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Georgian Court University
Graduate Student Learning Goals (GSLG) Assessment Report
AY 2019-2020

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Executive Summary

The AY 2019-2020 was the third year of a three-year cycle of assessment of student learning at the graduate level at Georgian Court University. As such, Goal 4: Ethical Leadership and Goal 5: GCU/Mercy Integration were assessed using assessment reports from the current and previous year. Goal 4: Ethical Leadership was assessed according to its learning outcome; Self-identify as leaders who follow the highest standards of ethics and of the professional field. Goal 5: GCU/Mercy Integration was assessed according to its learning outcome: Integrate Mercy core values and advocacy related to the Mercy Critical Concerns.

The synchronization between academic program learning goals and the GCU Graduate Student Learning Goals is identified within the academic program assessment plans and is currently recorded with the AEFIS assessment software system. The AEFIS program is still in development, and it anticipated that the use of the system to record course and program assessment results will increase in the coming years. For this report, university-wide survey data and results from the academic program assessment reports from the graduate level programs are included as institutional data.

From the data presented, GCU's graduate students appear to be meeting program goals in the areas of ethical leadership and Mercy values integration. In fall 2019, 127 graduate students were engaged in experiential learning through field experience, internships, practicums, and externships. In spring 2020, 118 students were engaged in experiential learning through field experiences, internships, practicums, and academic research. This data is augmented through the Career Services graduate survey (2019 graduates), the GCU Graduate Student Satisfaction Survey (Spring 2020), Educational Leadership intern evaluation reports, and the results of the student evaluation of coursework (SIRII) related questions. Results from the End of Course Reflections give evidence of integration of the GCU Mercy values into courses and assignments.

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 areas of ethical leadership and mission integration are adequately documented and meets or exceed program expectations. Working with GCU's Graduate Council is key to meeting these expectations. In addition, the findings of the assessment of the GSLGs aligns with the GCU Strategic Compass Direction 1: Educational Excellence.

GCU GSLG Assessment Plan and Results for AY 2019-2020

Goal 4: Ethical Leadership

GOAL #4	ETHICAL LEADERSHIP		
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.	Job placement within field of study; management or executive promotions. Field evaluations in the areas of ethics and leadership. Ethical leadership development as evidenced in portfolios and/or case studies.	SIR II: E 26. Case studies, simulations, or role playing.

Results for Goal 4.

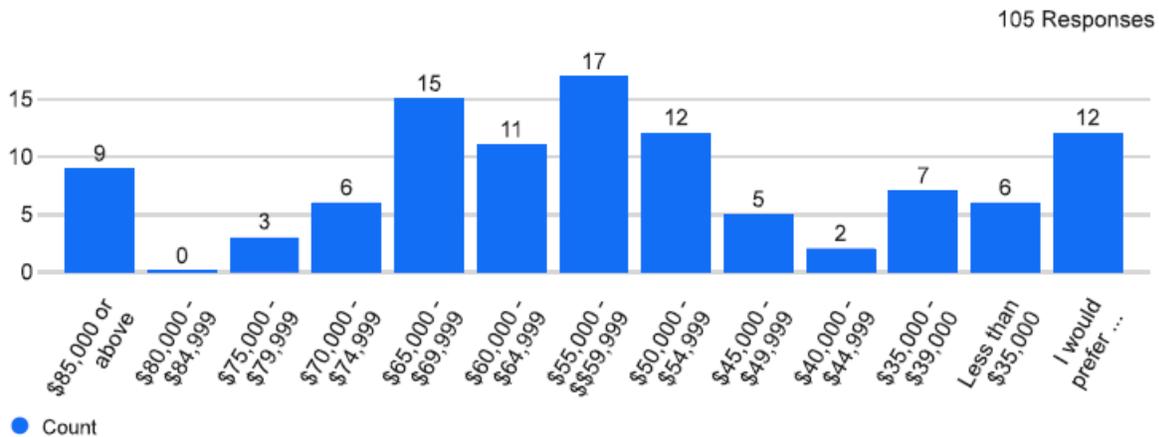
Results for Goal 4. Ethical Leadership AY 2019-2020
<p>Institutional Data</p> <p>The following institutional data is used to conduct the assessment of GSLG 4: Ethical Leadership.</p> <ul style="list-style-type: none"> • Job placement of the graduating class of 2019, as found in the Career Center’s Graduate survey. • Use of and evaluation of the services of the University’s Career Services Center from the Graduate Satisfaction Survey of spring 2020. • Responses to the student evaluation of courses using the ETS SIRII instrument, question 26: Effective use of case studies, simulations, or role playing. • Graduate program learning outcomes aligned with GSLG 4: Ethical Leadership. • Enrollment of graduate students in courses designated as field experience, internship, practicum, externship, or research for Fall 2019 and Spring 2020. • Intern evaluations from the School of Education, Administrative Leadership program. Professional disposition survey and NPBEA/PSEL alignments.

Data for Goal 4.

Job Placement Data

Results from the 2019 Graduate survey show responses from 122 graduate level graduates. Of these, 99 received the MA degree, 9 the MS degree, and 14 the MBA degree. Most were employed (88%) and were hired in their current position prior to graduation. Of the 119 responders to the question about current and future employment, 53% were employed full time and not seeking employment, 32% were employed full time and seeking employment, and 11% were unemployed and seeking employment. Of those employed, 70% were in jobs directly related to their field of study, and 20% were in jobs indirectly related to their field of study. About 13% indicated continuing on for further advanced degrees. Salary information shows that most graduates were earning more than \$50,000.

Q26 - What is your current annual salary (gross income)? Salary information will only be utilized in aggregate form - average salaries by discipline/school/institution.



GCU Graduate Student Satisfaction Survey – Spring 2020 N= 185

Within the GCU Graduate Student Satisfaction Survey, students were asked about their use of and satisfaction with the University’s Office of Career Services. While only a small number (13/155) of graduate students reported using the university’s Career Center’s resources, most found that these resources were useful (12/13).

Student evaluation of courses.

Responses to the student evaluation of courses using the ETS SIRII instrument, question 26: Effective use of case studies, simulations, or role playing were recorded as follows. (5-very effective, 4-effective, 3-moderately effective, 2-somewhat effective, 1-ineffective)

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SIR II #26	School	Mean	Not used	Weighted Mean
AY 2017-2018	Graduate Student responses	4.4	28%	
SPRING 2020	Graduate Student responses		32%	4.54
	SAS	4.6		
	SBDM	4.44		
	SOE	4.57		

Graduate program learning outcomes aligned with GSLG 4: Ethical Leadership

All graduate programs were asked to update their Program Assessment Plan in fall 2019. Within the plan, they were to align their program learning outcomes with the Graduate Student Learning Goals (GSLG). Further work with the AEFIS system will pull data from the program assessment into assessment results for the GSLGs. An outline of such linking with GSLG 4: Ethical Leadership and GSLG 5: GCU/Mercy Integration is shown below.

Related GSLG-Graduate Student Learning Goals. Align the learning outcomes stated above with the associated GSLG. - Ethical Leadership	Related GSLG-Graduate Student Learning Goals. Align the learning outcomes stated above with the associated GSLG. - GCU/Mercy Mission Integration	Program Name
Learning Outcome 3	Learning Outcome 5	Clinical Mental Health Counseling
Learning Outcome 4	Learning Outcome 4	Criminal Justice and Human Rights
Learning Outcome 4	Learning Outcome 5	MA in Holistic Health Studies MA in Theology
Learning Outcome 3, Learning Outcome 4	Learning Outcome 4	MAT Early Childhood
Learning Outcome 3, Learning Outcome 4	Learning Outcome 4	MAT Elementary Education
Learning Outcome 3, Learning Outcome 4	Learning Outcome 4	MAT in English as a Second Language (ESL)
Learning Outcome 3, Learning Outcome 4	Learning Outcome 4	MAT in Subject Specific Education
Learning Outcome 3	Learning Outcome 4	MBA
Learning Outcome 4, Learning Outcome 5	Learning Outcome 2	Reading Specialist
Learning Outcome 5	Learning Outcome 4	School Psychology

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Experiential Learning Enrollment

The table below shows graduate student enrollment by course in experiential learning coursework for academic year 2019-2020.

Experiential Learning	FA 19	SP 20
Externship	13	0
Field Experience	1	6
Internship	75	74
Practicum	38	32
Research	0	6
TOTAL	127	118

Experiential Learning Evaluations

Intern evaluations from the School of Education, Administrative Leadership program. Professional disposition survey and NPBEA/PSEL alignments give the following results. See table below.

NPBEA/PSEL STANDARDS COURSES: EDC 6090 & EDC 6091 CLINICAL ADMINISTRATORS EVALUATIONS TIMEFRAME: October 2019-May 2020 N=41										
Area	Standard	Advanced Proficient	Proficient	Below Proficient	Not Observed	Total	Advanced Proficient	Proficient	Below Proficient	Not Observed
MISSION, VISION, CORE VALUES*	1	27	14			41	66	34		
ETHICS AND PROF. NORMS*	2	32	9			41	78	22		
ETHICS AND PROF. NORMS*	3	28	12			40	70	30		
CURRICULUM, INSTRUCTION, ASSESSMENT	4	27	14			41	66	34		
CARING AND SUPPORTIVE COMMUNITY*	5	35	6			41	85	15		
PROFESSIONAL CAPACITY	6	22	18		1	41	54	44		2%
PROFESSIONAL COMMUNITY	7	23	16			39	59	41		

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NPBEA/PSEL STANDARDS COURSES: EDC 6090 & EDC 6091 CLINICAL ADMINISTRATORS EVALUATIONS TIMEFRAME: October 2019-May 2020 N=41										
Area	Standard	Advanced Proficient	Proficient	Below Proficient	Not Observed	Total	Advanced Proficient	Proficient	Below Proficient	Not Observed
FOR TEACHERS AND STAFF*										
ENGAGEMENT OF FAMILIES AND COMMUNITIES*	8	20	21			41	49	51		
OPERATIONS AND MANAGEMENT	9	19	20		2	41	46	49		5%
SCHOOL IMPROVEMENT	10	27	14			41	66	34		
AVERAGE		26	14.4		1.5		64%	35%		4%

*Alignment with GSLG 5 GCU/Mercy Integration

In a similar survey about professional dispositions, Question 15 asks the reviewer to evaluate the graduate student in the Education Administration and Leadership Program on the area of “acts responsibly and shows dependability”. From the 61 evaluations, 46 or 77% exceeded expectations, while 24.5% met expectations.

Goal 5: GCU/Mercy Integration

GOAL #5	GCU/ MERCY INTEGRATION		
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.	Global Education – Graduate students’ experiences evaluated for advocacy. Advocacy involvement within the profession.	SIR II: E 25. Assigned projects in which students worked together.

Results for Goal 5.

Results for Goal 5. GCU/Mercy Integration AY 2019-2020

The following institutional data is used to conduct the assessment of GSLG 5:
GCU/Mercy Integration.

- Responses to the student evaluation of courses using the ETS SIRII instrument, question 25: Effective use of collaboration and teamwork.
- Intern evaluations from the School of Education, Administrative Leadership program. Professional disposition survey and NPBEA/PSEL alignments.
- End of Course Reflections and indicators of GCU Values integration.
- Graduate program learning outcomes aligned with GSLG 5: GCU/Mercy Integration.
- Participation of graduate students in service **abroad** experiences.

Data for Goal 5.

Graduate Students Responses to SIRII question about collaboration and working together (#25).

Results are as follows.

SIR II #25	working together				
	School	Average	Not used	Total	% used
Spring 2020	SAS	4.44	28	72	61%
	SBDM	4.36	41	108	62%
	SOE	4.31	55	141	61%
	TOTAL	4.37	124	321	61%
9/17/19 to 5/18/20	All graduate responses	4.3	45%	100%	54%

Intern evaluations

The evaluation of graduate students in experiential learning courses gives evidence of GCU/Mercy Mission Integration. Two such evaluations are listed below.

- Intern evaluations from the School of Education, Administrative Leadership program.
- Professional disposition survey and NPBEA/PSEL alignments.

The Intern Evaluations listed above for GSLG 4: Ethical Leadership can be aligned with the Mercy values of Integrity, Compassion, and Justice, Integrity, Respect, and Service. See Standards 1,2,3,5,7,8 from the NPBEA/PSEL.

The following evaluation of the professional dispositions of the educational leadership interns also reflects the GCU/Mercy Integration of GSLG 5.

Professional Disposition	Mean (3 pt. Likert Scale, 1=exceeds expectations)	Exceeds Expectations	Meets Expectations	N
Q10. Collaboration	1.36	39 (64%)	22 (36%)	61
Q11. Acts with Integrity	1.26	45 (74%)	16 (26%)	61
Q14. Applies the code of ethics	1.39	37 (61%)	24 (39%)	61

End of Course Reflections and indicators of GCU Values integration.

End of Course Reflections and indicators of GCU Values integration from graduate course responses from Fall 2018 through Spring 2020 are given in the table below.

Graduate Course Responses							
End of Course Reflection							
Value	FA18	SP19	SU19	FA19	SP20	TOTAL	PERCENT OF TOTAL
Compassion	11	7	3	3	11	35	27%
Respect	5	4	0	4	11	24	18%
Service	2	4	2	1	4	13	10%
Justice	1	2	0	3	2	8	6%
Integrity	16	6	3	8	11	44	34%
No Value	2	1	0	2	2	7	5%
N of responders	37	24	8	21	41	131	
Percent with value response	95%	96%	100%	90%	95%	95%	

In addition to stating the GCU/Mercy value, faculty are asked to detail how they integrated a value and how they know that this integration was effective. As sampling of faculty responses is given in the table below. Response are from the semesters listed above.

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EXAMPLES OF VALUE INTEGRATION	Example 1	Example 2	Example 3
Compassion	Compassion is especially essential when teaching English learners as they often are under-served and under-represented members of our communities. Respect for and understanding of the experiences of ELs was continually addressed throughout the course, as well as an appreciation of the value of the home language and immigrant experiences. Students demonstrated compassion for ELs by honoring the languages and experiences of their students in all assignments and discussions. The languages and experiences of ELs was always approached from an additive perspective rather than a subtractive perspective.	In the area of school counseling, if counselors do not have empathy and compassion with the students that they are serving they will not be able to develop the rapport necessary for trust and motivation for change. Students provided evidence of the Mercy Core Value through discussions and role-play.	Of the Mercy Core Values underlying our course, the one I most stress is compassion. This is demonstrated in most assignments. However, the Mercy Core Values are asked for in one of the keystone final assessment, during which time the values are to be addressed in the Philosophy. In the second keystone assessment, students are asked to design a Mission statement for a school district. However, in elaborating on the statement, one of the areas addresses the five values the students deem necessary for the given district.

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EXAMPLES OF VALUE INTEGRATION	Example 1	Example 2	Example 3
Respect	<p>The mercy core value of respect was important given the exploration of spiritual practices one may see in a holistic health patient population which often includes practice of a belief system different than one's own. Student were encouraged to be open -minded and respectful when discussing material and to respect each other when engaging other students.</p>	<p>I stressed the need to follow moral and ethical principals in applying the course tools in the practical business environment. In particular, a respect for the dignity of every human life and to cherish and be open to diversity. I strongly agree with all of the Mercy core principles.</p>	<p>A key component to developing effective counseling skills is to learn fundamental respect for the client's worldview and their moral and ethical framework. The ability to refrain from viewing the client's problems through the counselor's personal moral and ethical lenses is stressed. Each graduate student is evaluated on their ability to respect the client's worldview during practice sessions.</p>
Service	<p>A common stress of the course ongoing was that leading the curriculum in an inclusive school setting means you willingly serve students, staff, parents, and community.</p>	<p>As educational leaders, we are providing services and supports to the students which we serve. This can be accomplished through purposeful analysis of the educational environment and strategic improvements.</p>	<p>Students in the course work in setting where they provide clinical or educational services to children with disabilities.</p>

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EXAMPLES OF VALUE INTEGRATION	Example 1	Example 2	Example 3
Justice	<p>Each of the Mercy Core Values were present both in discussion and the readings. However, Justice is an underlying theme to the course. The philosophy of behaviorism guides the practice of applied behavior analysis, which from its inception has been to use a natural science approach to change behavior in socially significant ways. Thus, we discuss how such an approach can be used to create/promote systems to address an array of issues including poverty, drug addiction, intellectual/developmental disabilities, etc.</p>	<p>Students learn how to evaluate social justice issues when deciding which children should be administered cognitive assessments (i.e. fairness of test/test results for specific populations).</p>	<p>The core value of Justice was stressed during lectures when assessment of individuals for mental competency was covered. I specifically emphasized historical events where psychologists did not apply high standards of ethical practice and patients were harmed by the legal system via having their rights and freedoms stripped based on the psychologist's evaluations. We thoroughly discussed the importance of applying high ethical standards to ensure that all patients' rights are upheld.</p>

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EXAMPLES OF VALUE INTEGRATION	Example 1	Example 2	Example 3
Integrity	Integrity- Lectures were infused with discussion about impact of marketing by the pharmaceutical industry and how this affects prescribing practices that are not always in the best interests of patients. Students demonstrated this value by class discussion and e-mails related to this topic.	Through the ethical standards developed by the American Counseling Association, it was stressed how important it is to have integrity with clients. Students were able to provide examples of how to maintain their integrity when presented with different scenarios and this was evident in their final presentations.	The course makes a deliberate contribution to the human rights component of the program. Throughout the course, the ethical integrity of policies, programs, policies and the researchers and policymakers who design and implement them was stressed. We spent the first few weeks discussing ethical and moral dimensions of public policy, and then how these are accomplished or not, in criminological science as a whole, and in various crime policies. Questions such as "does a policy do what it is intended to do and for whom?" exemplified our focus on integrity.

Graduate program learning outcomes aligned with GSLG 5: GCU/Mercy Integration.

See related section for GSLG 4: Ethical Leadership above.

Graduate Students Study Abroad – Global Service

Two graduate students participated in the global service initiative through the service abroad trip to South Africa held in January 2020. The program was as follows. *Students will travel to Durban, South Africa to volunteer in schools for children with special needs, immerse in the culture, and learn about the education and context of South African institutions. Students will be living with a homestay family and take Zulu language lessons as part of the cultural immersion.*

This experience far exceeded the expectations of the participating graduate students. When asked, the students could identify their experience with all five GCU/ Mercy Values. Both students would definitely continue to participate in future global service experiences. The overall statements from the students are given below.

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During my trip abroad, I learned that people are the same. They have the same desires, hopes and dreams as I do. Traveling abroad should shake your foundation.

This experience was life changing for me as it offered an opportunity to visit where my ancestors came from. It offered much more than I imagined and affirmed my passion and desire to serve globally.

Data Analysis

GSLG 4: Ethical Leadership and GSLG 5: GCU/Mercy Integration

Job placement for graduate students appears to be aligned with their program of studies, and as expected, the majority of graduate students are employed. While students were satisfied with their use of the university's career services, only a small minority utilized this service.

The results from the Student Instructional Review (SIRII) course evaluation questions 25 (collaboration) and 26 (case studies usage) were used for GSLG 5 and 4, respectively. When group work or collaboration is included in classwork (25), students felt that the practice was effective. This practice increased slightly, as did the effectiveness of the practice from AY17-18 to SP20. Students rated the practice of case studies (26) higher than groupwork, and overall satisfaction showed the practice to be effective. Mean for #25 was 4.37 in SP20 and 4.3 in AY17-18. Mean for #26 was 4.54 in SP20 and 4.4 in AY 17-18. Usage for #25 went from 54% to 61% during this time period. Usage for # 26 went from 68% to 72%.

Ethical leadership and mission integration are among the standards for professional educational leaders. These are areas for evaluation of student interns by their supervisors and educational instructors. In both the NPBEA/PSEL and the GCU Professional Dispositions surveys, GCU graduate students exceed or meet expectations in the appropriate categories. Results from NPBEA/PSEL ratings showed exceeding expectations ranged from 85% (creating a caring community) to 54% (management and operations). Professional dispositions ratings *exceeded expectations* in the areas of collaboration, acts with integrity, acts responsibly and dependably, and applies a code of ethics ranged from 61% to 77%. The evaluation of GCU students aspiring to educational leadership positions attests to the accomplishment of GSLG 4 and 5.

The graduate student learning goals of Georgian Court University cannot be accomplished without program integration. The alignment of program learning goals with the GSLGs 4 and 5 show that the majority of graduate programs can link one or more of their program learning outcomes with GSLG 4 and 5. The results of the assessment of program learning goals aligned with GSLG 4 & 5 and submitted for AY 2019-20 are noted in this report.

In addition, classroom experiences specifically designed to emphasize the GCU/Mercy values give further evidence of their integration into the learning experiences for the students. A listing of value integration as denoted on the End of Course Reflections each semester as well as the stated examples from faculty teaching graduate courses is included in this report. While some values receive more emphasis than others, all five values can be documented with at least three examples of inclusion and results.

While there are numerous opportunities for experiential learning among the various graduate programs, there are also opportunities for global service. One such example is the service-learning trip made to South Africa in January 2020. The experiences of the graduate students who participated not only met the goals of the program, but also is inspiring these students to continue such experiences in the future.

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 which began in AY 2019-2020 will continue over a three-year implementation. The linking of program learning outcomes with the GSLGs as well as the mapping of courses aligned with such will lead to additional and authentic assessment data.

Since the GSLG Assessment Plan has completed its first three-year cycle, the Office of Institutional Assessment and Accreditation will work with the GCU Graduate Council to update the plan and determine the artifacts needed for the next three-year cycle. Identifying the 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.

GCU currently is using three instruments for course evaluation. These three instruments: SIR II, eSIR (online courses) and the newly designed Student Evaluation of Teaching (SET) will need to be reviewed for the GSLG's indirect assessment.

A discussion of current and past assessment results from this first complete cycle of assessing the GCU GSLGs should be planned with the Graduate Council to provide further direction for the graduate programs and their teaching and learning requirements. This discussion should be aligned with the GCU Strategic Compass Goal 1: Educational Excellence as well.

From the data in this report, graduate students would benefit from greater awareness of the resources of the university's career center. Direct advocacy opportunities related to the Mercy Critical Concerns should be made explicit for graduate students. Leadership opportunities within the Student Government of the university can be developed for graduate students, allowing them to lead within and to influence their peers and undergraduate students with their experiences of ethical leadership. This group of students may be highly influential in GCU's plans to develop servant leadership among its student body.