



Graduate Student Learning Goals (GSLG)

University Assessment: Office of Institutional Assessment and Accreditation

AY 2023-2024

Annual Assessment Report: Year 1 of 3: Graduate Student Learning Goals Assessment Plan

Goal #3 Communication

Learning Outcome: Apply clear and effective oral, written, and technological communication skills appropriate to engagement with general and specialized audiences.

Assessment: Achievement of this goal may be evidenced through assigned writing or scholarly presentations using various media

Assessment Plan:

Goal #3	Communication		
Learning Outcome	Apply clear and effective oral, written, and technological communication skills appropriate to engagement with general and specialized audiences.		
Assessment: Year 1 (AY 2023- 2024)	Achievement of this goal may be evidenced through assigned writing and/or scholarly presentations using various media. Capstone presentations evaluated by rubric for communications (written and oral). (Posted in BB Gradebook and captured by AEFIS linking to GSLG goal 3.)	GCU Graduate Student Survey: Growth in GSLG3 Q24	SET: Question-289 The instructor created an environment which encouraged me to actively contribute to the class

Introduction

During academic year 2023-2024, the census of the Georgian Court University (GCU) stated a head count of 432 graduate students, 153 of whom were full-time, 279 were part-time giving a full-time equivalent count of 305. Completion of graduate degrees was earned by 137 students in 2022-2023, with 4 doctorates earned. 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 2023 semester, 65 graduate courses were offered within 78 sections, enrolling 679 and taught by 45 faculty, with an average class size of 8.7. During the fall 2023 semester, 132 graduate courses were offered within 160 sections, enrolling 1,142 and taught by 71 faculty, with an average class size of 7.14. During the spring 2024 semester, 119 graduate courses were offered within 136 sections, enrolling 936 and taught by 68 faculty, with the average class size of 6.88. The total number of course sections offerings for graduate courses during Academic Year (AY) 2023-2024 was 374. For Spring 2024, 91% of graduate courses were offered as hybrid or online courses serving 89% of students enrolled in graduate programs. In Spring 2023, 52% of graduate courses were offered in this modality.

The data within this report follows the plan for assessment of the graduate student learning goals for year 1 out of 3 years. The assessment plan for the GSLGs was updated and approved by the GCU Graduate Council in Fall 2021. For AY 2023-2024, 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 were facilitated through the HCAC system, and schools identified these surveys by graduate and undergraduate coursework. Finally, the results of the Graduate Student Survey conducted in spring 2024, are included since the progress on GSLG achievement was included among the questions asked of respondents.

Direct Evidence of Achievement of Learning Outcome

University-Wide Report on Direct Assessment: GSLG 3

Figure 1

Direct Assessment Analysis (HCAC system) GSLG 3, AY 2023-2024

PLO/CLO Direct Assessment Analysis Report						
Term	Outcome	# Enrolled	# Assessed	Proficiency Scale Distribution	Success	Perf. Goal
Fall 2023	Goal 3 Communication	N/A	533		97.6%	100.0%
Fall 2023	Goal 3 Communication	N/A	28		96.4%	80.0%
Spring 2024	Goal 3 Communication	N/A	34		100.0%	80.0%
Spring 2024	Goal 3 Communication	N/A	425		99.1%	80.0%

From the overall results given in the above table, the university met or exceeded its designated performance goal for GSLG 3. All graduate programs with more than 5 assessment artifacts had student success at or above the benchmark level. See table below.

Table 1.

Direct Assessment Results by Department and Term. N>5.

Term	College / Administrative Division	Program	Outcome	# Assessed	Level 1 Name	Level 1 Sub	Level 2 Name	Level 2 Sub	Level 3 Name	Level 3 Sub	Level 4 Name	Level 4 Sub	Success	Perf. Goal
Fall 2023	HMH School of Nursing & Wellness	Holistic Health Studies	Goal 3 Communication	41	Does Not Meet Expectations	5	Meets Expectations	1	Exceeds Expectations	35			85.4%	80.0%
Fall 2023	School of Arts & Sciences	Criminal Justice and Human Rights	Goal 3 Communication	6	Does Not Meet Expectations	1	Meets Expectations	0	Exceeds Expectations	5			83.3%	80.0%
Fall 2023	School of Arts & Sciences	Applied Behavior Analysis (ABA)	Goal 3 Communication	7	Does Not Meet Expectations	0	Meets Expectations	0	Exceeds Expectations	7			100.0%	80.0%
Fall 2023	School of Arts & Sciences	Clinical Mental Health Counseling	Goal 3 Communication	10	Does Not Meet Expectations	0	Meets Expectations	0	Exceeds Expectations	10			100.0%	80.0%
Fall 2023	School of Arts & Sciences	School Psychology	Goal 3 Communication	28	Unacceptable	1	Developing	0	Proficient	9	Exemplary	18	96.4%	80.0%
Fall 2023	School of Education	Administration & Leadership-Masters	Goal 3 Communication	59	Does Not Meet Expectations	0	Meets Expectations	7	Exceeds Expectations	52			100.0%	80.0%
Fall 2023	School of Education	Autism Studies (graduate)	Goal 3 Communication	74	Does Not Meet Expectations	0	Meets Expectations	3	Exceeds Expectations	71			100.0%	80.0%
Fall 2023	School of Education	ESL Education-Masters	Goal 3 Communication	43	Does Not Meet Expectations	0	Meets Expectations	7	Exceeds Expectations	36			100.0%	80.0%

Term	College / Administrative Division	Program	Outcome	# Assessed	Level 1 Name	Level 1 Sub	Level 2 Name	Level 2 Sub	Level 3 Name	Level 3 Sub	Level 4 Name	Level 4 Sub	Success	Perf. Goal
Fall 2023	School of Education	Reading/Literacy Specialization	Goal 3 Communication	138	Does Not Meet Expectations	3	Meets Expectations	7	Exceeds Expectations	128			92.8%	80.0%
Fall 2023	School of Education	School Counseling	Goal 3 Communication	13	Does Not Meet Expectations	0	Meets Expectations	0	Exceeds Expectations	13			100.0%	80.0%
Fall 2023	School of Education	TE Early Childhood P-3 (Initial)	Goal 3 Communication	22	Does Not Meet Expectations	1	Meets Expectations	1	Exceeds Expectations	20			95.5%	100.0%
Fall 2023	School of Education	TE Elementary K-6 (Initial)	Goal 3 Communication	63	Does Not Meet Expectations	1	Meets Expectations	2	Exceeds Expectations	60			95.2%	85.0%
Fall 2023	School of Education	TE ESL (Initial)	Goal 3 Communication	22	Does Not Meet Expectations	1	Meets Expectations	1	Exceeds Expectations	20			95.5%	85.0%
Fall 2023	School of Education	TE Subject Specific K-12 (Initial)	Goal 3 Communication	27	Does Not Meet Expectations	0	Meets Expectations	2	Exceeds Expectations	25			92.6%	80.0%
Spring 2024	School of Arts & Sciences	Clinical Mental Health Counseling	Goal 3 Communication	11	Does Not Meet Expectations	0	Meets Expectations	0	Exceeds Expectations	11			100.0%	80.0%
Spring 2024	School of Business & Digital Media	MS: Communication and Digital Marketing	Goal 3 Communication	34	Developing; Does not meet expectations	0	Meets Expectations	3	Exceeds Expectations	31			100.0%	80.0%
Spring 2024	School of Education	Administration & Leadership-Masters	Goal 3 Communication	73	Does Not Meet Expectations	0	Meets Expectations	0	Exceeds Expectations	73			100.0%	70.0%

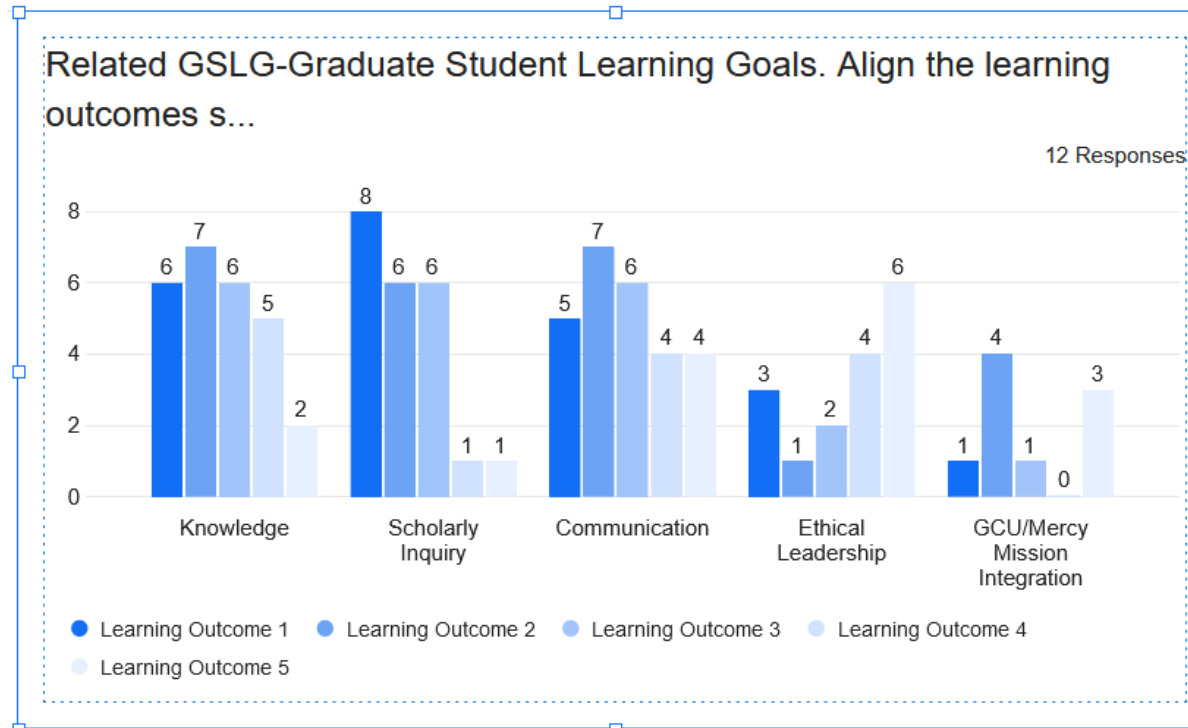
Term	College / Administrative Division	Program	Outcome	# Assessed	Level 1 Name	Level 1 Sub	Level 2 Name	Level 2 Sub	Level 3 Name	Level 3 Sub	Level 4 Name	Level 4 Sub	Success	Perf. Goal
Spring 2024	School of Education	Autism Studies (graduate)	Goal 3 Communication	43	Does Not Meet Expectations	1	Meets Expectations	6	Exceeds Expectations	36			97.7%	80.0%
Spring 2024	School of Education	ESL Education-Masters	Goal 3 Communication	23	Does Not Meet Expectations	0	Meets Expectations	2	Exceeds Expectations	21			100.0%	80.0%
Spring 2024	School of Education	Reading/Literacy Specialization	Goal 3 Communication	83	Does Not Meet Expectations	1	Meets Expectations	8	Exceeds Expectations	74			89.2%	80.0%
Spring 2024	School of Education	School Counseling	Goal 3 Communication	153	Does Not Meet Expectations	1	Meets Expectations	8	Exceeds Expectations	144			94.1%	80.0%
Spring 2024	School of Education	Teacher of Students with Disabilities-Masters	Goal 3 Communication	8	Does Not Meet Expectations	0	Meets Expectations	1	Exceeds Expectations	7			100.0%	80.0%
Spring 2024	School of Education	TE Subject Specific K-12 (Initial)	Goal 3 Communication	28	Does Not Meet Expectations	1	Meets Expectations	2	Exceeds Expectations	25			89.3%	80.0%

Academic Program Assessment Plans Aligned with GSLG Goal 3

Within the 12 Graduate Academic Program Assessment Plans updated in Fall 2023, 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 Goal 3, however not all programs assessed this outcome in AY 2023-2024.

Figure 2

Related GSLG and Program Learning Outcomes for Graduate Programs Assessment Plans submitted Fall 2023



There were sixteen (16) program learning outcomes aligned with GSLG 3: Communication, within the 12 programs who submitted plans in 2022. For the two graduate programs which updated assessment plans in fall 2023, both had at least one learning outcome aligned with GSLG 3.

Program Assessment Reports Aligned with GSLG 3.

Graduate level programs who submitted annual assessment reports by July 30, 2024, are included in this report. Of these, programs reported on outcomes aligned with GSLG 3: Communication.

Figure 3

GCU Academic Program Assessment Reports –Graduate Level (As of July 30, 2024).

Data Collection Detail Audit
College / Administrative Division: HMH School of Nursing & Wellness
Department / Administrative Unit: Nursing
Program: DE MSN
Form Status: Uncompleted
Executive Summary
<p>The DEMSN assessed its learning outcome(s): LO2.1 Analyze economic, legal, and political factors and local, national, and global trends in health policy; LO2.2 Engage in health promotion, disease prevention, and population-focused interventions; LO2.3 Assume a leadership role within one's scope of professional nursing practice and applies leadership; LO2.4 Promote the image of nursing by modeling professional behavior, practicing self-renewal, engaging in lifelong learning; and LO2.5 Demonstrate professional, moral, ethical and legal conduct within a context of rendering compassionate nursing care. Key findings were that the program overall exceeded its achievement/benchmark goals for the outcomes. There were two program goals/outcomes that did not meet benchmark goals. This included data from NU500 (89%) and NU507 (83%). Future action for continuous improvement will include the early identification of at-risk student, and implementation of an individualized action plan.</p>
College / Administrative Division: School of Education
Department / Administrative Unit: Education
Program: Reading/Literacy Specialization
Form Status: Uncompleted
Executive Summary

Data Collection Detail Audit
<p>Literacy leadership in its various forms is the goal of this program and it is evidenced by all standards and goals that are assessed. The candidates in this program met all benchmark goals through their Keystones and other assignments in each course. Future actions will include revision of this program to meet the upcoming state requirements for 2025. These include updated internship hours and specific assessments targeted to ensure understanding/mastery of structured literacy concepts.</p>
College / Administrative Division: School of Education
Department / Administrative Unit: Education
Program: ESL Education-Masters
Form Status: Uncompleted
Executive Summary
College / Administrative Division: School of Education
Department / Administrative Unit: Education
Program: Administration & Leadership-Masters
Form Status: Uncompleted
Assessment Report Information
<p>ADMLDR LO1 - ADMLR LO1 - Mission, Vision and Core Values. 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.</p>
Analysis of data
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>

Data Collection Detail Audit
The data shows that the students are meeting the desired outcomes and that they are happy/satisfied with what is happening with the classes that relate to this goal. Both the formative data (From EDC 6101) and the Summative Data from EDC 6090/6091 show that students are meeting the goals.
Assessment Report Information
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.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
The data tells us that the students are getting what they need with respect to learning outcome #2. Both direct and indirect evidence support that this objective is being addressed and met.
Assessment Report Information
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.
Analysis of data

Data Collection Detail Audit
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
The data tells us that the students mastered the relevant content of the learning objective.
Executive Summary
The Administration and Leadership Program of the School of Education assessed its learning outcomes (Learning Outcomes #1, #2, #3) for the academic year (2023-2024). Key findings were that all students (100%) met or exceeded expectations on the direct assessments and the indirect assessments (student evaluation of courses) were all at or above university averages. The program exceeded its achievement/benchmark goals for these outcomes. Future action for continuous improvement will include updating of materials for relevant courses by the professors and the director of the program.
College / Administrative Division: School of Education
Department / Administrative Unit: Education
Program: School Counseling
Form Status: Uncompleted
Assessment Report Information
SC LO1 - SC LO1 - Individual Counseling. Effective school counselors conduct individual counseling to students in the area of academic and personal-social development, utilizing a variety of assessment information.
Analysis of data

Data Collection Detail Audit
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
The data indicated that Learning Objective 1 goals exceeded expectations. The data is valid based on direct and indirect results.
Assessment Report Information
SC LO2 - SC LO2 - Group Counseling. Effective school counselors conduct group counseling to a select group of students in the area.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
The data indicated that Learning Objective 2 goals exceeded expectations. The data is valid based on direct and indirect results.
Executive Summary
The School Counseling program assessed its learning outcomes 1 & 2 for the 2023-24 academic year. Key findings were that students exceeded their achievement/benchmark goals for these outcomes. Future action for continuous improvement will include assessment of learning objectives 3 & 4 for the 2024-25 academic year while continuing to review assessment data for learning objectives 1 & 2.
College / Administrative Division: School of Education
Department / Administrative Unit: Education
Program: Teacher Education: K-12Subject TSWD (Graduate)
Form Status: Uncompleted

Data Collection Detail Audit	
Assessment Report Information	
TE LO1 - TE LO1 - Apply the principles and best practices of learner development, learning differences, and learning environment to educational praxis.	
Analysis of data	
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.	
Students met expectations and the data was valid. Both formative and summative data showed student progress.	
Assessment Report Information	
TE LO2 - TE LO2 - Demonstrate competency in the discipline knowledge, applications of content, and assessment of learning within educational praxis.	
TE LO2 - TE LO2 - Demonstrate competency in the discipline knowledge, applications of content, and assessment of learning within educational praxis.	
Analysis of data	
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.	
Students met expectations and the data was valid. Both formative and summative data showed student progress.	

Data Collection Detail Audit	
Assessment Report Information	
TE LO3 - TE LO3 - Plan learning experiences effectively using appropriate instructional strategies both in methods-based coursework and in supervised praxis.	
Analysis of data	
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.	
Students met expectations and the data was valid. Both formative and summative data showed student progress.	
Assessment Report Information	
TE LO4 - TE LO4 - Develop and demonstrate capacities in professionalism, ethical practice, leadership, and collaboration through structured and supervised experiences and learning opportunities.	
Analysis of data	
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.	
Students met expectations and the data was valid. Both formative and summative data showed student progress.	

Data Collection Detail Audit
Executive Summary
<p>The Graduate Student K-12 Subject Specific Education Program has assessed its learning outcomes, applying best practices, assessing learning, planning and using appropriate instructional practices and practicing professionalism, leadership and collaboration through structured and supervised experiences for the academic year 2023-24. The key findings were that the student met and exceeded these achievement/benchmark goals. Future actions for continuous improvement will include a review of all assignments and keystone projects, the expansion of mini lessons to better prepare students for their clinical experiences and review of professional dispositions.</p>
College / Administrative Division: School of Business & Digital Media
Department / Administrative Unit: Business Administration
Program: MBA Business Admin.
Form Status: Uncompleted
Assessment Report Information
MBALO1 - MBA LO1 - Effective oral, written, and technological business communication skills for managerial and executive settings.
Analysis of data
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>Students are performing at or above expectations. The data is valid. These observations persist across multiple courses and different instructors.</p>
Assessment Report Information

Data Collection Detail Audit
MBALO2 - MBA LO2 - In-depth understanding of business concepts in accounting, economics, finance, management, & marketing and application to management, global business, and corporate strategy.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
Students are performing at or above expectations. The data is valid. These observations persist across multiple courses and different instructors.
Assessment Report Information
MBALO3 - MBA LO3 - Proficient participation in collaborative activities & teamwork.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
Students are performing at or above expectations. The data is valid.
Executive Summary

Data Collection Detail Audit
<p>The MBA program assessed learning outcomes 1, 2, and 3 which cover business communication skills, in-depth understanding of business concepts, and collaborative activities and teamwork for the academic year 2023-2024. In reviewing a total of 78 assessment activities, including case studies, exams, group and other projects, key findings indicate that student performance met or exceeded expectations in all areas. Future action for continuous improvement will include monitoring each outcome each year as recommended by the business accrediting body.</p>
College / Administrative Division: School of Business & Digital Media
Department / Administrative Unit: Communication & Graph Design
Program: MS: Communication and Digital Marketing
Form Status: Uncompleted
Assessment Report Information
<p>MCL01 - MC LO1. Profession Best Practice and Theories - Apply best practices and theories to choose a marketing and branding strategy that appeals to current and/or new target markets.</p>
Analysis of data
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>Students are performing at or above expectations. The data is valid.</p>
Assessment Report Information

Data Collection Detail Audit
MCLO2 - MC LO2. Creative Media for Digital Environments - Analyze, evaluate, and produce strategic and creative media content for digital environments.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
Students are performing at or above expectations. The data is valid.
Assessment Report Information
MCLO3 - MC LO3. Data analysis marketing plans - Assess marketing plans using appropriate tools for data analysis.
Analysis of data
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
Students are performing at or above expectations. The data is valid.
Assessment Report Information
MCLO5 - MC LO5. Ethical Decision Making - Produce strategic communication and media content according to the standards of the profession, legal parameters, and ethical decision-making including Mercy Core Values.
Analysis of data

Data Collection Detail Audit
What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.
The results were mixed, but overall, the benchmark was not achieved.
Executive Summary
The Communication & Digital Marketing program assessed learning outcome(s) 1, 2, 3, and 5 which cover marketing and branding strategies, strategic and creative media, assessment of marketing plans, and content production, for the academic year 2023-2024. In reviewing a total of 48 assessment activities, including homework assignments, writing assignments, creative projects, etc., key findings indicate that student performance met expectations in all areas <u>except</u> in LO5: content production. This objective is assessed in multiple courses, and the results are mixed; further action will include continued monitoring across <u>each</u> checkpoint annually. In addition, 19 students obtained at least one of the following Google and Hootsuite Certifications through the program's courses: Google Analytics Beginner Certification and Hootsuite Platform Certification - which speaks to student accomplishment in these areas. Additional future action for continuous improvement will include evaluating each learning objective each year using the current assessment plan.
College / Administrative Division: HMH School of Nursing & Wellness
Department / Administrative Unit: Integrated Health & Exercise Science
Program: Integrative Health - MA
Form Status: Uncompleted
Assessment Report Information

Data Collection Detail Audit
<p>IH LO2 - IH LO2: Reflection, Application, and Integration - Learners will provide evidence of application and integration of the principles of Integrative Health through extensive journaling as they progress through the program. These journals provide the learner the opportunity to reflect on current and future practice of the arts of holistic health, and the learner's reflection is evaluated periodically within the program.</p>
Analysis of data
<p>What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.</p>
<p>We have the goal to enhance the quality of the data in the near future. While the communication between the instructor occurs in various forms, it would be better if we conduct the exit survey and document in such fashion for consistency and authenticity.</p>
Executive Summary
<p>The MA in Integrative Health program assessed its learning outcome, LO2: Learners will provide evidence of application and integration of the principles of Holistic Health, through extensive journaling as they progress through the program. These journals provide the learner the opportunity to reflect on current and future practice of the arts of holistic health, and the learner's reflection is evaluated periodically within the program) for this academic year 2023-2024. Key findings were that students in HH599 directly showed their integration and reflection in their journal as well as in their dialogue with its instructor. The interview by the instructor of each student towards the end of the semester also indirectly showed that this outcome (LO2) was attained above 85% of the student body. Future action for continuing improvement is to prepare an online survey in advance prior to the start of HH599 course and implement it every year to prepare for the next Year 2 assessment.</p>

Indirect Evidence of Achievement of Learning Outcome

Graduate Level 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. Graduate courses are surveyed separately from undergraduate in most cases. Only results from surveys with at least 5 responders are included. Section 2 Metric relates to overall teaching and learning experience and uses a Likert Scale based on 5, with 5 chosen as strongly agree with the statement given in the survey. Response rates varied from 13.3% to 47.4%.

Table 2.

GCU SET Results for Graduate Level Coursework AY 2023-24

Term Name	College	Department	Survey Name	Metric 1 Title	Metric 1 Average	Metric 1 Max	Completed	Total Surveyed	Response Rate %
Fall 2023	School of Business & Digital Media	Business Administration	SBDM Course Feedback F23 GR Main	Section 2 Metric	4.4	5	6	44	13.6%
Fall 2023	School of Business & Digital Media	Business Administration	SBDM Course Feedback FA23 GR 1st 7wk	Section 2 Metric	3.93	5	18	39	46.2%
Fall 2023	School of Arts & Sciences	Psychology & Counseling	SOAS Main and 7wk GR	Section 2 Metric	4.28	5	100	211	47.4%
Fall 2023	School of Education	Education	SOE 7wk1 FA23	Section 2 Metric	4.69	5	35	150	23.3%
Fall 2023	School of Education	Education	SOE 7wk2 FA23	Section 2 Metric	4.66	5	29	114	25.4%
Spring 2024	School of Business & Digital Media	Business Administration	SBDM Course Feedback SP24 GR Main	Section 2 Metric	3.95	5	10	45	22.2%

Term Name	College	Department	Survey Name	Metric 1 Title	Metric 1 Average	Metric 1 Max	Completed	Total Surveyed	Response Rate %
Spring 2024	School of Business & Digital Media	Communication & Graph Design	SBDM Course Feedback SP24 GR Main	Section 2 Metric	4	5	5	22	22.7%
Spring 2024	School of Arts & Sciences	Psychology & Counseling	SOAS SP24 GR	Section 2 Metric	4.58	5	35	121	28.9%
Spring 2024	School of Education	Education	SOE 7wk1 SP24	Section 2 Metric	4.71	5	26	120	21.67%
Spring 2024	School of Education	Education	SOE 7wk2 SP24	Section 2 Metric	4.75	5	14	105	13.33%

The SET question that aligns with GSLG 3 Communication is Question-289: “The instructor created an environment which encouraged me to actively contribute to the class.” The score of 5 is for “strongly agree”. For this specific question related to GSLG 3 Communication, the graduate course surveys gave a mean response of 4.46/5 as compared to the overall university mean of 4.41/5 for this survey question. Overall survey responses for Section 2 Metric related to teaching effectiveness shows mean scores ranging from 3.95/5 to 4.75/5 as compared to the university mean of 4.34/5.

End of Course Reflections – Faculty

Each term faculty are asked to respond to an end of course reflection survey. They choose one course that they are likely to teach again. Questions are asked about what they would like to keep, change, or remove from the course. The learning outcome achievement is also a choice for responders. The alignment with the ISLG and the values of the university are additional questions asked in the survey. For the AY 2023-2024, see the table below for alignment with GSLG 3 among those graduate faculty who responded to the survey. Note that a response rate of 20-25% is acceptable since faculty choose only one course for the survey reflection. Note that the majority of graduate faculty responders aligned their choice of learning outcome with GSLG 3.

Table 3.

EOC Reflection for Faculty

Term	Total Responders	Response Rate	Number of Graduate Faculty Responders	Number of Graduate Faculty Selecting GSLG 3	Percent of Graduate Faculty Choosing GSLG 3 for Reflection
SU 23	40	26%	19	12	63%
FA 23	145	21%	35	26	74%
SP 24	140	21%	27	20	74%

Graduate Student Survey – 2024

Georgian Court University

Graduate Student Satisfaction Survey

Spring Semester 2024

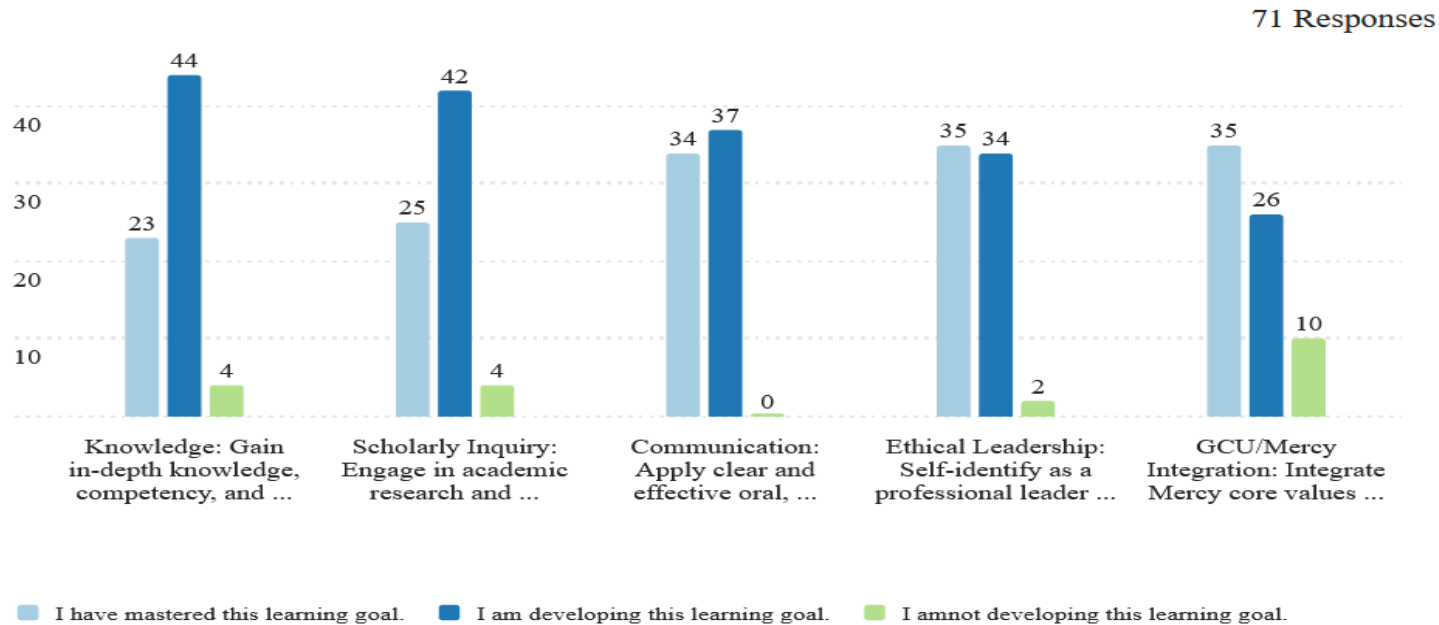
Total N=88 as of 2/28/24

When asked to state whether they have mastered, are developing, or are not developing the GSLGs, the students responded as shown in the figure below (Question 28). For the 2024 survey, 96 students responded overall. For Goal 3, 34 students stated that they have mastered the goal, 37 are developing the goal, and none were not developing the goal. Hence, 100% of the responders acknowledged that they are developing or have mastered Goal 3: Communication.

Figure 4.

GSLG Alignment

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



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

Table 4.

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

Are you currently employed in your field of study?

Option/ Choice	2024	2023	2022	Percent 2024	Percent 2023	Percent 2022
Yes	50	89	72	57.4%	59%	64%
No	33	55	40	37.9%	36%	35%
Not sure	4	8	1	4.6%	5%	1%
Total	87	152	113			

Are you currently in a management position at your place of employment?

Option/ Choice	2024	2023	2022	Percent 2024	Percent 2023	Percent 2022
Yes	11	23	11	12.6%	15%	10%
No	76	123	100	87.4%	81%	88%
Not sure	0	5	2	0%	3%	2%
Total	87	151	113			

Will you be applying for a position of advancement in your profession upon completion of your graduate program?

Option/ Choice	2024	2023	2022	Percent 2024	Percent 2023	Percent 2022
Yes	48	75	65	55.2%	49%	58%
No	13	46	18	14.9%	30%	16%
Not sure	26	31	30	29.9%	20%	27%
Total	87	152	113			

From the survey data of 2024, the majority of responding students are currently employed in their field of study, while only 12.6% are currently in management positions. After completing their program, most of the students will be applying for a management position. Effective communication is a required skill for all employed in management positions. Students have reported that they are progressing in this essential skill.

Analysis and Action Plan

Goal #3 Communication

Learning Outcome: Apply clear and effective oral, written, and technological communication skills appropriate to engagement with general and specialized audiences.

Analysis

There are sufficient courses offered for graduate student study within a variety of modalities: lecture, lab, seminar, clinical, research, and clinical/practicums. The majority of graduate courses are offered in the online or hybrid format allowing for the flexibility needed for these learners. This modality of course delivery has increased from 52% in Spring 2023 to 91% in Spring 2024.

The HelioCampus Assessment and Credentialing (HCAC) system was used to collect direct assessment of student assignments aligned with Goal 3: Communication. The artifacts linked from BlackBoard Gradebook with the program learning outcomes in HCAC provided ample evidence of goal achievement. For AY 2023-2024, 1042 student artifacts were collected and assessed by faculty with an overall assessment success rate of 98.17%. Benchmarks ranged from 100% - 80% with 80% the norm. Data tables include overall results by term and by department for the current academic year. See Appendix A for direct assessment results for GSLG 3 covering academic terms from Fall 2021 to Spring 2024. Success rates exceeded expectations for all terms.

Further assessment results for GSLG Goal 3 as well as the other GSLG learning outcomes can be had from the annual assessment reports from the graduate programs. Inclusion of learning outcomes aligned with GSLG 3 depends on the program goal alignment selected for this reporting year. While there may be few specific alignments with the program learning outcomes chosen for the data reports, no assessment could be completed without effective communication between faculty and students to demonstrate mastery of learning. Data from previous years may have addressed this goal directly, and that data may also be obtained 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](#)

The use of HelioCampus surveys to deploy the Georgian Court Student Evaluation of Teaching (SET) allows the schools to separate evaluation of graduate and undergraduate coursework. The data included in this report shows response rates per survey, Metric 1 mean for teaching effectiveness, and further analysis of the specific question related to GSLG 3, encouragement for class participation. The School of Business and Digital Media falls below the university mean for Section 2 Metric (overall teaching effectiveness), while the other schools meet or exceeded this benchmark. All schools exceeded the university mean for Question 289.

The End of Course Reflection completed by faculty each term showed that GSLG 3 was chosen by the majority of graduate faculty who completed the survey for a graduate course. This reflection asks faculty to determine what to keep, change, or delete from their course the next time the course is taught. The data shows that the faculty are fully aware of the importance of the learning outcome of effective communication to their program.

For the 2024 GCU Graduate Student Survey, 96 students responded overall. For Goal 3, 34 students stated that they have mastered the goal, 37 are developing the goal, and none were not developing the goal. Hence, 100% of the responders acknowledged that they are developing or have mastered Goal 3: Communication.

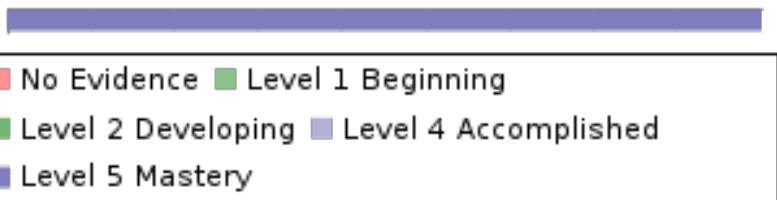
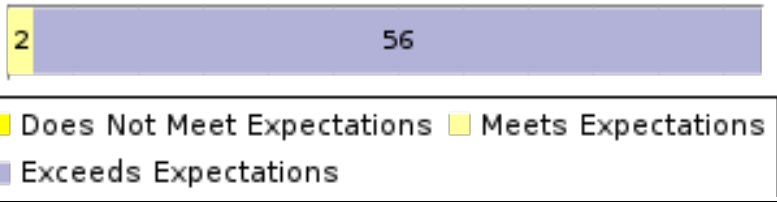
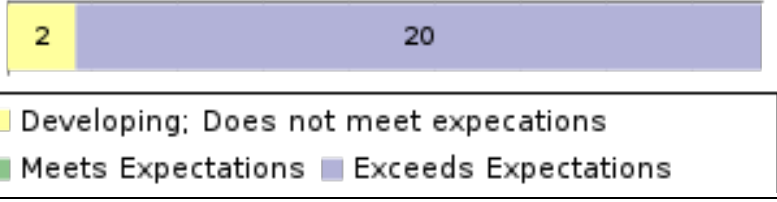
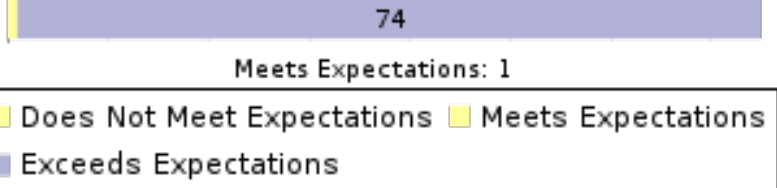
Action Plan

The assessment results for GSLG 3 Communication 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 HelioCampus system. This will also assist in program assessment reports going forward. In addition, the practice of having schools run separate surveys for undergraduate and graduate courses using the SET survey in HelioCampus will continue. Graduate programs will be asked to consider aligning their program goal assessment rotation with the GSLG assessment plan.


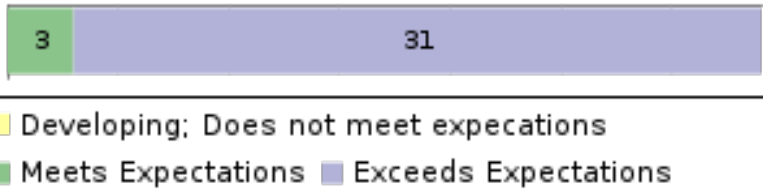
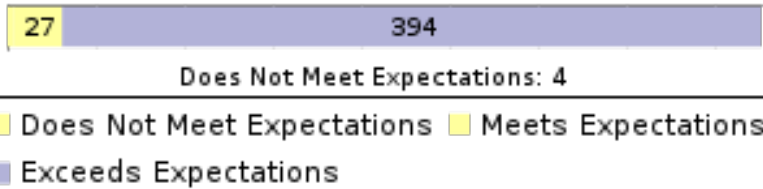
Appendix A. Direct Assessment of GSLG 3: Communication for AY 2021-2024

Term	GSLG	# Artifacts Assessed	Results	Success Rate	Performance Goal
Fall 2021	Goal 3 Communication	35	<p>5 3 27</p> <p>■ Developing; Does not meet expectations ■ Meets Expectations ■ Exceeds Expectations</p>	85.7%	80.0%
Fall 2021	Goal 3 Communication	182	<p>9 37 136</p> <p>■ Does Not Meet Expectations ■ Meets Expectations ■ Exceeds Expectations</p>	95.1%	100.0%
Fall 2021	Goal 3 Communication	13	<p>12 1</p> <p>■ Unacceptable ■ Developing ■ Proficient ■ Exemplary</p>	100.0%	80.0%
Spring 2022	Goal 3 Communication	18	<p>2 16</p> <p>■ Developing; Does not meet expectations ■ Meets Expectations ■ Exceeds Expectations</p>	88.9%	80.0%

Term	GSLG	# Artifacts Assessed	Results	Success Rate	Performance Goal
Spring 2022	Goal 3 Communication	220	<p>6 12 202</p> <p> ■ Does Not Meet Expectations ■ Meets Expectations ■ Exceeds Expectations </p>	97.3%	100.0%
Fall 2022	Goal 3 Communication	36	<p>3 5 28</p> <p> ■ Developing; Does not meet expectations ■ Meets Expectations ■ Exceeds Expectations </p>	91.7%	80.0%
Fall 2022	Goal 3 Communication	84	<p>3 7 74</p> <p> ■ Does Not Meet Expectations ■ Meets Expectations ■ Exceeds Expectations </p>	88.1%	80.0%
Fall 2022	Goal 3 Communication	55	<p>12 24 18</p> <p>Unacceptable: 1</p> <p> ■ Unacceptable ■ Developing ■ Proficient ■ Exemplary </p>	76.4%	80.0%

Term	GSLG	# Artifacts Assessed	Results	Success Rate	Performance Goal
Fall 2022	Goal 3 Communication	9	 <p> ■ No Evidence ■ Level 1 Beginning ■ Level 2 Developing ■ Level 4 Accomplished ■ Level 5 Mastery </p>	100.0%	90.0%
Summer 2022	Goal 3 Communication	58	 <p> ■ Does Not Meet Expectations ■ Meets Expectations ■ Exceeds Expectations </p>	100.0%	80.0%
Spring 2023	Goal 3 Communication	22	 <p> ■ Developing; Does not meet expectations ■ Meets Expectations ■ Exceeds Expectations </p>	90.9%	80.0%
Spring 2023	Goal 3 Communication	75	 <p> Meets Expectations: 1 ■ Does Not Meet Expectations ■ Meets Expectations ■ Exceeds Expectations </p>	100.0%	100.0%

Term	GSLG	# Artifacts Assessed	Results	Success Rate	Performance Goal
Spring 2023	Goal 3 Communication	7	<p>1 Does Not Meet Expectations 6 Proficient</p>	85.7%	100.0%
Summer 2023	Goal 3 Communication	7	<p>1 Developing; Does not meet expectations 2 Meets Expectations 4 Exceeds Expectations</p>	85.7%	80.0%
Summer 2023	Goal 3 Communication	15	<p>1 Meets Expectations 14 Exceeds Expectations</p>	93.3%	80.0%
Fall 2023	Goal 3 Communication	533	<p>34 Does Not Meet Expectations 486 Exceeds Expectations</p> <p>Does Not Meet Expectations: 13</p>	97.6%	100.0%

Term	GSLG	# Artifacts Assessed	Results	Success Rate	Performance Goal
Fall 2023	Goal 3 Communication	28	 <p>1 9 18</p> <p>Unacceptable Developing Proficient Exemplary</p>	96.4%	80.0%
Spring 2024	Goal 3 Communication	34	 <p>3 31</p> <p>Developing; Does not meet expectations Meets Expectations Exceeds Expectations</p>	100.0%	80.0%
Spring 2024	Goal 3 Communication	425	 <p>27 394</p> <p>Does Not Meet Expectations: 4</p> <p>Does Not Meet Expectations Meets Expectations Exceeds Expectations</p>	99.1%	80.0%