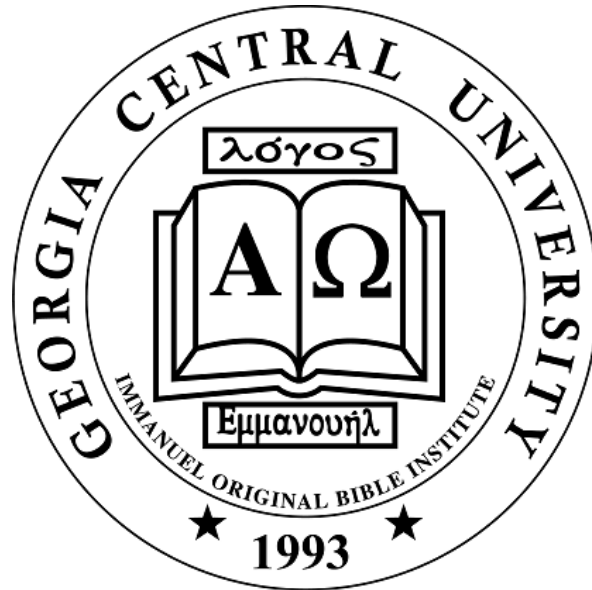


# GEORGIA CENTRAL UNIVERSITY



## INSTITUTIONAL ASSESSMENT REPORT 2016-2018

### 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 identify changes to 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.

Once every three years, each School is required to conduct a comprehensive review of all its educational programs while each support unit does the same to its services. Comprehensive reviews consist of internal and external reviews. While reviews are conducted within each School and support unit, 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 students' academic performance, course evaluation results, student support unit evaluation results, and graduation and placement rates by displaying outcomes in clear and straightforward charts. Each chart is followed by a brief and simple analysis.

The elements below are used in the charts. They are listed here along with their definition in order to be used for

quick reference.

**MMT:** Certificate in Muscle Massage Therapy (Discontinued)

**BATS:** Bachelor of Arts in Theological Studies

**BACE:** Bachelor of Arts in Christian Education

**BABUS:** Bachelor of Arts in Business Administration

**BAMUS:** Bachelor of Arts in Music (Discontinued)

**GE:** General Education

**MBA:** Master of Business Administration

**MDIV:** Master of Divinity

**MACE:** Master of Arts in Christian Education

**MATS:** Master of Arts in Theological Studies (Discontinued)

**MAMSWC:** Master of Arts in Mission Studies and World Christianity

**MAMUS:** Master of Arts in Music

**DMIN:** Doctor of Ministry

**DMA:** Doctor of Musical Arts

**ONLINE:** Online Program

**IR:** Institutional Requirement

**1:** Very Dissatisfied

**2:** Somewhat Dissatisfied

**3:** Neutral

**4:** Satisfied

**5:** Very Satisfied

I. ACADEMIC PERFORMANCE

In order to assess students' acquisition of the established Student Learning Outcomes (SLOs), students are required to complete various types of graded assignments in each course within their program of study. Graded assignments vary depending on the course and/or the program, but the most common include quizzes, midterm exams, final exams, written assignments such as essays and research paper, and final projects.

Figures 1 and 2 below show the grade distribution in each program for the 2016-2017 and 2017-2018 Academic Years.

FIGURE 1: 2016-2017 GRADE DISTRIBUTION

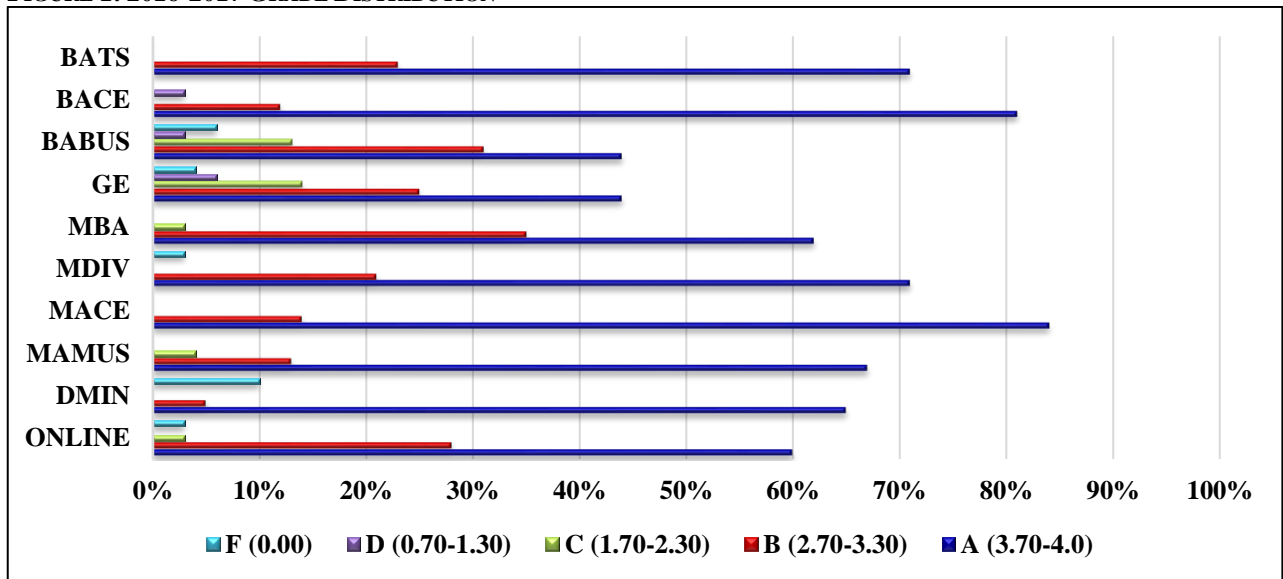
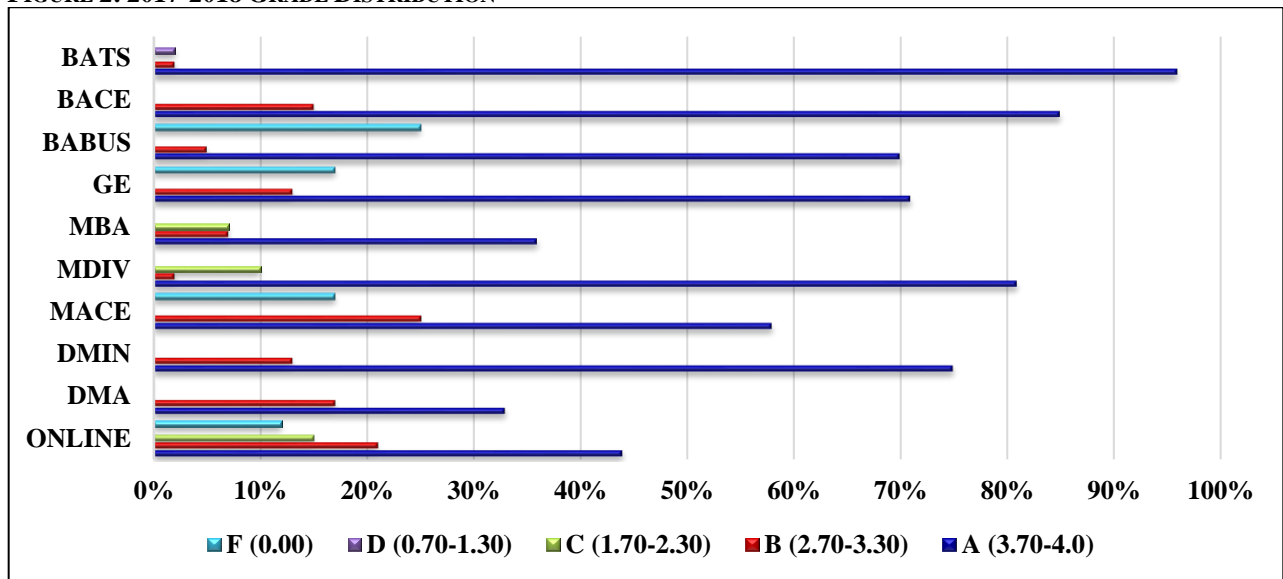


FIGURE 2: 2017-2018 GRADE DISTRIBUTION



Figures 1 and 2 above indicate the following:

- An average of 81% of the students obtained the grades of A and B.
- In general, GCU students demonstrated achievement of the learning outcomes in all the programs that were offered in 2016-2017 and 2017-2018.

While GCU has established the grade of D (0.70-1.30 GPA) as the minimum passing grade, effective demonstration of the achievement of learning outcomes is indicated by a grade of B (2.70-3.30 GPA) and above.

**II. COURSE EVALUATION RESULTS**

Course evaluations are conducted every semester. During a predetermined period around the end of a semester, a course evaluation survey is published online and made available to students, who are given the opportunity to describe their satisfaction with their personal experience and interest in their courses, the goals, content, and delivery of those courses, and their instructors, including their Christian character, knowledge about the subject matter, availability, accessibility, and teaching methods.

Surveys are anonymous, so the students are encouraged to be as truthful in their responses as possible. The results of these surveys are used to develop an improvement plan for each program. They are also shared with the instructors, who use them as opportunities for professional development.

Figures 3 and 4 below show institutional results, a compilation of all course evaluation results, and Figures 5 and 6 shows the results in each educational program.

**FIGURE 3: 2016-2017 INSTITUTIONAL OUTCOMES**

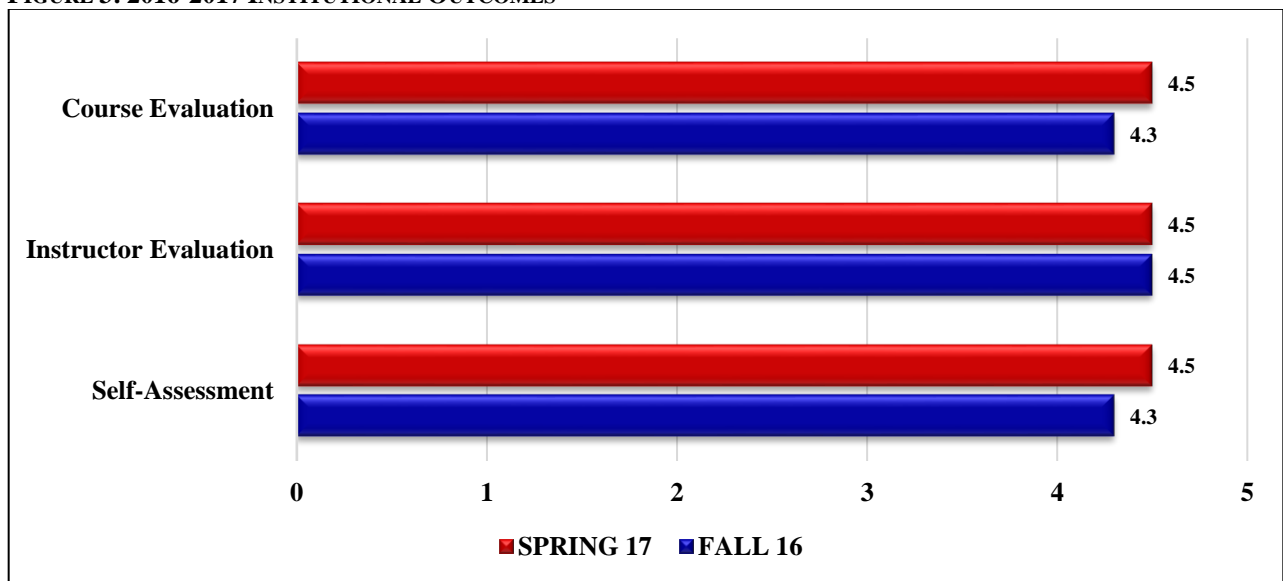
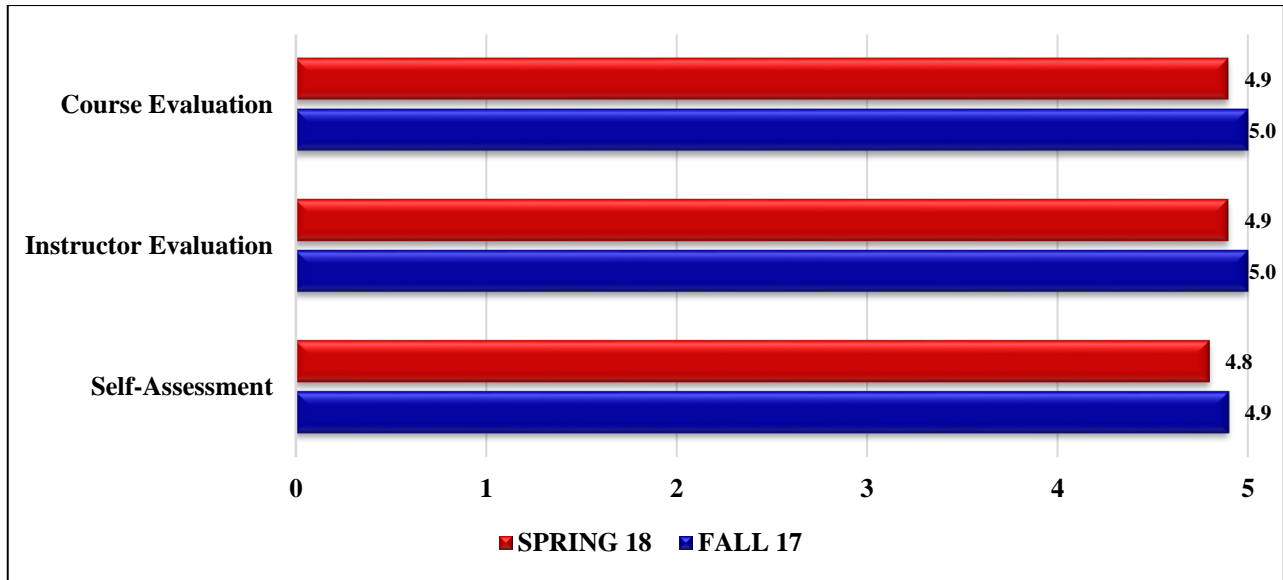


FIGURE 4: 2017-2018 INSTITUTIONAL OUTCOMES



Figures 3 and 4 above indicate the following:

- The average score of the students’ responses in all course evaluation surveys in the Academic Years of 2016-2017 and 2017-2018 was 4.7, with scores ranging between 4.3 and 5.0.
- 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: 2016-2017 PROGRAM OUTCOMES

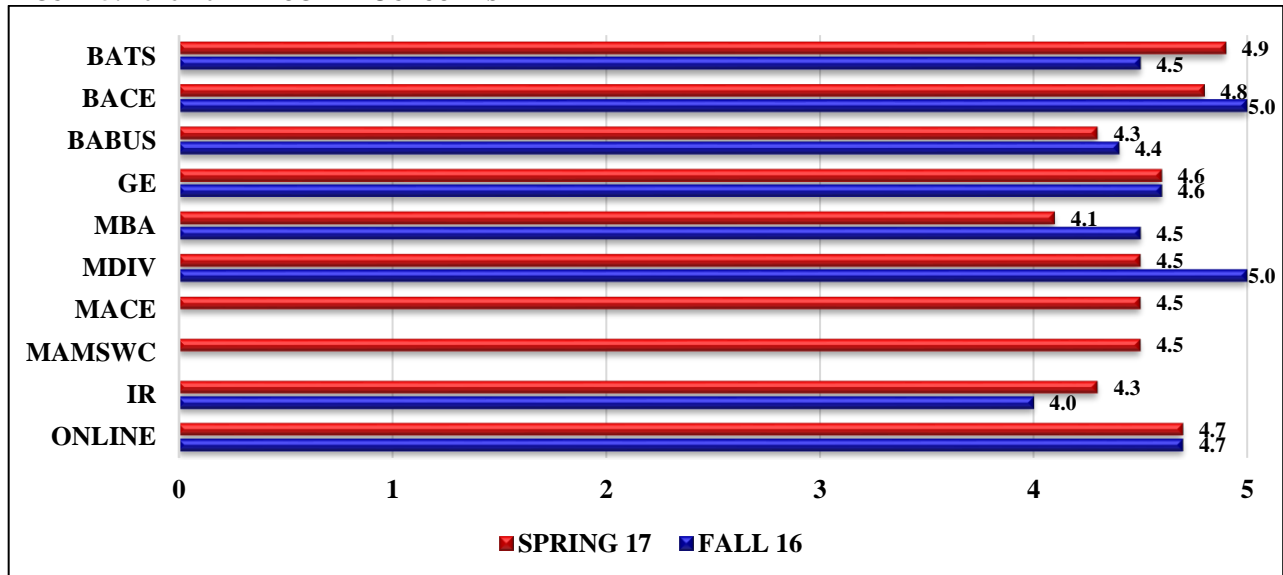
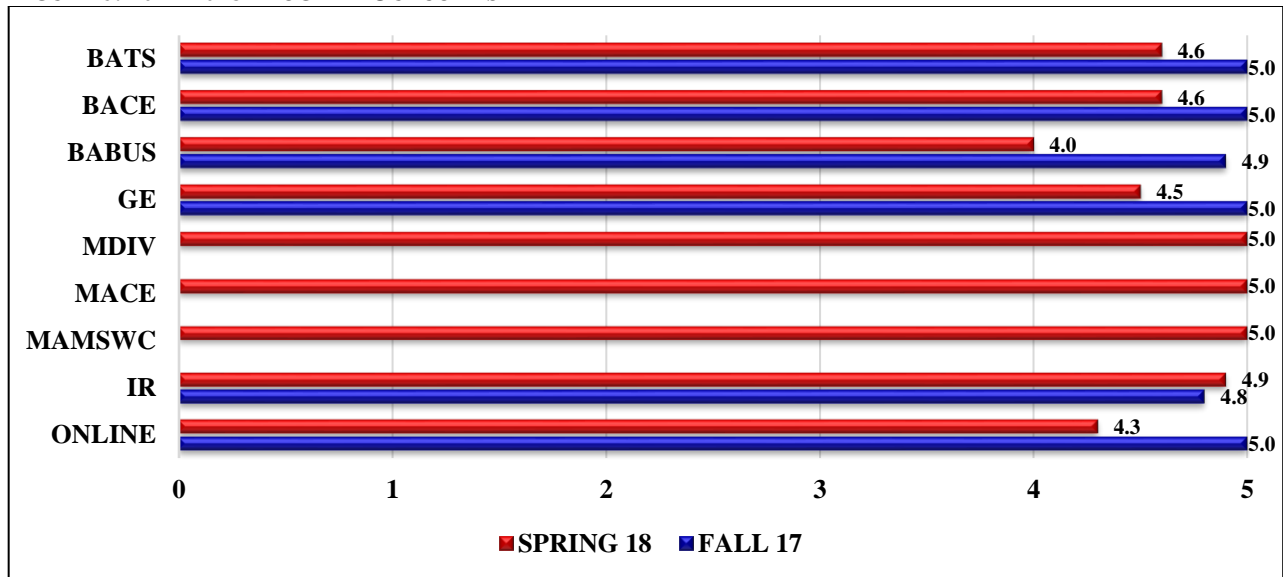


FIGURE 6: 2017-2018 PROGRAM OUTCOMES



Figures 5 and 6 above indicate the following:

- The same results as Figures 3 and 4 but in more detail.
- Student’s general feeling varies between “Satisfied” and “Very Satisfied” with the three categories of the course evaluation survey in each program.

**III. STUDENT SUPPORT SERVICE EVALUATION RESULTS**

Student support service evaluations are conducted every semester at the same time as course evaluations. These surveys are also made available to students online. They ask students to describe the effectiveness of, and their satisfaction with the following:

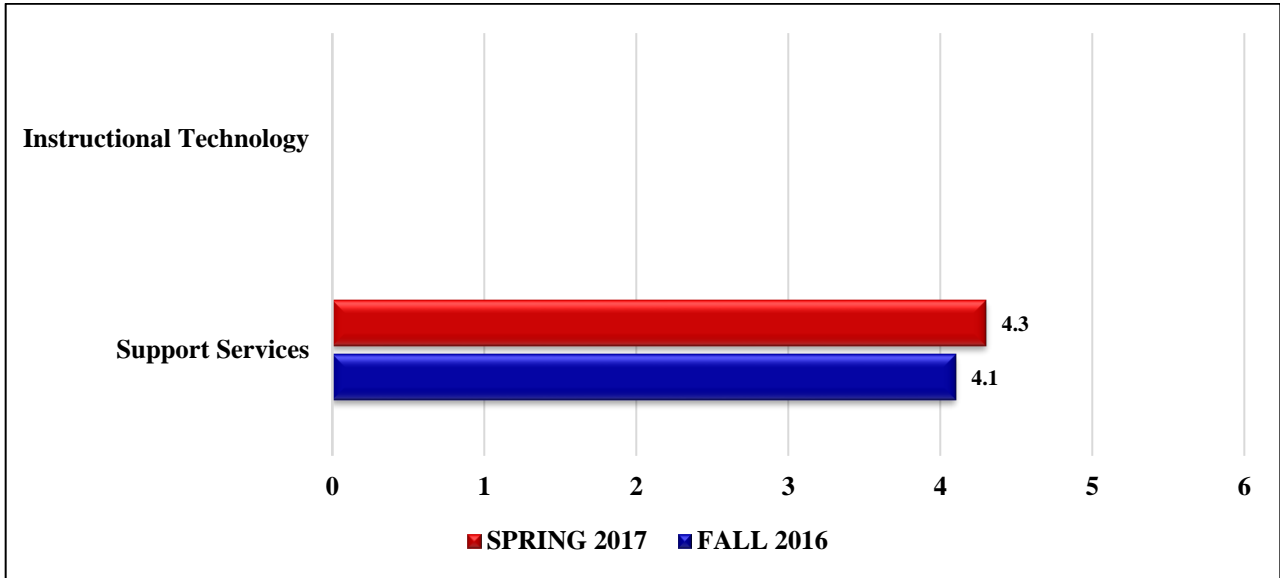
- Support services:
  - Facilities, including rooms, lighting, educational tools, etc.
  - Instructional equipment
  - Admissions, Registration, Orientation, Advisement, Counseling, and Business services
- Instructional Technology
  - Its use for online courses
  - Assistance provided to online students

These surveys are also anonymous, so the students are encouraged to be as truthful in their responses as possible. The results are used to develop an improvement plan for support services. They are also shared with the staff, who use them as opportunities for professional development.



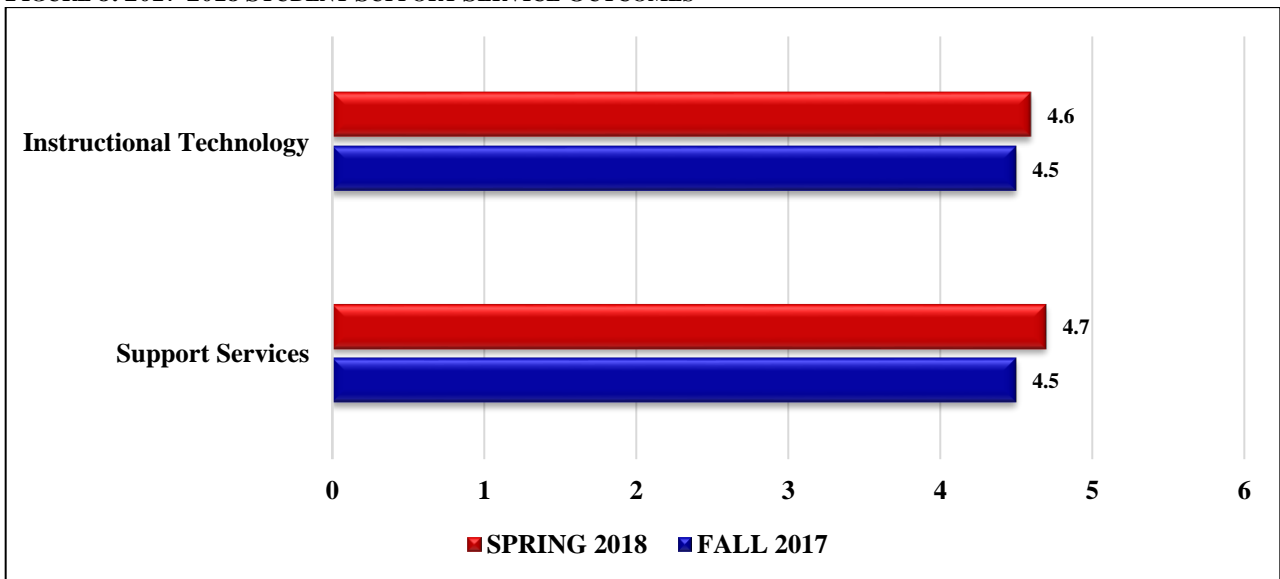
Figures 7 and 8 below show the student support service survey results for the 2016-2017 and 2017-2018 Academic Years.

**FIGURE 7: 2016-2017 STUDENT SUPPORT SERVICE OUTCOMES\***



\* *Instructional technology was not included in the 2016-2017 Student Support Service Evaluation survey.*

**FIGURE 8: 2017-2018 STUDENT SUPPORT SERVICE OUTCOMES**



Figures 7 and 8 above indicate the following:

- The average score of the students’ responses in 2016-2017 and 2017-2018 was 4.4, with scores ranging from 4.1 to 4.7.

- This means that students felt generally “satisfied” with support services and instructional technology.

**IV. GRADUATION RATES**

Since its authorization by GNPEC in 2003 to offer certificate and degree programs, GCU has graduated around 492 students, undergraduate, graduate, and doctoral students combined.

Figure 9 below shows the University’s 2016-2017 and 2017-2018 graduation rates.

**FIGURE 9: INSTITUTIONAL GRADUATION RATES**

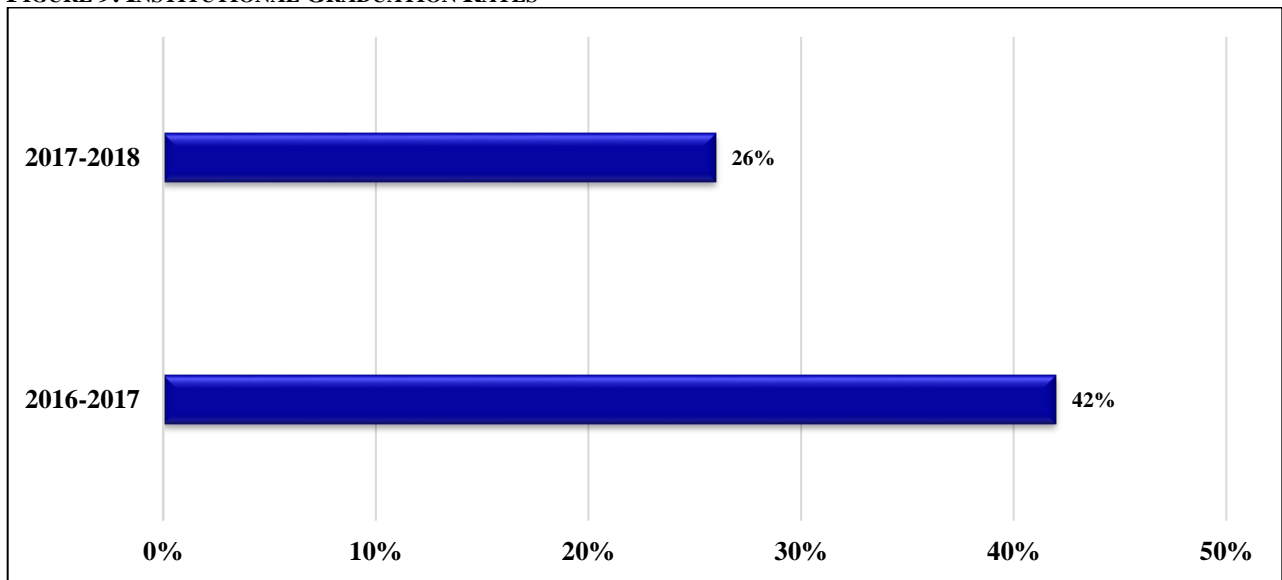


Figure 9 above indicates the following:

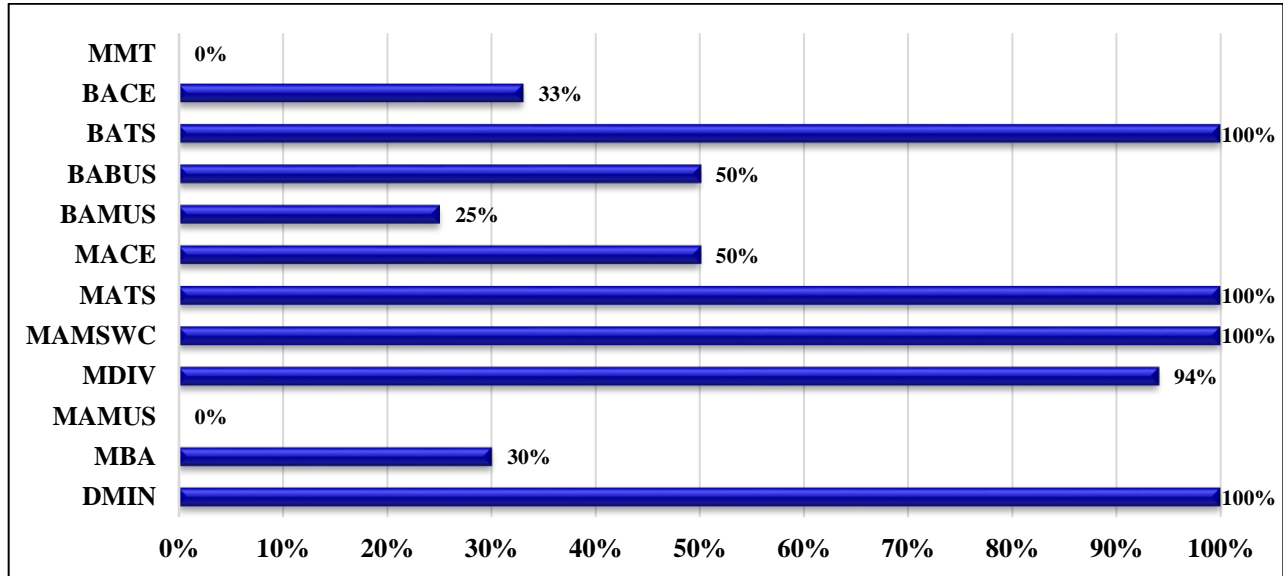
- A graduation rate of around 42% in 2016-2017
- A graduation rate of around 26% in 2017-2018.

**V. PLACEMENT RATES**

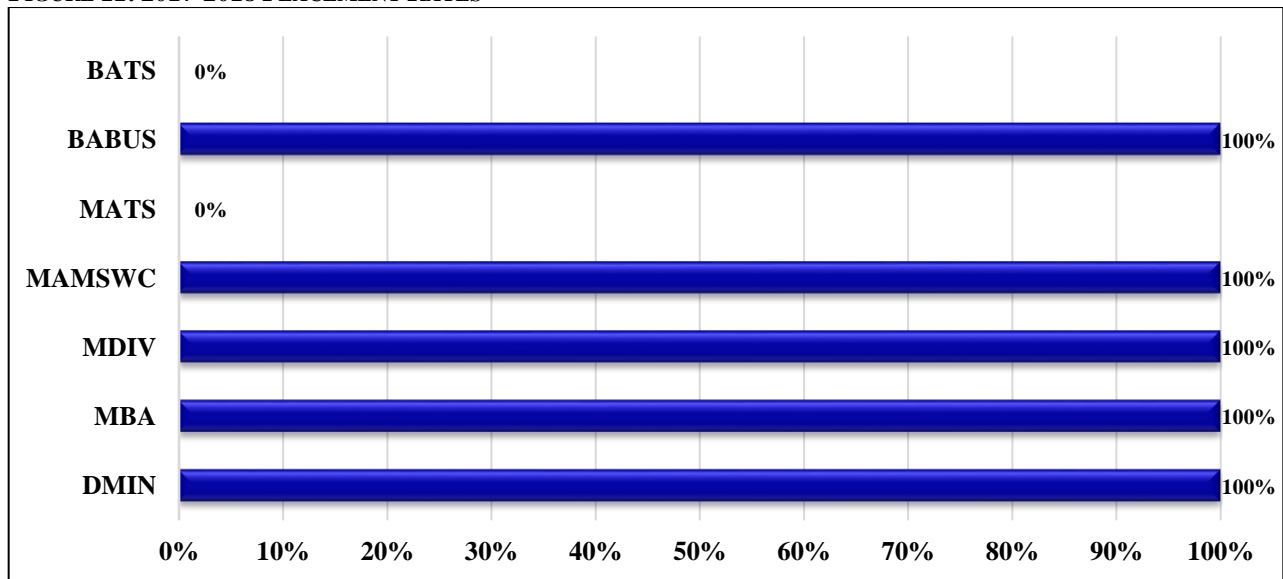
Placement rates are calculated by determining the percentage of graduating students who have been placed into a profession. GCU calculates a placement rate from each educational program, as well as an institutional placement rate. The placement rate from each program takes into account only the graduating students from that program within a determined period. The institutional placement rate considers the total number of students who are graduating from the University as whole within a determined period. Graduating students who choose to continue with their studies, transfer to another degree program, transfer to another institution, or return to their home country (international students) are not considered in this calculation.

Figures 10 and 11 show the placement rate from each educational program in the Academic Years of 2016-2017 and 2017-2018, and Figure 12 shows the institutional placement rate.

**FIGURE 10: 2016-2017 PLACEMENT RATES**



**FIGURE 11: 2017-2018 PLACEMENT RATES**



Figures 11 and 12 indicate the following:

- Placement rates vary in each program
- They range from 0% in MMT and MAMUS to 94%-100% in MDIV, BATS, MATS, MAMSWC, and DMIN in 2016-2017 and from 0% in BATS and MATS to 100% in BABUS, MAMSWC, MDIV, MBA, and DMIN.

- Overall, placement rates are strong in each program.

**FIGURE 12: INSTITUTIONAL PLACEMENT RATES**

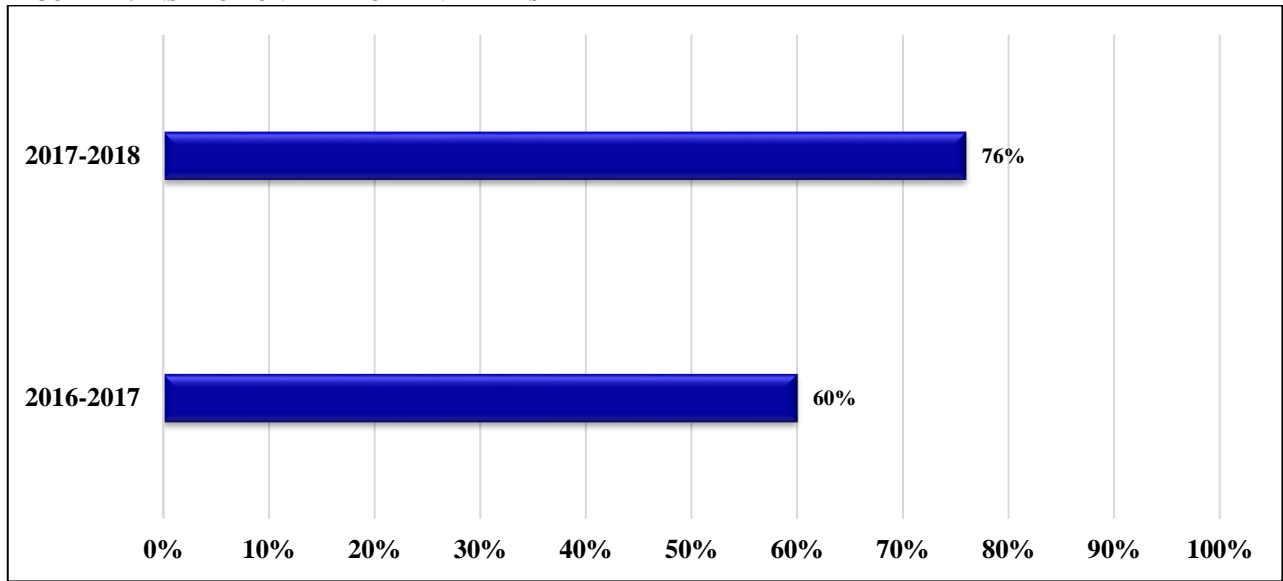


Figure 12 indicates the following:

- Institutional placement rates have increased from 60% in 2016-2017 to 76% in 2017-2018.
- Institutional placement rates are strong.