

Q1. 2025 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

Educational Opportunity Program

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

Tyson, Ida

Q4. Email address of person completing this report.

ityson@georgian.edu

Q5. Date plan submitted

February 28, 2025

Q6. To which Cabinet Member does this unit report?

- ☐ President
- ☐ Provost (Academic and Student Affairs)
- ☒ Associate Provost for Academic Program Development
- ☐ Associate Provost for Student Support and Services
- ☐ Executive Director of Mission Integration
- ☐ Vice President Finance and Administration
- ☐ Vice President Institutional Advancement
- ☐ Vice President for Enrollment Management

☐ 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.

To assist first year participants in developing a sense of belonging during acclimation to the college experience via the EOF summer program and fall semester, which leads to persistence and university retention.

Q9. State the Outcomes for Goal 1.

☒ 1.1

To promote an increase in institutional enrollment by achieving (or exceeding) roster goals informed by graduation and attrition.

☒ 1.2

To provide participants acclimation to the academic and social environment of post-secondary education

☒ 1.3

To provide participants preparation for collegiate-level study opportunities

☐ 1.4

☐ 1.5

☐ 1.6

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

☒ 1.1

To achieve increase enrollment in alignment with EOF attrition (graduation, transfers, etc) and OSHE grant allocation

- ☒ 1.2 To provide a summer program design that is tailored to support participants' development as a student, personal growth, and overall well-being including career planning, stress management and effective communication in the classroom
- ☒ 1.3 To enroll participants in EN111, PS111 and participation in workshops and other experiences provided by Career Services, Counseling Center and invited workshop presenters
- ☐ 1.4
- ☐ 1.5
- ☐ 1.6

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

- ☒ 1.1 EOF enrollment will increase and remain in alignment with OSHE budget allocation for GCU.
- ☒ 1.2 Participants academic performance, campus engagement and leadership will be indicative of success
- ☒ 1.3 Participants will successfully pass course with a B or higher by review of summer transcripts and certification of completion of workshops
- ☐ 1.4
- ☐ 1.5
- ☐ 1.6

Q12. State Goal 2 for your administrative unit.

To facilitate and host a range of off-campus engagement opportunities designed to broaden EOF scholars' learning, personal and professional horizons, allowing participants to connect with community organizations, industry leaders, and academic and cultural institutions outside the traditional classroom setting

Q13. State the Outcomes for Goal 2.

- ☒ 2.1
- To increase opportunities of interest for off-campus engagement and scholarly participation beyond the classroom setting
- ☒ 2.2
- To encourage and supplement student development to enhance the academic journey, build networks, and gain valuable real-world insights beyond GCU
- ☒ 2.3
- To offer exposure to leadership and networking opportunities and foster deeper or applied understanding of academic subjects
- ☐ 2.4
-
- ☐ 2.5
-
- ☐ 2.6
-

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

- ☒ 2.1
- Heighten student voices for input in the selection process using surveys, focus groups (EOF student meetings and advising) and polls
- ☒ 2.2
- Quantify the number of new on-campus professional connections, internship opportunities or mentors students report gaining
- ☒ 2.3
- To collaborate with faculty, other GCU units (TRiO, and International Studies, VAMOS, School of Nursing/Business, etc.), other local EOF Programs (Monmouth, Ocean County College and Brookdale) and Agencies and provide interesting off-campus engagement opportunities
- ☐ 2.4
-
- ☐ 2.5
-

☐ 2.6

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

☒ 2.1 Measure the increase of scholars who actively participate in discussions about off-campus engagements during EOF advising and meetings, group projects and take on leadership roles in clubs, student-led organizations

☒ 2.2 Consistent engagement and inclusivity of other scholars (friends and classmates) in off-campus engagement opportunities

☒ 2.3 Track the increase and frequency of off-campus engagements (networking events, workshops, and leadership sessions) attended by students

☐ 2.4

☐ 2.5

☐ 2.6

Q16. State Goal 3 for your administrative unit.

To increase participation in Chi Alpha Epsilon (XAE) National Honor Society Induction and ceremony

Q17. State the Outcomes for Goal 3.

☒ 3.1 To promote student awareness and involvement in achieving induction status to XAE National Honor Society

☒ 3.2 Increase eligibility of scholars to XAE National Honor Society

☒ 3.3 Increase communication of benefits to being inducted and 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 To Introduce, advertise and raise awareness of Chi Alpha Epsilon Honor Society
- ☒ 3.2 Monitor scholars' academic achievements and promote student success activities
- ☒ 3.3 Increase visibility of inductees
- ☐ 3.4
- ☐ 3.5
- ☐ 3.6

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

- ☒ 3.1 Increase in scholar participation of induction ceremony
- ☒ 3.2 Inform and Promote scholar eligibility during scholar milestones at advising check in
- ☒ 3.3 Creation of multiple modes of expression to display, advertise and celebrate XAE inductees and the honor society
- ☐ 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>

Georgian Court provides students with an environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences.

Georgian Court provides students with the will to translate concern for social justice into action.

No direct alignment with Mission.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<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
Compass Point 1: Mission Fulfillment through Academic Excellence.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Compass Point 2: Mission Fulfillment through an Exceptional Student Experience.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Compass Point 3: Mission Fulfillment through Revenue Generation and Diversification.	<input checked="" 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
1.7 Maintain and grow academic space in alignment with program needs.	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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
- 2.6 Provide unique student leadership experiences that focus on the philosophy of servant and ethical leadership.
- 2.7 Identify current or develop new GCU Traditions to support and highlight a dynamic unified campus culture (convocation, homecoming, bonfire, etc.).
- 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.



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)

	Goal 1	Goal 2	Goal 3
3.1 Increase enrollment to meet current capacity and develop a comprehensive plan for our main campus in demographic and programs which highlight the main campus as the flagship model for the Georgian Court Mission.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Identify new locations, sites, and delivery modalities where the Mission and the revenue opportunities are abundant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Identify and partner with high schools, community colleges, other colleges and universities, community programs, and business/employers to meet their student needs as an educational partner.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.4 Create multiple-channel financial aid strategy to connect early packaging with admissions yield strategy. Utilize packaging strategy to create an optimal class and net tuition revenue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Implement a branded Georgian Court experience for all students regardless of site or location to build on the sense of connectedness to the University, cultivating continuous involvement as future alumni & donors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Seek additional revenue in to the forms of increased alumni giving, increased athletic giving, increased foundation and corporate partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Engage stakeholders of the institution including, board members, administration, faculty and staff, and alumni the fundraising efforts to build on the Georgian Court Brand and build connections to new funding sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8 Build capacity and launch a capital campaign.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV. Support of the Student Experience	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

Applies to all Standard

☐☐☐☐☐☐

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

Ida Tyson, Priscilla Burke, Teresa Geathers

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

Ida Tyson, Priscilla Burke, Teresa Geathers

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

Ida Tyson, Priscilla Burke, Teresa Geathers

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?

Delivery of goals is an on-going process and takes on different nuances from year to year

Location Data

Location: [\(40.0923, -74.2252\)](#)

Source: GeoIP Estimation

