

Georgian Court University  
 Unit Assessment Reports  
 Due January 30, 2021  
 N = 32

## Demographics

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)	Fahr, Luana	Academic Year (AY) 2019-2020(Fall 2019 through Summer 2 2020)	Vice President Student Enrollment and Retention
Associate Provost	Gross, Michael	N/A	Provost
Athletics	Liesman, Laura	Academic Year (AY) 2019-2020(Fall 2019 through Summer 2 2020)	Provost
Campus Ministry	Schaffer, Jeff	Calendar Year (CY) 2020 (January through December, 2020)	Executive Director Mission Integration
Campus Safety	Tighe, Charlie	Calendar Year (CY) 2020 (January through December, 2020)	Vice President Finance and Administration
Career Services	O'Callaghan, Ceil	Calendar Year (CY) 2020 (January through December, 2020)	Provost
Counseling Center	Solbach, Robin	Calendar Year (CY) 2020 (January through December, 2020)	Provost-Dean of Students
Educational Opportunity Fund (EOF) Program	Smith, Joy Ed.D.	Academic Year (AY) 2019-2020(Fall 2019 through Summer 2 2020)	Provost

Facilities	Eichler, Jakobi Steven	Calendar Year (CY) 2020 (January through December, 2020)	Vice President Finance and Administration
Graduate Admissions	Thompson, Jerred	Calendar Year (CY) 2020 (January through December, 2020)	Vice President Student Enrollment and Retention
Health Services	Solbach, Robin	Calendar Year (CY) 2020 (January through December, 2020)	Provost-Dean of Students
Institutional Advancement	Manfra, Matt	Calendar Year (CY) 2020 (January through December, 2020)	President
Institutional Research	Arndt, Wayne	N/A	Provost
Instructional Technology and Design	Marino, Kathy	Calendar Year (CY) 2020 (January through December, 2020)	Provost
Library	Donnelly, Jeffrey	Calendar Year (CY) 2020 (January through December, 2020)	Provost
Mailroom	Putnam, Michael	Other (please state)	Vice President Finance and Administration
Math Lounge	Devlin, Robert	Other (please state)	Provost-Dean of Students
Office of Conferences & Special Events	Cranwell, Mary	Calendar Year (CY) 2020 (January through December, 2020)	Vice President Institutional Advancement
Office of Financial Aid	Mccarthy,Cynthia	Calendar Year (CY) 2020 (January through December, 2020)	Vice President Finance and Administration
Office of Global Education Programs	Grodewald, Laura	Calendar Year (CY) 2020 (January through December, 2020)	Provost
Office of Human Resources	Sofo, Dianna	Calendar Year (CY) 2020 (January through December, 2020)	Vice President Finance and Administration

Office of Institutional Assessment and Accreditation	Thiel, Janet	Academic Year (AY) 2019-2020(Fall 2019 through Summer 2 2020)	President
Office of Student Advocacy and Success	Smith, Michael	Other (please state)	Vice President Student Enrollment and Retention
Office of the Registrar	Boody, Kathleen	Academic Year (AY) 2019-2020(Fall 2019 through Summer 2 2020)	Vice President Student Enrollment and Retention
Purchasing	Parlacoski, Julie	Fiscal Year (FY) 2020 (July 1, 2019 through June 30, 2020)	Vice President Finance and Administration
Residence Life	Richards, Seth M.	N/A	Provost-Dean of Students
School of Business & Digital Media	Edmonds, Jennifer	Calendar Year (CY) 2020 (January through December, 2020)	Provost
Student Life	McCarron, Erin	Calendar Year (CY) 2020 (January through December, 2020)	Provost-Dean of Students
TRIO - Student Support Services	Staten Lamb, Danielle	Academic Year (AY) 2019-2020(Fall 2019 through Summer 2 2020)	Provost
Undergraduate Academic Advising (Advising Fellows)	Komagata, Sachiko	Calendar Year (CY) 2020 (January through December, 2020)	Provost
University Honors Program	McDonald, Russell	Calendar Year (CY) 2020 (January through December, 2020)	Provost
Writing Center	Brano, Anthony	Academic Year (AY) 2019-2020(Fall 2019 through Summer 2 2020)	Provost

## Goals

Name of Unit	State the Goal selected for this report.
Academic Development and Support Center (ADSC)	Services of ADSC will meet all intended student participation goals of various student support services offered within the areas of participation and/or compliance
Associate Provost	Provide university catalogs that are aligned with best business practices.
Athletics	Integrate an appreciation for and an awareness of Georgian Court & it's athletic history
Campus Ministry	In collaboration with the Office of Mission Integration and other GCU departments, the Office of Campus Ministry will contribute to the development of a campus-wide culture of vocation.
Campus Safety	Goal #3
Career Services	Students and alumni will seek and secure career related positions in their fields of interest.
Counseling Center	To maintain a relationship with local hospitals, mental health facilities, and practitioners in order to facilitate referrals for GCU Counseling Center clients who are in need of additional services.
Educational Opportunity Fund (EOF) Program	To develop a Workshop Series, in partnership with the GCU Faculty & major departments, for those who have 70+ credits. These sessions will focus on the GRE/GMAT/MCAT preparation, the application and funding process, various career paths (within the discipline) and the expectations of graduate students; 2) to work with the Office of Career Services to create sessions that will address resume development and interview etiquette with the same group of students. The goal is to have at least 70% of our graduates enrolled in graduate school or with a full-time position in their desired fields by GCU Commencement Ceremony.

Facilities	Complete Facilities Condition Assessment. Prioritize and evaluate recommended actions in coordination with development of the Facilities Master Plan for effective facilities usage and occupation to support the Strategic Plan and Vision
Graduate Admissions	Increase student yields for all stages in the inquiry to enroll process. With increasing yields, new student enrollment will increase. The Department will create an annual call plan and priorities based on student type and time of year. The Department will analyze yield data by location (county and community college) to realign travel and outreach priorities.
Health Services	Provide exceptional clinical and health counseling services that encompass health promotion, prevention, and treatment of acute and/or chronic medical conditions that support a diverse population.
Institutional Advancement	Use data to drive strategy and results
Institutional Research	Goal 3: Provide data products in support of Finance Office initiatives
Instructional Technology and Design	Contract with a vendor for faculty created teaching videos and for students to create, store and upload video assignments into Blackboard .
Library	Fostering partnerships to enhance an exceptional student experience.
Mailroom	Maximize bulk mailing discounts to decrease postal expenditures
Math Lounge	Students will become better, more efficient and knowledgeable mathematics students. They will come to the Math Lounge with a range of mathematical deficiencies and leave with a better understanding of what they require

Office of Conferences & Special Events	To draft a "Minors on Campus at GCU" policy for administrative review.
Office of Financial Aid	Create a Policy and Procedure Manual for the Office of Financial Aid with support of NASFAA'S unit review and template.
Office of Global Education Programs	Foster partnerships on campus and globally to enhance an exceptional student experience
Office of Human Resources	Implementation of Time and Attendance system.
Office of Institutional Assessment and Accreditation	The Office of Institutional Assessment and Accreditation (the Office) will initiate and coordinate a review of the Institutional Student Learning Goals – Undergraduate, with revision and concurrent assessment plan completed by Fall 2019 and implementation complete by May 2020. Assessment Report on revised ISLGs due September 2020.
Office of Student Advocacy and Success	N/A

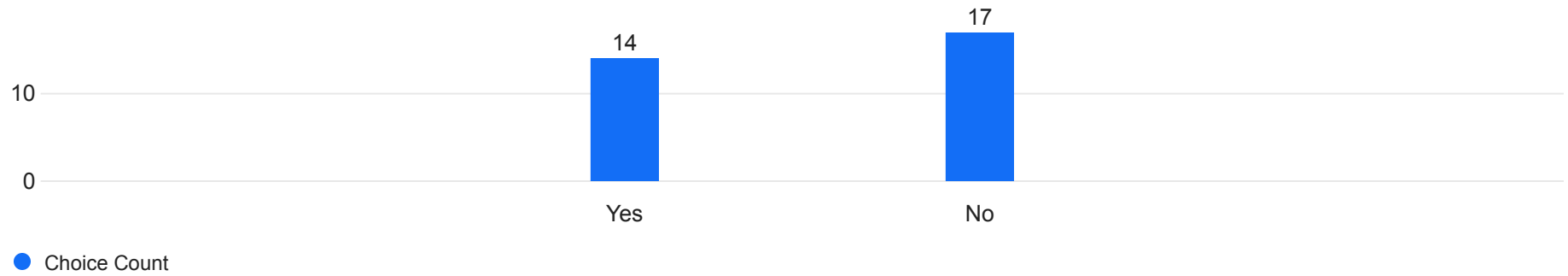
Office of the Registrar	The office of the Registrar will assess existing forms and procedures to establish best practices and to make any adjustments as deemed necessary to better serve constituents and perform duties and functions within the office.
Purchasing	Support and facilitate the educational, research, and public service missions of Georgian Court University through the acquisition of goods and services by applying best methods and business practices while implementing cost reduction.
Residence Life	Goal 2 : To develop training programs for student leadership in conjunction with other University components
School of Business & Digital Media	Goal #2. Program Excellence. This goal pushes faculty, staff, students, and programs beyond our current limits and is centered on innovation and continuous improvement.
Student Life	Goal 3
TRIO - Student Support Services	Goal 3: Fifty-two percent (52%) of participants will graduate within six years of entering the Program.
Undergraduate Academic Advising (Advising Fellows)	Goal 3: Annual Review of Advising Resources
University Honors Program	to give all students an opportunity to engage in rigorous learning opportunities grounded in academic and/or field research that are self-directed, but with guidance from faculty mentors.

Writing  
Center

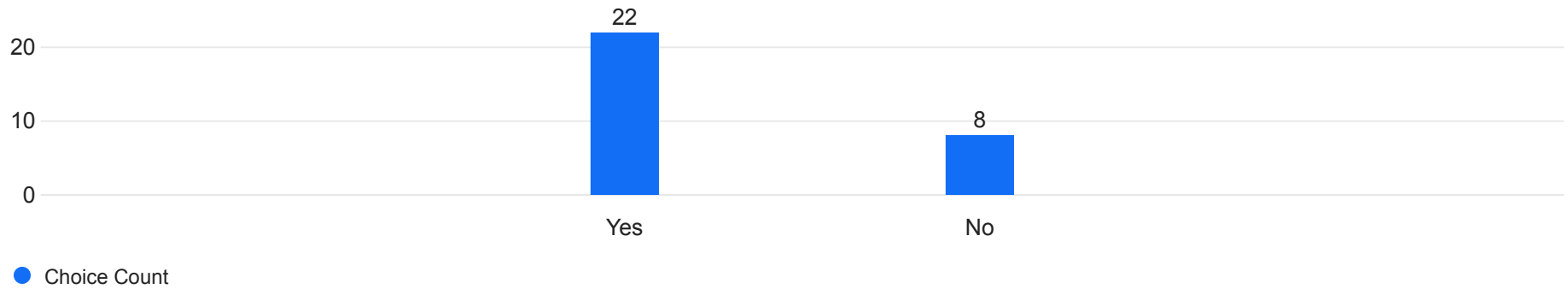
The Writing Center will maintain and improve upon usage benchmarks set during AY 2018-2019.



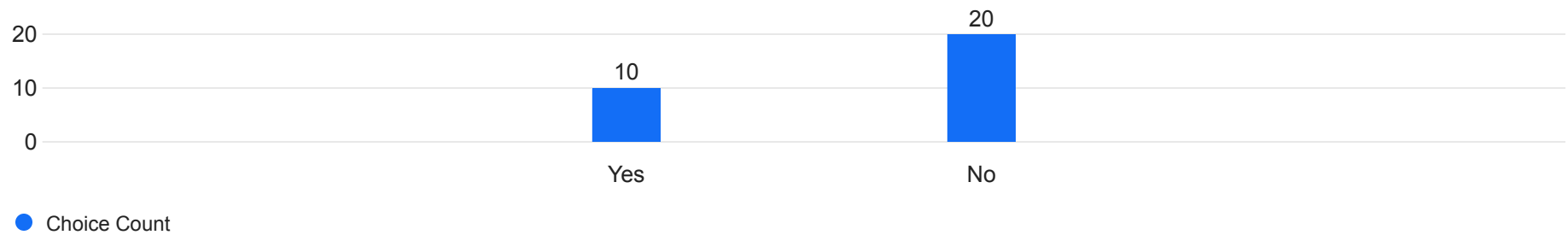
### 7 - Does the stated goal align with Compass Point #1: Mission Fulfillment Through Academic Excellence?



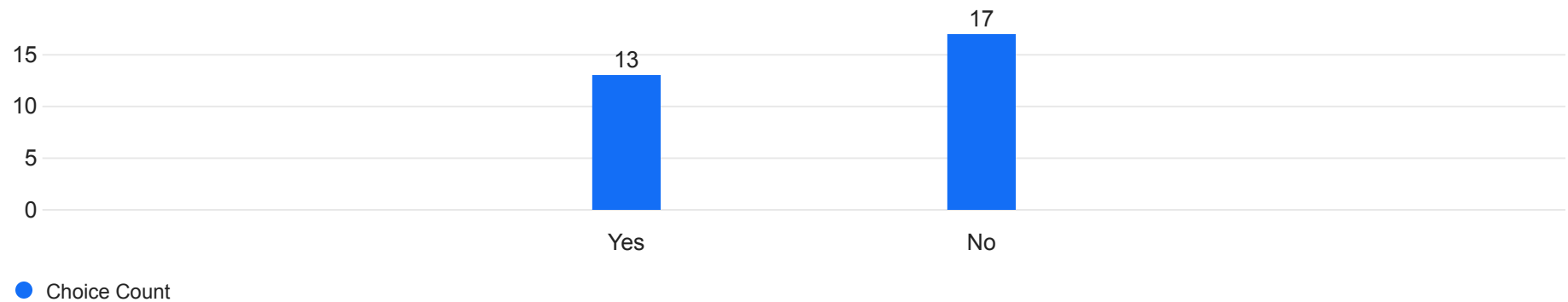
### 9 - Does the stated goal align with Compass Point #2: Mission Fulfillment Through Exceptional Student Experiences?



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



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



## Executive Summary

Academic  
Development  
and  
Support  
Center  
(ADSC  
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Executive Summary: The ADSC assessed its unit goal I for August 2019-August 2020 of Services of ADSC will meet all intended student participation goals of various student support services offered within the areas of participation and/or compliance, reporting cycle. From the data collected, the unit goal was exceeded/met in most areas. Choose best answer Exceeded expectations (1) Met expectations (2) Did not meet expectations (3) Could not be evaluated (4) Outcome 1 (1) X (Fall 2020) X (Spring 2020) Outcome 2 (2) X Outcome 3 (3) X Outcome 4 (4) X (not fully) Outcome 5 (5) X TLC and Disability Services exceeded expectations. PACT Program Outcome 1: Due to the difficulties with COVID-19, PACT students, who are already an at-risk population, did not successfully meet expectations in the Spring 2020 semester, when the pandemic began. This population does not adapt well to virtual/online environments for both meetings, classes, and support services. Although there was outreach on the part of the PACT Coach, there was often difficulty in obtaining responses for coaching sessions. Additional hours of support resources fell dramatically in the spring semester, though it is not unusual for less compliance in the spring. Peer Tutoring and SI Outcome 4: SI and Peer Tutoring were combined by graduate assistant due to there being only 2-3 sections per semester of Supplemental Instruction, therefore SIs were used as tutors by appointments, even though they attended classes. Students did not participate in group SI, as per SI definition. Benchmarks in terms of percentages could not be evaluated. See outcome 5 for combined results. There are certain issues that needed resolution in 2019-20, which has affected some data and outcomes. The unit will take the following actions to continue to address the goal stated above: 1. There will be further promotion of Supplemental Instruction benefits to faculty and students, though faculty will need to provide a rationale for use of SIs and how they will proceed in their utilization. We may need to employ the current version of SI, as per our own definition, where Supplemental Instructors will be allowed to tutor in a variety of subjects (in addition to their focus in a specific course) to increase tutoring opportunities. 2. We will continue to encourage and promote the use of peer tutoring through advertisement to professors, and marketing of the service. 3. Peer Tutoring appointments were 267 in Fall 2020, and went down to 155.75 in Spring 2020, however, online appointments went from 11 online in Fall to 124 online in Spring. We will continue to focus on online appointments through the duration of the pandemic, and were satisfied with the utilization of the service. 3. Although the PACT Coach has worked diligently with students in coaching sessions, which were well attended, the additional sessions lacked attendance during the Spring 2020 semester. We are planning other methods of support, such as peer mentors, skills workshops, and more emphasis on expectations during orientation. With online appointments and use of resources, the PACT Coach could not supervise student study hall, which was an option for students who did not utilize other campus resources during the week. 4. ADA accommodation forms and paperwork will be effective for one academic year, rather one semester in order to streamline the process. Only students requesting changes, who need to provide further documentation, or who are requesting accommodations for the first time will be required to meet with the director. 5. We would like to plan and procurement of a physical space where the temperature is within normal limits (currently too cold in all seasons) and where there is adequate testing space

Associate  
Provost

The Associate Provost for Academic Program Development assessed its goal of providing university catalogs that are aligned with best business practices for the CY2020 reporting cycle. From the data collected, the unit goal was met although the unit fell a little short of a few benchmarks. Our findings were that web-based catalogs were that a contract was signed with a catalog vendor July 31, 2019, the catalog were successfully transitioned online, and then made available to the public for the 20-21 academic year July 28, 2020 (4 weeks after deadline). The catalogs contained the following features: 1) ability to search just within catalog, 2) software pulls course info directly from PC with 24 hrs, 3) course bubbles for 100% of courses, 4) each place a course name appears can be set to show course bubbles, 5) consistent format for listing program requirements, 6) All programs listed by dept., 7) Organization of catalog sections can be changed through navigation bar, 8) Ability to print and print to pdf for each page, 9) Faculty listed with dept, 10) Hyperlinks to faculty webpages, 11) Degree map listed for undergraduate programs. The Associate Provost for Academic Program Development will take the following actions to continue to address the goal stated above: GCU will generate its own catalog pdf for 21-22 catalog, 21-22 catalogs will be made live by July 1, 2021, missing degree maps will be in 21-22 catalog, catalog will be improved to be more user-friendly and useful each year.

Athletic  
s

The athletic department assessed its goal of integrating an appreciation for and an awareness of Georgian Court and it's athletic history for the CY2020 reporting cycle. From the data collected, the unit goal was met, as we were able, given the impact of COVID-19. Our findings indicated we did see an increase in alumni engagement mainly through social media activities and virtual team events. While this hasn't turned into an increase in athletic alumni giving, it is a first step to engage them with our current student-athletes and again with Georgian Court. We were able to provide our incoming student-athletes with a socially distanced "history" walk through campus where we talked about the proud history of GCU Athletics through the years. In addition, they were able to see the old facilities (Casino, weight room, locker room, etc.). This event will continue as we move forward to continue to educate our new student-athletes about the history of athletics on campus. COVID-19 and other social issues that were brought to light in this year also provided an opportunity to engage our alumni. Most notably, after the events with George Floyd, men's lacrosse began having weekly meetings with black men in lacrosse, including one of our alumni, in order to gain a better understanding of their experiences in the sport of lacrosse which is overwhelmingly white. Alumni came to the forefront as we looked for Instagram takeover days taking us through their days early in quarantines and also talking about their memories of GCU and of their team and professors. We will continue to look for new ways to engage our athletic alumni with the development of a Varsity Club and an Athletic Alumni Board. Both of these engagements will be in partnership with the advancement office, as will our next Hall of Fame induction. It is our plan to continue these engagements and increase the alumni giving as a result. The continuation of a systematic approach to our social media will also continue as we develop plans for each platform not just one plan for all of the different forums and those yet to be developed. This will continue to highlight our athletic history and our current student-athletes achievements and honors.

Campus Ministry

The Office of Campus Ministry assessed its goal of contributing to a campus-wide culture of vocation for the CY 2019 reporting cycle. From the data collected, the unit goal was largely met but incomplete due to the disruptions caused by the Covid-19 pandemic. A vocational resource was developed and submitted to Mission Integration, an e-blast series on vocation was created and sent to the GCU community and an interactive program was created but could not be implemented due to the pandemic. The Office of Campus Ministry intends to resume efforts to address the goal stated above when the university returns to in-person instruction. Additional resources for students, faculty and staff will be developed and distributed and the interactive program, "Wheel of Purpose" will be implemented when appropriate.

Campus Safety

The Campus Safety Department assessed its goals of providing quality in-service and professional development for campus safety staff for the CY 2020 reporting cycle. From the data collected, the unit goal was met. Our findings were that our staff has maintained their certifications accordingly. The Campus Safety unit will take the following actions to continue to address the goal stated above. Review and maintain records of all staff certifications. Continually research opportunities of professional development.

Career Services

Career Services assessed its goal of Students and alumni seeking and securing career related positions in their fields of interest for the Calendar year 202 reporting cycle. From the data collected, the unit goal was partially exceeded, partially met and did not meet one portion. Based on the Class of 2019 data, we exceeded our goal of 50% of students working full time and not seeking further employment by 16 percentage points. We also exceeded our goal of 50% of students working full time in a field that was directly or indirectly related to their field of study by 22 percentage points. We were able to implement programming, resources and support to improve students ability to effectively interview, though work must be done to improve student utilization of these. Though we made great strides in improving student's resume submissions, it was slightly below our goal of 300% over 2018 submissions (we reached 285%); however, we assisted 400% of that number one on one through the office (though most did not load the resume into CareerLink). Work is being done to increase student traffic to CareerLink. Career Services is undertaking a push to increase job postings in the system. The initiative to improve the quality of resumes in the system will also resume. Additionally, Career Services is working on a website redo that will promote our online systems: CareerLink, the Big Interview and Hiration.

Counseling Center

The Counseling Center assessed its goal of maintaining relationships with local hospitals, mental health facilities, and practitioners in order to facilitate referrals for GCU Counseling Center clients who are in need of additional services for the CY 2020 reporting cycle. From the data collected, the unit goal was exceeded. Our findings are summarized as follows: CC staff consulted with PESS 15 times over the year, and with IOP/PHP facilities in Monmouth and Ocean Counties 7 times over the year. The Counseling Center will continue to address the goal stated above by continuing the ongoing collaborations between GCU and community partners in the Monmouth and Ocean County mental health communities.

Educational Opportunity Fund (EOF) Program	<p>The Educational Opportunity Fund (EOF) Program assess the following goal for the CY 2021 reporting cycle: 1) To develop at Workshop Series, in partnership with the GCU faculty &amp; major departments, for those who have 70+ credits. These sessions will focus on graduate school examination prep, the application &amp; funding process and various career paths within the disciplines and the expectations of graduate students; 2) to work with Career Services to address resume development and interview etiquette with the same group of students--with the goal of having at least 75% of our graduates enrolled in graduate school or with a full-time position in their desired fields by GCU's Commencement Ceremony. From the data collected, Part I of the unit goal was met; 72% of the students participated in the Career Workshop series. More than 80% of the population met with an EOF Professional for assistance with post-graduation plans but we did not engage fully with the Office of Career Services to meet this goal. EOF will take the following actions to continue to address the goal stated above: 1) All workshops will be recorded and accessible for two weeks after--so that students who were in class or otherwise unavailable can view them. 2) The examination prep materials will be accessible online--to increase the students' ability to access them. 3) the Graduation Prep meetings are now a requirement for all students above 70 credits. The EOF staff will conduct them specifically between February 1 and March 31st--and will assist the students in scheduling their Career Service appointments.</p>
Facilities	<p>Capital work being done on the bond is proceeding across the campus. At this time most projects are being completed below budget allowing for additional projects to be incorporated. Facilities team has been realigned under Aramark and position trained. Due to the pandemic staff have been reassigned to additional tasks and Facilities is completing multiple deferred projects across the campus. IGA will address 8 to 10 million in deferred maintenance on the mechanical systems and building envelopes around the campus. At current pace the combined bond work, facilities work, IGA and Master Plan elements will reduce deferred maintenance from 50 million to a projected 18 million by 2024.</p>
Graduate Admissions	<p>The Graduate Admissions assessed its goal of increasing the yield of students for the calendar year of 2020. From the data collected, the unit goal of increasing yield from 83% was met. Our findings for outcome 2.1 was an increase in yield from 83% to 89.72%. The Graduate Admissions unit will take the following actions to continue to address the goal stated above. • Maintain high personal contact between admitted graduate students and counselors. • Update Slate portals and communication to effectively communicate next steps to admitted graduate students. • Maintain strong partnerships with faculty to provide admitted students contact to give answers about their accepted programs.</p>
Health Services	<p>Health Services assessed its goal of providing exceptional clinical and health counseling services that encompass health promotion, prevention, and treatment of acute and/or chronic medical conditions that support a diverse population for the CY 2020 reporting cycle. From the data collected, the unit goal was met. Our findings indicate that Health Services provided COVID-19 testing to 53 resident students between September 10 and December 23, 2020. Health Services will continue to provide COVID-19 testing as indicated during the pandemic.</p>

Institutional Advancement	<p>The Office of Institutional Advancement continued to focus on using data to drive fundraising strategy and results, the goal of this reporting cycle. Even challenged with ramifications of the pandemic, Institutional Advancement was able to meet four of the five goals for year #3 of our five-year operating plan. We identified key philanthropic initiatives and provided donors with opportunities to fund key priorities which included: unrestricted giving, student scholarships and support and the Angel Fund. We developed a donor relations template and reorganized two staff members to provide support to the alumni and donor relations function. Internally, the constructs of a comprehensive campaign have been developed and will be shared in the coming months. Strategies for key prospects were developed and discussed, and prospect management now takes place via bi-weekly meetings with staff. As a result of some research concluded the previous year, and the work being conducted by staff, new prospects are being identified. Additionally, former prospects and donors are being re-engaged. While our fundraising for the Apollo Fountain had some success with the addition of a generous major gift, we were unable to hit our target for CY2020. Due to the pandemic, our focus shifted to immediate needs (unrestricted giving and the Angel Fund), and we were unable to launch mini-campaigns that would have focused on infrastructure. We will increase our efforts to find local, state and federal funds for these kinds of historical projects while still engaging key donors who remain interested in the campus' historic landscape.</p>
Institutional Research	<p>Institutional Research assessed its goal to provide data products in support of Finance Office initiatives in budget modeling, forecasting, and benchmarking. From the data collected, the unit goal was exceeded. Survey respondents uniformly indicated they 'Strongly Agree' that data support was clear and easy to understand, timely, helped with their work, and helped to fulfill the mission of the University. Institutional Research is no longer part of the Finance Office but will continue to support budgeting and analysis as needed and requested by Finance.</p>
Instructional Technology and Design	<p>The Instructional Technology and Design unit assessed its goal to increase the use of videos in courses by procuring a video platform with adequate storage capabilities to house faculty created instructional videos and student assignment videos. Three platforms were evaluated and Kaltura was selected based on ease of use, licensing cost, and storage capacity. The unit goal was exceeded and had great success by increasing the number of videos stored from 2.5gb to nearly 700gb. The Instructional Technology and Design unit will continue to provide faculty and student workshops to promote the use of video in courses.</p>
Library	<p>The Library assessed goal 3: fostering partnerships to enhance an exceptional student experience for the CY 2020 reporting cycle. From the data collected, we exceeded our expectations for this unit goal in CY 2018 and CY 2019, and met our expectations in CY 2020. Our findings were that we were able to build on current relationships, while establishing some new ones and provide a sustained number of collaborative, student-centric experiences because of this. In CY 2018 and CY 2019, we exceeded our benchmark of 2 collaborative student-centric interdepartmental collaborations, having 4 each year. In CY 2020, we only had 2, meeting but not exceeding the benchmark. This was primarily as a result of the COVID-19 pandemic. The library plans to continue to address this goal in the next plan by identifying new partnerships both internal and external.</p>

Mailroom	<p>The Mailroom transitioned under new management in September of 2020. An evaluation of all processes, procedures and available resources was undertaken to determine needs of the department. The mail room will engage in bulk mailing for the upcoming year. Also presort First Class is being reviewed to reduce costs on non-eligible standard mailings. Mail room successfully replaced the mail machine at the end of 2020 and negotiated a new contract that will save the University \$64,000 over the life of the 5 year contract. Mailroom functions are now included in Campus Master Planning. Future plans include self-service package pick up and cash sales for stamps, mail and parcel shipping.</p>
Math Lounge	<p>The Math Lounge assessed its goal of increase learning and appointments for the CY 2019 reporting cycle. From the data collected, the unit goal was met given our expectations. Our findings were that the appointments slowed down due to the COVID-19 pandemic. The Math Lounge unit will take the following actions to continue to address the goal stated above. 1. Assign personal section tutors to 5-6 mathematics sections 2. Continue online tutoring 3. Increase promotion of the above services</p>
Office of Conferences & Special Events	<p>The Office of Conferences &amp; Special Events assessed its goal of drafting a "Minors on Campus" policy for programs sponsored by CSE and leases of campus space(s). As all youth programming was cancelled, due to CV19, no data was collected or evaluated. Sponsored/leased space programs are scheduled to resume mid-2021. The policy will be implemented and annual data collection will be routine going forward.</p>
Office of Financial Aid	<p>The Office of Financial Aid assessed its CY2020 goal to develop a comprehensive Policy and Procedure Manual integrated with the Student Handbook, catalogs and website information and develop an action plan for the department based on an exceptional student experience within financial literacy acquisition. Utilizing the Policy and Procedure Builder functionality available through our membership in NASFAA, we began to build an updated and comprehensive manual. The completed portions of the manual are stored on the NASFAA website. In light of the challenges posed by the COVID-19 national emergency and the need for the financial aid office to shift priorities, the completion of the Policy and Procedure Manual has been delayed. In addition to the Covid-19 pandemic, the financial aid office is faced with staffing challenges that limit the availability of time available to focus on this regulatory task. As time permits, we will continue to work on the Policy and Procedure Manual. Throughout the past year, each staff member has been responsible for providing written procedures and screenshots where applicable, for the each of their specialized areas and or assigned responsibilities. The procedures are stored in a folder in the department's share drive. In addition to storing the procedures on the share drive and we will have the information available in binders. As procedures change the information is updated on the share drive and in the binders. The Student Handbook and the online Undergraduate and Graduate catalogs are updated and reviewed annually. The Financial Aid webpage was updated as part of the University's marketing campaign. The office regularly updates financial aid webpage links for students and families to assist in completing financial aid processes, providing educational resources for financial aid literacy etc.</p>



Office of Global Education Programs

The Office of Global Education Programs assessed its goal of fostering partnerships on campus and globally to enhance an exceptional student experience for the CY2020 reporting cycle. From the data collected, the unit goal was exceeded. Our findings were, now the majority of our faculty-led study abroad programs offered are interdisciplinary. This provides more opportunities for students and also provides an opportunity for students and faculty to collaborate across majors and even schools. The 13 new partnerships established over the past three years with providers and international universities have expanded the opportunities for students who wish to participate in a range of programs including studying, volunteering or interning abroad. It has increased the number of locations where students can study and also varied opportunities within specific majors. Finally, Collaborative Online International Learning (COIL) connections that have been established through the Office of Global Education Programs to provide faculty an opportunity to integrate global perspectives and international collaboration into their classrooms, which also contributes to internationalizing the curriculum. The Office of Global Education Programs will take the following actions to continue to address the goal stated above: continue to provide faculty workshops that encourage interdisciplinary faculty-led programs and COIL initiatives.

Office of Human Resources

The Office of Human Resources assessed its goal for the 2019 reporting cycle. From the data collected, the unit goal of implementing HR systems in order to streamline operations and allow HR to become a more strategic business partner was met successfully. This was demonstrated by the implementation and full utilization of the time and attendance system by 12/31/2020. Additionally, we implemented the ADP recruiting system which replaced Interview Exchange software. This new system allows us the opportunity to fully automate the hiring and onboarding processes and allows us to store paperwork electronically. We will continue to expand technology to further streamline HR operations in the areas of Performance Management, Data Analytics.

Office of Institutional Assessment and Accreditation

The Office of Institutional Assessment and Accreditation (OIAA) assessed its goal of initiation and coordination of a review of the Institutional Student Learning Goals – Undergraduate, with revision and concurrent assessment plan completed by Fall 2019 and implementation complete by May 2020. Assessment Report on revised ISLGs due September 2020. From the data collected, the unit goal was met and continues to be implemented across various platforms and areas of the university. Our findings were that Georgian Court currently has Institutional Student Learning Goals (ISLG) at the graduate and undergraduate levels. These goals have assessment plans that are current. The ISLGs are appropriately linked to program and course learning outcomes. The OIAA will continue to oversee the inclusion of the AEFIS software to collect assessment data related to these goals and those linked program outcomes.

In the Fall semester of 2020, the Office of Student Advocacy and Success assisted students campus wide through various resources and programs. The responsibilities of this office included but not limited to working with students on probation, outreach of students identified through the Early Alert system, GCU Cares/Angel Fund, Chart the Course, the Violence Against Women Act (VAWA) Grant, as well as handled responding to student and faculty/staff inquiries for assistance. Being in the middle of the COVID 19 Pandemic there was an increase in need for these resources as students struggled to adapt to the virtual learning platform. Our primary population of students, roughly 75%, consisted of those who were not affiliated with any other campus resource organization. Student Success worked with 18 probation students, 9 strict probation and 9 probation students, in Fall 2020. Throughout the semester there were 68 total meetings with these students. Due to the COVID protocols most of the meetings were held virtually and some via phone calls. The students were assisted not only with academic support and resources but also with non-academic life situations. Of the 18 students on probation 8 (44%) successfully completed the semester and their probation status was lifted, 6 (33%) showed some progress which led to having their probation status extended, 2 (11%) students were dismissed due to failure to meet the terms of their probation/GPA requirement, and 2 (11%) withdrew or took a leave of absence from the university. The Early Alert system gives instructors the ability to report on students who are not performing up to standards in individual classes which allows the university organizations the ability of early intervention to assist the student in successfully completing their courses. Student Success handled approximately 565 inquires in Fall 2020, a significant increase from Spring 2020, which was 195 inquires. We are attributing such a large increase to students struggling in various ways with the switch to virtual learning. Each student that received an inquiry from a faculty member is outreached by a member of the Student Success team. Of the 565 inquires there were 102 (18%) interactions with students. Many of the interactions entailed referring the student to their instructor to see how they can improve in class. There were 57 referrals to additional resources such as Peer Tutoring, Writing Center, and the Math Lounge. To combat the low contact rate with students receiving an Early Alert last semester we are in the process of reviewing the process and procedures of our outreach to the students. Some possible changes will include the frequency of outreach per inquiry as well as attempting multiple forms of outreach to include emails, calls, and text messages. Since January of 2020, the GCU Cares program and the Angel Fund had the opportunity to assist nearly 120 students. Most requests were self-referrals from students through the GCU Cares site with some faculty/staff referring other students. The Angel Fund gifted \$12,500 to students in need, majority of the requests coming in due to the impact of COVID 19 on our students. With the fund we helped students in multiple ways including textbooks, laptop repairs, electronic course material, internet services, travel expenses, gas cards, and grocery cards. We were also able to assist several students with referrals to various resources such as Office of Financial Aid, TRIO, EOF, Social Services, Unemployment Compensation, and the University Food Pantry, to name a few. Due to the pandemic, there was a drop off in Chart the Course (CTC) participation from Fall 2019 which had 31 out of 56 eligible students participate (55%) to Fall 2020 which had 15 out of 56 eligible students participate (27%). Exhausted from an entire semester of virtual learning during their first semester in college, many students were not interested in taking a 3-week accelerated, virtual CTC class during the holiday break. We are happy to report all 15 of the students who participated in Chart the Course this winter passed their classes.

Office of the Registrar	<p>The Office of the Registrar's goal of electronic forms processing was met in 2020. The office successfully transitioned to pdf fillable forms within a week after the university closed in person offices due to COVID 19 in Spring of 2020. We utilized two working groups to focus on 1) the academic and student records forms and 2) the registration and override forms. The Information Technology team collaborated with our registration specialist to provide software and training on the development of fillable PDF forms. Forms were listed in order of urgency and the specialist was able to convert all necessary forms. The Registrar in conjunction with the School Deans was able to establish protocols for the form submission to the office. Integrity of authorized signatures was an important consideration and thus we made the forms accessible only through the faculty advisors. The office will only process forms submitted via GCU email from an authorizing official. This was an important initial step in the process of electronic form processing. This is just the beginning as this allows for electronic completion of forms, but not submittal or processing. The upgrade to our Student Information System (Powercampus) is necessary to move to electronic processing.</p>
Purchasing	<p>The role of Purchasing involves much more than just simply placing orders. To fulfill its mission, the Purchasing Department: Develops and maintains reliable sources of supply Obtains competitive bids; Negotiates major contracts; Consolidates University purchases; Awards all relevant purchase orders; and Creates and ensures standards of quality, safety, and compatibility.</p>
Residence Life	<p>The Office of Residence Life assessed its goal of developing training programs for student leadership in conjunction with other University components for the CY 2019 reporting cycle. From the data collected, the unit goal was met. Our findings indicated that undergraduate and graduate student staff improved their competencies across the board and were able to parlay that improvement into a satisfactory student experience. The Office of Residence Life will continue to improve the student training experience to reflect the rapidly changing higher education environment, focus on servant leadership and restorative justice and maintain a resident student focus that empowers students to take ownership over their own on-campus experience.</p>
School of Business & Digital Media	<p>The School of Business &amp; Digital Media assessed its second strategic goal for the CY2020 reporting cycle: Program Excellence - this goal pushes faculty, staff, students, and programs beyond our current limits and is centered on innovation and continuous improvement. From the data collected, the unit goal was met. Progress was realized for each associated outcome. The SBDM will continue to hold semiannual discussions of the strategic plan as a whole, and even more frequent discussions at the committee level. The SBDM will comprehensively document and disseminate progress across all three strategic goals each year. The SBDM is currently determining where and how to store and share this comprehensive summary. A related and current annual report is available on the SBDM landing page - <a href="https://georgian.edu/academics/school-of-business-digital-media/#welcome">https://georgian.edu/academics/school-of-business-digital-media/#welcome</a> . This report is organized by the institution's Strategic Compass and the SBDM mission, and is a summary of the 2019-2020 academic year).</p>

Student Life	<p>The Office of Student Life assessed its goal of developing a Servant Leadership Institute for the CY 2020 reporting cycle. From the data collected, the unit goal was met with the exception of outcome number four which was to develop faculty partnerships that could participate in future leadership programs. This was mainly due to the Covid-19 pandemic. It is our expectation that once we return to campus and operations normalize, we will be better able to fulfill this goal. Otherwise outcomes 1-3 were met by establishing an annual Servant Leadership Conference open to all NJ colleges and universities, continue to work with Marketing and Admissions to highlight our signature programs.</p>
TRIO - Student Support Services	<p>TRIO-Student Support Services at Georgian Court University assessed its Goal #3, for AY 2019-2020, which is providing program participants with the necessary academic support so that 52% of participants will graduate within six years of entering the Program. From the data collected, the unit goal was exceeded. Our findings indicate that 65% of program participants in the 2014-2015 Cohort Year graduated within six years of entering the Program. TRIO-Student Support Services will take the following actions to continue to address Goal #3 stated above as follows: 1) identify program participants with 90+ credits for targeted Academic Success Plans (ASP), including course selection, tutoring needs, and financial review; and (2) increase the number of program participants who receive a review of their Academic Audit for graduation.</p>
Undergraduate Academic Advising (Advising Fellows)	<p>The Undergraduate Academic Advising (Advising Fellows) assessed its goal of Updating Academic Handbook and Blackboard Academic Advising Organization by Oct. 10th, 2020 for the CY2020 reporting cycle. From the data collected, the unit goal was met. Our findings showed that Academic Handbook as well as the Blackboard Academic Advising Organization were up to date and utilized by the majority of active advisors. The Undergraduate Academic Advising (Advising Fellows) unit will take the following actions to continue to address the goal stated above. - Director of Advising seek input from the academic advisors throughout the years (what information is critical and useful for them to have through various workshops that are offered by Advising Fellows. - Begin revising the handbook and the Blackboard Organization in summer and complete revisions by Oct. 10th.</p>

The University Honors Program (UHP) assessed its goal “to give all students an opportunity to engage in rigorous learning opportunities grounded in academic and/or field research that are self-directed, but with guidance from faculty mentors” for the CY2020 reporting cycle. From the data collected, the unit goal was not met for the associated outcome that “upon review of academic records, 90% of honors students are meeting requirements of enrollment in EN221, honors GEN400, and at least one honors by contract course.” This was to be expected, however, and we came close to meeting the 90% target for completion of two out of the three program requirements when looked at individually (EN221 and honors GEN400). Upon review of honors graduation certification forms for calendar year 2020, our findings were that, of the 26 students coded as being in the UHP at the time they applied for graduation, seven (27%) fully met the requirement of completing “EN221, honors GEN400, and at least one honors by contract course.” While this was short of the target of 90%, it is important to note that students who graduated in 2020 were admitted to the UHP before there was a program requirement to complete at least one course as honors by contract. Even without honors by contract being an official program requirement for 2020 graduates, over one-third of them (9 out of 26, or 35%) still chose to do honors by contract, which speaks to the program’s success at encouraging students to opt into “rigorous learning opportunities grounded in academic and/or field research that are self-directed, but with guidance from faculty mentors,” beyond the opportunities for guided research that are built-in to courses like EN221 and honors GEN400. Moreover, the percent of students meeting the EN221 and honors GEN400 requirements individually was much closer to expectations: 23 students (88%) completed EN221, with the three who didn’t receiving waivers; 20 students (77%) completed honors GEN400; and 17 students (65%) completed both. Of the six students who did not complete honors GEN400, one had the requirement waived, and the remaining five did not graduate with honors at all (one because she took a non-honors section of GEN400, and the other four because they were missing more than one of the eight honors courses needed to complete the program). To continue to address the goal stated above, the UHP has instituted (and will continue to institute) a requirement that all students who entered the program in Fall 2018 or later complete honors by contract at least once, with the exception of UHP students who are also in the Psychology Scholars Program (PSP). Prior to the current UHP director’s tenure, PSP students who successfully completed that program were granted a waiver of the honors by contract requirement. The UHP and PSP directors have now agreed that the heavily research-focused honors PS431 (“Experimental Psychology”) will be the specific course considered equivalent to honors by contract for the purposes of certifying students to graduate with honors. Beginning with the graduating class of 2022, it should be the case that the goal assessed here will be met with close to 100% of students achieving the associated outcome. The UHP will also continue to notify honors students of program requirements regularly, including at a summer orientation session each August; through advising emails sent to all honors students each semester, so that those in their first year become familiar with the need to do honors by contract when the time comes in their junior or senior year; and through individual honors advising appointments. Finally, the fact that only 77% of students who were officially coded as being in the UHP at the time they applied to graduate had completed honors GEN400 suggests that a significant number of UHP students either have not always been dismissed from the program for failing to make consistent progress or have not had their honors association removed by the registrar’s office when dismissed. The UHP will address this by being more diligent about dismissing students from the program ...

Writing  
Center

The Writing Center assessed its goal of increasing usage and satisfaction for the 2019-2020 academic year. From the data collected, outcome 1, to increase usage by 5% was met. Although there was an overall 3.7% decrease in usage, there was a 13.8% increase in clients. Outcome 2, to increase online tutoring by 5% was exceeded, as 26% of all appointments occurred online. Outcome 3, to maintain a 90% satisfaction rate, was not met. Surely, the pandemic is necessary cause for all of these outcomes being met or unmet. The Writing Center will continue to train tutors in online tutoring and seek alternative technologies.