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Graduate Student Learning Goals (GSLG)

University Assessment: Office of Institutional Assessment and Accreditation

AY 2021-2022

Annual Assessment Report: Year 2 of the GSLG Assessment Plan
Introduction

GSLG Goal #1: Knowledge
- Learning Outcome: Gain in-depth knowledge, competency, and mastery in field of study through academic and professional experiences.
- Achievement of this goal may be evidenced through the completion of an acceptable capstone scholarly project or field experiences.

GSLG Goal #2: Scholarly Inquiry
- Learning Outcome: Engage in academic research for evidence-based practice and knowledge integration.
- Achievement of this goal may be evidenced through the completion of scholarly projects and/or assigned research.

During academic year 2021-2022, the census of the Georgian Court University (GCU) stated a head count of 514 graduate students, 138 of whom were full-time, 376 were part-time giving a full-time equivalent count of 343. Completion of graduate degrees was earned by 205 students in 2020-2021. The School of Arts and Sciences has seven (7) graduate degree programs, the School of Business and Digital Media has two (2) degree programs, and the School of Education has five (5) degree programs. The number of graduate and non-degree supplemental programs in the School of Arts and Sciences is four (4), the School of Business and Digital Media has one (1), and the School of Education has nine (9) such programs.

During the summer 2021 semester, 54 graduate courses were offered within 77 sections, enrolling 684 and taught by 43 faculty. During the fall 2021 semester, 121 graduate courses were offered within 151 sections, enrolling 1123 and taught by 33 faculty. During the spring 2021 semester, 116 graduate courses were offered within 141 sections, enrolling 1018 and taught by 57 faculty. The total number of course sections offerings for graduate courses during Academic Year (AY) 2021-2022 was 369.

The data within this report follows the plan for assessment of the graduate student learning goals for year 2 out of 3 years. The assessment plan for the GSLGs was updated and approved by the GCU Graduate Council in Fall 2021. For AY 2021-2022, the utility of the AEFIS (Assessment, Evaluation, Feedback & Intervention System) software system allowed for the collection of direct assessment results. Artifacts resulting from aligned coursework could be linked from BlackBoard Gradebook directly to AEFIS. The utility of using course evaluations for indirect assessment was hampered by the restrictions on data reporting from the same AEFIS system, in that graduate data was not disaggregated from undergraduate data. Finally, the results of the Graduate Student Survey conducted in spring 2022, are included since the progress on GSLG achievement was included among the questions asked of respondents.

Assessment Plan: GSLG Year 2: GSLG 1 & 2

| Assessment Plan **Goal # 1** Learning Outcome	**Knowledge**	**Direct Evidence** Gain in-depth knowledge, competency, and mastery in field of study through academic and practical experiences.	**Indirect Evidence**
Assessment: Year 2 (AY 2021-2022)	Achievement of this goal may be evidenced through the completion of an acceptable capstone scholarly project or field experiences.	Capstones evaluated for content knowledge and research. (Posted in BB Gradebook and captured by AEFIS linking to GSLG goal 1.) Summative evaluations related to field experience. (As captured within AEFIS or Qualtrics surveys.)	GCU SET Question 4: I understood what knowledge or skills I should gain from the course. Metric: Overall metric from part 2 of the GCU SET survey. GCU Graduate Student Survey: Growth in GSLG1 Q24 Number of graduate students earning degrees per term.
Goal #2 Learning Outcome	**Scholarly Inquiry** Engage in academic research and scholarly inquiry for evidence-based practice and knowledge integration.		
Year 2 (AY 2021-2022)	Achievement of this goal may be evidenced through the completion of scholarly projects and/or assigned research.	Demonstration of evidence-based practice. Record of graduate student presentations during student/faculty research presentations	Graduate Student Survey. GCU Graduate Student Survey: Growth in GSLG2 Q24 Questions 6-8: Library usage and instruction

Direct Evidence of Achievement of Learning Outcome

University-Wide Report on Direct Assessment: GSLG 1 & 2

PLO/CLO Direct Assessment Analysis Report						
Term	**Outcome**	**# Enrolled**	**# Assessed**	**Proficiency Scale Distribution**	**Success**	**Perf. Goal**
Fall 2021	Goal 1 Knowledge	N/A	679	Developing; Does not meet expecations / Does Not Meet Expectations / Unacceptable / Developing / Meets Expectations / Exceeds Expectations / Proficient / Exemplary	**92.9%**	**80.0%**
Fall 2021	Goal 2 Scholarly Inquiry	N/A	633	Developing; Does not meet expecations / Does Not Meet Expectations / Unacceptable / Developing / Meets Expectations / Exceeds Expectations / Proficient / Exemplary	**91.3%**	**80.0%**
Spring 2022	Goal 1 Knowledge	N/A	552	Developing; Does not meet expecations / Does Not Meet Expectations / Unacceptable / Developing / Meets Expectations / Exceeds Expectations / Proficient / Exemplary	**97.6%**	**80.0%**
Spring 2022	Goal 2 Scholarly Inquiry	N/A	563	Developing; Does not meet expecations / Does Not Meet Expectations / Unacceptable / Developing / Meets Expectations / Exceeds Expectations / Proficient / Exemplary	**97.7%**	**80.0%**

From the overall results given in the above table, the university met or exceeded its designated performance goal for GSLGs 1 & 2. Of the 28 graduate level programs, all but four (4) met expectations when direct assessment artifacts were consolidated into AEFIS. Of these four, the Reading/Literacy Program had their performance level at 80% exceeding expectations. For this program, 93% of assessments actually met or exceeded expectation for a performance goal that was amended to the two categories. The MS Communication and Digital Media program had a success rate of 79% with a performance goal of 80% meet or exceeding expectations. The average performance level for the 28 programs was 90%. See Appendix A for a table of results by program.

Academic Program Assessment Plans Aligned with GSLG Goals 1 & 2

Within the 14 Graduate Academic Program Assessment Plans updated in 2019, the following alignment with the GSLGs was given. Note that 16 programs submitted plans, and each learning outcome could be aligned with more than one goal. Each of the programs included a program learning outcome related to knowledge, however not all programs assessed this outcome in AY 2021-2022.

Q11 – Related GSLG-Graduate Student Learning Goals. Align the learning outcomes s...
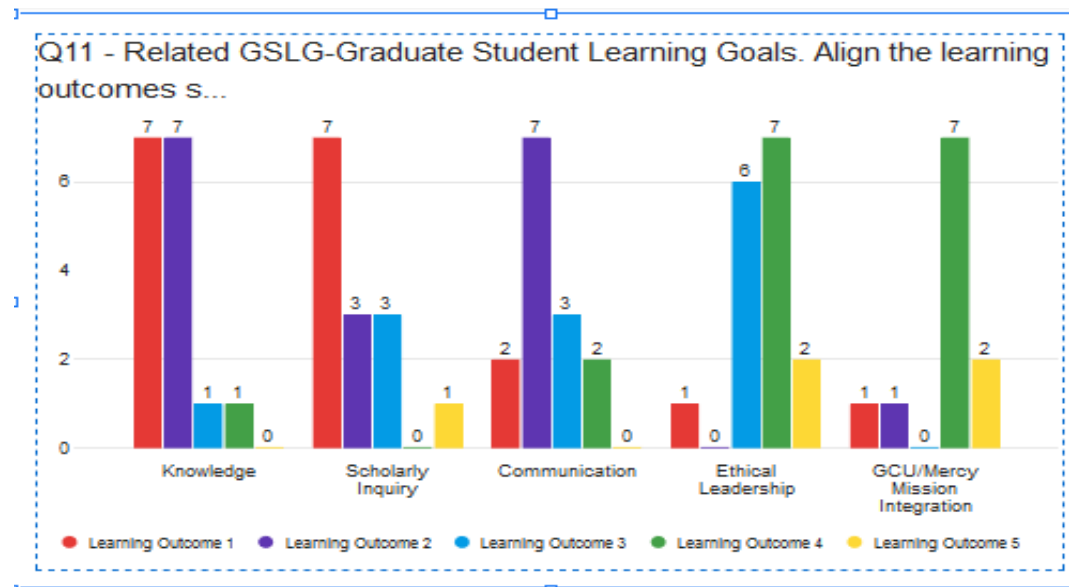
All sixteen (16) academic programs at the graduate level included a learning outcome related to GSLG Goal 1: Knowledge. Fourteen (14) of the academic programs included a learning outcome related to GSLG 2: Scholarly Inquiry. Of these, 7 programs each had their first program outcome aligned with GSLG 1 or GSLG 2.

Summative Assessment Related to Fieldwork
See Appendix B. for Professional Dispositions Rating for SOE, Administrative and Leadership programs. Students met or exceeded expectations for disposition rating in all categories.

Student Research
[Academic Excellence Celebration 2022 - Georgian Court University, New Jersey](#)

The academic excellence celebration held in April, 2022 included both undergraduate and graduate student research with faculty. One of the presentations was the DPsy student's doctoral dissertation. In all, five (5) students earned a DPsy degree at the May 2022 commencement, among the first at GCU. The following table gives the number of courses and enrollment specifically in research-based coursework, research methods, thesis or dissertation within the graduate programs during 2021-2022.

Semester	Number of Course Sections	Number of Students	Percent of Enrolled Graduate Students
Summer 2021	14	79	11.5%
Fall 2021	14	62	5.5%
Spring 2022	15	75	7.4%
Total	43	216	

Indirect Evidence of Achievement of Learning Outcome
Student Feedback on Courses

Course evaluations are conducted within three surveys: ETS SIRII, eSIR (Student Instructional Report) and the GCU SET (Student Evaluation of Teaching). The SET questionnaire includes a question related to the environment for contributing to class as well as expectations of course learning outcomes. However, the SET is used with both graduate and undergraduate students and has limited disaggregation by student status. Below is the data obtained from the School of Business and Digital Media which did separate their surveys in the spring 2022 semester.
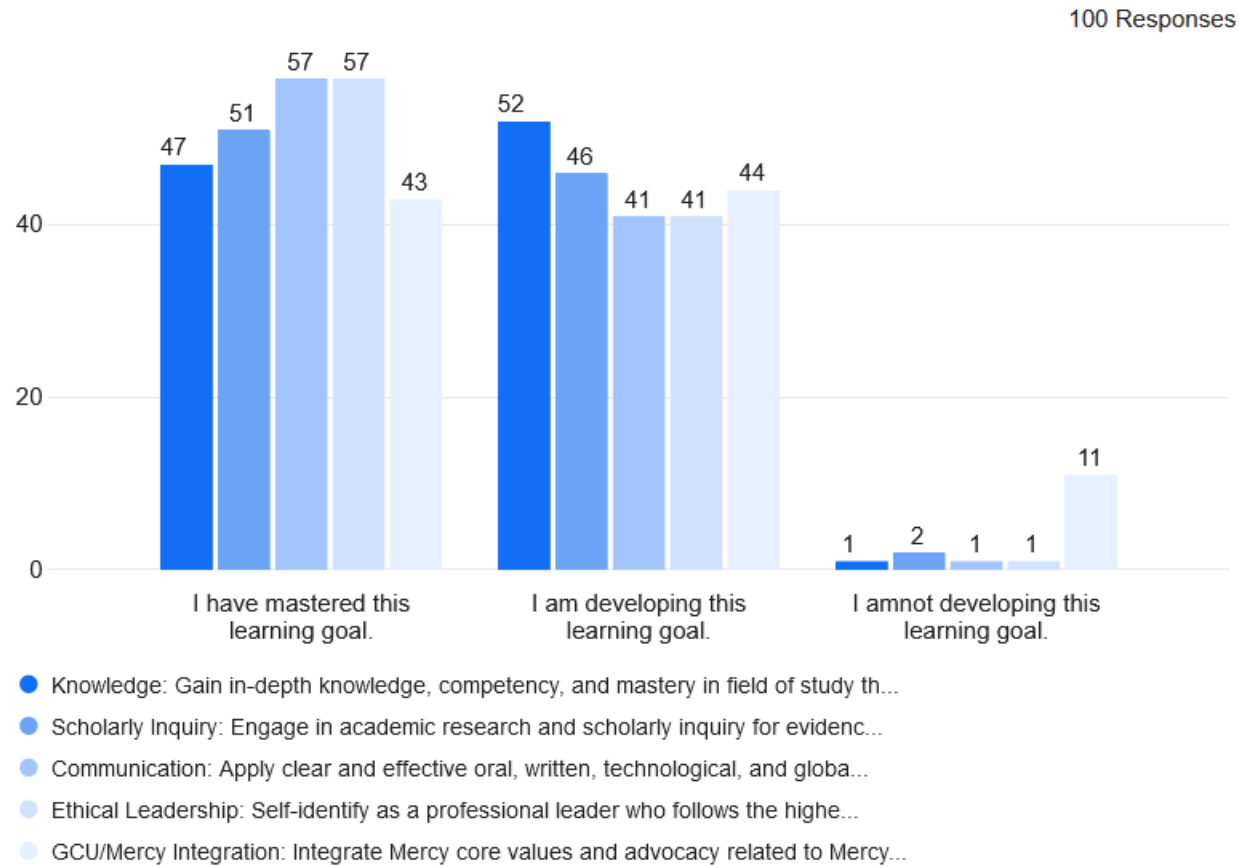
Ordinarily, course evaluations were conducted within the separate terms of the semester, without regard to student status of graduate or undergraduate. However, in spring 2022, the School of Business and Digital Media ran a separate course feedback survey for graduate students. The results are as follows with comparison to the GCU overall results.

Survey	Term	Response Rate	# Responders	Overall Mean 5= strongly agee
GCU SET - Institution	Spring 22	48%	1862/3883	4.4/5 (Questions 9-16)
GCU SET - SBDM	Spring 22	33%	22/66	4.33/5 (Questions 9-16)
Survey Questions Aligned with GSLG 1 or 2	**GCU SET – SBDM Results**		**Term**	
GCU SET Question 4: I understood what knowledge or skills I should gain from the course.	4.41/5		Spring 22	
GCU SET Question 13: The instructor created an environment which encouraged me to actively contribute to class	4.33/5		Spring 22	

Graduate Student Survey – 2022

When asked to state whether they have mastered, are developing, or are not developing the GSLGs, the students responded as shown in the graph below (Question 28). For Goal 1, 47 students stated that they have mastered the goal, 52 are developing the goal, and 1 was not developing the goal, based on 100 responses. Hence, 99% of the responders acknowledged that they are developing or have mastered Goal 1: Knowledge. For Goal 2, 51 students stated that they have mastered the goal, 46 are developing the goal, and 2 are not developing the goal, based on 100 responses. Hence, 98% of the responders acknowledged that they are developing or have mastered Goal 2: Scholarly Inquiry.

Q28 - The overall student learning goals for GCU graduate students are listed bel...

100 Responses

Bar chart showing responses for three categories:

I have mastered this learning goal.
- Knowledge: 47
- Scholarly Inquiry: 51
- Communication: 57
- Ethical Leadership: 57
- GCU/Mercy Integration: 43

I am developing this learning goal.
- Knowledge: 52
- Scholarly Inquiry: 46
- Communication: 41
- Ethical Leadership: 41
- GCU/Mercy Integration: 44

I am not developing this learning goal.
- Knowledge: 1
- Scholarly Inquiry: 2
- Communication: 1
- Ethical Leadership: 1
- GCU/Mercy Integration: 11

Legend:
- ● Knowledge: Gain in-depth knowledge, competency, and mastery in field of study th...
- ● Scholarly Inquiry: Engage in academic research and scholarly inquiry for evidenc...
- ● Communication: Apply clear and effective oral, written, technological, and globa...
- ○ Ethical Leadership: Self-identify as a professional leader who follows the highe...
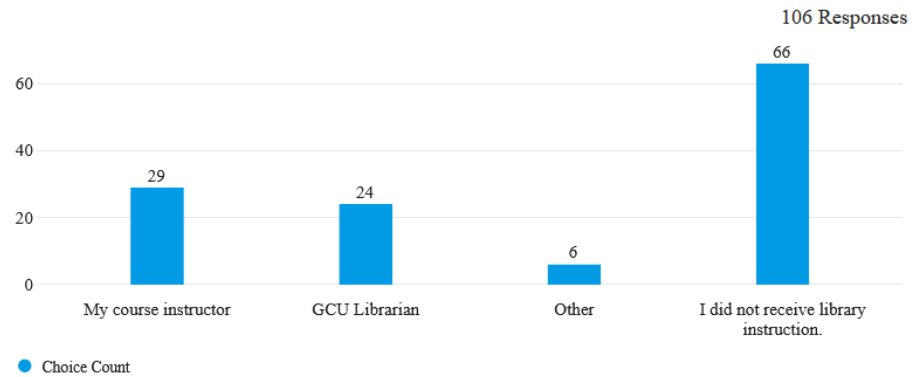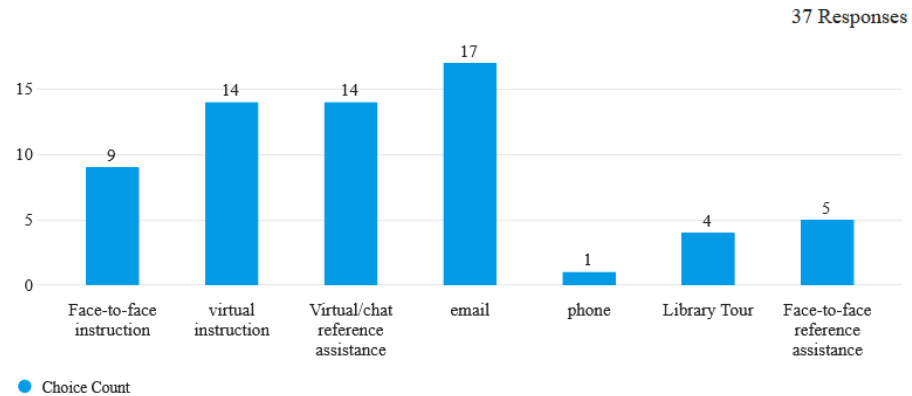- ○ GCU/Mercy Integration: Integrate Mercy core values and advocacy related to Mercy...

When asked about Library Usage and Instruction (Questions 6-8) GCU graduate students (N=115) responded as follows:

3

Were you instructed properly on library resources?

106 Responses

- Choice Count

Were the library resources available when you needed them?

37 Responses

- Choice Count

Analysis and Action Plan

GSLG Goal #1: Knowledge

- Learning Outcome: Gain in-depth knowledge, competency, and mastery in field of study through academic and professional experiences.

- Achievement of this goal may be evidenced through the completion of an acceptable capstone scholarly project or field experiences.

GSLG Goal #2: Scholarly Inquiry

- Learning Outcome: Engage in academic research for evidence-based practice and knowledge integration.

- Achievement of this goal may be evidenced through the completion of scholarly projects and/or assigned research.

Using the AEFIS system to collect direct assessment of student assignments aligned with Goal 1: Knowledge and Goal 2: Scholarly Inquiry, provided ample evidence of goal achievement. In Fall 2021, 679 artifacts assigned and assessed by the course faculty showed a 93% success rate for Goal 1. In the spring semester, 552 artifacts assigned and assessed by course faculty showed a 97.6% success rate for Goal 1. The metric benchmark was 80% success rate. In Fall 2021, 633 artifacts assigned and assessed by the course faculty showed a 91.3% success rate for Goal 2. In the spring semester, 563 artifacts assigned and assessed by course faculty showed a 97.7% success rate for Goal 2. The metric benchmark was 80% success rate.

Scholarly inquiry and academic research are hallmarks of graduate programs. At GCU, academic research with students is celebrated in a ceremony featuring both undergraduate and graduate students. The celebration was held in April, 2022. The program can be found here: Student-Faculty Research - Georgian Court University, New Jersey   During AY 2021-22, GCU offered 43 sections of graduate level research courses enrolling 216 students. During summer 2021, 11.5% of graduate students were enrolled in academic research coursework.

While the use of AEFIS for student feedback on coursework does not ordinarily separate graduate from undergraduate coursework, in the 2022 spring semester the School of Business and Digital Media (SBDM) ran separate surveys for its graduate programs, allowing for comparative data for the GCU Student Evaluation of Teaching (SET). The results of the SBDM survey were slightly below that of the university overall in the areas of response rate and overall mean. Questions specific to Goals 1 and 2 could also be disaggregated from the overall results. This practice of separation of graduate courses within the student feedback system should be extended to all schools.

In the spring term, 115 graduate-level students (22.4% response rate) completed an in-house satisfaction survey. Of these students, 99% of responders stated that they had mastered or were developing GSLG Goal 1: Knowledge. In addition, 98% of responders stated that they had mastered or were developing GSLG Goal 2: Scholarly Inquiry. Response rate for this question was 100 out of the 115 students. In the area of library instruction (Goal 2), increased attention to direct library instruction should be noted, as 66.3% of responders reported receiving no library instruction.

Further information on GSLG Goals 1 & 2 may be had from the annual assessment reports from the graduate programs. This will depend on the program goal alignment selected for this reporting year, although data from previous years may also be inferred from the Executive Summary of all program assessment. See the institutional reports on the university's assessment webpage: [Annual Assessment Reports | Georgian Court University, New Jersey](#)

Action Plan

These results will be shared with the Graduate Council of Georgian Court University at their fall meeting. Actions related to these findings will be discussed. It will be recommended that all faculty use the BlackBoard Gradebook to record results from assessment related assignments aligned with program goals so that these can be more readily available in the AEFIS system. This will also assist in program assessment reports going forward. In addition, the schools will be asked to run separate surveys for undergraduate and graduate courses using the SET survey in AEFIS. Attention to direct library instruction should also be communicated to all schools.