

### Q1. 2022 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 Fund (EOF) Program

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

Joy L. Smith

### Q4. Email address of person completing this report.

josmith@georgian.edu

### Q5. Date plan submitted

March 1, 2022

### Q6. To which Cabinet Member does this unit report?

- ☐ President
- ☒ Provost
- ☐ Executive Director for Mission Integration
- ☐ Vice President Finance and Administration
- ☐ Vice President Institutional Advancement
- ☐ Exec. Director of Marketing and Communication
- ☐ 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.

To provide students who meet, at least, one of the following criteria with the opportunity to acclimate to the college experience (specifically at Georgian Court University) via our six-week Summer Initiative: a) first generation college students, b) from low-to-moderate income families (per the state eligibility scale), c) those who exhibit academic promise, despite having a GPA that is below the university's admissions requirement, d) having participated in a state or federally funded pre-college opportunity program--i.e., GEAR UP, Upward Bound, College Bound, etc.

Q9. State the Outcomes for Goal 1.

- ☒

1.1

To promote an increase in institutional enrollment; our goal is to have 30 new EOF students (FTFT and transfer) at the conclusion of each Fall semester.
- ☒

1.2

To provide students who are not from college-preparatory schools and/or communities with the opportunity to "catch up" academically, prior to the start of their first semester in college.
- ☒

1.3

To offer social and cultural acclimation to students who are arriving to GCU, after participating in dual degree enrollment programs as high school students.
- ☐

1.4
- ☐

1.5
- ☐

1.6

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

- ☒

1.1

An 10% increase in the EOF Program enrollment, at the conclusion of AY 2024
- ☒

1.2 The Summer Program participants will be enrolled in either EN 105/106 or 111, SD100 or EC180 during the six-week initiative. Their transcripts will reflect their successful completion of the courses.

☒ 1.3 Qualitative assessments (upon arrival during the Summer Program, completion of it and via the University administered tools) to discuss their acclimation to the University. This data will let us know if the efforts were successful.

☐ 1.4

☐ 1.5

☐ 1.6

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

☒ 1.1 An 10% increase in the EOF Program enrollment, at the conclusion of AY 2024

☒ 1.2 80% or more of each Summer Program cohort must pass their courses with a C+ or better at the conclusion of the Program.

☒ 1.3 The students' academic performance and engagement in campus life will indicate the success of the initiative.

☐ 1.4

☐ 1.5

☐ 1.6

**Q12. State Goal 2 for your administrative unit.**

To encourage and support the retention of each summer cohort from Fall to Fall; to contribute to 4.5 year degree completion rate (those who entered college as FTFT at GCU) and 2.5 years (for those who transferred to GCU with completed AA/AS degrees).

**Q13. State the Outcomes for Goal 2.**

- ☒ 2.1 An increase in the institution's retention efforts and a potential decrease in the loan repayment amount for students & institutional (scholarship) aid that is afforded each year per current student.
- ☐ 2.2
- ☐ 2.3
- ☐ 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 The Retention & Graduation Reports will provide the data regarding persistence and graduation.
- ☒ 2.2 The Financial Aid award letters for each student will provide us with the loan/scholarship data.
- ☐ 2.3
- ☐ 2.4
- ☐ 2.5
- ☐ 2.6

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

- ☒ 2.1 75% of those retained from each Summer Program will complete their degrees within 4.5 years.
- ☒ 2.2 80% of those who transfer in with an AA/AS degree will complete their BA/BS/BSN/BFA requirements within 2.5 years.
- ☐ 2.3
- ☐ 2.4
- ☐ 2.5
- ☐ 2.6

Q16. State Goal 3 for your administrative unit.

To host/facilitate programming that focuses on post-graduate (graduate/professional school and/or full-time employment) preparation. The intended audience is EOF students who have 80+ credits at the start of each Fall semester, to ensure that the university's deadlines are met and that they are familiar with the steps to applying for degree audits and for graduation.

Q17. State the Outcomes for Goal 3.

☒ 3.1

The sessions will focus on the job opportunities that specific majors offer, developing relationships with professors and other personnel in their desired fields, completing graduate school applications, securing internships, proper interview etiquette, etc.

☐ 3.2

☐ 3.3

☐ 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

The success of the Career Panel & Pre-Graduation Workshop Series will be measured via the students' satisfaction with the sessions, as well as by their use of information from the workshops and their enrollment in graduate school or FT employment by their graduation date.

☐ 3.2

☐ 3.3

☐ 3.4

☐ 3.5

☐ 3.6

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

☒ 3.1 Success = 70% of our Winter/Spring graduates enrolled in graduate school or with a full-time position by December after their graduating year. .

☒ 3.2 70% of our students who have 80+ credits will participate in the sessions

☐ 3.3

☐ 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 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.	<input checked="" type="checkbox"/>	<input checked="" 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 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
Compass Point 1: Mission Fulfillment through Academic Excellence.	<input type="checkbox"/>	<input checked="" 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 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 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 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	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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	<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.**

Joy L. Smith, Dominic Bowman, Teresa Geathers, Priscilla Burke

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

Joy L. Smith, Dominic Bowman, Teresa Geathers, Priscilla Burke

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

Joy L. Smith, Priscilla Burke

**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?

#### Location Data

**Location:** ([40.088104248047](#), [-74.196296691895](#))

**Source:** GeoIP Estimation

