



Georgian Court University

Graduate Student Learning Goals (GSLG) Assessment Report AY 2018-2019

Executive Summary

The AY 2018-2019 was the second year of a three-year cycle of assessment of student learning at the graduate level at Georgian Court University. As such, Goal 1. Knowledge and Goal 2. Scholarly Inquiry were assessed using assessment reports from the current and previous year. In addition, SIR II (Student Instructional Report II) results from graduate students were included as indicated in the given plan.

Because there is no clear alignment between the program assessment plans and goals assessed yearly with the goals selected for assessment in the GSLG Assessment Plan, data is restricted to those programs where the reports and goals aligned. This synchronization will be addressed with the implementation of the AEFIS assessment software in the coming years.

From the data presented, GCU's graduate students appear to be meeting program goals in the areas of knowledge and scholarly inquiry. Over 90% of classes using the SIR II evaluations report having a research assignment. When there is a capstone assignment, the departments use defined rubrics to assess student work and presentations. Some programs are in the process of revising curriculum or implementing new concentrations. There is a plan for assessment of student learning in these areas, but the available data is limited due to student enrollment.

Library services provides an overview of usage of course Libguides and graduate student appointments with librarians. This data shows a strong undercurrent of research aligned with graduate program coursework.

Field experiences are common in education programs, psychology programs, and business programs. Successful completion of these experiences is reflected in course grades and/or successfully meeting program or certification requirements.

As the assessment cycles at Georgian Court University continue to be refined and aligned with institutional goals, the breadth of data related to graduate learning should increase. From the data available, the depth of student learning is adequately documented and meets or exceeds program expectations. Working with GCU's Graduate Council is key to meeting these expectations.

GSLG Assessment Plan and Results for AY 2018-2019

Goal # 1	Knowledge	Direct Evidence	Indirect Evidence
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.

Results for Goal 1. AY 2018-2019

Capstone Evaluations

The **Literacy/Reading Specialization Program** conducted its year three assessment by evaluating student work obtained from EDC5203: Reading and Writing in the Content Areas and EDC6084: Reading Practicum. Overall, 27 students were assessed for formative assessment related to the LO3 outcome of designing and implementing data-driven literacy instruction, and the clinical supervisor evaluations of 19 students were assessed for the summative data of the same outcome. Our findings were that both the formative and summative assessments met expectations with achievement at the proficient or above proficient level on the associated rubrics. While most students received above proficient scores on both rubrics, there were some areas that can be improved upon, including strategies relating to study skills and selecting appropriate children’s/young adult literature relating to literacy strategies.

MA in Theology Program Assessment, June 2019 This year we assessed: Skill and ability to communicate theological knowledge concerning pastoral situations through case study and theological reflection on current praxis. Summative Assessment: For the students graduating in 2019 75% (3 out of 4) of students performed at an accomplished/evident level for the three criteria used to measure this goal, while for 25% (1 student) these skills were not evident. Formative Assessment: 66% of students (2 out of 3) performed at an evident level and 33% (1 out of 3) performed at an emerging level. The summative results are higher than the goal set out by our plan, that 70% would score as accomplished for this learning outcome. For the formative assessment, 66% scoring at evident seems appropriate for students near the beginning of their program. Aside from revising our assessment plan to make it more accurately reflect what our students take and when, we will not change anything about the courses or assignments based on this assessment.

Reports from AY 2017-2018 related to Goal 1

The **ABA Graduate Program** conducted its assessment for year two (LO1 & LO3) by evaluating student work obtained from two courses: ABA501 & ANA502. In ABA501 assignments from students were evaluated according to a rubric and showed the 100% of the student assignments met the criteria of acceptable. In ABA502, 20 student assignments were evaluated according to a rubric. The results showed that 19/20 students showed exemplary performance. Collectively, the findings were that the summative assessment met expectations with achievement at the expected level. We will continue this practice in the future.

The **MA in Holistic Health Studies** program conducted its assessment for year two by evaluating Journal papers of the students in HH515 and final presentation in HH599. As per its direct evidence of the formative assessment, nine out of 10 students in HH515 demonstrated their attainment of the goal #2 application of theory in practice through their journal papers. Also, as a direct evidence in summative assessment, 2 out of 2 students showed their attainment of this goal in their final project presentation. Our findings were that both the formative assessment and summative assessment met the expectation. We learned that we must gather the indirect evidence in both HH515 and HH599 before the end of the semester, otherwise miss the opportunity to receive their full response to report in this annual assessment report. We will address this for the next cycle of the assessment of the program goal #2.

The **MBA Business Program** conducted its assessment for year one by evaluating student work obtained from 600 level lab courses in BU602 and BU691. Overall the assessment data from BU602 (formative) revealed that all students had mastery of:

- 1) Utilize technology to locate, evaluate, collect, and/or present information
- 2) Identify a problem and develop and implement a solution strategy
- 3) Utilize technology to present results to facilitate decision making
- 4) Report findings / recommendations

The score was a 5.0 / 5.0. Our findings were that the formative assessment exceeded our expectations. Next, summative assessment occurred in BU691 with the capstone projects and presentations. This assessment also exceeded our expectations. The technology question related to using technology as a tool for decision making. The average score is posted below for technology: Group 1: 8/10, Group 2: 9/10, Group 3: 9/10, Group 4: 8/10, Group 5: 9/10, Group 6: 9/10.

The **Autism Spectrum Disorders** program's assessment was conducted by evaluating student work obtained from EDC 5301, EDC 5303, and EDC 5305 including Keystone assignments and exams. One hundred percent of the students completed the Keystone assignment using course-based research, evaluated by rubric. All 6 students achieved a 3 or better on the rubric. A hundred percent of the students completed the mid-term exam with item analysis related to the outcome. All 6 students achieved 90% or better on the midterm. A hundred percent of the students completed the final exam with item analysis related to the outcome. All 6 students achieved 90% or better on the final exam. Findings were that the formative assessment and summative assessment met expectations with achievement at the expected level.

School Psychology. M.A. Comprehensive Examination. NASP Report.

Standards/Elements for the Summer, 2017, Administration of the Exam

- Element 5.2 Preventive and Responsive Services (17 questions in all)
- Standard VII Diversity in Development and Learning (17 questions in all)

- Element 8.1 Research and Program Evaluation (17 questions in all)

20 Candidates Sat for This Administration. Since the last program approval application, program faculty has added more items to the exam for the three Standards/Elements above. Each of these areas, all rated as “Not Acceptable” by the PAB, now contains 17 items each. Program candidates take this comprehensive exam at the conclusion of the 32-credit M.A. in School Psychology; they must pass the exam before moving onto the certificate-level coursework.

% of Candidates Meeting Expected Levels of Performance in all Three Areas: **65%**

% of Candidates Meeting Expected Levels of Performance in Two Areas: **25%**

% of Candidates Meeting Expected Levels of Performance in Only One of the Areas: **10%** (JM, VD)

% of Candidates NOT Meeting Expected Levels of Performance in any of Three Areas: **0%**

Internship Evaluations

Literacy/Reading Specialization Program In the practicum, students need to improve on their leadership skills. We will address challenges faced by our students on both assignments by including new assignments and projects within our classes that directly acknowledge the challenges. As a department, we will also be revamping learning outcomes for the next assessment cycle due to the release of new International Literacy Association standards.

School Psychology NASP Report. Candidates were required to consult with a classroom teacher about two different students, one with an academic concern, and the other with a behavioral one. The purpose of these case studies is to evaluate whether or not the candidates were able to apply their knowledge and skills in providing interventions that demonstrate positive and measurable impact on the children and teachers served.

These case studies were completed by the extern candidates (N=12) during the 2016-17 academic year. The requirement for the completion of these case studies is documented in the Program Handbook (Attachment C, p. 36) and in the externship contract (Program Handbook, Attachment C, p. 85).

The program faculty set the Expected Level of Performance (ELP) for demonstrating positive impact as a PND of 65%.

Assessment Results from AY 2017-2018

The **School Counselor Program** conducted an assessment for year two by evaluating student work obtained from signature assignments for EDC6092 and EDC6093. In addition, on-site supervisor ratings were also incorporated in the assessment. Both formative and summative results met the expected assessment criteria for all 29 students who completed the school counselor internship.

SIR II Results: Graduate Students only

Fall 18: 28 classes, 373 students Spring 19: 31 classes, 394 students

Likert Scale: 1-5 5= Very Effective, 1= Ineffective

Question	Fall 2018	Spring 2019
D21. Helpfulness of assignments in understanding course material	4.46	4.51
E23 Term paper(s) or projects	4.39/ USED BY 93%	4.5/ USED BY 94%
F29. My learning increased in this course	4.03	3.97
F32. This course helped me to think independently	4.05	4.14
F33. This course actively involved me in what I was learning.	4.10	4.11

Ratings in the above areas fall between Moderately Effective (3), Effective (4), and Very Effective (5).

Goal #2	Scholarly Inquiry		
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.	<p>Student scholarship as presented in academic forums, including but not 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>SIR II:</p> <p>F31. My interest in the subject area has increased.</p> <p>G36. I was challenged by this course.</p>

<p>Results for Goal 2. AY 2018-2019</p> <p><i>Academic Excellence Celebration</i> April 11, 2019 30 students participated, 27 undergraduate, 3 graduate. Faculty mentors: 16 Poster presentations: 12, oral presentations: 7, panel presentation: 1 Disciplines: Biology, Chemistry, Dance, Digital Communication, English, Exercise Science, General Education (Capstone), Graphic Design, History, Holistic Health, Math, Psychology, Social Work.</p> <p>Program lists abstracts of all student/faculty research presented on the day.</p> <p>School Psychology Program NASP Report <u>Response to Conditions for Standard VIII: Element 8.1 Research and Program Evaluation</u> SPS 5401 Seminar in Child and Adolescent Development Table 1. Grading Rubric for Research Proposal with Disaggregated Data for Candidates (N= 13)</p> <p>Below you will find the following: Table 1 presents the research proposal rubric in which are added the candidates' initials as per their ratings on the paper components. Table 2 presents the aggregated data with the overall ratings of the candidates' proposals. Analysis and discussion follow.</p> <p>Ratings: 3=Exemplary; 2=Proficient; 1=Not Proficient Expected Level of Performance: Proficient (2)</p>
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Overall Aggregate Ratings of Candidates' Research Proposals **2.38**
 % of Candidates Meeting the ELP **92.3%**

Assessment Reports from AY 2017-2018

The **MA in Criminal Justice and Human Rights** was launched in Fall 2017 and, due to low enrollment, we did not offer CJ503 during academic year 2017-18. CJ503 remains the optimal course to assess formative student learning for LO1; we do not plan to revise the Program Assessment Plan in this respect. It follows that students are not yet at the stage to complete CJ590, the capstone course, which is the course relied on to assess summative student learning. At the end of the 2016-17 academic year, we assessed learning in the capstone course for outgoing students completing the MS in Homeland Security. An action plan was developed that forms the basis of revisions that we have and will put in place for students entering the new program. These focus on procedural changes, such as the development of a Research Design course to be completed before students enroll in the capstone course and the development of supervisory materials to guide students and supervisors. These changes have been made. Recommendations in terms of student/supervisor engagement and student preparation will be implemented with each new cohort. During the 2017-18 academic year, we also revised the Program Assessment Plan to address a discrepancy made in the language of the Plan.

SIR II Results: Graduate Students only

Fall 18: 28 classes, 373 students Spring 19: 31 classes, 394 students

Likert Scale: 1-5 5= Very Effective, 1= Ineffective

Question	Fall 2018	Spring 2019
F31. My interest in the subject area has increased.	3.99	4.04
G36. I was challenged by this course.	3.84	3.81

Ratings in the above areas fall between Effective (4) and Moderately Effective (3).

Sr. Mary Joseph Cunningham Library Services

- During AY 2018-2019, 7 of the 66 information literacy classes taught were for graduate courses.
- We have 30 Libguides that have been developed to be used by our graduate programs.

Data Analysis

Goal 1. Knowledge and Goal 2. Scholarly Inquiry

Overall, from the SIR II results, students believe that assignments given in class is effective in helping them understand course material, while their increase in learning ranges from effective to moderately effective. Most courses (more than 90%) require academic research. The respondents indicated that the courses helped them think independently and become engaged in their learning. Also, while moderately challenged, the students' interest in the content or discipline has effectively increased.

Some programs require licensing or certification exams and coursework is designed to assist in successful passing of these assessments of discipline knowledge. Regardless, most programs require a cumulative experience through capstone assignments or research-design protocols. The coursework done throughout the program emphasizes academic research and this is supported by library services, which created 30 Libguides for graduate programs in addition to in-person information literacy support classes.

Examples of student-faculty research were shared with the entire GCU community on the day of *Academic Excellence Celebration* celebrated on April 11, 2019. Of the 30 students whose research was featured on that day, 3 were graduate students.

Without the use of a comprehensive assessment software program, along with the lack of alignment of program goals assessed per year with the corresponding GSLG, gathering of assessment data is hampered. From those reports that did align, the data was beneficial to the overall view of graduate learning at the university along with providing specific guidance to the academic program's assessment of student learning.

Action Plan

The implementation of the AEFIS software across all university programs will assist in gathering university-wide data from GCU's graduate programs. This process will begin in AY 2019-2020 and continue over a three-year implementation.

Working with the GCU Graduate Council to identify needed assessment artifacts at the start of the academic year will assist in gathering the breadth of assessment data needed that relate to the designated goals of the plan. The goals and needs of year 3 of the GSLG assessment plan should be discussed in fall 2019.

An alternative to the SIR II course evaluation planned for implementation in AY 2019-2020 will necessitate updating of the indirect assessment of the GSLG learning goals.