



Assessment Report AY 2017-2018
Student Life and Support Services

Note: Georgian Court University transitioned to unit assessment for all functional units within the university in January 2018. Unit assessment plans are based upon the Strategic Compass directives. Many of the Student Life and Support Units submitted a unit assessment plan at that time. The reports based on the unit assessment plans are due January 2019.

This executive report is based upon the Assessment Records submitted in June 2018 for those departments who have aligned their goals with the Institutional Student Learning Goals (ISLG) and are reporting on the assessment plans developed in 2016.

Program	Advising Fellows
What Goal or Learning Outcome is assessed? (Goal 1)	Outcome 1: All students assigned to a Faculty Advising Fellow will be counseled appropriately concerning satisfactory academic progress.
What Goal or Learning Outcome is assessed? (Goal 2)	Outcome 2: All students assigned to a Faculty Advising Fellow will declare a major by their third semester of matriculation.

<p>Executive Summary</p>	<p>The Advising Fellows measured the academic performance of students who entered GCU as undeclared majors (operationalized as completing at least 30 credits in the first year, with a GPA of 1.8 or higher), and also monitored frequency of declaration of major before the completion of 45 credits. The target percentages for these measures were quite optimistic (80% for the academic performance measures and 85% for the early declaration of major). Given that these measures approach the level for student retention, we were effectively expecting near-100% success, and it is not surprising that we fell short in all three measures. The addition of the Health Profession Studies major should go some way toward closing all three gaps, and an intensified focus on the part of the Advising Fellows on declaration of major should also help. The generalized measure of student satisfaction with advising exceeds expectations, also showing a strong increase by comparison with the previous NSSE administration. Continued faculty training should lead to continued improvement of the student advising experience.</p>
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Program	Athletics
What Goal or Learning Outcome is assessed? (Goal 1)	Goal 1 assessed last year.
What Goal or Learning Outcome is assessed? (Goal 2)	Goal 2- Student-Athlete Community Engagement & Service
Executive Summary	<p>The Athletics program assessed student learning related to ISLG Goal 4: Demonstrate understanding of the Mercy Core Values, ISLG Goal 9: Demonstrate leadership skills and ISLG Goal 7: Demonstrate the values of engagement in local, national and global issues through the program goal of Student-Athlete Community Service and Engagement. The Student-Athlete Advisory Committee placed a goal of 15,000 hours and tracking showed that 11,281 service hours were completed. This was an extraordinary amount and won national recognition, as Georgian Court was awarded the NCAA DII Team Works Award for the second straight year. Student-athletes were provided numerous opportunities to volunteer to work with many diverse groups, including low income youth from immigrant families, young adults with special needs and elderly individuals, allowing exposure to the issues these populations face. Through Helper Helper reports it was found that many student-athletes chose to return to these opportunities continually. An End of Year Survey was distributed to the student-athletes and of those who replied, 98% of continuing and 100% of seniors felt participation in athletics allowed them to incorporate the MCV in their actions. Ninety percent of continuing and 100% of seniors agreed that they found value in their team’s commitment to service. Athletics will continue to rack service hours and provide diverse opportunities. Tracking through the Helper Helper web based program will continue. Stronger assessment will be created to evaluate student-athlete’s experience through additional self-assessments on year end surveys and within the community service projects such a Learning With the Lions, Unified Sports and any others involving social issues.</p>

Program	Office of Global Education
What Goal or Learning Outcome is assessed? (Goal 1)	Foster Intercultural Competence: Students who engage in one or more activities aligned with the Office of Global Education will demonstrate growth in intercultural competence as evidenced by results on the study abroad evaluation.
What Goal or Learning Outcome is assessed? (Goal 2)	Facilitate Integrative Learning: Students engage in reflective and critical thinking practices to document connections between the concepts of global education and the actual lived experience, to record personal integration of such experiences, and to examine their own cultural identity.
Exec Summary	<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 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. 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</p>

	<p>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>
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Program	Health Services
What Goal or Learning Outcome is assessed? (Goal 1)	Please refer to document entry June 27, 2017
What Goal or Learning Outcome is assessed? (Goal 2)	(Goal 2) Create social and physical environments that promote healthy behaviors and foster lifestyle choices that support student's academic success.
Executive Summary	<p>Health Services Program assessed department Goal 2: Create social and physical environments that promote healthy behaviors and foster lifestyle choices that support student's academic success; in alignment with ILG-3A: Demonstrate academic excellence, and CAS standard in Health Promotion Services. Students indicated high levels of satisfaction (89%) with health promotion and literacy programming. 88% of students surveyed indicated that health promotion programming had a direct positive impact on their academic success. 76% of students indicated that they have adopted at least 1 new healthy behavior from attending a health promotion program and campus and 90% of students indicated that they are currently working on a health goal, linking program attendance with positive health behaviors. A total of 30 health promotion programs saw a student outreach of greater than 1500. We continue to find that health promotion programming fulfills a core mission in higher education in building healthy environments that optimize learning. 95% of students rated Georgian Court University as a healthy campus. Improving the recognition, visibility, and message of the department to the student population continues to be a challenge.</p>