



**Georgian Court University**  
**Graduate Student Learning Goals**  
**Assessment Report AY 2017-2018 (Year 1)**

Assessment Plan for Goal #3: Effective Communication

<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.	(e)Portfolio evaluations (Education)  Capstone project presentations.	SIR II:  E 22. Problems or questions presented by the instructor for small group discussions  G 35. I was prepared for each class (writing and reading assignments)

The following programs submitted data related to the assessment of GSLG 3. Effective Communication.

- MBA – Capstone Projects evaluated by rubric (Course: BU 691) (N=6)
- MA in Holistic Health – Capstone project evaluated by rubric (Course HH 599) (N=4)
- MA – Education – Keystone assignments in ED 5010 (N=13), 5013 (N=1), 5102 (N=16), 5225 (N=4) : Rubric criteria of Mechanics and APA Style

**Results: Direct Assessment**

MBA: Rubric Criteria and Mean Scores

<b>MBA Capstone Rubric Criteria</b>	<b>Mean Score (N=6) out of 10</b>
Organization	9
Audience	8.83
Visuals	8
Elocution	9.5
Eye Contact	9.17
Appearance and Poise	9.3

MA in Holistic Health

<b>HH Capstone Rubric Criteria</b>	<b>Results (N=4)</b>
Effective writing and oral communication	4/4 scored excellent
Information Literacy	4/4 scored excellent
APA Style	4/4 scored excellent
Mechanics	4/4 scored excellent

MA in Education

Keystone Project. Rubric criteria: *Mechanics and APA Style*. N=34.

<b>Course</b>	<b>Mean Score</b>	<b>Participants</b>
ED 5010	4.1/5	13/17
ED 5013	3.0/5	1/17
ED 5102	4.63/5	16/17
ED 5225	2.59/5	4/4

**Results: Indirect Assessment**

SIR II:

E 22. Problems or questions presented by the instructor for small group discussions

G 35. I was prepared for each class (writing and reading assignments)

**Data: SIR II Online**

Date Range: 11/2017 to 6/2018

Enrollment: 735 students

Number of classes: 52

All graduate level

<b>Question: E 22 Response Options</b>	<b>Percent Response</b>	<b>Question: G 35 Response Options</b>	<b>Percent Response</b>
Omitted	-	Omitted	-
Not used	9	Not applicable	1
Very effective (5)	55	Much more than most courses (5)	24
Effective (4)	25	More than most courses (4)	21
Moderately effective (3)	6	About the same as most courses (3)	52
Somewhat effective (2)	3	Less than most courses (2)	2
Ineffective (1)	1	Much less than most courses (1)	-
<b>Mean Score</b>	<b>4.44</b>	<b>Mean Score</b>	<b>3.68</b>

**Data: SIR II Paper**

Date Range: Fall 2017 (Arts &amp; Sciences\*)

Enrollment: 209 students

Number of classes: 16

All graduate level

\*Note: Spring 2018 not used due to N = 4 classes.

<b>Question: E 22 Response Options</b>	<b>Percent Response</b>	<b>Question: G 35 Response Options</b>	<b>Percent Response</b>
Omitted	14	Omitted	9.5
Not used	19	Not applicable	4
Very effective (5)	66	Much more than most courses (5)	58
Effective (4)	18	More than most courses (4)	22
Moderately effective (3)	16	About the same as most courses (3)	23
Somewhat effective (2)	21	Less than most courses (2)	13.5
Ineffective (1)	-	Much less than most courses (1)	5.5
<b>Mean Score</b>	<b>4.63</b>	<b>Mean Score</b>	<b>4.3</b>

**Analysis of Results:**

The direct evidence was not sufficiently uniform for adequate analysis. Further discussion and refinement of student artifact collection needs to be considered. SIR II data are within acceptable norms.

**Action Plan Based on Results:**

Consider a common rubric for written and oral communication, applicable across all programs, similar to that used for undergraduate writing intensive assessment. Continue to work with course evaluations that are more pervasive throughout the graduate programs for indirect data.