



## Institutional Student Learning Goals Annual Report – Graduate Student Learning Goals

Office of Institutional Assessment and Accreditation

Academic Year 2022-2023

Abbreviations used in this report:

AEFIS: Assessment, Evaluation, Feedback & Intervention System (now HCAC)

AY: Academic Year

GCU: Georgian Court University

GSLG: Graduate Student Learning Goals

HCAC: HelioCampus Assessment and Accreditation (previously AEFIS)

ISLG: Institutional Student Learning Goals

### Annual Assessment Report: Year 3 of 3: GCU Graduate Student Learning Goals Assessment Plan

#### Goal #4 Ethical Leadership

Learning Outcome: Self-identify as leaders who follow the highest standards of ethics and of the professional field.

Assessment: Achievement of this goal may be evidenced through any of the following: career development, field evaluations, portfolios, or case studies.

#### Goal #5 GCU/ Mercy Mission Integration

Learning Outcome: Integrate Mercy core values and advocacy related to Mercy Critical Concerns.

Assessment: Achievement of this goal may be evidenced through reflective assignments, case studies, or practicum evaluations.

**GCU GSLG Assessment Plan**

Figure 1

*GCU GSLG Assessment Plan: Assessment Year 3*

<b>Goal #4</b>	<b>Ethical Leadership</b>		
Learning Outcome	Self-identify as a professional leader who follows the highest standards of the professional field.		
Assessment: Year 3	Achievement of this goal may be evidenced through any of the following: career development, field evaluations, portfolios, or case studies.	<p>Job placement within field of study; management or executive promotions.</p> <p>Field evaluations in the areas of ethics and leadership.</p> <p>Ethical leadership development as evidenced in portfolios and/or case studies.</p>	<p>SIR II:</p> <p>E 26. Case studies, simulations, or role playing.</p>
<b>Goal #5</b>	<b>GCU/ Mercy Integration</b>		
Learning Outcome	Integrate Mercy core values and advocacy related to Mercy critical concerns.		
Assessment: Year 3	Achievement of this goal may be evidenced through reflective assignments, case studies, and practicum evaluations.	<p>Global Education – Graduate students’ experiences evaluated for advocacy.</p> <p>Advocacy involvement within the profession.</p>	<p>SIR II:</p> <p>E 25. Assigned projects in which students worked together.</p>

Note: SIR II is no longer in use at the university. The GCU instrument: Student Evaluation of Teaching (SET) is currently used for course feedback. The following questions will replace the SIR II questions above.

GSLG 4: Section 2. # 13 The instructor created an environment which encouraged me to actively contribute to the class.

GSLG 5: Section 2. # 7 The professor demonstrated concern for student learning in this course.

## Introduction

During academic year 2022-2023, the census of the Georgian Court University (GCU) stated a head count of 491 graduate students, 151 of whom were full-time, 340 were part-time giving a full-time equivalent count of 341. Completion of graduate degrees was earned by 147 students in 2021-2022. The School of Arts and Sciences has six (6) graduate degree programs, the School of Business and Digital Media has two (2) degree programs, the School of Education has five (5) degree programs, the School of Nursing and Wellness has two (2) graduate programs. The number of graduate and non-degree supplemental programs in the School of Arts and Sciences is four (3), the School of Business and Digital Media has one (1), the School of Education has nine (9) such programs, and the School of Nursing and Wellness has one (1).

During the summer 2022 semester, 60 graduate courses were offered within 75 sections, enrolling 608 and taught by 43 faculty, with an average class size of 8.1. During the fall 2022 semester, 112 graduate courses were offered within 141 sections, enrolling 1093 and taught by 68 faculty, with an average class size of 7.75. During the spring 2023 semester, 123 graduate courses were offered within 149 sections, enrolling 1057 and taught by 63 faculty, with the average class size of 7.09. The total number of course sections offerings for graduate courses during Academic Year (AY) 2022-2023 was 365.

The data within this report follows the plan for assessment of the graduate student learning goals for year 3 out of 3 years. The assessment plan for the GSLGs was updated and approved by the GCU Graduate Council in Fall 2021. For AY 2022-2023, the utility of the HelioCampus Assessment and Credentialing (HCAC) software (formerly known as 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 HCAC. Course evaluations for indirect assessment was facilitated through the HCAC system, and schools identified these surveys by graduate and undergraduate coursework. The results of the Graduate Student Survey conducted in spring 2023, are included since the progress on GSLG achievement was included among the questions asked of respondents. Finally, the End of Course Reflections show faculty insight into the integration of the Mercy Core Values and Mercy Critical Concerns.

## Direct Evidence of Achievement of Learning Outcome

## University-Wide Report on Direct Assessment: GSLG 4 &amp; 5

Table 1

*Direct Assessment Analysis (HCAC system) GSLGs 4 and 5, AY 2022-2023*

Direct Assessment Analysis Report - Graduate Student Learning Goals					
Term	Outcome	# Assessed	Meets or Exceeds Expectations (Accomplished or Mastery)	Success	Performance Goal
Fall 2022	Goal 4 Ethical Leadership	176	169	96.0%	85.0%
Spring 2023	Goal 4 Ethical Leadership	87	79	90.8%	85.0%
<b>TOTAL</b>	<b>Goal 4 Ethical Leadership</b>	<b>263</b>	<b>248</b>	<b>94%</b>	<b>85.0%</b>
Fall 2022	Goal 5 GCU/ Mercy Mission Integration	147	143	97.3%	85.0%
Spring 2023	Goal 5 GCU/ Mercy Mission Integration	177	155	87.6%	85.0%
<b>TOTAL</b>	<b>Goal 5 GCU/ Mercy Mission Integration</b>	<b>324</b>	<b>298</b>	<b>92%</b>	<b>85.0%</b>

From the overall results given in the above table, the university met or exceeded its designated performance goal for GSLGs 4 & 5. The success rate for GSLG 4 was 94%, namely students assessed met or exceeded expectations. The success rate for GSLG 5 was 92%.

Program Specific Direct Assessment Results for GSLG Goals 4 & 5

Of the 10 graduate level programs used for this data, seven (7) met expectations when direct assessment artifacts were consolidated into HCAC. The remaining programs may have low number of enrollments which affects success rates, or an assignment may not have been the best choice to align with the stated goal. Programs can review individual data and assessment results within the HCAC system.

Table 2

Direct Assessment by Program for GSLG 4& 5

<b>Direct Assessment Analysis Report – by Program and Term GSLGs 4 &amp; 5</b>								
<b>Term</b>	<b>College / Administrative Division</b>	<b>Department / Administrative Unit</b>	<b>Program</b>	<b>Outcome</b>	<b># Assessed</b>	<b># Success</b>	<b>% Success</b>	<b>Performance Goal</b>
Fall 2022	HMH School of Nursing & Wellness	EXRSCI Integrated Health & Exercise Science	Holistic Health Studies	Goal 4 Ethical Leadership	6	5	83.3%	85.0%
Fall 2022	HMH School of Nursing & Wellness	EXRSCI Integrated Health & Exercise Science	Holistic Health Studies	Goal 5 GCU/ Mercy Mission Integration	11	11	100.0%	85.0%
Fall 2022	HMH School of Nursing & Wellness	NURSE Nursing	DE MSN	Goal 4 Ethical Leadership	9	8	88.9%	85.0%
Fall 2022	School of Arts & Sciences	PSY Psychology & Counseling	Advanced Standing Psy.D. Program in School Psychology	Goal 5 GCU/ Mercy Mission Integration	8	7	87.5%	85.0%
Fall 2022	School of Arts & Sciences	PSY Psychology & Counseling	Applied Behavior Analysis (ABA)	Goal 4 Ethical Leadership	9	6	66.7%	85.0%
Fall 2022	School of Arts & Sciences	PSY Psychology & Counseling	Clinical Mental Health Counseling	Goal 4 Ethical Leadership	7	7	100.0%	85.0%
Fall 2022	School of Arts & Sciences	PSY Psychology & Counseling	School Psychology	Goal 4 Ethical Leadership	68	65	95.6%	85.0%

<b>Direct Assessment Analysis Report – by Program and Term GSLGs 4 &amp; 5</b>								
<b>Term</b>	<b>College / Administrative Division</b>	<b>Department / Administrative Unit</b>	<b>Program</b>	<b>Outcome</b>	<b># Assessed</b>	<b># Success</b>	<b>% Success</b>	<b>Performance Goal</b>
Fall 2022	School of Arts & Sciences	PSY Psychology & Counseling	School Psychology	Goal 5 GCU/ Mercy Mission Integration	42	40	95.2%	85.0%
Fall 2022	School of Business & Digital Media	COMM Communication & Graph Design Multi-Media	MS: Communication and Digital Marketing	Goal 4 Ethical Leadership	8	7	87.5%	85.0%
Fall 2022	School of Business & Digital Media	COMM Communication & Graph Design Multi-Media	MS: Communication and Digital Marketing	Goal 5 GCU/ Mercy Mission Integration	8	7	87.5%	85.0%
Fall 2022	School of Education	EDUC Education	Administration & Leadership-Masters	Goal 4 Ethical Leadership	49	49	100.0%	85.0%
Fall 2022	School of Education	EDUC Education	Administration & Leadership-Masters	Goal 5 GCU/ Mercy Mission Integration	78	78	100.0%	85.0%
Fall 2022	School of Education	EDUC Education	Reading/Literacy Specialization	Goal 4 Ethical Leadership	10	10	100.0%	85.0%
Fall 2022	School of Education	EDUC Education	School Counseling	Goal 4 Ethical Leadership	10	10	100.0%	85.0%
Spring 2023	HMH School of Nursing & Wellness	NURSE Nursing	DE MSN	Goal 4 Ethical Leadership	18	18	100.0%	85.0%
Spring 2023	HMH School of Nursing & Wellness	NURSE Nursing	DE MSN	Goal 5 GCU/ Mercy Mission Integration	24	23	95.8%	85.0%
Spring 2023	School of Arts & Sciences	PSY Psychology & Counseling	Advanced Standing Psy.D. Program in School Psychology	Goal 4 Ethical Leadership	7	6	85.7%	85.0%
Spring 2023	School of Arts & Sciences	PSY Psychology & Counseling	Advanced Standing Psy.D. Program in School Psychology	Goal 5 GCU/ Mercy Mission Integration	7	6	85.7%	85.0%
Spring 2023	School of Business & Digital Media	BUSADM Business Administration	MBA Business Admin.	Goal 5 GCU/ Mercy Mission Integration	29	24	82.8%	85.0%

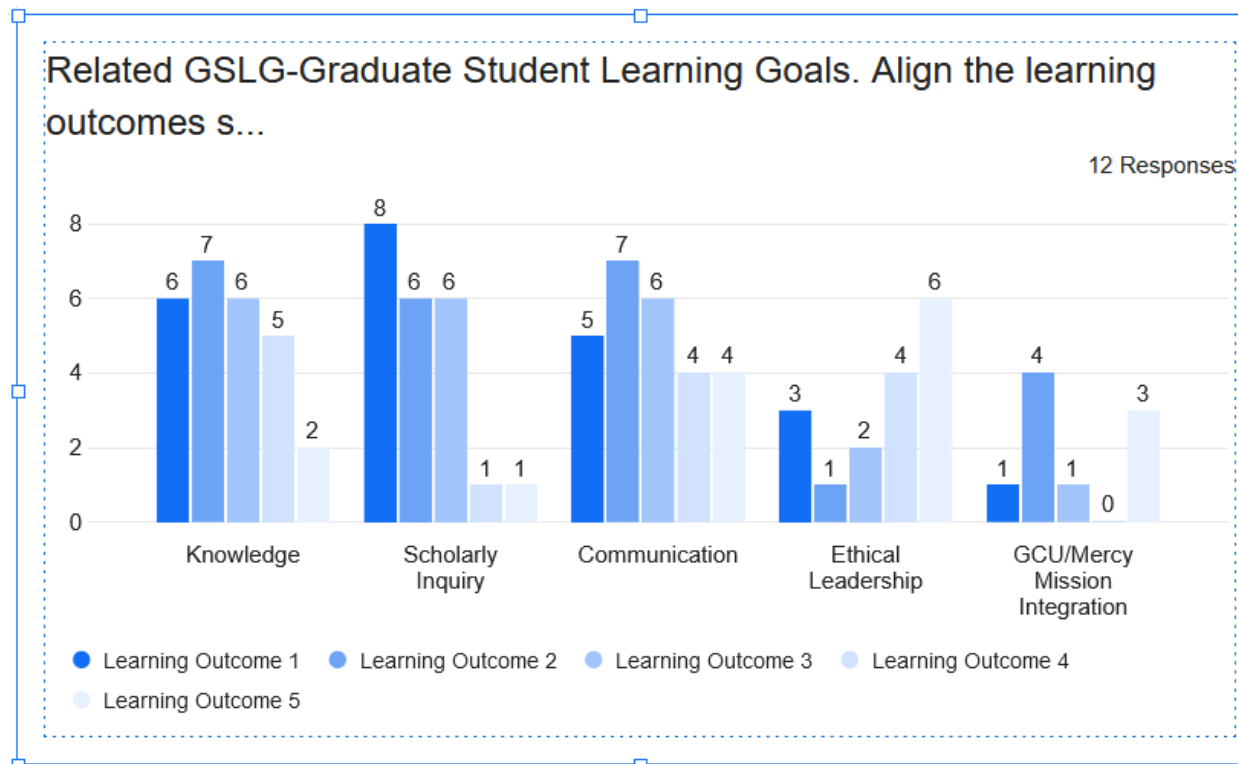
<b>Direct Assessment Analysis Report – by Program and Term GSLGs 4 &amp; 5</b>								
<b>Term</b>	<b>College / Administrative Division</b>	<b>Department / Administrative Unit</b>	<b>Program</b>	<b>Outcome</b>	<b># Assessed</b>	<b># Success</b>	<b>% Success</b>	<b>Performance Goal</b>
Spring 2023	School of Business & Digital Media	COMM Communication & Graph Design Multi-Media	MS: Communication and Digital Marketing	Goal 5 GCU/ Mercy Mission Integration	9	8	88.9%	85.0%
Spring 2023	School of Education	EDUC Education	Administration & Leadership-Masters	Goal 4 Ethical Leadership	37	37	100.0%	85.0%
Spring 2023	School of Education	EDUC Education	Administration & Leadership-Masters	Goal 5 GCU/ Mercy Mission Integration	40	40	100.0%	85.0%
Spring 2023	School of Education	EDUC Education	Reading/Literacy Specialization	Goal 4 Ethical Leadership	7	7	100.0%	85.0%
Spring 2023	School of Education	EDUC Education	School Counseling	Goal 4 Ethical Leadership	17	17	100.0%	85.0%
Spring 2023	School of Education	EDUC Education	TE Early Childhood P-3 (Initial)	Goal 5 GCU/ Mercy Mission Integration	16	16	100.0%	85.0%

Academic Program Assessment Plans Aligned with GSLG Goals 4 & 5

Within the Graduate Academic Program Assessment Plans updated in Fall 2022, the following alignment with the GSLGs was given. Note that 12 programs submitted plans, and each learning outcome could be aligned with more than one goal. Most of the programs included a program learning outcome related to Goals 4 and/or 5, however not all programs assessed this outcome in AY 2022-2023.

Figure 2

*Related GSLG and Program Learning Outcomes for Graduate Programs Assessment Plans submitted Fall 2022*



There were sixteen (16) program learning outcomes aligned with GSLG 4: Ethical Leadership. There were nine (9) program learning outcomes aligned with GSLG Goal 5: Mercy Integration. Note that not all programs included Goal 5 among their program outcomes.



Program Assessment Reports Aligned with GSLG 4 and or 5.

Three graduate level program submitted assessment reports with program outcomes aligned with GSLGs 4 and/or 5. Key elements of their reports follow in the figure below.

Figure 3

GCU Academic Program Assessment Reports – Aligned with Goals 4 and/or 5 (June 2023)

<b>GCU Academic Program Assessment Reports – Graduate Alignment with GSLG 4 and or 5</b>
<b>College: School of Arts &amp; Sciences</b>
<b>Department: Psychology &amp; Counseling</b>
<b>Program: Applied Behavior Analysis (ABA)</b>
<b>Assessment Report Information</b>
ABA LO1 - ABA LO1 - (Ethics & Professional Standards): Personal integration of the Behavior Analysts Certification Board (BACB) Professional and Ethical compliance code for Behavior Analysts as evidenced by program coursework.
<b>Assessment Data and Findings</b>
Eighty-nine percent of students met LO1. The percentage of students who met the performance goals for different types of artifacts used to assess LO1 varied. Students had higher grades on discussions and projects. Students had lower grades on quizzes and exams.
The indirect assessment for LO1 was the course evaluation for ABA501_40. There were 9 students in the class; however, only 1 student completed the evaluation. This student provided very favorable evaluations of the course and the course instructor.
<b>Executive Summary</b>
The MA in ABA program assessed its learning outcomes one (LO1) and two (LO2) for the academic year 2022-2033. LO1 assessed personal integration of the Behavior Analysis Certification Board Professional and Ethics Compliance Code for Behavior Analysts as evidenced by program coursework. LO2 assessed knowledge of the theoretical and conceptual underpinnings of behavior analysis as a science and as a discipline as evidenced by program coursework. Key findings were that students met the goals for these outcomes. Future action for continuous improvement will include stabilization of the MA in ABA program with regard to faculty and student enrollment.
<b>College: School of Education</b>
<b>Department: Education</b>
<b>Program: Administration &amp; Leadership-Masters</b>
<b>Form Status: Uncompleted</b>
<b>Assessment Report Information</b>

<b>GCU Academic Program Assessment Reports – Graduate Alignment with GSLG 4 and or 5</b>
ADMLDR LO2 - ADMLDR LO2 - Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
<b>Assessment Data and Findings</b>
100% of students in two different sections of the course met or exceeded expectations for this assignment.
<b>Assessment Report Information</b>
ADMLDR LO3 - ADMLDR LO3 - Equity and Cultural Responsiveness. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
<b>Assessment Data and Findings</b>
100% of students met/exceeded expectations
Describe your results from the INDIRECT assessment of the chosen learning outcome.
83% of students in one section met/exceeded expectations
100% of students in 2nd section met/exceeded expectations
<b>Assessment Report Information</b>
ADMLDR LO5 - ADMLDR LO5 - Community of Care and Support for Students. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
<b>Assessment Data and Findings</b>
Describe your results from the DIRECT assessment of the chosen outcome. State results for both formative and summative data if applicable. You will be able to upload data in the next question.
67% of students in one section met/exceeded expectations
100% of students in one section met/exceeded expectations
Describe your results from the INDIRECT assessment of the chosen learning outcome.
100% of students in two sections of EDC 6102 met/exceeded expectations on the Strategic Action Plan Assignment.
<b>Executive Summary</b>
The Administration and Leadership Program of the School of Education assessed its learning outcomes #2, #3, #4, #5 for the academic year 2022-2023A. Key findings were that students met/exceeded expectations on assignments for assignments related to learning standards 2,3,5, and did not meet expectations for the activity related to learning objective 4. Future action for continuous improvement will include semester by-semester analysis of activity results for learning standard #4 (for three years), updating of resources and modules for EDC 5010, EDC 5013, and EDC 6103 by the director and the professors responsible for those courses by the end of 2023-2024.
<b>College: School of Business &amp; Digital Media</b>
<b>Department: Business Administration</b>

<b>GCU Academic Program Assessment Reports – Graduate Alignment with GSLG 4 and or 5</b>
<b>Program: MBA Business Admin.</b>
<b>Form Status: Uncompleted</b>
<b>Assessment Report Information</b>
MBALO4 - MBA LO4 - Students will recognize important ethical principles and confidently apply the concepts in a business context through various assignments and course projects.
<b>Assessment Data and Findings</b>
Describe your results from the DIRECT assessment of the chosen outcome. State results for both formative and summative data if applicable. You will be able to upload data in the next question.
FORMATIVE: The benchmark was not achieved (result = 100%)
SUMMATIVE: benchmark not achieved (result = 78%)
(results imported from Blackboard)
Describe your results from the INDIRECT assessment of the chosen learning outcome.
NA
<b>Executive Summary</b>
In year 4 of the MBA program assessment plan, learning outcomes 1, 2, and 4 were assessed.
<ul style="list-style-type: none"> <li>• LO4: Ethical Principles. Written assignments and projects in BU604 and BU691 were used to assess this objective. The benchmark is for at least 90% of students to score above 80% on each activity. The results were mixed (only favorable in BU604), but overall, the benchmark was not met. This is inconsistent with prior results.</li> </ul>
It is observed that only oral communication skills have been assessed for LO1 in recent cycles - more efforts needed to also assess written communication skills. In each case of benchmarks not being met, it may be a signal that area monitoring is necessary, the assessment plan is due for revision, a review of curriculum and course learning objectives is/are needed, etc. Follow up is planned accordingly.
Another action item is to revise the assessment plan for AY2024 - it is currently one year out of date (for review).

Program Discipline Standards Aligned with GSLGs 4 & 5- Direct Assessment Reports

Most Graduate Programs adhere to their discipline’s professional standards. Below are some examples of how GCU students in Graduate Programs meet these expectations, for standards aligned with GSLGs 4 & 5. From the evidence cited in the table below, the graduate students in the programs listed are meeting the performance goals (meets or exceeds expectations) for successful accomplishment of discipline standards related to GSLGs 4 & 5. This evidence was obtained from assignments linked to program outcomes and/or program outcomes within the HCAC system.

Table 3

*Direct Assessment Analysis of NJPSEL Professional Standards as Aligned with GSLGs 4 & 5*

<b>Direct Assessment Analysis Report: Selected NJPSEL Standards Aligned with GSLG 4 &amp; 5</b>								
<b>Term</b>	<b>College / Administra</b>	<b>Department / Administrativ</b>	<b>Program</b>	<b>Outcome</b>	<b># Assessed</b>	<b># Success</b>	<b>% Success</b>	<b>Performance Goal</b>
Fall 2022	School of Education	EDUC Education	Administration & Leadership-Masters	NJPSEL 1 Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	45	45	100.0%	100.0%
Fall 2022	School of Education	EDUC Education	Administration & Leadership-Masters	NJPSEL 2 Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.	5	5	100.0%	100.0%
Fall 2022	School of Education	EDUC Education	Administration & Leadership-Masters	NJSPEL 5 Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	23	23	100.0%	100.0%
Spring 2023	School of Education	EDUC Education	Administration & Leadership-Masters	NJPSEL 1 Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	13	13	100.0%	100.0%

Table 4

*Direct Assessment Analysis of CACREP Professional Standards as Aligned with GSLGs 4 & 5*

<b>Direct Assessment Analysis - Selected CACREP Standards Aligned with GSLG 4 &amp; 5</b>							
<b>Term</b>	<b>College / Administrative Division</b>	<b>Department / Administrative Unit</b>	<b>CACREP Outcome</b>	<b># Student Artifacts</b>	<b># Success</b>	<b>% Success</b>	<b>Performance Goal</b>
Fall 2022	School of Arts & Sciences	PSY Psychology & Counseling	CACREP 2F2 a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy c. multicultural counseling competencies d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others e. the effects of power and privilege for counselors and clients f. help-seeking behaviors of diverse clients g. the impact of spiritual beliefs on clients' and counselors' worldviews h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	36	36	100.0%	80.0%
Spring 2023	School of Arts & Sciences	PSY Psychology & Counseling	CACREP 2F2 a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy c. multicultural counseling competencies d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others e. the effects of power and privilege for counselors and clients f. help-seeking behaviors of diverse clients g. the impact of spiritual beliefs on clients' and counselors' worldviews h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	8	8	100.0%	80.0%
Spring 2023	School of Arts & Sciences	PSY Psychology & Counseling	CACREP 3C Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	8	8	100.0%	80.0%

<b>Direct Assessment Analysis - Selected CACREP Standards Aligned with GSLG 4 &amp; 5</b>							
<b>Term</b>	<b>College / Administrative Division</b>	<b>Department / Administrative Unit</b>	<b>CACREP Outcome</b>	<b># Student Artifacts</b>	<b># Success</b>	<b>% Success</b>	<b>Performance Goal</b>
Spring 2023	School of Arts & Sciences	PSY Psychology & Counseling	CACREP 3D Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	8	8	100.0%	80.0%
Spring 2023	School of Arts & Sciences	PSY Psychology & Counseling	CACREP 3E In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	8	8	100.0%	80.0%
Spring 2023	School of Arts & Sciences	PSY Psychology & Counseling	CACREP 3G Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	8	8	100.0%	80.0%
Spring 2023	School of Arts & Sciences	PSY Psychology & Counseling	CACREP 3M Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	8	8	100.0%	80.0%

Table 5

*Direct Assessment Analysis of ILA Professional Standards as Aligned with GSLGs 4 & 5*

<b>Direct Assessment Analysis Report- Selected Reading Professional Standards aligned with GSLG 4 &amp; 5</b>							
<b>Term</b>	<b>College / Administrative Division</b>	<b>Department / Administrative Unit</b>	<b>ILA Outcome</b>	<b># Students Artifacts</b>	<b># Success</b>	<b>% Success</b>	<b>Performance Goal</b>
Fall 2022	School of Education	EDUC Education	ILA 7 Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.	10	10	100.0%	80.0%
Fall 2022	School of Education	EDUC Education	ILA 6 Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.	10	10	100.0%	80.0%
Spring 2023	School of Education	EDUC Education	ILA 7 Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s) supervision includes observation and ongoing feedback by qualified supervisors.	7	7	100.0%	80.0%
Spring 2023	School of Education	EDUC Education	ILA 6 Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.	7	7	100.0%	80.0%



## Faculty End of Course Reflections Aligned with Mission Integration (GSLG 5)

Each semester, faculty submit an end of course reflection on one course taught during the semester that they are likely to teach again. Within the survey, faculty are asked to identify the Mercy Core Value that they emphasized and give examples of such. They are also asked if they incorporated any material from the Mercy Critical Concerns. Results from AY 2022-2023 are given below.

For the fall 22 term, 18 responders chose a graduate course for reflection. Of these, 94.5% could identify at least one Mercy Core Value that they emphasized in their class. For the spring 23 term, 15 responders chose a graduate course for reflection. Of these, 93.3% could identify at least one Mercy Core Value that they emphasized in their class. The value chosen most frequently was that of Respect. All responders could identify how they emphasized their chosen value in class and with classwork.



Figure 4

*EOC Reflection – Mission Integration Questions Fall 2022*

Georgian Court University

End of course Reflections Fall 2022

Mission Integration

As of January 11, 2023

Which one of the GCU Mercy Core Values did you deliberately stress and integrate into this course? You may choose more than one.

18 Responses

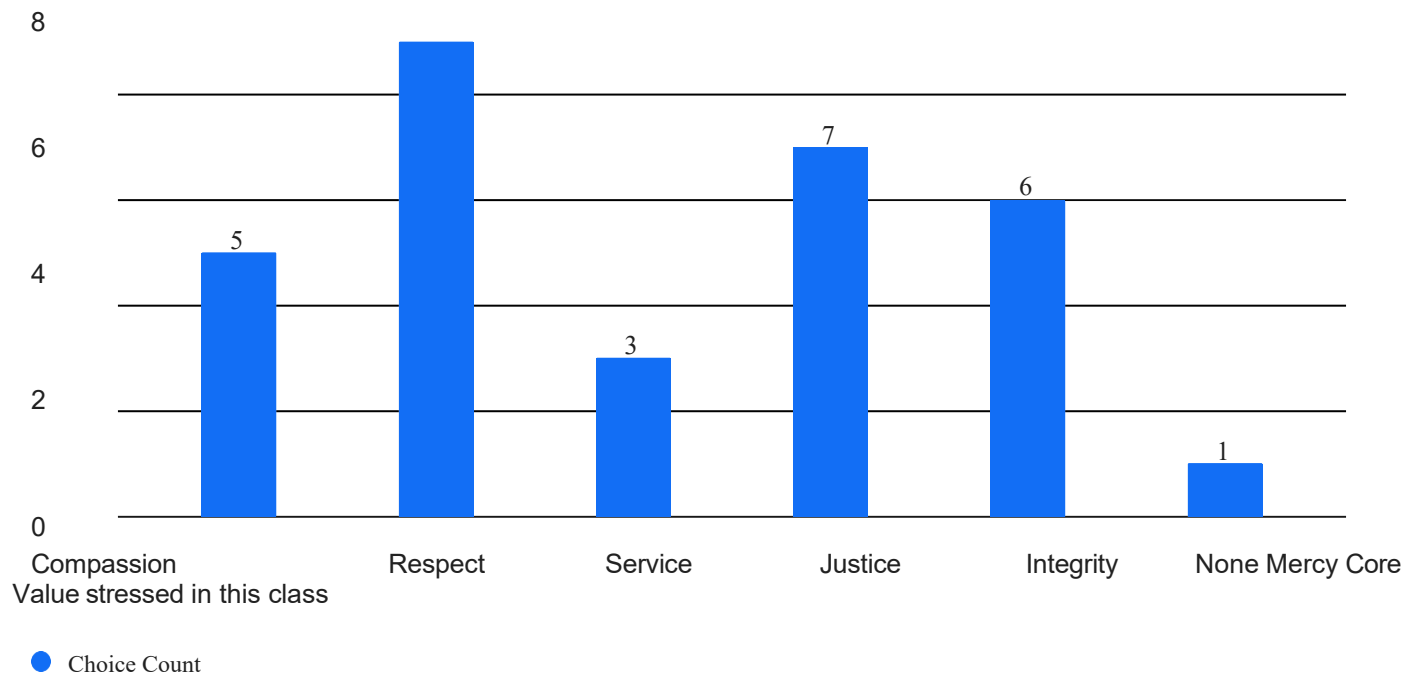


Figure 5

*EOC Reflection – Mission Integration Questions Spring 2023*

Georgian Court University

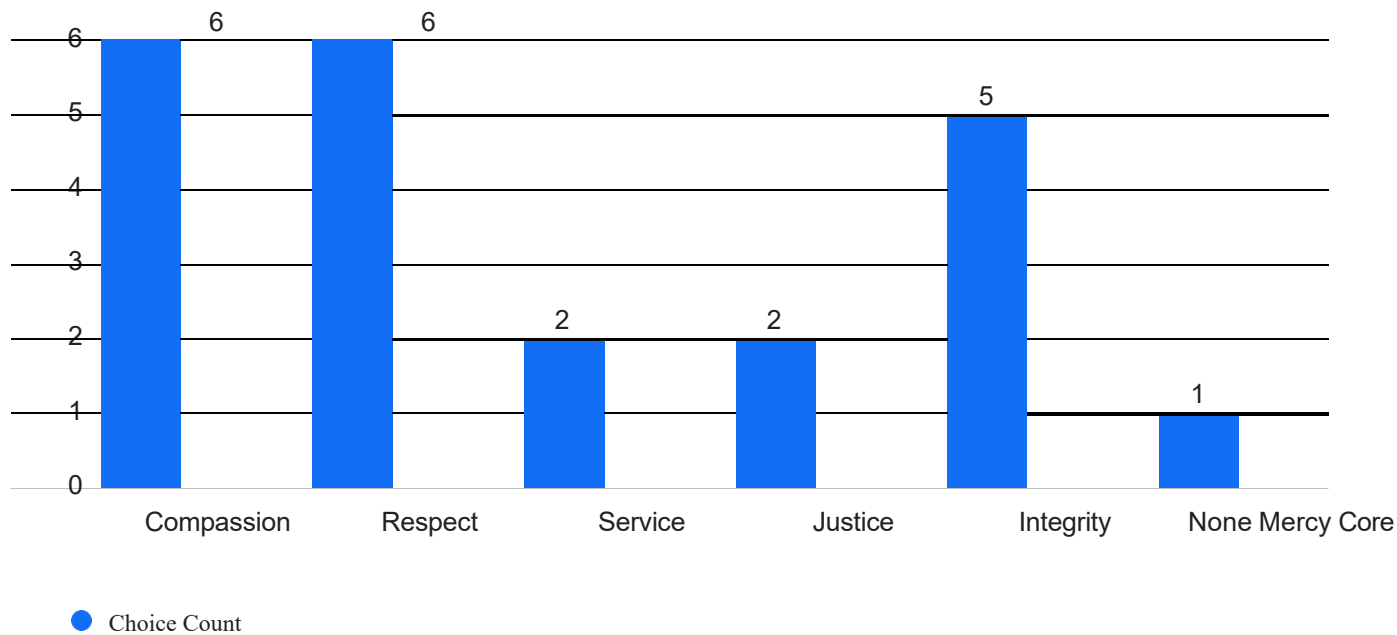
End of Course Reflections Spring 2023

Mission Integration

EOC Responses = 99 as of 6/13/23

Which one of the GCU Mercy Core Values did you deliberately stress and integrate into this course? You may choose more than one, but please be specific in stating how you incorporated the value(s) into your coursework and instruction.

15 Responses



### Student Participation in Advocacy through Global Education

One graduate student participated in the Costa Rica -Service-learning in Environmental Justice. See reflection in the blog below by: Gianna Macera.

<https://study-abroad-blog.georgian.edu/reflections-from-costa-rica/>

## Indirect Evidence of Achievement of Learning Outcome

### Student Feedback on Courses

Course evaluations are conducted with 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.

For AY 2022, 2023, schools were asked to separate undergraduate and graduate courses for feedback. From the data below, the overall mean for Section 2 Metric for graduate student returns was 4.424 based on an overall 39% response rate. This was above the university's 3-year weighted mean of Section 2 Metric of 4.34. Metric is based on a 5-point Likert scale.

Table 6

#### *GCU SET – Graduate Courses Survey Responses*

Term Name	College	Department	Survey Name	Metric 1 Title	Metric 1 Average	Completed	Total Surveyed	Response Rate
Fall 2022	School of Arts & Sciences	Psychology & Counseling	Course Feedback GRAD Fall 2022 Main & 7.5wk2 session	*Section 2 Metric	4.44	103	149	69%
Fall 2022	School of Arts & Sciences	Psychology & Counseling	Course Feedback GRAD Fall 2022 SOAS 7.5wk1	Section 2 Metric	4.68	6	16	38%
Fall 2022	School of Business & Digital Media	Business Administration	SBDM Course Feedback FA22 GR 1st 7.5wk	Section 2 Metric	4.39	10	35	29%
Fall 2022	School of Business & Digital Media	Communication & Graph Design Multi- Media	SBDM Course Feedback FA22 GR 1st 7.5wk	Section 2 Metric	5.00	1	27	4%
Fall 2022	School of Business & Digital Media	Business Administration	SBDM Course Feedback FA22 GR 2nd7.5 wk & MAIN	Section 2 Metric	3.81	9	59	15%
Fall 2022	School of Business & Digital Media	Communication & Graph Design Multi- Media	SBDM Course Feedback FA22 GR 2nd7.5 wk & MAIN	Section 2 Metric	3.65	2	26	8%
Fall 2022	School of Education	Education	SOE Advanced 7.5wk Session 1 FA22	Section 2 Metric	4.51	69	233	30%
Fall 2022	School of Education	Education	SOE Advanced 7.5wk Session 2/Main FA22	Section 2 Metric	4.41	76	277	27%
Spring 2023	School of Arts & Sciences	Psychology & Counseling	Course Feedback GRAD Spring 2023 7.5wk1	Section 2 Metric	4.93	4	16	25%
Spring 2023	School of Arts & Sciences	Psychology & Counseling	Course Feedback GRAD Spring 2023 Main & 7.5wk2	Section 2 Metric	4.50	125	206	61%

Term Name	College	Department	Survey Name	Metric 1 Title	Metric 1 Average	Completed	Total Surveyed	Response Rate
Spring 2023	School of Arts & Sciences	Religious Studies	Course Feedback GRAD Spring 2023 Main & 7.5wk2	Section 2 Metric	4.80	1	9	11%
Spring 2023	School of Arts & Sciences	CrimJust, Anthro, Socio and Human Rights	Course Feedback GRAD Spring 2023 Main & 7.5wk2	Section 2 Metric	4.40	6	10	60%
Spring 2023	School of Business & Digital Media	Business Administration	SBDM Course Feedback SP23 GR 7.5wk1	Section 2 Metric	4.61	19	38	50%
Spring 2023	School of Business & Digital Media	Business Administration	SBDM Course Feedback SP23 GR 7.5wk2 & Main	Section 2 Metric	4.35	19	57	33%
Spring 2023	School of Business & Digital Media	Communication & Graph Design Multi- Media	SBDM Course Feedback SP23 GR 7.5wk2 & Main	Section 2 Metric	5.00	2	25	8%
Spring 2023	School of Education	Education	SOE Advanced 7.5wk1 SP23	Section 2 Metric	4.55	59	160	37%
Spring 2023	School of Education	Education	SOE Course Feedback Advanced 7.5wk2 & Main SP23	Section 2 Metric	4.22	71	201	35%
Spring 2023	School of Education	Education	SOE Course Feedback TE Initial Main SP23	Section 2 Metric	4.29	71	148	48%
TOTAL	GCU - GRAD		GCU SET		<b>4.42</b>	<b>653</b>	<b>1692</b>	<b>39%</b>
	GCU			3- year weighted mean	<b>4.34</b>			

\*Section 2 Metric is based on Questions 7-16.

*Individual Questions from SET – Graduate Student Responses by School*

In place of the SIR II for course feedback, GCU has moved to the SET – Student Evaluation of Teaching. The questions that align with GSLGs 4 & 5 are in Section 2, # 13 and #7 respectively. The results from the AY 2022-2023 administration of these surveys to students in graduate level courses is as below. The overall mean for Question #13 was 4.5 (out of a 5-point Likert scale, 5= strongly agree) and for #7 was 4.5. Students are generally finding that instructors are treating them with respect and provide an atmosphere for them to contribute to class learning.

Table 7

*GCU SET Mean Responses to Section 2: Questions 7 and 13*

SET Question	Term	SAS-Mean		SBDM-Mean		SOE-Mean	# Responders	TOTAL	MEAN
#13	Fall 2022	4.67	6	4.64	11	4.57	69		
#13		4.53	103	3.73	11	4.49	16		
#13	<b>TOTAL</b>	<b>4.54</b>	<b>109</b>	<b>4.19</b>	<b>22</b>	<b>4.55</b>	<b>85</b>	<b>216</b>	<b>4.51</b>
#13	Spring 2023	5	4	4.68	19	4.59	59		
#13		4.58	132	4.57	21	4.2	71		
#13				4	5				
#13	<b>TOTAL</b>	<b>4.59</b>	<b>136</b>	<b>4.55</b>	<b>45</b>	<b>4.38</b>	<b>130</b>	<b>311</b>	<b>4.50</b>
<b>#13 Mean – Graduate Responders</b>								<b>527</b>	<b>4.50</b>
#7	Fall 2022	4.67	6	4.55	11	4.59	69		
#7		4.48	6	3.82	11	4.46	16		
#7	<b>TOTAL</b>	<b>4.58</b>	<b>12</b>	<b>4.19</b>	<b>22</b>	<b>4.57</b>	<b>85</b>	<b>119</b>	<b>4.50</b>
#7	Spring 2023	5	4	4.68	19	4.62	59		
#7		4.61	132	4.48	21	4.15	71		
#7				4.2	5				
#7	<b>TOTAL</b>	<b>4.62</b>	<b>136</b>	<b>4.53</b>	<b>45</b>	<b>4.36</b>	<b>130</b>	<b>311</b>	<b>4.50</b>
<b>#7 Mean – Graduate Responders</b>								<b>430</b>	<b>4.50</b>

GSLG 4: Section 2. # 13 The instructor created an environment which encouraged me to actively contribute to the class.

GSLG 5: Section 2. # 7 The professor demonstrated concern for student learning in this course.

A Likert Scale is used for responses: 5= STRONGLY AGREE, 1= STRONGLY DISAGREE

### Graduate Student Survey – 2023

The GCU Graduate Student Survey was administered in Spring 2023. There were two versions of the survey administered, one of which was an update from the Graduate Council, the other a repeat of the 2022 survey. The combined results for 2023, as well as results from the 2022 and 2022 surveys are given below.

Figure 6

*GCU Graduate Student Survey: Combined Results 2021-2023*

<p><b>2021, 2022, 2023</b></p> <p><b>Combined Results</b></p> <p><b>2023 Original Survey N=99, Revised Survey N=61, T = 160 responders</b></p> <p><b>2022: 115 responses</b></p> <p><b>2021: 195 responses</b></p> <p><b>Overall response rate (T=456) 35%</b></p>
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Question: The overall Graduate Student Learning Goals for GCU graduate students are listed below (2023). Please indicate your learning level with these goals.

N= 134/160.

Table 8

*Graduate Student Response to Question 28 on Graduate Student Survey, Spring 2023*

<b>GSLG Responses 2023</b>	<b>I have mastered this learning goal.</b>	<b>I am developing this learning goal.</b>	<b>I am not developing this learning goal.</b>	<b>Total Responses</b>	<b>I have mastered this learning goal.</b>	<b>I am developing this learning goal.</b>	<b>I am not developing this learning goal.</b>
<b>1. Knowledge</b>	56	76	2	<b>134</b>	42%	57%	1%
<b>2. Scholarly Inquiry</b>	63	65	5	<b>133</b>	47%	49%	4%
<b>3. Communication</b>	68	61	5	<b>134</b>	51%	46%	4%
<b>4. Ethical Leadership</b>	69	60	4	<b>133</b>	52%	45%	3%
<b>5. GCU/Mercy Integration</b>	62	52	17	<b>131</b>	47%	40%	13%

When asked to state whether they have mastered, are developing, or are not developing the GSLGs, the students responded as shown in the table above (Question 28). Between 131-134 responders answered this question. For Goal 4, 69 students stated that they have mastered the goal, 60 are developing the goal, and 4 was not developing the goal. Hence, 97% of the responders acknowledged that they are developing or have mastered Goal 4: Ethical Leadership. For Goal 5, 62 students stated that they have mastered the goal, 52 are developing the goal, and 17 are not developing the goal, based on the responders to this question. Hence, 87% of the responders acknowledged that they are developing or have mastered Goal 5: Mercy/Mission Integration.



When asked about current and future employment, the responders to the Graduate Student Survey gave the following responses (Questions 3-5).

Table 9

*Responses to Employment Questions from Graduate Student Survey (2022, 2023)*

<b>Responses to Employment Questions from Graduate Student Survey (2022, 2023)</b>				
<b>Are you currently employed in your field of study?</b>				
<b>Option/ Choice</b>	<b>2023</b>	<b>2022</b>	<b>Percent 2023</b>	<b>Percent 2022</b>
<b>Yes</b>	89	72	59%	64%
<b>No</b>	55	40	36%	35%
<b>Not sure</b>	8	1	5%	1%
<b>Total</b>	152	113		
<b>Are you currently in a management position at your place of employment?</b>				
<b>Option/ Choice</b>	<b>2023</b>	<b>2022</b>	<b>Percent 2023</b>	<b>Percent 2022</b>
<b>Yes</b>	23	11	15%	10%
<b>No</b>	123	100	81%	88%
<b>Not sure</b>	5	2	3%	2%
<b>Total</b>	151	113		
<b>Will you be applying for a position of advancement in your profession upon completion of your graduate program?</b>				
<b>Option/ Choice</b>	<b>2023</b>	<b>2022</b>	<b>Percent 2023</b>	<b>Percent 2022</b>
<b>Yes</b>	75	65	49%	58%
<b>No</b>	46	18	30%	16%
<b>Not sure</b>	31	30	20%	27%
<b>Total</b>	152	113		

The majority of responding students are currently employed in their field of study, while only 15% are currently in management positions. After completing their program, most of the students will be applying for a management position, although responders in the 2023 survey are less likely to do so.

## Summary

During academic year 2022-2023, the census of the Georgian Court University (GCU) stated a head count of 491 graduate students, 151 of whom were full-time, 340 were part-time giving a full-time equivalent count of 341. Completion of graduate degrees was earned by 147 students in 2021-2022. This shows a decline of 23 students from the previous year.

During the summer 2022 semester, 60 graduate courses were offered within 75 sections, enrolling 608 and taught by 43 faculty, with an average class size of 8.1. During the fall 2022 semester, 112 graduate courses were offered within 141 sections, enrolling 1093 and taught by 68 faculty, with an average class size of 7.75. During the spring 2023 semester, 123 graduate courses were offered within 149 sections, enrolling 1057 and taught by 63 faculty, with the average class size of 7.09. The total number of course sections offerings for graduate courses during Academic Year (AY) 2022-2023 was 365. The total number for the previous year was 369, for a decrease of 4 course sections.

The data within this report followed the plan for assessment of the graduate student learning goals for year 3 out of 3 years. The assessment plan for the GSLGs was updated and approved by the GCU Graduate Council in Fall 2021. For AY 2022-2023, the utility of the HelioCampus Assessment and Credentialing (HCAC) software (formerly known as 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 HCAC. Course evaluations for indirect assessment was facilitated through the HCAC system, and schools identified these surveys by graduate and undergraduate coursework. The results of the Graduate Student Survey conducted in spring 2023, are included since the progress on GSLG achievement was included among the questions asked of respondents. Finally, the End of Course Reflections show faculty insight into the integration of the Mercy Core Values and Mercy Critical Concerns.

Overall, the direct assessment of student artifacts as collected within the HCAC system, showed that the GSLGs 4 & 5 were met, both at the level of the university, and individually at the program level. GSLG 4 had a success rate of 94% and GSLG 5 had a success rate of 92%, well within the proficiency level of 85%. Of the 10 graduate level programs used for this data, seven (7) met expectations when direct assessment artifacts were consolidated into HCAC. The remaining programs may have low number of enrollments which affects success rates, or an assignment may not have been the best choice to align with the stated goal. Programs can review individual data and assessment results within the HCAC system.

Twelve (12) programs updated program assessment plans in fall 2022. From these programs, there were sixteen (16) program learning outcomes aligned with GSLG 4: Ethical Leadership. There were nine (9) program learning outcomes aligned with GSLG Goal 5: Mercy Integration. Not all programs included Goal 5 among their program outcomes. Three (3) programs reported on GSLG 4 and or 5 in their annual report. In addition, several discipline standards had direct evidence aligned with the given GSLGs.

Each semester, faculty submit an end of course reflection on one course taught during the semester that they are likely to teach again. Within the survey, faculty are asked to identify the Mercy Core Value that they emphasized and give examples of such. They are also asked if they incorporated any material from the Mercy Critical Concerns. For the fall 22 term, 18 responders chose a graduate course for reflection. Of these,

94.5% could identify at least one Mercy Core Value that they emphasized in their class. For the spring 23 term, 15 responders chose a graduate course for reflection. Of these, 93.3% could identify at least one Mercy Core Value that they emphasized in their class. The value chosen most frequently was that of Respect. All responders could identify how they emphasized their chosen value in class and with classwork.

The opportunity to engage in service-learning experiences through Global Education programs is open to all students, including graduate students. During AY 2022-2023 one graduate student participated in the Costa Rica Service-learning in Environmental Justice.

Indirect evidence of student learning directed toward GSLGs 4 & 5 included responses from the GCU SET surveys as well as the Graduate Student Survey administered in Spring 2023.

For AY 2022, 2023, schools were asked to separate undergraduate and graduate courses for feedback with the SET surveys. The overall mean for Section 2 Metric for graduate student returns was 4.424 based on an overall 39% response rate. This was above the university's 3-year weighted mean of Section 2 Metric of 4.34. Metric is based on a 5-point Likert scale.

In place of the SIR II for course feedback, GCU has moved to the SET – Student Evaluation of Teaching. The questions that align with GSLGs 4 & 5 are in Section 2, # 13 and #7 respectively. The results from the AY 2022-2023 administration of these surveys to students in graduate level courses show the overall mean for Question #13 was 4.5 (out of a 5-point Likert scale, 5= strongly agree) and for #7 was 4.5. Students are generally finding that instructors are treating them with respect and provide an atmosphere for them to contribute to class learning.

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When asked about current and future employment, the responders to the Graduate Student Survey gave the following responses (Questions 3-5). The majority of responding students are currently employed in their field of study, while only 15% are currently in management positions. After completing their program, most of the students will be applying for a management position, although responders in the 2023 survey are less likely to do so.

Overall, it would appear that both the students and the faculty are implementing the Graduate Student Learning Goal 4: Ethical Leadership and Goal 5: Mercy Integration effectively. More deliberate alignment with Goal 5 should be explicit in program learning goals for all graduate

programs. Advocacy efforts based on Mercy Core Values and the Mercy Critical Concerns should likewise be more explicit within program instruction, opportunities, and program goals.

### 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 HCAC system. This will also assist program directors to use the HCAC for program assessment.
- A deliberate effort to involve graduate students with the Mercy Critical Concerns programming and to explicitly communicate this opportunity to them will continue to develop GSLG 5: Mercy Integration.