

Q2. 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.

Q3. Name of Administrative Unit

Educational Opportunity Fund (EOF) Program

Q4. Name of the person completing this report. (Last, First)

Joy L. Smith, Ed.D.

Q5. Email address of person completing this report.

josmith@georgian.edu

Q6. To which Cabinet Member does this unit report?

- President
- Provost
- Executive Director for Mission Integration
- VP Finance and Administration
- VP Institutional Advancement
- Exec. Director of Marketing and Communication
- Interim Vice President for Enrollment & Retention
- Other, (please specify

Q7. Calendar Years for the Plan

- 2018-2020
- 2019-2021
- 2020-2022

Q8. State Goal 1 for your administrative unit.

We will work in conjunction with the Office of Admissions to visit schools, community centers and other entities within the historically identified EOF districts to recruit students who will thrive in GCU's environment. The goal is to recruit & retain 20 students who will participate in our Summer Program and will be enrolled as full-time students for Fall 2018.

Q9. State the Outcomes for Goal 1.

1.1

Our recruiter was trained to use the university's software system, which allowed us to access the students' information in a more timely manner. As a result, we had four additional weeks to recruit students.

1.2

We successfully recruited 20 students to participate in our Summer Program; all of them completed the six week initiative; 19 were enrolled in Fall 2018. One transferred to another institution, citing homesickness and the "culture shock" as her reasons for leaving.

1.3

1.4

1.5

1.6

Q10. State Goal 2 for your administrative unit.

For Pre-Freshmen: to provide those who tested into remedial Math & English with the in-classroom and supplemental instruction needed to advance into a higher remediation course or into college-level Math/English at the end of the six week program. For Continuing Students: to provide them with the support/resources needed to complete their English and Math General Education requirements within the first four semester. 90% of the students should complete the courses in this timeframe.

Q11. State the Outcomes for Goal 2.

2.1

The 20 Summer Program participants were either enrolled in a remediation Math or English course--or our college-level introductory English class. Of the 10 that were in Math, 80% (8) passed and were placed into college-level Math. 100% of those who took the English courses passed and were placed into the next level course.

2.2

The returning students who had not passed their English or Math courses by the third semester were contacted via email and by phone. These students were advised to either a) meet with their academic advisors to ensure that their fourth semester schedule included the Math/English course or b) advised to take the course during the Summer session, with EOF's financial support. 87% of them were responsive and completed the requirement by Summer 2018.

2.3

2.4

2.5

2.6

Q13. State Goal 3 for your administrative unit.

1) to develop a Workshop Series, in partnership with the GCU Faculty & major departments, for those who have 70+ credits. These sessions will focus on the GRE/GMAT/MCAT preparation, the application and funding process, various career paths (within the discipline) and the expectations of graduate students; 2) to work with the Office of Career Services to create sessions that will address resume development and interview etiquette with the same group of students. The goal is to have at least 75% of our graduates enrolled in graduate school or with a full-time position in their desired fields by GCU's 2018 Commencement Ceremony.

Q16. State the Outcomes for Goal 3.

3.1

We experienced several staffing changes and, consequently, unable to reach this goal. However, we know that 50% (10) of our program graduates are enrolled in graduate school or are employed full-time in their desired field.

3.2

3.3

3.4

3.5

3.6

Q18. Give the Mission alignment for Goal 1.

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.

- 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.
- Georgian Court provides its students with a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers.
- Georgian Court provides students with an environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences.
- Georgian Court provides students with the will to translate concern for social justice into action.
- No direct alignment with Mission.

Q19. Give the Mission alignment for Goal 2.

- 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.
- 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.
- Georgian Court provides its students with a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers.
- Georgian Court provides students with an environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences.
- Georgian Court provides students with the will to translate concern for social justice into action.
- No direct alignment with Mission.

Q20. Give the Mission alignment for 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.
- 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.
- Georgian Court provides its students with a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers.
- Georgian Court provides students with an environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences.
- Georgian Court provides students with the will to translate concern for social justice into action.
- No direct alignment with Mission.

Q21. Give the alignment with the GCU Strategic Compass Point (s) for Goal 1.

- Mission Fulfillment through Academic Excellence.
- Mission Fulfillment through an Exceptional Student Experience.
- Mission Fulfillment through Revenue Generation and Diversification.
- Mission Fulfillment through Operational Efficiency and Utilization.
-

No direct alignment with the Strategic Compass.

Q22. Give the alignment with the GCU Strategic Compass Point (s) for Goal 2.

- Mission Fulfillment through Academic Excellence.
- Mission Fulfillment through an Exceptional Student Experience.
- Mission Fulfillment through Revenue Generation and Diversification.
- Mission Fulfillment through Operational Efficiency and Utilization.
- No direct alignment with the Strategic Compass.

Q23. Give the alignment with the GCU Strategic Compass Point (s) for Goal 3.

- Mission Fulfillment through Academic Excellence.
- Mission Fulfillment through an Exceptional Student Experience.
- Mission Fulfillment through Revenue Generation and Diversification.
- Mission Fulfillment through Operational Efficiency and Utilization.
- No direct alignment with the Strategic Compass.

Q24. With which MSCHE (Middle States Commission on Higher Education) Standard does Goal 1 most closely align?

- Standard I. Mission and Goals
- Standard II. Ethics and Integrity
- Standard III. Design and Delivery of the Student Learning Experience
- Standard IV. Support of the Student Experience
- Standard V. Educational Effectiveness Assessment
- Standard VI. Planning, Resources, and Institutional Improvement
- Standard VII. Governance, Leadership, and Administration
- I am not sure which Standard to choose
- Applies to all Standard

Q25. With which MSCHE (Middle States Commission on Higher Education) Standard does Goal 2 most closely align?

- Standard I. Mission and Goals
- Standard II. Ethics and Integrity
- Standard III. Design and Delivery of the Student Learning Experience
- Standard IV. Support of the Student Experience
-

Standard V. Educational Effectiveness Assessment

- Standard VI. Planning, Resources, and Institutional Improvement
- Standard VII. Governance, Leadership, and Administration
- I am not sure which Standard to choose
- Applies to all Standard

Q26. With which MSCHE (Middle States Commission on Higher Education) Standard does Goal 3 most closely align?

- Standard I. Mission and Goals
- Standard II. Ethics and Integrity
- Standard III. Design and Delivery of the Student Learning Experience
- Standard IV. Support of the Student Experience
- Standard V. Educational Effectiveness Assessment
- Standard VI. Planning, Resources, and Institutional Improvement
- Standard VII. Governance, Leadership, and Administration
- I am not sure which Standard to choose
- Applies to all Standard

Q27. What metrics will be used to measure results of Goal 1?

The EOF student interview allows us to determine if the student could fare well at GCU. We will continue to use this assessment measure in AY 2019 & 2020. The Fall enrollment report will show if the students were enrolled as full-time students and if they completed their first semester. We will also use this measure in the subsequent years.

Q28. What metrics will be used to measure results of Goal 2?

The enrollment reports and the transcripts provide us with the accurate depiction of the students' progress through the curriculum. We can see if the students have taken (and passed) the Math & English courses within the four semester period.

Q29. What metrics will be used to measure results of Goal 3?

We will create assessment tools where the student can evaluate the preparatory sessions and provide us with information about their post-graduate plans. The data will allow us to fine tune the workshops to ensure that the students are receiving the support that they need.

Q30. What will be the benchmark for successfully meeting Goal 1?

1) Having 20 students who participate in and complete the Summer Program. 2) Having the same group enrolled as first time, full-time students during the subsequent (Fall) semester. 3) Their completion of the Fall semester (evidenced by their Fall final grades).

Q31. What will be the benchmark for successfully meeting Goal 2?

Completion of the English & Math requirements within the first four semester. The Summer 2017 cohort should pass the courses no later than Summer 2019.

Q32. What will be the benchmark for successfully meeting Goal 3?

Having at least 70% of our students with 70+ credits as participants in the Career Services Grad Prep/Interview Etiquette sessions. Having workshop assessment data that demonstrates the effectiveness of the sessions. Collecting data for our 2019 & 2020 graduates and finding the correlation between their attendance at the workshops and their matriculation in graduate schools or gainful full-time employment in their desired fields.

Q33. Name the person(s) responsible for Goal 1.

Joy L. Smith, Ed.D. and Mr. Jeff Louisius

Q34.

Name the person(s) responsible for Goal 2.

Joy L. Smith, Teresa Geathers/Gwendolyn Bennett & Jeff Louisius

Q35.

Name the person(s) responsible for Goal 3.

Joy L. Smith

Q36.

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: Calendar year 2018
- Year 2: Calendar year 2019
- Year 3: Calendar year 2020
- Year 3: Calendar year 2021

Q37.

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: Calendar year 2018
- Year 2: Calendar year 2019
- Year 3: Calendar year 2020
- Year 4: Calendar year 2021

Q38.

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: Calendar year 2018
- Year 2: Calendar year 2019
- Year 3: Calendar year 2020
- Year 4: Calendar year 2021

Q39. Are there any additional comments you would like to add to this report?

Location Data

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

Source: GeoIP Estimation

