



GCU End of Course Reflection

Course Assessment Fall 2017

At the end of the semester, faculty choose one course for reflective practice. They evaluate course outcomes and related student learning. They also determine any changes to the course based on assessment data. For Fall 2017, 161 faculty responded to the reflection survey. This report is an executive summary of these results.

GCU Office of University Assessment and Accreditation

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Participants

For the fall semester 2017, the Table 1 shows 161 faculty responders, aligned by school affiliation. Of these, 47.2% were full-time faculty and 52.8% were adjunct or per course faculty. Compared to the overall count of full time (87) and per course faculty (197), the responders represented 87.3% of full time faculty and 43% of per course faculty. Data is taken from responders as of 1/22/18.

Table 1. EOC Responders School Affiliation Fall 2017

End of Course Reflection Survey - Fall 2017		
What is your School Identification?		
Answer Choices	Response Percent	Response Count
School of Arts and Sciences	67.70%	109
School of Business and Digital Media	16.15%	26
School of Education	14.91%	24
Don't Know	1.24%	2
	Answered	161
	Skipped	0

While 20.5% of responders cited that this was the first time teaching the course, the School of Education responders indicated that 34.78% were teaching the course for the first time.

The highest response (32.9%) to this question of experience teaching the course was from responders who had taught the course for more than 6 terms. See Table 2.

End of Course Reflection



The directions to complete the end of course survey are as follows.

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.

The survey was open during the fall semester until January 22, 2018.

Table 2. Experience Teaching the Course

End of Course Reflection Survey - Fall 2017		
How often have you taught this course?		
Answer Choices	Response Percent	Response Count
First time teaching this course.	20.50%	33
1 - 3 terms teaching this course.	25.47%	41
4 - 6 terms teaching this course.	21.12%	34
More than 6 terms teaching this course.	32.92%	53
	Answered	161
	Skipped	0

Course Modality

Undergraduate courses were most frequently chosen for this evaluation, accounting for 83.2% of responses. General Education courses were cited by 28.6% of responders, mostly from the School of Arts and Sciences. Elective courses were chosen by 13.6% of survey responders. See Table 3. Graduate courses used for evaluation lie mainly in the School of Education, accounting for 56% of courses used for this survey.

Online or hybrid courses accounted for 23% of responses overall, but 40% for the School of Business and Digital Media. Traditional lecture (face-to-face) courses were reported by 68.4% of responders overall, and 74% of the School of Arts and Sciences responders. See Table 4.

Writing Intensive courses were reported at 13.75%; Service Learning courses were reported at 33.1%. Writing Intensive courses were generally cited by responders associated with the School of Arts and Sciences. The School of Education reported only 9% of its courses as offering service learning or writing intensive. Note that graduate courses are not included as service-learning eligible, and this school had the highest percentage of graduate courses reported.

Table 3. Types of Courses

End of Course Reflection Survey - Fall 2017		
What is the type of this course? (Choose one)		
Answer Choices	Response Percent	Response Count
Undergraduate General Education	28.57%	46
Required Major course (Undergraduate)	41.61%	67
Required Major course (Graduate)	16.15%	26
Elective course (Undergraduate)	13.04%	21
Elective course (Graduate)	0.62%	1
Non-credit course	0.00%	0
	Answered	161
	Skipped	0

Table 4. Course Modality

End of Course Reflection Survey - Fall 2017		
How was this course taught? (Modality)		
Answer Choices	Response Percent	Response Count
Lecture - Face to Face	53.42%	86
Hybrid - partially online	13.66%	22
Fully online	9.32%	15
Laboratory course	4.35%	7
Lecture and Lab combination	14.91%	24
Experiential Learning: internship, clinical, field experience, practice teaching	4.35%	7
	Answered	161
	Skipped	0

Course Changes

Overall, Course Content and Course Assignments were the most frequent choice of course criteria to *keep*, selected by 48.5% of responders. Keeping course assignments the same was notable for the School of Education (26.09%), while keeping course assignments the same was important to the Schools of Arts and Sciences (16.35%) and Business and Digital Media (32%). Of the faculty who have taught the course more than 6 semesters, 27.45% responded course content when asked this question. See Table 5.

Course Assignments and Course Content were noted as criteria to *change* by 40.6% of participants overall. Keeping everything the same was noted by 21.74% of responders from the School of Education and 16% of responders from the School of Business and Digital Media. Of the faculty who have taught the course more than 6 semesters, 13.7% responded “will keep everything the same” when asked this question, while 27.45% will change course assignments. See Table 6.

Course Content and Other were noted as criteria to *stop* doing by 19.36% of participants overall, while 54% will not stop doing anything already being done. Stopping some course content was noted by 11% of responders from the School of Arts and Sciences. Of the faculty who have taught the course more than 6 semesters, 54% responded “will keep everything the same” when asked this question. Comments for the choice of "Other" include changes in pedagogy, holding students responsible for their learning and contributing to the learning environment in the classroom, and revising assignments to a higher order of Bloom's taxonomy and critical thinking. See Table 7.

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Table 5. Keep the Same in the Course.

End of Course Reflection Survey - Fall 2017		
Think of ONE thing that you will keep doing in the same way when you teach this course again.		
Answer Choices	Response Percent	Response Count
Course Content	28.57%	46
Course Assignments	19.88%	32
Course Assessment	6.83%	11
Use of Technology	4.97%	8
Real-Life Application and Examples	16.77%	27
Use of External Resources	2.48%	4
Teaching Strategy	8.07%	13
Adaptation of course to meet students' needs.	6.21%	10
Other-Category is not listed.	0.00%	0
I will keep everything the same.	6.21%	10
	Answered	161
	Skipped	0

Table 6. Change in the Course.

End of Course Reflection Survey - Fall 2017		
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.		
Answer Choices	Response Percent	Response Count
Course Content	14.37%	23
Course Assignments	26.25%	42
Course Assessment	5.63%	9
Use of Technology	10.63%	17
Real-Life Application and Examples	5.63%	9
Use of External Resources	1.88%	3
Teaching Strategy	9.38%	15
Adaptation of course to meet students' needs.	6.88%	11
Other-Category not listed.	7.50%	12
I will keep everything the same.	11.88%	19
	Answered	160
	Skipped	1

Table 7. Stop Doing in the Course.

End of Course Reflection Survey - Fall 2017		
Think of ONE thing that you will stop doing when you teach this course again.		
Answer Choices	Response Percent	Response Count
Course Content	9.68%	15
Course Assignments	6.45%	10
Course Assessment	1.94%	3
Use of Technology	1.29%	2
Real-Life Application and Examples	1.94%	3
Use of External Resources	2.58%	4
Teaching Strategy	8.39%	13
Adaptation of course to meet students' needs	3.87%	6
Other - Category is not listed	9.68%	15
I will keep everything the same.	54.19%	84
	Answered	155
	Skipped	6

Course Outcomes and Evidence of Student Achievement

In citing course outcomes or objectives, responses indicated varying levels of Bloom’s Taxonomy of Thinking. The majority of responses (81%) were from the lower end of Bloom’s scale: Remember, Understand, Apply. See Table 8.

In giving evidence of student achievement of the stated outcome, 67% of responders indicated the class achievement of the outcome by percentage of students achieving the outcome. Of these, 29% indicated that the entire class met the goal. The majority (67%) of the achievement evidence was based on student activity or performance, while 17% was taken from exams or quizzed. When a testing result was indicated, this was generally followed by item analysis within the test. Rubric usage was indicated in 22% of responses. See Table 9.

Table 8. Analysis of Learning Outcomes (Bloom's)

End of Course Reflection Survey - Fall 2017		
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		
Bloom's Taxonomy (low to high thinking skills)	Response Percent	Response Count
Remember (low)	20%	30
Understand	29%	44
Apply	36%	54
Analyze	7%	11
Evaluate	7%	8
Create (high)	0%	0
No measureable student skill	1%	1
<i>answered question</i>		138

Table 9. Evidence of Learning Outcomes

End of Course Reflection Survey - Fall 2017		
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.		
Answer Categories	Response Percent	Response Count
Class Percent of Accomplishment	59%	88
Use of Testing Results	5%	8
Rubric Used	5%	8
Use of Student Activity or Assignment	24%	35
Grading – Final, Standard, or Mean	6%	9
<i>answered question</i>		137

Changes Made Due to Previous Assessment

Only six responders skipped the question about what changes were made to the course based on previous evaluations. Of the 155 responders, 62% indicated a change based on SIRII or other evaluations. 22% indicated no change or not applicable, and 16% stated that they were teaching the course for the first time. The changes noted aligned with the answers to the previous questions, noting content, assessment and assignment protocols, and classroom management as the key indicators of change based on previous evaluations and student feedback. See Table10.

Table 10. Changes Based on Past Course Assessment.

End of Course Reflection Survey - Fall 2017		
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?		
Answer Categories	Response Percent	Response Count
Changes due to past evaluation	53%	96
First time teaching	21%	25
No change - no need to change	26%	34
	<i>answered question</i>	155

Inclusion of Mercy Core Values

When asked to identify one of the Mercy Core Values emphasized in the selected course, 82.6% of responders selected a value. Twenty-eight responders (17.4%) either did not answer the question or stated that no Mercy Value was stressed in the class. When asked to state how the value was included in their class, 138 respondents gave specific examples or an explanation of their response. The most frequently cited (28.3%) value was that of integrity. Service was the value with the least number of responses (6.3%), with a few of these responders citing evidence from a service-learning course. See Table 11.

Table 11. Mercy Core Value Integration

End of Course Reflection Survey - Fall 2017		
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.		
Answer Choices	Response Percent	Response Count
Compassion	15.09%	24
Respect	22.01%	35
Service	6.29%	10
Justice	11.95%	19
Integrity	28.30%	45
No Mercy Core Value stressed in this class.	16.35%	26
	Answered	159
	Skipped	2

Resources Needed

Generally, faculty noted that they could make the necessary changes to their course without additional resources. Of the 156 responders to this question, no additional resource needs were cited by 79 responders, and 9 responders noted only their own time and effort. Of the resource needs noted, an additional 22 faculty noted a content or textbook change, requiring no additional costs. Assessment protocols were noted by 10 responders, pedagogy changes noted by 4 responders, and 5 responders wanted more class time or a change from hybrid to lecture course modality. Resources related to technology stability, training, or software was cited by 10 responders, and tutoring services were requested by 9 responders, including graduate student writing support. See Table 12.

Table 12. Resources Needed

End of Course Reflection Survey - Fall 2017		
From your answers above, what resources will you need to implement any projected changes to the course chosen for this reflection?		
Answer Categories	Response Percent	Response Count
Assessment Protocol	7%	10
Content Change	15%	22
More Class Time	3%	5
Other	2%	3
Pedagogy	3%	4
Technology stability, training, resources	7%	10
Time and Effort	6%	9
Tutoring Services	4%	6
None or Not Applicable	53%	79
Answered		150
Skipped		11