

Q1. 2024 Unit Assessment Plan

Complete the GCU Unit Assessment Plan with three goals aligned with GCU's Mission and Strategic Compass. See the template within the University Assessment Plan on the GCU Assessment webpage. You can repeat your previous assessment plan if it is still valid.

Unit Assessment Plans are due February 28.

Q2. Name of Administrative Unit

BRIDGE General Education

Q3. Name of the person completing this report. (Last, First)

Wedlock, Kristen

Q4. Email address of person completing this report.

kwedlock@georgian.edu

Q5. Date plan submitted

02.29.24

Q6. To which Cabinet Member does this unit report?

- President
- Provost (Academic and Student Affairs)
- Director of Mission and Ministry
- Vice President Finance and Administration
- Vice President Institutional Advancement
- Vice President for Enrollment & Retention
- Other, (please specify

Q7. This plan is based on the following year type selection:

- Calendar Year (January-December)
- Academic Year (September-August)
- Fiscal Year (July-June)
- Other

Q8. State Goal 1 for your administrative unit.

Retention & Progress Toward Degree Completion: The BRIDGE curriculum builds intentional pathways for student success by integrating high impact practices into course and program requirements.

Q9. State the Outcomes for Goal 1.

- 1.1 Improve student retention (first to second semester and first year to second year) by designing, implementing, and assessing a First Year Experience program which uses high impact practices like required Writing Center and Math Lounge visits, a Navigating College course, first year seminar, service learning, and experiential learning.
- 1.2 Equitably disseminate information on resources for academic and personal success by offering a revised GEN101 Pathways to the Bridge course which uses a universal design principle centering First Generation students as the intended audience.
- 1.3 Expose students to diverse perspectives and cultures by integrating experiential learning -- COIL or museum trip (which are an interactive, engaging, and memorable high impact practices)-- into the GEN199 Discovering the Self in the Universe course.
- 1.4 Build communities of belonging central to student retention and success by establishing co-curricular engagement through BRIDGE participation in the Common Read/ Blue & Gold Fellow (HIP) series as well as the Critical Concerns week programming.
- 1.5 Cultivate connections between students and faculty to reinforce the value of mentorship and relationship building as habits for student success and engagement by structuring a BRIDGE Fellows program (comparable to the Advising Fellows).
- 1.6

Q10. What metrics will be used to measure results of Goal 1? Align with above outcomes.

- 1.1 Retention rates and DWF rates between 1st and 2nd semesters as well as between 1st and 2nd years will be used to measure the effectiveness of the First Year Experience program as a tool for retention. Indirect assessment will use Student Satisfaction Survey and NSSE Results
- 1.2 Retention Rates between first and second semesters and first and second years will be used to measure equitable dissemination of information. Indirectly, participation in the First Generation Initiative (club, events, etc.) will be reviewed. Dissemination of information will be indirectly measured by comparing advising visits, student success visits (Writing Center, Math Lounge, Tutoring), club/ organization enrollments, and campus event participation numbers, and counseling center visits (all units which are covered in the GEN101 course materials) from previous years
- 1.3 NSSE scores specific to experiencing diverse perspectives and cultures will be used to measure the effectiveness of these high impact practices into the First Year Experience program.
- 1.4 Retention Rates and campus activity participation rates (particularly the Common Read/ Blue & Gold Fellow and Critical Concerns week) will be used to directly measure student engagement. Indirectly, we will use NSSE and Student Satisfaction Surveys.
- 1.5 Retention Rates as well as number of advising appointments/interactions will be used to measure the effectiveness of the BRIDGE in facilitating connections. Indirectly, student-faculty projects/publications, NSSE scores, and Student Satisfaction Surveys can be used to evaluate effectiveness.

1.6

Q11. What will be the benchmark for successfully meeting Goal 1? Align with the above metrics.

1.1 +3% increase in retention or -3% decrease in DWF reports for 1st year students

1.2 +3% increase in retention -3% decrease in DWF reports for 1st year students

1.3 +3% increase in retention or increase in NSSE scores specific to experiencing diverse perspectives and cultures

1.4 +3% increase in retention or 3% increase in participation in Common Read/ CC Week

1.5 +3% increase in retention

1.6

Q12. State Goal 2 for your administrative unit.

Enrollment & Student Engagement: The BRIDGE program centers student choice and authentic discovery by coupling a diverse representation of knowledge & skills with values-based core courses.

Q13. State the Outcomes for Goal 2.

2.1 Create a competitive, flexible, engaging curriculum which attracts potential students and improves enrollment by researching, developing, and implementing revisions to the current general education model using evidence-based practices from the field (AAC&U) as well as results of the 2023 Program Review.

2.2 Build stakeholder investment and student-centered change by collaborating with Student Government Association to host opportunities for focus groups, forums, and feedback from the student body on revisions to the BRIDGE.

2.3 Improve student post-graduation success by identifying employer requested competencies and building reflection oriented assignments into the BRIDGE program to help students articulate their experience with these desired skills and literacies.

2.4 Adopt transfer-friendly and degree completion-oriented policies to improve the experience in and value of the BRIDGE program for all incoming students.

2.5

2.6

Q14. What metrics will be used to measure results of Goal 2? Align with the above outcomes.

2.1 Enrollment numbers for both FTFY students and Transfer Students will be used to measure effectiveness of the BRIDGE revisions as an enrollment tool.

2.2 Student Satisfaction Survey results as well as participation in SGA/BRIDGE sponsored forums will be used to measure student engagement in curricular change

2.3 6 Month Post-Graduation Employment Numbers and NSSE reflection and integration data will be used to measure students perception and practice of articulating liberal arts program value to employers

2.4 4 and 6 year graduation rates as well as total credits to complete degree will be used to directly measure transfer-friendly policies of the BRIDGE. Indirectly, Student Satisfaction Surveys will be used.

2.5

2.6

Q15. What will be the benchmark for successfully meeting Goal 2? Align with above metrics.

2.1 +3 increase in enrollment numbers or +5% increase in 4 year degree completion rates

2.2

2.3 +3% increase in 6-month post-graduation employment numbers or improvement in NSSEE integration and reflection score

- 2.4 +3 increase in 4 year and 6 year graduation rate or decrease in number of students graduating with more than 120 credits per major
- 2.5
- 2.6

Q16. State Goal 3 for your administrative unit.

Lifelong Learners: The BRIDGE builds learning communities committed to transforming contemplation into action.

Q17. State the Outcomes for Goal 3.

- 3.1 Local: Demonstrate student investment in the mission, aesthetic, and practice of Georgian Court by collaborating with Mission & Ministry to engage student participation in campus service as well as learning the corporal, spiritual, and intellection traditions of Catholic Social Teaching.
- 3.2 Regional: Enrich and extend the research and resources of the university into our surrounding neighborhood by developing community partnerships through BRIDGE service learning.
- 3.3 Global: Model the embodiment of contemplation into action by centering the research and acts of social justice performed by the Sisters of Mercy through GEN400 curricular emphasis and Critical Concerns week BRIDGE participation.
- 3.4
- 3.5
- 3.6

Q18. What metrics will be used to measure results of Goal 3? Align with the above outcomes.

- 3.1 Participation numbers in Mission & Ministry events and initiatives as well as Critical Concerns week programming will be used to measure GCU-oriented service learning.

- 3.2 Number of service learning hours logged through the BRIDGE program will be used to measure participation in community partnership building
- 3.3 Faculty and student participation in Mercy University/ Sisters of Mercy sponsored lectures, trips, service projects, webinars, programming, etc..
- 3.4
- 3.5
- 3.6

Q19. What will be the benchmarks for successfully meeting Goal 3? Align with above metrics.

- 3.1 +3 increase in participation numbers
- 3.2 +3 increase in logged service learning hours
- 3.3 +3 increase in participation in mercy programming
- 3.4
- 3.5
- 3.6

Q20. Give the Mission alignment for unit assessment goals. Check all that apply.

	Goal 1	Goal 2	Goal 3
Georgian Court University, founded by the Sisters of Mercy of New Jersey in 1908 and sponsored by the Sisters of Mercy of the Americas since January 2007, provides a comprehensive liberal arts education in the Roman Catholic tradition.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The university has a special concern for women and is a dynamic community committed to the core values of justice, respect, integrity, service, and compassion, locally and globally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgian Court provides its students with a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgian Court provides students with an environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgian Court provides students with the will to translate concern for social justice into action.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
No direct alignment with Mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q21. Give the alignment with the GCU Strategic Compass Point (s) for your unit assessment goals. Check all that apply.

	Goal 1	Goal 2	Goal 3
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Compass Point 1: Mission Fulfillment through Academic Excellence.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Compass Point 2: Mission Fulfillment through an Exceptional Student Experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Compass Point 3: Mission Fulfillment through Revenue Generation and Diversification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compass Point 4: Mission Fulfillment through Operational Efficiency and Utilization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No direct alignment with the Strategic Compass.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q22. Please select the directive(s) aligned with your goal(s) for Compass Point 1: Mission Fulfillment Through Academic Excellence. (check all that apply)

	Goal 1	Goal 2	Goal 3
1.1 Increase offerings by implementing sustainable new or revised undergraduate programs (at least five), new graduate programs (at least three), and non-degree programs which meet currently unserved student populations or needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Stabilize one year retention of First Year students at 75% or higher. Baseline one year retention of Second Year students and transfer students. Improve four year graduation rates.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.3 Provide consistent program quality, as measured by student satisfaction, across delivery formats (face-to-face, hybrid, online) and geographical site locations such that all students will have access to equitable services and facilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Increase average number of high impact practices in which students participate including learning communities, service learning, research with faculty, study abroad, field or internship experience, and capstone experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.5 Increase percentage of graduating undergraduate students who enter graduate school at GCU, at GCU partner programs, and elsewhere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Increase percentage of graduating students who are employed in positions in which their degree is needed within six months.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.7 Maintain and grow academic space in alignment with program needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q23. Please select the directive(s) aligned with your goal(s) for Compass Point 2: Mission Fulfillment Through Exceptional Student Experience. (check all that apply)

	Goal 1	Goal 2	Goal 3
2.1 Improve the overall retention of resident students by providing a healthy and engaging residential experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Develop an IT infrastructure that includes a "one campus" communications and services structure that is on par with current higher education industry standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Enhance the physical space available for student engagement throughout campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Develop collaborative campus environment that supports students through engagement with all campus stakeholders.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.5 Integrate marketing and recruitment strategies that highlight instructional strengths to attract the student who will succeed at Georgian Court University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Provide unique student leadership experiences that focus on the philosophy of servant and ethical leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Identify current or develop new GCU Traditions to support and highlight a dynamic unified campus culture (convocation, homecoming, bonfire, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Provide for an exceptional, safe, and well-rounded student-athlete experience through maintenance of competitive level facilities, leadership programming, academic support & resources consistent with program growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q24. Please select the directive(s) aligned with your goal(s) for Compass Point 3: Mission Fulfillment Through Revenue Generation and Diversification. (check all that apply)

This question was not displayed to the respondent.

Q25. Please select the directive(s) aligned with your goal(s) for Compass Point 4: Mission Fulfillment Through the Operational Efficiency and Resource Utilization. (check all that apply)

This question was not displayed to the respondent.

Q26. With which MSCHE (Middle States Commission on Higher Education) Standard are your unit assessment goals aligned. Try to limit your response to the primary area of alignment.

	Goal 1	Goal 2	Goal 3
Standard I. Mission and Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard II. Ethics and Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III. Design and Delivery of the Student Learning Experience	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV. Support of the Student Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard V. Educational Effectiveness Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard VI. Planning, Resources, and Institutional Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard VII. Governance, Leadership, and Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am not sure which Standard to choose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies to all Standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q27. Name the person(s) responsible for Goal 1.

Kristen Park Wedlock, Director of General Education

Q28. Name the person(s) responsible for Goal 2.

Kristen Park Wedlock, Director of General Education

Q29. Name the person(s) responsible for Goal 3.

Kristen Park Wedlock, Director of General Education

Q30. In which year will Goal 1 be assessed?

Note: Data is collected annually, but analysis is done on a three-year cycle, one goal per year.

- Year 1
- Year 2
- Year 3

Q31.

In which year will Goal 2 be assessed?

Note: Data is collected annually, but analysis is done on a three-year cycle, one goal per year.

- Year 1
- Year 2
- Year 3

Q32.

In which year will Goal 3 be assessed?

Note: Data is collected annually, but analysis is done on a three-year cycle, one goal per year.

- Year 1
- Year 2
- Year 3

Q33. Are there any additional comments you would like to add to this report?

The goals and outcomes presented herein are grounded in our recent self study of the BRIDGE General Education Program initiated by Dr. Pari Murthy, retired Gen Ed Director, as well as participation in several working groups (AAC&U Institute for General Education & Assessment) and task forces (BRIDGE Reform Task Force) to build a competitive program to retain current students and attract potential students. It is important to note that this plan deviates from the Action Plan developed during the Program Review in response to a charge by the Board of Trustees to revise the structure of the BRIDGE. We have taken into consideration the urgency and significance of the request in the larger campus conversation and have since shifted the timeline of the original action plan to respond to the demands of the students we serve.

Location Data

Location: ([40.0881](#), [-74.1195](#))

Source: GeolIP Estimation

