



GEORGIAN COURT UNIVERSITY
THE MERCY UNIVERSITY OF NEW JERSEY

GCU End of Course Reflection

Course Assessment Fall 2018

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 2018, 195 faculty responded to the reflection survey by the given deadline. This report is an executive summary of these results.

GCU Office of University Assessment and Accreditation

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Participants

For the spring semester 2018, the Table 1 shows 195 faculty responders, aligned by school affiliation. Of these, 37% were full-time faculty and 63% were adjunct or per course faculty. Compared to the overall count of full time (89) and per course faculty (188), the responders represented 81% of full time faculty and 65% of per course faculty. Data is taken from responders as of 1/15/19.

Table 1. EOC Responders School Affiliation Fall 2018

End of Course (EOC) Reflection Survey – Fall 2018		
What is your School Identification?		
Answer Choices	Responses	
School of Arts and Sciences	73%	142
School of Business and Digital Media	10%	19
School of Education	17%	34
	Answered	195

Teaching the course for the first time was noted by 22% of responders, while 26.8% had taught the course for more than 6 terms.

Table 2. Experience Teaching the Course

End of Course (EOC) Reflection Survey - Fall 2018		
How often have you taught this course?		
Answer Choices	Responses	
First time teaching this course.	22.16%	43
1 - 3 terms teaching this course.	29.9%	58
4 - 6 terms teaching this course.	21.13%	41
More than 6 terms teaching this course.	26.80%	52
	Answered	194

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 15, 2019.

Course Modality

Undergraduate courses were most frequently chosen for this evaluation, accounting for 80.9% of responses. General Education courses were cited by 26.15% of responders, mostly from the School of Arts and Sciences. Elective courses were chosen by 13.4% of survey responders. See Table 3. Graduate courses used for evaluation lie mainly in the School of Education, accounting for 67.6% of the graduate courses used for this survey.

Online or hybrid courses accounted for 29.4% of responses overall, with 63% of these taught by the School of Arts and Sciences. Traditional lecture (face-to-face) courses were reported by 49% of responders overall, and 74.2% of these courses were taught by instructors in the School of Arts and Sciences responders. See Table 4.

Writing Intensive courses were reported at 14.43%; Service Learning courses were reported at 35.12%. Responders associated with the School of Arts and Sciences were generally the instructors who identified their course as writing intensive or service learning. Full time instructors were 54.8% of responders who indicated that their course included service-learning.

Table 3. Types of Courses

End of Course (EOC) Reflection Survey - Fall 2018		
What is the type of this course? (Choose one)		
Answer Choices	Responses	
Undergraduate General Education	26.15%	51
Required Major course (Undergraduate)	42.05%	82
Required Major course (Graduate)	17.95%	35
Elective course (Undergraduate)	12.31%	24
Elective course (Graduate)	1.03%	2
Non-credit course	0.51%	1
	Answered	195

Table 4. Course Modality

End of Course (EOC) Reflection Survey - Fall 2018		
How was this course taught? (Modality)		
Answer Choices	Responses	
Lecture - Face to Face	48.97%	95
Hybrid - partially online	14.43%	28
Fully online	14.99%	29
Laboratory course	6.19%	12
Lecture and Lab combination	10.82%	21
Experiential Learning: internship, clinical, field experience, practice teaching	4.64%	9
	Answered	194

Course Changes

Overall, course content and course assignments were the most frequent choice of course criteria to *keep*, selected by 48% of responders, with course content responses ranging from 23.53-35.21% across the three schools. Real life applications was chosen by 38.24% of the respondents from the School of Education. For both instructors who have taught the course more than 6 times and for first year instructors of the course, both would keep course content the same (36% and 28%) or add real life applications (15% and 28%) as the most frequently chosen response. See Table 5.

Table 5. Keep the Same in the Course.

End of Course (EOC) Reflection Survey - Fall 2018		
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.		
Answer Choices	Responses	
Course Content	32.82%	64
Course Assignments	15.38%	30
Course Assessment	4.10%	8
Use of Technology	5.13%	10
Real-Life Application and Examples	15.36%	30
Use of External Resources	2.05%	4
Teaching Strategy	7.15%	14
Adaptation of course to meet students' needs.	4.10%	8
Other-Category is not listed.	1.54%	3
I will keep everything the same.	12.31%	24
	Answered	195

Course assignments and course content were noted as criteria to *change* by 32% of participants overall. Keeping everything the same was noted by 21.13% of responders overall. Of the faculty who have taught the course more than 6 semesters, course assignments (15%) was an area most selected for change, while 23% would keep everything the same. For first-time teaching the course, course assignments were described as an area to change by 32.6% of these responders. See Table 6.

Table 6. Change in the Course.

End of Course (EOC) Reflection Survey - Fall 2018		
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	Responses	
Course Content	9.79%	19
Course Assignments	22.16%	43
Course Assessment	6.19%	12
Use of Technology	11.34%	22
Real-Life Application and Examples	6.70%	13
Use of External Resources	4.12%	8
Teaching Strategy	7.22%	14
Adaptation of course to meet students' needs.	7.22%	14
Other-Category not listed.	4.12%	8
I will keep everything the same.	21.13%	41
	Answered	195

Course assignments were noted as criteria to *stop* doing by 7.81% of participants overall, while 65.63% will not stop doing anything already being done. Stopping some course assignments was noted by 7.91% of responders from the School of Arts and Sciences. Of the faculty who have taught the course more than 6 semesters, course assignments (13.5%) was the area selected to discontinue. For faculty teaching the course for the first time, course assignments (18.6%) was selected as an area to stop doing. Both groups, however, chose to keep everything the same (73% and 46.5%). See Table 7.

Table 7. Stop Doing in the Course.

End of Course (EOC) Reflection Survey - Fall 2018		
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.		
Answer Choices	Responses	
Course Content	3.65%	7
Course Assignments	7.81%	15
Course Assessment	5.21%	10
Use of Technology	1.56%	3
Real-Life Application and Examples	2.08%	4
Use of External Resources	2.08%	4
Teaching Strategy	3.65%	7
Adaptation of course to meet students' needs.	2.08%	4
Other - Category is not listed.	6.25%	12
I will keep everything the same.	65.63%	126
	Answered	192
	Skipped	3

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 (89.8%) were from the lower end of Bloom’s scale: Remember, Understand, Apply. See Table 8.

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

End of Course Reflection Survey -Spring 2018		
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)	22.5%	40
Understand	26.6%	47
Apply	40.7%	72
Analyze	7.9%	14
Evaluate	2.3%	4
Create (high)	0%	0
<i>answered question</i>		177

In giving evidence of student achievement of the stated outcome, 63% of responders indicated the class achievement of the outcome by percentage of students achieving the outcome. The entire class met the goal was stated by 18.6% of responders. Tests, rubric results, and exam performance was cited by 13% of responders. About 17% of responders gave a statement related to their observation of student performance, without any quantifiable data. See Table 9.

Table 9. Evidence of Learning Outcomes

End of Course Reflection Survey – Fall 2018		
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	63%	112
Use of Testing Results	5%	9
Rubric Used	3%	5
Use of Student Activity or Assignment	7%	13
Grading – Final, Standard, or Mean	5%	8
Observation of Students	17%	20
<i>Answered question</i>		177

Changes Made Due to Previous Assessment

Of the 179 responders to the question about changes made to the course based on previous assessments, 57% indicated a change based on SIRII or other evaluations. No changes were reported by 14% of responders, while 29% either were teaching the course for the first time or stated that the course had not been assessed. 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 2018		
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	56.98%	102
First time teaching this course	25.7%	46
No previous course evaluation or new course	3.35%	6
No change - no need to change	14%	25
<i>answered question</i>		179
<i>No response</i>		16

Inclusion of Mercy Core Values

When asked to identify one of the Mercy Core Values emphasized in the selected course, 87.5% of responders selected a value. Twenty-seven responders (13.8%) 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, 141 respondents gave specific examples or an explanation of their response. The most frequently cited (31.25%) value was that of integrity. Service was the least selected value with 4.17% of responses, and a few of the responders indicated that more than one value was emphasized in their course. See Table 11.

Table 11. Mercy Core Value Integration

End of Course (EOC) Reflection Survey - Fall 2018		
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	Responses	
Compassion	17.19%	33
Respect	27.08%	52
Service	4.17%	8
Justice	7.81%	15
Integrity	31.25%	60
No Mercy Core Value stressed in this class.	12.5%	24
	Answered	192
	Skipped	3

For those courses where service learning was included, Respect was the Mercy Core Value most frequently cited (43.4%) as emphasized within the course. Service and Justice were cited by 9.4% of these responders . See Table 12.

Table 12. Mercy Core Value Emphasized in Service-Learning Courses

End of Course (EOC) Reflection Survey - Fall 2018		
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	Responses	
Compassion	20.75%	11
Respect	43.4%	23
Service	3.77%	2
Justice	5.66%	3
Integrity	26.4%	14
No Mercy Core Value stressed in this class.	0%	0
	Answered	53
	Skipped	0

Resources Needed

Generally, faculty noted that they could make the necessary changes to their course without additional resources. Of the 158 responders to this question, no additional resource needs were cited by 85 responders, and most responders indicated resources that needed only time and effort. Resources related to technology stability, training, or software was cited by 22 responders. Budgetary requests, although few, related to laboratory equipment and software as well as funding for experiential learning within the course.