



Assessment Report for Institutional Student Learning Goals (ISLG) Year 2: 2017-2018			GCU Undergraduate Programs	
<i>Institutional Student Learning Goal</i>	<i>Direct Assessment</i>	<i>Indirect Assessment</i>	<i>Responsible Party</i>	<i>Assessment Cycle for Analysis (Data collected yearly)</i>
1. Communicate effectively in written and spoken English	Writing Intensive (WI) Program: Assessment Results (Rubric Model: AAC&U Written Communication)	NSSE Survey: Speaking and Writing items	WI Program Coordinator; NSSE: Director of Assessment	Year 2
	Oral Communication:	SIR II: 23, 27,35	SIR II: Deans – School Results	
RESULTS: ISLG Goal 1. Communicate Effectively in written and spoken English.				
Direct Assessment: WI Program Assessment Report (AY2017-2018)	The Writing Intensive Program conducted its assessment for year 2 by evaluating whether or not students completed drafts in GEN199 and GEN400. All artifacts assessed related to the learning outcome “revise and strengthen a piece of writing based on responses to early drafts.” Our findings were that both the summative and the formative assessment met expectations, with the summative assessment greatly exceeding expectations.			
Writing Center Assessment Report (AY 2017-2018)	The Writing Center assessed student learning related to ISLG 1: Communicate effectively in written and spoken English and ISLG 2: Apply critical thinking, problem-solving, and research skills. Students who visited the Writing Center more than five times during the academic year were asked to submit rough drafts and final drafts of papers, and Center personnel scored each draft with the Writing Program rubric. 83% of students showed improvement in their final drafts. In addition, 78% of those drafts met rubric expectations, an increase of 30%. The weakest scores were for Research Skills and Style Sheets, so the Writing Center will continue asking students to submit assignment sheets along with their drafts so that staff can better assist the students. The director will also spend more time training peer tutors and will quiz them more frequently on style sheets and quotation integration. The Director hosted two joint workshops with the Library to reinforce the connection between research and style, in particular APA. The same assessment plan will be utilized next year, and the Director hopes that categories 3A and 3B will meet expectations. The Writing Center increased usage by 68% and 38% more students used the Writing Center this year. To maintain the gains in usage, the Writing Center will do more to publicize online tutoring and will offer in-class assistance during Summer 2018 EOF courses.			

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Program Assessment Reports: Learning Outcomes related to Effective Communication.	<p>The following undergraduate programs assessed the learning outcome of effective communication during AY 2017-2018. The results are listed on the Executive Summary of Academic Program Assessment AY 2017-2018.</p> <p>Biology Chemistry and Biochemistry English History Math and Computer Science Nursing Spanish Undergraduate Business General Education</p>			
Indirect Assessment: NSSE Survey Results (2017)	<p>Perceived gains among Seniors:</p> <p>Speaking clearly and effectively: 72% responded “very much” or “quite a bit” Writing clearly and effectively: 71% responded “very much” or “quite a bit”</p> <p>1.b. prepared 2 or more drafts of paper or assignment FY Mean 2.8/ Comparative Mean 2.5/ above peer norm SR 2.3/2.8/ on par with peers</p> <p>How often made a speech to a group FY 2.1/2.0/above SR 2.4/2.3/ on par</p> <p>Used information from a variety of sources FY 3.2/2.9/ above SR 3.4/3.1/ significantly above peer norm</p> <p>Assessed the conclusions of a published work FY 2.8/2.5/ significantly above SR 3.0/2.8/ above</p> <p>How many papers, reports or other tasks of the following length have been assigned in classes</p> <p>7a. up to 5 pages FY 5.8/6.6/ below peer norm SR 7.8/7.7/ on par</p> <p>7b. between 6-10 FY 1.6/2.2/below SR 3.8/3.6/ on par</p> <p>7a. 11 or more FY 0.5/0.9/ below SR 1.9/1.9/ on par</p> <p>Estimated number of pages of student writing (one year) FY 37.8 SR 78.3</p>			
Indirect Assessment: RNL Student Satisfaction Survey (2018)	<p>#42. Students are free to express their ideas on campus Importance 6.61 (out of 7) Satisfaction 5.50 Performance Gap 1.11 Norm PG 1.32 Above peers</p>			

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Indirect Assessment: SIR II Course Evaluations (F17, 5 point Likert scale)	#23. Course includes term papers or projects. Evaluation of effectiveness Mean score 4.35 Percent Included 78% #27 Course includes journals or blogs Evaluation of effectiveness 4.43 Percent Included 51% #35 prepared for each class – reading and writing Mean score: 4.01			
ANALYSIS OF RESULTS: ISLG Goal 1. Communicate Effectively in written and spoken English.				
<p>Direct and indirect results show that generally GCU students are meeting expectations in effective communication, benchmarks for the writing intensive program are being met, and academic programs have effective communication as part of their defined learning outcomes. With the exception of information literacy and research verification, results meet benchmarked standards. The GCU library is addressing information literacy within their outcomes as well as monitoring its inclusion in the Bridge General Education program (GEN 199). Additional integration of Library services and increased attention to the completion of the Information Literacy SearchPath program will address current gaps in this area. Students are on par with peers in the area of writing assignments and expectations, with the exception of Freshman writing. The latter can be attributed to the process of writing employed at the introductory level, wherein multiple drafts are submitted for review prior to the final draft of an assigned work.</p>				
5. Demonstrate awareness of women’s issues	Women Studies Program Assessment Results	NSSE 2c, e	Women Studies Program Director; NSSE: Director of Assessment	Year 2
	WILD Leadership Program Assessment Results		WILD Coordinator	
	EMPOWER grant results https://georgian.edu/sexual-assault-prevention-grant/		GCU Cares Coordinator, Grant Intern	
RESULTS: ISLG Goal 5. Demonstrate awareness of women’s issues.				

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Direct Assessment: Women Studies Assessment Results	<p>Available in year 3 of Bridge general education assessment report. EOC Reflection for WS 311, Fall 2017. (1 instructor, 2 sections)</p> <p>Learning Outcome: Students will articulate an issue of political concern to them, identify their appropriate political representative, and write an effective formal letter with correct salutation and address respectfully demanding an appropriate action by that representative to address this concern.</p> <p>Results: 81% ONL and 74% f2f students looked up and used correct formal salutation (e.g. the "Honorable") and address; 92% ONL and 90% f2f students identified the correct rep; 100% students achieved acceptable grammar and punctuation; 100% ONL and 96% f2f students offered convincing evidence for their argument; 89% ONL and 82% f2f demanded an appropriate action to solve/address the problem of concern to them.</p> <p>Mercy Value emphasized : Justice</p> <p>How applied: The ethics of sexual and reproductive behavior were addressed first, including Catholic doctrine and Catholic dissent. We looked at the history of childbearing in US law and policy from a critical race theory perspective. This perspective contrasts pronatal policies aimed at white women versus those aimed at women of color (black and Native American history come into play here), challenging more "mainstream" feminist treatment of the topic. The intersectional approach is carried through the course, ethnic women's history is introduced, some contemporary policy is learned, and the civic and political engagement goal is revisited. Some of this is new material this semester (book). Some is older (my repro justice lecture and adoption materials). A couple of students voiced a wish for extra discussion to process these ideas, which came last in the course schedule.</p> <p>EOC Reflection for Spring 2017 (2 sections; 2 instructors)</p> <p>Learning Outcome: Demonstrate their understanding of civic and political engagement and awareness of social justice, social change, and action.</p> <p>Result: 90% of students were able to demonstrate this understanding of the aforementioned learning outcome at the achieved level goal. More specifically, the students provided clear, appropriate, and thought provoking news items and classroom debates.</p> <p>Mercy Value emphasized: Respect</p> <p>How applied: I stressed this Mercy Core value by consistently discussing and educating students about respect and its different facets that have affected women historically and in present day. Students demonstrated this value through several assignments that identified disrespect for women's issues throughout history - health care, women's rights, women of color, religion, lack of value given to mothers and daughters.</p> <p>Learning Outcome: Students will identify key moments in the history of the feminist movement and name and describe the subfields of women's and gender studies. Students will identify key moments in the history of the feminist movement and name and describe the subfields of women's and gender studies.</p> <p>Result: 80% of students scored achieved or exceeded learning expectations in identifying key aspects of the history of the feminist movement and in describing the subfields of women's and gender studies.</p> <p>Mercy value emphasized: Justice</p> <p>How applied: Several aspects of gender and justice are built into the course outline. In particular, the course is designed to focus on the intersectionality gender, race, class, and sexuality in shaping persons' access to power and privilege in society. Intersectional analysis is built into each unit discussion and several quizzes.</p>			

<p>Direct Assessment: WILD Leadership Program Assessment Results</p>	<p>WILD (Women in Leadership Development) Report: AY 2017-2018.</p> <p>This year the Office of Student Leadership & Engagement recruited 26 new members to the WILD program and retained 19 of those members. In total, there were 55 active members in the program this past academic year. Two members were sponsored by the American Association of Women (AAUW) to attend the National Conference for College Women Student Leaders (NCCWSL) at the University of Maryland on May 30th-June 2nd, 2018. There were a total of 17 leadership events for WILD this past academic year (not including meetings, service projects, University events, Senior Series workshops, or social events). The curriculum was revised in the fall in order to more intentionally incorporate female empowerment theory and allow for a more flexible schedule in order to be more accessible to commuter, transfer, and non-traditional students. Below is an outline of the curriculum with the events that correspond to each competency.</p> <p>Phase 1: Discovery of Self</p> <ol style="list-style-type: none"> 1) Leadership @ GCU <ol style="list-style-type: none"> a) An introduction to leadership and an opportunity to meet with one of the influential leaders at GCU. <p><i>Event: The R.E.A.L. Me with Chelsea Sikora</i></p> 2) Self-Awareness <ol style="list-style-type: none"> a) Developing an awareness your own leadership skills and strengths. <p><i>Event: 4 Square Leadership Styles</i></p> 3) Self-Purpose <ol style="list-style-type: none"> a) Understanding your passion and values, and how to utilize your leadership skills to create and accomplish goals in line with your self-purpose. <p><i>Event: Finding Your Purpose with the Center for Faith Justice</i></p> 4) Time Management <p><i>Event: Time Management Workshop</i></p> <p>Phase 2: Emotional Intelligence</p> <ol style="list-style-type: none"> 1) Self-Esteem <ol style="list-style-type: none"> a) Bringing awareness to how societal perceptions of women shape our views of ourselves and learning self-care practices to increase self-confidence and wellness. <p><i>Event: Self-Care and Wellness with Bianca Valentini, Mental Health and Wellness with Dr. Sherritta Hughes</i></p> 2) Relational Skills <ol style="list-style-type: none"> a) Understanding how to build healthy relationships with others. <p><i>Event: “In Her Shoes” Catholic Charities Providence House, Healthy Relationships Seminar with Sacred Walker</i></p> 3) Group Dynamics <ol style="list-style-type: none"> a) How to navigate difficult conversations and handle controversy with civility. <p><i>Event: Navigating Difficult Conversations</i></p> 4) Professional Development <ol style="list-style-type: none"> a) Beginning to develop an awareness of how to present oneself professionally. <p><i>Event: Mindful Leadership with Michele Ashley, Financial Literacy, Public Speaking Hacks</i></p> <p>Phase 3: Empowerment and Advocacy</p> <ol style="list-style-type: none"> 1) Cultural Competency <ol style="list-style-type: none"> a) Understanding the influence of power and privilege in our society and how intersectionality plays a role in that. <p><i>Event: Diversity Awareness Program with Justin Brown</i></p> 2) Global Awareness <ol style="list-style-type: none"> a) Bringing awareness to the issues women face on a global scale. <p><i>Event: Global Awareness of Women’s Issues with Laura Grodenwald</i></p> 3) Professional Empowerment <ol style="list-style-type: none"> a) Continuation of professional development; preparing women to be successful in their careers. <p><i>Events: The Do’s and Don’ts of Grad School with Maria Colon, Networking with WILD Alumni, AAUW’s \$mart \$tart</i></p> 4) Service Project <p><i>Event: See projects listed under “Service Projects.”</i></p>
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	<p>Service Projects Members of WILD are required to complete one service project for Phase 3 Level 4. Five service events were held over this past year and students in the program completed a total of 84 hours. The events included: volunteering at Providence House, making soap at A Healing Touch to donate to the homeless, participating in Kids on Campus, selling cookies with the Girl Scouts of the Jersey Shore, and helping out with a yard sale at the Ronald McDonald House.</p> <p>Social Events The peer mentors were in charge of organizing social events for WILD in order to enhance group bonding. Events included: Applebee’s outing, game night, an end of semester celebration, ice cream social, picture frame decorating, DIY essential oil sprays, and a picnic.</p>			
Direct Assessment: EMPOWER Program	<p>EMPOWER report for AY 2017-2018. In October, 2016, Georgian Court University was awarded a \$299,829 three-year grant from the Department of Justice, Office of Violence Against Women. The addition of this grant began the implementation of the EMPOWER program. This grant is designed to bring awareness to the campus community of issues of sexual assault, domestic violence, stalking and dating violence. The Student Advocacy and Success office manages the Office of Violence against Women grant from the Department of Justice. During this academic year, EMPOWER program was in the second year of the three year grant. The second year is the implementation year which focuses on training, advocacy and prevention of sexual assault, domestic violence, partner violence and stalking. The grant provided 39 programs which consisted to students, faculty, staff and community members of the MILL program totaling outreach to 1,697. This is a 61% increase from last year’s outreach of 664. In addition, Providence House Domestic Violence Services provides GCU with on campus case management, prevention programs and support for victims of domestic violence to all students, faculty and staff. As this is the implementation year, most of the services provided included educational awareness, trainings for conduct and law enforcement personnel and outreach to the GCU community, as well as working with community partner to strengthen victim advocacy efforts. The Providence House case worker provided victim support services for four GCU referrals during this past academic year. This position continues to be marketed to the community and is available to all members of the GCU community.</p> <p>In July 2017, the program coordinator, Valerie Amaral, left GCU. The position was vacant until September when Nicole Mossbacher was hired to fill this position. The case manager, Melanie Sudia, from Providence House left the program in November 2017 and the position was vacant until April 2018 when Abby Wulfekotte was hired to fill this position. Vacancies in these positions stalled some of the implementation and support services for this program. The use of Junior field interns (4) from GCU social work program assisted with outreach to the community which allowed for more programming opportunities.</p>			

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On campus events related to the learning outcome.	<p>Domestic Violence Awareness Kick Off (EMPOWER) Information Table Thursday, October 5, 2017 11:00 AM - 2:00 PM (ET) Domestic Violence Awareness Month Kickoff Event October 5th 2017 11am-2pm Casino Great Lawn</p> <p>Mercy Critical Concerns: 2017 Declaration of Non-Violence Sign a pledge against gender-based violence. Location: GCU campus, various locations Dates: November 6–10, 2017 (Monday–Friday)</p> <p>Voices of Women during the Holocaust Display Sponsored by the School of Education November 6–10, 2017 (Monday–Friday)</p> <p>Book Discussion: Kate Hennessy, Granddaughter of social activist Dorothy Day Sponsored by the Sister Mary Joseph Cunningham Library November 7, 2018 (Tuesday); 6:00 pm Attendance: 80</p> <p>Panel discussion: Let your voice be heard about gender-based violence Speakers: Amani Jennings, Dean of Students; Colleen Diveny, Director of Student Advocacy & Success; Nicole Mossbacher, Office of Violence Against Women Program Specialist; Erin McCarron, Director of Student Activities; Nicole O'Connell, Coordinator of Residence Life for Operations; Captain Maureen Rossi, GCU Security; Stephanie Campbell, Lakewood Police Officer; Melanie Sudia, Case Manager, Providence House–Ocean November 8, 2017 (Wednesday); 2:00 pm Attendance: 75</p>			
Indirect Assessment: NSSE (2017)	<p>2c. includes diverse perspectives in course discussions or assignments FY Mean 2.5/ Comparative Mean 2.6/ on par with peers SR 2.8/2.6/ on par</p> <p>2e. tried to understand someone else's point of view by imagining how an issue looks from another's perspective FY 2.8/2.9/on par SR 2.9/3.0/ on par</p>			
Indirect Assessment: RNL SSI (2018)	<p>Evaluation Area: Student Centeredness Importance 6.58 (out of 7) Satisfaction 5.49 Performance Gap 1.09 Norm PG 1.13 Within peer norms</p>			

<p>Indirect Assessment: Campus Climate Surveys (EMPOWER Grant)</p>	<p>GCU Campus Climate Survey 2018 Administration Type: Web Date Created: 3/5/2018 3:10:38 PM Date Range: 4/4/2018 12:00:00 AM - 5/11/2018 11:59:00 PM Total Respondents: 77</p> <p>Climate Survey - A climate survey was administered during sexual assault awareness month (April) and continued until the end of the semester. Listed below are the results from this survey:</p> <p>Demographics/General Statistical Data:</p> <ul style="list-style-type: none"> ▪ 76 responded to the survey; 66% were female, 32% were male and 1% transgender; compared to 140 responded in AY 16/17 with 80% female and 20% male. ▪ Respondents consisted of 25% freshmen; 7% sophomores, 37% junior and 21% seniors; 6% graduate and 4% faculty/staff. ▪ Respondents consisted of 51% resident and 49% commuter students. ▪ 81% feel a part of the university. ▪ 86% replied that the faculty, staff and administrators treat students fairly. <p>Safety on Campus/Resources:</p> <ul style="list-style-type: none"> ▪ 79% replied that they felt safe on this campus. ▪ 78% replied that if a crisis happened on campus, my university would handle it well. ▪ 92% replied that there is a good support system on campus for students going through a rough time. ▪ 89% reported that they would know where to go for help. ▪ 30% reported that the unwanted behavior involved a non-romantic friend, 20% reported with a stranger, 20% acquaintance, 10% college staff, 10% co-worker, 10% casual or first date. ▪ 75% of those who responded that were involved in an incident did not contact a hotline with 75% were injured and 100% did seek medical attention. <p>Consent/Title IX reporting:</p> <ul style="list-style-type: none"> ▪ 92% would stop sexual activity when asked. ▪ 92% would report a friend that committed a rape. ▪ 92% would stop having sex with a partner if he/she says to stop, even if it started consensually. ▪ 87% would decide not to have sex with a partner if he/she is drunk. ▪ 85% would tell an RA or other campus authority about information that might help in a sexual assault case even if pressured by their peers to stay silent. ▪ 91% replied that the university would take a report of sexual assault seriously. ▪ 88% replied that the university would take steps to protect the person making the report. ▪ 87% replied that students would support the person making the report. ▪ 83% reported that they have received education training related to policy and procedures regarding incidents of sexual assault. ▪ 6% reported that someone has attempted but not succeeded in having sexual contact with them by using or threatening to use physical force against them. ▪ 6% reported that were unable to provide consent or stop what was happening because they were passed out, drugged, incapacitated or asleep. ▪ 25% reported that prior to the incident, they had been drinking alcohol. ▪ 100% reported that the unwanted behavior was a student at the university. ▪ 100% reported that the incident happened on campus. ▪ 43% told no one; 29% told a romantic partner; 14% told family member, 14% told faculty/staff.
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	<ul style="list-style-type: none"> ▪ 50% did not report feeling this is a private matter; 25% felt ashamed/embarrassed and 25% did not feel that anything would be done. <p>Bystander Intervention</p> <ul style="list-style-type: none"> ▪ 74% express discomfort if someone makes a joke about women’s body. ▪ 75% express discomfort if someone says that rape victims are to blame for being injured. ▪ 80% call for help if they heard someone in their dorm yelling help. ▪ 88% would talk to a friend whom they suspect is in a sexual abusive relationship. ▪ 86% would get help and resources for a friend who tells me he/she has been raped. ▪ 81% would ask a stranger who looks very upset at a party if he/she is ok or needs help. ▪ 86% would ask a friend if he/she needs to be walked home from a party. ▪ 81% would ask a stranger if he/she needs to be walked home from a party. ▪ 78% would criticize a friend who tells them that they had sex with someone who was passed out or who didn’t give consent. ▪ 83% would do something to help a very drunk friend who is being brought upstairs to a bedroom by a group of people at a party. ▪ 86% would do something if they see a woman who looks very uncomfortable surrounded by a group of men at a party. ▪ 84% would speak up to someone who is making excuses for forcing someone to have sex with him/her. <ul style="list-style-type: none"> • Overall, these results indicate that 9% of the students who responded have had unwanted sexual contact and 14% reported this to a faculty/staff member. In addition, the following are significant findings compared to 16/17 AY: <ul style="list-style-type: none"> ➤ Less students (79%) felt safe on campus; compared to 94%. ➤ More students (89%) knew where to go for help; compared to 33%. ➤ Less students (75%) <u>did not</u> contact a hotline; compared to 100%. ➤ More students (92%) would report a friend that committed rape compared to 80%. ➤ Less students (87%) would decide not to have sex with a partner if he/she is drunk compared to 94%. ➤ Mores students (83%) reported that they have received some education training compared to 51%. ➤ Less students (25%) reported that they had been drinking alcohol compared to 75%. ➤ More students (43%) told no one; compared to 9%; although 100% responded that they reported the incident. ➤ More students (74%) expressed discomfort if someone makes a joke about a women’s body; compared to 53%. Interesting to note that more males completed the survey this year. 			

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Indirect Assessment: Wild New Member Retreat Survey	<p><i>WILD New Member Retreat</i> 17 new members and 10 peer mentors attended the WILD New Member Retreat at the Center for Faith Justice in Trenton, NJ on February 16th-17th. The members participated in group bonding activities on Friday night and a workshop called Finding Your Purpose facilitated by a member of the Center for Faith Justice on Saturday. 22 members complete the assessment survey; below are the key findings.</p> <p><i>Overall, I enjoyed the WILD New Member Retreat.</i> <i>Strongly Agree: 50.00%</i> <i>Agree: 36.36%</i> <i>Neutral: 9.09%</i> <i>Disagree: 4.55%</i> <i>Strongly Disagree: 0.00%</i></p> <p><i>This retreat helped me feel closer to the other WILD members.</i> <i>Strongly Agree: 40.91%</i> <i>Agree: 40.91%</i> <i>Neutral: 13.64%</i> <i>Disagree: 4.55%</i> <i>Strongly Disagree: 0.00%</i></p> <p><i>This retreat helped me feel more invested in the WILD program</i> <i>Strongly Agree: 40.91%</i> <i>Agree: 50.00%</i> <i>Neutral: 4.55%</i> <i>Disagree: 4.55%</i> <i>Strongly Disagree: 0.00%</i></p>			
ANALYSIS OF RESULTS: ISLG Goal 5. Demonstrate awareness of women’s issues.				

Student awareness of women's issues is supported at GCU through the required signature course WS 311: Shaping Lives: Women & Gender, the WILD (Women in Leadership Development), and the EMPOWER program. The EMPOWER program offerings and survey heightened student awareness of sexual assault and support programs for victims of sexual assault. Student engagement with the program's offerings was on par with expectations. Inclusion of sexual assault awareness was most effective with first year students as this program was part of the GEN 101 class meetings.

WS311: Shaping Lives: Women and Gender. While the course has the same overall philosophy, each instructor approaches the course from their own discipline perspective. The end of course reflections from three instructors shows this diversity. Some results can also be attributed to ISLG 7: Value of engagement in local, national, and global issues. The course coordinator is seeking ways to meet with all instructors at the beginning of the semester to coordinate some common course assignments and directives. The overall results of all sections of WS 311 will contribute to the Bridge General Education assessment in AY 2018-2019, year 3 of the program assessment plan.

EMPOWER:

- EMPOWER collaborated with faculty to increase awareness of the VAWA grant and strengthened the Coordinated Community Response Team including representation from faculty and students.
- GCU and the EMPOWER program were honored with a proclamation for the work that GCU has contributed to working with survivors of domestic violence in collaboration with Providence House.
- EMPOWER program was able to successfully educate 81% of the incoming freshman class as well as provided education to all incoming transfer, graduate, and women's studies students using Not Anymore, an online module based program related to sexual assault, dating violence, domestic violence, and stalking. In addition, bystander intervention strategies were presented at New Student orientation and to students in GEN 101 class. The goal of the grant was to reach 70%; EMPOWER exceeded this goal by 11%.
- GCU EMPOWER partnered with the Athletics Department this year to begin a healthy masculinity sub-committee of the coordinated community response team. In collaboration with a leading expert in healthy masculinity, Men Can Stop Rape, GCU will host a campus conversation in which GCU faculty and staff will engage in conversations that draw meaning from their own personal stories and experience with healthy versus unhealthy masculinity in their own lives.
- EMPOWER collaborated with Lakewood Police Department and GCU Security office to bring trauma-informed, sexual assault and campus response training from Delores Stafford, a leading expert, to 27 Lakewood Officers and 21 GCU campus security officers. Additionally, Delores Stafford provided student conduct training to Our Dean of Students, Director of Student Activities, Program Coordinator, Program Director, Captain of Security, and Director of Health Services
- The Campus Climate Survey results show that students are receiving more education; however, more awareness on consent and the use of alcohol needs to be addressed. More bystander intervention strategies could be implemented. In addition, students reported not feeling safe, however, some students (25%) did contact a hotline; whereas none contacted a hotline in the previous survey; indicating that more advertising on resources is needed.

WILD Program: The curriculum was revised in the fall in order to more intentionally incorporate female empowerment theory and allow for a more flexible schedule in order to be more accessible to commuter, transfer, and non-traditional students. This year the Office of Student Leadership & Engagement recruited 26 new members to the WILD program and retained 19 of those members. In total, there were 55 active members in the program this past academic year. Two members were sponsored by the American Association of Women (AAUW) to attend the National Conference for College Women Student Leaders (NCCWSL) at the University of Maryland on May 30th-June 2nd, 2018. There were a total of 17 leadership events for WILD this past academic year (not including meetings, service projects, University events, Senior Series workshops, or social events).

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7. Demonstrate awareness of the value of engagement in local, national, and global issues	Global Education Assessment results related to outcome.	NSSE Survey: 14i, 17j	Director of Global Education; NSSE: Director of Assessment	Year 2
	Student Activities Assessment Results related to the outcome.	NSSE High-Impact Practices – Service Learning	VP Athletics, Recreation, and Student Life	
RESULTS: ISLG Goal 7. Demonstrate awareness of the value of engagement in local, national, and global issues				
Direct Assessment: Global Education Assessment Results	The Global Education program assessed student learning related to ISLG Goal 7: Demonstrate awareness of the value of engagement in local, national, and global issues, ISLG Goal 10: Demonstrate awareness of diversity issues, and ISLG 6: Explore personal growth. The first goal to foster intercultural competence was measured by comparing results from pre and post study abroad surveys evaluating students’ knowledge of the host country, intercultural skills, and attitudes, or curiosity and openness, to other cultures. Students who studied abroad for the full semester and students who volunteered abroad demonstrated the most positive change in their cultural awareness and knowledge of the host country. All of the students who studied abroad for the semester experienced a combination of positive change and no change in their attitudes. Students who studied abroad for a full semester or on a short-term program individually all demonstrated intercultural competence levels of “mastered” or “accomplished”. Students who studied abroad on faculty-led short term programs demonstrated intercultural competence levels ranging from “developing” to “accomplished” based on the AAC&U Value Rubric of Intercultural Competence. Pre and post study abroad surveys and evaluations will continue to be used to evaluate students’ growth in intercultural competence.			
Direct Assessment: Student Activities Assessment Results	Report due January 2019. See WILD Program results above.			

<p>On campus events related to the learning goal</p>	<p>Marbach, J., Jennings, A., & Bishop, W. (2017, September 20). <i>Charlottesville and Free Assembly</i>. Panel discussion held at [the federally mandated] Constitution Day Celebration at Georgian Court University, Lakewood, NJ.</p> <p>Exploring our Accountability as Corporate Entities to help end the Crisis of Violence and Sex trafficking (October 19, 2017, 7PM) Sponsored by the School of Business & Digital Media Presenters: Theodora Sergiou '92, President, Nicholas Pools Inc. and GCU Lecturer in Business Administration; C. Dionysios Dionou, Author of Daniel's Message; Vanessa Coppes, Founder, ETTWomen Foundation; Lynette Barbieri, Founder, ETTWomen Foundation; and Valasia Schaefer, Saint Barbara Greek Orthodox Church (Toms River, NJ) Philoptochos President, representing the Sisters of All Saints Monastery of Calverton, New York, and the HOPE Project. Attendance: 72</p> <p>4th Annual Veterans Day Panel Discussion Thursday, November 9, 2017 2:00 PM - 4:00 PM (ET) McAuley Heritage Center</p> <p>Film Screening & Discussion: Don't Tell Anyone/No Le Digas a Nadie, (November 7, 2017; 2:00–4:30 pm) Featuring SPEAKER Angy Rivera Sponsored by the M.A. in Criminal Justice & Human Rights and the Department of Criminal Justice, Anthropology & Sociology Attendance: 81</p> <p>Student Panel Discussion on nonviolence Sponsored by the Student Government Association November 9, 2017 (Thursday); 7:00 pm Attendance: 0</p> <p>Blue Mass October 15, 2017 Attendance: 328</p> <p>An Inconvenient Truth Attendance: 35</p> <p>Student participation in <i>Not Anymore</i> March: Washington, DC</p> <p>Student participation in <i>March for Life</i>, Washington, DC</p> <p>Why I'm Running: GCU Alumnae Join Ranks of More Women Running for Office By Tara M. Strickland <i>GCU Magazine, Spring 2018</i> https://www.google.com/url?q=https://georgian.edu/wp-content/uploads/GCU-Magazine-spring-18.pdf)</p> <p>GCU's Criminal Justice Program: Changing for Today's World By Sanford Josephson <i>GCU Magazine, Spring 2018</i> https://www.google.com/url?q=https://georgian.edu/wp-content/uploads/GCU-Magazine-spring-18.pdf)</p>
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Assessment Report for Institutional Student Learning Goals (ISLG) Year 2: 2017-2018			GCU Undergraduate Programs	
<i>Institutional Student Learning Goal</i>	<i>Direct Assessment</i>	<i>Indirect Assessment</i>	<i>Responsible Party</i>	<i>Assessment Cycle for Analysis (Data collected yearly)</i>
Indirect Assessment: NSSE (2017) 5 point Likert scale	14i. Attend events that address important social, economic, or political issues FY Mean 2.5/ Comparative Mean 2.6/ on par with peers SR 2.5/2.4/ on par 17j. being an informed and active citizen FY 2.7/2.7/ on par SR 2.9/2.7/ on par			
Indirect Assessment: RNL SSI (2018) 7 point Likert scale	Campus Life Section Importance 6.26 Satisfaction 4.85 Performance Gap 1.61 Norm PG 1.84 Within peer norms (Low importance, Low satisfaction)			
ANALYSIS OF RESULTS: ISLG Goal 7. Demonstrate awareness of the value of engagement in local, national, and global issues				
<p>The Global Education Program is effective in raising the awareness of students to engagement with diverse others and to experience other cultures, both directly and indirectly. Students are given the opportunity to engage with local and national civic issues, although participation is limited. Programs offered by the Office of Mission Integration during Critical Concerns Week supported student intercultural awareness from a variety of perspectives on the issues of immigration and racism. Various campus presentations addressed issues of national, global, and local concern and offered students opportunities for discussion about the issues presented.</p>				
10. Demonstrate awareness of diversity issues	Global Education Program Assessment Results related to outcome.	NSSE Survey:	Director of Global Education; NSSE: Director of Assessment	Year 2
		Engagement Indicators: Learning with Peers – Discussion with Diverse Others		
		High Impact Practices – Study Abroad		
RESULTS: ISLG Goal 10. Demonstrate awareness of diversity issues				

Assessment Report for Institutional Student Learning Goals (ISLG) Year 2: 2017-2018			GCU Undergraduate Programs	
<i>Institutional Student Learning Goal</i>	<i>Direct Assessment</i>	<i>Indirect Assessment</i>	<i>Responsible Party</i>	<i>Assessment Cycle for Analysis (Data collected yearly)</i>
Direct Assessment: Global Education Assessment Results	<p>The Global Education program assessed student learning related to ISLG Goal 7: Demonstrate awareness of the value of engagement in local, national, and global issues, ISLG Goal 10: Demonstrate awareness of diversity issues, and ISLG 6: Explore personal growth. The second goal to facilitate integrative learning was measured by students' involvement in post-study abroad activities that promoted global awareness back at GCU. This involvement included being a peer mentor for students who wish to study abroad in the future, writing reflections on our Global Education blog or the Global Lions Facebook group, sharing their experiences during the "Stories from Abroad" presentation, hosting a "Global Café Talk" focused on the host country, hosting a table during the International Spring Festival, being involved in the Global Lions club, and even joining the Global Lions e-board. These results included students' involvement on campus during fall 2017 and spring 2018 semesters, and they do not include students currently abroad for the spring semester. Of the 30 students who returned from abroad, 100% of them were involved in at least 1 of the activities listed, 80% engaged in 2 or more activities, 44% participated in 3 or more ways, 30% were involved in 4 or more activities to share their experiences from abroad, and 24% of students returning from abroad held an e-board position for the Global Lions club during the fall and/or spring semesters. These opportunities allowed students to share their experience and global perspectives with GCU students cultivating a community that values global awareness and understanding.</p>			
On campus events related to the learning goal	<p>Film Screening & Discussion: Escape from Room 18, with DIRECTOR DANIEL BREA Sponsored by Johann Vento, Ph.D., and the Department of Religious Studies, Theology & Philosophy November 6 (Monday); 6:00–7:30 pm Attendance: 119</p> <p>Perspectives & Presence: Nursing Lessons Learned Abroad By Gwen Moran <i>GCU Magazine, Spring 2018</i> (https://georgian.edu/wp-content/uploads/GCU-Magazine-spring-18.pdf)</p> <p>Students find Education far from Home with GCU Faculty <i>GCU Magazine, Summer 2017</i> (https://www.georgian.edu/wp-content/uploads/GCU-Magazine-summer-17.pdf)</p> <p>Global Lions Club initiated in AY 2017-2018 Events: International Spring Festival Attendance: 100+</p>			

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<i>Institutional Student Learning Goal</i>	<i>Direct Assessment</i>	<i>Indirect Assessment</i>	<i>Responsible Party</i>	<i>Assessment Cycle for Analysis (Data collected yearly)</i>
Indirect Assessment: NSSE (2017)	<p>Engagement Indicators:</p> <p><i>Collaborative Learning</i> FY Mean 31.0/ Comparative Mean 32.2/ on par with peers SR 31.4/32.3/ on par (Percentage responding “very much” or “quite a bit”) Asked another student for help FY 46%/53% SR 33%/42% worked with other students on class projects or assignments FY 48%/53% SR 54%/63%</p> <p><i>Discussion with Diverse Others</i> FY 37.6/39.7/ on par SR 40.9/40.5/ on par (Percentage responding “very much” or “quite a bit”) FY 68%/67% SR 72.25%/74.5%</p> <p>High Impact Practices:</p> <p><i>Study Abroad</i> FY want to do this: 42% SR done or in progress: 13%</p>			
ANALYSIS OF RESULTS: ISLG Goal 10. Demonstrate awareness of diversity issues				
<p>In class results indicate that students are either not working in collaborative groups or are unsuccessful with working in groups, when compared to their peers. GCU students are less likely than their peers to ask another student for help or to recognize if they are a member of a learning community. The Global Education program is contributing significantly to the students’ opportunities to work with diverse others. The initiation of the International Spring Festival as well as the Global Lions’ Café Talks, Facebook page, and blogs fostered student awareness beyond the circle of those students directly experiencing study abroad. The GCU Critical Concerns week, whose 2018 theme was Non-Violence, engaged the GCU community in diversity awareness through its presentation and discussion on “Escape from Room 18”. The WILD program’s revised curriculum included cultural competency and global awareness as part of Module 3.</p>				