Georgian Court University
Unit Assessment Reports
Due January 31, 2022

Executive Summary

Demographics

33 Responses

Name of Unit	Name of Person Completing this Form (Last, First)	Data year for submittal. - Selected Choice	To which Cabinet Member does this unit report?
Academic Development and Support Center (ADSC)	Luana Fahr	Other (please state)	Vice President Student Enrollment and Retention
Associate Provost for Academic Program Development	Gross, Michael	Calendar Year (CY) 2021 (January through December, 2021)	Provost
Athletics	Sempkowski, Dan	Academic Year (AY) 2020-2021(Fall 2020 through Summer 2 2021)	Provost
Campus Ministry	Schaffer, Jeff	Calendar Year (CY) 2021 (January through December, 2021)	Executive Director Mission Integration
Campus Safety	Tighe, Charles	Calendar Year (CY) 2021 (January through December, 2021)	Vice President Finance and Administration
Career Services	Hill, William	Calendar Year (CY) 2021 (January through December, 2021)	Provost
Center for Professional Studies	Karamichael, Ken	Calendar Year (CY) 2021 (January through December, 2021)	Vice President Institutional Advancement

Counseling Center	Solbach, Robin	Academic Year (AY) 2020-2021(Fall 2020 through Summer 2 2021)	Provost-Dean of Students
Educational Opportunity Fund	Smith, Joy L.	Academic Year (AY) 2020-2021(Fall 2020 through Summer 2 2021)	Provost
Financial Aid	McCarthy, Cynthia	Fiscal Year (FY) 2021 (July 1, 2020 through June 30, 2021)	Vice President Finance and Administration
GCU-HMH School of Nursing	Fleming, Kathryn	Calendar Year (CY) 2021 (January through December, 2021)	Provost
Graduate Admission	Thompson, Jerred	Academic Year (AY) 2020-2021(Fall 2020 through Summer 2 2021)	Vice President Student Enrollment and Retention
Health Center	Solbach,Robin	Calendar Year (CY) 2021 (January through December, 2021)	Provost-Dean of Students
Human Resourcres	Sofo, Dianna	Calendar Year (CY) 2021 (January through December, 2021)	Vice President Finance and Administration
Institutional Advancement	Manfra, Matthew	Fiscal Year (FY) 2021 (July 1, 2020 through June 30, 2021)	President
Institutional Research	Arndt, Wayne	Fiscal Year (FY) 2021 (July 1, 2020 through June 30, 2021)	Provost
Instructional Technology and Design	Kathleen Marino	Calendar Year (CY) 2021 (January through December, 2021)	Provost
Marketing & Communications	Gail Towns	Fiscal Year (FY) 2021 (July 1, 2020 through June 30, 2021)	Vice President Institutional Advancement
Math Lounge	Robert Devlin	Academic Year (AY) 2020-2021(Fall 2020 through Summer 2 2021)	Vice President Student Enrollment and Retention
Mission Integration	Janet Thiel for Paul DaPonte	Calendar Year (CY) 2021 (January through December, 2021)	President
Office of Global Education Programs	Grodewald, Laura	Calendar Year (CY) 2021 (January through December, 2021)	Provost

| Office of Institutional Assessment and Accreditation	Thiel, Janet	Academic Year (AY) 2020-2021(Fall 2020 through Summer 2 2021)	President
Office of Student Success	Smith, Michael	Academic Year (AY) 2020-2021(Fall 2020 through Summer 2 2021)	Vice President Student Enrollment and Retention
Registrar Office	Kathleen Boody	Fiscal Year (FY) 2021 (July 1, 2020 through June 30, 2021)	Vice President Student Enrollment and Retention
Residence Life	Estell, Elizabeth	Academic Year (AY) 2020-2021(Fall 2020 through Summer 2 2021)	Provost-Dean of Students
SMJC Library	Jeffrey C. Donnelly	Fiscal Year (FY) 2021 (July 1, 2020 through June 30, 2021)	Provost
School of Arts and Sciences	Mary Chinery, PhD	Calendar Year (CY) 2021 (January through December, 2021)	Provost
School of Business & Digital Media	Jennifer J. Edmonds	N/A	Provost
School of Education	Amu Magaya	Other (please state)	Provost
TRIO-Student Support Services (TRIO-SSS)	Lamb, Danielle	Academic Year (AY) 2020-2021(Fall 2020 through Summer 2 2021)	Provost
Undergraduate Advising (Advising Fellows)	Komagata, Sachiko	Calendar Year (CY) 2021 (January through December, 2021)	Provost
University Honors Program	McDonald, Russell	Academic Year (AY) 2020-2021(Fall 2020 through Summer 2 2021)	Provost
Writing Center	Brano, Anthony	Calendar Year (CY) 2021 (January through December, 2021)	Provost

Goals

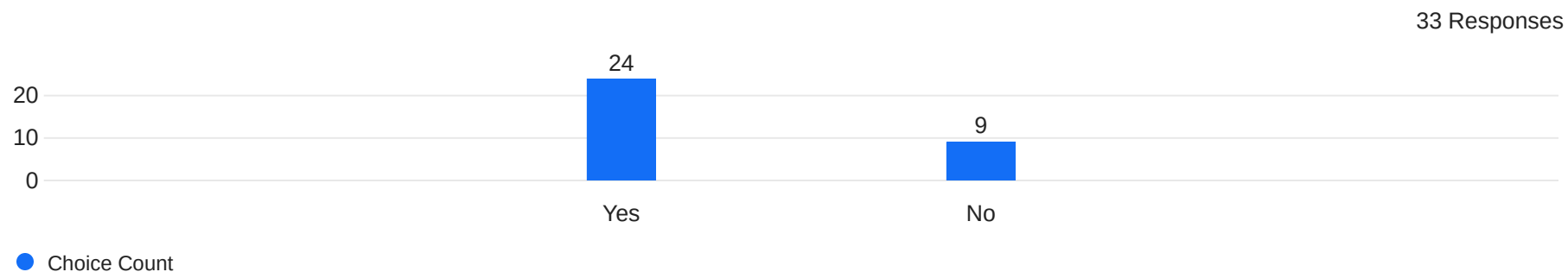| Name of Unit	State the Goal selected for this report.
Academic Development and Support Center (ADSC)	Goal 2: ADSC will provide adequate services related to student learning support services.
Associate Provost for Academic Program Development	Goal 1. Increase offerings by implementing more academic programs that meet student needs.
Athletics	Integrate an appreciation for and an awareness of Georgian Court Athletics both past & present.
Campus Ministry	Goal 1: The Office of Campus Ministry will expand opportunities for students to engage with social justice issues.
Campus Safety	Goal 2: Work in conjunction with the IT department to update and expand technology, (cameras, card access etc.)
Career Services	Increase students' and alumni readiness enabling them to meet their career goals.
Center for Professional Studies	Goal 1 - Define business practices for the Center for Professional Studies
Counseling Center	Maintain a high standard of professionalism by encouraging counselors' participation in workshops/seminars/continuing education and by supporting membership in professional organizations.
Educational Opportunity Fund	We will work in conjunction with the Office of Admissions (Undergraduate) to visit schools, community centers and other entities (virtually and/or in person, when appropriate) within the historically identified EOF districts to recruit students who will thrive in GCU's environment. The goal is to recruit & retain 20 students who will participate in our Summer Program and will be enrolled as full-time students for Fall.
Financial Aid	Develop student literacy planning to stabilize tuition revenue and reduce default rates both current and future.
GCU-HMH School of Nursing	Develop new academic programs in alignment with university mission and goals
Graduate Admission	Q7. State Goal 1 for your administrative unit: Increase the Inquiry count for all Graduate programs compared to last year

Health Center	Maintain a high standard of professionalism by encouraging nurses' participation in workshops/seminars/continuing education and by supporting membership in professional organizations.
Human Resourcres	Participation in Great Colleges and University to work for survey
Institutional Advancement	Increase the overall fundraising dollars raised by Institutional Advancement staff.
Institutional Research	Goal 2: Support Title III grant assessment.
Instructional Technology and Design	Contract with vendor for faculty creating teaching videos and for students to create, store and upload video assignments into Blackboard.
Marketing & Communications	GOAL 3: Enhance and positively affect the Georgian Court community (and its stakeholders) through reputation- and brand-building activities.
Math Lounge	Students will become better, more efficient and knowledgeable mathematical students. They will come to the Math Lounge with a range of mathematical deficiencies and leave with a better understanding of what they require.
Mission Integration	Goal 1. Re-frame Mission/Mission Statement
Office of Global Education Programs	Goal 1: Enhance virtual experiential learning opportunities through the Office of Global Education
Office of Institutional Assessment and Accreditation	Continue to develop institutional effectiveness through the cycle of unit assessment planning, reporting, and periodic unit review for non-academic programs. (Goal 2)
Office of Student Success	Services and programs of Student Success will meet intended student participation goals offered within the areas of participation and/or compliance.
Registrar Office	The Office of the Registrar will work in collaboration with academic departments and the enrollment management division to implement degree mapping database and operations for efficient and accurate course evaluations, course enrollment and degree audit.
Residence Life	The development and implementation of a comprehensive programming curriculum for all residential students residing on campus.
SMJC Library	The SMJC Library is able to support the curriculum by providing the GCU community with the resources it needs.

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School of Arts and Sciences	Re-image and promote the School of Arts and Sciences.
School of Business & Digital Media	Establishing the SBDM Foundation. This goal presents an opportunity to put more intention behind our efforts, and articulate a more cohesive and visible approach.
School of Education	Collaborate with school district to establish partnerships for student teaching placement and recruiting for graduate programs
TRIO-Student Support Services (TRIO-SSS)	Seventy-nine percent (79%) of participants served by the TRIO-SSS program will persist from year to year.
Undergraduate Advising (Advising Fellows)	2. Train Advisors
University Honors Program	to create a community of learners who challenge and support one another academically and intellectually
Writing Center	A 5% yearly increase in Center usage after AY 2021-2022. Maintain 95% LIKERT score averages in student satisfaction surveys.

Does the stated goal align with Compass Point #1: Mission Fulfillment Through Academic Excellence?

33 Responses

● Choice Count
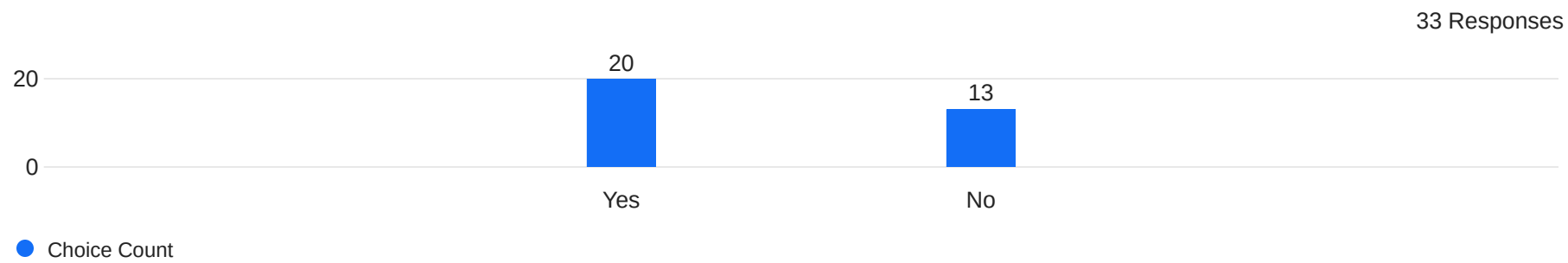
Does the stated goal align with Compass Point #2: Mission Fulfillment Through Exceptional Student Experiences?

33 Responses

● Choice Count

Does the stated goal align with Compass Point #3: Mission Fulfillment Through Revenue Generation and Diversification?

32 Responses

● Choice Count
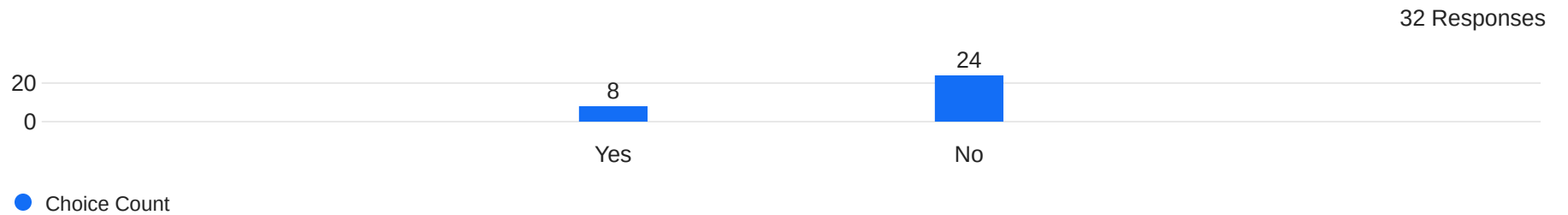
Does the stated goal align with Compass Point #4: Mission Fulfillment Through the Operational Efficiency and Resource Utilization?

33 Responses

● Choice Count

Executive Summary

33 Responses

Academic Development and Support Center (ADSC)	The ADSC assessed its Goal 2: ADSC will provide adequate services related to student learning support services. The unit goal was met, despite the difficulties experienced due to Covid and virtual classes and services. Goal objectives covered the areas of PACT, TLC, Peer Tutoring, Supplemental Instruction, and Disabilities Services and Accommodations. A low ratio of academic coaches and academic tutors to targeted students, usually 1:10, contributed to successful results. In Spring 2021, due to Covid restrictions, all services were delivered virtually. First year retention rates for the PACT program was 70% with 80% of the ten initially enrolled students in this program compliant with requirements. For the TLC program, 85% had a GPA at or above 2.5, allowing for 90% one semester program continuation rate. Peer tutoring and the Supplemental Instruction programs met student needs with at least 90% accommodation of requests, despite mid-semester reduction in personnel. This program is dependent upon work-study students and their availability, and is coordinated by a Graduate Assistant. Accommodations for disabilities met the needs of these students, although testing accommodations could not be held in person after March 2021. Action plans include consideration of additional spaces for in person services, revision of accommodation forms, and development of a Desk Reference for Disability Services to be distributed to faculty.
Associate Provost for Academic Program Development	The Associate Provost for Academic Program Development assessed its goal of increasing offerings by implementing more academic programs that meet student needs for the CY 2021 reporting cycle. From the data collected, the unit goal was met (note: the outcomes were revised and expanded, informed by plan reviewer input from previous year). Our findings were that five new minors are in the catalog (sociology, Africana studies, multiethnic studies, social justice, and ethics), and four new degree programs are moving through internal and external approval processes as scheduled (MSN, MSW, AS General Studies, BS Sports Management). The Associate Provost for Academic Program Development will take the following actions to continue to address the goal stated above: Continue to move as-yet unapproved programs through the approval process by working with faculty to refine program documents and ensure all approval steps are taken within internal and external deadlines. Transfer approved program information into university catalogs by catalog deadlines, in collaboration with faculty.
Athletics	The athletic department assessed its goal of "... to integrate an appreciation for, and awareness of, Georgian Court Athletics both past and present." for the AY 2020-2021 reporting cycle. From the data collected, three of the four unit goals were met. Our findings were that the planning for the creation of the Varsity Club and the Hall of Fame Induction ceremony have begun. In addition, the branding of athletic spaces is underway with more work to be done in AY 2021-2022. Finally, the athletic and administration and the Advancement Office have been working together to increase the total amount of athletic alumni giving. The athletic department will take the following actions to continue to address the goal stated above: Continue meeting and planning for creation of the Varsity Club and the Hall of Fame Induction Ceremony along with continued branding of the athletic facilities.

Campus Ministry	The office of Campus Ministry assessed its goal of expanding opportunities for students to engage with social justice issues. From the data collected, the unit goal was mostly met despite impacts due to the pandemic. The social justice programs implemented through Catholic Relief Services/Salt & Light addressed issues such as world hunger, migration, poverty, early child development and fair compensation for farmers. In addition, Rice Bowl efforts raised $425 for CRS. The Office of Campus Ministry has hired an associate campus minister whose duties specifically include service and social justice programming. She will support existing programs (CRS/Salt & Light, Critical Concerns Week, etc.), collaborate with faculty (i.e. Gen Ed instructors) and aid other GCU offices and departments to expand and deepen offerings.
Campus Safety	Campus Safety assessed its goal #2, "to work in conjunction with the IT department to update and expand technology, (cameras, card access etc.)" for the CY 2021 reporting cycle. From the data collected, the unit goal was met. Our findings were that we completed campus walk throughs with all involved companies and are currently awaiting proposals. We will continue to work closely with IT and Finance to ensure we are meeting all technology and financial concerns Campus Safety will take the following actions to continue to address the goal stated above. We will review all proposals with the IT department and Finance and jointly decide on the proposal that best meets this goal.
Career Services	Career Services assessed its goal of "Increase students' and alumni career readiness enabling them to meet their career goals" for the CY 2021 reporting cycle. From the data collected, the unit goal was met. Essential services were continually available to students which would help them reach their career goals. Staff met with 253 students and alumni individually to provide a variety of career advising. The unit presented 46 workshops, class presentations and other career events during the year. Topics in one-on-one meetings and in workshops covered essential areas such as resumes, cover letter, networking, job search strategies, coaching for live and remote interviews, and internships.
Center for Professional Studies	The Center for Professional Studies assessed its goal of increasing non-credit opportunities for the CY 2021 reporting cycle. From the data collected, the unit goal was met. Our efforts resulted in over 100 online course offerings. The Center for Professional Studies will take the following actions to continue to address the goal stated above. Survey local and state needs for additional in-demand training programs; assess and expand current offerings; work closely with county and state workforce boards; provide a combination of in-person, online, and hybrid opportunities - consistent with CDC and state health guidelines.
Counseling Center	The Counseling Center assessed its goal of maintaining a high standard of professionalism by encouraging counselors' participation in workshops/seminars/continuing education and by supporting membership in professional organizations. This goal was unable to be evaluated, as it was contingent upon participation in the IACS re-accreditation site visit, originally scheduled in March, 2020. The site visit has been postponed indefinitely by IACS, due to the pandemic. Once IACS permits the resumption of site visits, the Counseling Center will pursue re-accreditation through the rescheduling of the original site visit. The Center will also implement any recommended changes, as indicated.
Educational Opportunity Fund	The Educational Opportunity Fund (EOF) assessed its goal of admitting a class of (at least) 20 students during each Summer Program for the CY 2019 reporting cycle. From the data collected, the unit goal was not met. Our findings were that COVID drastically impacted our ability to meet the goal. EOF will meet with Admissions to review students who exhibit promise but may not meet the university's GPA requirement for admission (which is the population that EOF is intended to serve), in order to increase the applicant pool. We will also consider those who were dually enrolled at community colleges as potential applicants.

Financial Aid

The Office of Financial Aid assessed its CY2022 goal to develop student literacy in financial planning to stabilize tuition revenue and reduce default rates both current and future. From the data collected, the unit goal was met with exceptions. Our findings were summarized and actions to continue to address the stated goal included. Student Billing Policies. In conjunction with the Vice President of Finance and the Director of Student Accounts, the Financial Aid Office developed the 2021-2022 Student Billing Policy that was implemented for the 2021-2022 academic year. All enrolled students were mailed the new policies and procedures prior to fall bills being generated. The Financial Aid Office staff worked closely with Student Accounts, Athletics, Admissions and Residence Life to follow the given policies. Eighty percent of the resident students met the policy guidelines prior to moving into the residence halls. Sixty percent of commuter students met the policy guidelines prior to the end of the drop add period. Most of the students on billing hold were able to satisfy payments to student accounts prior to or shortly after their scheduled spring registration. Student Financial Aid Policy and Procedure Manual. The Director of Financial Aid developed a comprehensive Student Financial Aid Policy and Procedure Manual to be added to the financial aid webpage. The manual is a consolidation of financial aid policies found in the Undergraduate/Graduate Catalogs and the Student Handbook, processes and policies for awarding federal, state and institutional financial aid, information and instructions for completing the financial aid processes and a Student Rights and Responsibilities Statement. The manual is currently under review by the Vice President of Finance. Expected completion and publication to the Financial Aid webpage is scheduled for Fall 2022. Direct Parent Plus Loans/Alternative Loans. The Financial Aid staff continued to work closely with students and parents in the certification of Direct Parent Plus Loans and other alternative loans. Fifty-two percent of the Direct Parent Plus loan borrowers were contacted which resulted in a decrease in loan amounts prior to certification. Forty percent of alternative loan borrowers were contacted which resulted in a decrease in the loan amounts prior to certification. Borrowers not contacted were determined not to be borrowing excessive amounts. Higher Education Emergency Relief Fund Distributions. In accordance with federal regulations and institutional methodologies, federal Higher Education Emergency Rescue Funds and American Rescue Funds in the amount of $4,024,307 were disbursed to students during Spring 20, Summer 20, Spring 21, Summer 21 and Fall 21 semesters. Hardship applications were available for students who had extraordinary needs due to the impact of COVID 19. Applications were reviewed on a case-by-case basis. Funds awarded assisted students with student account balances and other requests related to the cost of attendance categories deemed acceptable for funding under the federal guidelines. Additionally, the financial aid office completed special circumstance reviews and was able to assist most students who applied for a special circumstance review in obtaining federal and or state grants. The Cares Act awarded $845,168 to 396 students for an average award of $2,134. The Higher Education Emergency Relief Act awarded $845,168 to 1,464 students with an average award of $577. The American Rescue plan awarded $2,333,971 to 1,749 students with an average award of $1,334. Student Success and Retention. The Financial Aid Office continued to work closely with EOF, TRIO and Student Success in retention efforts particularly as they relate to students who are on Satisfactory Academic Progress warning or not making Satisfactory Academic Progress. In order to provide students with consistent information, the Financial Aid office will review the Financial Aid Policies and Procedures Manual with all student support service staff. Workshops for each of the offices will be scheduled in March p…

GCU-HMH School of Nursing	The GCU-HMH School of Nursing assessed its goal of Develop new academic programs in alignment with university mission and goals for the CY 2019 reporting cycle. From the data collected, the unit goal was exceeded. Our findings showed that the ABSN program was rolled out and enrollment was reached for both first and second cohorts. In addition, the DeMSN achieved approval from both the school and university prior to being submitted to the State of NJ for final Board approval. The GCU-HMH School of Nursing will take the following actions to continue to address the goal stated above: Work to maintain enrollment numbers in the ABSN program and work with Admissions to send out communications about the upcoming DeMSN enrollment period in 2022.
Graduate Admission	The Graduate Admissions assessed its goal of increasing the "year to date" inquiry counts for 2021 to 2020. From the data collected, the unit goal was met. Our findings see an increase in the number of inquiries. At the end of their recruitment cycles, Fall 2021 had 2,095 inquiries, and Fall 2020 had 975 inquires. Graduate Admissions unit will take the following actions to continue to address the goal. • Maintain high personal contact between graduate inquiries and counselors. • Update Slate portals and communication to effectively communicate next steps to interested graduate students. • Evaluate and update marketing strategies with marketing partners like EAB, and Ally. • Explore more in person events as COVID-19 related restrictions loosen.
Health Center	Health Services assessed its goal of maintaining a high standard of professionalism by encouraging nurses' participation in workshops/seminars/continuing education and by supporting membership in professional organizations. From the data collected, the unit goal was exceeded. Our findings indicate that nurses participate in ongoing continuing education to ensure they maintain the highest level of professionalism. Health Services will continue to request adequate budget resources to support nurses' continuing education.
Human Resourcres	During the year the Office of Human Resources participated in the Great Colleges and Universities to work for survey. The results were mixed but the area that needs most improvement is trust in senior leadership. We worked with Dr. Paul Marciano to implement 360 reviews for all cabinet members including the President. Results are being reviewed the first week in December. Dr. Marciano will be discussing the results individually with each cabinet member and coaching them on professional improvement and development. He will be providing the President with results of the entire cabinet as well as his recommendations for leadership development opportunities for each. We are hoping that this will slowly improve the scores on the survey with regard to trust in senior leadership.
Institutional Advancement	The Office of Institutional Advancement assessed its FY20-21 fundraising goals for the FY2021 reporting cycle. From the data collected, the overall unit goal was met, with opportunities for future improvement. GCU increased the total amount of dollars raised from FY19-20, exceeding the target set; although not all of the individual targets were met. The Institutional Advancement unit will continue to seek new supporters while maintaining the faithful support of our current donors.
Institutional Research	Institutional Research assessed its goal of supporting Title III grant assessment for 2020-21. From the data collected, the unit goal was exceeded. The Title III respondent strongly agreed that each metric was met. Institutional Research will continue to support Title III grant assessment in 2021-22, which I believe is the last year of the grant.

Instructional Technology and Design	The Instructional Technology and Design (IT&D) team assessed its goal of 'increase the use of instructor created videos and student video assignments, connecting video content to Blackboard, and providing a streaming server for increasing storage space' for the CY 2021 reporting cycle. From the data collected, the unit goal exceeded expectations. Our findings of the increase in video creation clearly shows the increase is exceptional within courses. The IT&D unit will take the following actions to continue to address the goal stated above: Continue to monitor video activity ensuring that faculty are receiving the training needed to create and store video in Kaltura and linking video to their course instead of uploading video directly into Blackboard.
Marketing & Communications	The Marketing and Communications Office assessed its goal to enhance and positively impact the GCU community through reputation- and brand-building. From the data collected and activities conducted, the unit goal was met. Our findings determined that: • the unit continues to use and share social/digital media analytics to drive increased social engagement among students, faculty, staff and other audiences. In addition, the data is used for decisions tied to resource allocation (money, freelance support); content strategy; and overall effectiveness of the material presented. For example, web analytics indicate that some pages demonstrated triple-digit growth in 2021, while others were generally on par with overall website performance at www.georgian.edu . • the unit evaluated the performance and effectiveness of published materials (print, online, social) for effectiveness and ways to further leverage content in support of admissions-focused goals. One example is the redesign and refresh of Georgian Court University Magazine, published in 2021 after a hiatus. Content is being used in various ways to complement goals in admissions, advancement and academic areas of the university. • ongoing reviews of social media engagement and interested should not be relegated to a monthly report, but shared at least weekly. A social listening analysis in late 2020 and ongoing analytics work—now compiled using the Sprout dashboard—will continue to help Georgian Court strengthen its social media presence. • the university's comprehensive marketing campaign, designed to strengthen brand awareness while contributing to enrollment/recruitment goals, is taking shape with the inclusion of advancement/development planning and work with third-party partners such as EAB, Carnegie Dartlett, Ally Marketing and Seven Loaves.
Math Lounge	The Math Lounge assessed its goal of overall tutoring lounge quality for the CY 2021 reporting cycle. From the data collected, the unit goal was exceeded. Our findings were statistical gathering of overall tutoring appointments and satisfactory surveys. The Math Lounge unit will take the following actions to continue to address the goal stated above. *Train and maintain the highly qualified staff in the math lounge. *Continue to advertise the lounge to the student body. *Create a cohesive collaboration with the math department and the entirety of the Arts and Science department for total awareness of the impact of the Math Lounge.
Mission Integration	The Office of Mission Integration assessed its goal of Re-framing the Mission (#1) for the CY2021 reporting cycle. From the data collected, the unit goal of 40% response of all constituent groups was not met. Our findings: 41 individual responses were successfully obtained in part one (Qualtrics survey) of a two-pronged (along with Mission Team-member led community discussions) inquiry process. The unit goal of creating a committee of campus representatives was successfully met. Our findings: The first meeting took place on Dec. 1, 2021. Discussion of data resulting from Qualtrics survey in the first (of three) rounds. The Office of Mission Integration will take the following actions to continue to address the goal stated above: the unit will continue the next two rounds of inquiry on both levels (individual and community input): one taking place in February, the other in April. Committee meetings will follow data collection. Summary will be prepared. We will increase efforts to derive greater participation in the campus-wide effort of re-framing the mission.

Office of Global Education Programs	The Office of Global Education Programs assessed its goal of enhancing virtual learning opportunities for experiential learning for the CY 2021 reporting cycle. From the data collected, the unit goal was exceeded. Our findings were that the office provided global virtual internship opportunities as well as 4 different virtual opportunities, including 2 sessions of a 1-credit Global Perspectives of Diversity course, engaging a total of 25 students in international virtual exchanges; and offering virtual immersive programs to Japan (spring 2021) and to Hong Kong (fall 2021) engaging a total of 46 students in a global experiential learning opportunity. The Office of Global Education Programs will take the following actions to continue to address the goal stated above: continue to offer 2 global virtual opportunities during each Academic year. (e.g. 1 GS200 Global Perspectives of Diversity course session and 1 virtual program abroad).
Office of Institutional Assessment and Accreditation	The Office of Institutional Assessment and Accreditation assessed Goal 2 of its Unit Assessment Plan: Continue to develop institutional effectiveness through the cycle of unit assessment planning, reporting, and periodic unit review for non-academic programs. From the data collected, this goal was met for all cabinet departments except for Finance and Administration. This was due to significant personnel changes and restructuring that occurred within this department. Several meetings and training were held with key personnel from this finance and administration, and plans are being submitted from the re-organized units. The department had received updated plans from those areas under finance and administration which were not affected by the reorganization. All university unit assessment plans should be current and listed on the university website by the end of January, 2022. Unit assessment reports across the university are expected to be submitted by the end of January 2022, with 90% of expected reports received by the end of February, 2022. The Office of Institutional Assessment and Accreditation will continue to provide support and training to those units still in development. The Institutional Effectiveness committee will continue to review submitted plans and reports according to a prescribed rubric.
Office of Student Success	The Office of Student Success assessed its goal of services and programs of Student Success will meet intended student participation goals offered within the areas of participation and/or compliance for the Academic year Fall 2020/Spring 2021 reporting cycle. From the data collected, the areas of early alert and probation student services met expected benchmarks. The area of Chart the Course (CTC) did not meet expected benchmarks. The latter was due to conditions related to remote learning and restricted campus access for students. Those who did participate in CTC had a 90% retention rate and this attests to the efficacy of the program if students participate. Of the 40 students on probation, 68% were retained for the next academic year. Of the students receiving early-alert notification, 44% responded to outreach in the spring semester due to the addition of text messaging. With students returning to more on campus classes and events, outreach can be augmented with in-person events, classes, and access to encourage more students to take advantage of student support services in the coming year.

Registrar Office	The Registrar's Office assessed its goal of implementing degree mapping database for efficient and accurate course evaluations, course enrollment and degree audit. From the data collected, the unit goal was not met, but is a work in progress. The team has worked collaboratively with each department to identify and reduce prerequisites that inhibit student progress and registration. This work is ongoing as each department has their own reasoning for the course structure and our team is helping them identify the implications of the prerequisite limitations. Additionally we were able to have the transcript services specialist evaluate all outstanding course equivalencies listed in NJ Transfer. This work had not been updated since 2018 and we had fallen out of compliance. The collaborative efforts of the faculty and the specialist have brought us back into compliance in this regard with over 900 courses evaluated. Degree auditing has improved many of its functions including, an online application process for students. However, we are still working to bring the next phase of automation to the certification reports required by department chairpersons. This work has stalled due to the work demands of our IT partners and their accessibility in helping us map out this process and build it. We hope to have that happen soon. Finally, the new enterprise system with SIS was planned for review this year. We participated in two vender options for this and evaluated them for the ability to deliver degree mapping and audit automation. In late December 2021 the CIO, AJ Lacombe announced that project would be delayed while we perform an upgrade to our current SIS-PowerCampus.
Residenc e Life	The Residence Life Office assessed its goal of "The development and implementation of a comprehensive programming curriculum for all residential students residing on campus for the AY 2020-2021 reporting cycle. From the data collected, the unit goal was partially met. Our findings were that given the COVID restrictions of the 2020-2021 academic year, many of the programming goals were not able to be achieved. We did, however, work as best as we could within those limitations to still hold virtual programming for residents and to support our campus partners in their own virtual programming initiatives. The Residence Life unit will take the following actions to continue to address the goal stated above. - Implement a Residence Hall Programming Committee in collaboration with the Student Life Office - Utilize Qualtrics for student surveys to obtain feedback on future programming initiatives - Collaborate with the Aramark Facilities department to install new outdoor programming spaces including an updated outdoor basketball court, a sand volleyball court, and a cornhole court for student use. - Collaboration with other campus partners to create quality programming for residential students
SMJC Library	The SMJC Library assessed Goal 1 for FY2020: "The library is able to strengthen its collection and identify weaknesses by evaluating the number of inter-library loan requests for materials that we fulfill annually." From the data collected, the unit goal was met. Our findings were 40 books and 127 periodicals were borrowed. Borrowing of the same periodical multiple times within the same discipline helped us determine a threshold for when to consider a title for purchase. The SMJC Library will the following actions to continue to address the goal stated above. - Threshold number of inter-library loan borrowing fulfillments will be used to identify weaknesses in the collection and help with purchasing decisions.
School of Arts and Sciences	The School of Arts and Sciences assessed its goal of Re-image and promote the School of Arts and Sciences for the CY 2021 reporting cycle. From the data collected, the unit goal was met and continues. Our findings included discussion at the cognate discipline level; discussion of re-organizing academic departments with some changes undertaken; working collaboratively with the chairs and Marketing and Admissions on recruitment and branding for the school and departments. The The School of Arts and Sciences will take the following actions to continue to address the goal stated above: surveying faculty on the vision process; completing re-branding and social media presence.

School of Business & Digital Media	The School of Business & Digital Media assessed its first strategic goal for the CY2021 reporting cycle: Establishing the SBDM Foundation - this goal presents an opportunity to put more intention behind our efforts, and articulate a more cohesive and visible approach. From the data collected, the overall goal was met. Expectations were realized for four of the five associated outcomes; no significant progress in outcome 1. To address this area, we will begin a more thorough review of trends in end-of-course reflections and alumni surveys in Spring 2022. Expectations were exceeded in three of the five outcomes. The most progress was seen in the area of incorporating an interdisciplinary focus in programming and/or the curriculum. The SBDM holds semiannual discussions of the strategic plan as a whole (in School meetings), and even more frequent discussions at the committee level, which meets monthly. The SBDM comprehensively documents and disseminates progress across all three strategic goals each year; we are still determining where and how to store and share this comprehensive summary. A related and current annual report for 2020-2021 is available on the SBDM landing page - https://georgian.edu/academics/school-of-business-digital-media/#welcome . This report is organized by the institution's Strategic Compass and the SBDM mission.
School of Education	The School of Education assessed its goals of developing partnerships with diverse school district for the CY 2021 reporting cycle. From the data collected, the unit goals was exceeded. Besides Toms River School District, we managed to develop partnerships with Long Branch School district which entails our students being able to enroll into their program to observe and be mentored by a experienced teacher on how to teach students with disabilities or special needs. Our finding were that OCC and Toms River have a huge intention to get into a transfer partnership for Mathematics and English. School of Education will take the following actions to continue to address the goal stated above; -Will collaborate develop the partnership for transfer with OCC. -Will collaborate develop the curriculum with OCC and Toms River for the Education academy. -Will engage our faculty and adjuncts to teach courses at High school
TRIO-Student Support Services (TRIO-SSS)	TRIO-Student Support Services (SSS) at Georgian Court University assessed its Goal #1, for AY 2020-2021, which is providing program participants with the necessary academic support so that 79% of participants will persist from year to year. From the data collected, the unit goal was met. Our findings indicate that 81% of program participants persisted to the next academic year. TRIO-SSS will take the following actions to continue to address Goal #1 stated above as follows: (1) Academic Specialists will proactively follow up with program participants who do not request tutoring during their initial Academic Success Plan (ASP) meeting; (2) Assigned tutors will be proactive in scheduling at least three tutoring sessions with program participants per content/course area; and (3) TRIO-SSS staff will facilitate opportunities for program participants to use the Inceptia financial literacy platform.
Undergraduate Advising (Advising Fellows)	The Undergraduate Academic Advising (Advising Fellows) assessed its goal of "Train advisors" for the CY2021 reporting cycle. From the data collected, the unit goal was exceeded. Our findings were that 100% of new advisors attended New Advisor Workshop I & II which were totally updated by the current Advising Fellows prior to the start of Fall 2021. In addition, we were able to offer a total of 8 workshops during the CY 2021 which exceeded the expectation of 3 workshops per semester. The Undergraduate Academic Advising unit will take the following action to continue to address the goal stated above. - Call for a workshop planning meeting (all Advising Fellows) prior to each semester - Schedule all workshops for the semester immediately following the planning meeting

University Honors Program	The University Honors Program (UHP) assessed its goal "to create a community of learners who challenge and support one another academically and intellectually" for the CY2021 reporting cycle. From the data collected, the goal was met with respect to outcomes 1 and 2, and partially met with respect to outcome 3. For outcome 1, "Students will report being challenged more on average by their honors general education courses than by their non-honors general education courses," our findings were that 50 out of 54 students (92.6%) who reported taking at least one designated honors general education course (not counting courses done as honors by contract) in the 2020-21 academic year answered "yes" to the question "Would you say that you felt more academically challenged, on average, by the honors general education course(s) you took this semester or last semester than by your non-honors general education courses?" The target was 80% of students reporting being more academically challenged on average by their honors general education courses, so the results exceeded expectations for this outcome. For outcome 2, "Students will participate in activities or assignments in their honors courses (e.g. group projects, seminar presentations, etc.) where they feel challenged and/or supported by their peers," 52 out of 54 students (96.3%) reported participating in at least one class activity or assignment in their honors general education course(s) (e.g. a class discussion, group project, seminar presentation, etc.) where they "felt supported and/or challenged in a good way by [their] peers." The target was 80%, so the results exceeded expectations for this outcome. For outcome 3, "Students will be more connected to GCU as a result of their participation in the honors program," 35 out of 62 students (56.45%) reported participating in one or more GCU activities/events per year while in the Honors Program. The target was 80%, so the results fell short of expectations for this part of the outcome. However, 54 out of 62 students (87.1%) answered "yes" to the question "Has being part of the University Honors Program helped you to feel a greater connection to campus? For example, did it help you meet like-minded students? Create friendships? Feel like a part of a group? Feel more connected in classes? etc." The benchmark here was 60%, so the results exceeded expectations for this part of the outcome. Indeed, this latter result seems the more relevant benchmark for assessing outcome 3. Although the percentage of students who reported participating in one or more GCU activities/events per year was below expectations, that question may not be the best way of measuring whether honors students are actually connected to GCU, since many honors students are also athletes who may feel very connected to the university through both their academic and athletic experiences but simply not have time to engage in additional events or activities. The University Honors Program will continue to address the goal stated above by reminding faculty who teach for the program to include such assignments or activities in their honors courses as class discussions where students are required to take the lead, collaborative group projects, and oral presentations that provide students the opportunity to get feedback from peers on an individual research project still in progress. The program will also continue to collaborate with other offices and individuals on campus to offer special events for honors students; encourage honors students to present research at Academic Excellence Day; and revise the annual honors student questionnaire to gather data on specific factors that are helping honors students feel more connected to GCU as a result of their participation in the program.
Writing Center	The writing center improved overall usage by 3% but did not meet the 5% benchmark. Although there were fewer appointments than expected, 96% of students were satisfied with their experience. Anthony Brano will endeavor to reach more faculty to encourage them to require at least one WC appointment.