

**GCU Graduate Student Learning Goals (GSLG)**

Upon successful completion of a graduate program of study at GCU, the student will earn a post-baccalaureate degree and/or additional certification, and will evidence the university graduate learning goals as follows:

<b>Goal # 1</b>	<b>Knowledge</b>
Learning Outcome	Gain in-depth knowledge, competency, and mastery in field of study through academic and professional experiences.
Assessment	Achievement of this goal may be evidenced through the completion of an acceptable capstone scholarly project or field experiences.
<b>Goal #2</b>	<b>Scholarly Inquiry</b>
Learning Outcome	Engage in academic research which includes scholarly inquiry for evidence based practice and knowledge integration.
Assessment	Achievement of this goal may be evidenced through the completion of scholarly projects or assigned research.
<b>Goal #3</b>	<b>Communication</b>
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.
<b>Goal #4</b>	<b>Ethical Leadership</b>
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.
<b>Goal #5</b>	<b>GCU/ Mercy Mission Integration</b>
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.

Assessment Plan

<b>Goal # 1</b>	<b>Knowledge</b>	<b>Direct Evidence</b>	<b>Indirect Evidence</b>
Learning Outcome	Gain in-depth knowledge, competency, and mastery in field of study through academic and practical experiences.		
Assessment: Year 2	Achievement of this goal may be evidenced through the completion of an acceptable capstone scholarly project or field experiences.	Capstone evaluations for content knowledge and research.  Summative evaluations related to field experience.	SIR II:  D 21. Helpfulness of assignments in understanding course material  E23 Term paper(s) or projects  F29. My learning increased in this course  F32. This course helped me to think independently  F33. This course actively involved me in what I was learning.
<b>Goal #2</b>	<b>Scholarly Inquiry</b>		
Learning Outcome	Engage in academic research and scholarly inquiry for evidence based practice and knowledge integration.		
Assessment: Year 2	Achievement of this goal may be evidenced through the completion of scholarly projects and/or assigned research.	Student scholarship as presented in academic forums, including but not	SIR II:

		<p>limited to: professional organizations, journals, periodicals, juried displays or performances.</p> <p>Demonstration of evidence based practice.</p> <p>Completion of student research requirements.</p>	<p>F31. My interest in the subject area has increased.</p> <p>G36. I was challenged by this course.</p>
<b>Goal #3</b>	<b>Communication</b>		
Learning Outcome	Apply clear and effective oral, written, technological, and global communication skills appropriate to the field of study.		
Assessment: Year 1	Achievement of this goal may be evidenced through assigned writing and/or scholarly presentations using various media.	<p>(e)Portfolio evaluations (Education)</p> <p>Capstone project presentations.</p>	<p>SIR II:</p> <p>E 22. Problems or questions presented by the instructor for small group discussions</p> <p>G 35. I was prepared for each class (writing and reading assignments)</p>
<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,	Job placement within field of study; management	SIR II:

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	field evaluations, portfolios, or case studies.	<p>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>	E 26. Case studies, simulations, or role playing.
<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>

Resources suggested for Next Steps or Future Development:

- GCU Scholarly Journal (Student Scholarship) (Library)
- GCU Graduate Student Research Presentation Forum (Provost Office & Library)
- Graduate Student Advocacy Projects within the Disciplines (Mercy Critical Concerns)
- Graduate Student Global Education Experiences directed toward Mercy Core values integration and/or advocacy (Global Education)
- Support for Graduate Students to attend professional conferences as student-presenters. (School Budgets and Advancement)