

GEORGIA CENTRAL UNIVERSITY



INSTITUTIONAL ASSESSMENT REPORT 2019-2021

OFFICE OF INSTITUTIONAL EFFECTIVENESS

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EXECUTIVE SUMMARY

Assessment at GCU is an ongoing process to determine the effectiveness of the institution's programs and support units. It provides a systematic approach to providing evidence of continuous improvement. At GCU, assessment is expected to:

- Be an ongoing process that serves as a formative means of assessing each unit's strategic vision.
- Involve a systematic gathering, analyzing, and interpreting of data to determine how well performance matches expectations.
- Use the resulting information to understand and improve programs and support units.

We engage in assessment activities for four main reasons:

- Improve programs and support units through assessment results that identify areas for change.
- Support decision-making processes, planning, reviews, and accountability.
- Demonstrate that a program or support unit is accomplishing what it claims it is accomplishing: that students are learning what the program is intended that they learn, or that students are receiving the type of service the support unit is expected to provide.
- Inform students, faculty, staff, and other stakeholders of the state of student learning, of a program, of a support service, and their impact.

GCU uses the results of the assessment to determine changes and improve programs and support services. These changes could be made to the content of the curriculum, staffing, facilities, among others. In the continuous improvement cycle, the planned changes are implemented, monitored, and then assessed the next assessment cycle to determine whether they have had the desired effect.

While most surveys are conducted annually, each School and support unit is required to conduct a comprehensive review once every three years. The Office of Institutional Effectiveness coordinates the process, assists with the gathering of relevant and necessary institutional data, and publishes the results.

This Assessment Report describes institutional performance data and survey results.

INSTITUTIONAL PERFORMANCE DATA

GRADUATION AND PLACEMENT RATES

Graduation and placement rates are major indicators of an institution’s effectiveness. Therefore, GCU monitors them closely to determine how the institution is performing. The chart below shows an average of the entire institution’s graduation and placement rates, including rates from each school or program.

Figure 1: 2019-2020 Graduation and Placement Rates

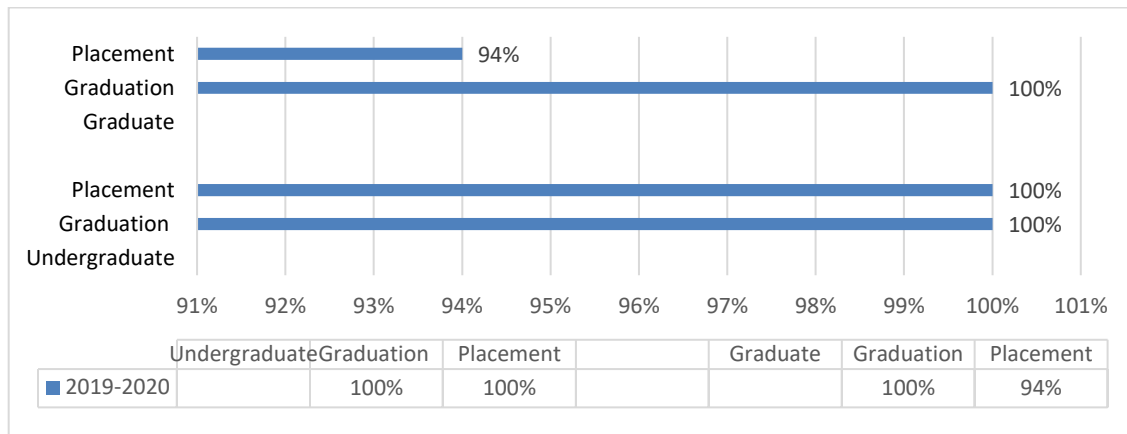
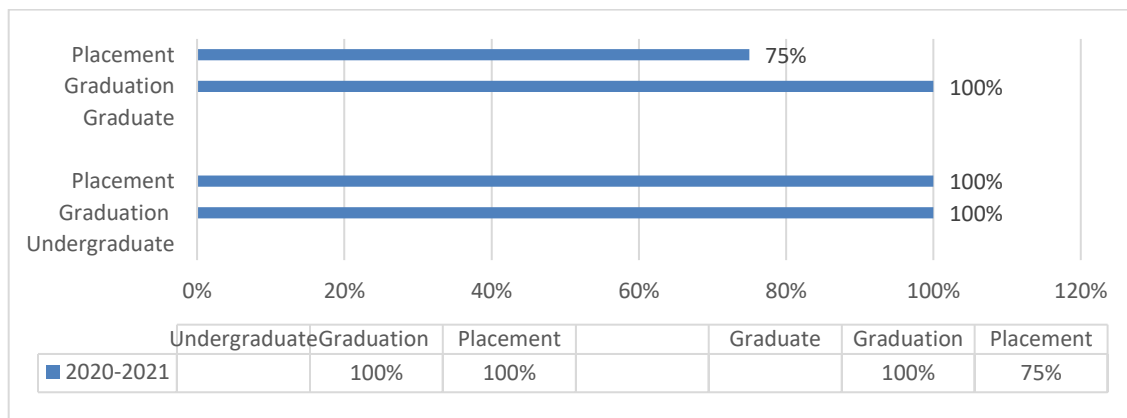


Figure 2: 2020-2021 Graduation and Placement Rate



Analysis:

While GCU’s rates have been consistently satisfactory over the years, it is noticeable that they have gone down this academic year. The reason enrollment has gone down is during the Covid-19 pandemic and the adjustments that the university has gone through recently. However, current enrollment rates indicate that enrollment is picking back up and that in turn will result in higher graduation rates. As for placement rates, GCU has consistently done

a good job.

Figures 1 and 2 indicate the following:

- Placement rates vary in each program
- Overall, placement rates are strong in each program.
- A graduation rate of 100% in 2019-2020
- A graduation rate of 100% in 2020-2021.

SURVEY RESULTS

COURSE EVALUATION SURVEYS

Course Evaluation Surveys are completed every semester by each student in each course. To generate truthful and accurate answers and comments, these surveys are anonymous, completed in the absence of the instructor, and submitted by the students directly to the office of Academic Affairs without faculty interference.

Course Evaluation Surveys ask students to rate each one of their instructors and courses using the following scale: **5 - Strongly Agree | 4 – Agree | 3 – Fair | 2 – Disagree | 1 - Strongly Disagree**. Average scores are calculated and analyzed in ways that help the institution identify strengths and weaknesses.

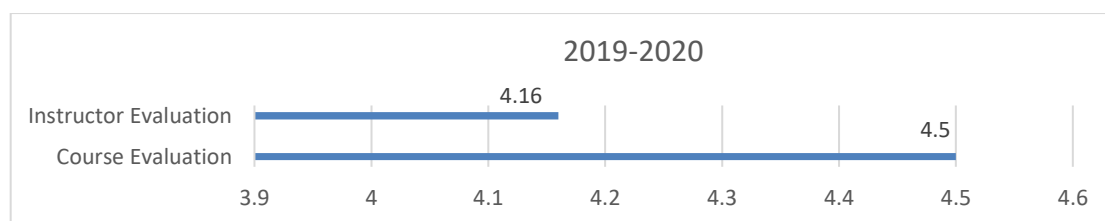
The figure below presents the average score of each item obtained in each course.

Course Evaluation Survey

Figure 3: 2019-2020 Course Evaluation Survey Results by Course

	Introduction of Pastoral Ministry	Foundation of Christian Ministry	Introduction to the New Testament	Cross Culture Ministry	Introduction to the New Testament	Research & Methodology	Intercultural Communication	Christian Mission & Anthropology, Culture	Conflict Resolution Leadership	Mission and Biblical World	History of Christianity	Christian Worldview
	THE INSTRUCTOR											
Demonstrated a high Christian standard and character.	5.00	5.00	5.00	5.00	5.00	5.00	3.00	5.00	5.00	5.00	5.00	5.00
Was knowledgeable of the subject matter.	5.00	4.86	5.00	5.00	4.86	5.00	3.00	4.00	4.00	5.00	5.00	4.86
Was receptive to questions and /or discussion during class.	5.00	4.71	5.00	5.00	5.00	5.00	3.00	3.00	5.00	5.00	5.00	4.86

Provided helpful feedback on papers and exams.	5.00	4.86	4.70	5.00	5.00	5.00	3.00	3.00	3.00	5.00	4.67	4.86
Was effective, overall, in helping me learn.	5.00	5.00	5.00	5.00	5.00	5.00	3.00	3.00	4.00	5.00	5.00	4.71
THE COURSE												
Provided a syllabus that described objectives, grading procedures, and requirements.	5.00	4.86	5.00	5.00	5.00	5.00	3.00	3.00	3.00	5.00	5.00	5.00
Provided me with new information.	5.00	5.00	5.00	5.00	4.86	5.00	3.00	4.00	4.00	4.00	5.00	5.00
Is expected to improve my skills and knowledge to do my job better in the future.	5.00	5.00	5.00	5.00	5.00	5.00	3.00	4.00	4.00	4.00	5.00	4.86
Inspired me to want to learn new things.	5.00	4.86	5.00	5.00	4.86	5.00	3.00	3.00	3.00	5.00	5.00	5.00
I would recommend this course to my friends.	5.00	4.57	5.00	5.00	4.71	5.00	3.00	3.00	3.00	5.00	5.00	4.57

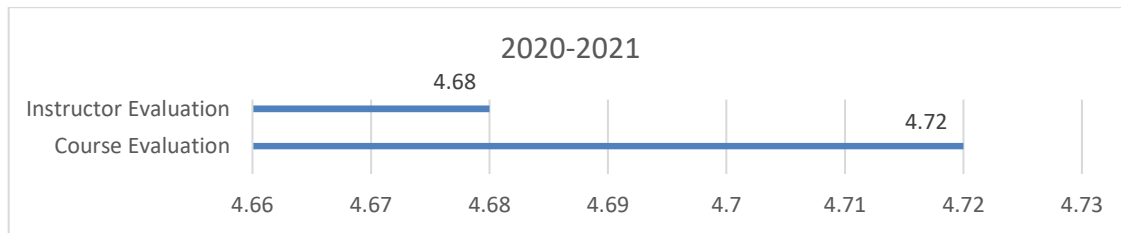


Course Evaluation Survey

Figure 4: 2020-2021 Course Evaluation Survey Results by Course

	Cross-Cultural Leadership	Introduction to the New Testament	Old Testament Exegesis: Genesis	Introduction to the Christian Mission	Christian Ethics	Introduction to Pastoral Ministry	Introduction to Preaching	Church History	History of Christianity	Biblical Hebrew I	Christology	Systematic Theology
THE INSTRUCTOR												
Demonstrated a high Christian standard and character.	5.00	4.75	5.00	4.00	4.90	4.50	5.00	5.00	4.75	4.90	4.91	4.90
Was knowledgeable of the subject matter.	5.00	5.00	5.00	3.00	5.00	4.75	5.00	5.00	4.75	4.80	4.82	4.90
Was receptive to questions and/or discussion during class.	5.00	5.00	5.00	2.00	4.63	4.50	5.00	4.00	4.75	4.67	4.82	4.64
Provided helpful feedback on papers and exams.	5.00	5.00	5.00	4.00	4.82	4.25	5.00	4.00	5.00	4.70	4.82	4.73

Was effective, overall, in helping me learn.	5.00	5.00	5.00	3.00	4.82	4.25	5.00	5.00	5.00	4.72	4.64	4.82
THE COURSE												
Provided a syllabus that described objectives, grading procedures, and requirements.	5.00	5.00	5.00	5.00	4.63	4.50	5.00	4.00	4.75	4.64	4.82	4.73
Provided me with new information.	5.00	5.00	5.00	4.00	4.91	4.75	5.00	5.00	5.00	4.90	5.00	4.73
Is expected to improve my skills and knowledge to do my job better in the future.	5.00	5.00	5.00	4.00	4.73	4.75	5.00	5.00	4.75	4.73	4.91	4.64
Inspired me to want to learn new things.	5.00	5.00	5.00	3.00	4.73	4.25	4.00	5.00	4.75	4.82	4.73	4.80
I would recommend this course to my friends.	5.00	5.00	5.00	3.00	4.73	4.25	4.00	5.00	5.00	4.73	4.73	4.70

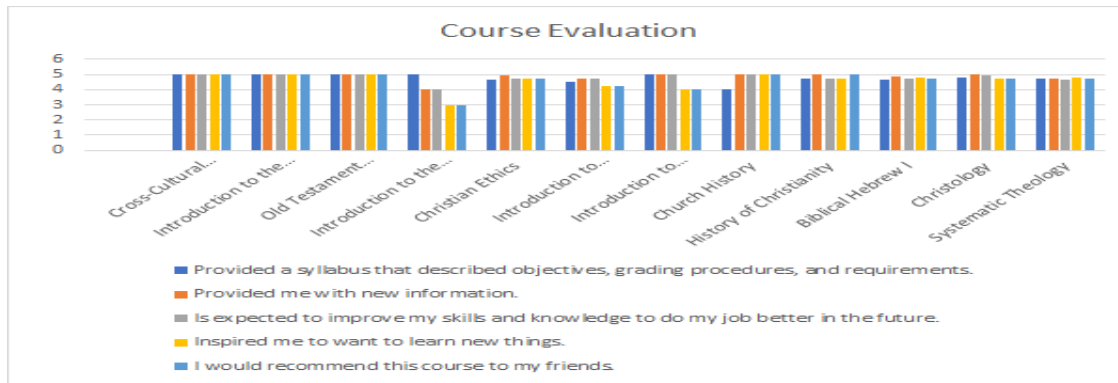


Analysis

While comparing the two charts above the classes of Intercultural Communication (2019-2020) and Introduction to the Christian Mission (2020-2021) scored the lowest in their respective years. The other classes for both years averaged between 4 and 5 based on the evaluations of the students. With the rest of the classes receiving high evaluation scores based on the students, a comparison of the two charts show that overall students had a positive experience with the university. Even though work needs and will be done in certain classes, the university strives to give students the best experience in each class throughout the year. High scores were obtained for course evaluations from 2019-2021. The instructor scores were 4.16 and 4.68 for 2019-2020 and 2020-2021 respectively. Overall, this means that students felt generally “satisfied” or “very satisfied” with

- course goals, content, and delivery.
- instructors’ Christian character, knowledge about the subject matter, availability, accessibility, and teaching methods.
- their personal experience and interest in the courses.

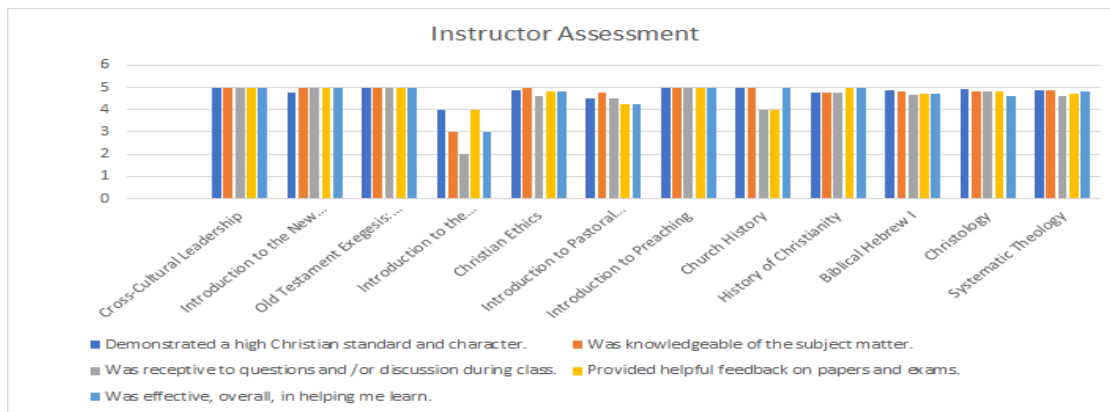
Figure 5: Breakdown of Course Evaluation Survey Results



Analysis

Overall, good scores were given for most of the courses provided. By contrast, the course Introduction to the Christian Mission was given lower scores as compared to the rest of the courses. Additional work will need to be done to improve the overall ratings of the content and objectives for this course to satisfy student needs in the coming semesters. These high scores show that even though the Covid-19 pandemic that quality courses and instruction were given to our students.

Figure 6: Breakdown of Instructor Scores



Analysis

As mentioned in the analysis above, scores obtained in each item of the course evaluation survey range from 4 (Agree) to 5 (Strongly Agree). While these scores demonstrate that most students feel positive and very positive about their instructor and their course, a comparison of the course Introduction to the Christian Mission as it was with the instructor rating, rated the lowest overall for all the courses. Both the instructor and the content of the course will need to be reviewed to determine the reason for the lower score in Introduction to Christian Mission

and make the necessary changes if and as needed.

GRADUATE SURVEYS

School of Divinity

One section of the Graduate Survey asks students to rate the impact of the program on their personal and spiritual lives using the following scale: **5 - Much Stronger** | **4 - Stronger** | **3 - About the Same** | **2 - Weaker** | **1 - Much Weaker**. Average scores are calculated and analyzed to identify strengths and weaknesses.

Figure 7: 2019-2020 Personal and Spiritual Growth

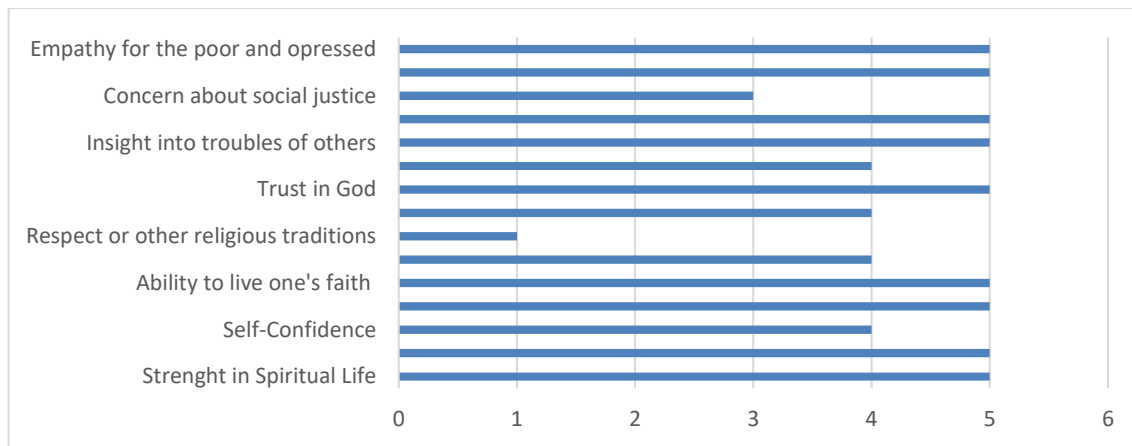
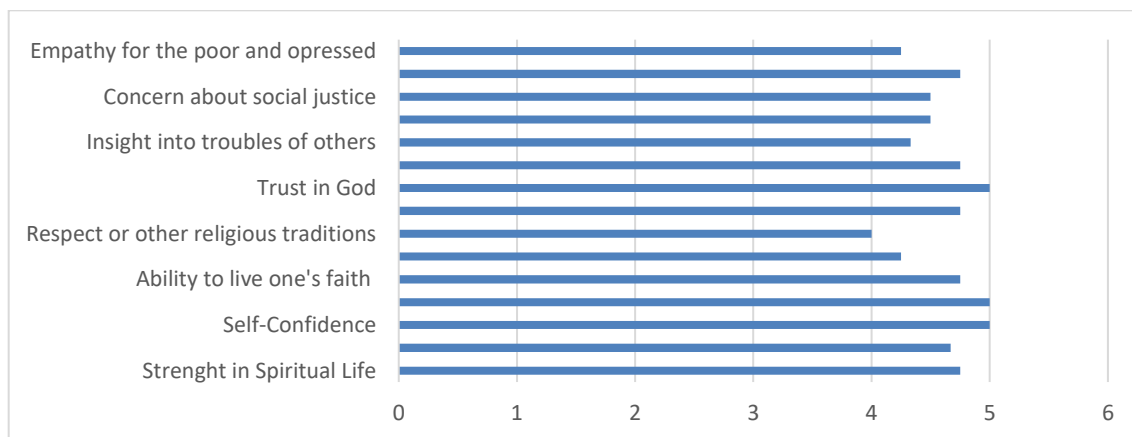


Figure 8: 2020-2021 Personal and Spiritual Growth



Analysis:

For personal and spiritual growth students gave the highest marks for trust in God and enthusiasm for learning.

Across the board, GCU scored high for personal and spiritual growth. Self-knowledge is an area to focus on for bettering students’ knowledge and awareness at the university. Most scores ranged between 4.0 and 5.0 giving GCU high marks for Personal and Spiritual Growth. The university looks to maintain and be consistent in this area. Clarity of Vocational goals scored 5.0 for both years along with Trust in God. The biggest increase was in Respect for other religious traditions which jumped from a score of 1.0 in 2019-2020 to a score of 4.0 in 2020-2021. By contrast, Empathy for the poor and oppressed changed from a score of 5.0 in 2019-2020 to a score of 4.25 in 2020-2021.

Another section of the survey asks students to rate their achievement using the following scale: **5 - Very Satisfied** | **4 - Satisfied** | **3 - Not Sure** | **2 - Somewhat Dissatisfied** | **1 - Very Dissatisfied**. Average scores are calculated and analyzed to identify strengths and weaknesses.

Figure 9: 2019-2020 Achievements

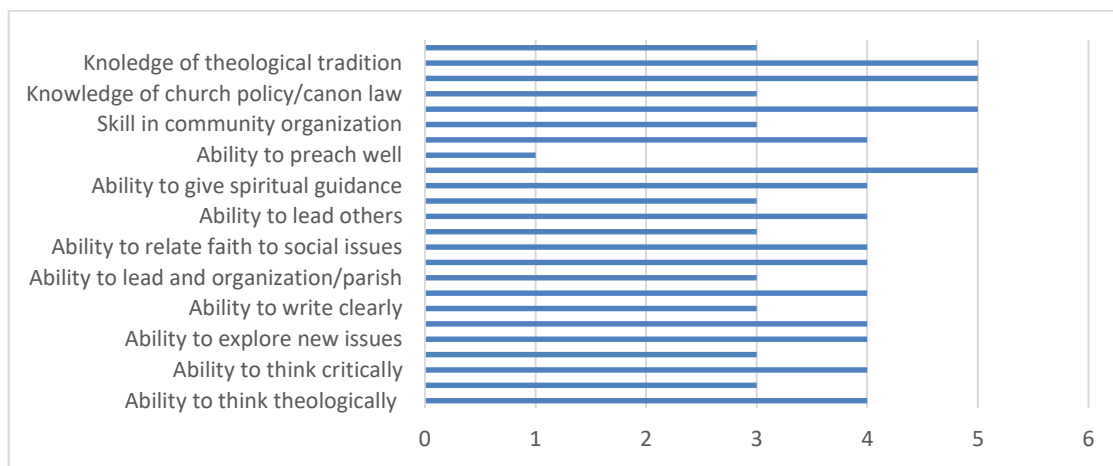
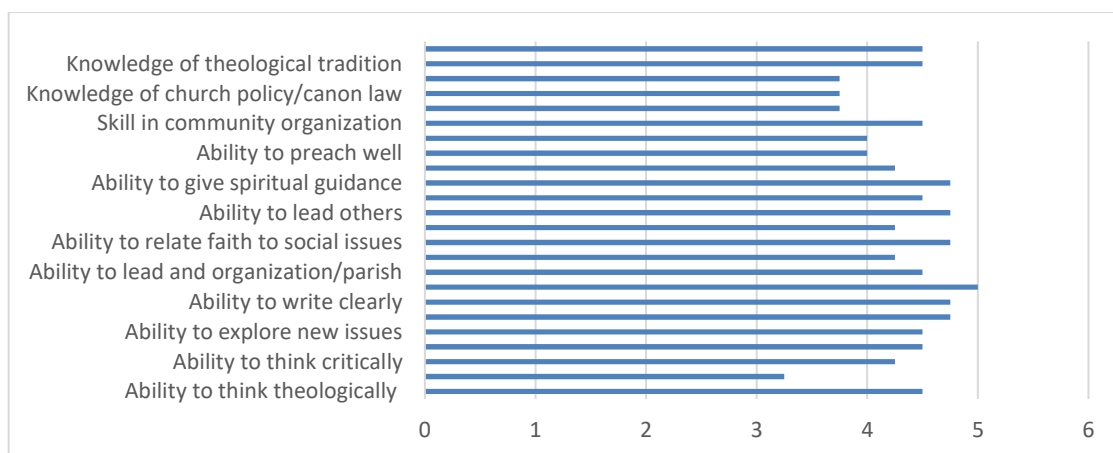


Figure 10: 2020-2021 Achievements



Analysis

The overall response in 2019-2021 was positive. However, respondents were more satisfied with their evaluation of their performance in 2020-2021 than in 2019-2020. In 2019-2020, the respondents were 3(not sure) and were somewhat dissatisfied with “ability to preach well.” On the other hand, in 2020-2021, items listed in the point of 3(not sure) responded at the point of 4(satisfaction) or better. Although 2020-2021 showed a relatively positive response, there are factors that need to be improved to increase student satisfaction. In particular, improvement is needed in the area of “ability to think critically” and a review of the seminary's program, including curriculum content and learning assessment, will help identify the causes of low scores and identify solutions in improvement.

Other Schools

The survey asks students to rate their achievement and the quality of the education and services using the following scale: **5 - Very Satisfied | 4 - Generally Satisfied | 3 - Generally Dissatisfied | 2 - Very Dissatisfied | 1 - Not Applicable**. Average scores are calculated and analyzed to identify strengths and weaknesses.

Figure 11: 2019-2020 Achievement of Learning Outcomes

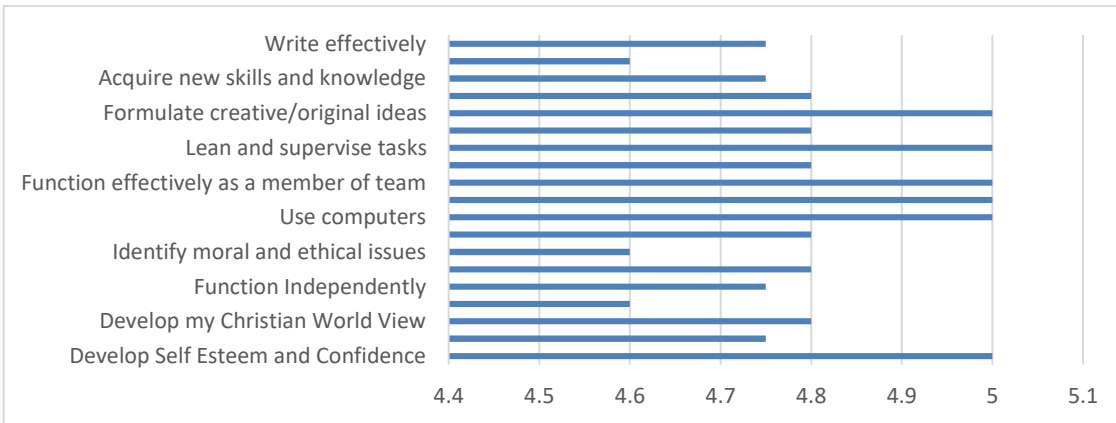
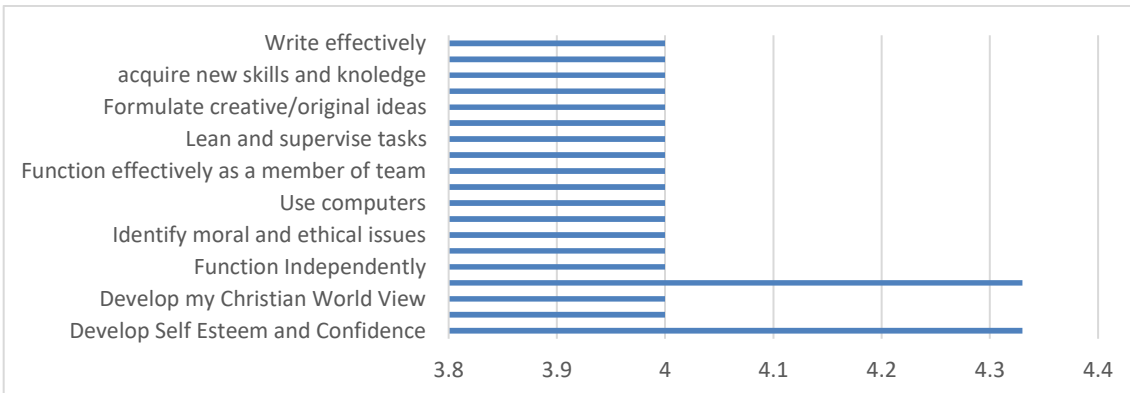


Figure 12: 2020-2021 Achievement of Learning Outcomes



Analysis

When asked to rate their achievement of learning outcomes, all respondents had a positive response. Respondents stated that they were either generally satisfied or very satisfied with scores ranging from 4.0 to 4.33. Similarly, most respondents had the same positive feelings toward the quality of the education and services that they had received. Regarding that section of the survey, instruction and services received scores ranging from 4.00 to 4.33. For learning outcomes developing self-esteem and self-confidence along with gain in-depth knowledge of a field were the top two results for this category. All other categories scored at a 4.0 indicating that students were either generally satisfied or very satisfied with their learning outcomes while at the university. Among those that changed the most was Use of Computers which went from a 5.0 in 2019-2020 to a 4.0 in 2020-2021. Other than that everything else remained consistent between the two years ranging from 4.0 to 4.33 in all areas. This indicates overall satisfaction by students in the areas of self-esteem and self-confidence.

Figure 13: 2019-2020 Quality of Instruction and Services

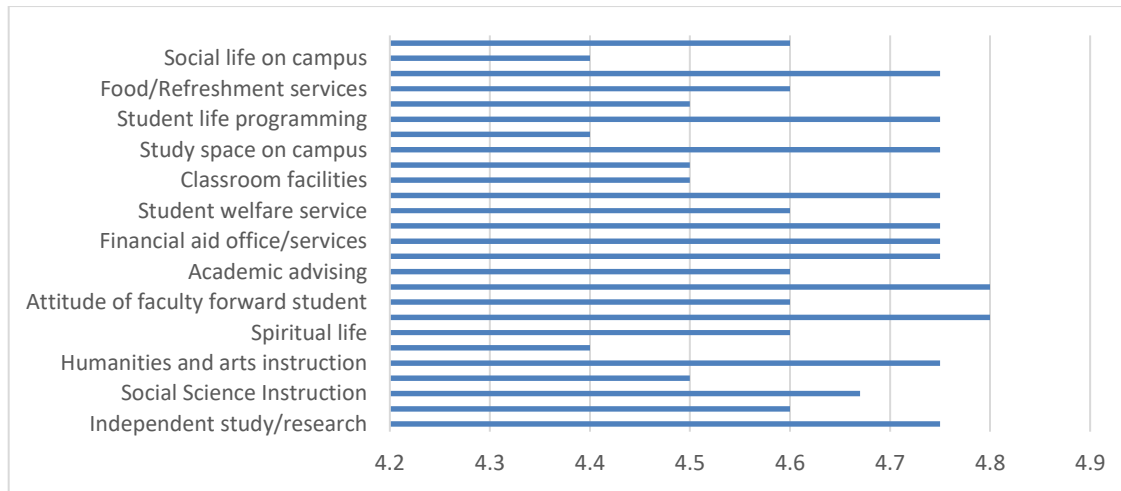
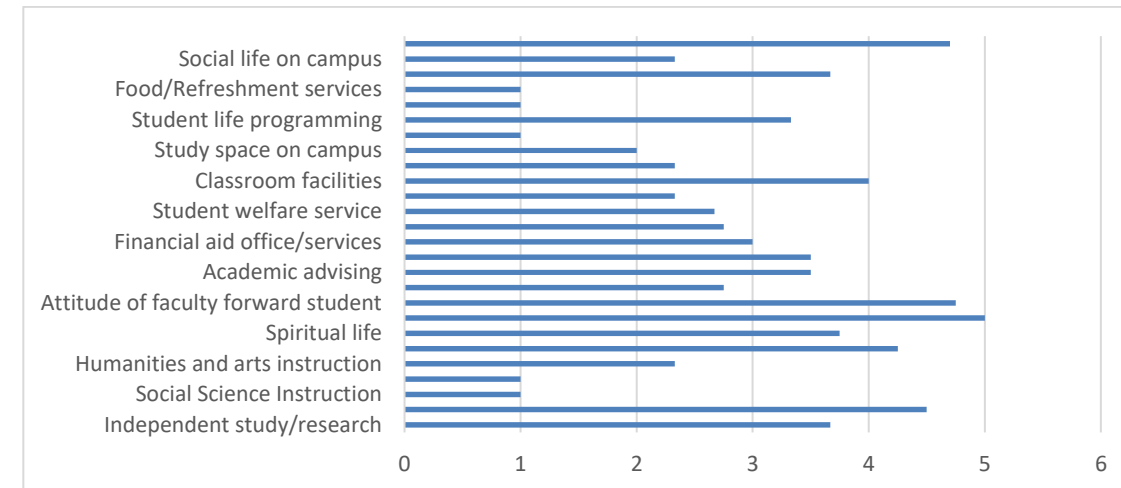


Figure 14: 2020-2021 Quality of Instruction and Services



Analysis

Answers provided with the data given shown with quality on instruction and services show that GCU students were overall pleased with the faculty and staff of GCU. The academic affairs and financial aid did a good job with the needs of the students of GCU. Areas such as Social Science instruction took a dip from a score of 4.67 in 2019-2020 to a score of 1 in 2020-2021. Any areas of improvement will be addressed by the administration of GCU and steps will be taken to improve in those areas. We strive to help out and provide the best service we possibly can for our students continuously. These results demonstrate that there is general satisfaction among the students with the services offered in these three units. Most of the students who completed the survey were either satisfied or very satisfied with the professionalism of the staff, the accuracy and clarity of the information received, and the timeliness of services, response to requests, or resolution of issues.