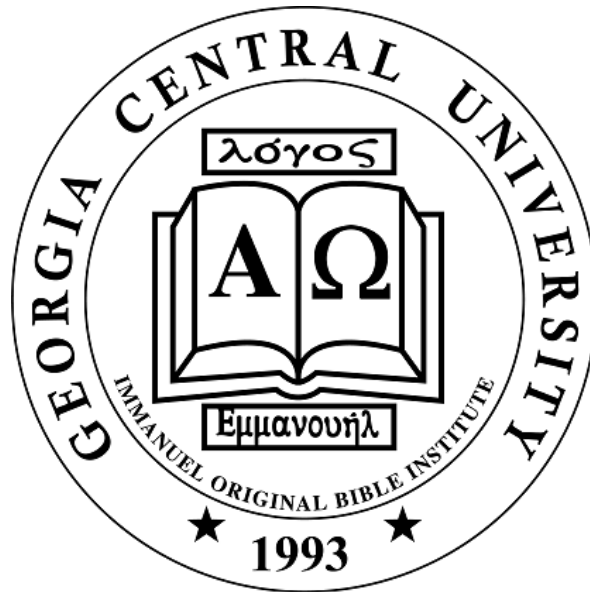


# GEORGIA CENTRAL UNIVERSITY



## INSTITUTIONAL ASSESSMENT REPORT 2018-2019

### 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.

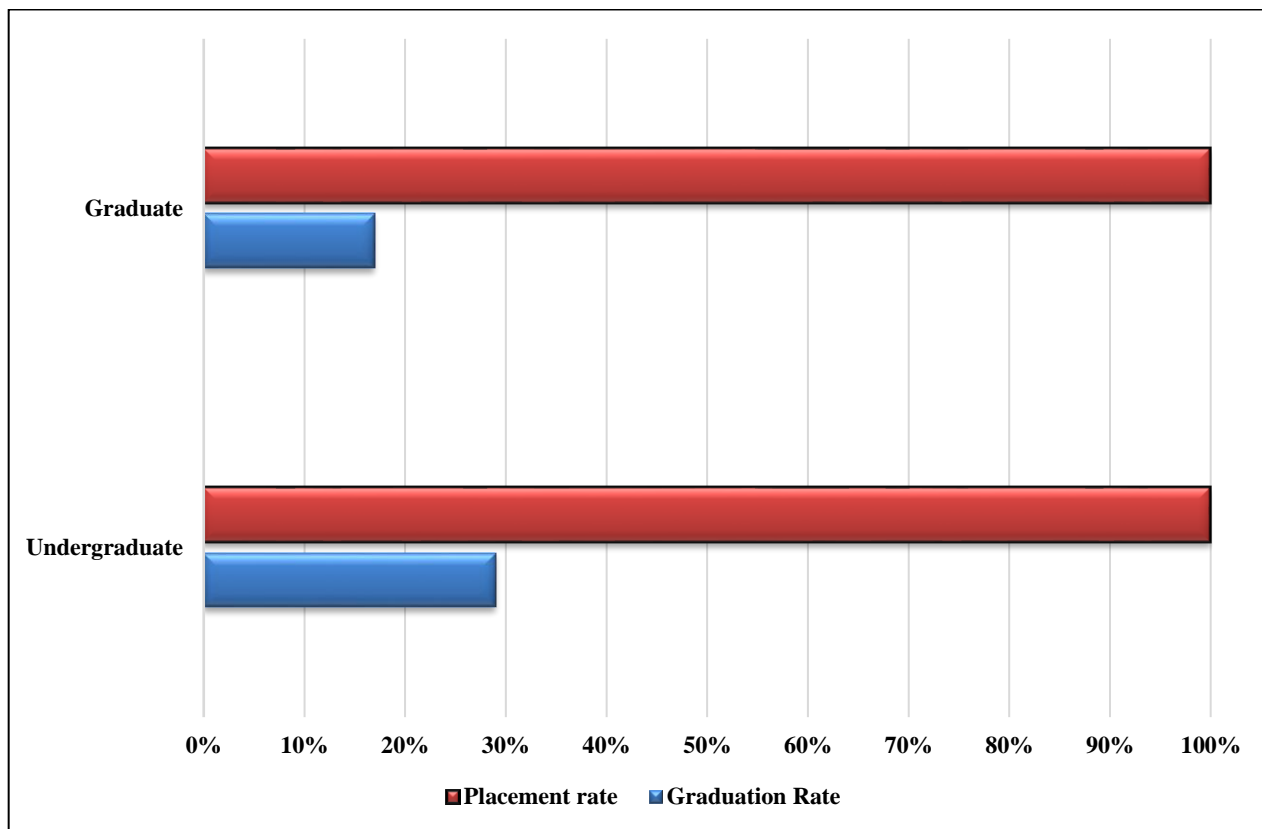
This Assessment Report describes institutional performance data and survey results.

## 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 individual school or program.

**Figure 1:** 2018-2019 Graduation and Placement Rates



### Analysis

While GCU’s graduation rates had consistently been satisfactory over the years, it is noticeable that they have gone down this this academic year. The reason is that enrollment has also gone down due to a major shift that the university has gone through recently. However, recent enrollment rates indicate that enrollment is gradually picking back up, which will result in higher graduation rates. As for placement rates, the institution has consistently done a good job.

## SURVEY RESULTS

### COURSE EVALUATION SURVEYS

Course Evaluation Surveys are completed every semester by each student in each course. In order 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.

Table X below presents the average score of each item obtained in each course.

**Figure 2:** Course Evaluation Survey Results by Course

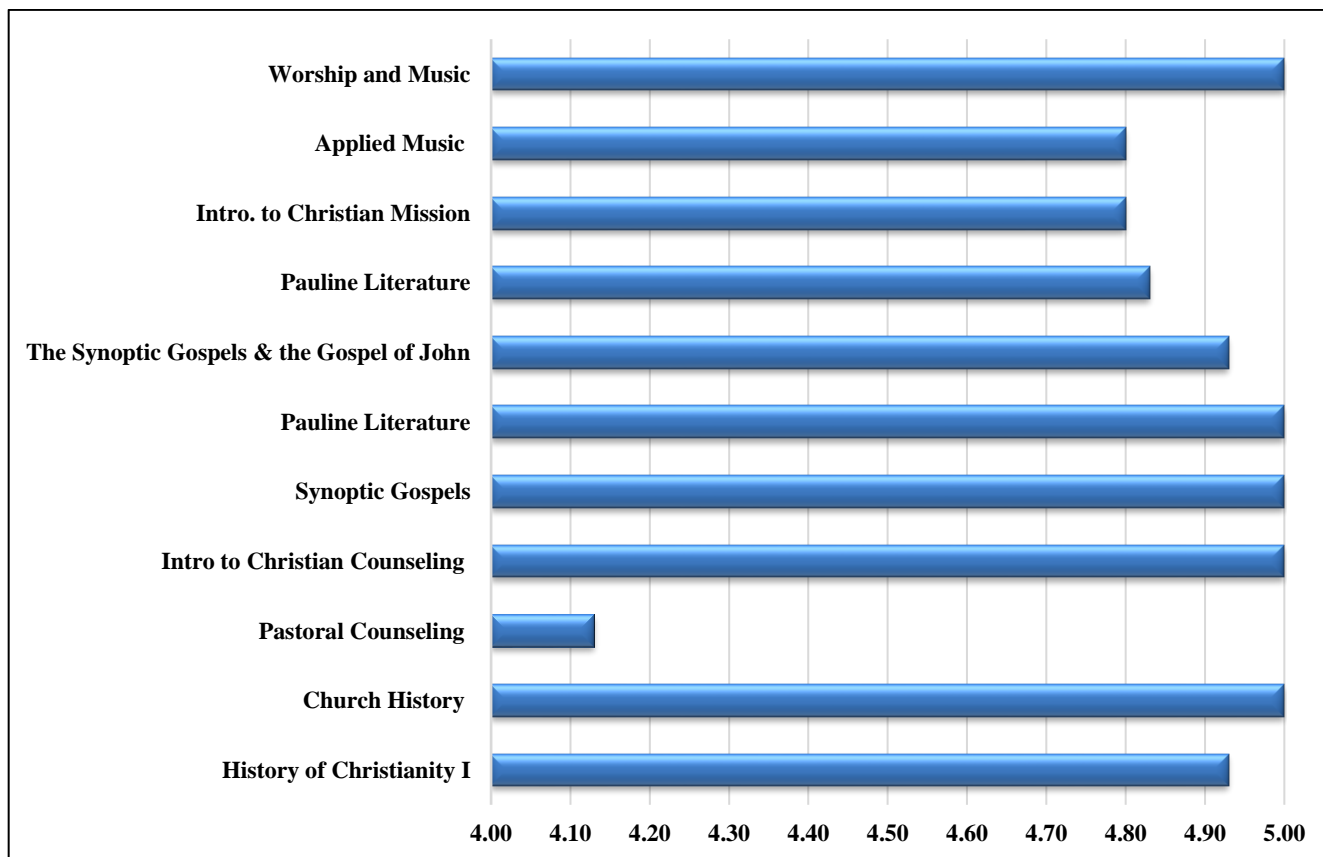
	History of Christianity I	Church History	Pastoral Counseling	Introduction to Christian Counseling	Synoptic Gospels	Pauline Literature	The Synoptic Gospels & the Gospel of John	Pauline Literature	Intro. to Christian Mission	Applied Music	Worship and Music
<b>THE INSTRUCTOR</b>											
Demonstrated a high Christian standard and character.	4.83	5.00	4.00	5.00	5.00	5.00	4.83	5.00	5.00	4.00	5.00
Was knowledgeable of the subject matter.	5.00	5.00	4.00	5.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00
Was receptive to questions and /or discussion during class.	4.83	5.00	4.25	5.00	5.00	5.00	5.00	4.83	5.00	5.00	5.00
Provided helpful feedback on papers and exams.	5.00	5.00	4.00	5.00	5.00	5.00	4.83	5.00	4.00	5.00	5.00
Was effective, overall, in helping me learn.	5.00	5.00	4.25	5.00	5.00	5.00	5.00	4.83	5.00	5.00	5.00
<b>THE COURSE</b>											
Provided a syllabus that described objectives, grading procedures, and requirements.	4.80	5.00	4.25	5.00	5.00	5.00	5.00	4.83	5.00	5.00	5.00
Provided me with new information.	5.00	5.00	4.25	5.00	5.00	5.00	4.83	4.83	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	4.25	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Inspired me to want to learn new things.	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
I would recommend this course to my friends.	4.83	5.00	4.00	5.00	5.00	5.00	4.83	5.00	5.00	5.00	5.00

**Analysis**

The table above indicates that for all the items that are rated in the course evaluation survey, the lowest average score was 4 and the highest was 5. This means that most students who completed the survey by rating these items have a positive or very positive view of their instructor and their course. In other words, most students agree or strongly agree that their instructor was effective and that they had a good learning experience in their course.

However, when comparing courses based on the scores obtained in each one, as it is shown in Figure 3 below, the results may be less positive and indicate that some work needs to be done.

**Figure 3:** Summary of Course Evaluation Survey Results



**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 courses, as presented in Figure 3 above, indicates that

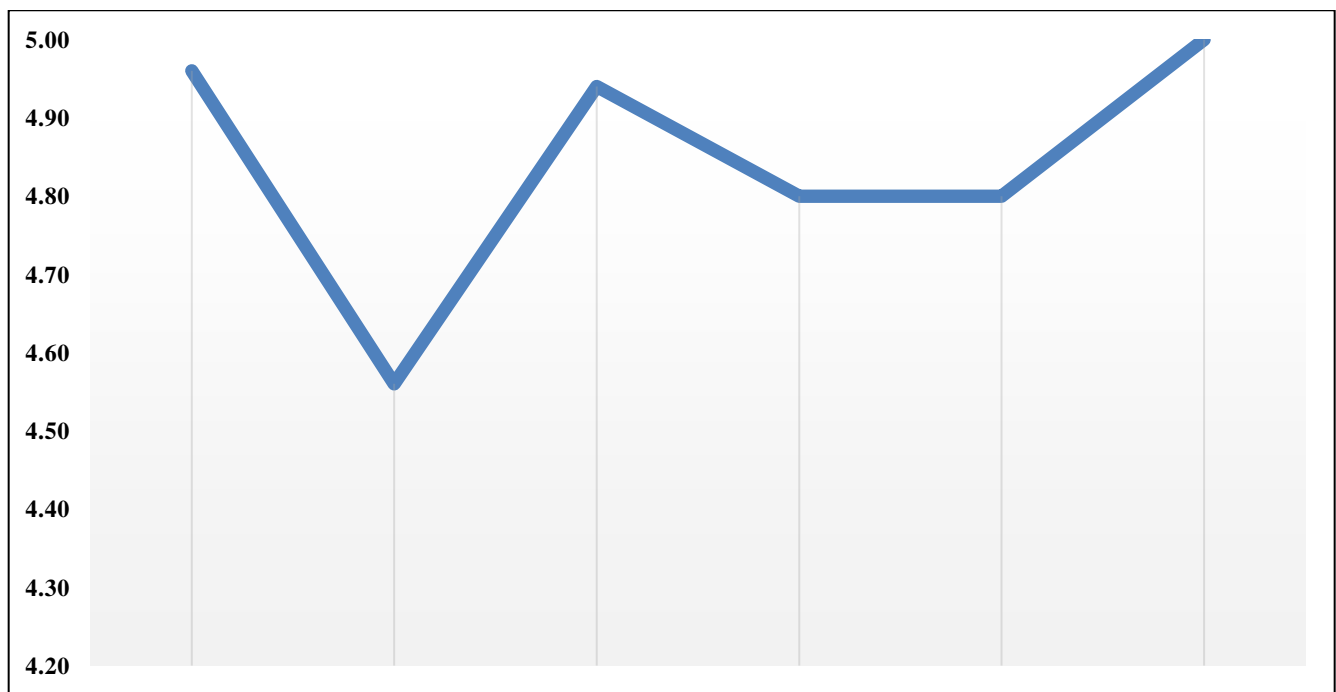
Pastoral Counseling was rated much lower than all the other courses, which range from 4.80 to 5. The score of 4.13 in Pastoral Counseling can be explained by the scores of each item of the survey presented in Table X.

Indeed, most students in this course rated their instructor and their course lower than students in other courses. Surprisingly, the course Introduction to Christian Counseling, which was taught by the same instructor, received the top score of 5. Both the instructor and the content of the course will need to be reviewed in order to determine the reason for the lower score in Pastoral Counseling make the necessary changes.

However, Figure 3 above indicates that the average score obtained by all courses combined was 4.86. This indicates that, overall, students had a good learning experience during this period.

Figure 4 below presents the scores obtained by each instructor. This was done by determining the average score of all the courses taught by each instructor.

**Figure 4: Instructor Scores**



**Analysis**

Figure 4 above is an additional indicator that most students who completed the survey felt that their instructors were effective. Scores obtained by each instructor range from 4.56 to 5, with an average of 4.84.

**CAMPUS CLIMATE SURVEY**

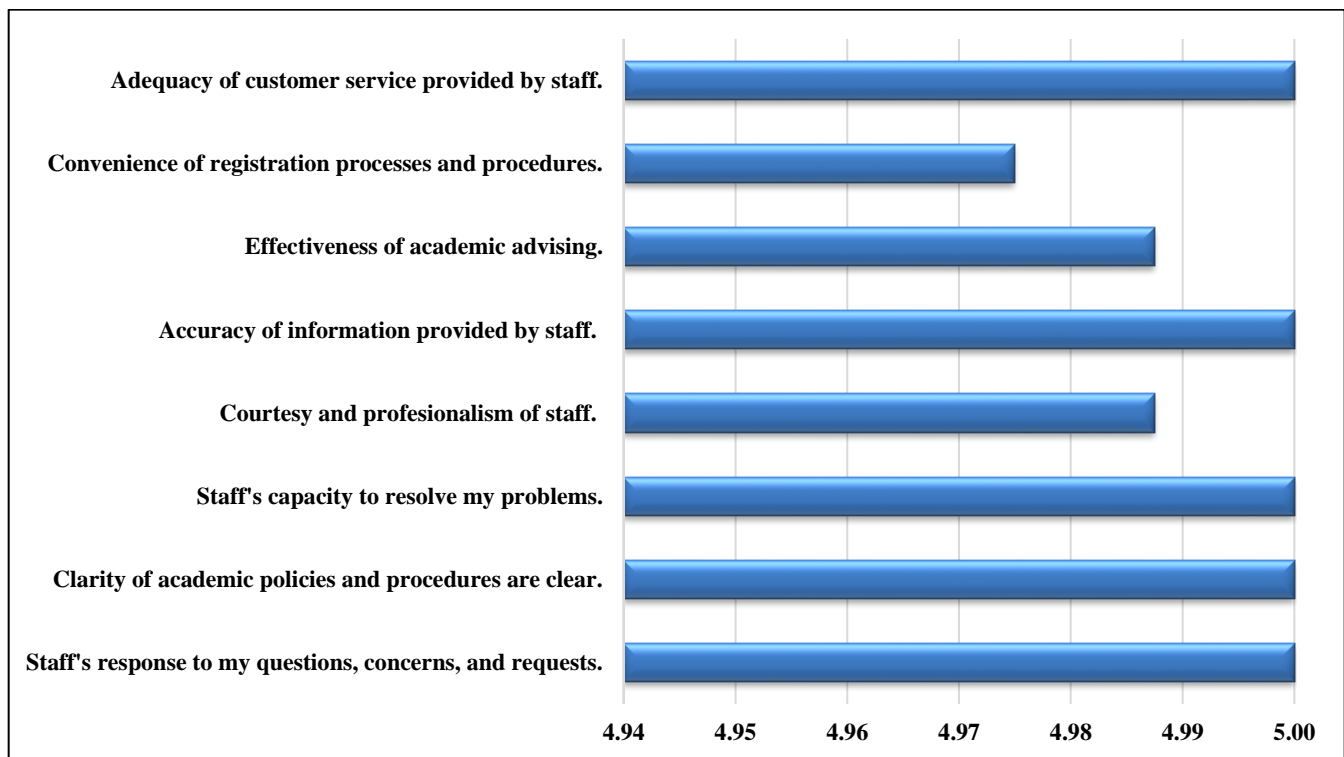
The Campus Climate Survey is a comprehensive satisfaction survey completed by all the students at the end of each academic year. In order to generate truthful and accurate answers and comments, these surveys are anonymous, completed in the absence of the instructor, and submitted by the students directly to the office of Academic Affairs without faculty or staff interference.

This survey covers all the support units and services available at GCU, which are evaluated once every three years following the University’s Assessment Calendar. This academic year, the survey covers Academic Affairs, Business Affairs, and the Environment.

In Campus Climate Surveys, students are asked to evaluate each University unit or service using the following scale: **5 - Very Satisfied | 4 – Satisfied | 3 - Not Sure | 2 – Dissatisfied | 1 - Very Dissatisfied | 0 - Not Applicable**. Average scores are calculated and analyzed to identify strengths and weaknesses.

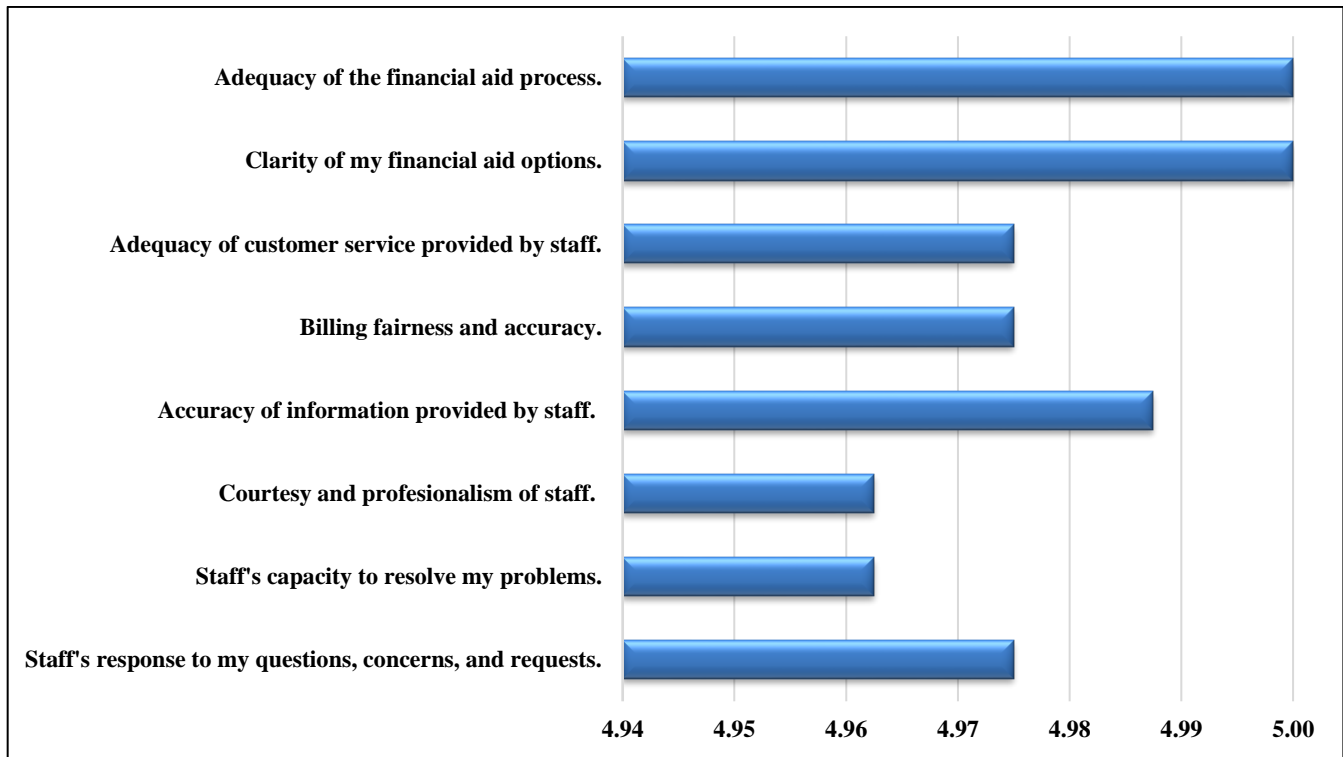
The three charts below present the results obtained in Academic Affairs, Business Affairs, and the Environment respectively.

**Figure 5: Academic Affairs**

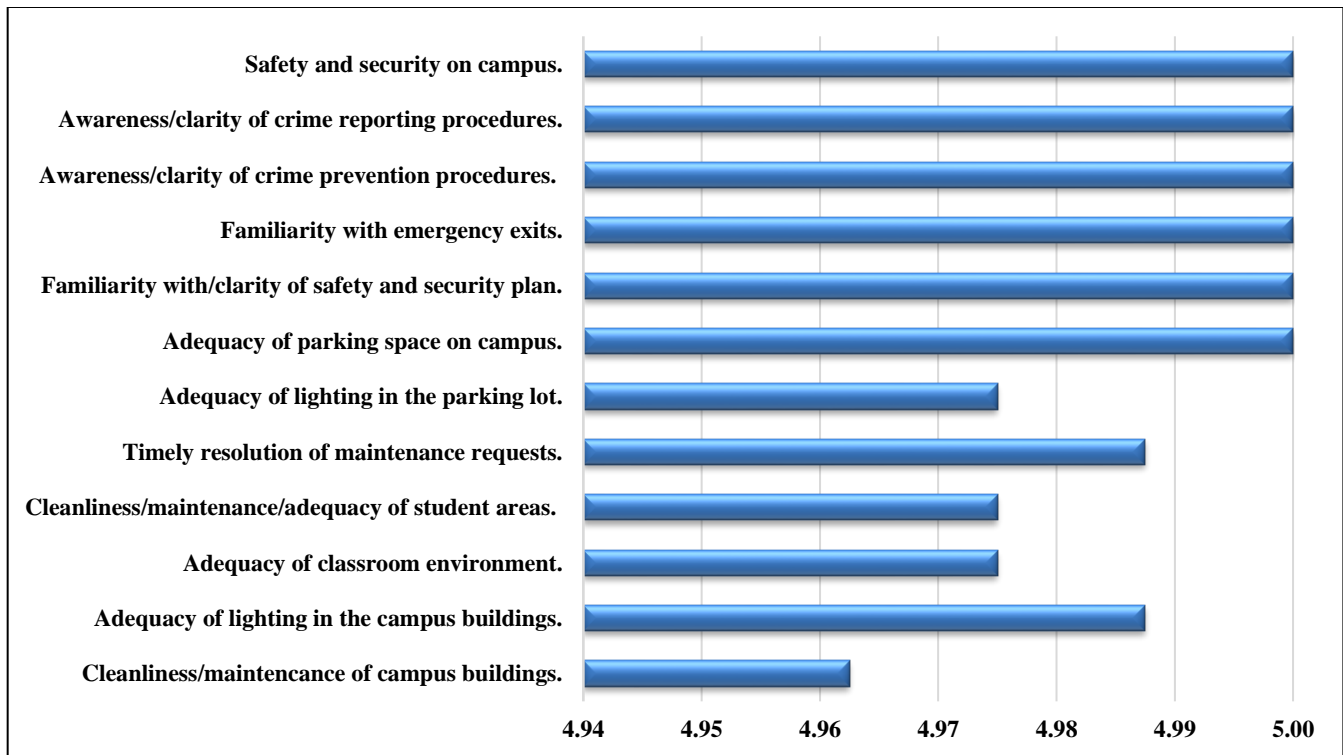




**Figure 6: Business Affairs**



**Figure 7: Environment**

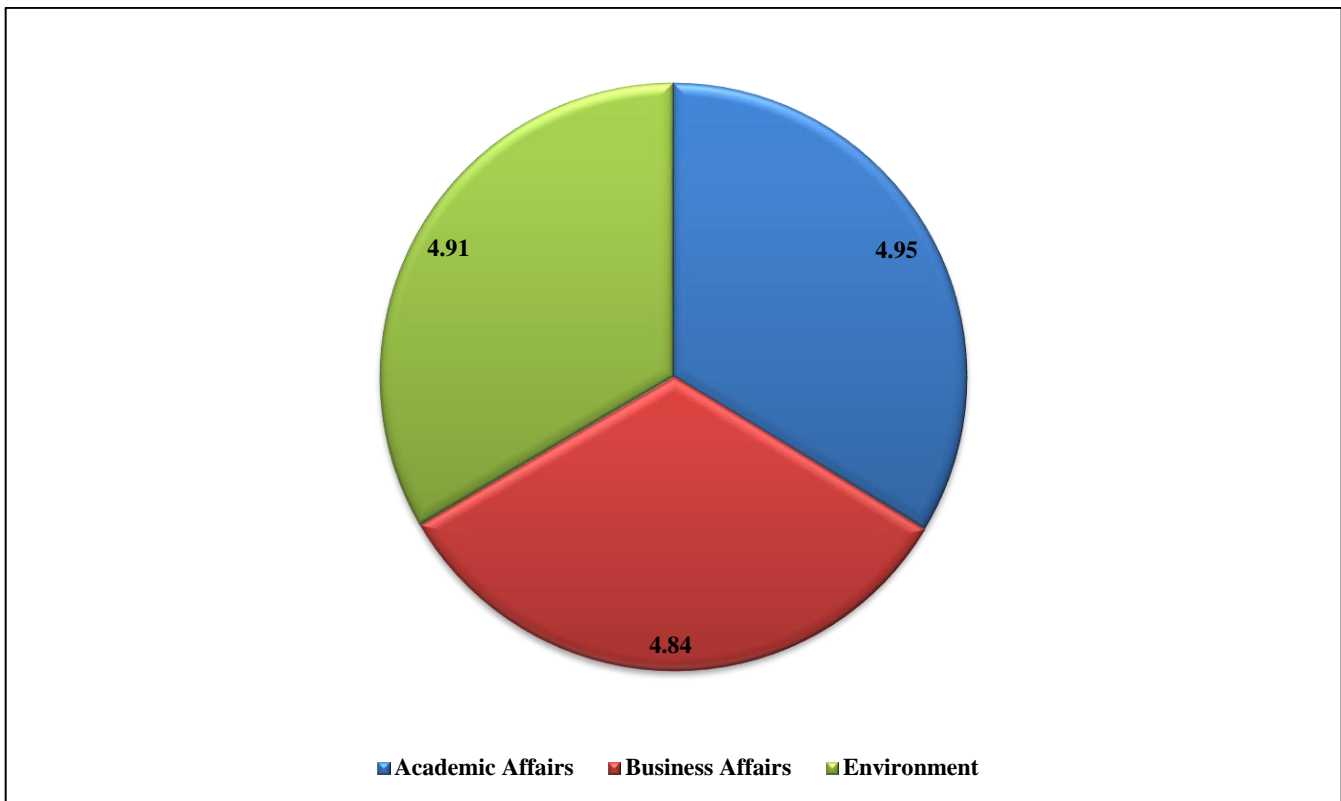


**Analysis**

The three charts above indicate that scores received in each item and in each category range from around 4.96 to 5. 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.

The chart below presents the average score obtained by each of the three units.

**Figure 8:** Summary of Campus Climate Survey Results



**Analysis**

The average scores in this chart are an indication of student’s overall satisfaction with the services they received. These results, along with those presented by the three tables above, are used by each support unit as one of the assessment tools used to measure their effectiveness.

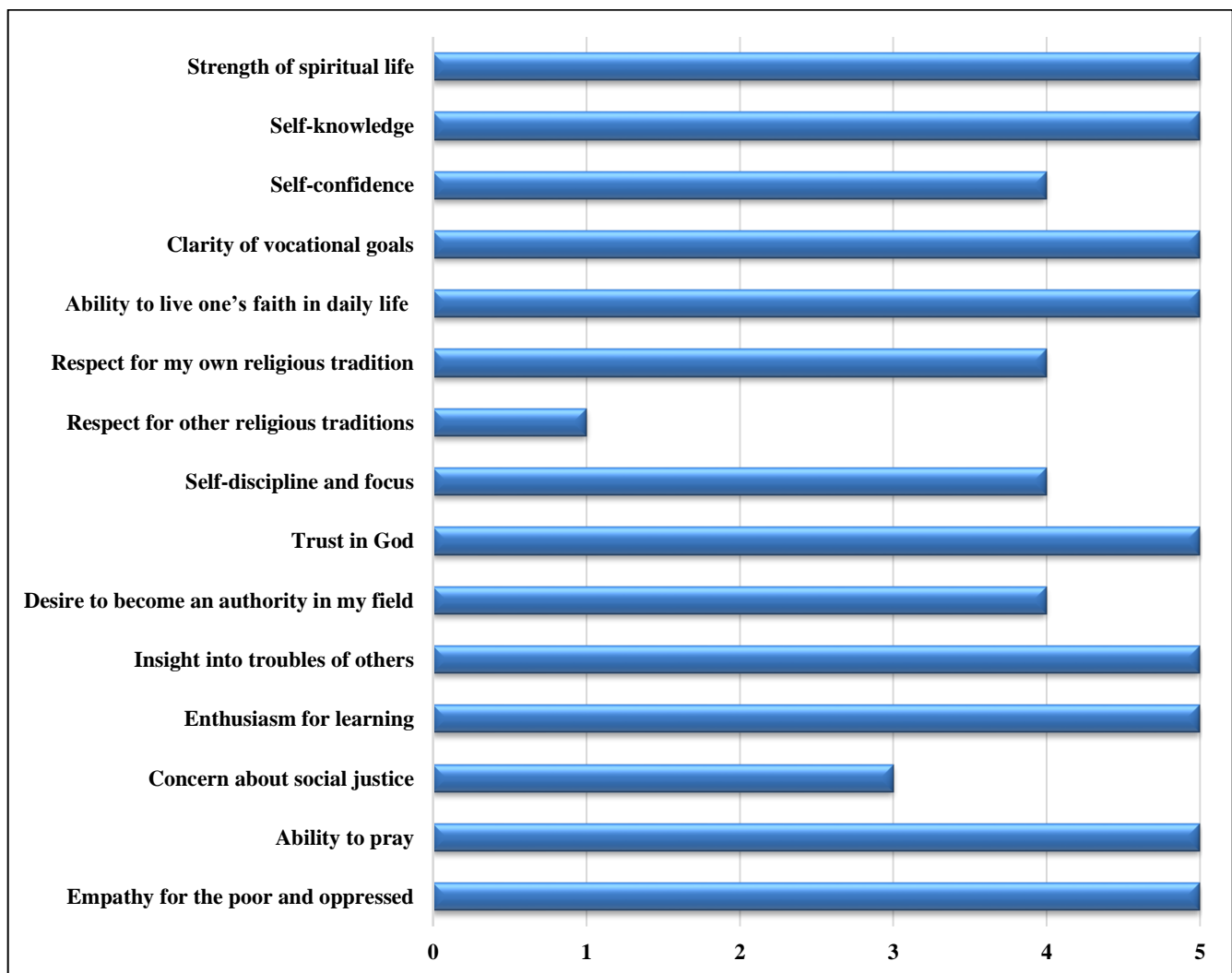
**GRADUATE SURVEYS**

Graduate Surveys are completed each academic year by all students who are on the point of completing their program. In order 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 or staff interference.

School of Divinity

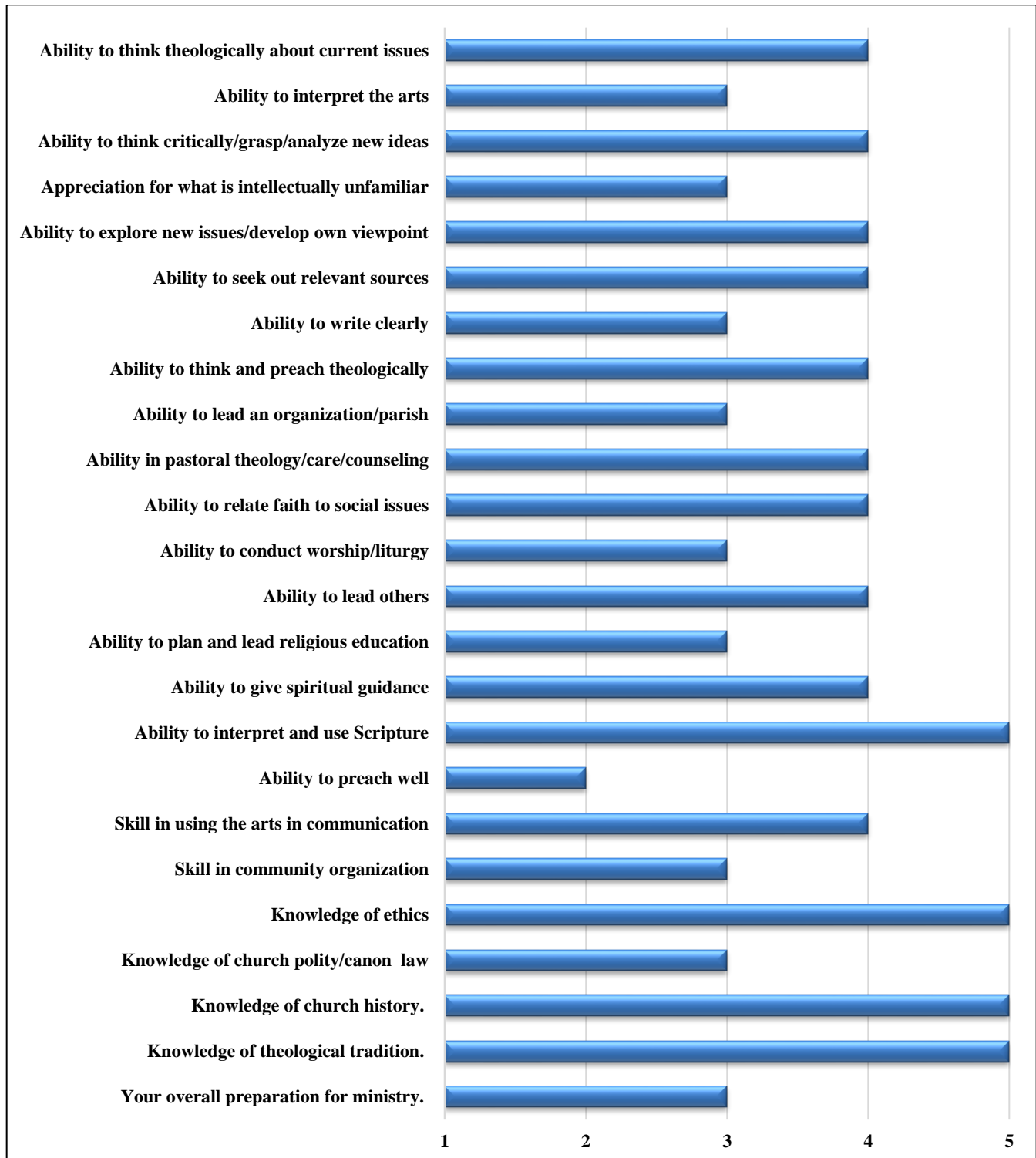
One section of the Graduate Survey asks students to rate the impact of the program on their personal and spiritual lives using the following scale: **5 - Much Stronger** | **4 - Stronger** | **3 - About the Same** | **2 - Weaker** | **1 - Much Weaker**. Average scores are calculated and analyzed to identify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

**Figure 9: Personal and Spiritual Growth**



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 10: Achievements**



**Other Answers:**

- 100% of the respondents stated that they had become *less conservative* since they began the program.
- Most respondents stated that the three most important influences on their educational experience at GCU were faculty, *study of history and theology*, and *spiritual formation*, and the top two effects of their field education/internship were *greater interest in future ministry* and *greater self-understanding*.
- Most respondents stated that field education/internship was *very important*.

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:** Achievement of Learning Outcomes

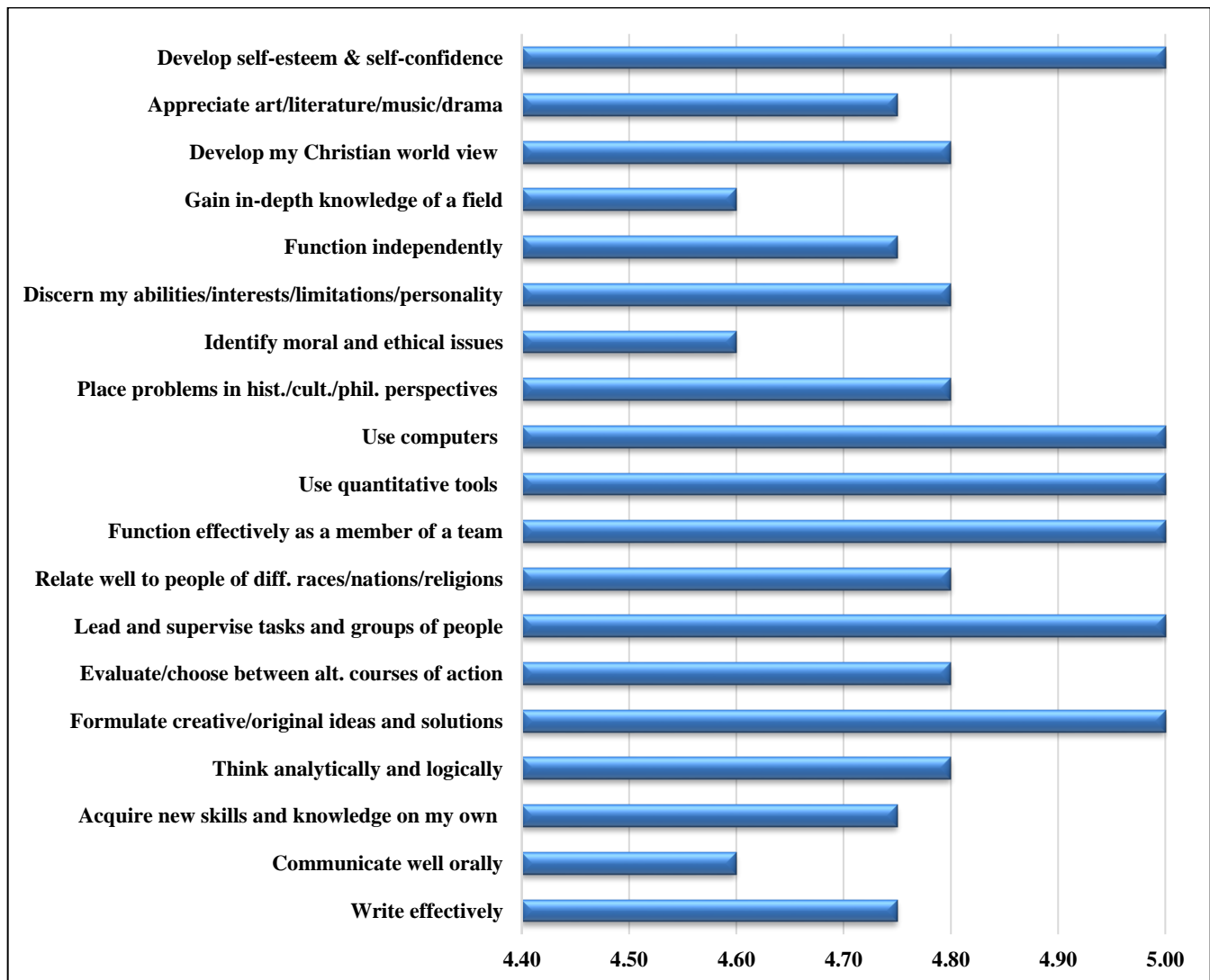
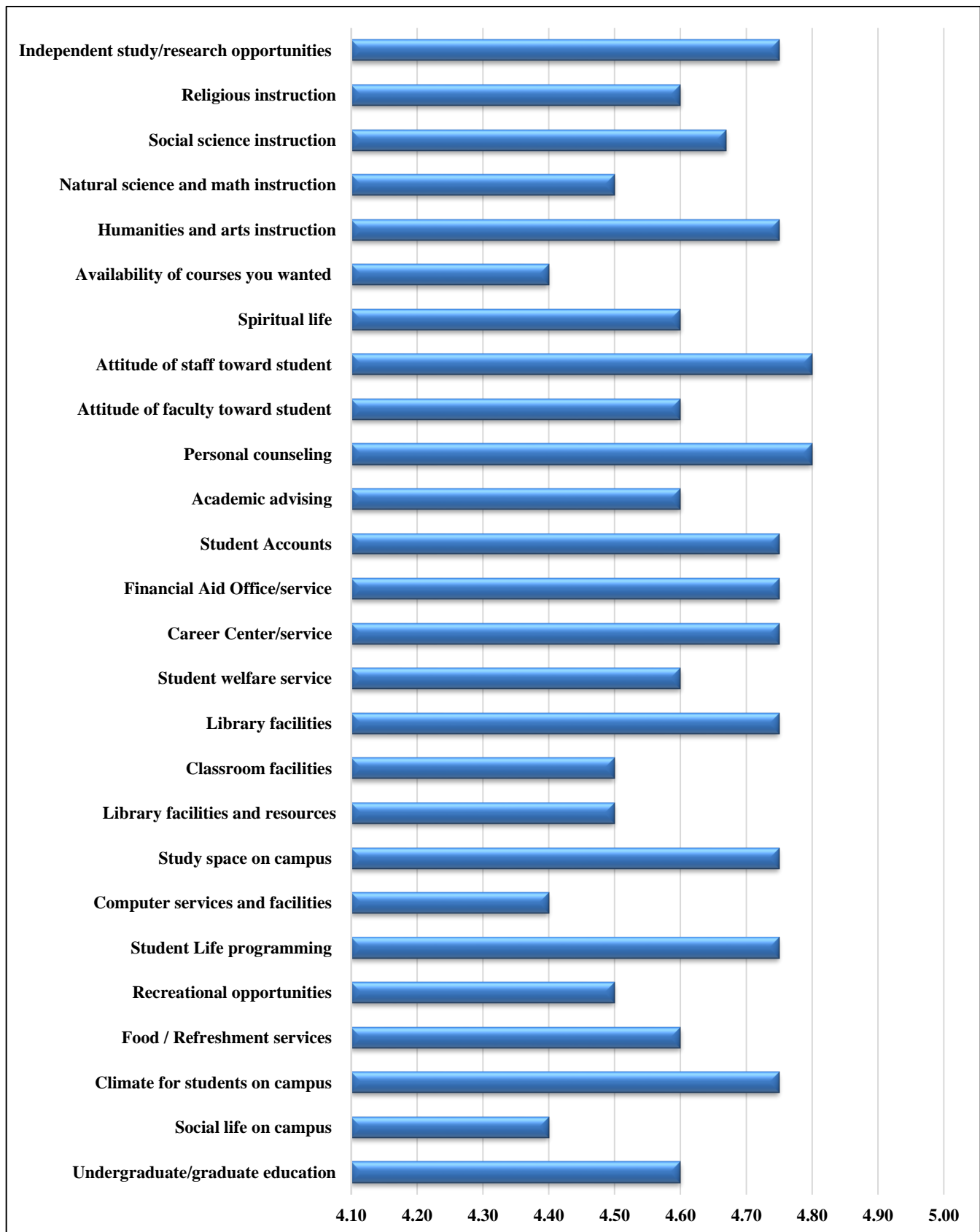


Figure 12: Quality of Instruction and Services



## Analysis

### School of Divinity

When asked whether various aspects of their personal and spiritual lives had become stronger, remained the same, or become weaker since their started their educational program at GCU, most respondents had a positive response. They stated that various aspects in their personal and spiritual lives had become stronger or much stronger.

Even though responses were generally positive, the fact that two aspects have low scores is an issue that needs to be addressed. Most respondents stated that their respect for other religious traditions had become much weaker, and their concern about social justice had remained about the same. A program review in the School of Divinity, including instruction, course content, and assessment of learning will help determine the causes for this low score and identify solutions that will lead to some improvement.

When asked to rate their achievements, most respondents had a positive response. They stated that they were either satisfied or very satisfied with the achievements they had made as a result of completing their program of study.

Even though responses were generally positive, there are improvements to be made in order for most students to feel very satisfied. Indeed, in this section of the survey, most positive answers were simply “satisfied.” In addition, many respondents stated that they were “not sure” about the achievement of some of the abilities listed, and some students were somewhat dissatisfied with their “ability to preach well.” A program review in the School of Divinity, including instruction, course content, and assessment of learning will help determine the causes for these low scores and identify solutions that will lead to some improvement.

### Other Schools

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 4.6 to 5. 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 4.40 to 4.80.

## ALUMNI SURVEYS

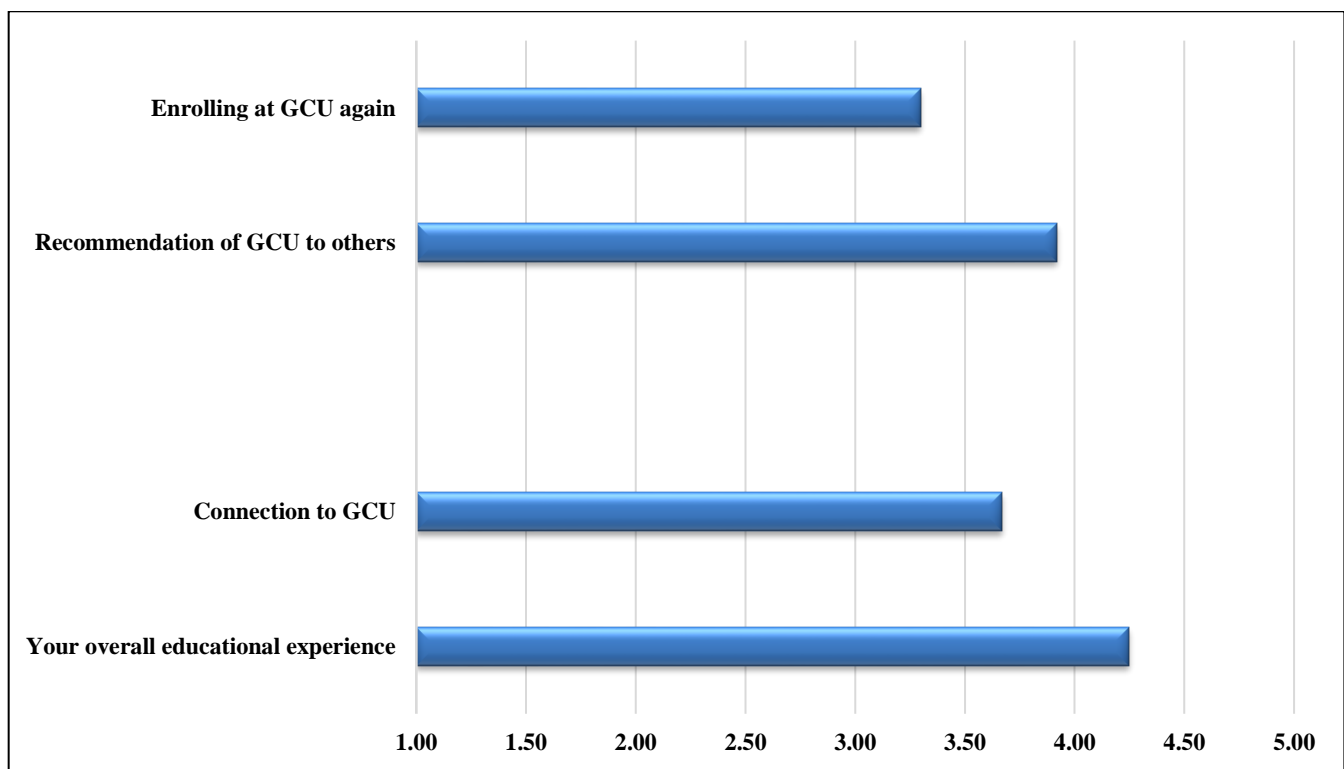
These surveys are completed each academic year by GCU alumni. In order to generate truthful and accurate answers and comments, these surveys are anonymous, completed in the absence of GCU faculty and staff, and submitted directly to the office of Academic Affairs.

Alumni surveys are divided in various categories including Alumni Outcomes, Employment, and the extent of GCU’s contribution to the development of their skills.

Alumni Outcomes

In Alumni Outcomes, each individual was asked whether they would enroll at GCU again if they could start over, and whether they would recommend GCU to others. Each individual was also asked to rate their satisfaction with the time they spent at GCU using the following scale: **5 - Very Satisfied | 4 - Satisfied | 2 - Dissatisfied | 1 - Very Dissatisfied**. Average scores are calculated and analyzed to identify strengths and weaknesses.

**Figure 13:** Alumni Survey- Outcomes



**Analysis**

When asked whether they would enroll at GCU again if they could start over, the positive answer received a score of 3.30. The positive answer to recommending GCU to others received a score of 3.92. As for the alumni’s satisfaction with the time they spent at GCU, the chart indicates that they are generally satisfied. Their satisfaction with their connection with GCU received a score of 3.67, and their satisfaction with their overall educational experience at GCU received a score of 4.25. While these scores or not bad, they do indicate they some work needs to be done. Some emphasis will need to be placed particularly on the Alumni’s connection with GCU and on the



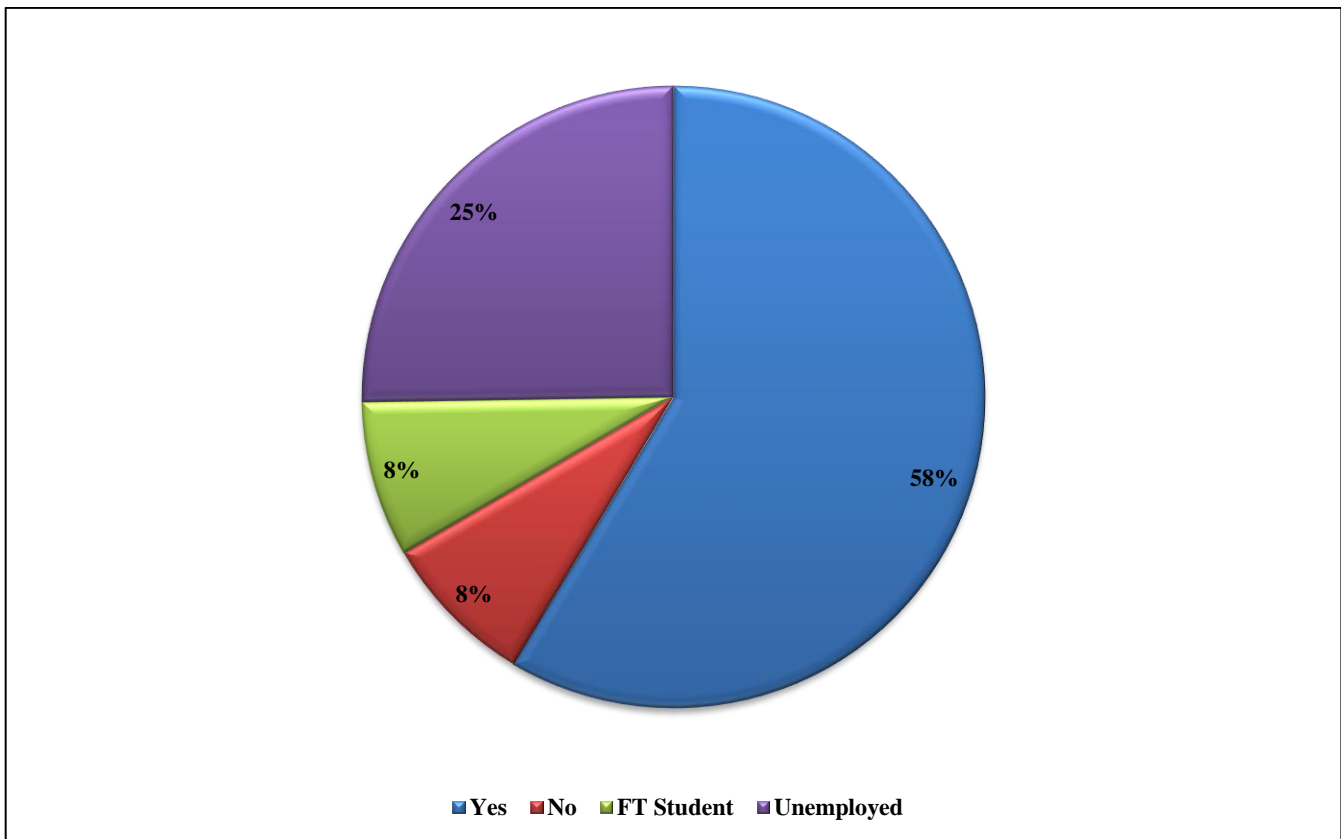
Alumni’s willingness to enroll at GCU again if they could start over.

In addition, they alumni were also asked to whether they were satisfied with their career, academic situation, and relationship development with GCU faculty. 92% of the respondents had a positive answer to the first question and 75% to the second one.

Employment

Concerning their employment status, alumni were asked whether they were employed in their field of study or not. The chart below summaries the results.

**Figure 14:** Alumni Employment Status



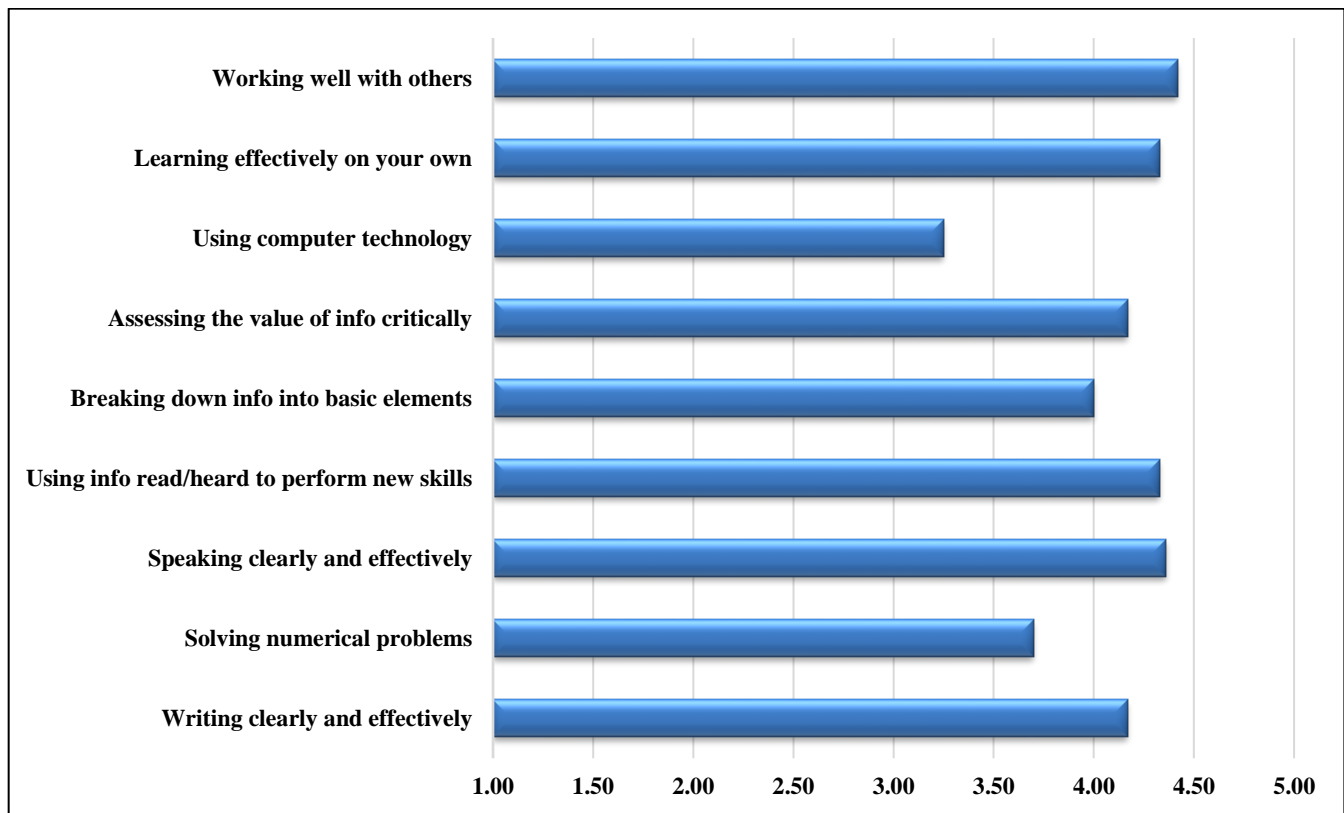
**Analysis**

58% of the respondents indicated that they were employed in their field of study, while 42% were not. Of those, 25% are still unemployed, 8% are still full-time students, and 8% are simply employed in a different field for which they had developed skills after GCU.

GCU’s Contribution

In another section of the Alumni Survey, each individual is asked to rate the extent to which GCU contributed to the knowledge, skills, and personal development they acquired during their time at the institution. They were asked more specifically about the following areas: writing, problem solving, speaking, analyzing information, technology, self-learning, and collaboration. Respondents answer the questions using the following scale: **5 - Very much** | **4 – Quite a bit** | **3 - Some** | **2 - Very little**. Average scores are calculated and analyzed to identify strengths and weaknesses.

**Figure 15:** GCU’s Contribution to Alumni Knowledge, Skills, and Personal Development



**Analysis**

Answers shown in the chart above indicate that, in general, GCU alumni were satisfied with the institution’s contribution to the knowledge, skills, and personal development they acquired during their time here.