

GCU Co-Curricular Program Assessment Reports AY2016-2017

<i>Name of Program:</i>	Counseling Center
<i>What Program Goal or Learning Outcome is assessed? (Goal 1)</i>	To provide confidential counseling to students experiencing personal adjustment and/or psychological problems that require professional attention.
<i>Related ISLG Goal(s)</i>	ISLG 6. Explore spirituality and personal growth
<i>What Program Goal or Learning Outcome is assessed? (Goal 2)</i>	To develop training and support programs for student development in conjunction with other university components.
<i>Related ISLG Goal(s)</i>	ISLG 9. Demonstrate an awareness of leadership skills.
<i>Write an executive summary for this program's assessment report.</i>	The Counseling Center assessed student learning related to ISLG Goal 6: Explore Spirituality and Personal Growth through the program goal of the provision of confidential counseling to address personal adjustment. Global Assessment of Functioning at admission and discharge was assessed, and results indicated an improvement in functioning as a result of therapy. Client Satisfaction Surveys were also administered, results of which indicated clients report therapy helped them achieving academic and personal goals, as well as remaining enrolled in school. The Counseling Center will continue to provide high-quality therapeutic services to students. The Counseling Center also assessed learning related to ISLG Goal 9: Leadership Skills, through the program goal of Development of Training Programs for Student Development. Training was provided to students related to consent and sexual assault. Training was also provided to administrative staff on mandated assessment policies and procedures. Results indicated 85% of students who participated in consent training scored 80% or higher on post-test. Results of mandated assessment training indicated improvement in rates of completion for students in departments whose administrators completed the training. Counseling Center will continue to provide mandated assessment trainings to other administrative departments who are engaged in mandated assessment referrals, such as
<i>Unit Reports to:</i>	Dean of Students
<i>Name of Program:</i>	Health Services
<i>What Program Goal or Learning Outcome is assessed? (Goal 1)</i>	Goal 1: Provide exceptional clinical and health counseling services that encompass health promotion, prevention, and treatment of acute and/or chronic medical conditions that support a diverse student population.
<i>Related ISLG Goal(s)</i>	ISLG 6. Explore spirituality and personal growth
<i>What Program Goal or Learning Outcome is assessed? (Goal 2)</i>	
<i>Related ISLG Goal(s)</i>	

<p><i>Write an executive summary for this program's assessment report.</i></p>	<p>Health Services Program assessed department Goal 1: Provide exceptional clinical health and health counseling services; in alignment with ILG-3A: Demonstrate academic excellence, and CAS standard in Clinical Health Care Services: Mission, Diversity, Equity, Access. Students indicated high levels of satisfaction (96%) with Health Services. 80% of students surveyed indicated that their utilization of Health Services had a positive impact on both their academic performance and class attendance, linking positive health outcomes to academic achievement. Overall, our clinical services reached over 1849 students and 31 health promotion/wellness programs had a total student outreach of over 2200. Student feedback was overwhelmingly positive (98%) regarding health programming that address health habits and behaviors encouraging healthy lifestyle choices. We continue to find that once a student has the opportunity to use our services, their satisfaction with our services is very high. Improving the recognition, visibility, and message of the department to the student population continues to be a challenge.</p>
<p><i>Unit Reports to:</i></p>	<p>Dean of Students</p>
<p><i>Name of Program:</i></p>	<p>Office of Residence Life</p>
<p><i>What Program Goal or Learning Outcome is assessed? (Goal 1)</i></p>	<p>To promote and support academic success, social responsibility, character development, and personal growth through successful interactions with students and development and implementation of programs supportive of these goals.</p>
<p><i>Related ISLG Goal(s)</i></p>	<p>ISLG 6. Explore spirituality and personal growth</p>
<p><i>What Program Goal or Learning Outcome is assessed? (Goal 2)</i></p>	<p>To develop training programs for student leadership in conjunction with other university components</p>
<p><i>Related ISLG Goal(s)</i></p>	<p>ISLG 9. Develop an awareness of leadership skills.</p>

<p><i>Write an executive summary for this program's assessment report.</i></p>	<p>The Office of Residence Life assessed its program offerings for resident students during the Fall 2016 and Spring 2017 Semester. On the Fall 2016 Residence Life Satisfaction Survey, 70% of students indicated that they were moderately to very satisfied with programming in the residence halls, 21% indicated that they were moderately to very dissatisfied with programming in the residence halls, and 9% indicated that they were unable to judge. In addition, 44% of students indicated that there was an appropriate amount of activities on the weekend, 47% indicated that there wasn't an appropriate amount of activities on the weekend, and 9% stated that there were too many activities on the weekend. On the Spring 2017 Residence Life Satisfaction Survey, 54% of students indicated that they were moderately to very satisfied with programming in the residence halls, 42% indicated that they were moderately to very dissatisfied with programming in the residence halls, and 4% indicated that they were unable to judge. In addition, 40% of students indicated that there was an appropriate amount of activities on the weekend, 56% indicated that there wasn't an appropriate amount of activities on the weekend, and 4% stated that there were too many activities on the weekend. While there were some positive results in the fall, these were negated by the residents for the fall and it is clear that more work needs to be done in this area. In addition, the Office of Residence Life assessed how its leadership training incorporates other University colleagues and addresses important issues. When reviewing the training schedule, it is clear that the sessions are presented by a diverse group of university colleagues and cover a wide range of topics. However, more work needs to be done to assess the effectiveness of the training in preparing residence life staff.</p>
<p><i>Unit Reports to:</i></p>	<p>Dean of Students</p>
<p><i>Name of Program:</i></p>	<p>Office of Student Activities</p>
<p><i>What Program Goal or Learning Outcome is assessed? (Goal 1)</i></p>	<p>The Office of Student Activities will review and realign departmental budgets (Student Activities, SGA, Clubs and Organizations, Leadership Programs, and New Student Orientation) to effectively provide all students with quality co-curricular experiences to enhance their academic and social development.</p>
<p><i>Related ISLG Goal(s)</i></p>	<p>ISLG 7 – Demonstrate an awareness of the value of engagement in local, national and global issues</p>
<p><i>What Program Goal or Learning Outcome is assessed? (Goal 2)</i></p>	<p>The Office of Student Activities will provide leadership development for the campus activities board (CAB) in the areas of best practices of student engagement, co-educational programming, and peer leadership training, especially those activities that support the on-campus experience for residents.</p>
<p><i>Related ISLG Goal(s)</i></p>	<p>ISLG 9. Demonstrate an awareness of leadership skills.</p>

<p><i>Write an executive summary for this program's assessment report.</i></p>	<p>The program goals assessed by Office of Student Activities fall in alignment with ISLG 7 – Demonstrate an awareness of the value of engagement in local, national and global issues and ISLG 9 – Demonstrate an awareness of leadership skills. Program Goals</p> <ul style="list-style-type: none"> •Review and realign departmental budgets to effectively provide all students with quality co-curricular experiences to enhance their academic and social development. •Provide leadership development for the Campus Activities Board in the areas of best practices, leadership, student engagements, and peer mentorship. •Incorporate and utilize technology to improve communication with students, improve marketing, and increase student participation and engagement. <p>The Office of Student Activities continues to work hard towards improving the student retention rate at GCU. According to Vincent Tinto a well-known student affairs and retention expert, Tinto argues that one of the main reason students leave a university is due to a failure of the student and the campus to create a sense of belonging for the student. With this in mind, one of the primary goals of the OSA is to, “foster a sense of belonging, involvement and connection for all GCU students (resident, commuter, first-year, transfer and non-traditional).” Therefore, the OSA has made it a priority to improve student retention by working hard to create a vibrant and dynamic campus environment by:</p> <ul style="list-style-type: none"> •Developing the new SGA model to fully represent all students on-campus and increase participation among clubs and organizations; •Revamping and rebranding the Campus Activities Board to increase involvement in campus activities and foster a sense of community, allow for social interaction and create a more vibrant campus environment; •Realigning department budgets to best fit the needs of the students to improve retention; •Utilizing technology to increase student participation and student engagement.
<p><i>Unit Reports to:</i></p>	<p>Dean of Students</p>
<p><i>Name of Program:</i></p>	<p>Office of Student Activities</p>
<p><i>What Program Goal or Learning Outcome is assessed? (Goal 1)</i></p>	<p>Goal 3 - Incorporate and utilize technology to improve communication with students, improve marketing of events and activities, while increasing student participation at events and activities</p>
<p><i>Related ISLG Goal(s)</i></p>	<p>ISLG 1. Communicate effectively in written and spoken English</p>
<p><i>What Program Goal or Learning Outcome is assessed? (Goal 2)</i></p>	
<p><i>Related ISLG Goal(s)</i></p>	
<p><i>Write an executive summary for this program's assessment report.</i></p>	<p>See above.</p>
<p><i>Unit Reports to:</i></p>	<p>Dean of Students</p>
<p><i>Name of Program:</i></p>	<p>Advising Fellows</p>
<p><i>What Program Goal or Learning Outcome is assessed? (Goal 1)</i></p>	<p>Undergraduate students at Georgian Court University shall: Goal 1: Select appropriate academic and personal goals.</p>
<p><i>Related ISLG Goal(s)</i></p>	<p>ISLG 6. Explore personal and spiritual growth.</p>

<i>What Program Goal or Learning Outcome is assessed? (Goal 2)</i>	
<i>Related ISLG Goal(s)</i>	
<i>Write an executive summary for this program's assessment report.</i>	The Advising Fellows had a roster of 69 students who had not yet declared a major. In the first semester, over 90% of those students complied with an invitation to meet with an advising fellow and/or declared a major, and by the spring semester, the roster of undeclared majors was reduced by almost half. Fourteen percent of undeclared majors visited the Office of Career Services.
<i>Unit Reports to:</i>	Provost
<i>Name of Program:</i>	Athletics
<i>What Program Goal or Learning Outcome is assessed? (Goal 1)</i>	Student-Athlete Academic Success
<i>Related ISLG Goal(s)</i>	ISLG 3: Demonstrate Academic Excellence.
<i>What Program Goal or Learning Outcome is assessed? (Goal 2)</i>	
<i>Related ISLG Goal(s)</i>	
<i>Write an executive summary for this program's assessment report.</i>	This year Athletics assessed student learning related to ISLG Goal 3: Demonstrate Academic Excellence. As an NCAA Division II institution, we have academic standards to meet for eligibility and progress toward graduation. Through well researched recruitment of prospective student-athletes, our coaching staff pursues those they believe are capable of having a successful academic & athletic career at GCU. Once on campus our student-athletes are put in positions to succeed with not only campus resources, but also through programs implemented by the athletics department including athletic orientation, receiving a student-athlete mentor & the freshmen success curriculum. Through weekly monitoring of academic progress, class attendance, and tutoring our student-athletes, they maintain eligibility at a 97% rate. They also continue to graduate at a higher rate than their non-athlete peers and above the federal graduation rate. The athletic department will continue to pursue avenues to enhance academic achievement of our student-athletes.
<i>Unit Reports to:</i>	Assistant Vice President for Athletics & Recreation
<i>Name of Program:</i>	Career Services, Corporate Engagement & Continuing Ed
<i>What Program Goal or Learning Outcome is assessed? (Goal 1)</i>	Raise awareness of the plethora of career resources available and increase profile and usage of these services by students, faculty, employers and other stakeholders.
<i>Related ISLG Goal(s)</i>	ISLG 6. Explore spirituality and personal growth
<i>What Program Goal or Learning Outcome is assessed? (Goal 2)</i>	Outcome #2 Increased the number of co-sponsored career programs
<i>Related ISLG Goal(s)</i>	

<i>Write an executive summary for this program's assessment report.</i>	The office of Career Services, Corporate Engagement and Continuing Education assessed usage and satisfaction of services related to Strategic Initiatives 2.2.1- Prepare students for professional success and 2.4.1- Provide opportunities for students to explore future careers, including internships. During the academic year 2016-17, we saw an increase in appointments by 5% and an increase in the total number of programs offered (from 23 to 34) and an increase in the invitations by faculty to present to specific classes from 13 to 21).
<i>Unit Reports to:</i>	Provost
<i>Name of Program:</i>	Writing Center
<i>What Program Goal or Learning Outcome is assessed? (Goal 1)</i>	Students will become better writers. They will increase the sophistication of their writing with correct grammar, sound logic, and persuasive rhetoric. Students will learn to integrate research sources properly, cite them accurately, and document them appropriately in adherence with APA, CMS, and MLA standards.
<i>Related ISLG Goal(s)</i>	ISLG 1. Communicate effectively in written and spoken English. ISLG 2: Apply critical thinking, problem-solving, and research skills.
<i>What Program Goal or Learning Outcome is assessed? (Goal 2)</i>	The Writing Center will maintain and improve upon usage benchmarks set in AY 2015-2016. Students enrolled in SD Writing Courses, EN105 and EN106, will progress to EN111 at rates in compliance with the Title III grant. Outcomes based on Goal: Outcome 1: More students will visit the Writing Center than in the previous academic year. User satisfaction will remain at a high level. More first-time, full-time undergraduates will use the Center. More sophomores will use the Center. Title III Grant specifics: By 9/30/16: 60% of students who need SD writing and use the WC advance to EN111. By 9/30/17: 70% of students who need SD writing and use the WC advance to EN111. By 9/30/18: 75% of students who need SD writing and use the WC advance to EN111. By 9/30/19: 80% of students who need SD writing and use the WC advance to EN111. By 9/30/20: 90% of students who need SD writing and use the WC advance to EN111. A 10% yearly increase in Center usage after AY 2016-2017.
<i>Related ISLG Goal(s)</i>	ISLG 1. Communicate effectively in written and spoken English

<p><i>Write an executive summary for this program's assessment report.</i></p>	<p>The Writing Center assessed student learning related to ISLG 1: Communicate effectively in written and spoken English and ISLG 2: Apply critical thinking, problem-solving, and research skills. Students who visited the Writing Center more than five times during the academic year were asked to submit rough drafts and final drafts of papers, and Center personnel scored each draft with the Writing Program rubric. 82% of students showed improvement in their final drafts. In addition, 76% of those drafts met rubric expectations, an increase of 58%. The weakest scores were for Research Skills and Style Sheets, so the Writing Center will ask students to submit assignment sheets along with their drafts so that staff can better assist the students. The Director will be hosting a joint workshop with the Library to reinforce the connection between research and style, in particular APA. The same assessment plan will be utilized next year, and the Director hopes that categories 3A and 3B will meet expectations. The Writing Center exceeded success rates for the Title III grant. 92% of students who required SD writing in Fall 2016 and used the Writing Center advanced to EN111. Of those students 85% enrolled in EN111 in Spring 2017. 100% of students who enrolled in EN105 and EN106 and used the Writing Center earned a C or better in Fall 2016. Finally, usage increased at the Writing Center by 21% and 8% more students used the Writing Center this year. To maintain the gains in usage, the Writing Center will begin offering online tutoring and is piloting the service during the Summer 2017.</p>
<p><i>Unit Reports to:</i></p>	<p>Provost</p>
<p><i>Name of Program:</i></p>	<p>Sister Mary Joseph Cunningham Library</p>
<p><i>What Program Goal or Learning Outcome is assessed? (Goal 1)</i></p>	<p>New undergraduate students will attain appropriate information literacy skills. Outcome 1: First-year and sophomore year undergraduate students in EN111 and GEN199 will be able to find and critically evaluate information sources.</p>
<p><i>Related ISLG Goal(s)</i></p>	<p>ISLG 2: Apply critical thinking, problem solving and research skills.</p>
<p><i>What Program Goal or Learning Outcome is assessed? (Goal 2)</i></p>	
<p><i>Related ISLG Goal(s)</i></p>	
<p><i>Write an executive summary for this program's assessment report.</i></p>	<p>The librarians assessed student learning related to ISLG Goal 2: Apply critical thinking, problem solving and research skills. The librarians provided face-to-face instruction in EN111 and created a new Searchpath Information Literacy Tutorial that was used in GEN199 to help new undergraduate students attain appropriate information literacy skills for finding and critically evaluating information sources. 53 students in four EN111 classes were provided face-to-face instruction during the Spring 2017 semester and 70% of all students who took the Searchpath quizzes scored greater than 70% on every quiz, exceeding our expectations. The Librarians will use this data and feedback received from students and faculty to revise both the assignment used for EN111 and the Searchpath Information Literacy Tutorial. Future versions of this goal will be expanded from “new undergraduate students” to encompass “all undergraduate students.”</p>
<p><i>Unit Reports to:</i></p>	<p>Associate Provost for Academic Program Program Development</p>
<p><i>Name of Program:</i></p>	<p>Academic Development and Support Center</p>

<p><i>What Program Goal or Learning Outcome is assessed? (Goal 1)</i></p>	<p>Goal 1: Support undergraduate students with professional and peer tutoring, academic coaching, and student guidance services. Outcome 1: At least 90% of student requests for peer tutoring are met through tutor availability. Outcome 2: Keep comparative data on participation, GPA, retention on the following programs: The Learning Connection (TLC) and PACT programs. Evaluate usage and effectiveness of direct tutoring, academic coaching, and guidance services. * This has been the only goal assessed this year due to the volume of data.</p>
<p><i>Related ISLG Goal(s)</i></p>	<p>ISLG 3B: Gain a broad foundation in knowledge and understanding of modes of inquiry in the arts, humanities, behavioral and social sciences, natural sciences, and mathematics, and ISGL6: Explore spirituality and personal growth.</p>
<p><i>What Program Goal or Learning Outcome is assessed? (Goal 2)</i></p>	
<p><i>Related ISLG Goal(s)</i></p>	
<p><i>Write an executive summary for this program's assessment report.</i></p>	<p>The Academic Development and Support Center (ADCSC) assessed student success in various programs offered by ADSC relating to ISLG2: Apply critical thinking, problem solving, and research skills, ISLG 3B: Gain a broad foundation in knowledge and understanding of modes of inquiry in the arts, humanities, behavioral and social sciences, natural sciences, and mathematics, and ISGL6: Explore spirituality and personal growth. The ADSC houses a myriad of services, including Peer Tutoring , Disability Services, The Learning Connection (TLC), which supports students with disabilities (primarily learning), and Performance Assistance through Coaching and Tutoring (PACT). PACT students have been designated as provisionally admitted based on high school GPA, test scores, and other supplemental data. Peer tutoring has been a drop-in service for which there were 33 tutors by the end of the AY 2016-17. There was a total of 673.5 hours of tutoring for AY 2016-17. At least 90% of tutor requests were accommodated. Courses which lacked peer tutor availability included upper level math and science courses. In Fall 2016, there were 21 TLC and 34 PACT students, as compared to 26 TLC and 19 PACT in AY 2015-16, with the following continuation and/or retention rates:90% one semester continuation rate and 95% one year continuation rate. PACT: 85% one semester retention rate and 56% one year retention rate (as per number registered to date). TLC students continue to perform exceptionally well with high GPAs, awards, and high customer satisfaction, while PACT students in the AY 2016-17 had varied performance and initially high retention, but the number of students registered for Fall 2017 dropped significantly. There were no significant consequences for non-attendance to PACT requirements, though professional session were well-attended. Students will have greater accountability in AY 2017-18.</p>
<p><i>Unit Reports to:</i></p>	<p>Assistant Provost for Student Success & Retention</p>
<p><i>Name of Program:</i></p>	<p>Chart the Course</p>

<i>What Program Goal or Learning Outcome is assessed? (Goal 1)</i>	Through Chart the Course, students will obtain 30 credits which will place them on track for four year completion. In addition, students will create a degree map to help them better understand their degree requirements such as general education course, major courses, and electives.
<i>Related ISLG Goal(s)</i>	ISLG 2: Apply critical thinking, problem solving and research skills.
<i>What Program Goal or Learning Outcome is assessed? (Goal 2)</i>	During Chart the Course students will become more organized by managing time effectively and making a to-do list for assignments. In addition, students will enhance study skills by receiving daily study tips and strategies from the academic coach via Google Hangouts.
<i>Related ISLG Goal(s)</i>	ISLG 6. Explore personal and spiritual growth.
<i>Write an executive summary for this program's assessment report.</i>	The Chart the Course program assessed student learning related to ISLG 2: Apply critical thinking, problem solving and research skills. CTC offered three general education courses, and one remedial course during the winter session. In addition, students were all connected via Google Hangouts and had access to a peer tutor and the academic coach. Overall, 54% (n=53) of the students who were invited (n=97) participated in the winter session. 79% (n= 42) of CTC participants successfully completed the course Out of the 53 participants, 43% (n=23) obtained a total of 15 or more credits by the end of the winter session. This assessment will be updated in August 2017 to include data from the CTC summer session.
<i>Unit Reports to:</i>	Assistant Provost for Student Success & Retention
<i>Name of Program:</i>	GCU Cares
<i>What Program Goal or Learning Outcome is assessed? (Goal 1)</i>	Provide a comprehensive outreach strategy to minimize the impact of distress on academic and personal pursuits of at risk students through effective case management, coordination of care between campus and community resources. The case manager will utilize strength's perspective and reflective interviewing techniques.
<i>Related ISLG Goal(s)</i>	ISLG 6. Explore personal and spiritual growth.
<i>What Program Goal or Learning Outcome is assessed? (Goal 2)</i>	Develop an on-going educational/interactive program for violence prevention and sexual assault awareness using the Green Dot Strategy (bystander intervention program) and weekly SEEDS (Student Engagement Empowerment and Development) programming models.
<i>Related ISLG Goal(s)</i>	ISLG 6. Explore personal and spiritual growth.

<p><i>Write an executive summary for this program's assessment report.</i></p>	<p>The GCU Cares program institutional learning goal 6: Explore personal growth. The case manager provided coordination of care and appropriate resources for personal and academic success at GCU. The case manager utilized the social work theory of strength's perspective and reflecting interviewing techniques for student engagement and support. Overall, 85% to 87% were satisfied with the support they received. In addition, a significant amount of these students; 66% performed well and graduated; whereas 34% continue to struggle which affected either their academic and personal performance to be successful. The GCU Cares program will continue to use strength's perspective and reflective interviewing techniques in case management as it has shown to be an effective tool. The Project Specialist for the grant continues to make stride in her programming model. She continues to connect on campus and off campus resources. The increase of 20% in attendance in Spring 2017 programming is a good indication that she is connecting well with students and providing enrichment programming. This upcoming Fall semester, this program is planning to provide programming and training on sexual assault, dating violence, stalking and domestic violence to the incoming students. Currently researching on-line models to engage students with information about Title IX and VAWA grant requirements. In addition, the Program Specialist will provide a vibrant Bystander Intervention program to all students, faculty and staff. The program will begin in the Fall 2017 semester and continue throughout the Spring 2018 semester with emphasis on Domestic Violence Awareness (October 2017) and Sexual Assault Awareness month (April 2018) programs/workshops.</p>
<p><i>Unit Reports to:</i></p>	<p>Assistant Provost for Student Success & Retention</p>