



GEORGIAN COURT UNIVERSITY
THE MERCY UNIVERSITY OF NEW JERSEY

GCU End of Course Reflection

Course Assessment Spring 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 Spring 2018, 127 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 spring semester 2018, the Table 1 shows 127 faculty responders, aligned by school affiliation. Of these, 53.54% were full-time faculty and 46.46% were adjunct or per course faculty. Compared to the overall count of full time (87) and per course faculty (197), the responders represented 78.2% of full time faculty and 30% of per course faculty. Data is taken from responders as of 05/31/18.

Table 1. EOC Responders School Affiliation Spring 2018

End of Course (EOC) Reflection Survey - Spring 2018		
What is your School Identification?		
Answer Choices	Responses	
School of Arts and Sciences	73.80%	93
School of Business and Digital Media	12.70%	16
School of Education	14.29%	18
	Answered	127

Teaching the course for the first time was noted by 14.17% of responders, while 37.8% had taught the course for more than 6 terms.

Table 2. Experience Teaching the Course

End of Course (EOC) Reflection Survey - Spring 2018		
How often have you taught this course?		
Answer Choices	Responses	
First time teaching this course.	14.17%	18
1 - 3 terms teaching this course.	28.35%	36
4 - 6 terms teaching this course.	19.69%	25
More than 6 terms teaching this course.	37.80%	48
	Answered	127

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 spring semester until May 30, 2018.

Course Modality

Undergraduate courses were most frequently chosen for this evaluation, accounting for 84.1% of responses. General Education courses were cited by 25.4% of responders, mostly from the School of Arts and Sciences. Elective courses were chosen by 11.9% of survey responders. See Table 3. Graduate courses used for evaluation lie mainly in the School of Education, accounting for 65% of the graduate courses used for this survey.

Online or hybrid courses accounted for 34% of responses overall, with 65% of these taught by the School of Arts and Sciences. Traditional lecture (face-to-face) courses were reported by 45.7% of responders overall, and 73.7% of these courses were taught by instructors in the School of Arts and Sciences responders. See Table 4.

Writing Intensive courses were reported at 12.7%; Service Learning courses were reported at 39.37%. 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 68% of responders who indicated that their course included service-learning.

Table 3. Types of Courses

End of Course (EOC) Reflection Survey - Spring 2018		
What is the type of this course? (Choose one)		
Answer Choices	Responses	
Undergraduate General Education	25.40%	32
Required Major course (Undergraduate)	50.00%	63
Required Major course (Graduate)	12.70%	16
Elective course (Undergraduate)	8.73%	11
Elective course (Graduate)	3.17%	4
Non-credit course	0.00%	0
	Answered	126
	Skipped	1

Table 4. Course Modality

End of Course (EOC) Reflection Survey - Spring 2018		
How was this course taught? (Modality)		
Answer Choices	Responses	
Lecture - Face to Face	45.67%	58
Hybrid - partially online	19.69%	25
Fully online	14.17%	18
Laboratory course	4.72%	6
Lecture and Lab combination	14.96%	19
Experiential Learning: internship, clinical, field experience, practice teaching	0.79%	1
	Answered	127

Course Changes

Overall, course content and course assignments were the most frequent choice of course criteria to *keep*, selected by 52% of responders, with course assignments responses ranging from 29-31% across the three schools. Teaching strategies was noted to keep by 10% of the responders from the School of Arts and Sciences as an area to keep. For instructors teaching the course six or more terms, course content was the area to keep, chosen by 39% of these responders. For faculty teaching the course for the first time, course assignments was chosen by 44.4% of these responders as the area to keep the same. See Table 5.

Table 5. Keep the Same in the Course.

End of Course (EOC) Reflection Survey - Spring 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	23.20%	29
Course Assignments	28.80%	36
Course Assessment	8.00%	10
Use of Technology	5.60%	7
Real-Life Application and Examples	9.60%	12
Use of External Resources	2.40%	3
Teaching Strategy	9.60%	12
Adaptation of course to meet students' needs.	3.20%	4
Other-Category is not listed.	1.60%	2
I will keep everything the same.	8.00%	10
	Answered	125
	Skipped	2

Course assignments and course content were noted as criteria to *change* by 48.5% of participants overall. Keeping everything the same was noted by 13.6% of responders overall. Of the faculty who have taught the course more than 6 semesters, course assignments (23.9%), real life applications (15.2%), and teaching strategies (13.4%) were areas selected for change. For first-time teaching the course, course assignments were described as an area to change by 27.78% of these responders. See Table 6.

Table 6. Change in the Course.

End of Course (EOC) Reflection Survey - Spring 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	12.00%	15
Course Assignments	25.60%	32
Course Assessment	7.20%	9
Use of Technology	7.20%	9
Real-Life Application and Examples	9.60%	12
Use of External Resources	4.00%	5
Teaching Strategy	9.60%	12
Adaptation of course to meet students' needs.	6.40%	8
Other-Category not listed.	4.80%	6
I will keep everything the same.	13.60%	17
	Answered	125
	Skipped	2

Course assignments were noted as criteria to *stop* doing by 13.22% of participants overall, while 57.02% 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, course assignments (11%) and other (13%) were the areas selected to discontinue. For faculty teaching the course for the first time, some course assignments were selected as an area to stop doing by 22%. See Table 7.

Table 7. Stop Doing in the Course.

End of Course (EOC) Reflection Survey - Spring 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	7.44%	9
Course Assignments	13.22%	16
Course Assessment	2.48%	3
Use of Technology	0.83%	1
Real-Life Application and Examples	0.00%	0
Use of External Resources	0.83%	1
Teaching Strategy	4.13%	5
Adaptation of course to meet students' needs.	0.00%	0
Other - Category is not listed.	14.05%	17
I will keep everything the same.	57.02%	69

	Answered	121
	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 (87%) 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)	4%	5
Understand	41%	51
Apply	42%	52
Analyze	6%	7
Evaluate	4%	5
Create (high)	2%	3
<i>answered question</i>		123

In giving evidence of student achievement of the stated outcome, 62% 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 22% of responders. Tests, rubric results, and exam performance was cited by 21% of responders. About 9% 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 – Spring 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	62%	76
Use of Testing Results	8%	10
Rubric Used	5%	6
Use of Student Activity or Assignment	7%	9
Grading – Final, Standard, or Mean	8%	10
Observation of Students	9%	11
<i>answered question</i>		122

Changes Made Due to Previous Assessment

Of the 118 responders to the question about changes made to the course based on previous assessments, 66% indicated a change based on SIRII or other evaluations. No changes were reported by 5% of responders, while 39% 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 – Spring 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	66%	78
First time teaching this course	13.5%	16
No previous course evaluation or new course	15.5%	18
No change - no need to change	5%	6
<i>answered question</i>		118

Inclusion of Mercy Core Values

When asked to identify one of the Mercy Core Values emphasized in the selected course, 84.8% of responders selected a value. Twenty-one responders (13.6%) 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, 105 respondents gave specific examples or an explanation of their response. The most frequently cited (28%) value was that of integrity. Service and compassion were the least selected values with 11.2% of responses each, 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 - Spring 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	11.20%	14
Respect	22.40%	28
Service	11.20%	14
Justice	12.00%	15
Integrity	28.00%	35
No Mercy Core Value stressed in this class.	15.20%	19
	Answered	125
	Skipped	2

For those courses where service learning was included, Integrity was the Mercy Core Value most frequently cited (27.08%) as emphasized within the course. Interestingly, nine responders stated that no Mercy Core Value was emphasized in the course. See Table 12.

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

End of Course (EOC) Reflection Survey - Spring 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	10.42%	5
Respect	18.75%	9
Service	16.67%	8
Justice	8.33%	4
Integrity	27.08%	13
No Mercy Core Value stressed in this class.	18.75%	9
	Answered	48
	Skipped	2

Resources Needed

Generally, faculty noted that they could make the necessary changes to their course without additional resources. Of the 103 responders to this question, no additional resource needs were cited by 48 responders, and 11 responders noted only their own time and effort. Of the resource needs noted, an additional 8 faculty noted a content or textbook change, requiring no additional costs. Pedagogy changes noted by 4 responders, and 4 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 14 responders, and tutoring services were requested by 2 responders. Updating of Library resources was noted by 3 responders. Less than 5% of responders asked for items that were budgetary.

Table 13. Resources Needed

End of Course Reflection Survey – Spring 2018		
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	0%	0
Content Change	4%	4
More Class Time	4%	4
Textbook or Resources	4%	4
Pedagogy	4%	4
Technology stability, training, resources	14%	14
Time and Effort	11%	11
Tutoring Services	2%	2
Other Resource	7%	7
Library Resources	3%	3
None or Not Applicable	47%	48
Answered		103
Skipped		24