

GC
JOURNEYS

ANNUAL REPORT
2019-2020



I N D E X

GC Journeys Participation

- Participation in GC Journeys (2018-19 v 2019-2020)
- 2019-2020 Student Participation in Individual Experiences
 - GC Journeys Programming/Faculty Development
 - Office of Transformative Learning Experiences Support for GC Journeys

GC Journeys News

- Faculty Complete Design for Transformative Learning Course in 2019-2020
- GC Journeys Presentation for the USG System Office
- 2020 GC Journeys/MURACE Undergraduate Research Department Mini-Grant
- Posters at the Capitol
- Cofer and Alby present on GC Journeys for USG Momentum Year
- Over 100 people attend GC Journeys Info Sessions in 2019-2020
- Dr. Alby represents Georgia College at National Institute for Learning Outcomes
- Assessment Results on Written Communication: What Do We Know About Our Students' Writing Skills?
- GC's 23rd Annual Student Research Conference Moves Online

GC Journeys Assessment

Transformative Experiences

- NASH Study on GC Journeys Equity and Participation in Transformative Experiences (2018)
- National Study on High Impact Practices Quality (2019) Essential Skills
- Essential Skills Core Assessment
- VALUE Institute Assessment- Written Communication

Other

- Career Center Career Milestones Data

GC Journeys in the Strategic Plan

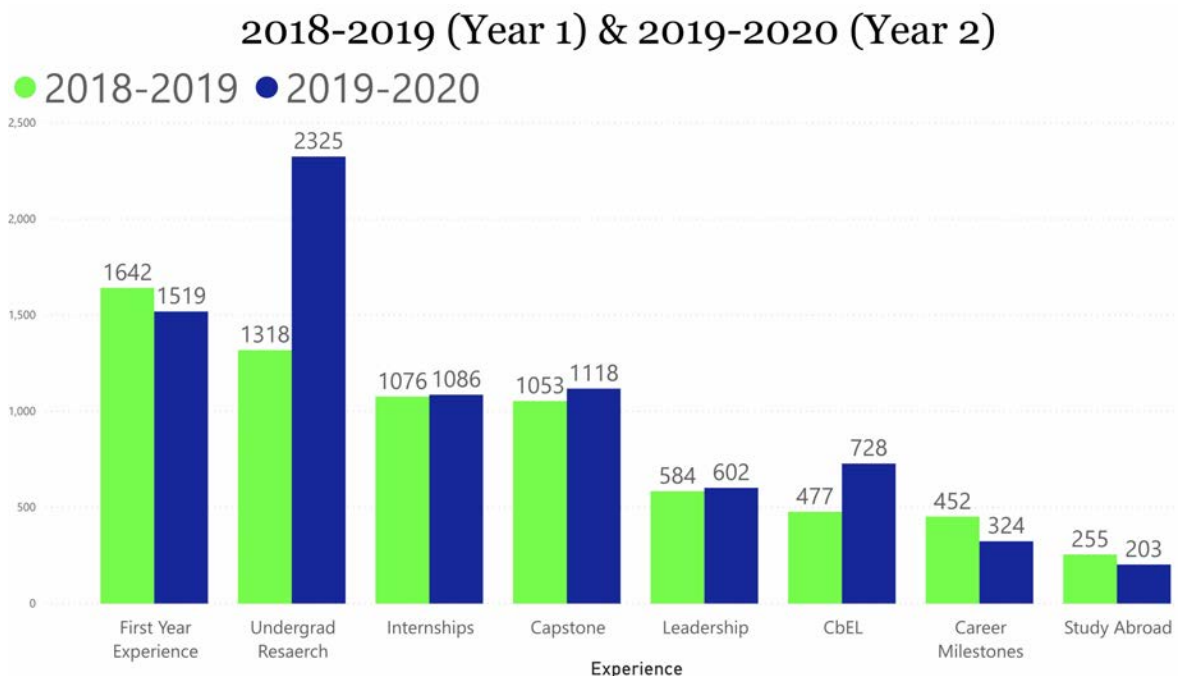


GC JOURNEYS PARTICIPATION DATA

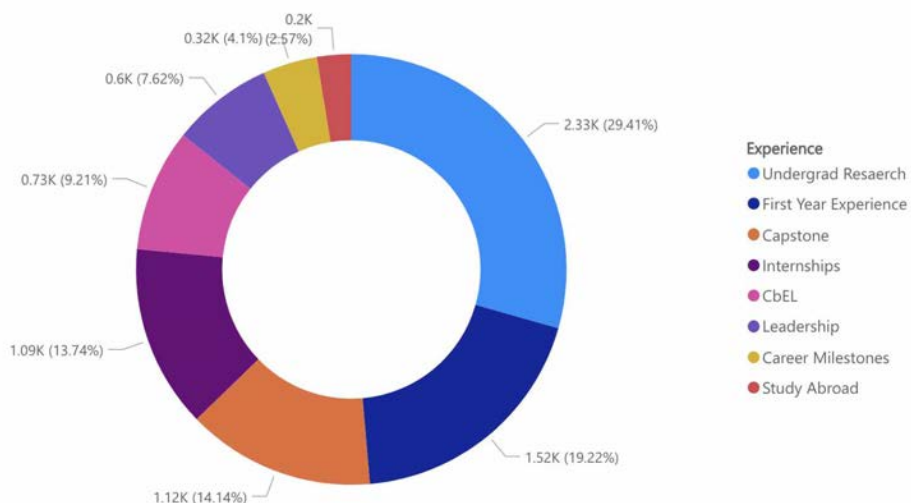
2019-2020 shows 15.3% increase in Transformative Experiences for GC Journeys

Experience	2018-2019	2019-2020	Difference
First Year Experience	1642	1519	-123
Career Milestones	452	324	-128
Capstone	1053	1118	+65
Leadership	584	602	+18
Undergrad Research	1318	2325	+1007
CbEL	477	728	+251
Internships	1076	1086	+10
Study Abroad	255	203	-52
Total Student Participation	6857	7905	+1048

The 2019-2020 school year brought a big spike in transformative experiences, especially in Undergraduate Research and Service Learning. Despite having to move online in the Spring, students were still able to participate and complete internships, capstones, etc.



**2019-2020 GC Journeys
Participation by Experience**



GC Journeys Faculty Development/Info Sessions

Programming	Sessions in 2019-2020	Attendance
GC Journeys Info Sessions	6	103
Transformative Experiences Workshop	10	158
Essential Skills Workshop	12	151
HIPs Learning Community	4	8
Design for Transformative Learning (course)	Semester-long course	71

GC Journeys Support for Transformative Experiences in 2019-2020

In 2019-2020, the Office of Transformative Learning provided financial support for transformative experiences in the form of faculty development as well as equipment and supplies for Internships, Leadership, Undergraduate Research, and Community based Engaged Learning experiences. Additionally, MURACE provided support for both student travel, poster printing, supplies for the MURACE Symposium, as well as support for the Student Research Circle.

Experience	Support
Undergraduate Research	10 Department mini-grants (\$25,000)
Undergraduate Research	UR supplies for project (Physics)
CbEL	GC2Y Rebel Girls Publishing Project
CbEL	Supplies for Hancock Co. Library Project (Art)
Internship	Internship Supplies (Art)
Leadership	Peer Mentors/Emerging Leaders Learning Community
Leadership	Learning Center (SI Leadership)
All	HIPS Faculty Learning Community (Supplies)
All	Transformative Experience Faculty Course (\$22,000)

GC JOURNEYS NEW STORIES

DESIGN FOR TRANSFORMATIVE LEARNING

As part of the rollout for GC Journeys, Cynthia Alby has offered six sections of a 32-hour course called "Design for Transformative Learning." During the Summer 2019, Fall 2019, and Spring 2020, the Transformative Learning Fellows in this course came ready to design a new course or redesign one they've already taught. The idea is to support faculty as they design courses around Transformative Experiences and Essential Skills while also introducing concepts such as the basics of course design, authentic and transparent assessment, learning nudges, and more.

The course is based on the state's prestigious "Governor's Teaching Fellows" program.

GC JOURNEYS PRESENTATION FOR THE UNIVERSITY SYSTEM OF GEORGIA

On September 18th, Drs. Jordan Cofer, Cynthia Alby, and Jim Berger presented on Georgia College's method of using faculty development to support GC Journeys & high-impact practices. Georgia College was one of



2020 GC JOURNEYS/MURACE UNDERGRADUATE RESEARCH MINI-GRANT WINNERS

Nine different departments were awarded a 2020 GC Journeys/MURACE Undergraduate Research Mini-Grants, while the School of Health and Human Performance received two different mini-grants. In total, ten different grants were awarded to fifty different faculty members at Georgia College. These awards were competitive awards meant to support faculty who are mentoring undergraduate research on campus.

In order to be eligible for these awards, faculty in each department had to agree to mentor at least one undergraduate student research experience and that the student had to present their research at a conference in the upcoming year.

four institutions invited to present at the Equity in High-Impact Practices Vanguard Institution meeting held at the University System of Georgia office in Atlanta.

The presentation offered an argument for the need to support faculty implementing high-impact practices, an overview of GC Journeys, and ended with GC's model of supporting faculty in high impact practices. Cofer, Alby, and Berger explained how Georgia College had created a tiered system starting with 30 minute info sessions on GC Journeys, as well as 2 hour workshops on Transformative Experiences as one on Essential Skills, and finally a 32 hour course on Transformative Design. In addition, the Center for Teaching and Learning is working on additional means of support, including a faculty learning community centered around high-impact practices.

RESEARCH MINI-GRANT WINNERS

Department of Chemistry,
Physics and Astronomy
Chavonda Mills
Hasitha Mahabaduge
Wathsala Medawala
Peter Rosado

Department of Communication
Angela Criscoe
Christina Smith
Amanda Respass

Department of Government & Sociology
Nicholas Creel
Brad Koch
Keith Lee
Stephanie McClure
Charles Ubah

Department of Music
Cliff Towner
Dana Gorzelany-Mostak
Jennifer Flory

School of Health and Human Performance
x2
Kevin Hunt
Liz Speelman
Brittany Hardin
Kelly P. Massey
Mike Martino
Jake Grazer
Jinkyung Park

Department of Biological
and Environmental Sciences
Samuel Mutiti
Christine Mutiti
Kasey Karen
Kristine White
Allison VandeVoort
Bruce Snyder
Kalina Manoylov
Al Mead
Matt Milnes
Andrei Barkovski

Department of English
Julian Knox
Kerry Neville
Stephanite Sevcik
Joy Bracewell

Department of Psychological Science
Ashley Taylor
Diano Young
Eric Rindal
Kristina Dandy
Lee Gillis
Noland White
Stephanie Jett
Tsu-Ming Chiang
Walter Isaac
Whitney Heppner

Students Present at 2nd annual “Posters at the Georgia State Capitol”

Six students—with majors in chemistry, music therapy, physics and psychology—represented themselves and Georgia College in February at the 2nd annual “Posters at the Georgia State Capitol.”

The undergraduates were among 54 students from 15 colleges and universities statewide, who participated at the Georgia State Capitol building in Atlanta. University President Dr. Steve Dorman was there for support, along with other administrators and professors. Multiple members of the state House and Senate stopped by to see research posters, along with lobbyists and legislative staffers.

“The 2020 Posters at the Georgia State Capitol was a great success,” said Dr. Doreen Sams, professor of marketing and coordinator of Georgia College MURACE (Mentored Undergraduate Research and Creative Endeavors).

Sams thanked her Capitol co-chair Robin Lewis, who is also director of Georgia College’s Office of Grants and Sponsored Projects. In 2018, she and Lewis came up with the idea for the state event, modeled after the popular “Posters on the Hill” held every year in Washington D.C. by the Council on Undergraduate Research (CUR). The state event has been adopted by Georgia Undergraduate Research Collective (GURC) and included a wide range of projects from accounting, biomedical technology and environmental engineering to health communications, political science and education.

Johnny Grant, Georgia College Director of Economic Development and External Relations, is one of the project’s “greatest champions,” Sams said. He told House and Senate members about the exhibit and encourage them to stop by. She also

applauded the work of the steering committee—which included members from Georgia Southern University, the University of North Georgia and University of West Georgia.

The six Georgia College undergraduates at the Capitol this year were:

- Senior chemistry major Megan Andrews of Covington, Georgia, who is studying prostate cancer in men of African descent. This population is disproportionately affected by the disease. She’s working with three Georgia College Chemistry and Public Health professors, along with the state Department of Public Health, to determine how socioeconomic status affects onset of this particular cancer. The professors are Dr. Wathsala Medawala and Dr. Chavonda Mills, who helped with chemistry and hormonal data, and Dr. Ernest Kaninjing, who helped design the project.
- Senior Ashley Newkirk of Woodstock, Georgia, who used music therapy to help a first-grade student with autism increase his ability to follow directions, communicate and be more social. Working with Katie Whipple in Creative Arts Therapies, Newkirk used various musical interventions, including instruments and dance, to promote social interaction between the boy and his peers.
- Senior physics major Bo Cavender of Brooks, Georgia, who helped build a portable solar charging station that

tracks the sun to generate energy as a power source for cell phones and laptops anywhere on campus. Cavender works with Dr. Hasitha Mahabaduge in the Condensed Matter Research Group. As a mentor, he said Mahabaduge knows when to step back and when to offer advice.

- Sophomore physics major Catherine Boyd of Columbus, Georgia, who determined whether solar panels could improve the battery performance of golf carts. This involved hooking solar panels up to golf cart batteries and measuring voltage and current. She worked with Mahabaduge too, learning how to analyze data and present research.
- Senior psychology majors Madeline Drives of Johns Creek, Georgia, and Amelia DuBose of Thomasville, Georgia, who are studying aggression levels in children, perceived by parents and teachers, and how this connects to socioeconomic status. They are working with Dr. Tsu-Ming Chiang, who helped spark their interest in research.

Andrews said undergraduate research is “the most impactful experience” she’s had at Georgia College. Boyd said she didn’t expect to have so many research opportunities in college and feels “very blessed to have had the opportunity to present” at the Capitol. Drives, too, said if someone had told her she’d be doing so much research in college, she would’ve thought



they were “crazy.” She feels her research time at Georgia College has been a “truly amazing experience.”

“Posters at the Georgia Capitol” is selective. Due to limited space, only 42 of 78 projects were accepted from private and public institutions throughout Georgia. Applications go through a blind-review process with faculty reviewers statewide.

“I’m so proud of our students,” said Dr. Jordan Cofer, associate provost for Transformative Learning Experiences. “This was an amazing opportunity for students to present their research to legislators, lobbyists, university administrators and members of the general public. We definitely saw an increase in foot traffic this year and, because of the stiff competition, I think the projects that were accepted were all very strong.”

Music therapy instructor Katie Whipple echoed that sentiment. The audience is what makes this event unique. Legislators get to “see the relevance of higher education in a time where student debt load and work readiness are big issues,” she said. The Capitol gives students a chance to communicate their ideas and findings in laymen terms. It’s a critical skill to be able to explain the importance and relevance of their work to people outside their field, Whipple said, especially to politicians who make decisions on funding and support.

“Legislators may not necessarily be part of the traditional academic community,” she said. “But they may be the ones helping us make governmental changes, based on what we and our students find through research.”

Assistant Professor of Physics Dr. Hasitha Mahabaduge also considers the Capitol a unique place for student research. It’s a more-relaxed setting than most conferences, he said, and allows students to focus on presentation skills, rather than be too technical with details. Students “were excited to see President Dorman at the event,” he added. “It was a validation for our students and their hard work.”

Perhaps Cavender summed it up best with his advice for undergrads.

“Being involved with research here at Georgia College has given me opportunities that would not otherwise have been possible,” he said. “Students should be inclined to participate in research for the opportunities that it grants. There are many different research groups on campus, which all vary in their level of involvement and area of focus, allowing anyone to participate.”

“If undergraduate research seems like it requires students to have an excellent understanding of their area of study or that it’s going to take up a lot of time, you are mistaken,” Cavender said. “Many of the concepts I was taught in the classroom were solidified while doing research. Undergraduate research provides students with an excellent way to get introduced to research and also get to know your professors, which is why you should get involved.”

COFER AND ALBY SHOWCASE GC JOURNEYS AT THE USG MOMENTUM SUMMIT

On January 28th & 29th, the University System of Georgia invited an institutional team from all 26 institutions to attend a 2 day workshop called the Momentum Summit. During this time, the USG asked Georgia College to give two different presentations about GC Journeys.

This summit not only gave Georgia College a change to showcase the GC Journeys initiative, but it also gave the GC team an opportunity to work on plans to continue supporting GC Journeys into the future.

OVER 100 PEOPLE ATTEND GC JOURNEYS INFO SESSIONS IN 2019-2020

In Fall 2019, the Office of Transformative Learning Experiences began offering GC Journeys Info sessions. During these short (30 minute) information sessions, Drs. Alby and Cofer offered an overview about both the transformative experiences and essential skills in the GC curriculum.

The final info session, offered on April 16th, was the first online info session ever offered and had 32 people in attendance, the largest info session all year. "It went surprisingly well," said Alby. "We got really great feedback and didn't have any technical glitches." Cofer added, "Overall, we had some large info sessions and some more intimate sessions, but they have all been valuable. We've made some important changes based on the feedback we received."

This year, a total of 103 people attended GC Journeys info sessions. All attendees received a GC Journeys sticker. "At the outset," said Cofer, "I had no idea if people would be interested, I'm so glad that we had such a great response."

DR. ALBY REPRESENTS GEORGIA COLLEGE AT NATIONAL INSTITUTE FOR LEARNING OUTCOMES (NILOA)

Dr. Cynthia Alby was a co-presenter in the session "Expanding Definitions of Evidence for Equity" at the National Institute for Learning Outcomes Assessment (NILOA), where she presented on the work of GC Journeys. Dr. Alby presented alongside Dr. Claire Jacobson, from the National Association of System Heads, and Dr. George Kuh, from Indiana University and author of Student Success in College who is known for his work in identifying high impact practices, as well as the founder of NILOA. According to Alby, Dr. Kuh was impressed with the scope of what GC is doing in High-Impact Practices and Essential Skills.

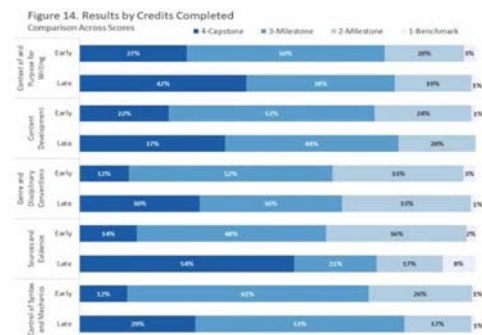
ASSESSMENT RESULTS ON WRITTEN COMMUNICATION:

What Do We Know About Our Students' Writing Skills?

BY CYNTHIA ALBY

Faculty have long expressed concerns that our seniors are not demonstrating the level of writing ability we would expect to see in graduates of a high-quality liberal arts institution. But is this in fact the case? And to what extent do students' writing skills develop over the course of their time with us? To find out, GC Journeys and Institutional Effectiveness sent 95 writing samples from first year students (GC1Y courses) and 95 samples from seniors (capstone courses) to the VALUE Institute, led by the Association of American Colleges and Universities (AAC&U), to be scored using the nationally developed VALUE rubric for written communication. This rubric describes each of the elements listed in the charts that follow. Scorers are extensively trained on the rubric for interrater reliability.

Let's begin by looking at the question of the extent to which our students' writing improves from their first year to their final year. Note that "4-Capstone" is a very high bar and that "3-Milestone" would be the level expected of a solid college graduate. One can consider levels 1 and 2 "below expectations" for college graduates and levels 3 and 4 "at or above expectations." The data suggest that many of our students



	First Year	Seniors (Increase from First Year)	National results for seniors (GC % above national average)
Purpose	77	80 (+3)	77 (+3)
Content Development	74	81 (+7)	71 (+10)
Disciplinary Conventions	64	66 (+2)	61 (+5)
Sources and Evidence	62	75 (+13)	70 (+5)
Grammar and Syntax	73	82 (+9)	74 (+5)
Average of the Above	70	77 (+7)	71 (+6)

arrive with fairly impressive writing competencies, and where we shine is helping many of these students move from very good to exceptional. Especially in terms of sources and evidence, we see phenomenal growth from first year to senior year. And overall, we move about 7% of students from below expectations to meeting them. Let's take a closer look at students who scored at or above expectations.

The data suggest that many of our students arrive with fairly impressive writing competencies, and where we shine is helping many of these students move from very good to exceptional. Especially in terms of sources and evidence, we see phenomenal growth from first year to senior year. And overall, we move about 7% of students from below expectations to meeting them. Let's take a closer look at students who scored at or above expectations.

But about 30% of students come to us with fairly mediocre writing skills, and about 23% leave still writing below expectations. I suspect if we asked our faculty or even the general public what percentage of our graduates should score at level 3 or 4, 77% would not be acceptable; they would want to see more like 90-100%. When faculty complain that our seniors don't write as well as they should, these results suggest they are right in the case of nearly one quarter of our students. But if it makes you feel any better, our students score about 6 percentage points higher than the national average for four-year institutions who participate in the VALUE Institute. And because it is expensive to participate in the Institute (we were able to because we received a grant), one imagines the comparison institutions trend toward the wealthier schools.

Other Interesting Results

- Pell-eligible students outperformed non-Pell in every category except being 2 points lower on disciplinary conventions. In fact, Pell-eligible outperformed non-Pell on "sources and evidence" by 13%, and Pell-eligible students were more likely across the board to score at the highest level - 4's rather than 3's.
- Students of color trailed behind white students by about 10-15% in most categories, but in "grammar and syntax" they are behind 34%.
- Males slightly outperformed females in three categories, but females slightly outperformed males in two categories.

What Does This Mean For Us?

GC Journeys has focused primarily on the "transformative experiences" (HIPs) aspect of the program for the past two years. In fall 2020 we will begin to build the "essential skills" aspect of the program. Every course in both the core and the major will explicitly teach one of 14 essential skills, one of which is written communication. Hopefully as students take more classes that have "written communication" as a focus, these numbers will improve. Clearly, we also need to ensure that our strategies take inclusive excellence into consideration. But we have a talented and devoted faculty, so with the increasing focus on teaching essential skills, we may be able to move much closer to our ideal fairly quickly.

This short overview does not even begin to scratch the surface of the quantity of data provided from our participation in the VALUE Institute.

If you are interested in learning more about this, please contact Dr. Cynthia Alby at cynthia.alby@gcsu.edu.

GEORGIA COLLEGE'S 23RD ANNUAL UNDERGRADUATE RESEARCH CONFERENCE MOVED ONLINE

Monday April 20, 2020



As COVID-19 was changing the way we work and live, more than 60 Georgia College students lost the chance to orally present undergraduate research at prestigious peer gatherings nationwide.

Georgia College moved quickly to ensure students did not also lose the opportunity to present their findings at its spring conference, as well.

Just in time for National Undergraduate Research Week—Georgia College is hosting its 23rd Annual Undergraduate Research Conference. Normally held on campus—it was reorganized to stream online starting at noon April 20, and run through 5:30 p.m. Thursday, April 24.

Interested viewers can access the conference at <https://kb.gcsu.edu/src/2020/> to see digital posters and video presentations, divided by academic disciplines. Faculty, students, staff and community members can interact with researchers via comment boxes. After Thursday, research abstracts will be archived online for viewing, but comments will end.

"When we reached out to students and told them we weren't cancelling our research conference, they were pretty excited," said Dr. Jordan Cofer, associate provost for Transformative Learning Experiences.

"The hardest part is the lack of real-time feedback," he said. "But I'm happy that, despite all the complications of moving online, we still have a platform to share our students' great work."

Multiple conferences in the United States were canceled, including the National Council for Undergraduate Research (NCUR), American Chemical Society (ACS), Southeastern Psychology Association (SEPA), Southeastern Biologists Association (SEBA), Marketing Management Association (MMA) and Southeastern Sociological Association (SESA), as well as the undergraduate research conference for COPLAC (Council of Public Liberal Arts Colleges).



Senior environmental science major Colin Calvert, working at home.

That's why senior Colin Calvert was relieved to learn there was still a venue to display his work on ancient sea snakes. Calvert was going to present his findings at the Georgia Academy of Science conference at Valdosta State University in March. But it was canceled. He's been busy at his home in Roswell making his original poster digital, while also finishing classes online.

"I'm happy that I get to share my work, but I would much prefer to do it in person," Calvert said.

Safety was first on everyone's minds, when social distancing became the norm. But never once did Dr. Doreen Sams think of canceling Georgia College's undergraduate research conference. A marketing professor and coordinator for Mentored Undergraduate Research and Creative Endeavors (MURACE), Sams once presented online research in Spain. Her first reaction to the coronavirus shutdown was: "Okay, we can deal with this."

Sams and Kelly Massey, conference co-chairs, and Cofer worked with Holly Croft, digital archivist at Ina Dillard Russell Li-

brary, to put the undergraduate research conference online. In the short time they had to regroup, they decided to use KnowledgeBox for an online venue. Plus, they watched webinars on the topic and sat in on community chats for the Council on Undergraduate Research (CUR). Colleagues worldwide are sharing tips, Sams said.

Dr. Doreen Sams talks about putting the conference online. It's not been without its challenges. Even without a pandemic to worry about, spring is MURACE's busiest time of the year. In addition to usual tasks, they had to contact all student researchers by email about the changes, create an online presence for the conference and update information on their websites. Meanwhile, they're getting weekly requests via WebEx and Zoom from students, who need help with digital posters and videos.

"There are always unforeseeable challenges," Cofer said, "but Georgia College has such good people that we've been able to keep moving with this conference, despite the hiccups." "This is an exciting

opportunity to see what works online," he added. "It might open up some new avenues for us going into the future."

The review process to be accepted to Georgia College's conference was waived this year for students who had other conferences canceled. Sams hopes this will result in more students presenting this year. They expect to have about 84 participants.

Because the conference will be four days, instead of one, more visitors are also expected.

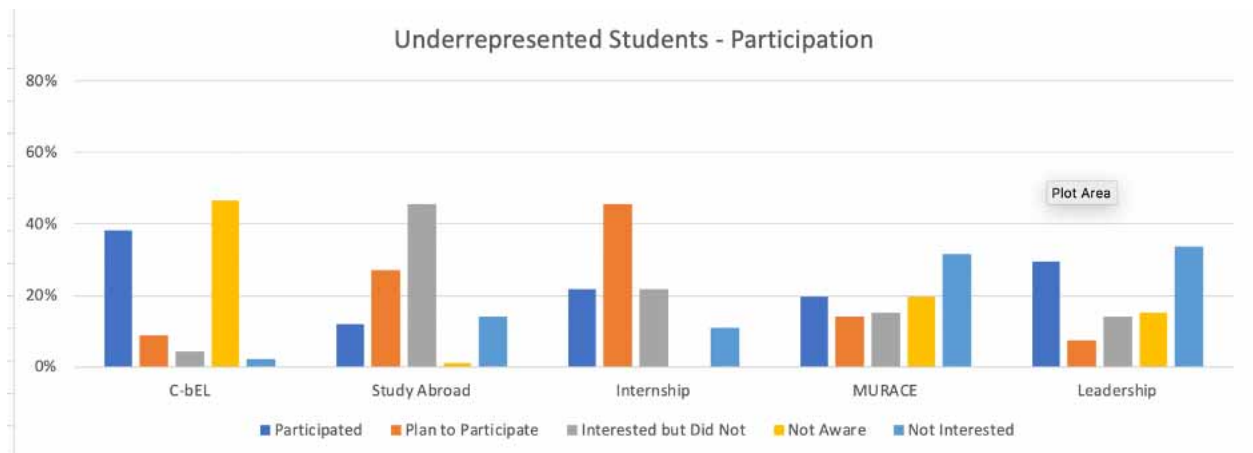
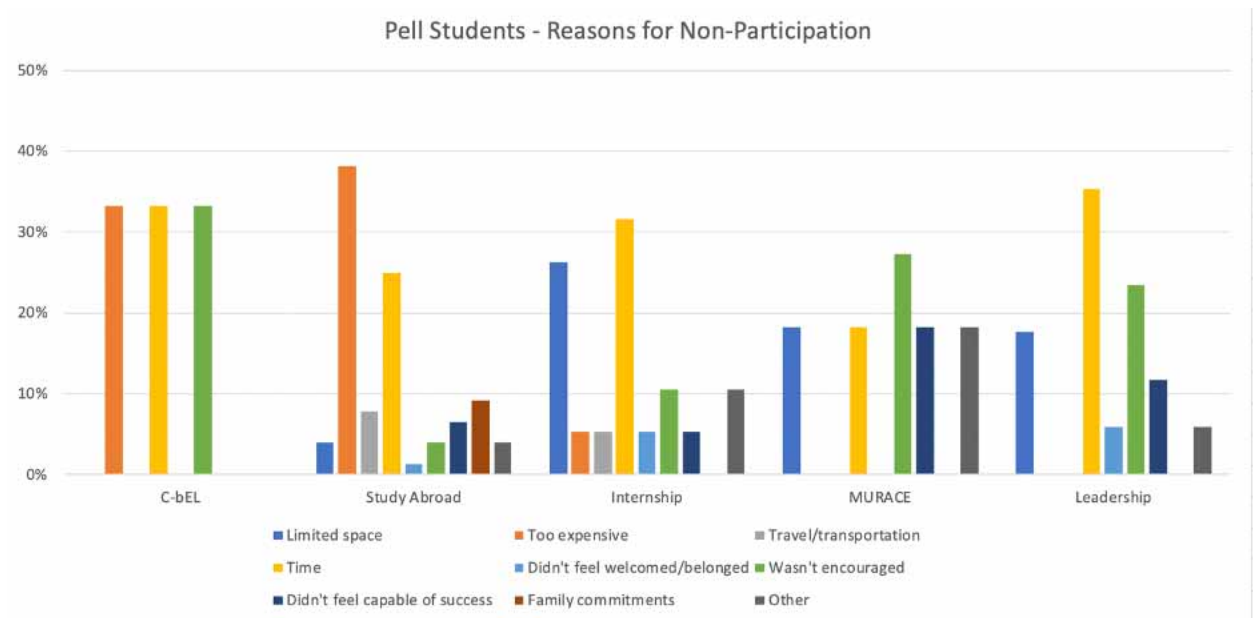
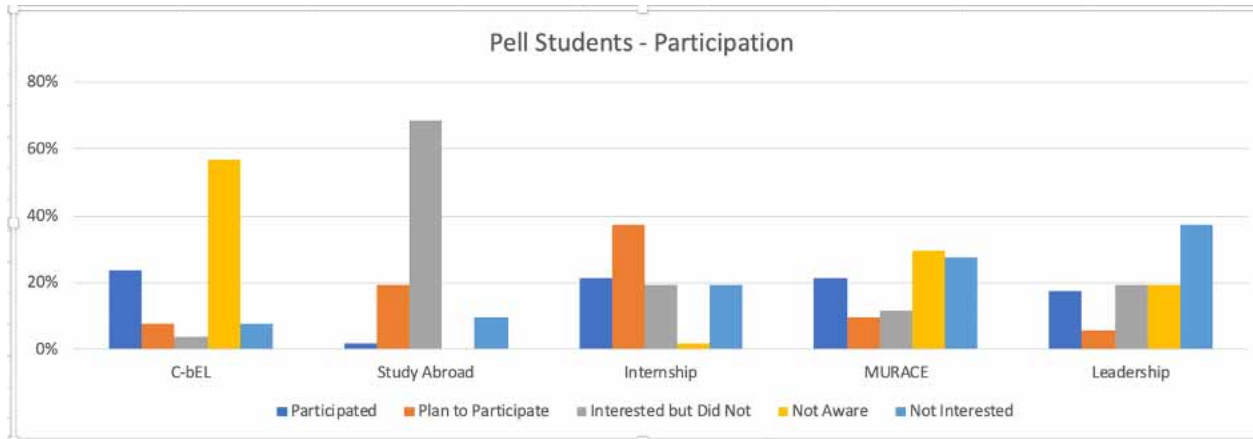
It's been a difficult road. But students will have something worthwhile to show for their last-minute efforts and stress. Research is a high-impact practice that's needed more than ever in today's world, Sams said, so it's worth the hard work.

"Overcoming obstacles is what we do," said Sams. "We'll overcome the current difficulties of COVID-19. During this time, everyone's learning how to adapt and be creative and flexible in our decision making. How we address life's challenges shows in who we are as a people."

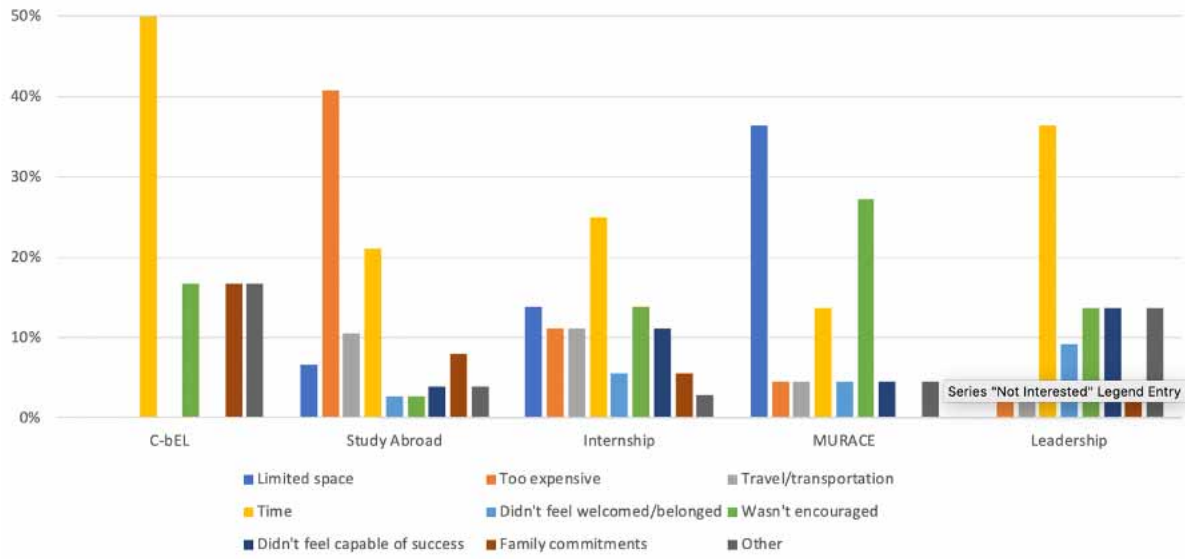
GC JOURNEYS ASSESSMENT

TRANSFORMATIVE EXPERIENCES

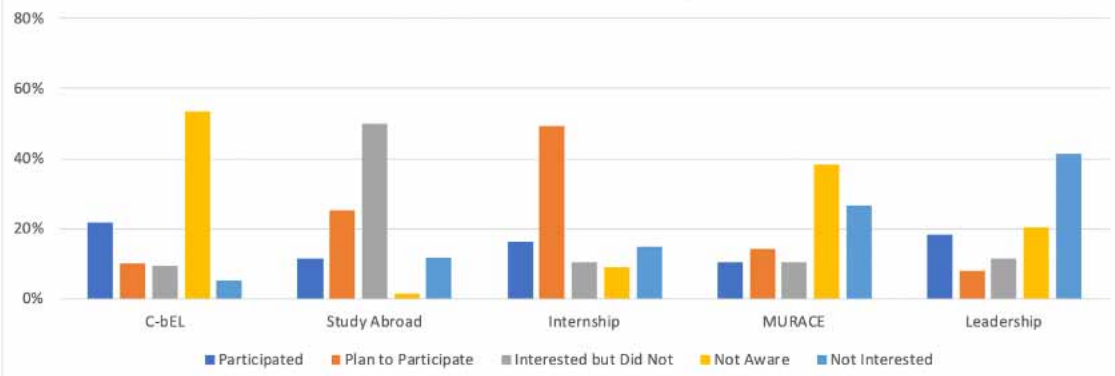
FALL 2018 NASH Study on GC Journeys Equity and Participation in Transformative Experiences



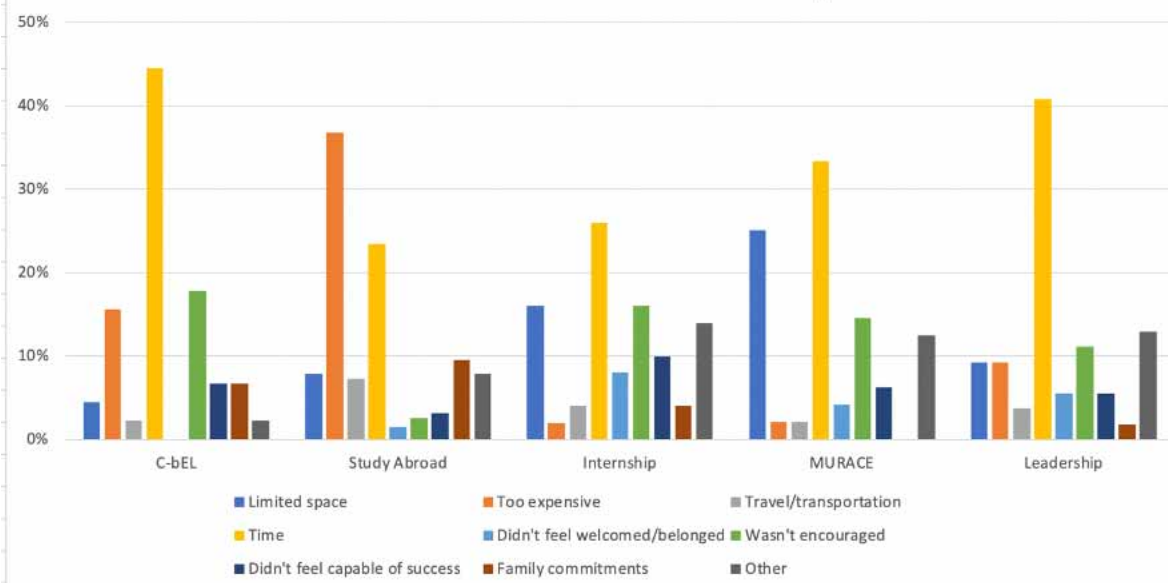
Underrepresented Students - Reasons for Non-Participation

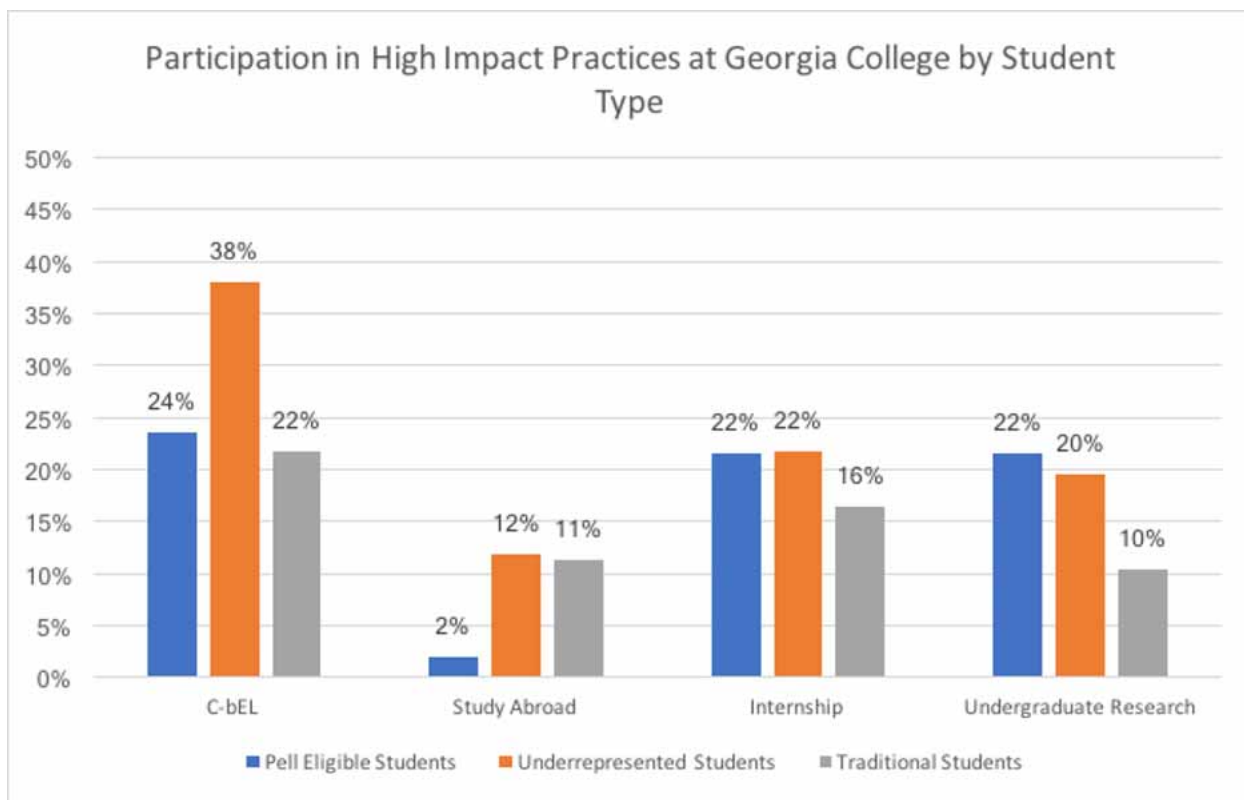


Traditional Students - Participation



Traditional Students - Reasons for Non-Participation





In what ways, if any, do you feel that bias of any kind hindered your participation in any of these transformative experiences?

- 360/442 (81%) left this blank or answered that they did not feel any bias.
- 20 (5%) stated that study abroad was too expensive thereby limiting who could participate.

Those that mentioned concerns we could conceivably address are as follows:

1. For research opportunities, it felt like you had to be "in" or know people who know people to earn a spot on a research team.
2. I was not interested in a few organizations because I feel that they were mainly targeted for honors college students.
3. More academically popular students have more opportunities
4. I don't necessarily feel as smart as everyone here so I didn't think that I would be eligible to do any of these
5. Some leaders had preference to some majors and students
6. Many of these organizations, I feel, already hire those that they are familiar with and the compilation of these members tend to lack diversity in culture and experience
7. I was a transfer student so by the time that I got here I felt like everyone already had friends so it was hard to meet people and know what all activities were on campus
8. As a new student, I feel out of the loop and lack connections.
9. I am not a very social individual, so many of these experiences do not seem fun or interesting to me for that reason.
10. The fact that I'm not as outgoing as other students who speak more in class
11. I feel like if you don't start things as a freshman you are not welcomed into the groups as you get older
12. I am 35 years old, a returning student, and have found most extra-curricular activities to be completely inaccessible.
13. Yes. Most of the internships that have been discussed or seem to be available are ones science related and not really many other availabilities for other majors.
14. Yes, internships shown at GC are primarily business based. Most other majors can't relate.
15. Many of these experiences are not geared towards art majors such as research conferences.
16. Research opportunities mainly with laboratory sciences
17. As a business major, MURACE didn't seem accessible.
18. Bias based in religion
19. Bias towards those who come from a low-income household.
20. I won't be going on a study abroad trip ever after my experience with the lack of disability accommodations
21. I felt like as a minority, it would have been harder to be seen as a leader
22. Race, class and gender influenced my experiences
23. Race
24. Yes, racial and social-economic

Georgia College HIPs Quality Matrix

First Year Experience

	High experiences for performance	Demand time & effort	Substantive interaction w/faculty & peers	They help students engage across differences	They provide students with rich feedback	Structured opportunity to reflect & integrate	Opportunity to apply & test learning in new situations	Public demonstration of competence
National	+	+	++	++	++/+	++		
GC						+		

Undergraduate Research

	High experiences for performance	Demand time & effort	Substantive interaction w/faculty & peers	They help students engage across differences	They provide students with rich feedback	Structured opportunity to reflect & integrate	Opportunity to apply & test learning in new situations	Public demonstration of competence
National	++	++	++		+	+	++	++
GC	++	++	++		+	++	++	++

Study Abroad

	High experiences for performance	Demand time & effort	Substantive interaction w/faculty & peers	They help students engage across differences	They provide students with rich feedback	Structured opportunity to reflect & integrate	Opportunity to apply & test learning in new situations	Public demonstration of competence
National	+	+	+	++	+	++	+	
GC	++		++	++		++	++	

Georgia College HIPs Quality Matrix

Internship

	High experiences for performance	Demand time & effort	Substantive interaction w/faculty & peers	They help students engage across differences	They provide students with rich feedback	Structured opportunity to reflect & integrate	Opportunity to apply & test learning in new situations	Public demonstration of competence
National	++	++	+		+	++	++	+
GC	++	+		++		++	++	++

Community based Engaged Learning Capstone

	High experiences for performance	Demand time & effort	Substantive interaction w/faculty & peers	They help students engage across differences	They provide students with rich feedback	Structured opportunity to reflect & integrate	Opportunity to apply & test learning in new situations	Public demonstration of competence
National	+	++	+	++	+	++	++	+
GC				+		+		

Capstone

	High experiences for performance	Demand time & effort	Substantive interaction w/faculty & peers	They help students engage across differences	They provide students with rich feedback	Structured opportunity to reflect & integrate	Opportunity to apply & test learning in new situations	Public demonstration of competence
National	++	++	++		++	++	++	++
GC	+	+	+		+	++	+	++

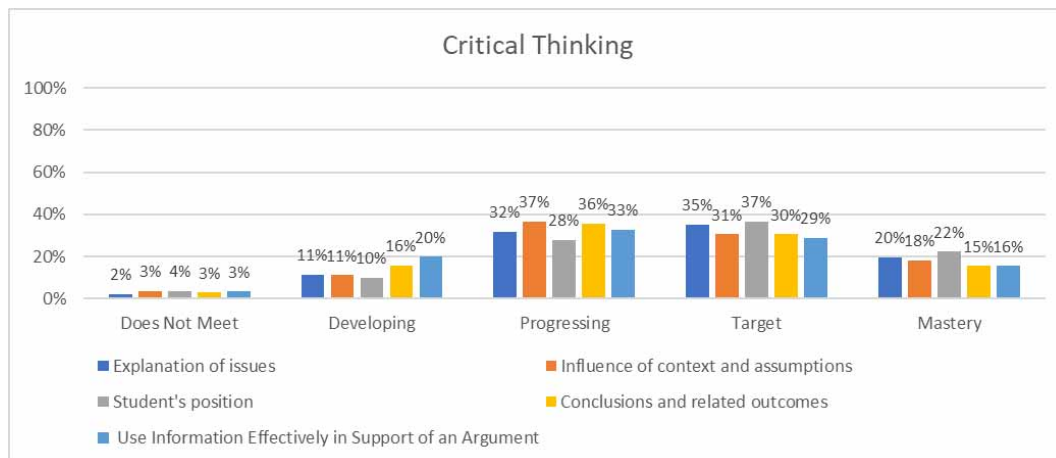
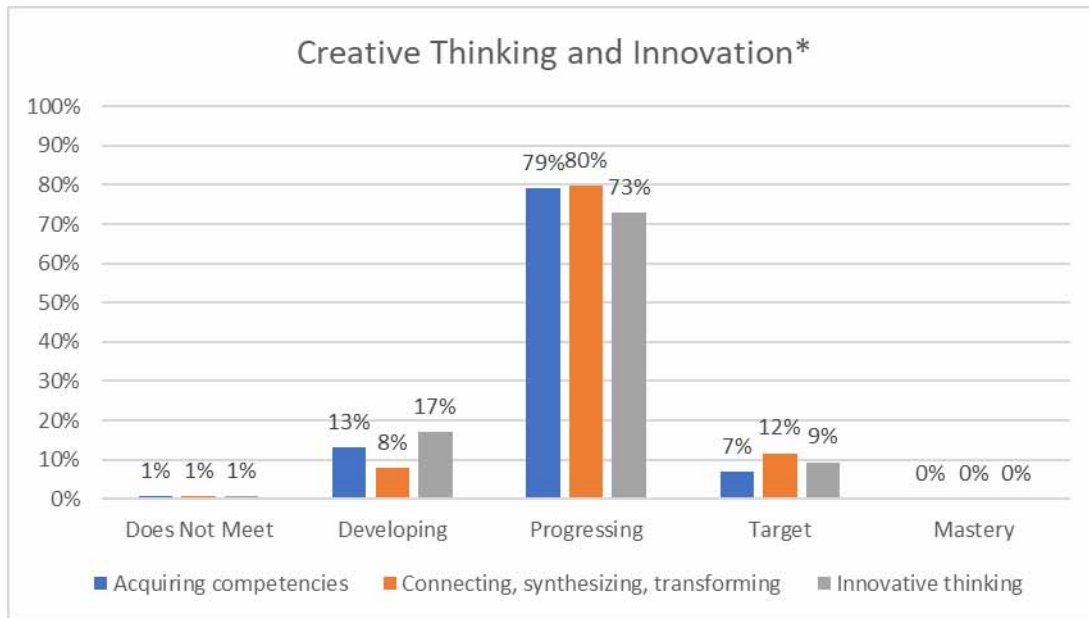
'++ = Strong emphasis + = Moderate emphasis (blank) = Not emphasised

GC JOURNEYS ASSESSMENT

ESSENTIAL SKILLS

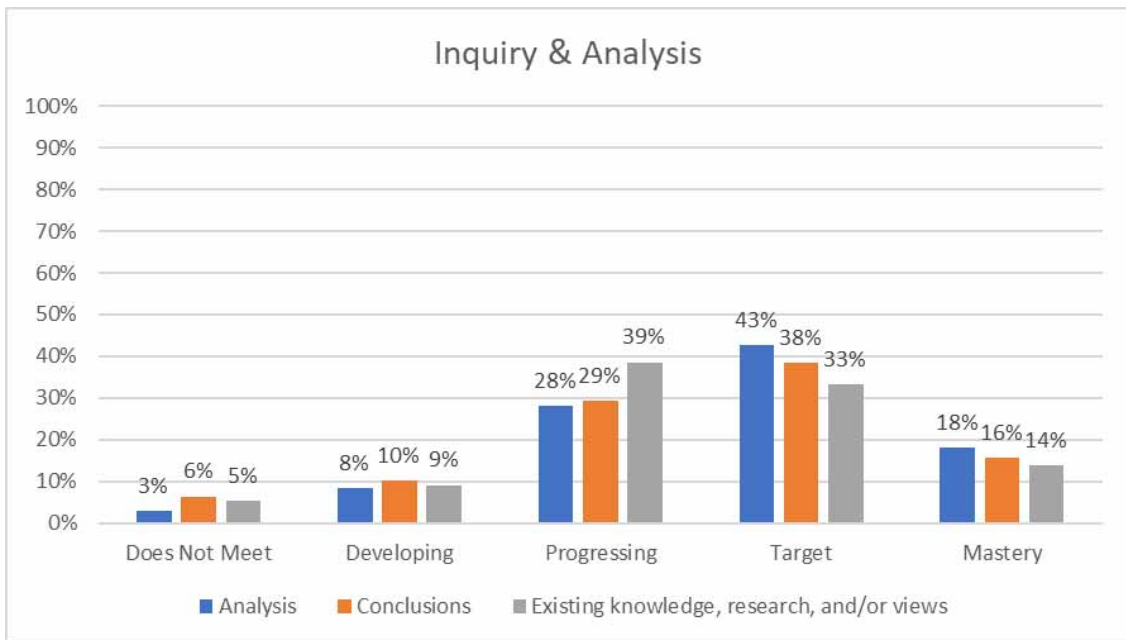
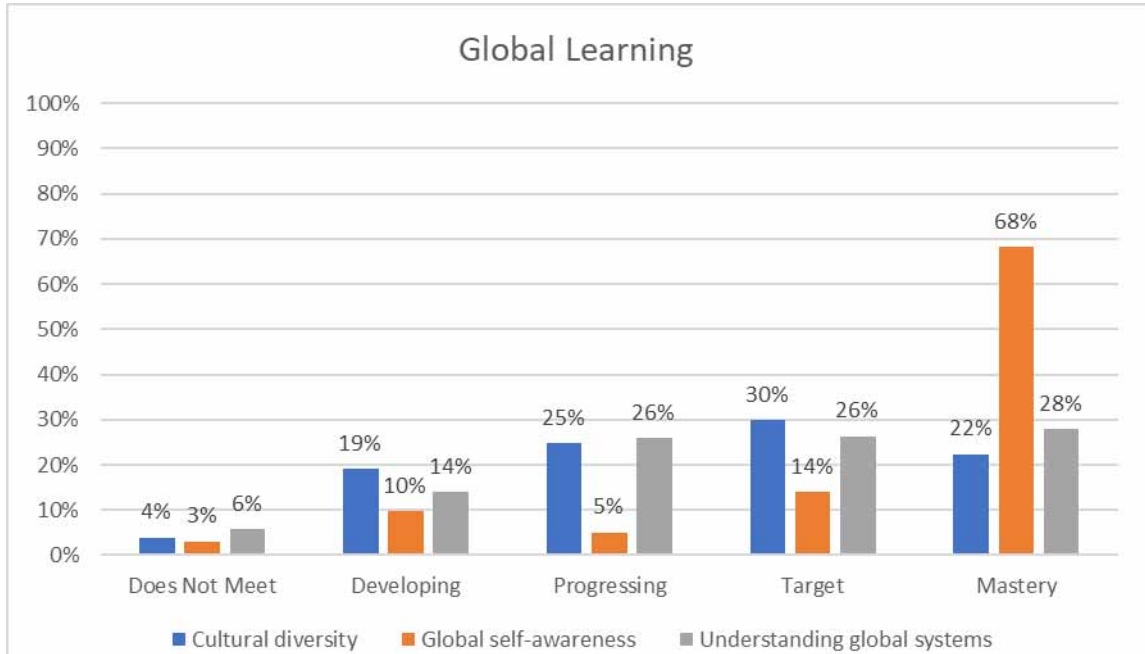
Assessment of Essential Skills in the Core

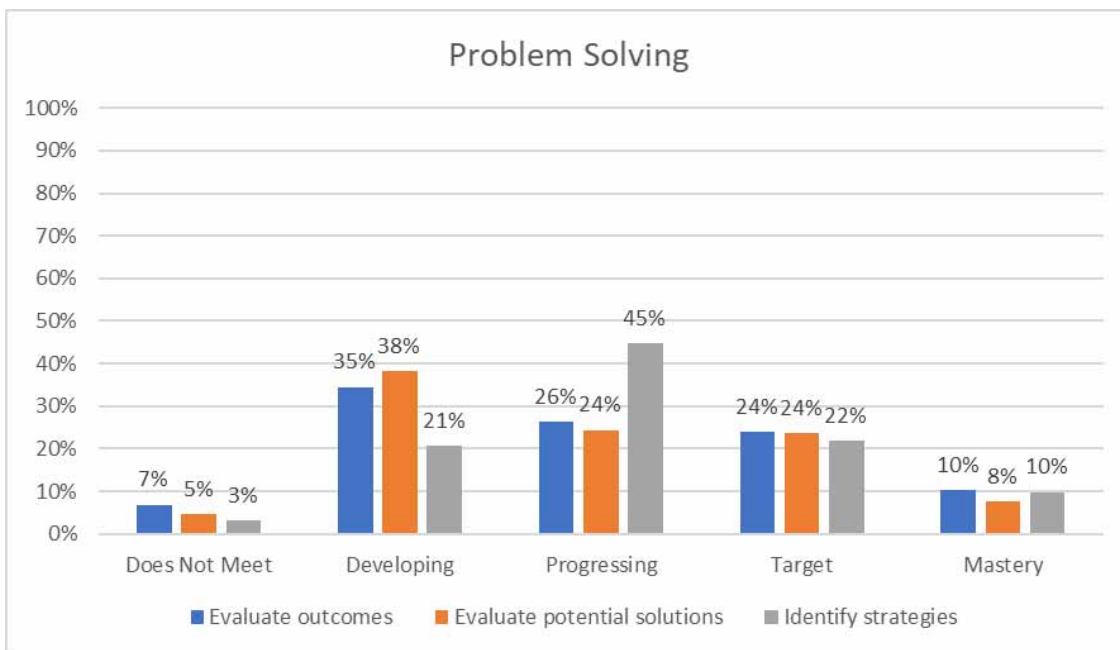
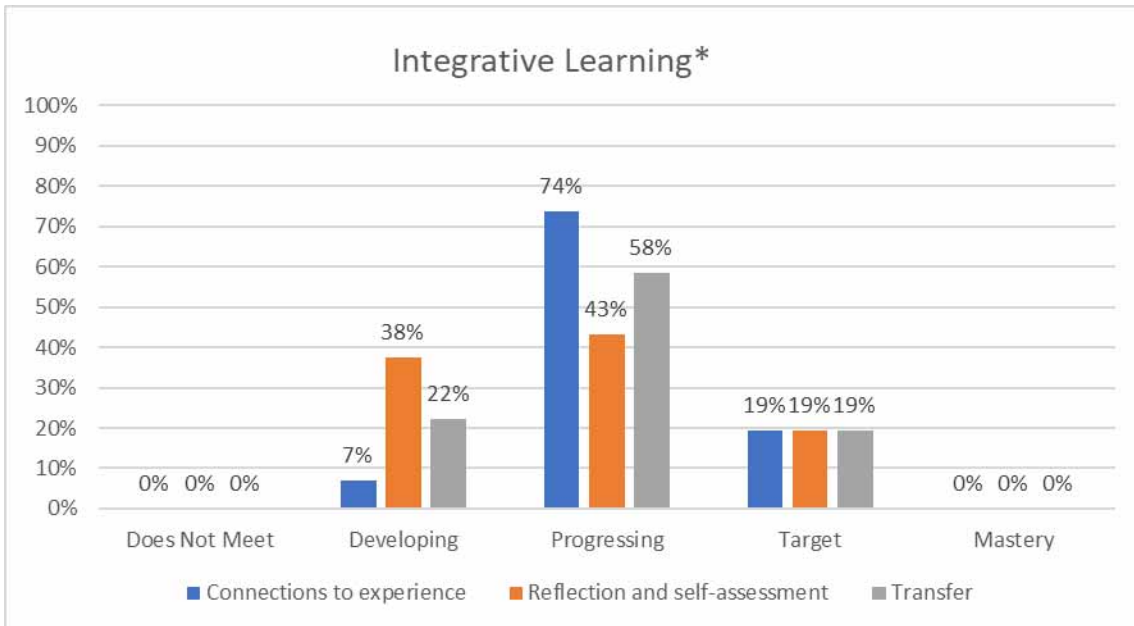
AAC&U Essential Learning Outcomes



Assessment of Essential Skills in the Core

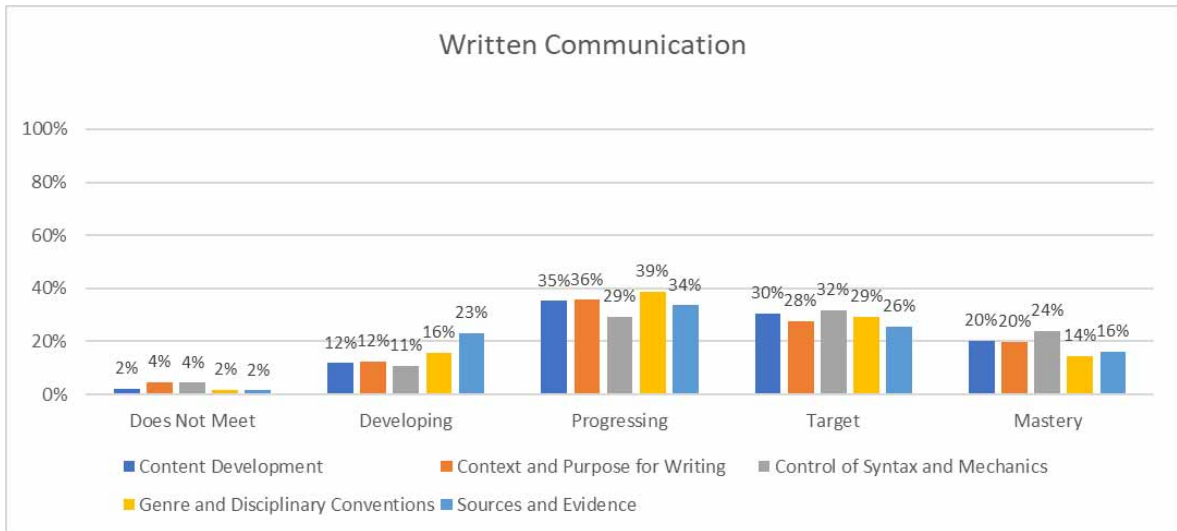
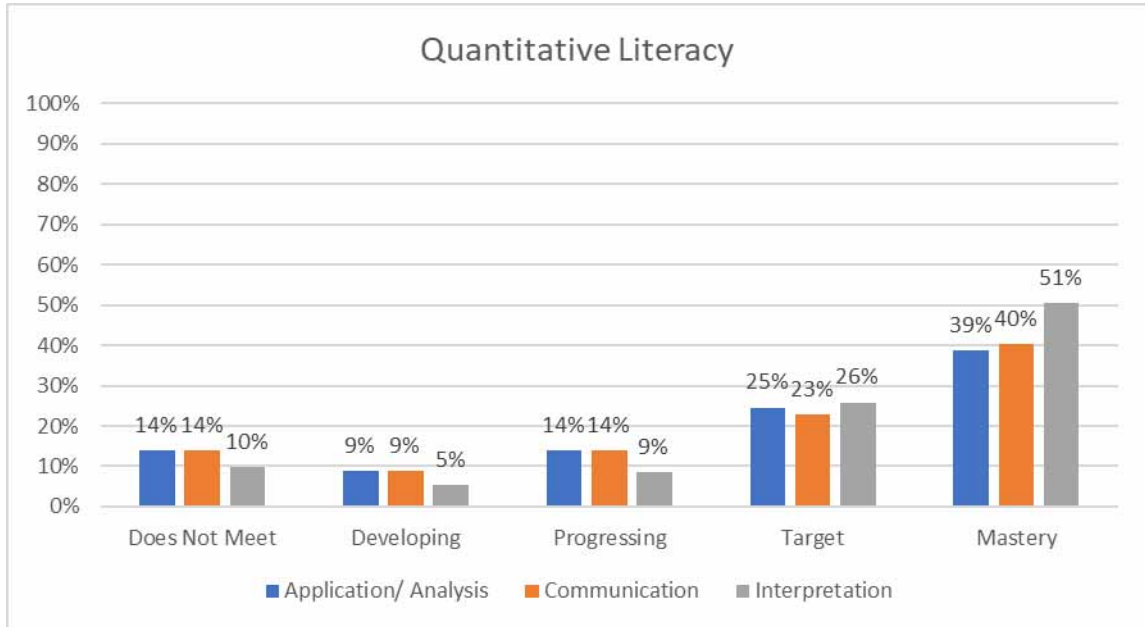
AAC&U Essential Learning Outcomes

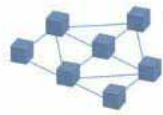




Assessment of Essential Skills in the Core

AAC&U Essential Learning Outcomes





VALUE INSTITUTE

Learning Outcomes Assessment At Its Best

Georgia College 2018-2019 Written Communication Report

Artifacts Submitted	189
Assignments	22
Sampling Method	Course
Method for Drawing a Random Sample	Simple

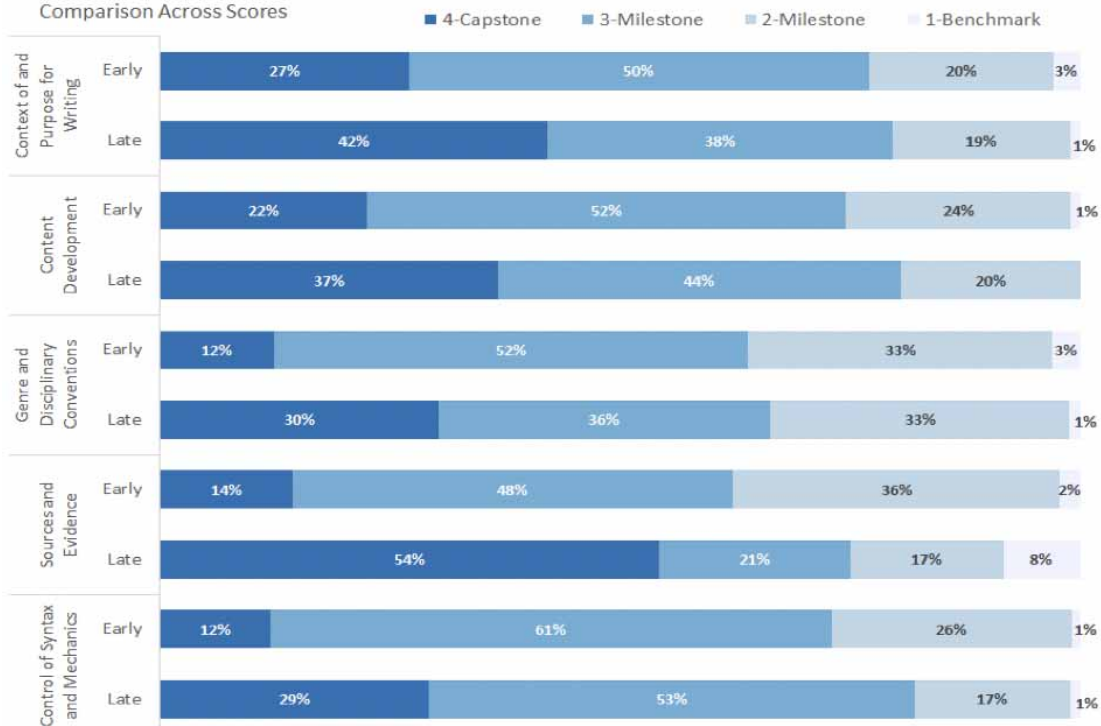
Overall Results of Written Communication Evaluation

	First Year	Seniors (Increase from First Year)	National results for seniors (GC % above national average)
Purpose	77	80 (+3)	77 (+3)
Content Development	74	81 (+7)	71 (+10)
Disciplinary Conventions	64	66 (+2)	61 (+5)
Sources and Evidence	62	75 (+13)	70 (+5)
Grammar and Syntax	73	82 (+9)	74 (+5)
Average of the Above	70	77 (+7)	71 (+6)

More Info

Figure 14. Results by Credits Completed

Comparison Across Scores



GC JOURNEYS ASSESSMENT

OTHER

Career Center Career Milestones

University Career Center (FY2019)

The Career Planning Milestones

Overview of Participation in the Career Planning Milestones and Career Activities

	2019	2018	2017	2016	2015	2014	2013
Career Center Staffing (Full-time Advisors)	11	11	8	6	3	3	3
Total Student Participations	14,991	11,806	11,741	10,348	7,815	5,296	5,169
Seniors Completing the Milestones (May/August grads)	452						
Seniors Participating in the Milestones (May/August grads)	613						
Milestone 1: Career Assessment & Group or Individual Advising	1,754	1,660	1,575	1,641	147	23	51
Milestone 2: Resume Reviews (in-person)	1,776	1,944	1,487	1,425	751	583	325
Milestone 2: Resume Reviews (virtual)	1,018	1,220	1,222	1,400	795	899	
Milestone 3: Mock Interviews	1,051	849	899	320	185	61	48
Milestone 3/4: Strategic Career Planning/Senior Check-In	999	608	477	151	148	NA	NA
Number of Workshops, Presentations, Interviews	357	358	286	215	212	187	179
Number of Employers & Grad Program Visits	372	400	404	302	258	239	156

Student Participation with Career Center Services and Programs

	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
Career Advising Sessions (in-person)	4,240	2,993	2,512	1,733	1411	1267	1287	1070	921	462	468	340
Employer Networking Participation	2,425	2,778	2,757	2,992	2336	2022	1508	781	573	815	426	129
Workshop and Classroom Presentation Participation	4,950	3,968	3,382	3,483	2343	1880	1355	814	1475	1663	1008	426

GC JOURNEYS IN THE STRATEGIC PLAN

OUR PATH TO PREEMINENCE

Goal 2. Develop and implement distinctive and transformative undergraduate curricular and co-curricular experiences.

Initiative 2.1 Establish an institutional framework for student participation in GC Journeys that broadly support student development and individual growth.

Action Item 2.1.1 Establish operational definitions for each transformative experience; distribute these to faculty and staff.

Action Item 2.1.2 Provide faculty development opportunities for development of TEs and LEAP core implementation.

Action Item 2.1.3 Create and offer resources for faculty and staff in support GC Journeys

Action Item 2.1.4 Provide resources for department chairs.

Initiative 2.2 Design, implement, measure, and communicate student, faculty, and staff participation in transformative experiences.

Action Item 2.2.1 Update Degree Maps/Academic Plans with Transformative Experiences highlighted for each degree/major

Action Item 2.2.2 Design and implement Journeys LEAP core assessment.

Action Item 2.2.3 Establish new assessment requirements and thresholds for core assessment.

Action Item 2.2.4 Work with the Registrar to develop course attributes/'tagging' system and Degreeworks system to alert students and advisors on when students have completed experiences

Initiative 2.3 Redesign the liberal arts curricula to best reflect the distinction of a public liberal arts institution.

Action Item 2.3.1 Redesign freshmen seminar, and, if necessary, redesign senior capstone.

Action Item 2.3.2 Increase transformative experience offerings for:
Study Abroad, Community-based Engaged Learning,
Career Milestones, Leadership, MURACE, and Internships

Action Item 2.3.3 Track participation rates annually in GC Journeys to assess participation/success

Action Item 2.3.4 Establish annual transformative experiences focus groups for assessment of experiences (students and faculty).

