



GEORGIAN COURT UNIVERSITY
THE MERCY UNIVERSITY OF NEW JERSEY

GCU End of Course Reflection

Course Assessment Summer 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 Summer 2018, 63 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 summer term 2018, the Table 1 shows 63 faculty responders, aligned by school affiliation. Of these, 45.16% were full-time faculty and 54.84% were adjunct or per course faculty. Compared to the overall count of summer faculty (97), the responders represented 64.9% of faculty who taught a summer course. Data is taken from responders as of 9/11/18.

Table 1. EOC Responders School Affiliation Summer 2018

End of Course (EOC) Reflection Survey – Summer 2018		
What is your School Identification?		
Answer Choices	Responses	
School of Arts and Sciences	52.38%	33
School of Business and Digital Media	15.87%	10
School of Education	31.75%	20
	Answered	63

Teaching the course for the first time was noted by 12.7% of responders, while 38.1% had taught the course for more than 6 terms.

Table 2. Experience Teaching the Course

End of Course (EOC) Reflection Survey - Summer 2018		
How often have you taught this course?		
Answer Choices	Responses	
First time teaching this course.	12.7%	8
1 - 3 terms teaching this course.	31.75%	20
4 - 6 terms teaching this course.	17.46%	11
More than 6 terms teaching this course.	38.1%	24
	Answered	63

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 summer semester until August 30, 2018.

Course Modality

Required graduate courses were most frequently chosen for this evaluation, accounting for 44.44% of responses. General Education courses were cited by 19.05% of responders, mostly from the School of Arts and Sciences. Elective or non-credit courses were chosen by 17.46% of survey responders. See Table 3. Graduate courses used for evaluation lie mainly in the School of Education, accounting for 68% of the graduate courses used for this survey.

Online or hybrid courses accounted for 66.5% of responses overall, with 70.6% of these taught by the School of Education. Traditional lecture (face-to-face) courses were reported by only 14.29% of responders overall, and of these courses 66% were taught by instructors in the School of Arts and Sciences responders. See Table 4.

Writing Intensive courses were reported at 8.06%; Service Learning courses were reported at 19.05%. Responders associated with the School of Arts and Sciences were generally the instructors who identified their course as writing intensive or service learning. Responders who indicated that their course included service-learning were almost evenly divided among full-time and per-course faculty. Service learning was included with both undergraduate and graduate courses.

Table 3. Types of Courses

End of Course (EOC) Reflection Survey - Summer 2018		
What is the type of this course? (Choose one)		
Answer Choices	Responses	
Undergraduate General Education	19.05%	12
Required Major course (Undergraduate)	19.05%	12
Required Major course (Graduate)	44.44%	28
Elective course (Undergraduate)	4.76%	3
Elective course (Graduate)	11.11%	7
Non-credit course	1.59%	1
	Answered	63
	Skipped	0

Table 4. Course Modality

End of Course (EOC) Reflection Survey - Summer 2018		
How was this course taught? (Modality)		
Answer Choices	Responses	
Lecture - Face to Face	14.29%	9
Hybrid - partially online	26.98%	17
Fully online	35.51%	23
Laboratory course	4.76%	3
Lecture and Lab combination	7.94%	5
Experiential Learning: internship, clinical, field experience, practice teaching	9.52%	6
	Answered	63

Course Changes

Overall, course content and course assignments were the most frequent choice of course criteria to *keep*, selected by 47.54% of responders. For instructors teaching the course six or more terms, course assignments was the area to keep, chosen by 27.27% of these responders. For faculty teaching the course for the first time, course content was chosen by 50% 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 - Summer 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	22.95%	14
Course Assignments	24.59%	15
Course Assessment	0%	0
Use of Technology	13.11%	8
Real-Life Application and Examples	6.56%	4
Use of External Resources	8.20%	5
Teaching Strategy	11.48%	7
Adaptation of course to meet students' needs.	1.64%	1
Other-Category is not listed.	3.28%	2
I will keep everything the same.	8.20%	5
	Answered	60
	Skipped	3

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Course assignments were noted as criteria to *change* by 26.67% of participants overall. Keeping everything the same was noted by 18.33% of responders overall. Of the faculty who have taught the course more than 6 semesters, course assignments was selected for change by 38.1% of responders. For first-time teaching the course, keeping everything the same was chosen by 25% of these responders. See Table 6.

Table 6. Change in the Course.

End of Course (EOC) Reflection Survey - Summer 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	11.67%	7
Course Assignments	26.67%	16
Course Assessment	6.67%	4
Use of Technology	13.33%	8
Real-Life Application and Examples	1.67%	1
Use of External Resources	8.33%	5
Teaching Strategy	5.00%	3
Adaptation of course to meet students' needs.	1.67%	1
Other-Category not listed.	6.67%	4
I will keep everything the same.	18.33%	11
	Answered	60
	Skipped	3

Course assignments were noted as criteria to *stop* doing by 10.17% of participants overall, while 50.85% will not stop doing anything already being done. Of the faculty who have taught the course more than 6 semesters, 60% will not change anything. For faculty teaching the course for the first time, 37.5% will not delete anything. See Table 7.

Table 7. Stop Doing in the Course.

End of Course (EOC) Reflection Survey - Summer 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	6.78%	4
Course Assignments	10.17%	6
Course Assessment	6.78%	4
Use of Technology	1.69%	1
Real-Life Application and Examples	3.39%	2
Use of External Resources	5.08%	3
Teaching Strategy	3.39%	2
Adaptation of course to meet students' needs.	0.00%	0
Other - Category is not listed.	11.86%	7
I will keep everything the same.	50.85%	30
	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 (84%) 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, 50.8% 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 66.7% of these responders. Tests, rubric results, and exam performance was cited by 18.5% of responders. Assignments were cited as evidence of outcomes achievement by 25% of responders. About 5% of responders gave a statement related to their observation of student performance, without any quantifiable data. See Table 9.

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

End of Course Reflection Survey –Summer 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)	0%	0
Understand	33.9%	20
Apply	50.1%	30
Analyze	10%	6
Evaluate	1%	1
Create (high)	3%	2
<i>answered question</i>		59

Table 9. Evidence of Learning Outcomes

End of Course Reflection Survey – Summer 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	50.8%	30
Use of Testing Results	5%	3
Rubric Used	8.5%	5
Use of Student Activity or Assignment	25%	15
Grading – Final, Standard, or Mean	5%	3
Observation of Students	5%	3
<i>answered question</i>		59

Changes Made Due to Previous Assessment

Of the 40 responders to the question about changes made to the course based on previous assessments, only one based the changes on SIR II or previous feedback. The pace and restrictions of the summer term determined the changes made to the course. No changes were reported by 8.3% of responders, while 25% either were teaching the course for the first time or stated that the course had not been assessed. See Table 10.

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	67.7%	40
First time teaching this course	8.3%	5
No previous course evaluation or new course/ N/A	16.7%	10
No change - no need to change	8.3%	5
<i>answered question</i>		60

Inclusion of Mercy Core Values

When asked to identify one of the Mercy Core Values emphasized in the selected course, 88.52% of responders selected a value. Nine responders (14.2%) 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, 52 respondents gave specific examples or an explanation of their response. The most frequently cited (31.15%) value was that of integrity. Service was the least selected values with 6.56% of responses, although service learning was offered in 19.05% of the courses. See Table 11.

Table 11. Mercy Core Value Integration

End of Course (EOC) Reflection Survey - Summer 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	21.31%	13
Respect	16.39%	10
Service	6.56%	4
Justice	13.11%	8
Integrity	31.15%	19
No Mercy Core Value stressed in this class.	11.48%	7
	Answered	61
	Skipped	2

For those courses where service learning was included (12), Integrity was the Mercy Core Value most frequently cited (25%) as emphasized within the course. Interestingly, 25% of 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 - Summer 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	16.67%	2
Respect	8.33%	1
Service	8.33%	1
Justice	16.67%	2
Integrity	25%	3
No Mercy Core Value stressed in this class.	25%	3
	Answered	12
	Skipped	0

Resources Needed

Generally, faculty noted that they could make the necessary changes to their course without additional resources. Of the 50 responders to this question, no additional resource needs were cited by 25 responders. Of the resource needs noted, those related to technology stability, training, or software were cited by 5 responders. No requests were out of ordinary budgeted items.