

Q1. 2023 Unit Assessment Plan

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

Unit Assessment Plans are due February 28.

Q2. Name of Administrative Unit

Student Success and Academic Support

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

Luana Fahr

Q4. Email address of person completing this report.

lfahr@georgian.edu

Q5. Date plan submitted

Q6. To which Cabinet Member does this unit report?

- President
- Provost
- Executive Director for Mission Integration
- Vice President Finance and Administration
- Vice President Institutional Advancement
- Vice President for Enrollment & Retention
- Other, (please specify

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

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

Q8. State Goal 1 for your administrative unit.

Student who engage with Student Success programs and services make adequate yearly progress to meet their academic goals.

Q9. State the Outcomes for Goal 1.

- 1.1 Accessibility Services: Students with disabilities receive their yearly accommodations, and will present documentation for requested changes to better meet academic needs.
- 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.
- 1.3 Peer Tutoring/SI: Students will self report grade improvement each semester as a result of peer tutoring and SI .
- 1.4 General: Students will have higher GPAs as a result of services and programs offered by Student Success.
- 1.5
- 1.6

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

- 1.1 Accessibility Services: a) % of students who did not have to increase accommodations b) student satisfaction with procurement and use of accommodations
- 1.2 TLC: a) % of students who maintain and adequate gpa to avoid probationary status b) % of TLC students who continue with the program until the next AY c) students who retain at GCU until the next AY.

- 1.3 Peer Tutoring/SI: % of students whose report grade increase over the course of the semester due to peer tutoring and/or SI
- 1.4 General : Student Success will track yearly progress of students in programs and services.
- 1.5
- 1.6

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

- 1.1 Accessibility Services: a)85 % of students did not have to increase accommodations b) 90 % student satisfaction with procurement and use of accommodations
- 1.2 TLC: a) 85% of students who maintain and adequate gpa to avoid probationary status b) 85% of TLC students who continue with the program until the next AY c) 85%of students retain at GCU until the next AY.
- 1.3 Peer Tutoring/SI: 70 % of students report grade increase over the course of the semester due to peer tutoring and/or SI.
- 1.4 General : Monthly statistics will track yearly progress of students in Student Success programs and services.
- 1.5
- 1.6

Q12. State Goal 2 for your administrative unit.

Student Success will provide adequate services related to academic student support.

Q13. State the Outcomes for Goal 2.

- 2.1 Accessibility Services: a) Students who request academic accommodations are adequately served according to functional limitations supported by documentation through an interactive process with director b) Director interventions will successfully resolve problems concerning accommodations.
- 2.2 The Learning Connection (TLC): The program provides an adequate number of academic development specialists who tutor and coach students with disabilities (primarily learning) to support to meet the needs of the students enrolled in TLC.
- 2.3 Peer Tutoring: a) There will be an adequate number of peer tutors and course coverage to accommodate student requests b) students will attend appointment- based and drop in sessions.
- 2.4 SI: There will be an adequate number of SIs based on faculty requests for their courses b) students will attend scheduled SI sessions online or in person
- 2.5 General: Student Success will track student compliance within programs or services.
- 2.6

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

- 2.1 Disability Services: a) # of students receiving accommodations per semester b) # of successful director interventions per semester c) # of tests taken in center b) student satisfaction with testing accommodations c) % of ADA students who used Student Success for testing with accommodations
- 2.2 TLC :a) Ratio of Academic Development Specialists to TLC enrolled students is satisfactory to cover the conditions of TLC requirements b) # of hours spent on the various services provided by TLC Academic Development Specialists during scheduled sessions (2 hrs. per week) c) Student satisfaction with TLC program.
- 2.3 Peer Tutoring/SI: a) #of scheduled appointments attended b) % of students satisfied with support given during tutoring sessions c) statistics of service are monitored and reported regularly by a designated coordinator.
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2.4 General : a) Office provides a system to request tutoring appointments online and tracks satisfaction with scheduling of appointments and statistics of student use of services for peer tutoring and SI b) Academic Development Specialists schedule professional fixed weekly sessions (2 per week) with TLC students and monitor use of services and other statistics. C) Disability information is tracked (accommodation requests and interventions)

2.5

2.6

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

2.1 Accessibility Services: a) # of students receiving accommodations per semester b) 90% of director interventions per semester will be successfully resolved c) % of ADA students with disabilities that take tests in center d) 80% student satisfaction with service.

2.2 TLC: a) Ratio of academic coaches to PACT enrolled students is at least 1:10 b) 75% of subject tutoring requests are accommodated by the Academic Development Specialists c) number of times other services are performed by specialists c) 80% student satisfaction with program.

2.3 Peer tutoring/SI: a) 80% of scheduled appointments are attended met by students requesting the service b) monthly statistics provided by coordinator c) 85% student satisfaction with service.

2.4 General : a) 85% student satisfaction with scheduled tutoring b) monthly statistics provided by professional staff b) 90% of scheduled student appointments are met.

2.5

2.6

Q16. State Goal 3 for your administrative unit.

Services of ADSC will meet all intended student participation goals of various student support services offered within the areas of participation and/or compliance.

Q17. State the Outcomes for Goal 3.

- 3.1
Accessibility Services: Students requiring disability accommodations (learning, physical, emotional, etc), will self- advocate successfully.
- 3.2
The Learning Connection (TLC): Students with documented disabilities (primarily learning) who are accepted to GCU may enroll in TLC. Once enrolled students will meet the requirements of the program.
- 3.3
Peer Tutoring: Student will attend appointment-based tutoring sessions and drop in sessions.
- 3.4
SI: Students will attend group and individual scheduled tutoring sessions
- 3.5
General: Office will track demographics of students with learning disabilities and evaluate accommodations offered as aligned with requests b) Office will track SI and Peer tutoring results rated to grade improvement from start to end of semester (self reported by tutees).
- 3.6

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

- 3.1
Accessibility Services: a) % of students who self-advocate successfully by requesting accommodations b) % of students who request interventions.
- 3.2
TLC: a) % of yearly increase of TLC students b) % of students who meet the requirements of the program.
- 3.3
. Peer Tutoring/SI: a) % of student body who attends peer tutoring and/or SI b) % of students who have attended 2 or more peer tutoring/SI appointments.
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- 3.4 General: Office provides a system to request tutoring appointments online and tracks compliance with scheduling of appointments and statistics of student use of services.
- 3.5
- 3.6

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

- 3.1 Accessibility Services: a) % of students who self-advocate successfully by requesting accommodations b) % of students who request interventions.
- 3.2 TLC: a) % of yearly increase of TLC students b) % of students who meet the requirements of the program.
- 3.3 Peer Tutoring/SI: a) % of student body who attends peer tutoring and /or SI b) % of students who have attended 2 or more peer tutoring appointments
- 3.4 General: Office provides a system to request tutoring appointments online and tracks compliance with scheduling of appointments and statistics of student use of services.
- 3.5
- 3.6

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

	Goal 1	Goal 2	Goal 3
Georgian Court University, founded by the Sisters of Mercy of New Jersey in 1908 and sponsored by the Sisters of Mercy of the Americas since January 2007, provides a comprehensive liberal arts education in the Roman Catholic tradition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The university has a special concern for women and is a dynamic community committed to the core values of justice, respect, integrity, service, and compassion, locally and globally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgian Court provides its students with a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgian Court provides students with an environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgian Court provides students with the will to translate concern for social justice into action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No direct alignment with Mission.



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

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

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

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

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

	Goal 1	Goal 2	Goal 3
2.1 Improve the overall retention of resident students by providing a healthy and engaging residential experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Develop an IT infrastructure that includes a "one campus" communications and services structure that is on par with current higher education industry standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Enhance the physical space available for student engagement throughout campus.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.4 Develop collaborative campus environment that supports students through engagement with all campus stakeholders.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.5 Integrate marketing and recruitment strategies that highlight instructional strengths to attract the student who will succeed at Georgian Court University	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.6 Provide unique student leadership experiences that focus on the philosophy of servant and ethical leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.7 Identify current or develop new GCU Traditions to support and highlight a dynamic unified campus culture (convocation, homecoming, bonfire, etc.).

2.8 Provide for an exceptional, safe, and well-rounded student-athlete experience through maintenance of competitive level facilities, leadership programming, academic support & resources consistent with program growth.

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

This question was not displayed to the respondent.

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

	Goal 1	Goal 2	Goal 3
4.1 Develop a collaborative financial strategy for the next three years that integrates the strategic enrollment and academic plans. These plans will be supported by Capital and Leased space development programs and the integration of the Facilities Conditions Assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Develop a plan that re-imagines the campus to make efficient and effective use of physical spaces on campus, inclusive of renewal and replacement programs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4.3 Develop the Campus Master Plan and a Strategic Technology Master plan to support campus operations and expand satellite and virtual academic sites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Enhance and expand efficient process improvement programs to provide more supportive operations and efficient campus operations and workflows.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

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

Director of Student Success and Academic Support

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

Director of Student Success and Academic Support

Q29.

Name the person(s) responsible for Goal 3.

Director of Student Success and Academic Support

Q30.

In which year will Goal 1 be assessed?

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

- Year 1
- Year 2
- Year 3

Q31.

In which year will Goal 2 be assessed?

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

- Year 1
- Year 2
- Year 3

Q32.

In which year will Goal 3 be assessed?

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

- Year 1
- Year 2
- Year 3

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

PACT is now overseen by the Assistant Director of Student Success. The goals and outcomes of the new plan will reflect this.

Location Data

Location: ([40.0881](#), [-74.1963](#))

Source: GeoIP Estimation

