



## GCU Assessment of Student Learning Plan and Guide

Course, Program, Institutional Student Learning Goals

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## Executive Summary

The Georgian Court University's (GCU) Assessment Plan and Guide for Student Learning covers course, program, and university-wide assessment of student learning. It addresses assessment protocols, planning, and reporting of student learning through annual assessment records and periodic academic program review. The institutional student learning goals (ISLG) include expectations for both undergraduate and graduate students both in and out of the classroom. The Assessment Plan for the ISLGs is distinctly defined for undergraduate (USLG) and graduate (GSLG) student learning. Academic Programs develop their own intended learning goals and outcomes aligned with the university's ISLGs and the expectations and standards of their discipline. The data obtained from assessing student learning are analyzed and acted upon at the most appropriate level. Assessment of student learning is faculty-driven, with the instructional faculty responsible for course and program assessment. Program assessment is conducted by the faculty within the academic discipline and is reviewed by the appropriate dean and the university's Academic Program Review and Assessment Committee (PRAC). University-wide assessment of student learning (*Bridge* General Education and ISLG) is under the direction of the Office of University Assessment and Accreditation. This office collects assessment data and prepares executive reports on assessment findings at all levels. Action plans based on assessment data inform funding for programs related to teaching and learning needs as well as planned faculty development activities. Assessment findings are made available on the university's website: <https://georgian.edu/assessment-of-student-learning/> Additional assessment resources are made available to the university's faculty through the *Assessment of Student Learning* organization on the university's BlackBoard learning management system.

## **Highlights of Georgian Court University's Assessment Plan for Student Learning University Programs: Institutional Student Learning Goals (ISLG)**

**(Undergraduate)** The ISLG Assessment Plans are under the direction of the Director of Assessment and the Provost Council. These plans include curricular and co-curricular assessment data. Undergraduate programs of Writing Intensive Courses, Information Literacy (Library), Experiential Learning (Service Learning, Global Education, and Internship), and Student Leadership are included in the assessment of the undergraduate student learning goals. The undergraduate student learning goals (USLG) were updated and approved by the Faculty Assembly in Spring 2019. Goal assessment data is collected yearly, with the assessment plan covering a three-year timeframe. The assessment of the revised USLG begins in Fall 2019.

**(Graduate)** The university's Graduate Council and Faculty Assembly approved the Graduate Student Learning Goals (GSLG) in April 2017. An assessment plan was developed for these goals and assessment began with data from AY 2017-2018.

**Bridge General Education.** The *Bridge* General Education Assessment Plan is under the direction of the General Education Director and General Education Curriculum Committee. It follows a three-year cycle. An annual report is prepared by the Director of General Education and submitted to the Director of Assessment.

### **Academic Program Assessment:**

#### **Program Review.**

Each academic program not affiliated with an external accreditor conducts a periodic program review as directed by the PRAC. These reviews are scheduled in a seven-year cycle.

The review consists of a program self-study, review by an external evaluator, and a resulting action plan based on results and approved by the Dean. The PRAC members serve as peer consultants and determine the templates used for the program review process.

#### **Program Assessment Plan and Report.**

Academic Program Assessment Plans cover a 3-year time frame. Plan updates are due September 30. The Office of Institutional Assessment and Accreditation reviews and approves these plans and consults with PRAC on major changes. The Program Assessment Plan's Annual Report is due June 30. These annual reports are reviewed by the PRAC members and the Director of Assessment. An executive summary of the academic program annual assessment reports is prepared by the Office of Institutional Assessment and Accreditation.

#### **Annual Audit of Academic Assessment Activities.**

As a continuous process of improvement, assessment discussions need to be integrated into the topics addressed at faculty, school, and department meetings on a regular basis. In addition, the action plans generated from program reviews, assessment results, and course reviews also need to be included in department discussions. These activities are recorded as an assessment audit.

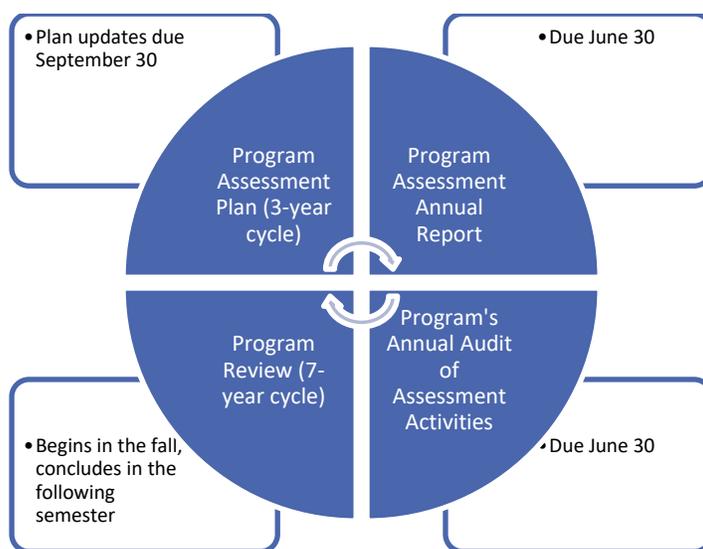


Figure 1. Academic Program Assessment Cycle

**Course Assessment:**

**End of Course (EOC) Reflection.**

A course reflection survey is distributed to all faculty by the Office of Institutional Assessment and Accreditation prior to the final exam period for the term. Reflection is based on one course taught during the term. Results are aggregated into an executive report. Results inform planning at the school and Provost Council level. In addition to the end of course reflection, course assessment includes student evaluations of learning within their courses. Do we need to be more specific here or can't we be? We do not have student evaluations of all courses.

**Student Evaluation of Learning.**

Course assessment also includes the student surveys of course learning and evaluation of teaching. The Faculty Assembly determines the frequency and instruments for student course evaluation, as part of the shared governance structure of the university.

### **Timeline for Academic Program Assessment**

- The process for a Program Review generally begins in the **fall semester** with an orientation for the department on the self-study and review, as conducted by the PRAC members. It is usually conducted over one academic year. An action plan is finalized in year 2.
- **June 30:** Annual Academic Program's Assessment Report due to Office of Institutional Assessment and Accreditation (OIAA)
- **June 30:** Academic Program's Annual Assessment Audit due to OIAA
- **September 30:** Academic Program Assessment Plan updates or revisions due to OIAA
- **Two weeks prior to end of semester:** End of Course Reflection sent to all faculty. Return expected within two weeks after end of semester.

## **GCU Mission, Mercy Core Values, and Institutional Goals**

The Georgian Court University's Mission along with its Mercy Values (Justice, Compassion, Integrity, Respect, and Service) and its Institutional Student Learning Goals (ISLG) form the foundation for its learning outcomes, be they at course, program, or university level.

The learning outcomes or objectives of each course must be aligned with the learning outcomes of its major program. Program outcomes are aligned with the GCU Institutional Student Learning Goals (ISLG) at the Graduate (GSLG) and Undergraduate (USLG) levels, as well as with the outcomes of discipline-specific licensing or accreditation agencies. For a listing of GCU accreditations, see <https://georgian.edu/accreditations/>. Learning goals and outcomes for specific programs are part of the program descriptions found within the course catalog and included on the GCU website.

### **Mission Statement**

Georgian Court University, founded by the Sisters of Mercy of New Jersey in 1908 and sponsored by the Institute of the Sisters of Mercy of the Americas since January of 2007, provides a comprehensive liberal arts education in the Roman Catholic tradition. The university has a special concern for women and is a dynamic community committed to the core values of justice, respect, integrity, service, and compassion, locally and globally.

Georgian Court University provides students with

- A curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers;
- An environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences; and
- The will to translate concern for social justice into action.

**Mercy Core Values: Justice, Compassion, Integrity, Respect, Service**

As an institution sponsored by the Sisters of Mercy, Georgian Court University is committed to the following guiding principles:

- **Respect: We reverence the dignity of all persons and all life as gifts of God and strive to promote community in our world.** Choosing to accept what may be perceived as different without passing judgment – choosing to appreciate social and cultural differences as strengths that enable people to work together.
- **Integrity: We believe that fidelity to moral principles, honesty, and sincerity are the basis of trustworthiness in all encounters.** Choosing to be true and honest in all circumstances, living one’s highest version of self—choosing to base one’s actions on a consistent set of principles and values at all times.
- **Justice: We believe ordering of right relationships with all persons and all creation is fundamental to our advocacy for structures that protect the vulnerable.** Choosing to be a catalyst for social justice to ensure that all human beings are treated respectfully and equally—choosing peace for myself and the world.
- **Compassion: We embrace the joys and sorrows of others to whom and with whom we minister and are moved to action in solidarity with the human community.** Choosing to listen with an open heart, empathize with others, and perform acts of kindness that alleviate suffering—choosing to aid the planet and others’ needs.
- **Service: We joyfully extend our energy and resources on behalf of the poor, sick and uneducated, working to relieve misery and address its causes where possible.** Choosing to act when a need is perceived by using one’s skills, ingenuity, and experience to create benefit—choosing to accept that in life we are all servers and served.

**Georgian Court University: Guiding Principle of the 2019 Strategic Compass**

Georgian Court University is a distinct Catholic university in the Mercy tradition, empowering students to shape a just and compassionate world. Georgian Court University is re-creating itself by designing and delivering innovative academic programs, with a particular emphasis on the caring professions; enhancing the student experience inside and outside the classroom; expanding the university’s footprint through multiple delivery formats at multiple locations in order to diversify revenue streams; and efficiently managing human and other resources to achieve positive revenue results.

**Institutional Student Learning Goals (ISLG)**

Periodically, the Georgian Court University faculty review and revise the institutional student learning goals (ISLG). The Bridge General Education goals and outcomes were approved by the Faculty Assembly in 2016, prior to the initial offerings of the revised *Bridge* General Education Program. The Graduate Council developed, and the Faculty Assembly approved, graduate student learning goals (GSLG) in April 2017. A Task Force was appointed in Fall 2018 to review the 2004 ISLGs and to suggest institutional learning goals appropriate to the undergraduate student. Revised undergraduate student learning goals (USLG) were approved by the Faculty Assembly on February 22, 2019 and then approved by the President's Cabinet. Of note is that these goals now include the first four *Bridge* General Education Goals and Outcomes.

**Undergraduate Student Learning Goals (USLG).**

(Note that Goals and Outcomes 1-4 are also the Bridge General Education Goals)

Upon successful completion of the GCU *Bridge* General Educational Program and a defined Major area of study, the student will earn a baccalaureate degree having demonstrated the following knowledge, skills, and values:

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

Learning Outcome:

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

GOAL 2: Intellectual and Practical Skills

Learning Outcomes: Students will demonstrate competence in

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

GOAL 3: Personal and Social Responsibility

Learning Outcomes: Students will demonstrate

- a. Ethical reasoning
- b. Global awareness and respect for diverse cultural perspectives
- c. Knowledge of the university's mission and Mercy charism
- d. Civic knowledge–local/global

GOAL 4: Integrative Learning

Learning Outcome:

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

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

Learning Outcome:

- a. Students will attain their program's objectives and complete their major requirements.

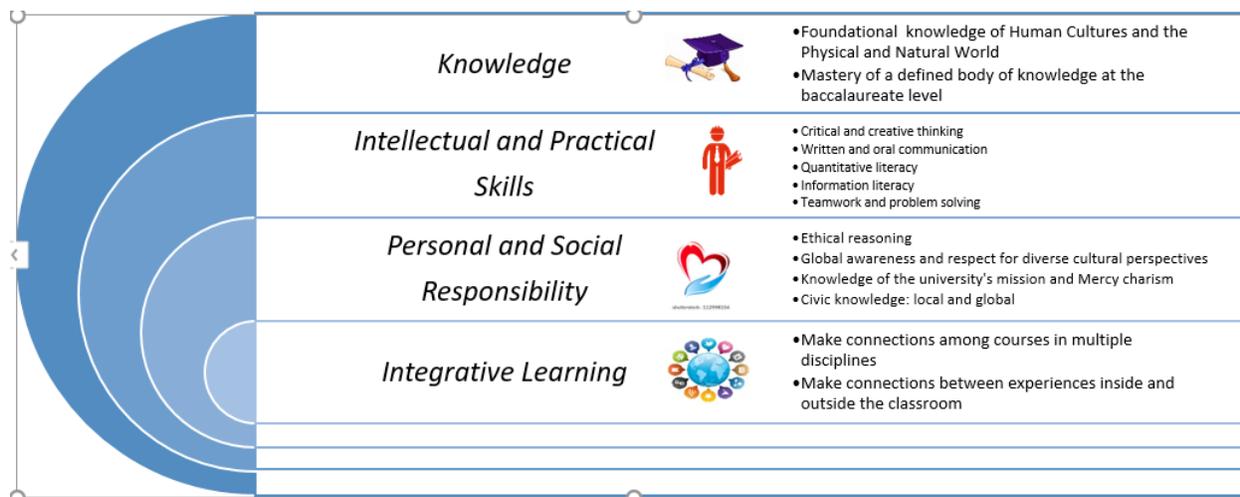


Figure 2. GCU Undergraduate Student Learning Goals (USLG)

**Graduate Institutional Student Learning Goals (GSLG).**

The following goals and outcomes were approved as GCU’s graduate student learning goals (GSLG) by the Graduate Council and Faculty Assembly April 18, 2017.

Upon successful completion of a graduate program of study at GCU, the student will earn a post-baccalaureate degree and/or additional certification, and will evidence the university graduate learning goals as follows:

**Goal # 1 Knowledge**

Learning Outcome: Gain in-depth knowledge, competency, and mastery in field of study through academic and professional experiences.

Assessment: Achievement of this goal may be evidenced through the completion of an acceptable capstone scholarly project or field experiences.

**Goal #2 Scholarly Inquiry**

Learning Outcome: Engage in academic research which includes scholarly inquiry for evidence-based practice and knowledge integration.

Assessment: Achievement of this goal may be evidenced through the completion of

scholarly projects or assigned research.

**Goal #3      Communication**

Learning Outcome:    Apply clear and effective oral, written, and technological communication skills appropriate to engagement with general and specialized audiences.

Assessment:    Achievement of this goal may be evidenced through assigned writing or scholarly presentations using various media.

**Goal #4      Ethical Leadership**

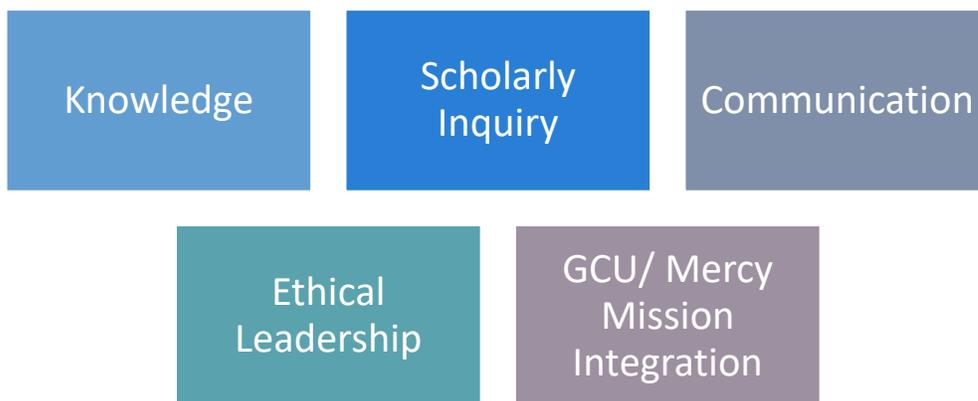
Learning Outcome:    Self-identify as leaders who follow the highest standards of ethics and of the professional field.

Assessment:    Achievement of this goal may be evidenced through any of the following: career development, field evaluations, portfolios, or case studies.

**Goal #5      GCU/ Mercy Mission Integration**

Learning Outcome:    Integrate Mercy core values and advocacy related to Mercy Critical Concerns.

Assessment:    Achievement of this goal may be evidenced through reflective assignments, case studies, or practicum evaluations.



*Figure 3. GCU Graduate Student Learning Goals*

**Management of Student Learning Assessment at GCU**  
**Accreditation by Middle States Commission on Higher Education (MSCHE)**

Georgian Court University is accredited by MSCHE, with recent reaffirmation of accreditation on June 27, 2019. The current statement of accreditation and can be found at <https://www.msche.org/institution/0217/> .

**MSCHE Standard V: Educational Effectiveness Assessment**

(See [https://www.msche.org/standards/#standard\\_5](https://www.msche.org/standards/#standard_5) )

Georgian Court University adheres to the criteria of educational program assessment as found in the Middle States Commission on Higher Education (MSCHE) Standard V of Accreditation, as stated below.

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

**Criteria**

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;
2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
  - a. define meaningful curricular goals with defensible standards for evaluating

- whether students are achieving those goals;
  - b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;
  - c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;
3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:
- a. assisting students in improving their learning;
  - b. improving pedagogy and curriculum;
  - c. reviewing and revising academic programs and support services;
  - d. planning, conducting, and supporting a range of professional development activities;
  - e. planning and budgeting for the provision of academic programs and services;
  - f. informing appropriate constituents about the institution and its programs;
  - g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
  - h. implementing other processes and procedures designed to improve educational programs and services;

4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and
5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness

### **Office of Institutional Assessment and Accreditation (OIAA)**

The GCU Office of Institutional Assessment and Accreditation is responsible for oversight of assessment of student learning at the course, program, and university level. This office reports to directly to the President and indirectly to the Provost. The OIAA follows the expectations for assessment of student learning as articulated in Standard V of the MSCHE Standards for Accreditation. The office assists with assessment of student learning as defined by the requirements of discipline-specific accreditations held by Georgian Court University. Currently, the Assistant Vice-President for University Assessment oversees the office functions and also serves as the Director of Assessment (Student Learning). The university has defined processes for assessment collection and reporting, as articulated in this handbook. Beginning in fall 2019, the university will use AEFIS (Assessment, Evaluation, Feedback, and Intervention System) software to assist in assessment management, along with various survey collection tools.

### **Academic Program Review and Assessment Committee (PRAC)**

The Academic Program Review and Assessment Committee is a university committee. It is constituted and defined as University Policy 1.6.4.1.

#### 1.6.4.1 Academic Program Review and Assessment Committee

Purpose: The Academic Program Review and Assessment Committee is charged with the

processes of periodic review and annual assessment of the various academic units of Georgian Court on a scheduled basis.

The responsibilities of the Academic Program Review and Assessment Committee are:

1. Annual Program Assessment of Student Learning

- a. To provide collegial guidance to academic departments on academic program assessment plans;
- b. To review annual academic program assessment results and provide collegial guidance to academic departments before, during and after the reporting cycle;
- c. To report significant findings to the Director of Assessment as needed; and
- d. To make recommendations or report significant findings to the Executive Committee of Faculty Assembly as needed.

2. Periodic Program Review

GCU academic programs conduct Periodic Program Reviews. If a program is not conducting periodic reviews for an external accrediting agency, the PRAC provides oversight to the review process. Responsibilities are:

- a. To establish a schedule for periodic program review (through self-study) in conjunction with the Department Chairperson(s) and Program Director(s), and the School Dean;
- b. To determine the process and procedures for academic program review in consultation with the Director of Assessment;
- c. To advise academic programs on the periodic review process, providing collegial guidance related to the procedures of the review, the

- comprehensiveness of assessment, and the need for accountability to the standards of the discipline;
- d. To make recommendations to Department Chairperson(s) or Program Director(s); and
  - e. To report significant findings to the Director of Assessment as needed.

**Membership:** The Chair will be appointed from the full-time faculty by the Provost for a two-year term. There will be one faculty member appointed by the Executive Officers of the Faculty Assembly from each school to staggered two-year terms. Three members at large will be appointed from the full-time faculty by the Executive Officers of the Faculty Assembly to staggered two-year terms. The Director of Assessment and a representative from the Provost's Office are ex-officio members without vote.

**Meetings:** This committee meets on the call of the Chair or Provost on a frequent basis.

### **Assessment Funding**

Funding for the Office of Institutional Assessment and Accreditation is under the budget of the Provost Office. Assessment data informs the University budgeting and strategic planning processes.

### **Assessment Software**

Georgian Court University uses the assessment software of AEFIS, LLC. (Assessment, Evaluation, Feedback and Intervention System) (as of fall 2019), the Learning Management System software of BlackBoard Learn, and the Qualtrics survey management software. All faculty are expected to be able to utilize the above software to conduct, report, and analyze assessment results at all appropriate levels of responsibility

**GCU Plan for Assessment of Student Learning**

<b>Level</b>	<b>Learning Goals and Outcomes</b>	<b>Assessment Protocol</b>	<b>Timeframe</b>	<b>Responsible Person</b>
Institutional Learning	Undergraduate Student Learning Goals (USLG) Graduate Student Learning Goals (GSLG) Bridge General Education Goals (Goals 1-4 of USLG)  Institutional Student Learning Goals (ISLG) are aligned with the University’s Mission and Strategic Goals.	Assessment Plan and Reports based on Institutional Learning Goals and Outcomes	Plan: 3-year cycle Reports: Annual  Periodic Review: Determined by the Provost	Director of Assessment (USLG; GSLG) General Education Chair and General Education Curriculum Committee (GECC)  Reviewed by Provost Council, Graduate Council, and GECC.
Academic Programs	Determined by the discipline’s faculty and accrediting agencies. Aligned with the ISLG and University’s Mission.	Academic Program Assessment Plan and reports based on GCU template and/or discipline accreditation standards and protocols. Annual audit of assessment activities. Periodic Program Review.	Plan: 3-year cycle. Reports: Annual Audit: Annual  Periodic Review: 7-year cycle	Department Chair or Assessment Liaison.  Reviewed and supported by OIAA and Academic Program Review and Assessment Committee (PRAC).
Course	Course goals and objectives are determined by the discipline’s faculty and instructor of the course.  Aligned with program learning outcomes and ISLG.	End of Course (EOC) Reflection  Student evaluation of course and learning.	At the end of each semester	OIAA: EOC Reflection Faculty Assembly (FA): Course evaluation protocol  Reviewed by School Deans, Provost Council, and appropriate FA committees.

Figure 4. GCU Plan for Assessment of Student Learning

**University-wide assessment of Student Learning (Institutional Learning)****Bridge general education.**

- The assessment plan for the GCU *Bridge* General Education Program is under the direction of the General Education Director and General Education Curriculum Committee (GECC). This assessment follows the protocol and templates for academic programs. The GECC receives and reviews all assessment results. An annual report and executive summary is prepared by the Director of General Education in consultation with its curriculum committee and submitted annually to the Director of Assessment and PRAC.
- The Bridge General Education Assessment Plan can be found on the university's website under Assessment of Student Learning. ( See <https://georgian.edu/assessment-of-student-learning/> )
- The provost determines the schedule for the periodic review of the general education program.
  - Bridge General Education: Framework approved in 2013, implementation Fall 2016. Next review: 2022.

**Institutional student learning.**

- The assessment plan for Georgian Court's institutional student learning goals, both undergraduate (USLG) and graduate (GSLG), are under the direction of the Director of Assessment, the Graduate Council, and the Provost Council. The assessment of the ISLGs includes curricular and co-curricular assessment data. Undergraduate programs of Writing Intensive courses, Experiential Learning (Service Learning

courses, Global Education, and Internship experiences), and Student Leadership programs are included in the assessment of the USLGs. Data are collected yearly.

There is a three-year cycle of goal analysis.

The ISLG Assessment Plans can be found on the university's website under [Assessment of Student Learning](#).

- The provost determines the schedule for the periodic review of the institutional learning goals.
  - GSLG: Created in 2017, Next review: 2024
  - USLG: Last review: 2018, Next review: 2025

### **University-Wide Assessment Surveys and Testing**

University-wide Assessment provides data not only for ISLGs, but this data is also integrated into the BRIDGE General Education Assessment Plan, and Program Assessment and Assessment reports for Accreditation Agencies. This assessment is conducted by the Office of Institutional Assessment and Accreditation at Georgian Court University, with cooperation from the Office of Institutional Research.

Georgian Court University uses the data from the National Survey of Student Engagement (NSSE), the Ruffalo Noel-Levitz (RNL) Student Satisfaction Inventory (SSI), and the student ratings of instruction for indirect assessment of ISLG and program goals and outcomes. This data also contributes to the assessment of programs for student life, student support, and student retention and success.

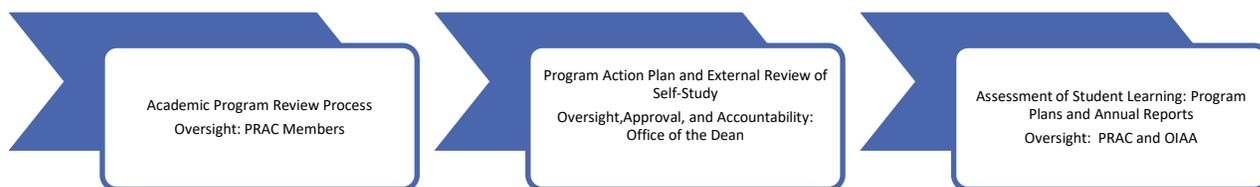
### **Academic Program Assessment Planning and Reporting**

**Program Review.**

- A comprehensive periodic review of the academic programs occurs on a 7-year cycle. This process is overseen by the PRAC and the school Dean. The periodic review is based upon department data, alignment with discipline standards and uses assessment data previously submitted. Reporting on the action plan resulting from the program review is included with the annual assessment audit.

***Program Review process.***

- The Academic Program Review and Assessment Committee (PRAC) is responsible for the processes of the Academic Program Review. The committee establishes the schedule of such reviews in conjunction with chairs and school deans for all programs accredited by the Middle States Commission on Higher Education (MSCHE) and which operate without any additional external accreditation or review agency. The academic program review process covers a seven-year timespan.
- An overview of the academic program review process is presented in the figure below.



*Figure 5. Academic Program Review and Assessment Processes*

- The process of a program review should take about eighteen months to

complete. The PRAC members assist the department to understand and embark upon the process. The program review begins with a self-study conducted by the department. The self-study results are presented to the PRAC members for review and collegial input. The school dean then arranges for an external review, and approves the findings of the self-study, the external review, and the action plan based on these results. (See the schema below for the details of this process.)

- Data related to the program review (student enrollment, course offerings, and faculty teaching loads) are compiled annually by the OIAA and shared with academic departments. This data includes 5-year trends.

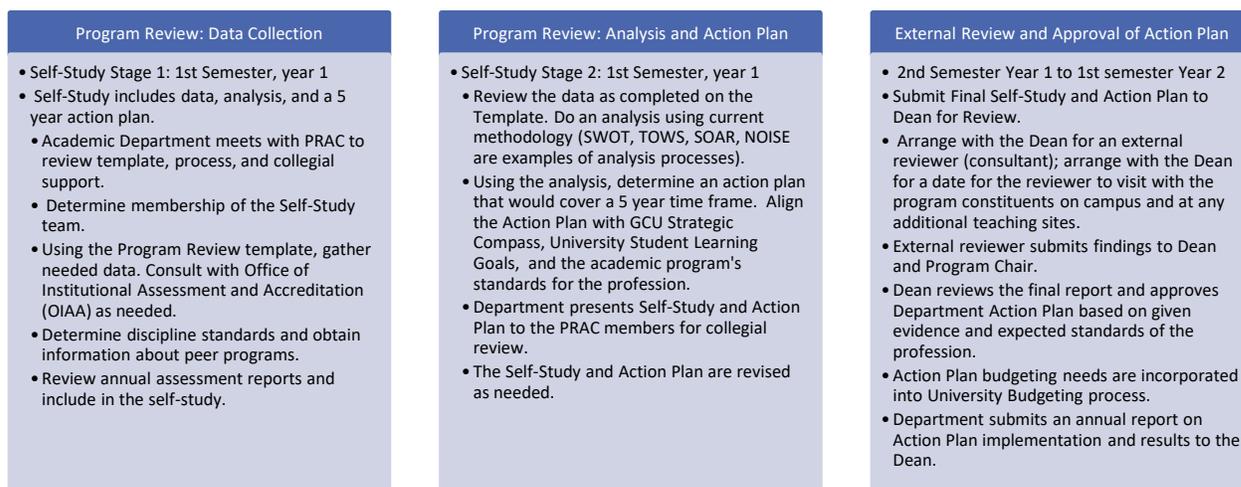


Figure 6. Academic Program Review Process

- See Appendix A1. for the Undergraduate Program Review template. See Appendix A2. for the Graduate Program Review Template. See Appendix B for the schedule of Academic Program Reviews.

### **Program assessment.**

#### ***Program Assessment Plan.***

- Each academic department develops a Program Assessment Plan that assesses student learning as aligned with program learning outcomes. This Program Assessment Plan is executed over a three-year timeframe. The OIAA approves all program assessment plans.
  - All program goals and learning outcomes are mapped to the institutional student learning goals and are aligned with the university's Mission and values.
  - All program courses are mapped to the program outcomes; key courses are targeted for formative and summative assessment of program outcomes.
  - Assessment data is taken from course artifacts of student learning predetermined by the plan, standardized testing results, student surveys, and student performance measures.
  - Plans are updated periodically, or at the end of the three-year cycle, and submitted to the OIAA by September 30 when changed.
  - See Appendix C for the Academic Program Assessment Plan template.

***Program Assessment Annual Report.***

Program Assessment Annual Reports based on the Program Assessment Plan are submitted annually to the OIAA.

- The GCU academic program assessment report template is to be used by all programs, *including those programs with discipline specific accreditation.*
- Program assessment reports are reviewed by the PRAC members, who provide collegial feedback.
- An Executive Summary of all submitted assessment reports is prepared by the Office of Institutional Assessment and Accreditation.
- All annual program assessment reports are due to the OIAA by June 30.

- See Appendix D for the Academic Program Assessment Report template.

**Assessment audit.**

- As a continuous process of improvement, assessment discussions need to be integrated into the topics addressed at faculty, school, and department meetings on a regular basis. In addition, the action plans generated from program reviews, assessment results, and course reviews also need to be included in department discussions. These activities are recorded as an assessment audit and documented within department minutes. Each academic department submits an annual assessment audit to the OIAA.
- The audit is a report on the department's assessment activities and provides accountability for approved program review action plans.
- The OIAA provides an executive summary of audit findings to the Provost Council and school deans.
- The assessment audit is due to the OIAA by June 30.
- See Appendix E for the Assessment Audit template.

**Course assessment**

An end of course reflection survey is distributed to all faculty by the Office of Institutional Assessment and Accreditation (OIAA) prior to the beginning of the final exam period for the term.

- Faculty choose one course for reflection. Results are aggregated into an executive report.
- EOC Reflection results inform planning at the Provost Council level for faculty

development in teaching and learning. This data also informs course decisions at the School and Department level.

- See Appendix F for the GCU End of Course Reflection Questionnaire.

Course assessment also includes the student surveys of course learning and evaluation of teaching. The Faculty Assembly determines the frequency and instruments for student course evaluation. See faculty policy on student evaluation of courses and use of results. Policy Manual IV, Appendix 4.5.1.2.1.1: Procedure for Student Evaluation of Faculty.

### **Provost Council review of assessment results**

The Provost Council annually reviews the Executive Summaries of the Assessment of Student Learning, as prepared by the GCU Office of Institutional Assessment and Accreditation (OIAA). The Provost, in turn, reports on this information to the President's Cabinet. Decisions related to teaching and learning, budgeting, and personnel are based upon appropriate assessment data.

The Provost determines the periodic review of the university-wide learning programs and institutional student learning goals and outcomes.

## Assessment of Student Learning: Key Principles, Assessment Cycle, and Assessment Artifacts

According to assessment experts, the keys to success for learning assessment are as follows:

- Assessment of student learning is faculty-driven.
- Assessment of student learning improves teaching and learning.
- Assessment of student learning is an organized and sustainable process.

These key components of assessment of student learning are the components of MSCHE Standard V: Educational Effectiveness Assessment.

### Assessment basics

Why assess student learning? The purposes of assessment of student learning at a university are first, to improve teaching and learning and second, to be accountable to the university's stakeholders (Suskie, 2009). Assessment of student learning is a process of continuous improvement. Its process is cyclic: establishment of learning goals, provision of learning opportunities, assessment of student learning, and use of the results to establish learning goals, etc.

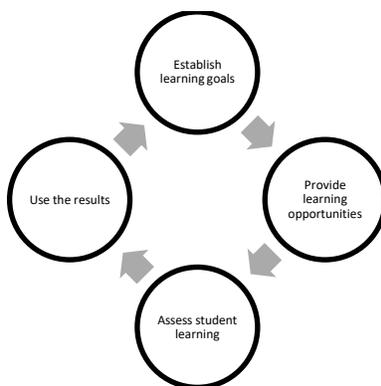


Figure 7. Assessment Cycle

Thus, assessment is part of an integrative and collaborative learning process. Learning

goals are integrated among university-wide, program, and course learning outcomes. Courses are mapped into a sequence that supports program outcomes. Data about learning becomes part of academic research. Plans to improve learning and instruction are made based upon empirical evidence, understanding of the student learner, and best practices. Assessment is taken from student work products and assignments that are part of planned coursework as well as from standardized testing and results of professional examinations. Capstone experiences provide evidence of program learning and also allow the learner to reflect upon his/her learning. These capstone experiences also give the student the opportunity to apply learning to real-life experiences, engage in academic research, and/or provide service. Assessment of capstone projects provides rich data not only for discipline-specific outcomes but also for the skill areas of oral and written communication, information literacy, and values integration. Learning outside of the classroom is also validated through assessment, especially learning the skills of teamwork, leadership, and social consciousness.

At Georgian Court University, assessment of student learning is supported by the Office of the Provost, the Office of Institutional Assessment and Accreditation, the School Deans and the Academic Program Review and Assessment Committee (PRAC). Educational assessment is faculty-driven. It is also regulated by various higher education accrediting agencies. Georgian Court University makes every effort to make sure its assessment practices support and inform teaching and learning. It is also committed to assessment transparency and regularly distributes results to the appropriate stakeholders.

### **Artifacts for assessment of student learning.**

Faculty are already constructing assignments that require students to think critically, to

communicate effectively, and to demonstrate their learning. Student work for these assignments, when thoughtfully captured and considered, can form a basis for the larger assessment of student learning. Such an approach is not only efficient, it respects faculty and protects them from being required to do something additional or different when they are already providing evidence of learning (Hutchings, Jankowski, & Ewell, 2014).

The evidence of student learning used in assessment may be direct or indirect. Ideally, the evidence of learning is a by-product of the learning experience. Direct evidence of student learning is tangible, visible, self-explanatory and compelling (Suskie, 2009, p. 20). Such evidence may be samples of student work products accompanied by grading criteria or rubrics that show well-defined standards, or exam results analyzed by content or course objectives and level of difficulty.

Indirect evidence is often subject to interpretation. Indirect evidence may be student's satisfaction with the learning process, course grades without qualification, student articulation of their learning, student use of learning, or how the learning allowed the student to achieve goals such as use of retention rates, graduation rates, or placement rates in the professions.

#### **Direct evidence of student learning (Suskie, 2009).**

- Ratings of student skills by a field experience supervisor
- Scores and pass rates on licensure or certification exams.
- Capstone experiences
- Scores on locally designed multiple-choice tests and essays that are criterion-referenced and learning objectives are identifiable.
- Score gains (value-added) between entry and exit exams
- Classroom response systems (Clickers) data analysis
- Student reflections on values, attitudes, and beliefs as directed within course intended outcomes.

- Recording and analysis of threaded discussions on course topics

**Indirect evidence of student learning (Suskie, 2009).**

- Course grades and grade distributions
- Assignment grades if stand-alone without samples and accompanying rubrics
- Retention and graduation rates
- Scores on tests for further study such as the Graduate Record Exam (GRE)
- Alumni perceptions of their career responsibilities and satisfaction
- End of course evaluation questions about the course (not instructor)
- Honors, awards, and scholarships earned by students and alumni
- Placement rates of students into appropriate career positions and starting salaries

**Signature or keystone assignments.**

Often there is one course assignment that is considered as an example of intended course learning, one which asks the student to synthesize content, apply critical theories or research, and draw conclusions based on evidence. These assignments are called by several names: keystone, signature, course projects, learning charettes, etc. They may be accomplished alone or within groups. They often count for a major part of the overall course grade. The assessment of these assignments are critical to program assessment, and as such, often cover more than one program outcome. Selecting such assignments at the beginning to middle of the program, and again at the end of the program gives direct assessment of the program outcomes at formative and summative milestones. The process of assessing these assignments as aligned with program outcomes is separate from the process of grading the assignment according to the course's criteria for production, content, and submittal. Should it be noted here that AEFIs will help with this

process?

### **Assessment rubrics.**

The American Association of Colleges and Universities (AACU) sponsored a program to develop Valid Assessment of Learning in Undergraduate Education (VALUE). The original VALUE initiative in 2007-09 involved teams of faculty and other educational professionals from over 100 higher education institutions engaged over many months to develop 16 VALUE rubrics for the LEAP Essential Learning Outcomes. Each rubric was developed from the most frequently identified characteristics or criteria of learning for each of the 16 learning outcomes. Drafts of each rubric were then tested by faculty with their own students' work on over 100 college campuses. The AACU VALUE rubrics can be downloaded from <https://www.aacu.org/value/rubrics> . The VALUE rubrics are intended to be used by faculty after review and adaptation to fit their program's standards, university goals, or student demographics.

The use of rubrics in assessment of student learning is critical, whether the artifacts are student course assignments, course projects, or course testing. The reliability of rubrics is enhanced through group norming exercises. The validity of rubrics is often based on adoption of nationally normed rubrics, rubrics based on work done by professional organizations, or through basing rubrics on researched criteria or professional standards. While rubrics may be used for grading and assessment, these are two separate exercises. Formative student work may be assessed at the beginning or developing levels of achievement program-wise, and the same artifact can also be graded appropriately as a course assignment.

Georgian Court University uses common rubrics to assess the skills of the general education program and for writing across the curriculum. GCU common rubrics can be utilized

by any program or course to evaluate student learning in the areas of creative and critical thinking, written communication, oral communication, teamwork, and quantitative reasoning. In addition, there is a common rubric for academic writing which includes information literacy, utilized in writing-intensive coursework. Common GCU rubrics can be accessed either on the AEFIS system or through BlackBoard Learn.

**Assessment vocabulary**

The following assessment terms and definitions may be helpful.

**Direct evidence of student learning.** Tangible, visible, self-explanatory, and compelling evidence of exactly what students have and have not learned. Course assignments aligned with the course learning expectations is an example of direct evidence.

**Formative assessment.** Those assessments that take place while the student is learning rather than taken at the end of a course or program. However, the summative assessment of a course taken midway through an academic program is an example of formative assessment for the program.

**Indirect evidence of student learning.** Proxy signs that students are probably learning. Overall course or exam grades and student satisfaction surveys are examples of indirect evidence.

**Learning goals.** Overarching expectation of student learning in a course or program. Further developed with learning outcomes.

**Learning objectives.** Specific teaching guidelines within a course. Usually refers to course content.

**Learning outcomes.** Tangible learning evidence expected upon completion of a course or program. The knowledge, skills, or habits of mind that students have and take with them when they successfully complete a course or program. Assessment of student learning is based upon this evidence.

**Mapping.** The alignment of a program's courses with the program's goals and learning outcomes; the alignment of one level of goals or outcomes with the next higher level of goals/outcomes. All courses should be aligned or mapped to at least one program goal/learning

outcome. All goals/outcomes should be aligned or mapped to at least one course. Course objectives are mapped to program goals/outcomes. Program goals/outcomes are aligned or mapped to institutional goals or learning outcomes.

**Rubrics.** Listing of key competencies that define the student learning to be demonstrated within an assignment. Accompanied by a rating scale of accomplishment. Can be used to assess or grade student work.

**Signature/ Keystone assignments.** A major course assignment that is considered as an example of intended course learning, one which asks the student to synthesize content, apply critical theories or research, and/or draw conclusions based on evidence.

**Summative assessment.** Assessment of learning outcomes taken at the end of a course or program.

**Assessment resources**

AAC&U VALUE Rubrics: American Association of Colleges and Universities Valid

Assessment of Learning in Undergraduate Education. Website: AACU

<https://www.aacu.org/>, VALUE Rubrics <https://www.aacu.org/value/rubrics>

AALHE: Association for Assessment of Learning in Higher Education. Website:

<https://www.aalhe.org/>

Classroom Assessment Techniques (CATs). Website: <https://cft.vanderbilt.edu/guides-sub-pages/cats/>

Lumina Foundation. (October, 2014). The Degree Qualification Profile (DQP). Indianapolis, IN.

Website: <http://degreeprofile.org/>

Middle States Commission on Higher Education (MSCHE) Accreditation Standards. Website:

<https://www.msche.org/standards/>

NILOA: National Institute on Learning Outcomes Assessment. Website:

<http://www.learningoutcomeassessment.org/index.html>

GCU Blackboard learn Organization: Assessment of Student Learning. (Self-enrollment).

Website: <https://georgian.blackboard.com>

### References and Assessment Resources

- Hutchings, P., Jankowski, N. A., & Ewell, P. T. (2014). *Catalyzing assignment design activity on your campus: Lessons from NILOA's assignment library initiative*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).
- Middle States Commission on Higher Education. (2014). *Requirements for Affiliation and Standards for Accreditation, 13<sup>th</sup> Ed.* Retrieved from Middle States Commission on Higher Education: <http://msche.org/publications/RevisedStandardsFINAL.pdf>
- Suskie, L. (2009). *Assessing Student Learning, 2nd ed.* San Francisco: Jossey-Bass.
- Angelo, T. A., & Cross, K. P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers, 2nd ed.* San Francisco: Jossey-Bass.
- Association of American Colleges and Universities. (2010). *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics.* (T. L. Rhodes, Ed.) Washington, DC: Association of American Colleges and Universities.
- Miller, R. (2007). *Assessment in Cycles of Improvement: Faculty Designs for Essential Learning Outcomes.* Washington, DC: AAC&U.
- Palomba, C. A. (1999). *Assessment Essentials.* San Francisco: Jossey-Bass.
- Wiggins, G. &. (2005). *Understanding by Design, 2nd ed.* Upper Saddle River, NJ: Pearson Education, Inc.

**Appendix A1. GCU Program Review Outline: Undergraduate Major Programs**

**GCU Program Review Outline**

**Undergraduate Major Programs**

**Section 1: Program Description and Mission Alignment**

In this section, copy the current Catalog description of the Program. Then, give an updated version, if needed.

Describe how this program meets, is integrated with, and contributes to the University’s Mission. State Program Goals and align these with the University’s Student Learning Goals (Undergraduate or Graduate).

**Section 2: Current Status of the Program**

List up to 5 significant events that have impacted the program since its last review. These can include enrollment changes, faculty changes, institutional events, course modality, etc.

**Section 3: Actions based on previous Program Review**

What recommendations were made with the last program review? What actions have been taken to address these recommendations? Explain any inaction on the same.

**Section 4. Program Data** *(Note: this data is updated annually by the OIAA)*

*Student Enrollment*

For the last 5 years, complete the data charts below. End with current year. Include students with the declared major for the program.

<b>Student Enrollment / Year</b>	20	20	20	20	20
<i>New Student Enrollment</i>					
FYFT					
Transfer					
Change of Major to the Program					

<b>Student Enrollment / Year</b>	20	20	20	20	20
<i>Continuing Student Enrollment</i>					
< 30 credits					
30-59 credits					
60-89 credits					
90-120 credits					
Degrees Awarded					
Minor Awarded					
<i>Special Enrollment/ Student Engagement</i>					
Students enrolled in General Education courses in the major's discipline					
Students enrolled in Internship, Field Experiences, or Clinical Placement.					
Students engaged in faculty-led undergraduate research.					
Students participating in program sponsored study-abroad experiences					
Students enrolled in program's Honor Society					

<b>Student Enrollment / Year</b>	20	20	20	20	20
Students enrolled in program's clubs or affiliations (list)					

*Courses*

Complete the following table with information related to program course offerings for the past 5 years.

<b>Course Data/ Year</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>
<i>Course Enrollment (Major Program Courses Total)</i>					
100 level					
200 level					
300 level					
400 level					
General Education Designated Courses					
<i>Course Modality (number of courses in the Major Program)</i>					
Face-to-Face					
Hybrid					
Online					
<i>Course Modality: General Education</i>					
Face-to-Face					
Hybrid					

<b>Course Data/ Year</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>
Online					
<i>Teaching Sites: Give total number of courses taught at each site</i>					
Lakewood: Main Campus Day					
Lakewood: Main Campus Evening (after 5 PM)					
Hazlet					
New Seminary					
Online					
Other( List)					

In the table below, please list ALL courses offered by the program, using current catalog listings. Then, indicate how many sections were offered of this course for the past five years. Designate by semesters as listed.

Course ID	Course Name	Number of Credits

<b>Course List/ Year</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>
<i>Course Offerings by number of sections. Use Course ID</i>					

Course List/ Year	20xx-xx FA/SP/SU				

*Faculty*

Complete the following table related to faculty data. Include data from the past five years.

Full-time Faculty, Part-time Faculty, Faculty Emeritus

Faculty Name	Highest Degree/Credential	Rank	Date of Hire	Teaching Assignment : Program Courses	Teaching Assignment : Gen Ed or other course	Current Status	Department Leadership (role)

Adjunct or Per Course Faculty

Faculty Name	Highest Degree/Credential	Date of Initial Hire	Teaching Assignment: Program Courses	Teaching Assignment: Gen Ed or other course	Current Status: Last 4 semesters of hire.

Teaching/Advising Load (FT Faculty) Last 3 years, Fall and Spring. Other University Engagement: Significant assignment that may or may not have course release, such as chair of a steering committee, director of university program, chair of the department, faculty fellow in..., etc.

Faculty/Semester	AY 20xx-xx Fall	AY 20xx-xx Spring	AY 20xx-xx Fall	AY 20xx-xx Spring	AY 20xx-xx Fall	AY 20xx-xx Spring
<i>Faculty Name</i>						
Courses/ Sections Taught						
Enrolled Students						
Advising Load						
Other University Engagement						
<i>Faculty Name</i>						
Courses/ Sections Taught						
Enrolled Students						
Advising Load						
Other University Engagement						
<i>Faculty Name</i>						
Courses/ Sections Taught						
Enrolled Students						
Advising Load						
Other University Engagement						
<i>Faculty Name</i>						
Courses/ Sections Taught						
Enrolled Students						
Advising Load						
Other University Engagement						

Faculty Scholarship

List Faculty Scholarship for the last 3 years. Include books, articles published in peer-reviewed journals, conference presentations and proceedings.

## **Section 5. Program Assessment of Student Learning**

### *Program Assessment Plans*

Please list current Program Assessment Plan. List any Program Assessment Plan previously used since the last review as an Appendix. Give the URL for the current plan on the University website.

### *Program Assessment Reports*

List the Executive Summary of the Program's Assessment Report for the last 5 years. Place the full Assessment Reports as submitted to the Office of Assessment as an Appendix.

### *Assessment Analysis and Action Plans*

Give a summary of program improvements based on program assessment of student learning. State what course changes were initiated, what curricular changes were made, what program changes were made. How has student learning improved? Give specific, data-driven results. Use the Assessment Report Action Plans and Results.

## **Section 6. Program Satisfaction Surveys**

Please summarize the results of any Student, Faculty, and/or Graduate surveys related to program satisfaction.

## **Section 7. Program Comparison/ Discipline Standards**

State any Discipline-Specific Accreditations, Licensure, or Affiliations related to the Program. Include the most recent report to the above organizations as an Appendix. If program does not have external accreditation, verify that the program meets discipline standards.

Compare the GCU Program to similar programs offered at three other institutions. Suggestions: NJ Public College/University, NJ Private College/University, Mercy Institution of Higher Education.

Areas for comparison: coursework or courses offered, degree requirements, number of total courses required for major and minor, number of upper level courses required for major and minor, experiential learning requirements or offerings, senior capstone requirements, student enrollment, number of FT faculty.

## **Section 8. Budget Information**

Provide Budget Information for the past 5 years. Give actual data for 4 years, and budgeted data for the current year.

<b>Budget line/ Year</b>	<b>20</b>				
FT Faculty Salary and Benefits					
Per course faculty compensation					
Professional Development and Travel					
Instructional Materials					
Technology and Equipment					
Adjusted Tuition Revenue for total number of students in program (Tuition * Discount Rate)					

**Section 9. Conclusions and Recommendations**

Write an overall summary of the program evaluation findings. What trends are present? How does the program compare to its competitors? How stable is the program in relation to student enrollment, in relation to faculty, in relation to quality? **Include self-recommendations, and an action plan for these recommendations.** Include budget projections for the plan and any possible revenue resources.

**Five-Year Action Plan:** Use this table for the Action Plan Based on Self-Recommendations.

Recommendation	Goals/Initiatives to Achieve Recommendation	Time Frame	Who is Responsible?	Resources Needed?

--	--	--	--	--

Program Review prepared by: \_\_\_\_\_ Date: \_\_\_\_\_

Program Review reviewed by Dean and approved for external review:  
\_\_\_\_\_ Date: \_\_\_\_\_

**Appendix A2. GCU Program Review Outline: Graduate Programs**

**GCU Program Review Outline**

**Graduate Programs**

**Section 1: Program Description and Mission Alignment**

In this section, copy the current Catalog description of the Program. Then, give an updated version, if needed.

Describe how this program meets, is integrated with, and contributes to the University’s Mission. State Program Goals and align these with the University’s Student Learning Goals (Undergraduate or Graduate).

**Section 2: Current Status of the Program**

List up to 5 significant events that have impacted the program since its last review. These can include enrollment changes, faculty changes, institutional events, course modality, etc.

**Section 3: Actions based on previous Program Review**

What recommendations were made with the last program review? What actions have been taken to address these recommendations? Explain any inaction on the same.

**Section 4. Program Data** *(Note: This data is updated annually by the OIAA.)*

*Student Enrollment*

For the last 5 years, complete the data charts below. End with current year. Include students with the declared major for the program.

<b>Student Enrollment / Year</b>	20	20	20	20	20
<i>New Student Enrollment – degree seeking</i>					
<i>New Student Enrollment – non-degree</i>					
<i>Continuing Student Enrollment – non-degree</i>					
<i>Continuing Student Enrollment – degree seeking</i>					
< 9 credits					
9-14 credits					
15-23 credits					
24-30 credits					

<b>Student Enrollment / Year</b>	20	20	20	20	20
Degrees Awarded					
Certificates Awarded					
<i>Special Enrollment/ Student Engagement</i>					
Students enrolled in Internship, Field Experiences, or Clinical Placement.					
Students participating in program sponsored study-abroad experiences					
Students enrolled in program’s Honor Society					
Students enrolled in program’s clubs or affiliations (list)					

*Courses*

Complete the following table with information related to program course offerings for the past 5 years.

<b>Course Data/ Year</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>
<i>Course Enrollment (Major Program Courses Total)</i>					
500(0) level					
600(0) level					
700(0) level					
<i>Course Modality (number of courses in the Major Program)</i>					
Face-to-Face					
Hybrid					
Online					
<i>Teaching Sites: Give total number of courses taught at each site</i>					
Lakewood: Main Campus Day					

<b>Course Data/ Year</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>
Lakewood: Main Campus Evening (after 5 PM)					
Hazlet					
Online					
Other( List)					

In the table below, please list ALL courses offered by the program, using current catalog listings. Then, indicate how many sections were offered of this course for the past five years. Designate by semesters as listed.

<b>Course ID</b>	<b>Course Name</b>	<b>Number of Credits</b>

<b>Course List/ Year</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>	<b>20xx-xx FA/SP/SU</b>
<i>Course Offerings by number of sections. Use Course ID from table above.</i>					

*Faculty*

Complete the following table related to faculty data. Include data from the past five years.

Full-time Faculty, Part-time Faculty, Faculty Emeritus

Faculty Name	Highest Degree/ Credential	Rank	Date of Hire	Teaching Assignment: Program Courses	Teaching Assignment: Gen Ed or other course	Current Status	Department Leadership (role)

Adjunct or Per Course Faculty

Faculty Name	Highest Degree/ Credential	Date of Initial Hire	Teaching Assignment: Program Courses	Teaching Assignment: Gen Ed or other course	Current Status: Last 4 semesters of hire.

Teaching/Advising Load (FT Faculty) Last 3 years, Fall and Spring. Other University Engagement: Significant assignment that may or may not have course release, such as chair of a steering committee, director of university program, chair of the department, faculty fellow in..., etc.

Faculty/Semester	AY 20xx-xx Fall	AY 20xx-xx Spring	AY 20xx-xx Fall	AY 20xx-xx Spring	AY20xx-xx Fall	AY 20xx-xx Spring
<i>Faculty Name</i>						
Courses/ Sections Taught						
Enrolled Students						
Advising Load						
Other University Engagement						
<i>Faculty Name</i>						
Courses/ Sections Taught						
Enrolled Students						
Advising Load						
Other University Engagement						
<i>Faculty Name</i>						
Courses/ Sections Taught						

Faculty/Semester	AY 20xx-xx Fall	AY 20xx-xx Spring	AY 20xx-xx Fall	AY 20xx-xx Spring	AY20xx-xx Fall	AY 20xx-xx Spring
Enrolled Students						
Advising Load						
Other University Engagement						
<i>Faculty Name</i>						
Courses/ Sections Taught						
Enrolled Students						
Advising Load						
Other University Engagement						

Faculty Scholarship

List Faculty Scholarship for the last 3 years. Include books, articles published in peer-reviewed journals, conference presentations and proceedings.

**Section 5. Program Assessment of Student Learning**

*Program Assessment Plans*

Please list current Program Assessment Plan. List any Program Assessment Plan previously used since the last review as an Appendix. Give the URL for the current plan on the University website.

*Program Assessment Reports*

List the Executive Summary of the Program’s Assessment Report for the last 5 years. Place the full Assessment Reports as submitted to the Office of Assessment as an Appendix.

*Assessment Analysis and Action Plans*

Give a summary of program improvements based on program assessment of student learning. State what course changes were initiated, what curricular changes were made, what program changes were made. How has student learning improved? Give specific, data-driven results. Use the Assessment Report Action Plans and Results.

*Section 6. Program Satisfaction Surveys*

Please summarize the results of any Student, Faculty, and/or Graduate surveys related to program satisfaction.

*Section 7. Program Comparison/ Discipline Standards*

State any Discipline-Specific Accreditations, Licensure, or Affiliations related to the Program. Include the most recent report to the above organizations as an Appendix. If program does not have external accreditation, verify that the program meets discipline standards.

Compare the GCU Program to similar programs offered at three other institutions. Suggestions: NJ Public College/University, NJ Private College/University, Mercy Institution of Higher Education.

Areas for comparison: coursework or courses offered, degree requirements, number of total courses required for major and minor, number of upper level courses required for major and minor, experiential learning requirements or offerings, senior capstone requirements, student enrollment, number of FT faculty.

*Section 8. Budget Information*

Provide Budget Information for the past 5 years. Give actual data for 4 years, and budgeted data for the current year.

<b>Budget line/ Year</b>	<b>20</b>				
FT Faculty Salary and Benefits					
Per course faculty compensation					
Professional Development and Travel					
Instructional Materials					
Technology and Equipment					
Adjusted Tuition Revenue for total number of students in program (Tuition * Discount Rate)					

**Section 9. Conclusions and Recommendations**

Write an overall summary of the program evaluation findings. What trends are present? How does the program compare to its competitors? How stable is the program in relation to student enrollment, in relation to faculty, in relation to quality? **Include self-recommendations, and an action plan for these recommendations.** Include budget projections for the plan and any possible revenue resources.

**Five-Year Action Plan:** Use this table for the Action Plan Based on Self-Recommendations.

Recommendation	Goals/Initiatives to Achieve Recommendation	Time Frame	Who is Responsible?	Resources Needed?

Program Review prepared by: \_\_\_\_\_ Date: \_\_\_\_\_

Program Review reviewed by Dean and approved for external review:

\_\_\_\_\_ Date: \_\_\_\_\_

### Appendix B. Schedule of Academic Program Reviews

Last Update: 8/7/2019

Georgian Court University Schedule for Program Review					
School of Arts and Sciences					
Program Up for Review	Review Completed (R) / New Program start date (N)	Review 2 Completed	Next Review	Comments - status 2018-19, if known	
<b>GCU Program Review</b>					
Biology	2012-2013(R)		2019-20		
Chemistry & Biochemistry	2013-2014(R)		2020-21		
Criminal Justice	2008-2009(R)	2018-19	2025-26	Completing: External visiting 2019.	
Dance	2008-2009(N)	2017-18	2024-25	External review 2018 per Dean.	
English	2009-2010(R)	2016-17	2023-24	PR process completed 2017 per Dean.	
Exercise Science	2008-2009(N)	2015-16	2022-23	External review 2016 per Dean.	
Health Sciences / Profession / Info	2018-2019 (N)		2025-26		
History/Political Science /Geography	2012-2013( R)		2020-21		
Interdisciplinary Studies	NA	2014-15	2021-22		
Mathematics	2009-2010(R)	2018-19	2025-26	External visit 2019 per Dean.	
Psychology (BA)	2007-2008(R)		(2015-16)	8/18 Not completed - Provost office. PsD taking precedent	
Religious Studies & Theology (BA and MA)	2006-2007 (R)	2016-17	2023-24	Process completed 2017 per Dean.	
Visual Art (BA) Art and Visual Studies (BFA)	2012-2013( R)		2020-21		
World Languages	2012-2013( R)		2018-19/2019-20	18: Program requested completing PR one year early. In process	
Natural Sciences	2010-2011(R)		?	agree completion program - advised not to complete PR in 2017	
Applied Arts and Sciences	2003		?	agree completion program with none of its own faculty or courses	
Latino/a & Business studies	2011-2012(N)		?	advised to postpone 2018- Hold until cohort established.	
<b>Graduate</b>					
Applied Behavior Analysis (MA)	2010-2011(N)	2018-19	2025-26	Completed? External visiting 2018-19	
Criminal Justice & Human Rights (MA)	2017-18 (N)		2024-25		
Health (MA)	2019-20 (N) ?		2026-27		
Holistic Health(MA)	2013-2014(R)		2020-21		
<b>External Accredited Programs Review</b>					
Program Up for Review	Review Completed	Review 2 Completed	Next Review	Accredit by(Cycle)	Status
Social Work	2007-2008	2015-2016	2023-24	CWSE (8 years)	
School Psychology (MA)	2010	2016-2017	2022-23	NASP (6 years)	
Nursing	2011-2012	2016-2017	2027-28	CCNE (10 years)	
Clinical Mental Health Counselling (MA)	Approved in 2013	First Report 2015-16	2023-24	CACREP (8 years)	
<b>School of Business</b>					
<b>GCU Program Review (7 Years)</b>					
Program Up for Review	Review Completed (R)/ New Program start date(N)	Review 2 Completed	Next Review	Accredit by(Cycle)	Status
Latino/a & Business studies	2011-2012(N)		?		Advised to postpone 2018-19. Hold until cohort established.
Digital Communication	2011-2012(R)		2020-21		Postponed - administration
Digital Design Graphic Design and Multimedia	2012-2013(N)		2020-21		Postponed - administration
<b>External Accredited Program Review</b>					
Undergraduate (Accounting and Business Administration) and MBA Programs	2012-2013 Reaccredited 2013		2022-23	ACBSP (10 Years)	
Also: Finance, Management, Marketing					
<b>School of Education</b>					
<b>External Accredited Program Review</b>					
Program Up for Review	Review Completed (R)/ New Program start date(N)	Review 2 completed	Next Review	Accredit by(Cycle)	Status
Undergraduate and Graduate Teacher Education Programs	2013-14 Reaccredited 2014		2021-22	TEAC (7 years)	
Graduate Administration and Leadership Programs					

**Appendix C. Academic Program Assessment Plan Template**

Office of University Assessment and Accreditation

**Default Question Block**

Please complete the program assessment plan. The format is similar to the one for the 2016 plans. If you need assistance, please contact the Office of Assessment. You can enter the data and return to complete, using the same computer and original link. Once you submit, that action is final. You will receive a copy of your submittal.

Be sure to review academic program outcomes for appropriate rigor (Bloom's taxonomy) and assessable results. Avoid vague or general statements that cannot be quantified or measured.

The update of Academic Program Assessment Plans (AY 2019-2021) are due by September 30, 2019.

Person completing the report

Email address of person completing the report

Program Name

### School or Department

- School of Arts and Sciences
- School of Business and Digital Media
- School of Education
- other, please specify

### Level of Program

- Undergraduate Major
- Graduate-Masters
- Graduate-certificate only
- Undergraduate-University wide
- other, please specify

### Assessment Plan for years

- Fall 2019 through Fall 2022
- Fall 2020 through Fall 2023
- Fall 2021 through Fall 2024

Indicate the name of the major(s), minor(s), and the associated degree(s) for this academic program.

Major(s)

Degree(s)

Minor(s)

### State your learning outcomes

Learning Outcome (LO) 1

Learning Outcome (LO) 2

Learning Outcome (LO) 3

Learning Outcome (LO) 4

Learning Outcome (LO) 5

**Related USLG-Undergraduate Student Learning Goals. Align the program learning outcomes stated above with the associated USLG.**

	Foundational Knowledge of Human Cultures and the Physical and Natural World	Intellectual and Practical Skills	Personal and Social Responsibility	Integrative Learning
Learning Outcome 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Outcome 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Outcome 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Outcome 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Outcome 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Related GSLG-Graduate Student Learning Goals. Align the learning outcomes stated above with the associated GSLG.**

	Knowledge	Scholarly Inquiry	Communication	Ethical Leadership	GCU/Miss Integre
Learning Outcome 1	<input type="radio"/>				
Learning Outcome 2	<input type="radio"/>				
Learning Outcome 3	<input type="radio"/>				
Learning Outcome 4	<input type="radio"/>				
Learning Outcome 5	<input type="radio"/>				

## Related BRIDGE-General Education Goals

	Foundational Knowledge of Human Cultures and the Physical and Natural World	Intellectual and Practical Skills	Personal and Social Responsibility	Integrative Learning
Learning Outcome 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Outcome 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Outcome 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Outcome 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Outcome 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Related Accreditation Standard *(if applicable)*

- Learning Outcome (LO) 1
- Learning Outcome (LO) 2
- Learning Outcome (LO) 3
- Learning Outcome (LO) 4
- Learning Outcome (LO) 5

**Course Mapping.** Program Courses and Experiential Learning mapping to Program Outcomes.

Map **all** program courses to the program's learning outcomes here. List courses with short catalog name, i.e. EN101. Please check to see if all program courses are mapped to at least one program outcome.

**How do students learn this? In what course(s) and/or co-curricular experience(s)?**

Learning Outcome (LO) 1

Learning Outcome (LO) 2

Learning Outcome (LO) 3

Learning Outcome (LO) 4

Learning Outcome (LO) 5

**Formative Assessment** will occur in.....

(Designate the selected course from above mapping where evidence will be collected.)

Learning Outcome (LO) 1

Learning Outcome (LO) 2

Learning Outcome (LO) 3

Learning Outcome (LO) 4

Learning Outcome (LO) 5

**Summative Assessment** will occur in.....

(Designate the selected course from above mapping where evidence will be collected.)

Learning Outcome (LO) 1

Learning Outcome (LO) 2

Learning Outcome (LO) 3

Learning Outcome (LO) 4

Learning Outcome (LO) 5

**Assessment Protocol.** How and when do you assess the achievement of all students in your program before they graduate and record the results of your assessment.

### Formative Assessment

	LO 1	LO2	LO3	
Direct Evidence	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Indirect Evidence	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Assessment Protocol.** How and when do you assess the achievement of all students in your program before they graduate and record the results of your assessment.

### Summative Assessment

	LO 1	LO2	LO3	
Direct Evidence	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Indirect Evidence	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**What do you consider satisfactory achievement of this outcome?  
Why?**

### Formative Assessment

	LO 1	LO2	LO3	
Direct Evidence Benchmark	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Indirect Evidence Benchmark	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**What do you consider satisfactory achievement of this outcome?  
Why?**

### Summative Assessment

	LO 1	LO2	LO3	
Direct Evidence Benchmark	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Indirect Evidence Benchmark	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Program Assessment Time Frame:** Time Frame for Assessing the outcome.

Indicate the year of the plan where the data will be analyzed. Also indicate if data will be collected annually. This is helpful for gathering assessment artifacts from small classes or groups.

	Year 1 of Plan	Year 2 of Plan	Year 3 of Plan	Data collected annually
Learning Outcome 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Program Assessment Plan 2019

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**Appendix D. Academic Program Assessment Report Template**

## Default Question Block

**GCU Office of Assessment**  
**Academic Program Assessment Report**  
**AY2018-2019**

### PROGRAM ASSESSMENT REPORT

Please complete the entire survey. The survey allows for assessment results for up to two outcomes. If the program is assessing more than two outcomes, please submit a second survey for these additional outcomes. If you have any questions, contact Sr. Janet at [jthiel@georgian.edu](mailto:jthiel@georgian.edu).

Survey response is due June 30.

#### 1. Program Name

## 2. Level of Program

- Undergraduate Major
- Graduate-Master's
- Graduate-Certificate Only
- Undergraduate-University Wide
- Other, please specify

## 3. Assessment Liaison- Last Name (Person completing this report)

## 4. Assessment Liaison-First Name

## 5. Assessment Liaison-email address

## 6. School or Department

- School of Arts and Sciences
- School of Business and Digital Media
- School of Education
- University-wide program (Gen Ed, Library Services, etc.)
- Other (please specify)

7. Date of Submittal. (MM/DD/YYYY)

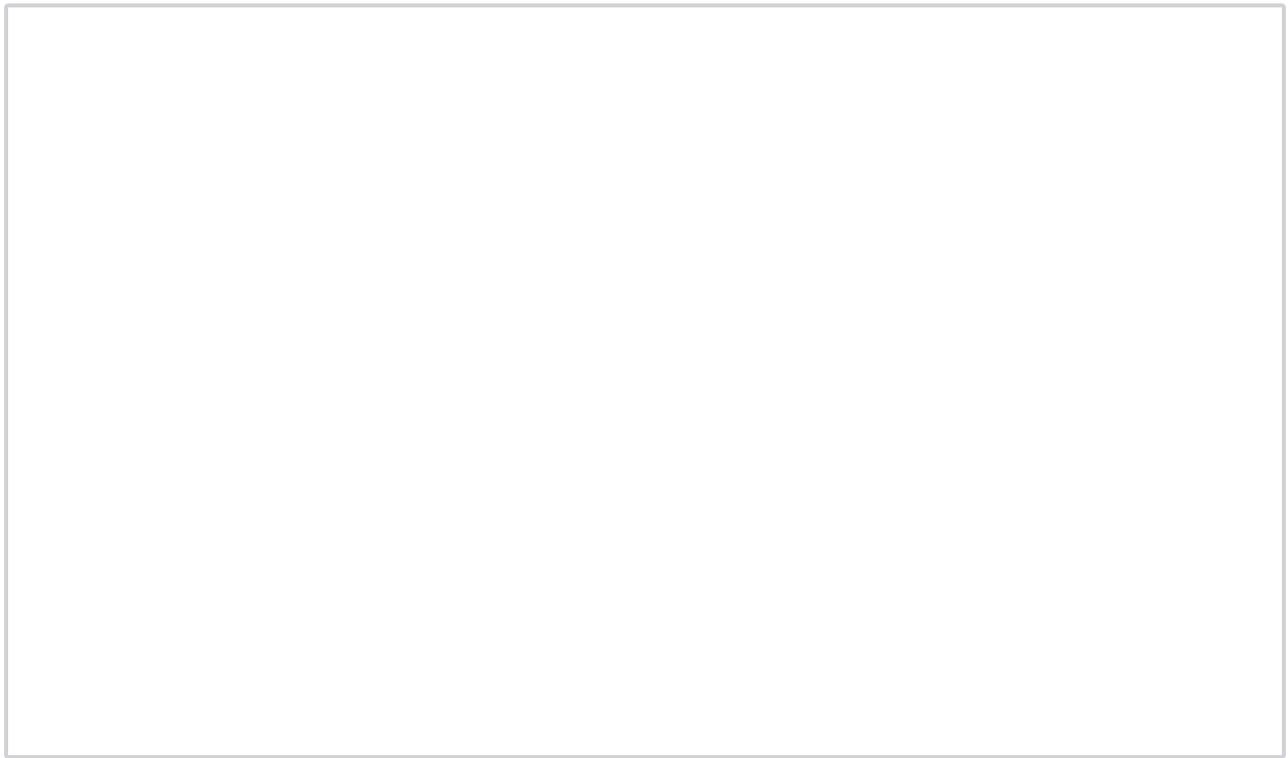
8. What is the year of the assessment cycle for this report? (Refer to Assessment Plan.)

- Year 1
- Year 2
- Year 3
- Other (please specify)

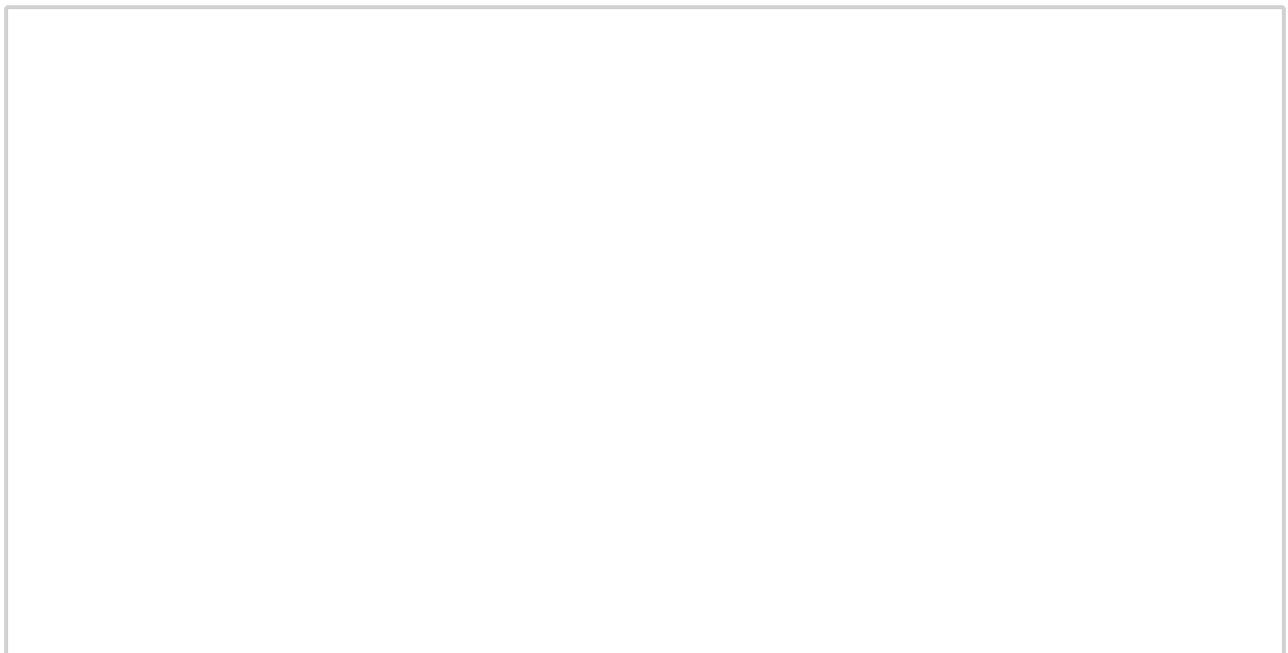
### Assessment Report Information

These questions follow the outline of the Assessment Report, found at the end of your Assessment Plan. You may find it helpful to complete the report as a Word document, save it for yourself, and do a "cut and paste" for this form.

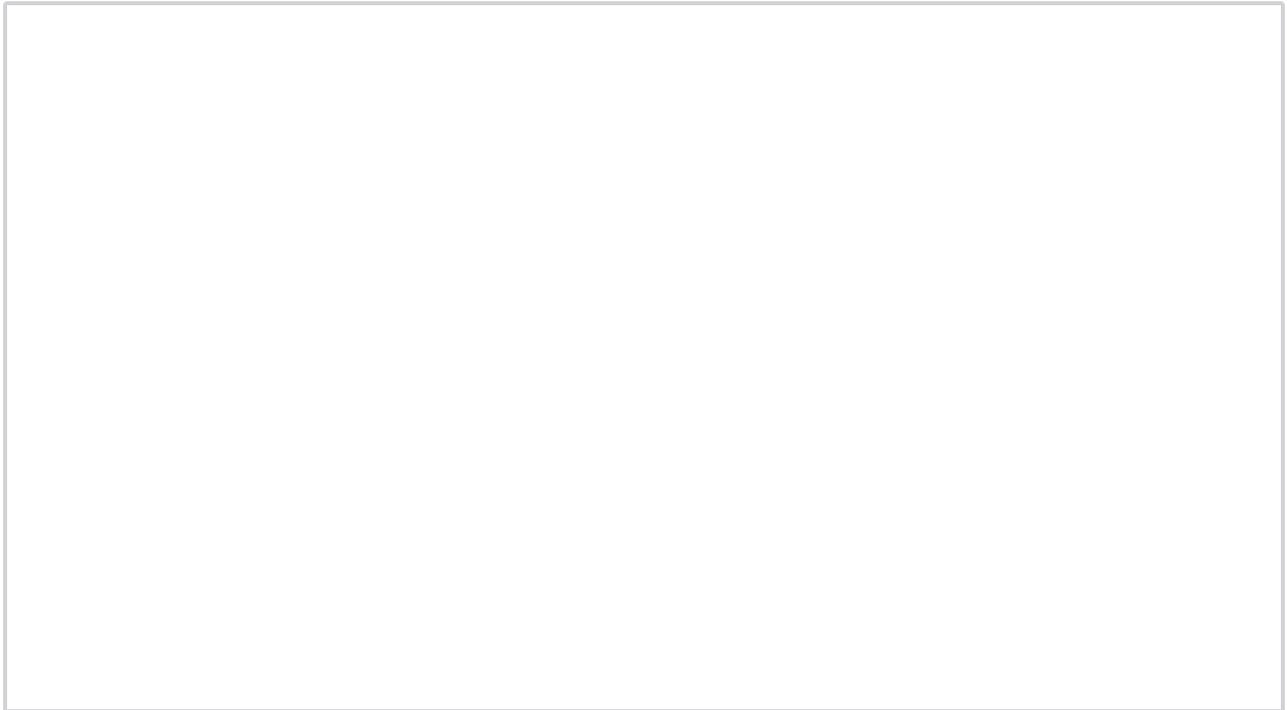
9. State the Learning Outcome assessed. Be sure to use the same wording as in your Assessment Plan.



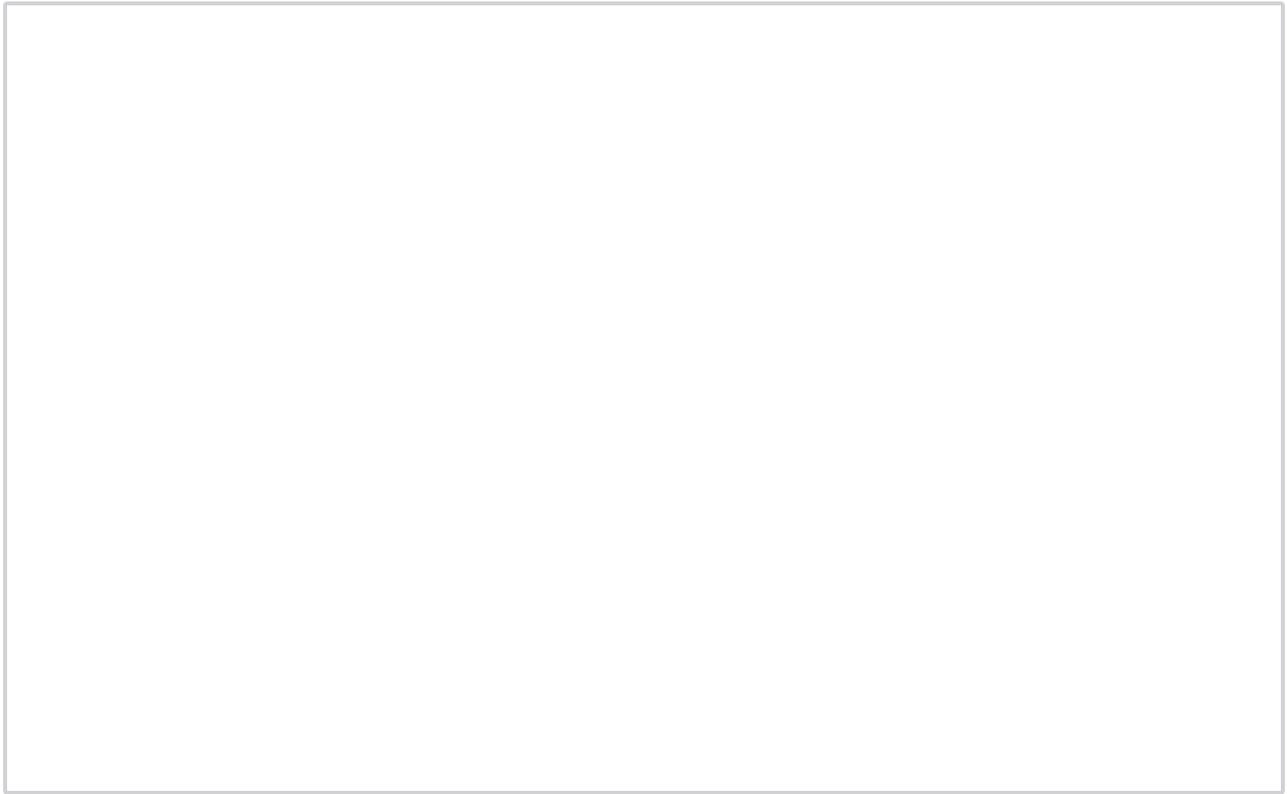
10. Describe the Assessment Protocol used. For example, item analysis of selected exam questions, signature assignment assessed with a rubric, results of standardized exam aligned with program content areas.



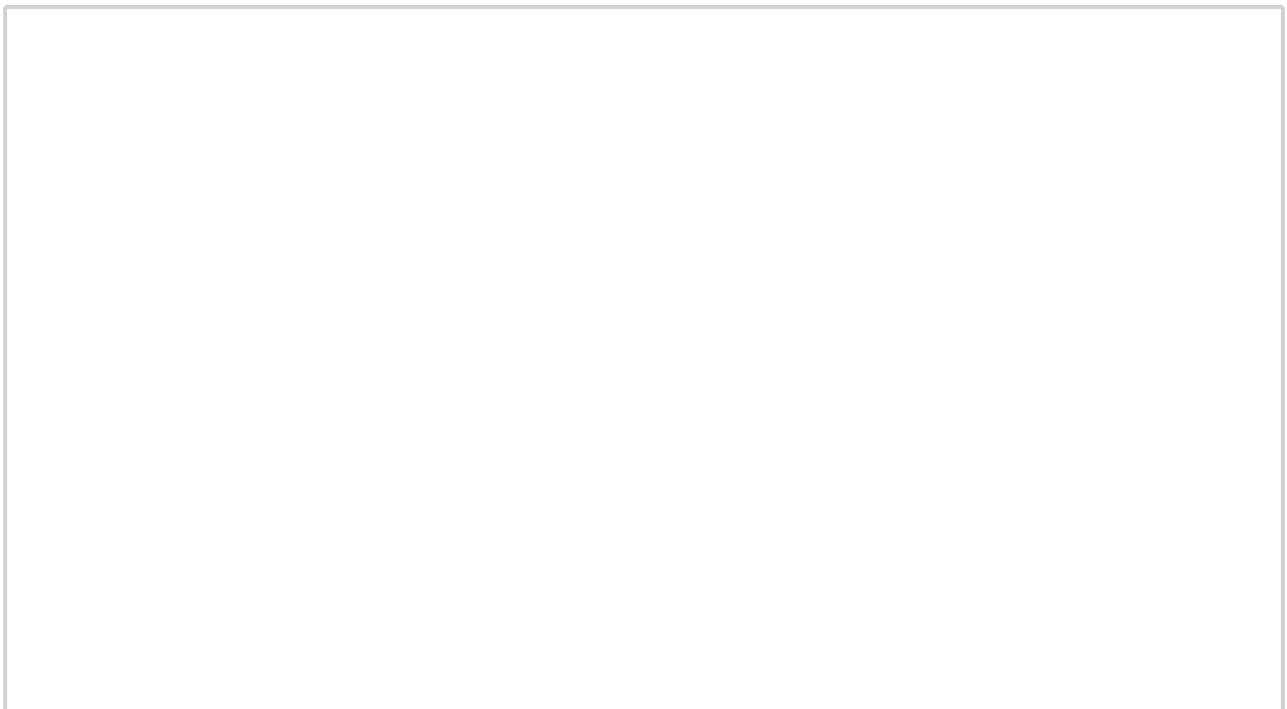
11. Assessment Data and Findings. Describe your results using the data obtained from your assessment protocol. State results from formative and summative data. (Note: A full report of data is required at the end of this survey or by email. This should be an abbreviated summary and description.)



12. 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.



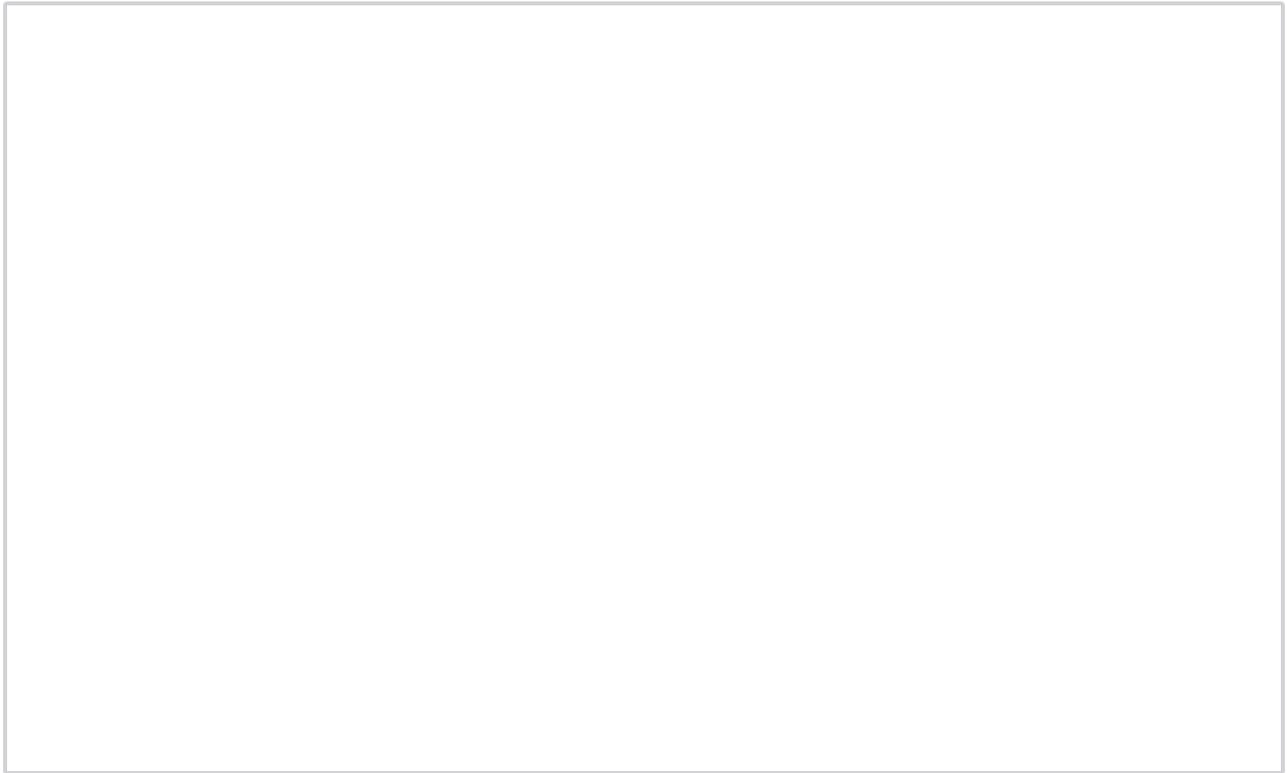
13. Are the assessment results for this outcome satisfactory? Why or why not? Did they meet your stated expectations? (See Assessment Plan)



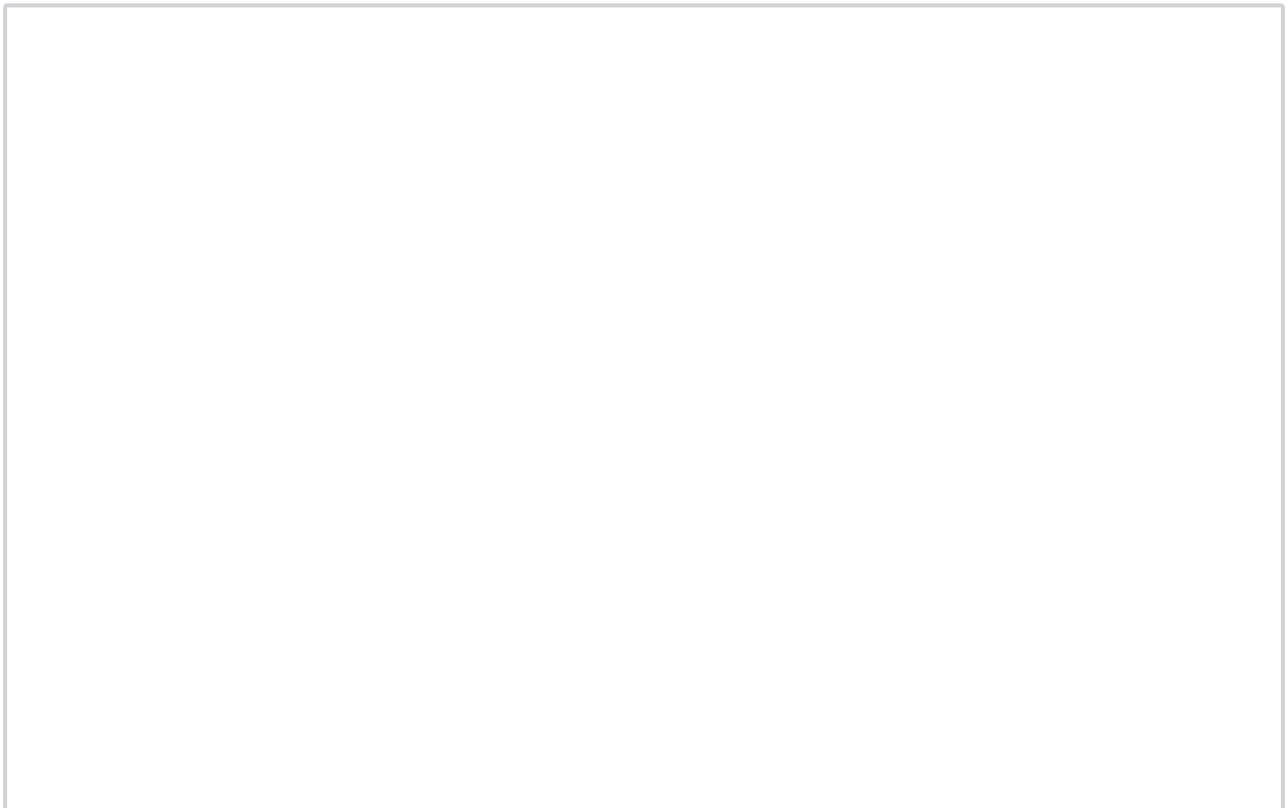
14. What actions will be taken based on these results? When will the action be implemented, where or how, and who will be responsible?



15. What is the time frame for the above actions? Designate actions for year 1 and year 2. The outcome will be reassessed in year 3, following a 3 year cycle.



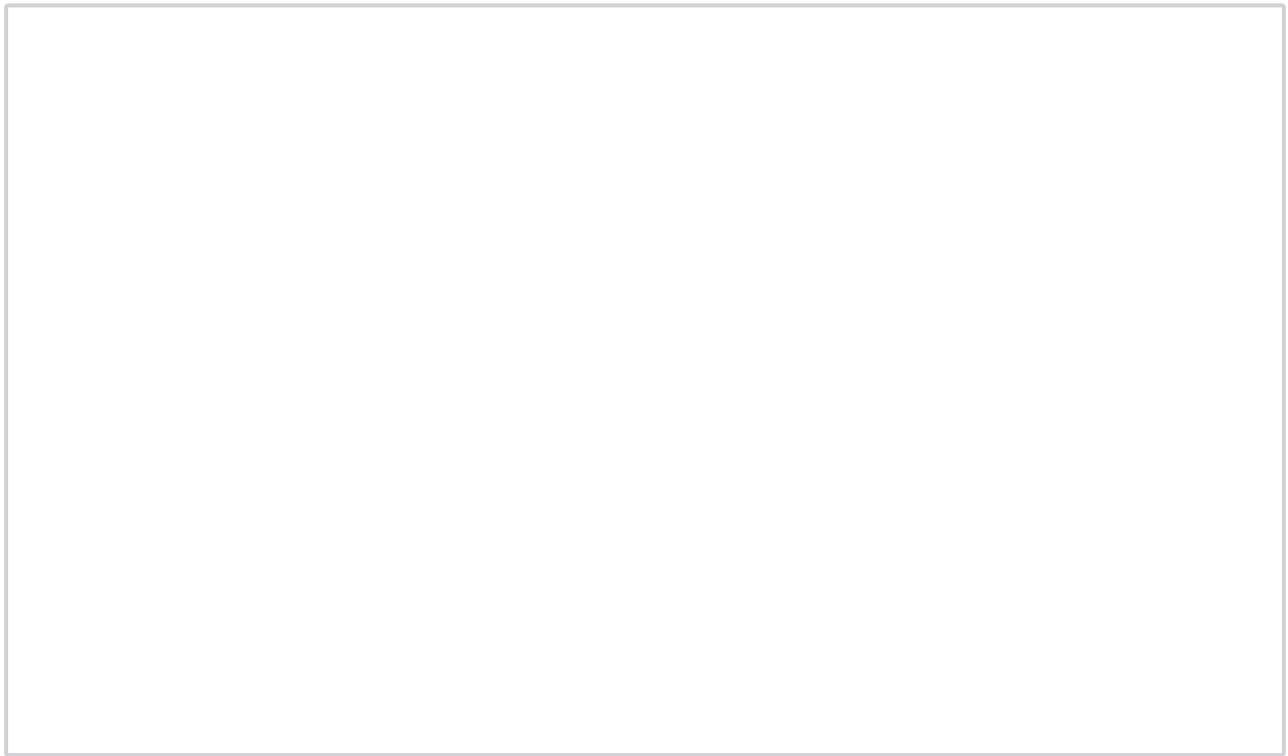
16. State the Learning Outcome assessed. Be sure to use the same wording as in your Assessment Plan.(Outcome # 2 if needed)



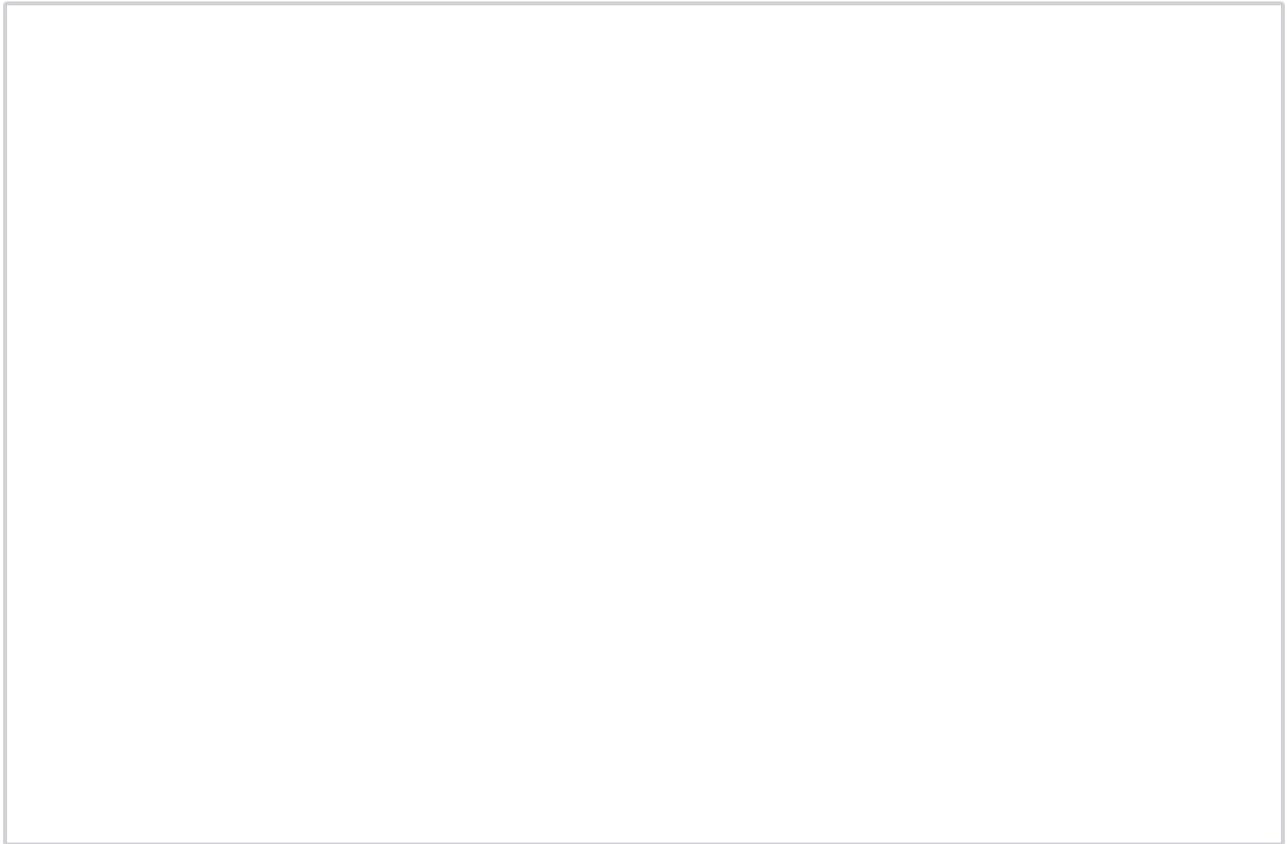
17. Describe the Assessment Protocol used. For example, item analysis of selected exam questions, signature assignment assessed with a rubric, results of standardized exam aligned with program content areas.



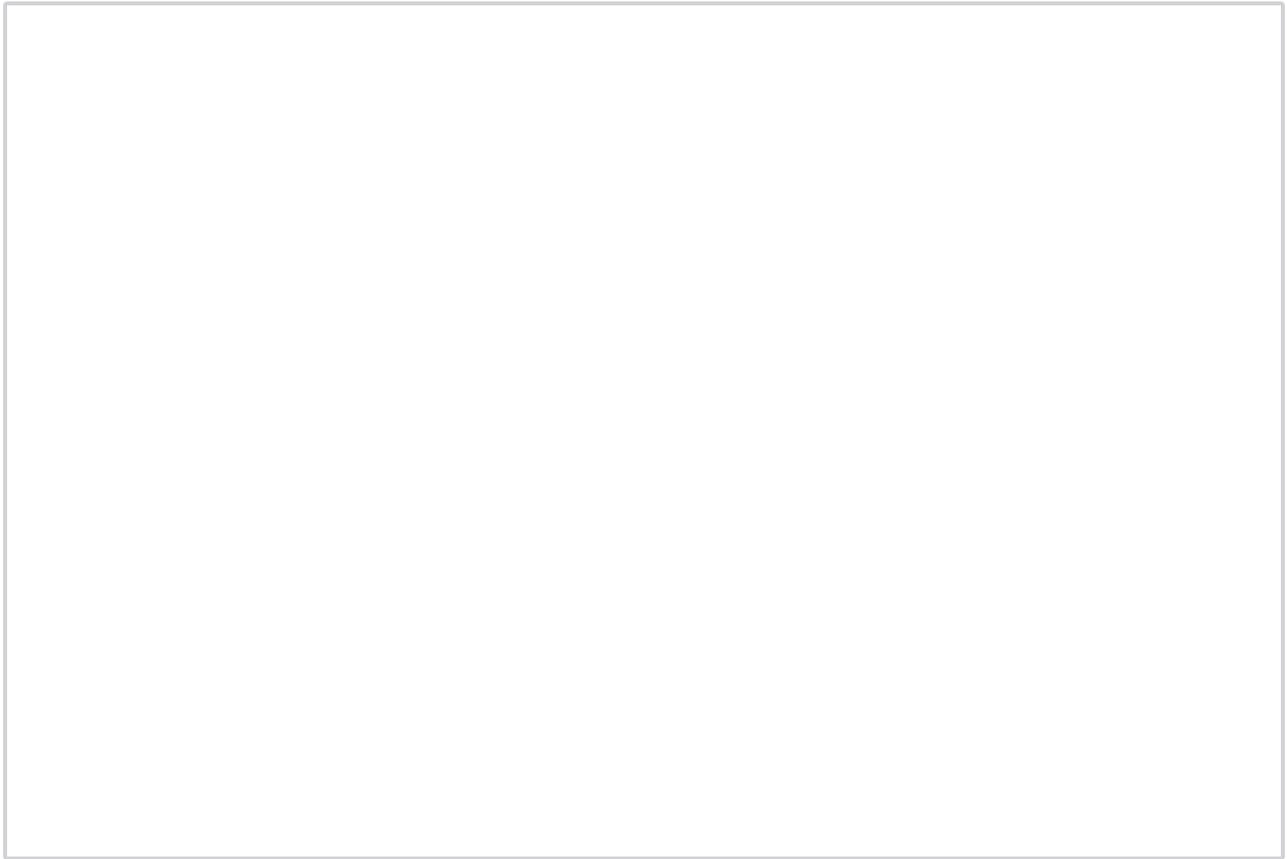
18. Assessment Data and Findings. Describe your results using the data obtained from your assessment protocol. State results from formative and summative data.



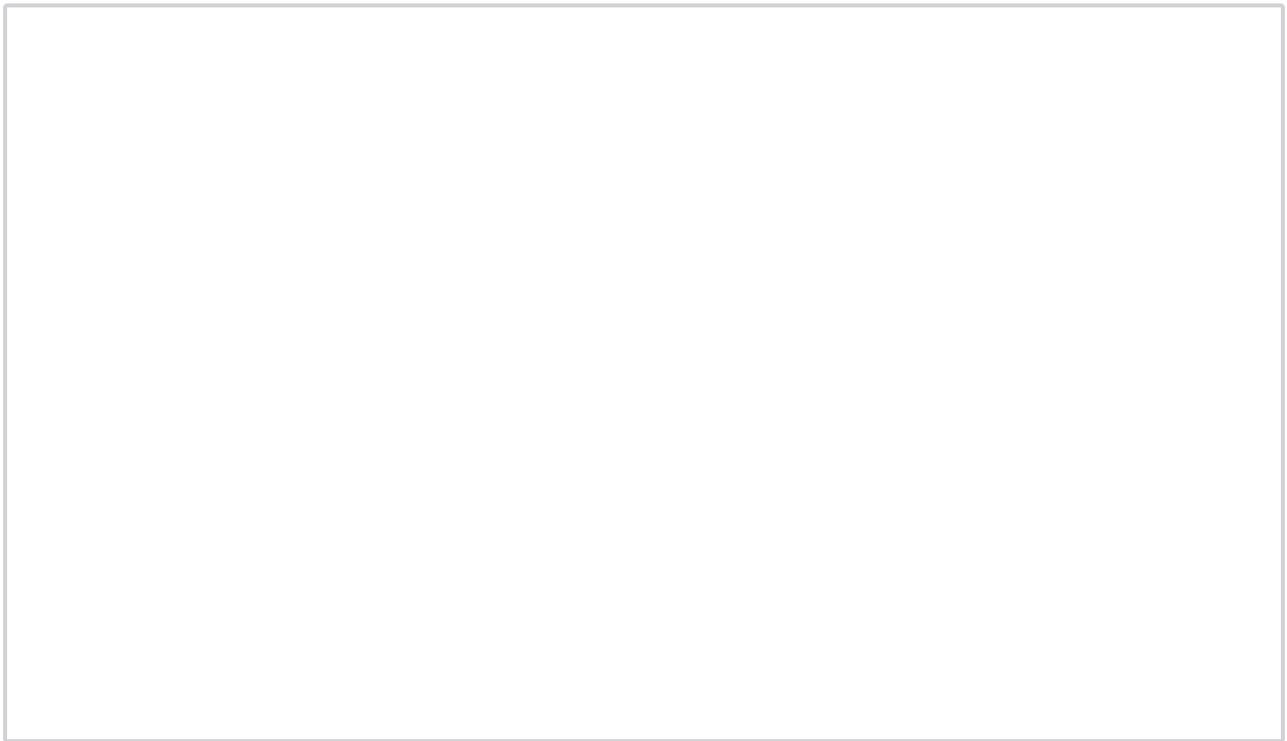
19. Analysis of data. What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.



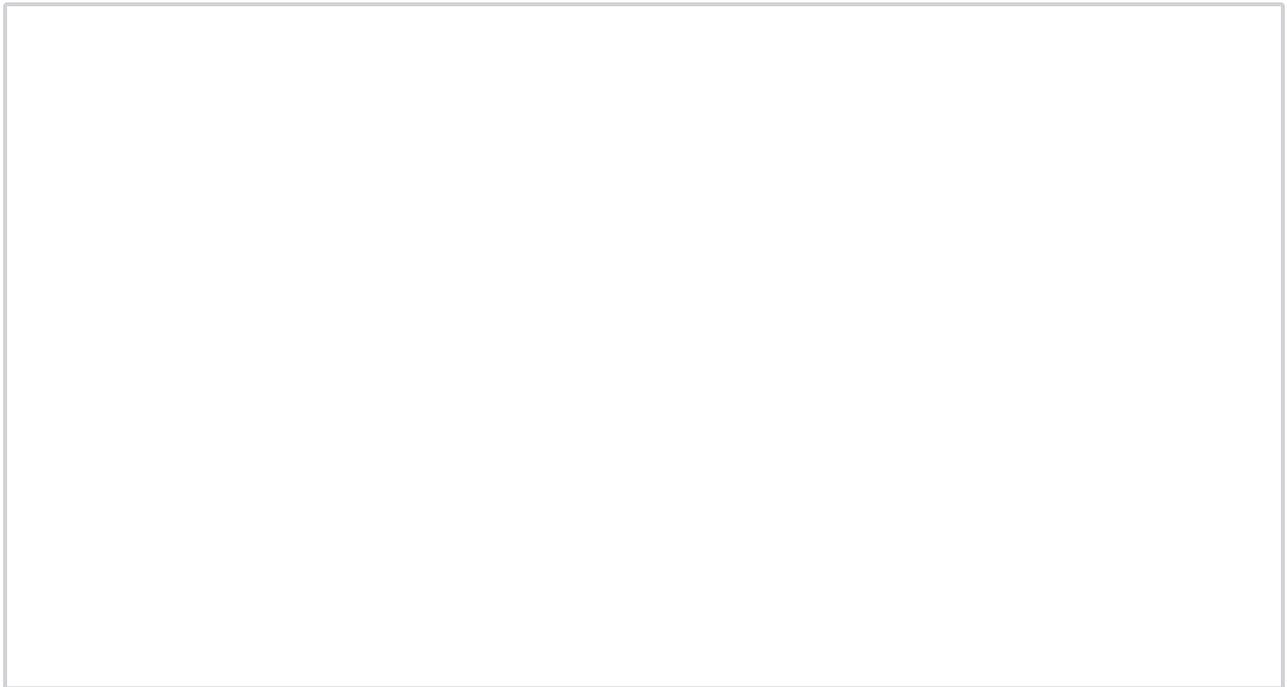
20. Are the assessment results for this outcome satisfactory? Why or why not? Did they meet your stated expectations? (See Assessment Plan)



21. What actions will be taken based on these results? When will the action be implemented, where or how, and who will be responsible?



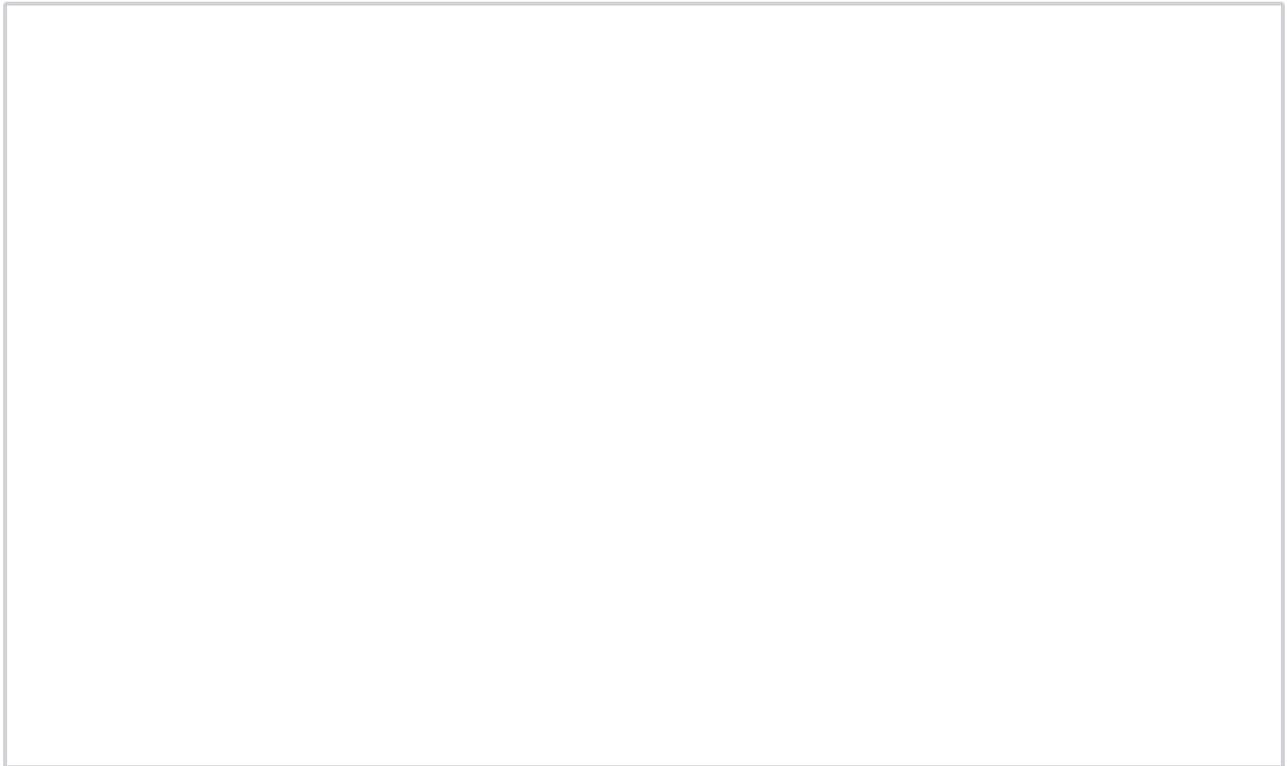
22. What is the time frame for the above actions? Designate actions for year 1 and year 2. The outcome will be reassessed in year 3, following a 3 year cycle.



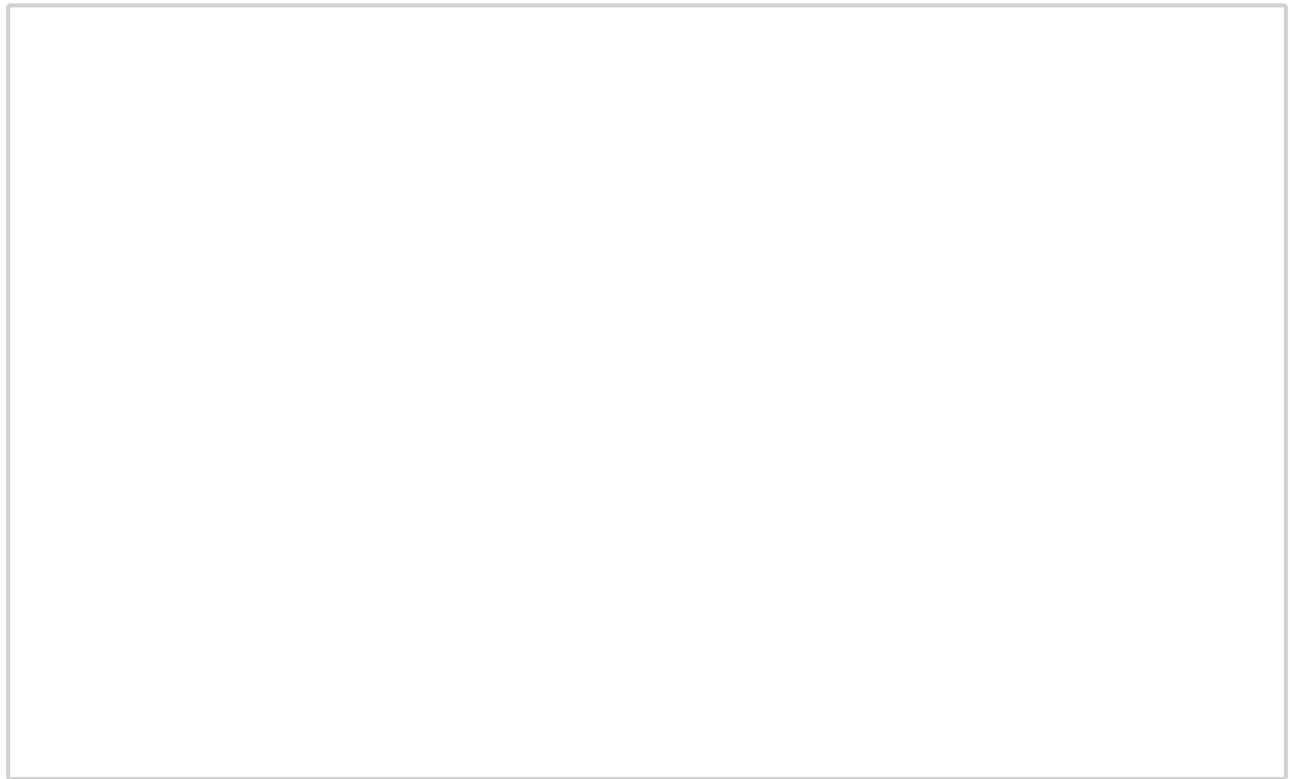
## ASSESSMENT DATA

On this page you will give a full report of your assessment data and results. You will also be asked to give a short executive summary of your findings and planned actions.

23. Copy and paste your full data report for Outcome 1. Or send it separately to [jthiel@georgian.edu](mailto:jthiel@georgian.edu). Use the latter option if there are a number of charts and graphs.

A large, empty rectangular box with a thin grey border, intended for pasting the full data report for Outcome 1.

24. Copy and paste your full data report for Outcome 2. Or send it separately to [jthiel@georgian.edu](mailto:jthiel@georgian.edu). Use the latter option if there are a number of charts and graphs.



25. Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural. Sample: (170 words)The Biology Program conducted its assessment for year one by evaluating student work obtained from 100 level lab courses and senior seminar research papers and oral presentations. Overall the lab reports of 15 students were assessed for formative assessment related to the outcome of preparation for the profession, and the research and presentations of eight (8) students for summative assessment of this same outcome. Our findings were that the formative assessment met expectations with achievement at the expected level, while the summative assessment was above expectations in both research and presentations. We found that the eight students in the capstone course worked closely with faculty mentors. We will continue

this practice in the future. Those students who did not meet expectations in the formative assessment were non-science majors. The department will address this as a motivation issue in the next semester using selected pairing of lab partners. The indirect assessment of student surveys showed that students are generally satisfied with program offerings, but requested more flexibility with open lab times.



26. Is there anything else you would like to add to this report?



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**Appendix E. Assessment Audit Template**

## Default Question Block

### **GCU Annual Assessment Audit-Academic Programs AY 2018-2019**

#### **Academic Program Assessment Audit**

As a continuous process of improvement, the topic of assessment needs to be integrated into the topics addressed at faculty, school, and department meetings on a regular basis. The following set of questions outline an annual cycle of these discussions, and as such, serves as an assessment audit. This audit is to be completed by the department chair or assessment liaison at the end of the academic year, on or before June 30. The data will be reviewed by the Director of Assessment.

What is the name of your academic program?

What is your school affiliation?

- Arts and Sciences
- Business and Digital Media
- Educaiton
- University-Wide Program
- Other (please specify)

Who is completing this report?

- Program or Department Chair
- Program or Department Assessment Liaison
- Program Assistant
- Other (please specify)

What is your last name?

What is your first name?

What is your email address?

## Assessment Planning, Implementation, Analysis, and Action Plan

Please complete the following grids that outline the steps taken related to planning for assessment, executing assessment, analyzing results, and planning for improvement.

Please state the actions taken to plan for program assessment this past academic year.

	In Process	Completed	No action taken
Program description reviewed, aligned with University Mission and Values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program learning outcomes (LOs) and goals reviewed and updated as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program LOs aligned with Institutional Learning Goals (ISLG-Undergraduate).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All program courses mapped to program LOs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment Plan in place for the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan developed for collecting student artifacts, data, and evidence of learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan developed for sharing assessment data within the department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program named an assessment liaison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please state the actions taken related to the cycle of assessment this past academic year.

	In Process	Completed	No action taken
Planned and discussed the cycle of assessment for the department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified and collected student work products or evidence to be used for this year's assessment plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified a process to assess student work, report assessment data, and a time-frame for the completion of this year's assessment protocols.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set aside time within department meetings to share and discuss assessment results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After reviewing assessment data, analyzed results and developed an action plan to address the results. Action plan notes how to continue positive results, and addresses areas of improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The action plan identifies measures of success. A timeline is part of the action plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department discussed how to share assessment results. What data should be made public? What assessment data is required to be made public?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please state the actions taken to document program's assessment plans and activities.

	In Process	Completed	No action taken
Program's Learning Outcomes and Goals are updated for the next catalog year. ( If necessary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course syllabi include the program's learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course descriptions in course syllabi match current catalog description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department meeting minutes record assessment-related activities and discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department has appropriate storage for student artifacts used for assessment purposes. (Electronic or hard copy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Was the program's assessment plan sent to the Director of Assessment this year? (Norm: September 30 due date, (due:November 2017))

- Yes  
 No, not necessary as current plan is valid.  
 No, plan is still in development  
 No action taken at this time.  
  Other (please specify)

Was the annual assessment report sent to the Director of Assessment by June 30?

- Yes
- No, report is delayed. Extension of time requested.
- No action taken.
- Other (please specify)

Do you have any additional comments to add to this report?

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**Appendix F. End of Course (EOC) Reflection Template**

## Default Question Block

### End of Course Reflection Survey - Spring 2019

#### Instructions

Please choose ONE course taught this semester that you will teach again. Answer all questions to the best of your ability. The responses to this survey will be used as evidence of course assessment, and will guide future faculty development. The questions related to Mercy Core Values integration, will be shared with the Mission Unit. Shared data will be aggregate with no individual identifiers.

What is your LAST name?

What is your FIRST name?

What is your email address?

Name of the Course selected for this Survey.

What is the course ID? Example EN111

What is the type of this course? (choose one)

- Undergraduate General Education (Bridge General Education)
- Required Major course (Undergraduate)
- Required Major course (Graduate)
- Elective course (Undergraduate)
- Elective course (Graduate)
- Non-credit course

How often have you taught this course?

- First time teaching this course.
- 1-3 terms teaching this course.
- 4-6 terms teaching this course.
- More than 6 terms teaching this course.

What is your School Identification?

- School of Arts and Sciences
- School of Business and Digital Media
- School of Education
- Don't Know

What is your status as an instructor at GCU?

- Full time salaried instructor
- Part time salaried instructor
- Adjunct or per-course faculty
- Full time Staff/adjunct instructor

How was this course taught? (Modality)

- Lecture-Face to Face
- Hybrid-partially online
- Fully online
- Laboratory course
- Lecture and Laboratory combination
- Experiential Learning: internship, clinical, field experience, practice teaching

Is this an approved writing-intensive (WI) course?

- Yes
- No

Is this a course that offers service-learning?

- Yes
- No

Think of ONE thing that you will keep doing in the same way when you teach this course again.

Select the topic category for this question and write out your response in the next question.

- Course Content
- Course Assignments
- Course Assessment
- Use of Technology
- Real-Life Application and Examples
- Use of External Resources
- Teaching Strategy
- Adaptation of course to meet students' needs.
- Other-Category is not listed.
- I will keep everything the same.

Think of ONE thing that you will keep doing in the same way when you teach this course again.

Write your answer that matches the topic category you chose above.

Think of ONE thing that you will change when you teach this course again. Select the topic category for this question and write out your response in the next question.

- Course Content
- Course Assignments
- Course Assessment
- Use of Technology
- Real-Life Application and Examples
- Use of External Resources
- Teaching Strategy
- Adaptation of course to meet students' needs
- Other-Category not listed.
- I will keep everything the same.

Think of ONE thing that you will change when you teach this course again. Write your answer that matches the topic category you chose above.

Think of ONE thing that you will stop doing when you teach this course again.

Select the topic category for this question and write out your response in the next question.

- Course Content
- Course Assignments
- Course Assessment
- Use of Technology
- Real-Life Application and Examples
- Use of External Resources
- Teaching Strategy
- Adaptation of course to meet students' needs.
- Other-Category is not listed.
- I will keep everything the same.

Think of ONE thing that you will stop doing in the same way when you teach this course again.

Write your answer that matches the topic category you chose above.

Choose ONE learning outcome or objective that you deemed most important for this course as stated on the course syllabus. Provide the outcome/objective below. In the next question, you will be asked to state what evidence of student learning showed that this outcome/objective was met or not met. Example: Students will develop effective oral presentations following the model of Erik Palmer's "Well Spoken" through three opportunities for in class presentations and feedback from instructor and peers. (See <http://pvlegs.com/about/>)

From the ONE learning outcome or objective that you deemed most important for this course as stated on the course syllabus, state what evidence of student learning showed that this outcome/objective was met or not met. Be as specific as possible. Example: 85% of students were able to demonstrate all characteristics of oral presentations at the achieved level. These characteristics included: Good beginning, clear outline and presentation of content, eye contact and engagement of audience, effective use of voice, preparation of media that aided and did not distract the audience, and effective summary and conclusion.

Which one of the GCU Mercy Core Values did you deliberately stress and integrate into this course? Choose only one - and in the next questions describe how you incorporated this value in teaching the course.

- Compassion
- Respect
- Service
- Justice
- Integrity
- No Mercy Code Value stressed in this class

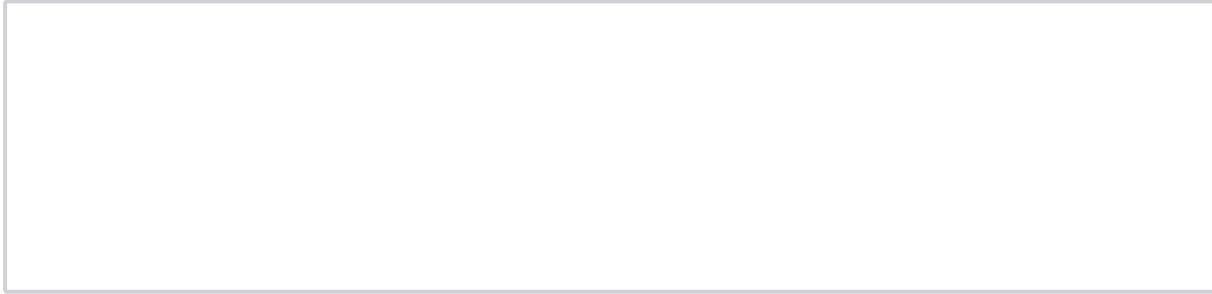
Given the Mercy Core Value chosen above, explain how you deliberately stressed this value in teaching this course. Also, give evidence of how the students demonstrated this value (or not) in

the course.

From your previous assessment of this course, what did you do differently this time? Was this action influenced by student feedback (SIR II)? How did your actions this term affect student learning?

From your answers above, what resources will you need to implement any projected changes to the course chosen for this reflection?

Are there any additional comments you would like to add to this survey?



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