

Georgian Court University  
2024 Unit Assessment Reports  
Due January 2025  
Goals, Achievements, and Executive Summary

Prepared by the Office of Assessment and Accreditation  
Print Date: 3/31/25

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Georgian Court University  
2024 Unit Assessment Report  
Executive Summary

Advising Fellows

College / Administrative Division: Provost

Department / Administrative Unit: Academic Services

Program: Advising Fellows

Form Status: Completed

Identification Data

Name of Unit:

Advising Fellows

To which Cabinet Member does this unit report?

Provost

Data year for submittal.

Academic Year (AY) (Fall through Summer 2)

Unit Assessment Report

AF01 - Advising Exploring Students - Goal 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

AF01.1 - All students assigned to an Advising Fellow will meet with an Advising Fellow at least once a semester to receive preregistration counseling. - Goal 1 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

AF01.2 - All students assigned to an Advising Fellows (AF) will be counseled appropriately concerning satisfactory academic progress & timely progress toward graduation. - Goal 1 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

AF01.3 - All students assigned to a Faculty Advising Fellow will declare a major by their third semester of matriculation - Goal 1 Outcome 3

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

AF02 - Train advisors through workshops, consulting, and modeling - Goal 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

AF02.1 - Train 100% of new faculty advisors - Goal 2 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

AF02.2 - Provide workshops for existing faculty advisors. - Goal 2 Outcome 2

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

AF03 - Provide protocols and resources for faculty advisors - Goal 3

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

AF03.1 - Annual review of advising resources - Goal 3 Outcome 1

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

AFO3.2 - Goal 3 Outcome 2 - Share our pilot advising survey with the faculty advisors.

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.

The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The Advising Fellows assessed its goal of Advising Exploring Students for the 2025 reporting cycle. From the data collected the unit goal was met. Our findings were that all undeclared students met with an advising fellow for registration advisement, declared a major within four semesters, and registered for full time status (assessed Fall 2024 only). The assessment plan will be revised in Spring 2025.

The Advising Fellows assessed its goal of Training academic advisors for the 2025 reporting cycle. From the data collected the unit goal was met. Our findings were that all new faculty received training, and at least ten workshops for existing advisors were offered per semester. The assessment plan will be revised in Spring 2025.

The Advising Fellows assessed its goal of Providing Resources for Faculty Advisors for the 2025 reporting cycle. From the data collected the unit goal was met. Our findings were that the BlackBoard organization and advising handbook were updated each semester, and the advising pilot survey was presented to faculty assembly in March of 2023. The assessment plan will be revised in Spring 2025.

## Graduate Admissions

College / Administrative Division: Enrollment

Department / Administrative Unit: Admissions

Program: Graduate Admissions

Form Status: Completed

### Identification Data

Name of Unit:

Graduate Admissions

To which Cabinet Member does this unit report?

Vice-President for Enrollment Management

Data year for submittal.

Fiscal Year (FY) (July 1 through June 30)

### Unit Assessment Report

GA01.2 - Increase end of year graduate application counts in Slate. - Goal 1 Outcome 2

#### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Did not meet expectations

### Unit Assessment Report

GA02 - Create individual recruitment plan for different graduate programs. - Goal 2

#### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations
<b>Unit Assessment Report</b>
GA02.2 - Allow counselors a budget for their assigned programs. - Goal 2 Outcome 2
<b>Assessment Data</b>
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Could not be evaluated
<b>Executive Summary</b>
Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below. The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).
<p>The Graduate Division assessed its goal of increasing Applications in Slate for the CY 2024 reporting cycle. From the data collected, the unit goal was not met. Our findings were that applications overall had diminished each year from Fall 2022-2024. The Graduate Unit will take the following actions to continue to address the goal stated above.</p> <ol style="list-style-type: none"> <li>1. Increase in Conference recruitment</li> <li>2. Redesign of Events Related to Inquiry Pool</li> <li>3. Increase in Marketing and Advertising (started July 2024)</li> </ol> <p>The Graduate Division assessed its goal of creating an individual recruitment plan/ starting new programs for the CY 2024 reporting cycle. From the data collected, the unit goal was met. Our findings were that two programs were launched in 2024 for 2025 enrollment (ED. D, MSW Advanced Standing)</p> <p>The Graduate Division assessed its goal of specific counselor program budgets for the CY 2024 reporting cycle. From the data collected, the unit goal was not successfully evaluated. Our findings were that budgets in the 2023-2024 cycle were frozen and conferences were cancelled or unattended due to cost. The Graduate unit will take the following actions to continue to address the goal stated above.</p> <ol style="list-style-type: none"> <li>1. Conference and events have been reinstated to the calendar as of September 2024</li> <li>2. Advertising by Program with a focus on Online launched in late December 2024</li> <li>3. Point in time data reflect a small increase in application load as of Feb. 2025 for the Fall of 2025</li> </ol>
<b>Athletics &amp; Recreation</b>
College / Administrative Division: Provost
Department / Administrative Unit: Athletics and Recreation
Program: Athletics & Recreation
Form Status: Completed
<b>Identification Data</b>
Name of Unit:
Athletics

To which Cabinet Member does this unit report?

Provost

Data year for submittal.

Fiscal Year (FY) (July 1 through June 30)

Unit Assessment Report

ATH01 - Integrate an appreciation for and an awareness of Georgian Court Athletics both past & present. - Goal 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

ATH01.1 - Develop a more engaged athletic alumni group - Goal 1 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

ATH01.2 - Enhance brand recognition through all media that showcases athletic successes and achievements of our student-athletes, alumni, and coaches - Goal 1 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

ATH01.3 - Brand the athletic spaces on campus at a more current/modern level - Goal 1 Outcome 3

Assessment Data



Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

ATH01.4 - Increase athletic alumni giving - Goal 1 Outcome 4

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

### Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.

The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The Department of Athletics assessed its goal of Integrating an appreciation for and an awareness of Georgian Court Athletics both past and present for the CY 2024 reporting cycle. From the data collected, the unit goal was met. Our findings were that appropriate steps were taken to improve this area. The Department of Athletics unit will take the following actions to continue to address the goal stated above. This includes continuing to engage our alumni to grow support, both to improve the relationship with them as well as grow additional revenue streams for the department.

## University Honors

College / Administrative Division: Provost

Department / Administrative Unit: Academic Services

Program: University Honors

Form Status: Completed

### Identification Data

Name of Unit:

The Honors Program

To which Cabinet Member does this unit report?

Provost

Data year for submittal.

Calendar Year (CY) (January through December)

<b>Unit Assessment Report</b>
UH01 - To create a community of learners who challenge & support one another academically & intellectually. - Goal 1
<b>Assessment Data</b>
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Met expectations
<b>Executive Summary</b>
Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below. The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).
The University Honors Program assessed its goal of Compass Point #1.4 for the CY 2024 reporting cycle. From the data collected, the unit goal was met. Our findings were that 90% of students completed the Honors by Contract projects while 1% didn't complete with valid excuses. The University Honors Program will take the following actions to continue to address the goal stated above: the Director of the Honors Program will evaluate the students' capacity of completing the Honors by Contract Program with a whole consideration of their course load and Honors by Contract numbers, by communicating with the students and their Honors by Contract faculty mentors, before approval of the project.
<b>Office of School of Business and Digital Media</b>
College / Administrative Division: Provost
Department / Administrative Unit: Academic Schools
Program: Office of School of Business and Digital Media
Form Status: Completed
<b>Identification Data</b>
Name of Unit:
Office of School of Business and Digital Media
To which Cabinet Member does this unit report?
Provost
Data year for submittal.
Academic Year (AY) (Fall through Summer 2)
<b>Unit Assessment Report</b>
SBDM01.1 - Increased emphasis of the Mercy Core Values and service-based projects into courses and/or programs. - Goal 1 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

SBDM01.2 - Incorporate an interdisciplinary focus in programming and/or the curriculum. - Goal 1 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SBDM01.4 - Support faculty as technology experts as related to their discipline - Goal 1 Outcome 4

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SBDM01.5 - Develop additional opportunities for student professional and career development - Goal 1 Outcome 5

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

SBDM01.6 - Renewed commitment to faculty development - Goal 1 Outcome 6

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report
SBDM02.1 - Continuous improvement and innovation of courses; incorporate career-relevant technologies into programs; ensure courses incorporate changing technology - Goal 2 Outcome 1
Assessment Data
Unit Assessment Report
SBDM02.2 - Continuous improvement and innovation of courses - (b) Expand upper-level courses to incorporate research and research opportunities for students - Goal 2 Outcome 2
Assessment Data
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Met expectations
Unit Assessment Report
SBDM02.3 - Pursue opportunities for students to align with national organizations (clubs, community, leadership, research, etc.) - Goal 2 Outcome 3
Assessment Data
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Exceeded expectations
Unit Assessment Report
SBDM02.4 - Support faculty, staff and student attendance at relevant academic or professional conferences - Goal 2 Outcome 4
Assessment Data
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Met expectations
Unit Assessment Report
SBDM02.5 - Increased documentation and communication of policies, processes, resources and successes (within the SBDM and across campus) - Goal 2 Outcome 5
Assessment Data
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

SBDM02.6 - Build our own repository of data (students, alum, internships, etc.) - Goal 2 Outcome 6

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SBDM03.1 - Increased SBDM student engagement w/ local, regional professional organizations (MODC, etc.) - Goal 3 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

SBDM03.2 - Institute an SBDM service project (annual? biannual?) – partner with a non-profit - Goal 3 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SBDM03.3 - Institute an SBDM lecture series - annual(?) invited speaker - Goal 3 Outcome 3

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SBDM03.4 - Institute an SBDM mentoring program between alumni and graduating seniors - Goal 3 Outcome 4

## Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Did not meet expectations

## Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.

The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The School of Business and Digital Media (SBDM) assessed its goals for the 2023-24 reporting cycle to evaluate the effectiveness of its programs, student engagement, faculty development, and alignment with the university's Strategic Compass.

The unit successfully met or exceeded expectations in several areas:

- **Experiential Learning & Career Development:** The Lion's Den Pitch & Innovation Competition, Career Connections networking events, and sports stadium site visits demonstrated significant student engagement with industry professionals.
- **Interdisciplinary Growth:** The launch of the Sports Media Minor and cross-departmental initiatives showcased increased collaboration between programs.
- **Research & Faculty Development:** SBDM Faculty collaborate on external grants, including the NetVue CIC Reframing Institutional Saga Grant (\$40,000) and the Some College No Degree Grant (\$100,000), supporting reenrollment strategies and faculty research.
- **Student Research & Industry Engagement:** Students presented research at academic conferences and participated in real-world consulting projects for businesses and non-profits.

However, some objectives require continued efforts:

- **Mentoring Programs:** The mentoring program between alumni and graduating seniors and annual service project need further development.
- **Data Repository & Documentation:** Enhancing internal tracking of student outcomes, alumni engagement, and professional development is necessary for long-term success.

## General Education

College / Administrative Division: Provost

Department / Administrative Unit: Academic Services

Program: General Education - Unit

Form Status: Completed

## Identification Data

Name of Unit:

General Education

To which Cabinet Member does this unit report?

Provost

Data year for submittal.

Academic Year (AY) (Fall through Summer 2)

Unit Assessment Report

GEO1.2 - Outcome 1.2 Equity - 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.

Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Could not be evaluated

Unit Assessment Report

GEO1.1 - Outcome 1.1 Improve retention - 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.

Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

GEO1.3 - Outcome 1.3 Experiential Learning - Expose students to diverse perspectives and cultures by integrating experiential learning -- COIL or museum trip (which are interactive, engaging, and memorable high impact practices) into the GEN199 Discovering the Self in the Universe course.

Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Could not be evaluated

Unit Assessment Report

GEO1.4 - Outcome 1.4 Community of Belonging - 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.

Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

GEO1.5 - Outcome 1.5 Relationship Building - Cultivate connections between students and faculty to reinforce the value of mentoring and relationship building as habits for student success and engagement by structuring a BRIDGE Fellows program (comparable to the Advising Fellows).

#### Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Could not be evaluated

#### Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.

The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The General Education Program assessed its goal of retention and progress toward degree completion through intentional pathways for student success by integrating high impact practices into course and program requirements for the CY 2025 reporting cycle. The data collected will be used to benchmark this unit goal and improve the Pilot program based on feedback from participating faculty, staff, and students. Our findings show a modest improvement in retention from first semester to second semester first year students (up from 88% to 90%). Results from the HEDS Student Satisfaction Survey also reveal an alignment between the selected course topics and planned activities in the First Year Experience Program with those issues listed on the student "Worry Indicator": Health & Wellness, Making Friends, Balancing School, Work, and Family, Paying for School, and being Academically prepared. The General Education Program will take the following actions to continue to address the goal stated above: integrate pilot program feedback to adjust course offering and curriculum delivery, collect data across units to benchmark and compare retention and DWF rates with student engagement in campus activities, services, and experiences assigned during FYE Program, and track Student Satisfaction Surveys over time to remain reflexive to student needs.

### Financial Aid

College / Administrative Division: Finance and Administration

Department / Administrative Unit: Student Accounts and Financial Aid

Program: Financial Aid

Form Status: Completed

#### Identification Data

Name of Unit:

Office of Financial Aid

To which Cabinet Member does this unit report?

Vice-President for Finance and Administration

Data year for submittal.



Academic Year (AY) (Fall through Summer 2)

Unit Assessment Report

FAIDG1 - Realignment of office staff and positions to increase operational efficiencies, retain qualified staff and promote professional growth. - Goal 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Did not meet expectations

Unit Assessment Report

FAID01.3 - Change the financial aid counselor position to Senior Financial Aid Counselor. - Goal 1 Outcome 3

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Did not meet expectations

Unit Assessment Report

FAID01.1 - Create a second assistant director of financial aid position. - Goal 1 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Did not meet expectations

Unit Assessment Report

FAID01.2 - Align responsibilities according to the skill sets of Assistant Director. - Goal 1 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Did not meet expectations

Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.  
The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The Office of Financial Aid assessed its goal of realignment of office staff and positions to increase operational efficiencies, retain qualified staff and promote professional growth for the 2023 2024 reporting cycle. From the data collected, the unit goal was not met. Our findings were that office staff left the Department, University and Unit retained 50% of staff. The Office of Financial Aid unit will take the following actions to continue to address the goal stated above.  
Will work closely with new staff to increase office efficiencies and outputs.  
Will reward office staff that meets and exceeds their job duties and responsibilities with promotion and pay increases.

## Center for Teaching and Learning

College / Administrative Division: Provost

Department / Administrative Unit: Academic Services

Program: Center for Teaching and Learning

Form Status: Completed

### Identification Data

Name of Unit:

Center for Teaching & Learning

To which Cabinet Member does this unit report?

Provost

Data year for submittal.

Academic Year (AY) (Fall through Summer 2)

### Unit Assessment Report

CTLG1 - Center for Teaching and Learning Goal 1 - Increase professional development opportunities for faculty.

### Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

CTLG2 - Center for Teaching and Learning Goal 2 - Develop new faculty orientation into a robust, multi-series set of sessions that provide ongoing support for new faculty.

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

CTLG3 - Center for Teaching and Learning Goal 3 - Provide orientation and ongoing support for all adjunct faculty.

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

CTLO1.1 - Center for Teaching and Learning Outcome 1.1 - Create Professional Development (PD) sessions and book discussion groups aligned to teaching and pedagogy in higher education.

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

CTLO1.2 - Center for Teaching and Learning Outcome 1.2 - Continually update Blackboard organization for Center for Teaching and Learning with scholarship related to pedagogy in higher education

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

CTLO1.3 - Center for Teaching and Learning Outcome 1.3 - Respond to faculty needs for specific PD topics.

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

CTLO2.1 - Center for Teaching and Learning Outcome 2.1 - Plan August new faculty orientation to orient faculty to information to start as faculty at GCU

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

CTLO3.1 - Center for Teaching and Learning Outcome 3.1 - Provide multiple opportunities for adjunct faculty to participate in a virtual orientation.

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

CTLO3.2 - Center for Teaching and Learning Outcome 3.2 - Provide opportunities for continued support for adjunct faculty as they teach for the first semester and beyond.

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Could not be evaluated

Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.  
The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

Key initiatives from CTL  
New Faculty Orientation consists of four sessions from August 15-November 26.

- Includes Mission; Registrar; Student Success; Third Year Review; Shared Governance with Faculty Assembly Chair; 2 Instructional Technology sessions; Advising; IRRB.

New Adjuncts Orientation Sessions

- Group Zoom meetings and individual meetings as needed, e.g., 2 in August, 2 in January.
- Human Resources approves adjuncts during week 1 of the semester.

Virginia Graham '32 Teaching Excellence Award Recognition (medallion is new not award)

- Provost supported the medallion suggestion for past and present awardees (August 2024).
- Paul Cappucci and Pamela Rader brought one to Sr. Maria Cordis Richey at the Mount.

Instructional Technology support in offering consistent Blackboard Ultra workshops in October., December, January (Professional Development)

- Since 2023/2024's Pioneer Group, additional faculty have embraced Ultra in the summer grant program managed by Dean Edmonds.
- New faculty are already on Ultra.

CTL's Blackboard Organization Site

- Reorganizing resource.
- Migrated to Ultra (Fall 2024).
- Weekly Communication Tool for reminders and communicate periodic updates and PD opportunities to all faculty.

New Faculty Mentoring Program

- Mentors invited to join New Faculty Dinner in the Mansion (new).
- Group Dinner (October) in Dining Hall.

Equitable Pedagogy Institute Cohort #4 (Professional Development)

- Fall meetings revolve around faculty teaching and texts around pedagogy in practice; spring term meetings revolve around planning a project.
- 2 Education faculty, 1 Nursing, 1 Library.

New Initiatives (2024/2025)

Writing Program Partnership (Professional Development) (new)

- Faculty interest in AI workshops surveyed in September.
- AI & Academic Integrity Workshop on October 17th (f2f) and November 15 (Zoom).

Student Life, Writing Program, & CTL Partnership (new)

- Student Panel on AI: "A.I. Assistance vs. Academic Dishonesty: What's the Difference?" (TBD)

"Connections" Friday Virtual PD sessions (new)

- A.I. Discussions.
- Faculty Volunteers Present on a Topic, e.g., Setting up Bookings for Appointments

BYOL: Chew, Share, Learn sessions around lunch hour. (new)

- In progress: survey results will determine topics.

**Budgeting/Financial Planning/Purchasing**

College / Administrative Division: Finance and Administration

Department / Administrative Unit: Finance and Planning

Program: Budgeting/Financial Planning/Purchasing

Form Status: Completed

Identification Data
Name of Unit:
Budgeting/Financial Planning/Purchasing
To which Cabinet Member does this unit report?
Vice-President for Finance and Administration
Data year for submittal.
Fiscal Year (FY) (July 1 through June 30)
Unit Assessment Report
FPP03 - 3. Implement capital and multi-year budgeting at GCU (2023-24) - GOAL 3
Assessment Data
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Could not be evaluated
Unit Assessment Report
FPP03.1 - 3.1 Determine mechanism (hopefully, ERP system) and process for these 2 new budgeting models - GOAL 3 OUTCOME 1
Assessment Data
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Met expectations
Unit Assessment Report
FPP03.2 - 3.2 Education university community - GOAL 3 OUTCOME 2
Assessment Data
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Met expectations
Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.  
The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The Financial Planning, Budget and Purchasing Unit assessed its goal of Implementing capital and multi-year budgeting. From the data collected, the until goal was not met. Our findings were that capital budget is planned for FY 25-26 cycle and the multi-year has been implemented. The Financial Planning, Budget and Purchasing until will take the following actions to continue to address the goal stated above. The unit will continue to work with budget managers to get the data needed to meet the goals.

## Writing Center

College / Administrative Division: Provost

Department / Administrative Unit: Academic Services

Program: Writing Center

Form Status: Completed

### Identification Data

Name of Unit:

Writing Center

To which Cabinet Member does this unit report?

Provost

Data year for submittal.

Academic Year (AY) (Fall through Summer 2)

### Unit Assessment Report

WC01 - Students will become better writers. Increasing the sophistication of their writing with correct grammar, sound logic and persuasives rhetoric. - Goal 1

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

### Unit Assessment Report

WC01.1 - Student writing assessed by the Writing Center staff will show clear signs of value added, i.e., specific aspects of writing will show improvement - Goal 1 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

WC02 - The Writing Center will improve upon usage benchmarks set during AY 2021-2022 - Goal 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

WC02.1 - A 5% yearly increase in Center usage after AY 2021-2022. - Goal 2 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

WC02.2 - Exceed 95% LIKERT score averages for student satisfaction survey. - Goal 2 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

WC03 - 95% of students enrolled in Student Development (SD) Writing Courses, EN105 and EN106, will progress to EN111. - Goal 3

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Did not meet expectations



## Unit Assessment Report

WC03.1 - By 9/30/21: 95% of students who need SD writing and use the WC advance to EN111. - Goal 3 Outcome 1

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

### Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.

The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

1. Students who regularly visit the writing center emerge with stronger papers. 100% of students who visited 5 times or more yielded final drafts that met or exceeded all rubric categories. 100% of students who visited the writing center with rough drafts emerged with final drafts that improved on the rough.
2. Total usage was up 2% during AY 2023-2024.
3. 96% of writing center users are satisfied with their experience.
4. 90% of SD students (EN105/6) advanced to EN111, which fell slightly below the 95% expectation. However, all students in EN106 who used the writing center advanced to EN111.

## Student Success and Academic Support

College / Administrative Division: Provost

Department / Administrative Unit: Student Development

Program: Student Success and Academic Support

Form Status: Completed

### Identification Data

Name of Unit:

Student Success and Academic Support

To which Cabinet Member does this unit report?

Assoc. Provost for Student Support and Services

Data year for submittal.

Academic Year (AY) (Fall through Summer 2)

Unit Assessment Report
SSASG1 - Student who engage with Student Success programs and services make adequate yearly progress to meet their academic goals. - Goal 1
Assessment Data
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Exceeded expectations
Unit Assessment Report
SSASO1.1 - Accessibility Services: Students with disabilities receive their yearly accommodations and will present documentation for requested changes to better meet academic needs. - SSAS Outcome 1.1
Assessment Data
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Exceeded expectations
Unit Assessment Report
SSASO1.2 - SSAS Outcome 1.2 - TLC: a) Students in TLC will have satisfactory GPAs and attendance b) TLC students will complete rostered credits c) Students will persist to next AY.
Assessment Data
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Exceeded expectations
Unit Assessment Report
SSASO1.3 - SSAS Outcome 1.3 - Peer Tutoring/SI: Students will self-report grade improvement each semester as a result of peer tutoring and
Assessment Data
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Exceeded expectations
Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.

The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The Student Success and Academic Support assessed its goal of Students who engage with Student Success programs and services make adequate yearly progress to meet their academic goals (goal 1) for the AY 2023-24. From the data collected, the unit goal was exceeded. Our findings were:

In Fall 2023, there were 85 students receiving accommodations and 87 in Spring 2024. Each Fall an Accessibility Desk Reference is sent to all the deans to provide to their respective faculty members. Between ADA, TLC, and Student Success, there were 137 director interventions in Fall 2023, and 200 in Spring 2024, with a total of 337 interventions for the Academic Year. Students receive testing accommodations through Student Success. For Fall 2023, 46 ADA students out of 85 used the testing center. Total number of exams proctored for Fall 2023 were 221. For Spring 2024, 44 ADA students out of 87 used the testing center. Total number of exams proctored in Spring 2024 were 266. The total exams administered and proctored for the AY 2023-24 was 487. Of 81 respondents surveyed in Fall 2023, 99% of students were able to schedule appointments for accommodations in a timely manner, and 98% felt the ADA officer was understanding of their needs.

Each year in October, we host a Disability Awareness Student Panel open to the GCU community where students agree to disclose their disabilities and explain the challenges and triumphs of being a college student with a disability. This was a very successful event where there were 52 students in the audience in Fall 2023. In a survey administered to audience members: 100% (of 17 respondents) found the panel provided them with a better understanding of disabilities and how they are managed by their peers. In addition, 100% of respondents would recommend this yearly event to members of the GCU community. For the last question regarding topics of interest to the audience, 64% liked the focus to be on the panelists and their experiences, while 57% wanted more information on disabilities etiquette and 50% on intersectionality.

TLC is a holistic program of support for students with disabilities (primarily learning). We have an increasing number of students on the Autism Spectrum each academic year, with our intention being to

have a program which would extend the support for this population through peer buddies, counseling sessions, and a summer bridge program. TLC includes one-on-one sessions with a professional tutor/coach (Academic Development Specialists) who meets with students twice per week during scheduled appointment times.

Students work with their Specialists and receive content tutoring, academic coaching, and personal support. In addition, we host activities and workshops to promote socialization opportunities. Students in TLC traditionally retain at very high rates and maintain high grade point averages, many graduating with honors.

Attendance data from scheduled professional tutoring/coaching sessions

In Fall 2023:

- 16 of 23 or 70% of TLC students had 3 absences in the Fall 2023 semester
- 13 of 23 or 57% of TLC students had 2 absences in the Fall 2023 semester
- 10 of 23 or 43% of TLC students had 3 absences in the Fall 2023 semester
- 8 of 23 or 34% of TLC students attended all sessions in the Fall 2023 semester

In Spring 2024:

- 12 of 19 or 63% of TLC students had 3 absences in the Spring 2024 semester
- 12 of 19 or 53% of TLC students had 2 absences in the Spring 2024 semester
- 7 of 19 or 37% of TLC students had more than 3 absences
- 6 of 19 or 31% of TLC students attended all sessions in the Spring 2024 semester

Semester and cumulative GPA from all TLC participants

Fall 2023	Term	Fall 2023	Cumulative
91% fell into the range of 2.5-4.0		91% fell into the range of 2.5-4.0	
74% fell into the range of 3.0-4.0		65% fell into the range of 3.0-4.0	

The TLC students did very well academically in the Fall of 2023 with 91% having a term GPA between 2.5-4.0 which is a 2% increase from Fall of 2022 and a 3% increase from Spring 2023. 74% of TLC students earned a GPA between 3.0 and 4.0 which is a 18% increase from Fall 2022 but went down 14% from Spring 2023. This decrease could be from the freshmen making the transition to college life, and although they did well, fell short of the GPA ranges being used.

The cumulative GPAs went up 8% for the 2.5-4.0 range compared to the Fall of 2022 and went up 9% for the 3.0-4.0 range compared to Fall 2022. Compared with Spring 2023, students falling in the GPA range of 2.5-4.0 increased by 3% but down by 6% for the 3.0-4.0. Despite slight decreases compared with the Spring 2023 percentages, the TLC students did very well. Freshmen making the transition often results in lower percentages when compared with the Spring semester. The percentages indicate that the TLC format of one-on-one appointments with a professional tutor/coach is highly effective.

Spring 2024	Term	Spring 2024	Cumulative
90% fell into the range of 2.5-4.0		90% fell into the range of 2.5-4.0	
63% fell into the range of 3.0-4.0		63% fell into the range of 3.0-4.0	

Our TLC students continued to do well academically in the Spring 2024 semester. The percentage of students earning term GPAs within the range of 2.5-4.0 only deviated 1%; however, the percentage of students with a 3.0-4.0 term GPA decreased from 74% in the Fall 2023 semester to 63% for the Spring 2024 semester. As for the cumulative GPAs, 90% of TLC students fall into the range of 2.5-4.0 which is a decrease of only 1% from the Fall 2023 semester, and the cumulative GPAs in the range of 3.0-4.0 decreased 2% from 65% in the Fall 2023 to 63% in Spring 2024. The decrease in percentages may have resulted from two TLC freshmen who did not utilize the program and earned very low GPAs. Despite the percentage drops, 90% of TLC students still have a GPA of 2.5 or higher and 63% have a 3.0 or higher GPA. Our TLC program is successful when students attend and utilize the program consistently. Many of our TLC students earned high GPAs for the Spring 2024 semester, however, Georgian Court does not acknowledge Dean's List and/or President's List at the end of the spring semester only at the end of the fall semester. The TLC format of scheduled one-on-one appointments with a professional tutor/coach continues to be highly effective.

#### Fall 2023 to Spring 2024 TLC Continuation Rate

The continuation rates in the TLC program from Fall 2023 to Spring 2024 was 90%, while continuation at GCU was 87%. Two students left Georgian Court University at the end of the Fall 2023 semester. One student graduated and one non-matriculating student decided not to take another course in the Spring due to medical issues.

The TLC program is highly successful, and the one-on-one scheduled appointments is a model which promotes success and personal growth. Most students remain in the program throughout their GCU college experience.

Interventions generally have 100% success rate or students would not be able to continue in their program of study. The director serves as a liaison between students and makes referrals to other community members and/or departments, as deemed necessary.

#### TLC Awards, Honors, Successes for Academic Year 2023-2024

##### Fall 2023:

- Four TLC students made the Dean's List
- Two TLC students made the President's List
- One student graduated in December 2023

##### Academic Year 2023-2024

- One student was invited into the Pi Beta Gamma, which is GCU's chapter of Alpha Phi Sigma National Criminal Justice Honor Society.
- One student was invited into the Chi Alpha Epsilon (XAE) National Honor Society
- One student was invited into the Pi Mu Epsilon Honor Society
- If GCU acknowledged Dean's List and President's List at the end of the spring semester, then three TLC students had GPAs equivalent to the Dean's List and three other TLC students had GPAs equivalent to the President's List.
- Two students graduated in May 2024, one of which graduated Cum Laude

#### Peer Tutoring and Supplemental Instruction

In the Fall 2023 semester, peer tutoring employed 13 student tutors and 1 SI for AC 171 (Dr. McQuillen). Combined, they offered tutoring for 140 courses (many were able to tutor several courses). Of the 13 student tutors, 7 were federal work study, 4 were CWS, and 2 were budget employees. In Spring 2024 semester, peer tutoring employed 11 student tutors and 1 SI for AC 171 (Dr. McQuillen). Combined, they offered tutoring for 129 courses (many were able to tutor several courses). Of the 11 student tutors, 5 were federal work study, 3 were CWS, and 3 were budget employees.

During the Spring 2024 semester, the number of student appointments decreased, likely due to the number of sessions for nursing related courses I (for which tutors have been harder to employ) as well as the decreased appointments for SP101 & 102. Apart from this, the results of the Post Peer Tutoring Student Survey administered during Fall 23-Spring 24 showing very positive experiences with peer tutoring/SI services with all responses indicating satisfaction with peer tutoring appointments, which included. The surveys for Spring 2024 are received via an online database and in person appointments are filled out in person. 100% of surveys were 5+ points or above with being very satisfied with services. During the Fall 2023- Spring 2024 semesters the peer tutoring survey included: satisfaction with session, GPA, likelihood of returning, and other factors that can lend themselves to future program improvement, as well as service effectiveness after every session. This will be continued in Fall 2024 as well. The peer tutors/SI will continue to improve their level of tutoring performance to ensure the tutoring sessions are effective.

With the increase in demand for NU courses, hiring more tutors in these specific areas was deemed necessary. Through continued recruitment of nursing tutors throughout the Spring 24 semester, resulted in hiring a junior year nursing tutor to assist with the higher-level nursing courses. It will be necessary to hire additional peer tutors in the Fall 2024 semester to cover the higher-level NU courses. We have 4 peer tutors who tutor in some nursing courses but are not nursing majors, which comes with limited applicability for students in need.

Peer tutors/SI will be guaranteed at least 3 hours of payment per week when they offer 3 hours of walk-in availability sessions or lead tutor/desk assistant duties. Due to its positive feedback, this will continue to be effective in Spring 2024 to continue to establish positive work environments and help increase satisfaction within peer tutoring sessions. Peer tutoring and Supplemental Instruction is continuing to be cost-effective since students must make an appointment each time. Since implementing the 3 hours of walk-in sessions, tutors are being utilized each time they arrive to the peer tutoring office.

The peer tutors were provided with strict disciplinary rules if students' needs were not met due to lack of job performance. This was determined through observation from the Peer Tutor Coordinator (graduate assistant), as well as the results of the Post Peer Tutoring Student Survey. Throughout the Fall 2023- Spring 2024 semesters, all tutors and supplemental instructors complied with the hiring procedures and job guidelines, as well as signed all the contracts. No tutors received disciplinary procedures this semester for being late or receiving a "strike." Throughout the semester peer tutors were recognized for their hard work during sessions, yet some tutors were not abiding by the absent rule.

##### Peer Tutoring and Supplemental Instruction Effectiveness:

During the Fall 2023- Spring 2024 semester, students were offered the option of choosing online and in person tutoring sessions. This option will be continuing in Fall 2024, while also having in person tutoring since many students responded well to online tutoring. Although we will continue to offer online tutoring, students will be encouraged to attend in-person tutoring, if possible. In addition, the peer tutor and supplemental instructor compliance was tracked by the Peer Tutor Coordinator.

During the Fall 2023- 2024 semester, the use of supplemental instructors is by professor request only and will continue this way for Fall 2024 only Dr. McQuillen requested an SI for Accounting and we were able to successfully comply with this request.

Since the start of the Spring 2024 semester the number of tutoring appointments has decreased in comparison to previous semesters. Given that tutors and supplemental instructors are given a guaranteed 3-hour payment per week for walk in hours or lead tutor/desk assistant duties, their interest in tutoring and availability has increased, as well as give students in need of tutoring most of the time a tutor available in the office. Yet tutors' appointments have decreased. We suspect this is due to the continued lack of nursing tutors available, which is the courses students often request tutoring in. Previous semesters also had an abundance of tutoring sessions each week in courses like SP101 & 102 & CH113, which are no longer being utilized. The tutors that had many appointments in these areas are no longer at the university which can be a reasoning for the decrease in appointments this semester. We will continue to enhance advertisement of peer tutoring on campus as well as through email (e-blasts). We plan to hire as many student tutors as needed to cover all subject areas requested, especially nursing. Since implementing the guaranteed 3-hour payment per week, we will continue to monitor the budget and make sure tutoring stays cost-effective.

Student Success will take the following actions to address the goal stated above (Goal 1):

1. To increase the number of events offered by Student Success to support students. This includes speaking at workshops for Athletics, TRIO, and EOF, explaining our services.
2. To increase TLC enrollment through collaboration with Admissions and marketing. Our intent is to reach as many guidance counselors as possible and directors of special services. TLC continues to be a highly successful program with high retention and expanding it would be in the best interest of GCU.
3. To obtain a testing center for students who need ADA accommodations.
4. We would like to collaborate with Athletics to encourage students to enroll in TLC. Our current athlete enrollees excel in academic performance, and we would like to help remove the stigma which prevents athletes from joining the program.
5. Increase the "traffic" of the Math Lounge by organizing mandatory sessions for math sections. This concept will need to be administered by the department chair in cooperation with the Math Lounge Director.
6. Peer tutor offerings for traditionally difficult subjects such as nursing and sciences. Increase tutoring marketing through social media, classroom visits, and tabling events.
7. We have informed Lori Thomas and Stephanie Dorman that we are interested in finding a grant for a program we will call ACCESS (Autism Central: Continuing Education Support Services) which will offer greater support to students on the Autism Spectrum by providing extra services than those currently offered to this population in the TLC program. ACCESS will be an outcropping of TLC.
8. We have "met students where they are" by offering events in the lobby of Jeffries Hall. These include the Zen Garden Event as well as the Student Success Pit Stop. We will continue this practice, as it appears to be well attended by students. We have also used tabling in various areas on campus to assist students in registration, based on this same principle.
9. Several staff members have become certified ATI proctors in order to better accommodate Nursing students who need accommodations.

For the AY 2023-24. From the data collected the unit goal 1 was exceeded. Our findings were:

In Fall 2023, there were 85 students receiving accommodations and 87 in Spring 2024. Each Fall an Accessibility Desk Reference is sent to all the deans to provide to their respective faculty members. Between ADA, TLC, and Student Success, there were 137 director interventions in Fall 2023, and 200 in Spring 2024, with a total of 337 interventions for the Academic Year. Students receive testing accommodations through Student Success. For Fall 2023 46 ADA students out of 85 used the testing center. Total number of exams proctored for Fall 23 was 221. For Spring 2024 44 ADA students out of 87 used the testing center. Total number of exams proctored in Spring 2024 was 266. The total exams administered and proctored for the AY 2023-24 was 487. Of 81 respondents surveyed in Fall 2023, 99% of students were able to schedule appointments for accommodations in a timely manner, and 98% felt the ADA officer was understanding of their needs.

Each year in October, we host a Disability Awareness Student Panel open to the GCU community where students agree to disclose their disabilities and explain the challenges and triumphs of being a college student with a disability. This is a very successful event where there were 52 in the audience in Fall 2023. In a survey administered to audience members: 100% (of 17 respondents) found the panel provided them with a better understanding of disabilities and how they are managed by their peers. In addition, 100% of respondents would recommend this yearly event to members of the GCU community. For the last question regarding topics of interest to the audience, 64% liked the focus to be on the panelists and their experiences, while 57% wanted more information on disabilities etiquette and 50% on intersectionality.

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Students work with their Specialists and receive content tutoring, academic coaching, and personal support. In addition, we host activities and workshops to promote socialization opportunities. Students in TLC traditionally retain at very high rates and maintain high grade point averages, many graduating with honors.

Attendance data from scheduled professional tutoring/coaching sessions

In Fall 2023:

- 16 of 23 or 70% of TLC students had 3 absences in the Fall 2023 semester
- 13 of 23 or 57% of TLC students had 2 absences in the Fall 2023 semester
- 10 of 23 or 43% of TLC students had 3 absences in the Fall 2023 semester
- 8 of 23 or 34% of TLC students attended all sessions in the Fall 2023 semester

In Spring 2024:

- 12 of 19 or 63% of TLC students had 3 absences in the Spring 2024 semester
- 12 of 19 or 53% of TLC students had 2 absences in the Spring 2024 semester
- 7 of 19 or 37% of TLC students had more than 3 absences
- 6 of 19 or 31% of TLC students attended all sessions in the Spring 2024 semester

## Semester and cumulative GPA from all TLC participants

Fall 2023	Term	Fall 2023	Cumulative
91% fell into the range of 2.5-4.0		91% fell into the range of 2.5-4.0	
74% fell into the range of 3.0-4.0		65% fell into the range of 3.0-4.0	

The TLC students did very well academically in the Fall of 2023 with 91% having a term GPA between 2.5-4.0 which is a 2% increase from Fall of 2022 and a 3% increase from Spring 2023. 74% of TLC students earned a GPA between 3.0 and 4.0 which is a 18% increase from Fall 2022 but went down 14% from Spring 2023. This decrease could be from the freshmen making the transition to college life, and although they did well, fell short of the GPA ranges being used. The cumulative GPAs went up 8% for the 2.5-4.0 range compared to the Fall of 2022 and went up 9% for the 3.0-4.0 range compared to Fall 2022. Compared with Spring 2023, students falling in the GPA range of 2.5-4.0 increased by 3% but down by 6% for the 3.0-4.0. Despite slight decreases compared with the Spring 2023 percentages, the TLC students did very well. Freshmen making the transition often results in lower percentages when compared with the Spring semester. The percentages indicate that the TLC format of one-on-one appointments with a professional tutor/coach is highly effective.

Spring 2024	Term	Spring 2024	Cumulative
90% fell into the range of 2.5-4.0		90% fell into the range of 2.5-4.0	
63% fell into the range of 3.0-4.0		63% fell into the range of 3.0-4.0	

Our TLC students continued to do well academically in the Spring 2024 semester. The percentage of students earning term GPAs within the range of 2.5-4.0 only deviated 1%; however, the percentage of students with a 3.0-4.0 term GPA decreased from 74% in the Fall 2023 semester to 63% for the Spring 2024 semester. As for the cumulative GPAs, 90% of TLC students fall into the range of 2.5-4.0 which is a decrease of only 1% from the Fall 2023 semester, and the cumulative GPAs in the range of 3.0-4.0 decreased 2% from 65% in the Fall 2023 to 63% in Spring 2024. The decrease in percentages may have resulted from two TLC freshmen who did not utilize the program and earned very low GPAs. Despite the percentage drops, 90% of TLC students still have a GPA of 2.5 or higher and 63% have a 3.0 or higher GPA. Our TLC program is successful when students attend and utilize the program consistently. Many of our TLC students earned high GPAs for the Spring 2024 semester, however, Georgian Court does not acknowledge Dean's List and/or President's List at the end of the spring semester only at the end of the fall semester. The TLC format of scheduled one-on-one appointments with a professional tutor/coach continues to be highly effective.

### Fall 2023 to Spring 2024 TLC Continuation Rate

The continuation rates in the TLC program from Fall 2023 to Spring 2024 was 90%, while continuation at GCU was 87%. Two students left Georgian Court University at the end of the Fall 2023 semester. One student graduated and one non-matriculating student decided not to take another course in the Spring due to medical issues.

The TLC program is highly successful, and the one-on-one scheduled appointments is a model which promotes success and personal growth. Most students remain in the program throughout their GCU college experience.

Interventions generally have 100% success rate or students would not be able to continue in their program of study. The director serves as a liaison between students and makes referrals to other community members and/or departments, as deemed necessary.

### TLC Awards, Honors, Successes for Academic Year 2023-2024 Fall 2023:

- Four TLC students made the Dean's List
- Two TLC students made the President's List
- One student graduated in December 2023

### Academic Year 2023-2024

- One student was invited into the Pi Beta Gamma, which is GCU's chapter of Alpha Phi Sigma National Criminal Justice Honor Society.
- One student was invited into the Chi Alpha Epsilon (XAE) National Honor Society
- One student was invited into the Pi Mu Epsilon Honor Society
- If GCU acknowledged Dean's List and President's List at the end of the spring semester, then three TLC students had GPAs equivalent to the Dean's List and three other TLC students had GPAs equivalent to the President's List.
- Two students graduated in May 2024, one of which graduated Cum Laude

### Peer Tutoring and Supplemental Instruction

In the Fall 2023 semester, peer tutoring employed 13 student tutors and 1 SI for AC 171 (Dr. McQuillen). Combined, they offered tutoring for 140 courses (many were able to tutor several courses). Of the 13 student tutors, 7 were federal work study, 4 were CWS, and 2 were budget employees. In Spring 2024 semester, peer tutoring employed 11 student tutors and 1 SI for AC 171 (Dr. McQuillen). Combined, they offered tutoring for 129 courses (many were able to tutor several courses). Of the 11 student tutors, 5 were federal work study, 3 were CWS, and 3 were budget employees.

During the Spring 2024 semester, the number of student appointments decreased, likely due to the number of sessions for nursing related courses I (for which tutors have been harder to employ) as well as the decreased appointments for SP101 & 102. Apart from this, the results of the Post Peer Tutoring Student Survey administered during Fall 23-Spring 24 showing very positive experiences with peer tutoring/SI services with all responses indicating satisfaction with peer tutoring appointments, which included. The surveys for Spring 2024 are received via an online database and in person appointments are filled out in person. 100% of surveys were 5+ points or above with being very satisfied with services. During the Fall 2023- Spring 2024 semesters the peer tutoring survey included: satisfaction with session, GPA, likelihood of returning, and other factors that can lend themselves to future program improvement, as well as service effectiveness after every session. This will be continued in Fall 2024 as well. The peer tutors/SI will continue to improve their level of tutoring performance to ensure the tutoring sessions are effective.

With the increase in demand for NU courses, hiring more tutors in these specific areas was deemed necessary. Through continued recruitment of nursing tutors throughout the Spring 24 semester, resulted in hiring a junior year nursing tutor to assist with the higher-level nursing courses. It will be necessary to hire additional peer tutors in the Fall 2024 semester to cover the higher-level NU courses. We have 4 peer tutors who tutor in some nursing courses but are not nursing majors, which comes with limited applicability for students in need.

Peer tutors/SI will be guaranteed at least 3 hours of payment per week when they offer 3 hours of walk-in availability sessions or lead tutor/desk assistant duties. Due to its positive feedback, this will continue to be effective in Spring 2024 to continue to establish positive work environments and help increase satisfaction within peer tutoring sessions. Peer tutoring and

Supplemental Instruction is continuing to be cost-effective since students must make an appointment each time. Since implementing the 3 hours of walk-in sessions, tutors are being utilized each time they arrive to the peer tutoring office.

The peer tutors were provided with strict disciplinary rules if students' needs were not met due to lack of job performance. This was determined through observation from the Peer Tutor Coordinator (graduate assistant), as well as the results of the Post Peer Tutoring Student Survey. Throughout the Fall 2023- Spring 2024 semesters, all tutors and supplemental instructors complied with the hiring procedures and job guidelines, as well as signed all the contracts. No tutors received disciplinary procedures this semester for being late or receiving a "strike." Throughout the semester peer tutors were recognized for their hard work during sessions, yet some tutors were not abiding by the absent rule.

Peer Tutoring and Supplemental Instruction Effectiveness:

During the Fall 2023- Spring 2024 semester, students were offered the option of choosing online and in person tutoring sessions. This option will be continuing in Fall 2024, while also having in person tutoring since many students responded well to online tutoring. Although we will continue to offer online tutoring, students will be encouraged to attend in-person tutoring, if possible. In addition, the peer tutor and supplemental instructor compliance was tracked by the Peer Tutor Coordinator. During the Fall 2023- 2024 semester, the use of supplemental instructors is by professor request only and will continue this way for Fall 2024 only Dr. McQuillen requested an SI for Accounting and we were able to successfully comply with this request. Since the start of the Spring 2024 semester the number of tutoring appointments has decreased in comparison to previous semesters. Given that tutors and supplemental instructors are given a guaranteed 3-hour payment per week for walk in hours or lead tutor/desk assistant duties, their interest in tutoring and availability has increased, as well as give students in need of tutoring most of the time a tutor available in the office. Yet tutors' appointments have decreased. We suspect this is due to the continued lack of nursing tutors available, which is the courses students often request tutoring in. Previous semesters also had an abundance of tutoring sessions each week in courses like SP101 & 102 & CH113, which are no longer being utilized. The tutors that had many appointments in these

areas are no longer at the university which can be a reasoning for the decrease in appointments this semester.

We will continue to enhance advertisement of peer tutoring on campus as well as through email (e-blasts). We plan to hire as many student tutors as needed to cover all subject areas requested, especially nursing. Since implementing the guaranteed 3-hour payment per week, we will continue to monitor the budget and make sure tutoring stays cost-effective.

Student Success will take the following actions to address the goal stated above (Goal 1):

1. To increase the number of events offered by Student Success to support students. This includes speaking at workshops for Athletics, TRIO, and EOF, explaining our services.
2. To increase TLC enrollment through collaboration with Admissions and marketing. Our intent is to reach as many guidance counselors as possible and directors of special services. TLC continues to be a highly successful program with high retention and expanding it would be in the best interest of GCU.
3. To obtain a testing center for students who need ADA accommodations.
4. We would like to collaborate with Athletics to encourage students to enroll in TLC. Our current athlete enrollees excel in academic performance, and we would like to help remove the stigma which prevents athletes from joining the program.
5. Increase the "traffic" of the Math Lounge by organizing mandatory sessions for math sections. This concept will need to be administered by the department chair in cooperation with the Math Lounge Director.
6. Peer tutor offerings for traditionally difficult subjects such as nursing and sciences. Increase tutoring marketing through social media, classroom visits, and tabling events.
7. We have informed Lori Thomas and Stephanie Dorman that we are interested in finding a grant for a program we will call ACCESS (Autism Central: Continuing Education Support Services) which will offer greater support to students on the Autism Spectrum by providing extra services than those currently offered to this population in the TLC program. ACCESS will be an outcropping of TLC
8. We have "met students where they are" by offering events in the lobby of Jeffries Hall. These include the Zen Garden Event as well as the Student Success Pit Stop. We will continue this practice, as it appears to be well attended by students. We have also used tabling in various areas on campus to assist students in registration, based on this same principle.
9. Several staff members have become certified ATI proctors in order to better accommodate Nursing students who need accommodations.

## Student Accounts

College / Administrative Division: Finance and Administration

Department / Administrative Unit: Student Accounts and Financial Aid

Program: Student Accounts

Form Status: Completed

Identification Data

Name of Unit:
Office of Student Accounts
To which Cabinet Member does this unit report?
Vice-President for Finance and Administration
Data year for submittal.
Fiscal Year (FY) (July 1 through June 30)
Unit Assessment Report
SA01 - Goal 1 - Review office operations
Assessment Data
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Did not meet expectations
Executive Summary
Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below. The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).
The Office of Student Accounts assessed its goal of Reviewing office operations for the FY 2023 reporting cycle. From the data collected, the unit goal was not met. Our findings were that given the change in CFO and office staff, we remained focused on training and adapting to changes in priorities. The Office of Student Accounts will take the following actions to continue to address the goal stated above. A new ERP will be implemented over the next 18 to 24 months. This will require policies to be reviewed, and new procedures written.
<b>Public Safety/Security</b>
College / Administrative Division Finance and Administration
Department / Administrative Unit: Finance and Planning
Program: Public Safety/Security
Form Status: Completed
Identification Data
Name of Unit:
Campus Safety



To which Cabinet Member does this unit report?

Vice-President for Finance and Administration

Data year for submittal.

Fiscal Year (FY) (July 1 through June 30)

Unit Assessment Report

PSS02 - Work in conjunction with the IT department to update and expand technology, (cameras, card access etc.) - Goal 2

Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

PS02.2 - Maintain security of campus buildings and equipment - Goal 2 Outcome 2

Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

PSS02.1 - To enhance safety and accountability for students and staff. - Goal 2 Outcome 1

Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

PSS02.3 - Prevent propped doors and unauthorized access. - Goal 2 Outcome 3

Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

## Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.

The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

Campus Safety has assessed its goal 2 of working in conjunction with the IT department to update and expand technology, (cameras and card access) for the CY 2021 reporting cycle. From the data collected, the unit goal was met. Our findings were that with more cameras with better coverage of campus assisted our officers in their efforts to keep our campus safe. Campus Safety will take the following actions to continue to address the goal stated above. During our patrols we will continue to identify locations that will benefit by having live video coverage for student, faculty and staff safety. Identify rooms and other locations that would benefit having card access only.

Campus Safety has assessed its goal two of working in conjunction with the IT department to update and expand technology, (cameras and card access) for the CY 2021 reporting cycle. From the data collected, the unit goal was met. Our findings were that with more cameras with better coverage of campus assisted our officers in their efforts to keep our campus safe. Campus Safety will take the following actions to continue to address the goal stated above. During our patrols we will continue to identify locations that will benefit by having live video coverage for student, faculty and staff safety. Identify rooms and other locations that would benefit having card access only.

## Office of GCU/HMH School of Nursing

College / Administrative Division: Provost

Department / Administrative Unit: Academic Schools

Program: Office of GCU/HMH School of Nursing

Form Status: Completed

### Identification Data

Name of Unit:

Nursing

To which Cabinet Member does this unit report?

Provost

Data year for submittal.

Academic Year (AY) (Fall through Summer 2)

### Unit Assessment Report

OSON01 - Develop new academic programs in alignment with university mission goals - Goal 1

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

OSON01.1 - Implement ABSN program - Goal 1 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

OSON01.2 - Support development of MSN - Goal 1 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

OSON01.3 - Identify area of focus for MSN - Goal 1 Outcome 3

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

OSON02 - Promote enrollment in the School of Nursing - Goal 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

OSON02.1 - Work with Admissions to identify areas of opportunity in enrollment (HS programs, etc.) - Goal 2 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

OSON02.2 - Work with office of Marketing to update material presented/viewed by public - Goal 2 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Did not meet expectations

Unit Assessment Report

OSON03 - Strengthen NCLEX pass rate for first time test takers - Goal 3

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

OSON03.1 - 3.1 Develop Student-faculty mentor program for new grads in preparation for NCLEX - Goal 3 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

OSON03.1 - 3.1 Develop Student-faculty mentor program for new grads in preparation for NCLEX - Goal 3 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

<b>Unit Assessment Report</b>
OSON03.2 - Identify content area deficits using ATI reports - Goal 3 Outcome 2
<b>Assessment Data</b>
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Met expectations
<b>Executive Summary</b>
Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below. The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).
The GCU-HMH School of Nursing has made significant strides in meeting its goals and advancing academic programs in alignment with the university's mission. Key accomplishments include the continued success of the Accelerated Bachelor of Science in Nursing (ABSN) program, which now operates with a waitlist due to high demand, and the Direct Entry Master of Science in Nursing (DE MSN) program, which graduated its first cohort with a 100% NCLEX pass rate and increased enrollment in its second cohort. Efforts are also underway to expand the RN-to-BSN program, though this requires university support to align the program's timeframes with those of local and national competitors. Despite these achievements, challenges persist that hinder further growth and sustainability. Limited IT availability and sporadic callback responses create delays in addressing technological needs, while inadequate room and lab space, coupled with testing center hours that do not align with early nursing course schedules, impede student and faculty efficiency. Additionally, the School of Nursing has been requesting a schedule of high school events and opportunities to participate for over two years but has yet to receive a response from Admissions, limiting outreach to prospective students. To continue this upward trajectory, the School of Nursing will focus on maintaining enrollment, fostering collaboration with Admissions, and advocating for essential resource enhancements to support its programs and students.
<b>Office of Information Technology</b>
College / Administrative Division: Finance and Administration
Department / Administrative Unit: Information Technology
Program: Information Technology
Form Status: Completed
<b>Identification Data</b>
Name of Unit:
Office of Information Technology
To which Cabinet Member does this unit report?
Vice-President for Finance and Administration
Data year for submittal.
Calendar Year (CY) (January through December)

Unit Assessment Report

ITG1 - IT Goal 1 - Upgrade legacy systems and hardware to establish a modern, secure, compliant, and updated information technology environment for the GCU community,

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.  
The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

Goal: Increasing Alignment of the Information Technology Unit with the Goals and Objectives of the University  
The Office of Information Technology assessed its goal of increasing alignment of the Information Technology unit with the goals and objectives of the University for the CY 2024 reporting cycle. From the data collected, the unit goal was exceeded. Our findings indicate that Information Technology is aligned with the goals and strategic compass points of the University and will continue to be with the commencement of three IT committees. To maintain this alignment, new initiatives are tracked and regularly reported to the President's Leadership Council and the Extended Cabinet Meeting. Feedback from these meetings is taken into consideration and acted upon to ensure continued improvement and alignment.  
Goal: Upgrading Legacy Systems and Hardware to Establish a Modern, Secure, and Compliant IT Environment  
The Office of Information Technology assessed its goal of upgrading legacy systems and hardware to establish a modern, secure, compliant, and updated information technology environment for the GCU community for the CY 2024 reporting cycle. From the data collected, the unit goal was exceeded. Our findings include the identification of Jenzabar One as the replacement for PowerCampus and Great Plains, deployment of additional monitoring software such as Ninja One, and the provisioning of computers through Intune. Backups have transitioned from tapes to Dell Apex, and MFA has been enabled on all systems. Most staff computers have been life cycle based on need, while lab and classroom computers have been quoted and are awaiting approval. Additionally, the legacy VM infrastructure has been retired, with all VMs successfully migrated to the new environment. The Information Technology unit will continue addressing this goal by implementing further system upgrades, ensuring timely lifecycle management of hardware, and optimizing backup and security solutions.  
Goal: Updating Legacy Information Technology Tools to Better Serve the University  
The Office of Information Technology assessed its goal of updating legacy information technology tools to better serve the University for the CY 2024 reporting cycle. From the data collected, the unit goal was exceeded. Our findings highlight that the ticketing system continues to be updated, and a knowledge base will be created as part of the new Jenzabar System implementation. Additionally, new software management tools, including Ninja and Intune, have been deployed to improve resource provisioning and administrative efficiency. Software and OS versions have been standardized using these new tools. To further this initiative, the Information Technology unit will create new documentation for technical assistance, identify and refine data entry processes, ensure prompt response times based on user feedback, and enforce new hardware and software standards as needed.

Human Resources

College / Administrative Division: Finance and Administration

Department / Administrative Unit: Human Resources

Program: Human Resources

Form Status: Completed

Identification Data

Name of Unit:

Office Of Human Resources

To which Cabinet Member does this unit report?

Vice-President for Finance and Administration

Data year for submittal.

Fiscal Year (FY) (July 1 through June 30)

Unit Assessment Report

HR02 - Issue Adjunct Contracts through Human Resources prior to start of semester - Goal 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

HR02.1 - Adjuncts will receive contracts prior to the start of the semester - Goal 2 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

HR02.2 - Adjunct employment data will be input in the ADP system in a timely manner - Goal 2 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

HR02.3 - Adjuncts will have access to Student Information Systems earlier - Goal 2 Outcome 3

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

HR02.4 - Adjuncts will have additional time to prepare for classes prior to semester start date - Goal 2 Outcome 4

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

HR02.5 - HR to accurately track adjunct contact hours for NJ mandatory sick time calculations - Goal 2 Outcome 5

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.  
The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

HR will continue to work with Provost Janice Warner and Associate Provost Michael Gross to ensure timely issuance of adjunct contracts. Unfortunately, during one semester scheduled time off delayed issuance of contracts to the day after the semester began. Better planning is required in order to continue to accomplish this goal with each semester

Health Center

College / Administrative Division: Provost

Department / Administrative Unit: Student Development

Program: Health Center

Form Status: Completed

Identification Data



Name of Unit:

Health Services

To which Cabinet Member does this unit report?

Assoc. Provost for Student Support and Services

Data year for submittal.

Calendar Year (CY) (January through December)

### Unit Assessment Report

HS01 - Participation in campus and community partnerships that advance health promotion initiatives. - Goal 1

#### Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

HS01.1 - Participation in Jed Foundation's Task Force to develop campus-wide strategic wellness plan. - Goal 1 Outcome 1

#### Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.  
The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

Health Services assessed its goal of participating in campus and community partnerships that advance health promotion initiatives for the CY2024. From the data collected the unit goal was met. Our findings confirmed participation in the JED Foundation Task Force site visits along with ongoing collaboration with JED/GCU Counseling Center to develop a strategic wellness plan. Health Services has included student referrals to the Counseling Center and provided mental health resources via Health Services' electronic health records system. Screening for substance use has been included on the student health form to assist in identifying students at risk and all actions taken, will be ongoing.

## General Accounting Budgeting & Payroll

College / Administrative Division: Finance and Administration

Department / Administrative Unit: Finance Operations

Program: General Accounting Budgeting & Payroll

Form Status: Completed

### Unit Assessment Report

GABP03 - Goal 3 - Prepare for implementation of new ERP system

#### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

GABP03.1 - Goal 3 Outcome 1 - Serve in a lead capacity for the ERP planning committee

#### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

GABP03.2 - Goal 3 Outcome 2 - Review existing business processes and revise as appropriate

#### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.

The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The General Accounting, Budgeting & Payroll unit assessed its goal of preparing for implementation of a new ERP for the CY 2024 reporting cycle. From the data collected, the unit goal was met. Our findings were that a new ERP had been selected in Nov 2024. The General Accounting, Budgeting & Payroll unit will work the Jenzabar implementation team over the next 18-24 months to ensure successful implementation.

## Counseling Center

*College / Administrative Division: Provost*

*Department / Administrative Unit: Student Development*

Program: Counseling Center

Form Status: Completed

### Identification Data

Name of Unit:

GCU Counseling Center

To which Cabinet Member does this unit report?

Assoc. Provost for Student Support and Services

Data year for submittal.

Calendar Year (CY) (January through December)

### Unit Assessment Report

CC01.1 - Each counselor will participate in 5 hours of workshops/seminars/continuing education during the academic year. - Goal 1 Outcome 1

#### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

### Unit Assessment Report

CC01 - To maintain a high standard of professionalism by encouraging counselors' participation in workshops/seminars/continuing education and by supporting membership in professional organizations. - Goal 1

#### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

## Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.

The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The GCU Counseling Center assessed its goal of each staff member participating in five hours of continuing education for the CY 2024 reporting cycle. From the data collected, the unit goal was exceeded. Our findings were that across 2024 and three therapists, 70 CEUs were earned across 31 unique training opportunities. Trainings ranged from treatments of eating disorders, addressing neurodivergence, suicide prevention, and so on. GCU Counseling Center staff participated in said trainings to deepen their expertise as clinicians to optimally serve the GCU community. The GCU Counseling Center will take the following actions to continue to address the goal stated above: participate regularly in trainings related to supporting the wellness of college students, crisis intervention and suicide prevention, along with serving to take this information and train the broader community. For Spring 2025, staff are in the process of enrolling in at least two professional development opportunities. As a general statement, staff are dedicating themselves to participate in a minimum of six professional development opportunities, annually.

## Office of Missions & Ministry

College / Administrative Division : President

Department / Administrative Unit: Mission Integration

Program : Office of Mission & Ministry

Form Status : Completed

### Identification Data

Name of Unit:

Mission & Ministry

To which Cabinet Member does this unit report?

President

Data year for submittal.

Calendar Year (CY) (January through December)

### Unit Assessment Report

OMMG1 - OMM Goal 1 Mission Formation - Develop ongoing mission formation programing for faculty, students, staff and leadership.

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

## Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.  
The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The Office of Mission & Ministry assessed its goal of developing ongoing mission formation programing for faculty, students, staff and leadership for the CY 2024 reporting cycle. From the data collected, the unit goal was exceeded. Our findings were that the office produced and distributed 13 digital resources and 7 printed resources for mission. The Office of Mission & Ministry will take the following actions to continue to address the goal stated above: ongoing evaluation of mission formation needs of the university community and adaptation of materials offered by CMHE.

## Student Advocacy and Success

College / Administrative Division: Provost

Department / Administrative Unit: Student Development

Program: Student Advocacy and Success

Form Status: Uncompleted

### Identification Data

Name of Unit:

The Office of Student Success

To which Cabinet Member does this unit report?

Assoc. Provost for Student Support and Services

Data year for submittal.

Academic Year (AY) (Fall through Summer 2)

### Unit Assessment Report

SASO3.1 - SAS Outcome 3.1 - Early Alert: Students will accept coaching appointments and attend workshops with Student Success Specialists and report useful strategies.

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

SASG3 - SAS Goal 3 - Students who engage with the Office of Student Success utilize academic coaching, workshops, and referrals from Student Success for increased academic success.

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SASO3.2 - SAS Outcome 3.2 - Probation: Students will attend required number of meetings, workshops, or events to improve strategies used for success

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SASO3.3 - SAS Outcome 3.3 - CTC: Students will use resource referrals from CTC Specialist that will assist in successful completion of course(s).

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SASO3.4 - SAS Outcome 3.4 - PACT: Students enrolled in PACT as a condition of their acceptance to GCU will complete their weekly PACT meetings and extra hour of additional support weekly.

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.  
The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The Office of Student Success assessed its goal of SAS Goal 3 (Students who engage with the Office of Student Success utilize academic coaching, workshops, and referrals from Student Success for increased academic success) for the AY 2023-2024 reporting cycle. From the data collected, the unit goal met. Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

## TRIO/SSS

College / Administrative Division : Provost

Department / Administrative Unit: Academic Services

Program :TRIO/SSS

Form Status: Uncompleted

### Identification Data

Name of Unit:

TRIO-Student Support Services (SSS)

To which Cabinet Member does this unit report?

Assoc. Provost for Student Support and Services

Data year for submittal.

Academic Year (AY) (Fall through Summer 2)

### Unit Assessment Report

TRIO01 - Seventy-nine percent (79%) of participants served by the TRIO-SSS program will persist from year to year. - Goal 1

#### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

### Unit Assessment Report

TRIO01.1 - Program staff will assign at least 80% of tutoring requests through professional and peer tutors. - Goal 1 Outcome 1

#### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

TRIO01.2 - Program staff will monitor students' access to tutoring with a goal of three sessions per content area requested. - Goal 1 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

TRIO01.3 - Program staff will provide opportunities for social and cultural engagement for students. - Goal 1 Outcome 3

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

TRIO01.4 - Program staff will facilitate opportunities for financial aid (FAFSA) assistance and financial literacy education for students. - Goal 1 Outcome 4

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.  
The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

TRIO-Student Support Services (SSS) at Georgian Court University assessed its Goal #1 for AY 2023-2024, which is providing the necessary academic support so that 79% of program participants will persist to the next academic year. From the data collected, the unit goal was exceeded. Our findings indicate that 92% of program participants persisted to the next academic year. TRIO-SSS will take the following actions to continue to address Goal #1 as follows: (1) proactively follow up with program participants who do not request tutoring during their initial Academic Success Plan meeting; (2) continue to monitor the tutoring process to increase the availability of hard-to-match courses; (3) assigned tutors will be proactive in scheduling at least three tutoring sessions with program participants per content/course area; (4) strongly encourage program participants to meet the required number of three academic support meetings per semester; (5) continue to provide opportunities for social and cultural engagement; and (6) facilitate opportunities for program participants to use the Inceptia financial literacy platform.

Undergraduate Admissions

College / Administrative Division: Enrollment

Department / Administrative Unit: Admissions



Program: Undergraduate Admissions

Form Status: Completed

Identification Data

Name of Unit:

Undergraduate Admissions

To which Cabinet Member does this unit report?

Vice-President for Enrollment Management

Data year for submittal.

Calendar Year (CY) (January through December)

Unit Assessment Report

UA01 - Increase student yields to enroll process. Increasing yields, new student enrollment will increase. Will create an annual call plan & priorities - Goal 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Did not meet expectations

Unit Assessment Report

UA01.1 - Undergraduate Student Accept to Deposit yield will be 40%. Graduate Student Deposit to Enrolled yield will be 82% - Goal 1 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Did not meet expectations

Unit Assessment Report

UA01.2 - Undergraduate Student Deposit to Enrolled yield will be 85% - Goal 1 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report
UA02 - Increase market share of prospective students to attend GCU. - Goal 2
Assessment Data
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Could not be evaluated
Unit Assessment Report
UA02.1 - Increase recruitment for all prospective students in the inquiry pool via in person and on campus. - Goal 2 Outcome 1
Assessment Data
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Did not meet expectations
Unit Assessment Report
UA02.3 - The Department will analyze data by location (county, state and regional) to realign travel and outreach priorities. - Goal 2 Outcome 3
Assessment Data
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Did not meet expectations
Unit Assessment Report
UG02.2 - The Department will create an annual recruitment plan and priorities based on student type and time of year. - Goal 2 Outcome 2
Assessment Data
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Did not meet expectations
Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.  
 The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

This report summarizes the assessment of the Undergraduate Admissions Office's goal to increase enrollment for the 2024 reporting cycle. The assessment revealed that the established enrollment goals were not achieved, and a fully successful evaluation was hindered by significant internal disruptions, including abrupt leadership changes, staff turnover, shifts in strategic direction, and significant cut in resources.  
 Key findings indicate that Georgian Court University's brand recognition presents a significant challenge in attracting prospective students, particularly non-athletes. Furthermore, concerns regarding deferred maintenance of residence halls and academic buildings negatively impacted enrollment efforts.  
 To address these challenges and pursue the overarching goal of increased enrollment, the Undergraduate Admissions Office will prioritize the development and implementation of a comprehensive strategic enrollment plan. This plan will emphasize thorough planning, strategic resource allocation, and data-driven decision-making to enhance recruitment strategies and address identified weaknesses. This proactive approach will aim to build a sustainable and effective enrollment model for Georgian Court University.

## SMJC Library Unit

College / Administrative Division: Provost

Department / Administrative Unit: Academic Program Development

Program: SMJC Library Unit

Form Status: Completed

### Identification Data

Name of Unit:

Sister Mary Joseph Cunningham Library

To which Cabinet Member does this unit report?

Assoc. Provost for Academic Program Development

Data year for submittal.

Fiscal Year (FY) (July 1 through June 30)

### Unit Assessment Report

SMJCLG1 - SMJC Library Goal 1 Events and Exhibits - The SMJC Library is able to cultivate, execute, and evaluate a diverse range of educational, cultural, and social events and exhibits that actively engage and enrich the campus community.

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

**Executive Summary**

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.  
The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The SMJC Library assessed Goal 1: the SMJC Library is able to cultivate, execute, and evaluate a diverse range of educational, cultural, and social events and exhibits that actively engage and enrich the campus community for the FY 2025 reporting cycle. From the data collected, the unit goal is on track to exceed our benchmarks. Our findings were that we are on track to provide over 24 exhibits in the Fall semester, host over 12 events and average more than 8 attendees per events and have more than 1 advertisement/social media post per event and exhibit this fiscal year. The SMJC Library will continue to address this goal by fostering existing partnerships with current collaborators as well as cultivating new ones whenever possible. Our Outreach and User Engagement Librarian will continue to work with our library team to generate new and creative events and exhibits and look to identify strategies that work to successfully market them to the GCU Community.

**Office of Registrar**

College / Administrative Division: Provost

Department / Administrative Unit: Academic Program Development

Program: Office of Registrar

Form Status: Completed

**Identification Data**

Name of Unit:

Office of the Registrar

To which Cabinet Member does this unit report?

Provost

Data year for submittal.

Fiscal Year (FY) (July 1 through June 30)

**Unit Assessment Report**

REG03 - The office of the Registrar will develop processes & procedures to better serve constituents with accuracy and efficiency. - Goal 3

**Assessment Data**

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Did not meet expectations

**Unit Assessment Report**

REG03.1 - Automation of processes will be embraced wherever necessary. - Goal 3 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Did not meet expectations

Unit Assessment Report

REG03.2 - Office roles and responsibilities will be re-aligned to be person serving or backend operation/data management. - Goal 3 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

REG03.3 - Evaluate and/or eliminate processes and procedures that do not serve constituents or legal requirements. - Goal 3 Outcome 3

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

REG03.4 - Evaluate and set hours of operation that better serve the students and faculty. - Goal 3 Outcome 4

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.  
The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The Office of the Registrar assessed its goal of developing processes and procedures to better serve constituents with accuracy and efficiency for the CY 2024. From the data collected the unit goal was not met. Our findings revealed that the department was not able to automate more processes due to challenges related to the Power Campus upgrade and significant staff changes during this past year. The unit will be involved in the conversion to the new J1 ERP system taking place over the next 18-24 months. We will continue to update all processes and procedures as we implement new automations included in this conversion.

## Office of Institutional Assessment & Accreditation

College / Administrative Division: President

Department / Administrative Unit: Institutional Assessment & Accreditation

Program: Office of Institutional Assessment & Accreditation

Form Status: Completed

### Identification Data

Name of Unit:

Office of Institutional Assessment and Accreditation

To which Cabinet Member does this unit report?

President

Data year for submittal.

Calendar Year (CY) (January through December)

### Unit Assessment Report

OIAA01 - Continue to develop implementation of AEFIS (Assessment, Evaluation, Feedback & Intervention System) for assessment of GCU's academic programs - Goal 1

#### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

OIAA01.1 - Use AEFIS for course evaluations. Expand to include program-specific evaluations. - Goal 1 Outcome 1

#### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

OIAA01.2 - Train Department Chairs and Deans in the functions of the program. - Goal 1 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

OIAA01.3 - Assist in the development of artifact retrieval within AEFIS. - Goal 1 Outcome 3

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

OIAA01.4 - Have the Bridge General Education supported by AEFIS by Fall 2022 - Goal 1 Outcome 4

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

OIAA01.5 - Have at least 3 programs utilize AEFIS for program assessment and/or discipline accreditation by Fall 2022. - Goal 1 Outcome 5

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.  
The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The Office of Institutional Assessment and Accreditation (OIAA) assessed Goal 1: Continue to develop implementation of AEFIS (Assessment, Evaluation, Feedback & Intervention System) for assessment of GCU's academic programs for the CY 2024 reporting cycle. (Note: AEFIS is now known as HelioCampus due to change in product ownership.) From the data collected, the unit goal was met. Our findings were that the HelioCampus Assessment Software system is widely used by students, faculty, administration and staff for both academic assessment and for unit effectiveness. The OIAA unit will continue to develop and expand the usage of the HelioCampus assessment software to assess all constituent areas of the university, as applicable to the features of the program, and expand usage as needed and available.

## Campus Life

College / Administrative Division: Provost

Department / Administrative Unit: Student Development

Program: Student Life/Activities

Form Status: Uncompleted

### Identification Data

Name of Unit:

Campus Life

To which Cabinet Member does this unit report?

Provost

Data year for submittal.

Academic Year (AY) (Fall through Summer 2)

### Unit Assessment Report

SL01.4 - Brand Student Life events and activities - Goal 1 Outcome 4

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

SL03 - Increase presence and activity of clubs and organizations on-campus - Goal 3



## Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

## Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment and will be made public on the GCU website. See sample below.

The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The Office of Campus Life assessed its goal of enhancing student engagement through branding, marketing, and increasing club activity on campus for the CY 2024-2025 reporting cycle. From the data collected, the unit goal was met.

Our findings indicate that Campus Life events are becoming more recognizable through consistent branding efforts, with increased engagement on social media. However, while engagement per post improved, overall reach declined, highlighting the need for expanded promotion strategies. Additionally, the number of active clubs increased from 23 to 25, with stronger collaboration between clubs and Campus Life. Student interest in clubs continues to rise, particularly through Accepted Student Days with Admissions.

The Office of Campus Life will take the following actions to continue addressing the stated goal:

- Strengthen branding efforts for Campus Life events through consistent marketing materials, expanded social media strategies, and student feedback collection.
- Enhance club support by providing marketing training, encouraging club collaborations, and ensuring clubs have a presence at major campus events.
- Improve event promotion by increasing flyer distribution, refining social media posting strategies, and monitoring student awareness through surveys.

These actions will ensure continued progress in student engagement and club involvement across campus.

## Office of Institutional Advancement

College / Administrative Division: Institutional Advancement

Department / Administrative Unit: Institutional Advancement

Program: Office of Institutional Advancement

Form Status: Completed

## Identification Data

Name of Unit:

Institutional Advancement

To which Cabinet Member does this unit report?

President

Data year for submittal.

Fiscal Year (FY) (July 1 through June 30)

## Unit Assessment Report

IAdv01 - Increase the overall dollars raised by IA staff. This includes philanthropic and government revenue & dollars brought in through the CPS & CSE - Goal 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

IAdv01.1 - Reach overall target set for fiscal year (varies by year, and set by President with consultation with Board Chair and Chair of BOT APA Committee) - Goal 1 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

IAdv01.2 - Reach individual targets set for Individual Giving, Corporate and Foundation Giving, Planned Giving and Major Gifts. - Goal 1 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

IAdv01.3 - Increase dollars brought in via government grants (federal, state and local) - Goal 1 Outcome 3

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

IAdv01.4 - Increase revenue via the Center for Professional Studies - Goal 1 Outcome 4

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

### Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.  
The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The Office of Institutional Advancement assessed its FY23-24 fundraising goals for the FY24-25 reporting cycle. From the data collected, the overall unit goal was exceeded, and four of the five individual targets were exceeded. The Institutional Advancement unit will continue to seek new supporters while maintaining the faithful support of our current donors.

## Office of Marketing and Communications

College / Administrative Division: Institutional Advancement

Department / Administrative Unit: Institutional Advancement

Program: Office of Marketing & Communications

Form Status" Completed

### Identification Data

Name of Unit:

Marketing and Communications

To which Cabinet Member does this unit report?

President

Data year for submittal.

Fiscal Year (FY) (July 1 through June 30)

### Unit Assessment Report

OMC01.4 - Adhere to deadlines, establish normal turnaround times for specific tasks - Goal 1 Outcome 4

### Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

<b>Unit Assessment Report</b>
OMC02.2 - Ongoing development of the GCU website and affiliated sites as admissions-focused, admissions-first tools. - Goal 2 Outcome 2
<b>Assessment Data</b>
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Met expectations
<b>Unit Assessment Report</b>
OMC03.1 - Use and share social/digital media analytics to drive increased social engagement among students, faculty, staff and other audiences. - Goal 3 Outcome 1
<b>Assessment Data</b>
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Met expectations
<b>Executive Summary</b>
Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below. The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).
<p>The Office of Institutional Advancement reviewed the marketing goals of FY23-24. This time period was one of substantial change as the University migrated away from our partnership with EAB and to a model where PSC would be responsible for the marketing and promotion of our graduate and undergraduate programs.</p> <p>From the data collected, PSC was able to increase the visibility of the University on social media and with some key media announcements. Additionally, PSC has positioned itself to be GCU's main provider of graduate and undergraduate marketing.</p> <p>In FY24-25, the University will complete their review of all academic websites to ensure they are updated and following the new design format. That process will conclude on the Ed.D. program is launched.</p>
<b>Associate Provost for Academic Program Development</b>
College / Administrative Division: Provost
Department / Administrative Unit: Academic Program Development
Program Academic: Program Development
Form Status: Completed
<b>Identification Data</b>
Name of Unit:

Associate Provost for Academic Program Development

To which Cabinet Member does this unit report?

Provost

Data year for submittal.

Calendar Year (CY) (January through December)

Unit Assessment Report

APD01 - Increase offerings by implementing more academic programs that meet student needs. - Goal 1

Assessment Data

Unit Assessment Report

APD01.1 - Ensure that new academic program ideas supported by the administration result in program proposals that meet GCU and external approval required (copy) - Goal 1 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

APD01.2 - Ensure that program proposals that are approved internally and need external approval are transmitted to external approval bodies (e.g., NJ Presidents Council, MSCHE, NJ Board of Nursing) within 6 months of internal approval. - Goal 1 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Did not meet expectations

Unit Assessment Report

APD01.3 - Ensure that programs needing external approval are approved. - Goal 1 Outcome 3

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations
<b>Unit Assessment Report</b>
APD01.4 - Ensure that approved programs are listed in the catalog for the year following their approval. - Goal 1 Outcome 4
<b>Assessment Data</b>
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Met expectations
<b>Executive Summary</b>
Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below. The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).
The Associate Provost for Academic Program Development assessed its goal of increasing GCU's offerings by implementing more academic programs that meet student needs for the CY 2024 reporting cycle. From the data collected, the unit goal was met. Our findings were that all six programs in 2022-2024 that required both internal and external approval were approved and put into the next year's catalog, although one program took an unusually long time for external approval due to absences of people working on the external program approval document. The Associate Provost for Academic Program Development unit will take the following actions to continue to address the goal stated above: continue with existing procedures but also try to ensure that any programs being worked on have sufficient faculty expertise to cover faculty absences or transitions that could affect program development/approval.
<b>Educational Opportunity Program</b>
College / Administrative Division: Provost
Department / Administrative Unit: Academic Services
Program EOF
Form Status Completed
<b>Identification Data</b>
Name of Unit:
Educational Opportunity Program
To which Cabinet Member does this unit report?
Assoc. Provost for Student Support and Services
Data year for submittal.
Fiscal Year (FY) (July 1 through June 30)

## Unit Assessment Report

EOF03 - 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.  
- Goal 3

### Assessment Data

Did your results meet benchmark expectations?

If selecting: "Did not meet expectations" or "Count not be evaluated", please explain the reasons for not meeting expectations below.

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.

The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

EOF assessed its goal to continue to host/facilitate and collaborate with other units (Admissions, Career Development, TRIO and College of Business) that offer post graduate programs and events to inform and prepare EOF scholars for postgraduate/professional school and/or full-time employment beyond the Baccalaureate degree. These workshops will continue to be offered to EOF scholars with 80+ credits and any other EOF scholar wanting to attend. Scholar feedback is encouraged and appreciated to improve outcomes.

## Global Education

Department / Administrative Unit: Student Development

Program : Global Education

Form Status : Completed

### Identification Data

Name of Unit:

Global Education Programs

To which Cabinet Member does this unit report?

Assoc. Provost for Student Support and Services

Data year for submittal.

Academic Year (AY) (Fall through Summer 2)

## Unit Assessment Report

GlobE03 - Provide engaging on-campus events promoting global awareness. - Goal 3

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

#### Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.

The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The Office of Global Education Programs assessed its goal of providing engaging on-campus events promoting global awareness for the AY 2023-2024 reporting cycle. From the data collected, the unit goal was exceeded. Our findings were that the office provided 15 on-campus events during the academic year and an additional 6 events supporting international students. The Global Education unit will take the following actions to continue to address the goal stated above. The office will continue to work to engage students in global awareness events hosting a minimum of six events per academic year.

### Career Services

College / Administrative Division: Provost

Department / Administrative Unit: Student Development

Program: Career Services Office

Form Status: Uncompleted

#### Identification Data

Name of Unit:

Career Services

To which Cabinet Member does this unit report?

Assoc. Provost for Student Support and Services

Data year for submittal.

Academic Year (AY) (Fall through Summer 2)

#### Unit Assessment Report



CSOG1 - CSO G1 Career Readiness - Increase students' and alumni's career readiness enabling them to meet their career goals.

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

CSOG2 - CSO G2 Access to Employment - Provide students with more interactions with employers and access to more employment opportunities.

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

CSOObj1.2 - CSO Obj 1.2 - More GCU students and alumni will be better prepared to obtain their goals

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

CSOObj1.3 - CSO Obj 1.3 - Career Services will develop a variety of programs to engage students in career development and career readiness.

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

CSOObj2.1 - CSO Obj 2.1 - Students will have more opportunities presented to them

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations
<b>Unit Assessment Report</b>
CSOObj2.3 - CSO Obj 2.3 - There will be an increased number of employers participating in programs on the campus (networking, job posting, mentoring, career fairs/tabling)
<b>Assessment Data</b>
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Exceeded expectations
<b>Executive Summary</b>
Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below. The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).
The Office of Career Services has a goal of increasing student preparedness as a result of offerings both in and out of the classroom. The office will also continue to provide opportunities for students to connect with employers, both through online means and in person. These goals were successfully met as evidenced through survey feedback and event engagement, but will be further developed and expanded into the 2025-2026 AY. Furthermore, Cheryl Rivers, the Director of Career Services will begin creating innovative ways to approach these goals such as employer tables, career fairs, career fair sponsorship and increased engagement with local employers
<b>Office of School of Arts and Sciences</b>
College / Administrative Division: Provost
Department / Administrative Unit: Academic Schools
Program: Office of School of Arts and Sciences
Form Status: Uncompleted
<b>Identification Data</b>
Name of Unit:
School of Arts and Sciences
To which Cabinet Member does this unit report?
Provost
Data year for submittal.
Academic Year (AY) (Fall through Summer 2)

Unit Assessment Report

OAS02 - Re-image and promote the School of Arts and Sciences. - Goal 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

OAS02.1 - Articulate a renewed mission/vision for the School of Arts and Sciences with A & S constituents - Goal 2 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

OAS02.2 - Work with academic departments & admissions to develop enrollment goals, targeting 3 programs/yr that are currently under-enrolled majors/minors. - Goal 2 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

OAS02.3 - Work with Office of Marketing for re-branding and positive public relations activities and promotion of the School of Arts and Sciences. - Goal 2 Outcome 3

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

OAS01.1 - Implement the B.A. in Political Science; monitor enrollment growth at a minimum of 10 new students per year. - Goal 1 Outcome1

Assessment Data

## Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.

The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The School of Arts and Sciences was merged with the School of Education at the end of the academic year 2023-2024. Goals assessed for this report follow the submittal contained in the Provost Annual Report for AY 2023-2024. Goals outlined in that report were met, but goals and outcomes need future revision. The School of Arts and Sciences met goals related to improving student retention, development of additional academic and student programs to meet diverse needs and

interests of prospective students, and strengthening existing academic and student programs. Future goals include the following: ALL education programs are working on revision and resubmission of programs for state review. Urgent focus.

- Alignment of Praxis content in relevant arts and sciences courses.
- Continue to add Education major to day time and move from hybrid to in person teaching to support teacher outcomes.
- Dean and Asst Dean will create Praxis Core and Praxis study support.
- Continued integration of mission and purpose in arts, sciences and education.
- Review of committee streamlining where feasible.
- Continued work on general education revision and implementation.
- Continue to work on expansion of Course Ahead

## Residence Life

College / Administrative Division: Provost

Department / Administrative Unit: Student Development

Program: Residence Life

Form Status: Uncompleted

### Identification Data

Name of Unit:

Residence Life

To which Cabinet Member does this unit report?

Assoc. Provost for Student Support and Services

Data year for submittal.

Academic Year (AY) (Fall through Summer 2)

### Unit Assessment Report

RL01 - The development and implementation of a comprehensive programming curriculum for all residential students residing on campus. - Goal 1

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations
<b>Unit Assessment Report</b>
RL01.3 - RL will partner with other offices, including but not limited to Diversity, Equity and Inclusion, Career Services, Student Activities, ETC. - Goal 1 Outcome 3
<b>Assessment Data</b>
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Met expectations
<b>Unit Assessment Report</b>
RL01.4 - Individual RA will report on their programming requirements to ensure all milestones of the curriculum are being met. - Goal 1 Outcome 4
<b>Assessment Data</b>
Did your results meet benchmark expectations? If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.
Met expectations
<b>Executive Summary</b>
Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below. The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).
The Residence Life unit assessed its goal of the development and implementation of a comprehensive programming curriculum for all residential students residing on campus for the AY2024 reporting cycle. From the data collected, the unit goal was met. Our finding were that there was a new set of trackers used to ensure the Resident Assistant staff were completing their requirements and a new focus of collaborating with the Student Activities office. The Residence Life unit will take the following actions to continue to address the goal stated above: - re-evaluate the Resident Assistant programming curriculum yearly to ensure it is still effective and meeting the needs of the residential students.
<b>Math Lounge</b>
College / Administrative Division: Provost
Department / Administrative Unit: Student Development
Program: Math Lounge
Form Status: Completed
<b>Identification Data</b>
Name of Unit:

Math Lounge

To which Cabinet Member does this unit report?

Assoc. Provost for Student Support and Services

Data year for submittal.

Academic Year (AY) (Fall through Summer 2)

Unit Assessment Report

ML01.1 - Students will self-report satisfaction with services provided. - Goal 1 Outcome 1

Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

ML01.2 - Students return for multiple appointments due to the initial satisfaction of appointments. - Goal 1 Outcome 2

Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

ML01.3 - Math Lounge will provide adequate number of professional and peer tutors in a wide variety of availability. - Goal 1 Outcome 3

Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

ML02.1 - Math Lounge will offer workshops in calculator use and standardized testing. - Goal 2 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

ML02.2 - Math Lounge will offer PRAXIS testing assistance. - Goal 2 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

ML02.3 - Center usage and tutor engagement will increase yearly. - Goal 2 Outcome 3

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

ML03.1 - Students in SD 100 complete mastery requirements in required topics. - Goal 3 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Unit Assessment Report

ML03.2 - Students in SD 100 who attend tutoring in the Math Lounge receive satisfactory grade in 5 ALEKS driven quizzes and a Final Exit Exam. - Goal 3 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Did not meet expectations

Unit Assessment Report

ML03.3 - Students who satisfactorily complete requirements for SD 100 have satisfactory attendance and final grade in Gen Ed core math course. - Goal 3 Outcome 3

#### Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Could not be evaluated

#### Unit Assessment Report

MLG1 - Students who engage with the Math Lounge are satisfied with services and show grade improvements. - Goal 1

#### Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

#### Unit Assessment Report

MLO1.4 - Students who engage the services of the Math Lounge show satisfactory progress in math coursework. - Goal 1 Outcome 4

#### Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

#### Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.  
The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The Math Lounge assessed its goal of (state goal) for the CY 2024 reporting cycle. From the data collected, the unit goal was exceeded. Our findings were that the student body of GCU is well aware of the benefits for the Math Lounge and the capacity in which we conduct our professional assistance for any form of mathematical assistance. The Math Lounge will take the following actions to continue to address the goal stated above.

- \*Continue to employ quality tutors with minimum qualifications and experience to assist students.
- \*Promote the Math Lounge for overall awareness of its capabilities.
- \*Conduct seminars in the Math Lounge to help educate students on the benefits of supplemental math items.
- \*Continue to assist on standardized testing including, but not limited to, PRAXIS exams and nursing exams.



# Office of Diversity, Equity and Inclusion

College / Administrative Division: Provost

Department / Administrative Unit: Student Development

Program: Office of Diversity, Equity and Inclusion

Form Status: Completed

## Identification Data

Name of Unit:

Office of Diversity, Equity and Inclusion

To which Cabinet Member does this unit report?

Assoc. Provost for Student Support and Services

Data year for submittal.

Academic Year (AY) (Fall through Summer 2)

## Unit Assessment Report

ODI01 - To provide campus-wide opportunities that will allow out students to learn about the experiences of groups that have been "othered" ODI - Goal 1

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

## Unit Assessment Report

ODI01.3 - To provide safe spaces for students to reflect on their own social/cultural identities - Goal 1 Outcome 3

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

## Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.  
The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The Office of Diversity, Equity, Inclusion, and Belonging assessed its goal of providing safe spaces for students to reflect on their own social/cultural identities for the CY 2024 reporting cycle. From the data collected, the unit goal was met. The Office of Diversity, Equity, Inclusion, and Belonging unit will take the following actions to continue to address the goal stated above:

- An increase of campus events for DEIB
- Work on a calendar to spread awareness the different cultures' and identities' months/holidays
- Continue meeting monthly as a Council, and ensure subcommittees meet regularly to promote DEIB on campus

## Office of Professional Studies

College / Administrative Division: Institutional Advancement

Department / Administrative Unit: Institutional Advancement

Program: Office of Professional Studies & Business Development

Form Status: Completed

### Identification Data

Name of Unit:

Center for Professional Studies

To which Cabinet Member does this unit report?

Vice-President for Institutional Advancement

Data year for submittal.

Fiscal Year (FY) (July 1 through June 30)

### Unit Assessment Report

PSBDG3 - PSBD GOAL 3 - Establish a baseline for annual enrollment and revenue goals.

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

PSBDO3.1 - PSBD OUTCOME 3.1 - Establish a baseline for annual revenue goal with incremental increases for future years.

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.

The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

This past year has been a continued period of growth. There are now over 350 online non-credit, short course, and certificate course offerings - spanning healthcare, education, social sciences, business, and personal development domains. We proudly hosted numerous large-scale events, including the Ocean County Police Graduations, American Legion Auxiliary - NJ Girls State, and the Garden State Esport Fall Championship - collectively attracting over 3,500 high school students and community members from across the tri-state area.

We celebrate the great work and new/expanding collaborations with Orthodox Jewish Chamber of Commerce (OJC), Garden Savings Federal Credit Union, Northern Ocean Habitat for Humanity, Preferred Behavioral Health, the Senior Citizen Activities Network (SCAN), Grunin Foundation, NJNG, World Cube Association, Ocean Academy Charter School, Ocean and Brookdale Community Colleges, as well as our local chambers of commerce and business association colleagues from Lakewood, Brick, Toms River, Howell, Ocean County Business Association, Jackson, Jersey Shore, MODC, EMACC, and beyond.

CPS continues to facilitate the partnership with Wilson Language Training Company to provide the exclusive Wilson Reading System - Level I certification within New Jersey. 2024 also marked the launched a GCU Mini-Medical School Summer Program for high school sophomores and juniors. This two-week intensive (overnight) pilot provided over two dozen urban school district youth from across the state an interactive, vocational experience, to exposure participants to the variety of career pathways within the medical and health professions.

Lastly, the unit consistently expands the GCU brand, outreach, and partnership with statewide organizations serving diverse business networks – proudly expanding educational and promotional outreach efforts with the African American Chamber of Commerce of New Jersey (AACCNJ), the New Jersey Hispanic Chamber of Commerce (NJHCC), NJ Department of Labor – Pathways Initiative, the New Jersey Council of Community Colleges (NJCC), and the New Jersey Motion Picture & Television Commission, among others.

## Office of School of Education

College / Administrative Division: Provost

Department / Administrative Unit: Academic Schools

Program: Office of School of Education

Form Status: Completed

### Identification Data

Name of Unit:

Education Department

To which Cabinet Member does this unit report?

Provost

Data year for submittal.

Fiscal Year (FY) (July 1 through June 30)

Unit Assessment Report

SOE01.1 - Update teacher education programs and submit to the NJ DOE - Goal 1 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SOE01.2 - Update advanced programs and submit necessary programs updates to the State of NJ - Goal 1 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SOE01.3 - Reduce number of pre-requisites in programs. - Goal 1 Outcome 3

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SOE01.4 - Update programs so they are competitive with sister institutions in the State of NJ - Goal 1 Outcome 4

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SOE02.1 - A graduate reading program in Wilson will be established. - Goal 2 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SOE02.2 - A M.Ed. in Reading / Multisensory will be established - Goal 2 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SOE02.3 - A M.Ed. in ESL with a multisensory reading will be established. - Goal 2 Outcome 3

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SOE02.4 - A Ed.D. will be established. - Goal 2 Outcome 4

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SOE02.5 - A SAC program will be re-established. - Goal 2 Outcome 5

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SOE02.6 - An advanced admission program for the M.Ed. in Professional Counseling will be established. - Goal 2 Outcome 6

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SOE03.1 - Become part of the Limited CEAS Pilot Program. - Goal 3 Outcome 1

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

SOE03.2 - Work with the NJ DOE and other partners to create a Deaf / Hard of Hearing Licensure program utilizing our already established TOSD program. - Goal 3 Outcome 2

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Could not be evaluated

Unit Assessment Report

SOE03.3 - Apply for NJ DOE Grants - Goal 3 Outcome 3

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Could not be evaluated

Unit Assessment Report

SOEG1 - To formally update existing Education Programs to a. meet NJ DOE requirements, b. align to updated CAEP standards, and c. make programs more accessible to teacher and advanced candidates throughout NJ. - Goal 1

#### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Could not be evaluated

#### Unit Assessment Report

SOEG2 - Creation of new, revenue generating programs. - Goal 2

#### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

#### Unit Assessment Report

SOEG3 - Work with the NJ DOE on new and creative NJ State DOE initiatives. - Goal 3

#### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

#### Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.

The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The Education Department assessed its goal of the establishment of new programs as well as updates to existing programs for the CY 2024 reporting cycle. From the data collected, the unit goals were met.

Our findings were:

- The Wilson Reading Program was established. The enrollment target was ten. Four students registered for Summer 1 and 5 students are currently in the program.
- The M.Ed. Reading/Multisensory was established the enrollment target was ten. Three students are currently in the program.
- The M.Ed. in ESL with multisensory reading was established. The enrollment target was ten. Eight students are currently in the program.
- The M.Ed. in Professional Counseling was established. The enrollment target was ten. Three students are currently in the program.
- The SAC program was re-established. The enrollment target was ten. Five students are currently in the program.
- The Ed.D. program will begin the Fall of 2025.
- All programs for PK-3, K-6, K-12 have been successfully updated to meet all DOE guidelines and remains competitive with other sister universities across the state.

The Education Department has made significant progress in reaching all goals outlined in the unit plan. Our actions moving forward will focus on recruitment and retention strategies for all programs for the final year of this assessment plan. The Education Department is implementing strategic recruitment and retention initiatives to strengthen enrollment in both initial and

graduate programs. These efforts prioritize high school outreach, district partnerships, alumni engagement, and data-driven decision-making. The Education Department will take the following actions to continue to address the goals stated above:

- For initial programs, the focus will be on establishing partnerships with high schools to introduce students to the teaching profession early. This includes offering dual-enrollment and course-ahead programs, as well as participating in local high school events such as Career Days and professional development within future teacher programs.
- For advanced programs, collaboration with local school districts will enhance teacher pipelines for advanced certifications. GCU administration will actively engage with district leaders by attending curriculum and administrator meetings to increase visibility and create cohort-based learning opportunities.
- To further support recruitment and retention, an advisory council will be established to strengthen alumni networks and foster partnerships with district administration. This council will provide mentorship, job placement assistance, and networking opportunities for students.
- Key leadership roles will drive these initiatives. The Assistant Dean will oversee outreach and enrollment efforts by engaging with district administrators and former students to support mentorship and job placement. Additionally, the Assessment Coordinator will track retention rates and measure outreach effectiveness through completer and employer survey analysis. Through these strategic efforts, GCU aims to increase enrollment, strengthen partnerships, and enhance student success within its programs.

## Office of Academic and Student Affairs

College / Administrative Division: President

Department / Administrative Unit: Office of Academic and Student Affairs

Program: Office of Academic and Student Affairs

Form Status: Completed

### Identification Data

Name of Unit:

Office of Academic and Student Affairs

To which Cabinet Member does this unit report?

President

Data year for submittal.

Academic Year (AY) (Fall through Summer 2)

### Unit Assessment Report

OASAG1 - OASA Goal1: Improve Retention - Improve retention at each stage of academic programs, in each school, in each program, and across demographics.

#### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

OASAG2 - OASA Goal 2: Additional Programs - Develop additional academic and student programs to meet the diverse needs and interests of prospective students





Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

### Unit Assessment Report

OASAG3 - OASA Goal 3: Strengthen Existing Programs - Strengthen existing academic and student programs including newly launched programs.

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

OASAG4 - OASA Goal 4: Campus Community - Build a campus community that supports diversity, equity, and inclusion

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

OASAG5 - OASA Goal 5: Build Collaboration - Continue to build collaboration between all units in the Division of Academic and Student Affairs, putting theme of "Relationships Matter" into action. The goal is to also build traditions that are distinctive to GCU.

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

OASAG6 - OASA Goal 6: Experiential Learning - Improve the depth of experiential learning – service learning, internships, research, global education.

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.  
The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

Academic and Student Affairs focuses on building and delivering academic and co-curricular programs that support enrollment and retention. This year, Academic & Student Affairs expanded to integrate key student facing units including the Registrar and Student Success. To better support digital learners, a new Center for Digital Learning was created to include the Office of Instructional Technology and Design. It is led by Jennifer Edmonds who added the responsibility of executive director to her position as Dean. Some integration also occurred including the merger of the schools of Arts & Science and Education. Strides were made in enrollment including a promising start to the MSW. Likewise, retention improved in all area and was shown to be a product not only of the academic programs but the overall environment of support, services, and opportunities. The culture of Academic and Student Affairs at Georgian Court is one of supporting each other in the pursuit of creating an excellent student experience. This culture has allowed the unit to achieve more than would be expected from its minimal staffing. Staff members and faculty come together to address issues, build community, and establish traditions. This models resilience for our students

## Office of Finance and Administration

College / Administrative Division: President

Department / Administrative Unit: Office of Finance and Administration

Program: Office of Finance and Administration

Form Status : Completed

### Identification Data

Name of Unit:

Finance and Administration

To which Cabinet Member does this unit report?

Vice-President for Finance and Administration

Data year for submittal.

Fiscal Year (FY) (July 1 through June 30)

### Unit Assessment Report

OFA1 - OFA Goal1: Manage budget - Manage budget within the parameters set by the Board of Trustees

### Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Unit Assessment Report

OFAG2 - OFA Goal 2: Position Control System - Implement position control system to manage salary budget

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

OFAG3 - OFA Goal 3: On-site Staffing - Bring staff back on site in all departments.

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

OFAG4 - OFA Goal 4: FAFSA Implementation - Implement FAFSA changes per the Department of Education

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

OFAG5 - OFA Goal 5: HR Hire - Hire a seasoned HR director to support the University in the growth and development of employees and participate in the strategic planning process.

Assessment Data

Did your results meet benchmark expectations?  
If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

Unit Assessment Report

OFAG6 - OFA Goal 6: Training for Budget Managers - Provide training and documentation for budget managers on the budget reports and systems.

Assessment Data

Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Met expectations

### Executive Summary

Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment, and will be made public on the GCU website. See sample below.

The (name of unit) assessed its goal of (state goal) for the CY 20XX reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

The Office of Finance and Administration assessed its goal of improving the University's operating fiscal loss and achieved the planned goal by reducing losses by 45%. At the same time, the Office of Finance and Administration established funding for capital projects and funded the deferred maintenance for the residence hall and for the new ERP system. The Office of Finance and Administration also increased the financial awareness and to include GCU leadership in budget build from the first step of establishing targets, for the FY2026.