<p>The K-12 Subject Specific Education Program assessed its learning outcomes Value Integration, applying content knowledge, focus on learning, instructional practices, develop as a professional and experience practical experience for the academic year 2023-2024. Key findings were that students met their achievement/benchmark goals. Future action for continuous improvement will include review of the standards and keystone assignments. Discussion with graduating students via survey on what preparation experiences that can be enhanced and analysis of Praxis Data to see how our students compare with the other universities.</p>
<p>College / Administrative Division: HMH School of Nursing & Wellness</p>
<p>Department / Administrative Unit: Social Work/Gerontology</p>
<p>Program: Social Work</p>
<p>Form Status: Uncompleted</p>
<p>Assessment Report Information</p>
<p>SOCWRK LO4 - SOCWRK LO4 - "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>
<p>Analysis of data</p>
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>

These results are satisfactory and suggest students have had an opportunity to master course content. The multiple learning activities provided to students around policy analysis allows students detailed exposure to policy development and consequential impact. Formative data includes a preliminary analysis of an NASW Policy Brief while summative data include student research and critical analysis of their own Policy of interest.

Executive Summary

The social work department is in year four of a four-year assessment cycle. Year 1: 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. Year 2: Students will observe and practice the clinical skills necessary for the social work profession through three semesters of internship experiences.

Year 3: Students will use evidence-based social work practice with individuals, families, groups, organizations, and communities in local and global settings, and will receive appropriate feedback regarding their skill development as practitioners and as leaders in service delivery. Year 4: Students will be guided toward the life-long learning and commitment necessary for current credentialing and licensure, advanced MSW study, advocacy for issues of social justice in social work practice, and academic research and service opportunities as inspired and guided by the Mercy Core values and Critical Concerns.

The Social Work department conducted its program assessment for year 4 by evaluating student performance with Policy Analysis. Assessment of this skill takes place in SW323 and SW440. The benchmark assessments for each of these courses include an analysis of an NASW policy statement and a policy presentation and analysis paper. The program’s goal was for 100 % of students to achieve a score of 85% or better on these assignments. The program exceeded its goal for year 4 by 100% of students achieving an 85% or higher on both assignments.

College / Administrative Division: School of Business & Digital Media

Department / Administrative Unit: Business Administration

Program: Sport Management

Form Status: Uncompleted

Assessment Report Information

SMLO1 - SM LO1 - Appropriately apply management, leadership, and organizational concepts, principles, and theories in directing a sport organization as evidenced by case studies, exams, assigned research and presentations in required SM coursework and assessed by program rubrics.

Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
Students are performing above expectations. The data is valid. Similar results are observed across multiple courses.
Assessment Report Information
SMLO2 - SM LO2 - Understand, apply, and analyze legal concepts and principles in sports as evidenced by assignments and exams in SM coursework and assessed by program rubrics.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
Students are performing at or above expectations. The data is valid.
Assessment Report Information
SMLO3 - SM LO3 - Appropriately construct and utilize marketing concepts and principles in marketing sport through assignments and exams in SM coursework and assessed by program rubrics.
Analysis of data

<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>Students are performing at or above expectations. The data is valid. These observations persist across multiple courses.</p>
<p>Assessment Report Information</p>
<p>SMLO4 - SM LO4 - Identify and analyze the current issues and problems facing sport evidenced though exams and assignments in SM coursework and assessed by program rubrics.</p>
<p>Analysis of data</p>
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>Students are performing at or above expectations. The data is valid.</p>
<p>Assessment Report Information</p>
<p>SMLO5 - SM LO5 - Appropriately function as an ethical practitioner in the sport industry evidenced through exams and assignments in SM coursework and assessed by program rubrics.</p>
<p>Analysis of data</p>
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>

<p>Students are performing at or above expectations. The data is valid and is observed across multiple courses.</p>
<p>Executive Summary</p>
<p>The Sport Management program assessed each learning outcome (outcomes 1-5, which cover directing a sport organization, legal concepts, sport marketing, current issues, and ethics) for the academic year 2023-2024. In reviewing a total of 103 assessment activities, including exams and projects, key findings indicate that student performance exceeded expectations in all areas. Future action for continuous improvement will include monitoring each outcome each year as recommended by the business accrediting body.</p>
<p>College / Administrative Division: School of Business & Digital Media</p>
<p>Department / Administrative Unit: School of Business & Digital Media</p>
<p>Program: Marketing</p>
<p>Form Status: Uncompleted</p>

Assessment Report Information
MKTLO3 - MKTLO3. Marketing Technologies - Identify the roles of traditional as well as modern technology-driven advertising, sales promotion, public relations, and direct marketing in integrated marketing communications.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
Students are performing at or above expectations. The data is valid.
Assessment Report Information
MKTLO4 - MKTLO4. Marketing Research - Collect, analyze, and report survey data for marketing research.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
Students are performing at or above expectations. The data is valid.
Executive Summary

The Marketing program assessed learning outcomes 3 and 4 which cover technology-driven marketing and marketing research for the academic year 2023-2024. In reviewing a total of 27 assessment activities, including exams and group projects, key findings indicate that student performance met or exceeded expectations in all areas. In addition, 15 different undergraduate students obtained a total of 29 certifications, each receiving at least one of the following Google and Hubspot Certifications: Content Marketing, Email Marketing, Google Ads Search Certification, Google Analytics Individual Qualification, and Search Engine Optimization. Ten students received more than one; two students received four. Future action for continuous improvement will include monitoring each outcome each year as recommended by the business accrediting body.

College / Administrative Division: School of Business & Digital Media

Department / Administrative Unit: Business Administration

Program: Business Administration Core

Form Status: Uncompleted

Assessment Report Information

BUSADMINLO1 - BUSADM LO1 - Gain confidence in effective business communication skills through oral presentations, business report writing, and effective team building.

Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
Students are performing at or above expectations. The data is valid. These observations persist across multiple sections with multiple instructors.
Assessment Report Information
BUSADMLO2 - BUSADM LO2 - Overall understanding of business concepts including accounting, economics, finance, management, marketing, and using data and technology as a business tool.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
In most cases, students performed at or above the goal.
Assessment Report Information
BUSADMLO3 - BUSADM LO3 - Proficient participation in collaborative activities & teamwork.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.

Students performed at or above the goal. The data is valid and comes from multiple courses across both semesters.
Assessment Report Information
BUSADMLO4 - BUSADM LO4 - Ability to articulate ethical business behavior.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
Students performed at or above the goal. The data is valid and comes from multiple courses, with multiple instructors across both
Assessment Report Information
BUSADMLO5 - BUSADM LO5 - Career goals through internship and reflection.
Analysis of data

<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>The data comes from 29 different evaluations and is valid. Students are meeting internship/career goals.</p>
<p>Executive Summary</p>
<p>The Business Administration core assessed learning outcomes 1, 2, 3, 4, and 5 which cover business communication, overall business concepts, collaborative activities, ethical business behavior, and career goals for the academic year 2023-2024. In reviewing a total of 638 assessment activities, including homework assignments, final exams, oral/written/technology projects, and standardized examinations, key findings indicate that student performance met expectations in all areas <u>except</u> in LO2: overall business concepts, specifically in accounting (formative) and business strategy (summative). These results are consistent with findings in previous years. Future action for continuous improvement will include continuing to incorporate small group learning and problem solving in the early accounting courses, better alignment of objectives and activities in the capstone course and continuing to monitor using the current assessment plan. In our most recent business accreditation visit, the need to assess internal outcomes more regularly was identified, so each outcome will be assessed each year moving forward.</p>
<p>College / Administrative Division: School of Business & Digital Media</p>
<p>Department / Administrative Unit: Business Administration</p>
<p>Program: Finance</p>
<p>Form Status: Uncompleted</p>
<p>Assessment Report Information</p>
<p>FI LO2 - FILO2 - Analyze various financial statements and risk-return relationships using different techniques and tools.</p>
<p>Analysis of data</p>

What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
The data is valid and comes from multiple sections, multiple assignments, and multiple courses. Students are performing at or above the standard.
Assessment Report Information
FI LO3 - FILO3 - Demonstrate the ability to analyze, interpret, and present financial and economic data.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
The data is valid and comes from multiple sections and in both semesters. Students are performing at or above the standard.
Assessment Report Information

FI LO4 - FILO4 - Understand and analyze the global interactions of financial markets and instruments.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
The data is valid and comes from multiple sections, multiple assignments, and across both semesters. Students are performing at or above the standard.
Assessment Report Information
FIL01 - FIL01 - Understand utility maximizing choices, trade-offs, and opportunity costs involved in such choices.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
The formative and summative data is valid and comes from multiple sections, multiple assignments, and/or across both semesters.
Executive Summary
The Finance program assessed learning outcomes 1, 2, 3, and 4 which cover understanding utility, analyzing financial statements, financial and economic data, and global financial markets for the academic year 2023-2024. In reviewing a total of 200 assessment activities, mostly homework assignments, key findings indicate that student performance met and/or exceeded expectations in all areas. During the most recent academic year, the curriculum of the finance program was streamlined after benchmarking peer and competitor programs, including the introduction of an Intro to Finance course as the kickoff for the major. Future action for continuous improvement will include expanding assessment reporting so that results come from a wider array of courses, continuing to monitor using the current assessment plan, and incorporating the practice of monitoring each outcome every year.

College / Administrative Division: School of Business & Digital Media
Department / Administrative Unit: School of Business & Digital Media
Program: Accounting
Form Status: Uncompleted
Assessment Report Information
ACLO1 - ACLO 1. Prepare financial statements. - Demonstrate the ability to record, classify, and summarize monetary business transactions. Prepare financial statements in accordance with generally accepted accounting principles.
Analysis of data

<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>Student performance is below the desired level in multiple courses. The data is valid and comes from multiple courses and assignments.</p>
<p>Assessment Report Information</p>
<p>ACLO3 - ACLO3. Financial audit - Demonstrate the ability to classify audit reports. Apply the principles and techniques to perform an audit of financial statements.</p>
<p>Analysis of data</p>
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>Student performance is below the desired level. The data is valid.</p>
<p>Assessment Report Information</p>
<p>ACLO4. - ACLO4.Taxation - Determine and plan current and future tax liabilities for individual and business entities.</p>
<p>Analysis of data</p>
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>Student performance is at the desired level. The data is valid.</p>
<p>Executive Summary</p>

The Accounting program assessed learning outcomes 1, 3, and 4 which cover financial statements, audit reports, and tax liabilities for the academic year 2023-2024. In reviewing a total of 77 assessment activities, including homework assignments, exams, and projects, key findings indicate that student performance did not meet expectations in the areas of financial statements (formative) and audit reports (formative); student performance did meet expectations in tax liabilities (summative). Future actions for continuous improvement will include additional class and homework attention to focus on student preparation. Future action for continuous improvement will include continuing to incorporate small group learning and problem solving in the early accounting courses and continuing to monitor using the current assessment plan. In our most recent business accreditation visit, the need to assess internal outcomes more regularly was identified, so each outcome will be assessed each year moving forward.

College / Administrative Division: School of Business & Digital Media

Department / Administrative Unit: Communication & Graphic Design

Program: Digital Communication

Form Status: Uncompleted

Assessment Report Information

DIGCOM LO2 - DIGCOM LO2 - Conduct academic research to further develop critical/creative thinking skills.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
The data is valid. Students are performing at or above the standard.
Assessment Report Information
DIGCOM LO3 - DIGCOM LO3 - Identify, analyze, evaluate, and/or produce media content.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
The data is valid and comes from multiple courses and multiple assignments across both semesters. Students are performing at or above the standard.
Assessment Report Information
DIGCOM LO4 - DIGCOM LO4 - Understand the ethical, theoretical, and practical implications in the creating, distribution and/or consumption of media.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.

The data is valid. Students are performing at or above the standard.
Executive Summary
The Digital Communication program assessed learning outcome(s) 2, 3, and 4 which cover academic research, media content, and ethics in media consumption for the academic year 2023-2024. In reviewing a total of 29 assessment activities, including written assignments and other projects, key findings indicate that student performance met or exceeded expectations in all areas. Future action for continuous improvement will include continuing to monitor using the current assessment plan and incorporating the practice of monitoring each outcome every year.

The Bridge General Education Assessment Report considered their learning outcomes of 1 & 4: Foundational Knowledge and Integrative Learning. The executive summary of this report is as follows.

The BRIDGE General Education Program assessed both (BGE1) Foundational Knowledge of Human Cultures and the Physical and Natural World as well as (BGE4) Integrative Learning for the 2023-2024 academic year. Key findings were that students are 1.) Learning the foundational knowledge and skills through their breadth of study courses (BGE1) AND they are also drawing connections between and among those learning experiences (GBE4) and 2.) Logging 3,080 total hours of service learning across 16 sections of GEN400, 3 SL 100 courses, and 2 non SL100 courses engaging mercy charism through contemplation in action. The program met its achievement goals for these outcomes. Future action for continuous improvement will include integrating assessment data into the General Education Program revision process to make evidence-based decisions about the foundational knowledge and skills in which our student population needs introduction, reinforcement, and emphasis. The information can be used to develop criteria for breadth of knowledge courses, build schedules and section rotations to meet student demand, and distribute resources. Additionally, we will continue to map, emphasize, and value integrative learning by developing a course proposal process for the General Education Curriculum Committee that requires all sections submit to being assessed on LO4A. At the heart of general education is the ability for students to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom. By practicing and reflecting on integrative learning, students can answer the question: what is my liberal arts education (thus, my general education program) for and how can I articulate, transfer, and apply these skills?

HelioCampus Assessment and Credentialing System (HCAC) Direct Assessment Reports

During the academic year 2023-2024, the Office of Institutional Assessment and Accreditation (OIAA) continued to link courses and assessment artifacts to the USLG as well as utilizing the linking completed by the department chairs or coordinators. The HCAC Summary Report on assessed artifacts aligned with USLG Goals 1 and 5 from the undergraduate programs yielded the following results. From the evidence below, undergraduate students were meeting expectations for ISLG – USLG Goals 1 and 5, when results were aggregated at the university level. For Goal 1, in fall 23 there was a success rate of 83.6% for Goal 1, in spring 24 there was a success rate of 87% with a full year success rate of 85% against a performance goal of 80%. For Goal 5, in fall 23 there was a success rate of 89% for Goal 1, in spring 24 there was a success rate of 87% with a full year success rate of 88% against a performance goal of 80%.

For the School of Arts and Sciences (Fall 23, Goal 1, Success Rate of 68.3%; Fall 23, Goal 5, Success Rate of 59%, Goal 5A, 76.7%), results not meeting expectations had assessment artifacts of tests and exams or, in the case of Biology, program success criteria did not align with the university's criteria (Biology: 85% were expected to exceed expectations, instead of 80% meet or exceeding expectations). Further details are available within the HelioCampus system. The School of Business offers too few general education courses for alignment with USLG Goal 1: Foundation Knowledge. The majority of courses aligned with USLG Goal 1 are in the School of Arts and Sciences.

Table 1

Direct Assessment of USLG 1 for AY 2023-2024, University-Wide Results

Term	Fall 2023	Spring 2024	TOTAL AY 23-24
USLG	GOAL 1	GOAL 1	GOAL 1
Name	Foundational Knowledge	Foundational Knowledge	Foundational Knowledge
Total Number of Assessments	888	888	1,533
No Evidence #	7	5	12
No Evidence %	0.70%	1%	1%
Does not meet expectations #	139	79	218
Does not meet expectations %	15.70%	12%	14%
Meets expectations #	206	127	333
Meets expectations %	23.20%	20%	22%
Exceeds expectations #	536	434	970
Exceeds expectations %	60.40%	67%	63%
Meets or Exceeds Expectations	742	561	1,303
Meets or Exceeds Expectations %	83.60%	87%	85%
Success Rate	83.60%	87%	85%
Performance Goal	80%	80%	80%

Table 2

Direct Assessment of USLG 5 for AY 2023-2024

Term	USLG	Name	Total Number of Assessments	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	Goal Perf
Fall 2023	GOAL 5	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	583	62	11%	70	12%	451	77%	521	89%	89%	80%
Spring 2024	Goal 5	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	935	121	13%	176	19%	638	68%	814	87%	87%	80%
TOTAL AY 2023-2024	Goal 5	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	1518	82	2%	46	6%	1089	2%	335	88%	88%	80%

Table 3

USLGI Criteria by School: Direct Assessment Results AY 2023-2024

Direct Assessment Analysis Report							
Term	College / Administrative Division	Outcome		# Assessed	Proficiency Scale Distribution	Success	Performance Goal
Fall 2023	HMH School of Nursing & Wellness	GOAL 1 Foundational Knowledge of Human Cultures and the Physical and Natural World		94	<p>7 13 74</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	92.6%	85.0%
Fall 2023	School of Arts & Sciences	GOAL 1 Foundational Knowledge of Human Cultures and the Physical and Natural World		167	<p>53 53 61</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	68.3%	80.0%

Fall 2023	School of Arts & Sciences	GOAL 1. A Students will demonstrate the ability to apply foundational knowledge in the arts, humanities, languages, mathematics, natural sciences and social sciences.		595	<p>No Evidence: 7</p> <p>79 140 369</p> <p>No Evidence Does not meet expectations Meets expectations Exceeds expectations</p>	85.5%	80.0%
Fall 2023	School of Education	GOAL 1 Foundational Knowledge of Human Cultures and the Physical and Natural World		32	<p>32</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	100.0%	85.0%
Spring 2024	HMH School of Nursing & Wellness	GOAL 1 Foundational Knowledge of Human Cultures and the Physical		35	<p>1 4 30</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	97.1%	85.0%

Spring 2024	School of Arts & Sciences	GOAL 1 Foundational Knowledge of Human Cultures and the Physical and Natural World		293	<p>39 64 190</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	86.7%	80.0%
Spring 2024	School of Arts & Sciences	GOAL 1.A Students will demonstrate the ability to apply foundational knowledge in the arts, humanities, languages, mathematics, natural sciences and social sciences.		309	<p>39 58 207</p> <p>No Evidence: 5</p> <p>No Evidence Does not meet expectations Meets expectations Exceeds expectations</p>	85.8%	80.0%
Spring 2024	School of Education	GOAL 1 Foundational Knowledge of Human Cultures and the Physical and Natural World		8	<p>1 7</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	87.5%	80.0%

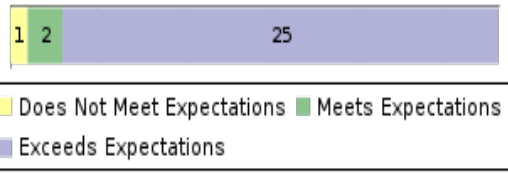
Table 4

USLG 5 Criteria by School: Direct Assessment Results AY 2023-2024

Direct Assessment Analysis Report							
Term	College / Administrative Division	Outcome	# Assessed	Proficiency Scale Distribution	Success	Performance Goal	
Fall 2023	HMH School of Nursing & Wellness	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	110	<p>7 14 89</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	93.6%	85.0%	
Fall 2023	School of Arts & Sciences	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	61	<p>25 16 20</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	59.0%	80.0%	
Fall 2023	School of Arts & Sciences	GOAL 5. A Students will attain their program's objectives and complete their major requirements	3	<p>3</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	100.0%	80.0%	

Fall 2023	School of Business & Digital Media	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	60	<p>6 3 51</p> <p>Does not meet expectations Meets expectations Exceeds expectations</p>	90.0%	80.0%
Fall 2023	School of Business & Digital Media	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	133	<p>17 28 88</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	87.2%	80.0%
Fall 2023	School of Business & Digital Media	GOAL 5.A Students will attain their program's objectives and complete their major requirements	19	<p>1 2 16</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	94.7%	80.0%
Fall 2023	School of Education	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	197	<p>6 7 184</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	97.0%	100.0%
Spring 2024	HMH School of Nursing & Wellness	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	64	<p>2 5 57</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	96.9%	85.0%

Spring 2024	School of Arts & Sciences	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	385	<p>56 98 231</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	85.5%	80.0%
Spring 2024	School of Arts & Sciences	GOAL 5. A Students will attain their program's objectives and complete their major requirements	133	<p>31 35 67</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	76.7%	80.0%
Spring 2024	School of Business & Digital Media	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	51	<p>3 48</p> <p>Does not meet expectations Meets expectations Exceeds expectations</p>	100.0%	80.0%
Spring 2024	School of Business & Digital Media	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level	236	<p>26 29 181</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	89.0%	80.0%
Spring 2024	School of Business & Digital Media	GOAL 5.A Students will attain their program's objectives and complete their major	38	<p>5 4 29</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	86.8%	80.0%

Spring 2024	School of Education	GOAL 5 Mastery of a Defined Body of Knowledge at a Baccalaureate Level		28	 <p>1 2 25</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	89.3%	80.0%
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End of Course Reflections: Aligned with Goals 1 & 5.

Faculty End of Course Reflections

During AY 2023-2024, 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 217 undergraduate course responses, 132 (60.8%) aligned their reported outcomes to Goal 1 and 97 (44.7%) aligned their learning outcomes to Goal 5. Generally, faculty reported that student achievement of the selected learning outcomes met expectations.

Table 5

End of Course Reflections: Aligned with Goals 1 & 5

Semester	Number of Responders	USLG Goal 1 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 1 Percent of Total Undergraduate Responders	Goal 5 Percent of Total Undergraduate Responders
Fall 2023	144	69	47	116	107	48%	32%
Spring 2024	137	63	50	113	110	46%	36%
TOTAL	281	132	97	229	217	60.8%	44.7%

Indirect Evidence of Achievement of Learning Outcome 1
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 4.31/5 for fall 2023 (N=1655) and 4.40/5 for spring 2024 (N=1016), The three-year weighted mean for this GCU instrument was 4.34/5 as computed through spring 2023. Note that the Nursing Program used an alternative survey for course and clinical evaluation in Spring 24.

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 Surveys Sent	Percent Response	Metric Mean (Question 7-16) GCU Comparison Mean=4.34
Fall 2023	Arts and Science	Undergrad	967	2,430	39.8%	4.302
Fall 2023	Business and Digital Media	Undergrad	182	600	30.3%	4.287
Fall 2023	Education	Initial Teacher	106	253	41.9%	4.43
Fall 2023	Nursing and Wellness	ExSci & Social Work	107	390	27.3%	4.31
Spring 2024	Arts and Science	Undergrad	465	1,807	25.7%	4.39
Spring 2024	Business and Digital Media	Undergrad	145	601	24.1%	4.45
Spring 2024	Education	Initial Teacher	78	278	28%	4.06
Spring 2024	Nursing and Wellness	ExSci, Health Profession & Social Work	134	560	23.9%	4.64

Courses and Pass Rates

General Education Courses AY 2023-2024 Table 10

General Education Courses AY 2023-2024

Fall 2023 General Education Classes			
Total All General Education Classes		Sections 170	Total Enrollment 2,662
Total Faculty Count 86			
Code	Title	# Sections	Total Enrollment
GEN101	Pathway to the Bridge	13	223
GEN199	Discovering Self in the Universe	1	20
GEN400	Visioning a Future	7	113
Total "GEN" courses		21	356

Spring 2024 General Education Classes			
Total All General Education Classes		Sections 128	Total Enrollment 1,987
Total Faculty Count 64			
Code	Title	# Sections	Total Enrollment
GEN101	Pathway to the Bridge	1	10
GEN199	Discovering Self in the Universe	14	221
GEN400	Visioning a Future	8	130
Total "GEN" courses		23	361

Table

Pass Rates for Undergraduate and Bridge General Education Courses

Term	Area	Pass Rate	Total Number of Students
FALL 23	All undergraduate courses	95%	8347
	All general education courses	91%	2325
	GEN 101	93.3%	223
	GEN 199	60%	10
	GEN 400	95.6%	113
	All 400 level courses	99.2%	1447
SPRING 24	All undergraduate courses	93%	5585
	All general education courses	90%	1857
	GEN 101	80%	10
	GEN 199	87.8%	221
	GEN 400	91.5%	130
	All 400 level courses	96.8%	872

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). For NSSE 23, under Engagement Indicators, first-year students scored lower than their peers (Mid-East Private) in Higher-Order Learning, Reflective & Integrative Learning, and above their peers in the areas of Quality of Interactions and Supportive Environment. Senior year students scored lower than their peers in Discussion with Diverse Others and higher than their peers in the areas of Quality of Interactions and Learning Strategies. Senior Year students’ rates of Experiential Learning were above the norm with 98% reporting at least one experiential learning activity.

During Spring 24, undergraduate students were invited to take the HEDS (Higher Education Data Exchange) Consortium’s Student Satisfaction Survey, to which 226 students responded with 29% at senior level and 25% at the junior level. Under Quality of Academic Experiences, 67% of responders indicated satisfaction with availability of courses, 41% of responders satisfied with capstone and cumulative experiences, and 50% of responders satisfied with internships and field experiences. In all 69% of responders were satisfied with their academic experiences at the university.

NSSE 2023 Snapshot Results: Note Academic Challenge (USLG Goal 1) and Cumulative Senior Experience (USLG Goal15)



NSSE 2023 Snapshot
Georgian Court University

A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

Comparison Group
The comparison group featured in this report is
Mid East Private
See your *Selected Comparison Groups* report for details.

This Snapshot is a concise collection of key findings from your institution's NSSE 2023 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

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.

Theme	Engagement Indicator	Your students compared with Mid East Private	
		First-year	Senior
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	▲	—

High-Impact Practices

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

- First-year**
Service-Learning, Learning Community, and Research w/Faculty
- Senior**
Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

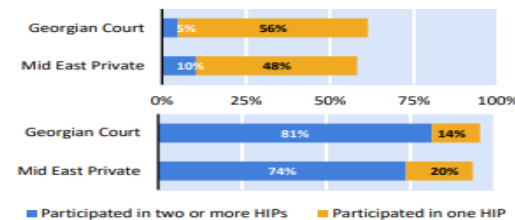
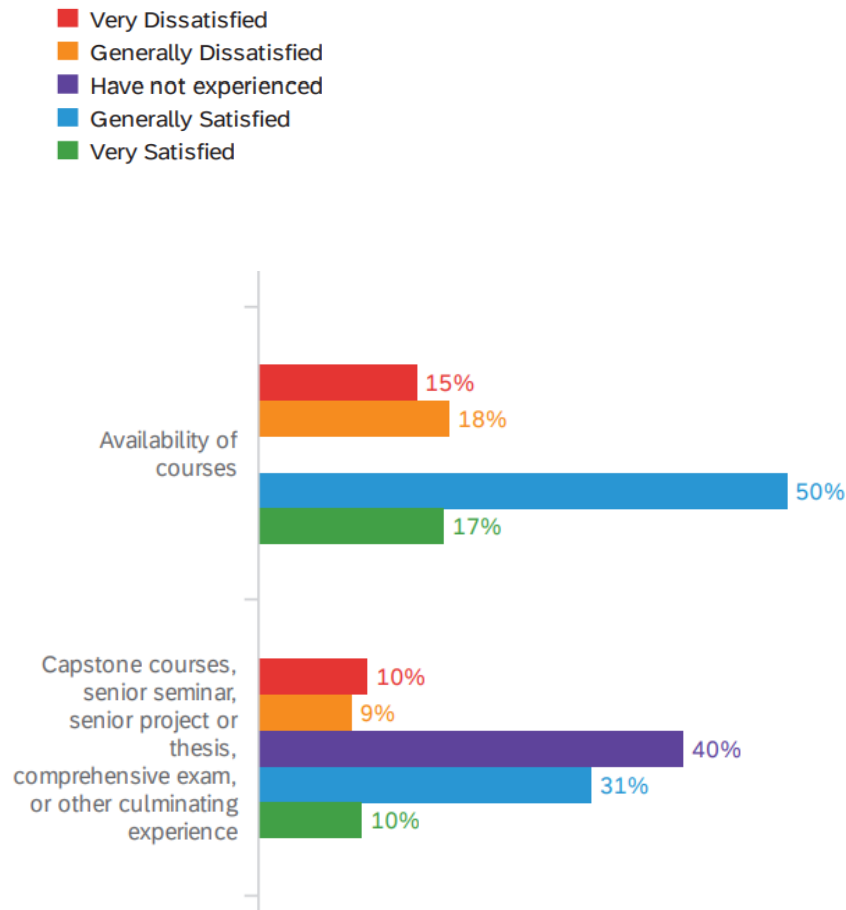


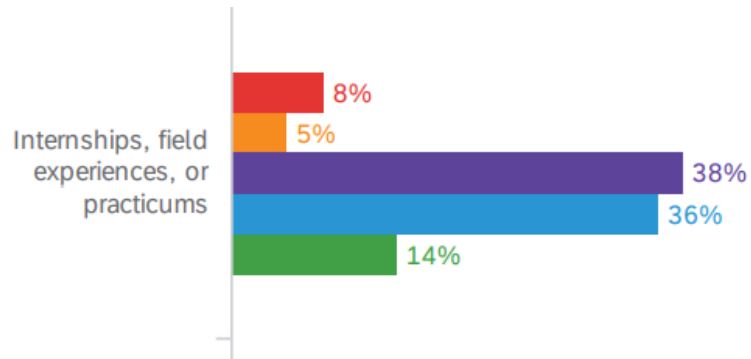
Figure 3

HEDS Student Satisfaction Survey Selected Results

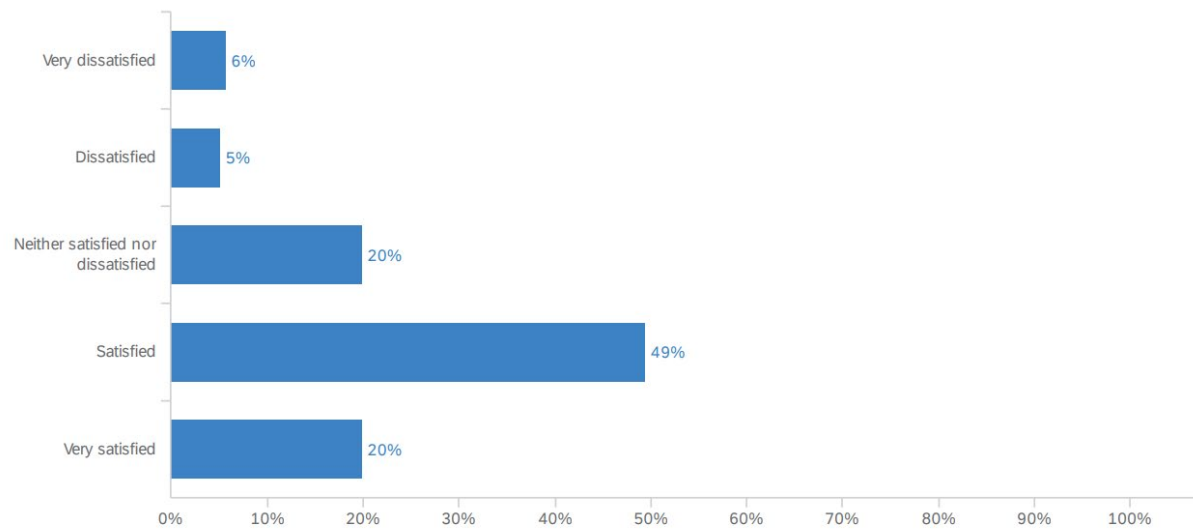
HEDS Student Satisfaction Survey, Spring 2024, N=226

Quality of Academic Experiences





Overall, how satisfied are you with your education at your institution?



Student Showcases and Awards

Convocation 2023: [Convocation 2023: A Foundation of Community - Georgian Court University, New Jersey](#)

Honor Society Inductions, Spring 2024: [Georgian Court University Honor Societies Ceremonies, 2023-2024 - Georgian Court University, New Jersey](#)

STUDENT RESEARCH ON GENDER-NEUTRAL RESTROOMS HAS IMPACT ON CAMPUS AND NATIONWIDE REACH [Student Research on Gender-Neutral Restrooms Has Impact on Campus and Nationwide Reach - Georgian Court University, New Jersey](#)

MERCY VALUES IN ACTION: GEORGIAN COURT UNIVERSITY STUDENTS PACK THANKSGIVING FOOD BASKETS AND MAKE SANDWICHES FOR LOCAL ORGANIZATIONS [Mercy Values in Action: Georgian Court University Students Pack Thanksgiving Food Baskets and Make Sandwiches for Local Organizations - Georgian Court University, New Jersey](#)

More than 200 Georgian Court Student-Athletes Earn CACC Academic Honor Roll Honors [More than 200 Georgian Court Student-Athletes Earn CACC Academic Honor Roll Honors - GCU Athletics \(gculions.com\)](#)

Georgian Court Men's Lacrosse Sees Four Named USILA Scholar All-Americans [Georgian Court Men's Lacrosse Sees Four Named USILA Scholar All-Americans - GCU Athletics \(gculions.com\)](#)

Georgian Court Sees Strong Numbers in NCAA Academic Success Rate Report [Georgian Court Sees Strong Numbers in NCAA Academic Success Rate Report - GCU Athletics \(gculions.com\)](#)

Academic Excellence Celebration (May1, 2024) <https://www.facebook.com/share/p/Fuebrz4UuCuUU5fW/?mibextid=WC7FNe>

GCU Student presentations at New Jersey's Women and Gender Studies Consortium <https://www.facebook.com/share/p/WY1MpHUwDowKEeZ/?mibextid=WC7FNe>

Independent Colleges and Universities of New Jersey Undergraduate Research Symposium <https://www.facebook.com/share/p/nezwz2UrZZ1s1bfy/?mibextid=WC7FNe>

President and Deans Lists

President’s List. The honor, which reflects their hard work in the classroom and commitment to 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 2023-2024

Term	Designation	Number of Students	% of Total FT Undergraduates (1478)
Fall 2023	President’s List	234	15.83%
Fall 2023	Dean’s List	295	19.96%
Spring 2024	President’s List	258	17.46%
Spring 2024	Dean’s List	269	18.20%



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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 2023-2024. Based on the total number of undergraduate students (1478), the inductees represent 18% of undergraduates.

Figure 4

Academic Honor Society Inductions AY 2023-2024

Subject	Academic Honor Society	Number of Inductees AY 2023-24
Athletics	Chi Alpha Sigma: National Athletics Honor Society	43
Biology	Chi Gamma Chapter of Beta Beta Beta: National Biological Honor Society	0
Business Administration	Epsilon Zeta Chapter of Delta Mu Delta: National Business Administration Honor Society	13
Catholic School	Kappa Gamma Pi: Catholic	10
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	11

Subject	Academic Honor Society	Number of Inductees AY 2023-24
English	Sigma Mu Chapter of Sigma Tau Delta: International English Honor Society	3
EOF/TRIO	Chi Alpha Epsilon: National Opportunity Program (SSS/McNair Scholars/EOF) Honor Society	25
Freshman	Phi Eta Sigma: Freshman Honor Society	48
History	Alpha Delta Zeta Chapter of Phi Alpha Theta: National History Honor Society	3
Human Sciences	Nu Alpha Epsilon Chapter of Kappa Omicron Nu: Human Services Honor Society	10
Math	New Jersey Eta Chapter of Pi Mu Epsilon: National Mathematics Honor Society	3
Non-Traditional Students	Alpha Sigma Lambda: Non-Traditional Students	12
Nursing	Psi Psi Chapter of Sigma Theta Tau International	27
Psychology	GCU Chapter of Psi Chi: International Honor Society in Psychology	15
Psychology	Chi Sigma Iota	9
Religious Studies/Theology	Sigma Chapter of Theta Alpha Kappa: National Religious Studies/Theology Honor Society	0
Science and Math	Gamma Theta Chapter of Sigma Zeta: National Science and Mathematics Honor Society	1
Social Work	Zeta Nu Chapter of Phi Alpha: National Social Work Honor Society	19
Spanish	Epsilon Lambda Chapter of Sigma Delta Pi: National Spanish Honor Society	4
Veterans & Active Military	SALUTE	0
Total Enrollment		267

Senior Capstone, Internship, Research, and Seminar Courses

The table below gives the data related to the number of courses, sections, 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 2023-24

	# Course Sections	# Courses	# Enrolled students*
Fall 2023			
400 Level Courses (all)	121	67	816
Capstone, Exp. Learning	38	33	155
GEN 400 (included above)	7	1	113
Spring 2024			
400 Level Courses (all)	125	78	994
Capstone, Exp. Learning	44	34	202
GEN 400 (included above)	8	1	130

Degree Completion

Completions for AY 2023-2024 included 352 students earning bachelor's degrees. In 2022-2023, students earned bachelor's degrees. The School of Arts and Sciences had 129 bachelor's degree completions, the HMH School of Nursing and Wellness at GCE had 181, the School of Business and Digital Media had 52 completions, and the School of Education had 27 students complete their certification programs.

Service Learning (Experiential Learning)

Data retrieved from Career Services Database for Service Learning.

AY 23-24 includes data from SL100 as a course identifier, GEN 400, and other university courses.

Below is a table of Service-Learning information from AY 2023-24. Most of the service-learning reporting is from GEN 400. Very few courses (PS 455) are using the SL 100 to add service learning to their coursework. This indicates that the requirement of experiential learning is now broader in use than dependence upon service-learning, and that service-learning is less emphasized in the other required Bridge General Education GEN courses and courses in the major. The data collected by the Career Center for GEN 400 shows an increase in student use and compliance. Requirements for service-learning are listed as (1) the GEN 400 course, and (2) service-learning in a course other than GEN 101 or GEN 400, or in an internship/practicum/field experience, an approved global education experience, or an approved research experience.

Table 15

Service Learning for AY 2023-2024

Career Services Reported Service-Learning Data								
	Summer 2023	Fall 2023	Spring 2024	Total AY 2023-2024	Total AY 2022-2023	Total AY 2021-2022	Total AY 2020-2021	Total AY 2019-2020
Number of Student Reports	32	91	112	235	59	37	50	141
Number of Placements	5	46	40	91	35	19	53	157
Number of Courses (non SL100)	0	1	1	2	12	9	35	80
SL 100 courses	0	1	2	3	12	9		
GEN 400***	2	7	7	16	9			
Number of Instructors	2	9	9	20	27	14	32	93
Total Hours	489	914	1700.45	3103.45	643.25	540.5	710	1898.5

Gen 400: Reported vs. Actual (See stats below)								
	Summer 2023	Fall 2023	Spring 2024	Total AY 2023-2024	Total AY 2022-2023	Total AY 2021-2022	Total AY 2020-2021	Total AY 2019-2020
Average Hours per student	15.28	10.04	15.182	13.5007	10.9	14.6	13.4	12.09
Number in External Placements	8	57	58	123	36	15	28	79
Number in GCU Placements	24	34	54	112	23	14	19	57
Alternative Assignments (Covid 19)						7	6	0
Range Hours	0-72	1-23	1-200	0-200	1-120	5-60	5-87	3-120

Gen 400: Reported data to Career Services (began Fall 2021)								
	Summer 2023	Fall 2023	Spring 2024	Total AY 2023-2024	Total AY 2022-2023	Total AY 2021-2022	Total AY 2020-2021	Total AY 2019-2020
GEN 400 students	65	113	130	308	200			
EN 400 Course Sections	4	7	8	19	13			
Estimated Service-Learning Hours (10 hours per student)	650	1130	1300	3080	2000			

Difference: Actual vs. Estimated	-161	-216	400.45	23.45	-1356.8			
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Analysis and Action Plan***Analysis of Data***

The focus of assessment of Georgian Court University's (GCU) Undergraduate Student Learning Goals (USLG) for academic year (AY) 2023-2024 was Goal 1: Foundational Knowledge of Human Cultures and of the Physical and Natural World and Goal 5: Mastery of the Defined Body of Knowledge at a Baccalaureate Level. Goal 1 is directed toward the learning found within the Bridge General Education course requirements, while Goal 5 is directed toward coursework and learning in the major and minor fields of study. 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 94.67% for the fall semester and 93% for the spring semester. The four-year graduation rate for AY 2022- 2023 was 50% for students entering GCU in 2019. The previous year's four-year graduation rate was 47%. On May 9, Commencement ceremonies honored 352 undergraduate students who earned their baccalaureate degrees during AY 2023-2024.

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 (Fall 23 at 4.31/5 and Spring 24 at 4.40/5). A select group of students attain dean and president's list honors (15.83%-19.96%), as well as acceptance into the university's honor societies (18% of FT undergraduates). The HelioCampus Assessment and Credentialing (HCAC) system is used to collect direct assessment of student assignments aligned with the Undergraduate Student Learning Goals (USLG). The system provided ample evidence of goal achievement against the benchmark of 80% meeting or exceeding expectations (Goal 1 success level: 85%; Goal 5 success level: 88%). Adjustments to curriculum as aligned with the USLG and collected artifacts show continuous improvement based on this data.

For USLG Goal 1, the School of Arts and Sciences was the main contributor to direct evidence via linked artifacts from BlackBoard Gradebook to HelioCampus. For Goal 1, 1533 artifacts were collected. For USLG Goal 5, all schools were represented by data collection. For Goal 5, 518 artifacts were collected. Direct assessment artifacts included capstone or signature assignments, testing results, writing assignments, and presentations evaluated by rubrics.

Consideration of USLG Goals 1 & 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 1 and 5. From the 281 total responders during the academic year, 217 chose an undergraduate course for reflection. Of these, 60.8% aligned their course learning outcome with USLG 1 and 44.7% 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.

Honor Society enrollments are included as indirect evidence for Goal 5. GCU has 23 active chapters, and in AY 2023-24 inducted 267 undergraduate students. Service-learning data continues to show the importance of this experiential learning requirement as part of the Bridge General Education Program, especially in GEN 400. High Impact Practices (HIPs) of student/faculty research, capstone research and projects, and 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, with more than 200 Georgian Court Student-Athletes Earning CACC Academic Honor Roll Honors.

Student surveys related to USLG Goals 1 & 5 included the National Survey on Student Engagement (NSSE) distributed in spring 2023 and the HEDS (Higher Education Data Sharing Consortium) Student Satisfaction Survey distributed in Spring 2024. Results related to USLG Goals 1 and 5 from both surveys are included in this report. NSSE results (164 responders) generally show growth from first year to senior year students in academic challenge with first year students scoring below their peers in higher order learning and reflective & integrative learning. Senior year students scored above their peers in learning strategies. HEDS satisfaction survey shows that overall, students are satisfied with their university experience (69%). In terms of the quality of academic experience, 67% of student responders were satisfied with the availability of courses, 41% satisfied with capstone or cumulative experiences, and 50% satisfied with internships or field experiences. With 54% of student responders at the junior or

senior level, the last two measures seem appropriate.

Further information on USLG Goals 1 and 5 may be had from the annual assessment reports from the undergraduate programs, including the Bridge General Education report. Reports received by July 14, 2024, are included within this document. Included are the selected learning outcomes, assessment results, and executive summary. Reports from Psychology, Religious Studies, Nursing, TE Specific Subject K-12, Social Work, Business Core, Sport Management, Marketing, Finance, and Accounting are on program learning outcomes directly aligned with USLG 1 and/or 5. The other program reports are indirectly contributing to Goal 5. All reports include action plans for continuous improvement to meet or continue to meet program learning outcomes.

In all, there is ample evidence, direct and indirect, that attests to the successful achievement of Georgian Court University's Undergraduate Student Learning Goal 1: Foundational Knowledge of Human Cultures and of the Physical and Natural World and Goal 5: Mastery of the Defined Body of Knowledge at a Baccalaureate Level. 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 use the HCAC assessment software's capacity 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. 2024 Commencement Degree Conferral Listing (Unconfirmed, Listing in Commencement Program)

GCU Commencement	May 9, 2024		
<i>School</i>	<i>Degree</i>	<i>Number</i>	<i>School Total</i>
School of Arts and Science	BA	87	
	BS	8	
	BFA	1	96
School of Business and Digital Media	BA	5	
	BFA	2	
	BS	41	48
School of Education	BA	36	
	BS	3	39
GCU/HMH School of Nursing and Wellness	BA	9	
	BS	25	
	BSN	104	
	BSW	18	156
TOTAL			339

