



THE DIVISION OF STUDENT AFFAIRS

ANNUAL REPORT

2015-2016



GEORGIAN COURT UNIVERSITY
THE MERCY UNIVERSITY OF NEW JERSEY



Karen C. Goff
Assistant Provost for Student Life/
Dean of Students

Dear Colleagues:

The Student Affairs annual report has been compiled to give a summary of the accomplishments within Student Affairs for the 2015-2016 AY. Though there were challenges, the commitment to our students’ intellectual, personal, professional, and social enrichment remained the central priority and focus of each unit within Student Affairs.

During the summer, the Student Affairs team met for its annual staff retreat in August, where the focus was on building a cohesive team, since Student Affairs was restructured to include many of the academic support units previously overseen by Student Success. Consequently, the Academic Development and Support Center was established to reflect the programs and services offered and to distinguish its service and programs from the Office of Student Success & Retention. The Center comprises of Disabilities Services, The Learning Connection, PACT (Persistence through Academic Coaching and Tutoring) Program for “provisionally” admitted students, Peer Tutoring. Student Support Services – TRiO and the Educational Opportunity Fund program were also placed under the Student Affairs umbrella.

The Dean of Students in conjunction with the Office of Student Leadership & Engagement collaborated with faculty to launch a loosely structured faculty-students mentoring program, targeting identified “at risk” students who were not a part of any of the institution’s current support programs (i.e. TLC, EOF, TRiO). There were 30 students selected to participate in the program. The interaction between faculty and students proved to be a favorable model for further development and expansion.

As part of the Title IX mandate to provide sexual awareness programs to students on campus, HAVEN a sexual awareness program was piloted in the Freshman Year Seminar. In addition to a presentation on sexual assault, all students were assigned to complete the Haven modules, recommended in the “Not Alone” White House Taskforce document. Haven is an online resource that encourages students to learn about healthy relationships, the importance of consent, and the many ways we can help to create a safe and positive campus environment. The two part series was meant to be a meaningful and thoughtful experience for students to learn about the potential consequences of their life choices. A total of 172 freshmen successfully accessed and completed the course. Each unit has been vigilant and purposeful in administering programs and services to meet the growing and complex needs of our students. The accomplishments within the division are directly attributed to the dedicated team of professionals and educators who have been diligent in pursuing our vision to fully engage students in a supportive, collaborative, and challenging learning environment, by providing diverse opportunities for student learning, development, and success. While challenges were evident, the 2016-2016 academic marked another extraordinary year for the division of Student Affairs in spite of budgetary constraints and limited resources.

Throughout the report are a few key accomplishments and highlights which demonstrate Student Affairs ongoing commitment to fully engage students in a supportive and dynamic learning environment.

Together in Mercy!

Karen Goff
Karen Goff

TABLE OF CONTENTS



6 Student Leadership & Engagement



10 Residence Life



16 Counseling Services

- 4** Student Activities
- 6** Student Leadership & Engagement
- 8** Case Management
- 10** Residence Life
- 15** Health Services
- 16** Counseling Services
- 18** Academic Development & Support Center
- 20** Student Support Services - TRiO



STUDENT ACTIVITIES

Student Activities held over 115 events, averaging 3-4 events per week throughout the 15-16 AY.

The Office of Student Activities (OSA) is committed to providing students with events and activities that meet the cultural, academic, and social needs of the students. The Coordinator of Student Activities (CSA) works with the Student Government Association (SGA), the Campus Activities Board (CAB) and over forty clubs and organizations, as well as assists with the development and implementation of new student groups.

The Office of Student Activities is also responsible for the planning and promotion of the University's traditional events such as Welcome Back Week, Club Day, Homecoming/Family Day, Back Porch Party, Halloween Celebration, Mercy Day Breakfast, and other class-level sponsored events including Senior Week, Junior Ring Ceremony, Winter Formal, and both the Freshmen and Senior 100 Days.

This year the Office of Student Activities held over 115 events (not including SGA/club meetings, service projects or fundraisers). On average, there were 3-4 events per week; Leveraging the data from the 2014-2015 Student Activities survey, changes were made in regards to how events were advertised, focusing more on social media (i.e. twitter, Instagram, Facebook) as well as e-blasting flyers and announcements to students.

In addition, the Student Activities committee met quarterly to help improve communication between departments when planning events as well as help in the cross-promotion of events and activities. The Student Activities committee included representatives from the following Student Life, Residence Life, Athletics and Alumni.



Assessment Data

The Office of Student Activities launched its annual Student Activities survey in February of 2015. A total of 558 students responded to the survey; the majority being commuters (60.3%) and sophomores (26.5%).

Below are some of the key findings:

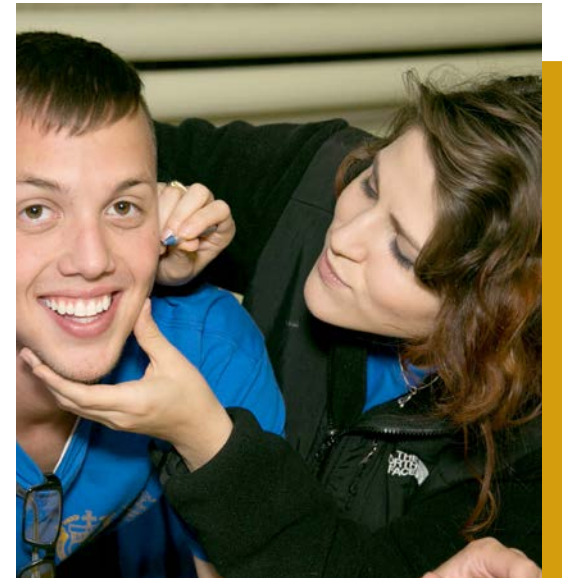
- The majority of students are satisfied with the events on campus, however they do expect to see more events on-campus, especially on the weekend;
- Students indicated, the primary reason they do not attend events is due in part to work obligations or inconvenient time;
- The best times to hold events according to the survey would be 7pm-9:35pm Monday-Thursday and any time after 6pm Friday-Sunday;
- Music festivals and dance parties are the top two events students would like to see more of on-campus;
- The need for more programs specifically geared toward commuter students;

When students were asked how satisfied they were with the student activities at GCU, 14 % responded they were very satisfied; 28% were moderately satisfied; 31% neither satisfied or dissatisfied; and 15% moderately dissatisfied; and 12% indicated they were very dissatisfied. When asked about their expectation of regarding the number of activities/events during the week (Monday through Thursday), 60% of students indicated they expected more events on campus.



Challenge/s

- Lack of Space - One of the biggest challenges the Office of Student Activities faces is the need for additional soft space for students. Given our large commuter population, there are very few places commuters can spend time in between classes other than the Court Café, which has limited seating and the Library.
- Technology Support - Implementation of software to effectively manage co-curricular involvement on campus. We currently track student involvement via Excel; these methods are outdated and ineffective.
- Student Activities Funding - In order to continue to provide quality programs and events for students (60% of students expect more events to be held on-campus), budgetary constraints remain a challenge.





STUDENT LEADERSHIP & ENGAGEMENT

Students in the Women in Leadership Development and Emerging Leaders programs contributed a combined 1000 hours of community service throughout the 14-15 AY.

The Office of Student Leadership and Engagement provides leadership opportunities and engaging programs that meet the needs of a diverse student population. Leadership initiatives are designed to encourage student involvement at various levels. The Assistant Director of Student Leadership and Engagement coordinates two signature student leadership programs on campus, the Emerging Leaders Program and Women in Leadership Development (WILD).

The Assistant Director for Student Leadership & Engagement also serves as the moderator for Commuter Student Association; helping to increase commuter student participation on campus. Both the Assistant Director and Coordinator of Student activities work collaboratively to oversee the Orientation Leaders Program, as well as coordinate and execute New Student Orientation at the start of each academic year. While overseeing multiple leadership programs, the Office of Student Leadership and Engagement is also intentional in its effort to recruit and retain male student involvement.

Emerging Leaders and WILD women attended the National Conference for Student Leadership in Orlando, Florida from November 20th to the 23rd. Attendees included Christine Hedgebeth, Sabrina Cruz, Edwana Hallowanger, Jaclyn Cusack, Anthony Varlese, Tyler Chamra, Chloe Grady, and Alicia Colon. Additional attendees included Brian Ford, who serves as a Resident Assistant, and Kele Teele, who serves as a member of the Young Lion's Brotherhood. The NCSL Conference focused on interactive programs and the attributes essential to being a successful leader on campus.

Emerging Leaders attended the IMPACT Conference in Los Angeles, California from February 19th to the 22nd. Attendees included Jenna Reices, Christine Hedgebeth, Lafonda McKinney, David Schenck, Kofi Sarfo, and Nicholas Ciccone. Additional attendees included Miriam Hunte, who serves as a Resident Assistant, WILD woman, and member of the Student Government Association, and Davin Venezia, who serves as a member of the Student Government Association. The IMPACT Conference focused on connecting, educating, and mobilizing college students to strengthen their communities through service, action, and advocacy.

In an effort to expose and engage our student leaders with other national agendas, students are afforded opportunities to participate in national and local conferences. Over the past year, WILD women attended the National Conference for College Women Student Leaders at the University of Maryland in College Park. Attendees included Edwana Hallowanger, Ruthann Senior, Madison Piassek, Gina Elattar, Deanna Briganti, Shereen Zanjani, Ama Gora, Selina Abriola, Charli Topinka, Adoley Thedison, and Ariana Speranza. The National Conference for College Women Student Leaders focused on empowering and educating college women to develop action plans to change their community and asses how to lead their peers on campus.

Three student leaders were selected to participate in the Clinton Global Initiative in Denver, Colorado. Attendees included Sabrina Cruz, David Schenck, and Jenna Reices. The student leaders serves as volunteers and were challenged to take on social agendas aimed at addressing social issues both locally and nationally.

Sabrina Cruz and Bianchi Valdez were accepted into the highly selective NJ Governor's Hispanic Fellows Program to pursue an internship in their aspiring field of study during the summer of 2015.

Lucy Figueras was selected to participate in the New Leadership Program hosted by the Center for American Women and Politics. The program is geared toward college women who aspire to become engaged in public service.

All student leaders were required to participate in Leadership Day on January 15th. Each of student an estimated one hundred student leaders participated in service projects. Below is a list of service projects completed.

- Student Government Association – Providence House
- Women in Leadership Development – American Red Cross
- Emerging Leaders – The Children's Home Society
- Mercy Collegiate Society and Resident Assistants – The Food Bank of Monmouth and Ocean Counties

During the 2015 – 2015 AY, the WILD program accepted forty-two new members into its newest cohort, cohort twelve. WILD members completed more than five hundred hours of community service, individually and collaboratively. In May, twenty seniors graduated from the program.

During the 2015– 2016 AY, the Emerging Leaders program accepted twenty-five new members into its newest cohort, cohort two. Members of the program completed more than four hundred hours of community service, individually and collaboratively. Eighteen male students actively participated in the program and four students graduated from the program in May.



A survey was sent to the newest cohort of WILD women, consisting primarily of freshmen; 58% were commuters and 42 % were residents. Over 50% indicated they were involved in one or more leadership programs/athletics/clubs/honors programs on campus. Of the respondents, 45% stated they were the first in their family to attend college.

STUDENT LEADERSHIP & ENGAGEMENT ANNUAL REPORT 2015-2016





CASE MANAGEMENT

Students are requiring long term case management. There was an increase in case load from 97 students in 13-14 AY to 113 (7%) in the 14-15 AY. Faculty members continue to be great partners and supporters in identifying and intervening to mitigate students' circumstances through their service on and generous contribution to the Angel Fund.

The Student Development office provides case management to students in distress. A case manager is assigned to the student to connect them to appropriate campus and community resources and foster student development. Referral to the case manager come from the Student Concerns Team, through Early Warning System, faculty, staff and the assistant provost for student life and dean of students. The case manager provides outreach to minimize the impact of distress on the academic and personal pursuits of at-risk students through effective case management, coordination of care, and communication between campus and community resources. During this 14-15 academic year (AY), the case manager and director of counseling center presented to each of the academic schools. Information was given at faculty meetings about ways to refer a student, warning signs of distress and support services. As a direct result of these presentations, there has been increase in the amount of referrals from faculty which could be a contributing factor in the increase in case load of 7% from 13/14 AY to 14/15 AY and the 15% increase in the amount of students requiring long-term case management.

Representatives from faculty, residence life, health services, counseling, academic support, security, and student development meet as part of the Student Concerns Team to address and discuss students of concern, whether academically, socially or behaviorally. Focusing on prevention and early intervention for students, the team evaluates the presenting concern and recommends resources and strategies to address potential harm and/or disruptive behaviors. Reported behaviors may relate to the safety and rights of others; therefore, members of the team may intervene in order to minimize disruption to the university community. The team regularly assesses these behaviors/incidents and recommends actions in accordance with existing college policies. The assistant provost for student life addresses high-level student conduct issues through the student conduct process.

The Student Development office provides on-going psycho-educational groups as well as programming. As follows are some of the support groups offered through case management:

- On a weekly basis, the case manager meets with the Young Lion's Brotherhood (YLB). The YLB is a group of young men who meet to discuss issues to help empower young men to develop character and respect for the community.

- The SEED programming model provides the GCU community information to maintain and invest in good global citizenship through violence prevention initiatives and peer support.
- “Lean on Me” support group meets weekly in the evenings to address student’s concerns and issues.

Assessment Data

There was an increase in case load from 97 students in 13-14 AY to 113 (7%) in the 14-15 AY, resulting in an increase from 31% to 46% students who require long-term case management. The SEED program (Student Empowerment, Engagement and Development) continued with weekly focus on sexual assault awareness and prevention and anti-bullying programming. These programs also provided service learning opportunities for eight students and four junior interns from the social work program. Students implemented and led these weekly programs. Since these programs were directed by their peers, participation increased significantly. Approximately 1,388 students participated in the SEEDS program during 14-15 AY and 415 students participated in Sexual Assault Awareness Month (SAAM) throughout the month of April.

Challenge/s

Currently, there is one case manager. The case manager is responsible for case management, co-chair for the student concerns team, and violence prevention efforts. Given the growing needs of our students, it is likely this number will continue to increase and this case load would be difficult for just one case manager to manage all of these cases.

Currently, case notes are being manually documented and filed in the Student Development office. The integration of a computerized system would be more efficient for time management, as well as information sharing. The case manager is researching software .

The biggest challenge continues to be lack of resources; both financial and community. Within the Ocean County and surrounding area, there is little support for transitional housing, as well as community resources for mental health which continues to be an on-going challenge. In order to develop more efficient resources within the community, the case manager would need more time to devote to developing relationships with our community partners. The continuation of violence prevention programs and anti-bullying is an integral part of this department’s promotion of social justice.

Another challenge is the lack of funding for this department. The only resource for student concerns was funding through the Angel fund. The Angel fund is supported by donations from faculty and alumni. The funds are used for emergency funding such as purchase of textbooks, medical supplies/prescriptions, clothing, food, etc. In addition, funding for transitional housing during the summer continues to grow as our list of homeless students grows. Whenever possible, the case manager searches for local, state or federal support. However, some students are unable to find resources within these areas. Additional funding for transitional housing would be a great benefit to assist our students during the summer break.

CASE MANAGEMENT ANNUAL REPORT 2014-2015

Assessment Data

The following is a breakdown of the amount of case management/support which has been provided to students during the academic year who were in distress. The following is breakdown of the 113 students seen by the case manager throughout the 14-15 AY:

35% of these students were experiencing personal issues

26% of these students were experiencing academic issues

12% of these students were homeless or lacking family support

8% of these students were assisted with financial aid issues

6% of these students were reported as a behavior issues

6% were provided financial assistance with textbooks

3% of these students had experienced death of a family member or friend

2% were assisted with outside support

2% were assisted with residence life issues

54% of the students were seen on a short-term basis (one time and one follow up) compared to 46% students who required long-term case management (seen regularly on a weekly basis). Compared to the 13-14 AY, there is an increase in the amount of the cases seen on a regular basis.



RESIDENCE LIFE

Residence Life experienced some positive changes during the 14-15 AY. The lower level of St. Joseph's Hall was converted to a student lounge space and the residence life programming suite. The renovation included functional and sturdy furniture, but also aesthetically appealing to students. The installation of a 60-inch high-definition television, Wii-U gaming system, air hockey table, and artwork on the walls also enhanced the space. As a result, the lounge was used extensively by the residents of St. Joseph Hall, as well as other residents.

Residence Life also worked with the GCU staff of Information Technology and Simplicity on the implementation of a Residence Software, which will be utilized for incoming student room assignments this summer and for Spring 2016 room selection. This will provide students with the opportunity to search for compatible roommates and for greater control over their residential experience.

A new programming curriculum was created, which incorporated the following programming areas: diversity, civility, community service, community building, personal responsibility, faculty/campus collaboration, and Saturday 11 PM to 1 AM programming. Resident Assistants also planned monthly community builders their residents. In addition, a series of workshops targeted specifically at first year students were implemented in St. Joseph Hall as part of the Residence Life Community Development and Programming Model. Finally, the Office of Residence Life collaborated on programming with other units within Student Life, most notable was the very successful Great Gatsby Party with Student Activities, Sexual Assault Awareness Month (SAAM) with Health Services, and the End of Year Block Party with Residence Hall Association, Black Student Union, and Chartwells.

As a result of the focus on building community within the halls and fostering meaningful relationships with residents, there were some positive gains in two critical areas. First, the overall residence retention rate from Fall 2014 to Spring 2015 was 88%. The overall retention rate for first year students in residence was 90%. There was also significant decrease in the number of conduct incidents. During 2014-2015 academic year, there were a total of 69 incidents that result in students being charged and sanctioned with a violation of policy, as opposed to 129 incidents during the 2013-2014 academic year. The largest decreases occurred in Quiet Hours violations (down to 10 incidents as compared to 27 incidents the year before), Guest Policy violations (down to 13 incidents as compared to 28 incidents the year before), and Verbal Conflict/Altercation violations (down to 9 incidents as compared to 24 the year before). While there was an overall decrease in conduct incidents, there were two significant fire safety incidents and several incidents of vandalism in Maria Hall.

In addition to the above incidents, Maria Hall is also in need of renovation. Though 75% of residents who completed the end of year residence life survey indicated they were moderately-very satisfied with their residence hall experience, students were critical of the up-keep and condition of the facilities, especially as it relates to bathrooms and Maria Hall.

Finally, the collaborative work with Residence Life and the Honors Program is showing great dividends. Weekly meetings were held for students in the Honors Program to discuss pertinent issues or concerns. These meetings were a great success as reported by the students, and the director of the University Honors Program. The regular meetings helped to create a strong and cohesive community, especially among the first year residents in the Honors program.





71% of residents indicated that living in the residence halls had a considerable to great impact on learning skills



Assessment Data

One hundred (180) resident students responded to the Residence Life year-end survey, which represents approximately 50% of the spring 2015 residential population (361).

Overall Satisfaction

- 75% of residents indicated that they were moderately to very satisfied with their residence hall experience;
- 72% of residents indicated that they would recommend living in the residence halls to others;
- 92% of residents indicated that the Resident Assistants promoted a friendly, safe, and healthy atmosphere;
- 84% of residents indicated that the Resident Assistants had a moderate-significant presences in the halls;
- 90% of residents gave the Resident Assistants a favorable response on ability to build community on their floor/wing.

Academic Performance

- 71% of residents indicated that living in the residence halls had a considerable to great impact on learning skills to assist in their academic development and success; 18% indicated that living in the residence halls had a moderate impact on learning skills to assist in their academic development and success;
- 92% of residents indicated that they were moderately to very satisfied with their academic performance.

Personal Growth

- 64% of residents indicated that living in the residence halls had a considerable to great impact on learning important life skills; 25% indicated that living in the residence halls had a moderate impact on learning important life skills;
- 60% of residents indicated that living in the residence halls had a considerable to great impact on learning about cultures and identities different than their own; 31% indicated that living in the residence halls had a moderate impact on learning about cultures and identities different than their own.

Programming

- 68% of residents indicated that they were moderately to very satisfied with the programming in the residence halls; 25% of indicated that they were moderately to very dissatisfied with the programming in the residence halls; 7% of students were unable to judge.
- 63% of residents indicated that there was not enough weekend activities; 35% indicated that there was an appropriate amount of weekend activities; and 2% indicated that there were too many weekend activities



Challenge/s

Facilities

The renovation to the Lower Level Lounge in St. Joseph Hall was well received by the students as evidenced by the by daily and consistent usage during the academic year. However, Maria Hall continues to show its age and deterioration. Despite being cleaned on a daily basis by Facilities, the condition of the bathrooms and showers continues to worsen and are in desperate need of renovation. In addition, the hallways and rooms continue to age and need to be repainted, the room furniture is beginning to break due to age and needs to be replaced, and the lounges are in need of new furnishings and amenities. The students continually express their dissatisfaction with the condition of Maria Hall both in daily conversations with each other and residence life staff, as well as the residence life student satisfaction surveys.

While St. Catherine Hall is still in relatively good condition, the building is over ten years old and is beginning to show signs of wear and tear. Once renovations are completed to Maria Hall, a renovation plan should be put in place for St. Catherine Hall in order to prevent it from falling into the disrepair that Maria Hall is currently experiencing. Renovations and a deferred maintenance plan for all of the residence halls will have the single greatest impact on student satisfaction with their residence life experience.

Programming

Even though a majority (68%) of residents indicated that they were satisfied with the programming within the residence halls, there is a significant minority that indicated that they were either dissatisfied (25%) or unable to judge (7%). It is clear that more work needs to be done to provide a diverse slate of programs in an effort to connect with as many residents as possible. To that end, the Office of Residence Life will be reviewing student input on programming that has already been gathered, and will continue to gather student input over the course of the coming year, to be used to inform the type of programs planned by the Office of Residence Life.

Programming on the weekends continues to be an area of improvement for the Office of Residence Life. Many of our residents live in close proximity to campus. As a result, they often leave for the weekend, and weekend programs are typically not well attended. Since a large majority (68%) of residents has indicated dissatisfaction with programming on the weekends, the Office of Residence Life will continue to make it a priority to provide weekend activities through its own programming initiatives and ongoing collaboration with Student Activities and other University departments.

Community

While there were great strides made over the past academic year in relation to the community building, there is still more work to be done. The overall community within in the halls seems to be more respectful and cohesive than the previous year, in large part due to the work of the Resident Assistants. The Residence Life staff will continue its effort to spend time getting to know residents and interacting with them on a daily basis, as well as encourage the residents to get involved with and take responsibility for their residence life experience through the Residence Hall Association and Community In Action initiative.

Finally, one of the factors impacting the community in the residence halls is the lack of a central student social space on campus. Once classes have ended, there is very little space for students to socialize outside the halls. Consequently, many of the students to the halls and congregate in the lounges, which sometimes lead to noise complaints.





HEALTH SERVICES

The campus physician, a Georgian Court alum provides close to 100 hours of free medical care to our students

Georgian Court University Health Services supports the health of the campus community by supporting its academic mission, short and long term healthy behaviors and gaining a current profile of health trends both within and outside the campus community. An integrated approach is used to meet the changing needs of all university students in a culturally competent and respectful manner. Health Services also partners with local, state, and federal agencies to respond to emerging health concerns and to improve the health of the campus. Over the past academic year,, services were offered to 2,688 campus members; 89% direct student care and 11% staff, faculty, vendors or visitors. This equates to close to 1200 hours of direct nursing care.

The campus physician, a Georgian Court alum provides close to 100 hours of free medical care to our students. There were 62 health promotion/wellness programs and diagnostic screenings offered with an outreach of over 2655 people. Community outreach health promotion programming was based on relevant student concerns put forward by the Lifestyle Behavior Assessment of 2013-2014 AY. In addition, Random Acts of Health (RAH) Peer Health educators, a part of the Healthy Campus 2020 Initiative, became active wellness presenters to their fellow students. Their activities were well received and documented on the Healthy Campus blog. Health Services also administered 123 immunizations or biologicals as well as performed 58 diagnostic CLIA waived tests such as HCG for pregnancy, Finger stick blood sugars or dip stick urinalyses. CLIA waived laboratory re-certified and current license expires July 2017.

Although the Federal Patient Protection & Affordability Care Act (PPACA) requires all citizens to have health insurance coverage or be subject to tax fines, our records indicate that close to 30% of our student population either are uninsured or unable to utilize their insurance coverage within the state of New Jersey except in life threatening emergencies. The ability to meet the health care needs of our students beyond the department’s capabilities continues to be a significant challenge. With the rise in complexity of student’s medical needs and accessibility to specialized care, adequate health insurance coverage remains critical to academic success and student retention.

Throughout 2014-2015 AY, emerging infectious and communicable diseases (Ebola, MERS, Avian Flu, Influenza, Multi-state Measles outbreak, Meningitis) required the Health Service staff to take precautionary measures in the interest of the community by continual surveillance of the situations and plan for any contingencies should the situation arise. The staff participated in professional development opportunities, including the 30 continuing education credits required by the State of New Jersey to maintain licensure.



Assessment Data

Overall, 2014-2015 AY saw a decrease in ratio of student encounters to student enrollment as compared to the last four academic years. The higher rate of student encounters in 2012-2013 AY and earlier can be attributed to the fact that the University’s mandatory hard waiver health insurance plan required all insured students to have their initial point of medical contact with Health Services. Students who purchased the 2014-2015 AY voluntary school Health Insurance Plan no longer need to visit Health Services to initiate the claim process.

See chart on Right: Comparison of Number of Health Services Visits to Student Enrollment

Three surveys designed to measure (1) the effectiveness of the Health Services clinical program, (2) identify student health needs and behaviors , and (3) identify overall department satisfaction and areas of improvement were sent to students. There was a majority resident response (78%) to the post clinical assessment in direct contrast to an overwhelming commuter response (83%) to the spring 2015 comprehensive department survey.

See chart on Right: Utilization of Health Services Four Year Comparison of Number of Student Visits

Students indicated that they visited Health Services primarily 1 or 2 times for illness (27%), immunizations (23%), wellness (20%), first aid (12%), physical exam (10%) and health education (8%). The most frequent diagnoses were upper respiratory infection, sore throat, exacerbation of asthma, urinary tract infections, and abdominal pain.

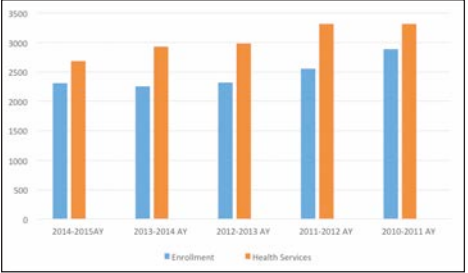


Challenge/s

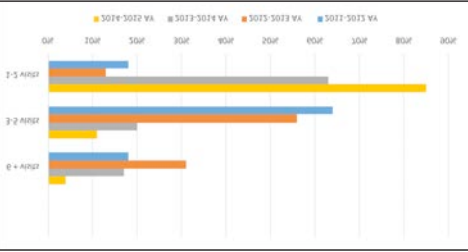
- Limited budget for health promotion and wellness programming;
- Lack of health insurance coverage or health insurance coverage that can be accessed in New Jersey continues to be a barrier to students who need specialized care beyond the services provided by the Health Center;
- Students with Medicaid outside of New Jersey can only use emergency services in New Jersey. Follow up care and referrals to specialists must be in the student’s home state. This may result in a delay in treatment or medical withdrawal from school;
- New Jersey Medicaid or New Jersey Family Cares students who live outside of the Lakewood area can only access health care from their assigned medical providers who are located in or near their home addresses. Residents with such health care coverages can only access the local emergency department, follow-up care and associated referrals must be provided by their assigned primary physician;
- Limited transportation services for resident students who need to utilize medical services beyond the scope of Health Services;
- In addition to limited physician hours, there is no nurse practitioner to fill in the diagnosing/prescribing gap;
- Student Health Services continues to operate out of the 2nd floor of the Casino building, an antiquated building that has inadequate space for current and future needs (i.e. ADA accessibility).

HEALTH SERVICES ANNUAL REPORT 2014-2015

Comparison of Number of Health Services Visits to Student Enrollment



Utilization of Health Services Four Year Comparison of Number of Student Visits





COUNSELING SERVICES

Demographic Data

Ethnicity	
African American	27%
Hispanic/Latina	7%
Asian/Pacific Islander	1%
Multi-ethnic	2%
Prefer not to answer	1%
White (not of Hispanic origin)	62%
Gender	
Male	19%
Female	80%
Residence Status	
Resident	47%
Commuter	
No data provided	6%
Class Standing	
Undergraduate	94%
Graduate	6%

The Counseling Center provides high-quality therapeutic services through individual therapy, crisis management, faculty consultation and outreach. There was a 13% increase in number of students seen in therapy this year. This may be due in part to increased demand in combination with the fact that the Center was able to hire a staff assistant for the first time in four years. The assistant was able to greet students as they sought services, and facilitate the process of scheduling appointments. Sixty-five outreach events were offered, reaching 1,211 people. The Counseling Center submitted its IACS Re-accreditation study in April, 2015 and was notified of re-accreditation in June 2015.

Further, the Counseling Center facilitated the launch of the Veterans' Initiative this year, complete with the opening of the Veterans' Lounge, the development of the GCU Student Veterans' Association, the addition of the GCU Veterans' Facebook page, and the provision of 23 outreach programs for veterans this year. All of this was accomplished with no additional funding from the University. The costs associated with the Veterans' Initiative were covered by various private donations.



Assessment Data

Overall Total Client Counseling Hours = 1,231 (1,118 hours individual therapy; 22 hours couples therapy; 20 hours mandated assessments; 54 hours crisis contact; 17 hours emergency evaluations)

Total Clients (143 Undergraduate Students, 9 Graduate Students) = 152

Overall Total Outreach Contacts = 1,211; Hours Outreach = 124.5

Overall Staff/Faculty Consultation Hours = 32

Other Clinical Hours, including conferences, supervision, outreach, and training = 256

Overall total client counseling hours includes individual therapy, crisis intervention, and emergency evaluations Client Satisfaction and Learning Assessment surveys were used to assess the extent to which students were satisfied with the services they received and the

extent to which counseling helped students achieve GCU's Institutional Student Learning Goals. Surveys were administered to students after completion of their treatment in the fall, and at the completion of their treatment in the spring.



Highlights of the surveys are as follows:

- Students reported that counseling was "very helpful" in remaining enrolled in school (80% in fall; 65% in spring);
- Students reported that counseling was "very helpful" in achieving academic success (40% in fall; 39% in spring);
- Students reported that counseling was "very helpful" in achieving personal goals (62% in fall; 63% in spring);
- Students reported that counseling helped them improve their ability (very much/ somewhat) to study effectively (83% in fall; 81% in spring);
- Students reported that counseling helped them improve their ability (very much/somewhat) to deal with their feelings (100% in fall; 95% in spring);
- Students reported that counseling helped them improve their ability (very much/somewhat) to work effectively (88% in fall; 91% in spring);
- Students reported that counseling helped them improve their ability to think things through (very much/somewhat) (97% in fall; 91% in spring);
- Students reported that counseling helped them improve their ability to understand themselves (very much/somewhat) (97% in fall; 96% in spring);
- Students reported that counseling helped them improve their interactions with others (very much/somewhat) (96% in fall; 96% in spring).

Challenge/s

- Given the lack of adequate office space, it remains a challenge to offer group therapy. Further, the ability of the Center to provide placement and supervision to graduate student trainees is severely limited, as there is no space for trainees to work. Both the provision of group therapy and the provision of placement and supervision of trainees are goals of the Counseling Center, so the lack of adequate space limits the Center's ability to fulfill its mission.
- Increasing demand for services, and increased level of student pathology. Almost one in five students (19%) entered treatment on psychotropic medication, and almost one in three students (30%) finished treatment on psychotropic medication. More students presented for treatment (135 in AY 13-14 versus 152 in AY 14-15), an increase of 13%. Increased levels of PESS screening this year (13 PESS screenings resulting in 8 inpatient admissions in AY14-15, versus 8 PESS screenings resulting in 4 inpatient admissions in AY 13/14) indicate the extremely high level of risk carried by 9% of Counseling Center clients. Almost twice as many students entered treatment this year in the "Serious-Significant Impairment" categories than last year (19% in AY 14-15 versus 11% in AY 13-14).
- The overall increase in demand for services and the increasing number of high-risk clients, coupled with a decrease in budget for psychiatric coverage (\$12,000 in AY13-14 versus \$10,625 in AY 14-15) is a poor risk management strategy, and negatively impacts the treatment of students.
- If the Veterans' Project is to continue under the auspices of the Counseling Center, the University will need to provide adequate resources to support it, rather than relying solely on private donations.





Academic Development & Support Center

Professional tutoring and coaching hours offered to students in the TLC program increased by 43%

The Academic Development & Support Center (ADSC) provides a myriad of services including Peer Tutoring, Disabilities Services, The Learning Connection (TLC), and Academic Advising. There was an initial increase of 137% in the number of students enrolled in TLC due to the inclusion of “provisionally” admitted students. Due to the increase in TLC enrollment, two part time employees were hired as Academic Development & Support Specialists to accommodate the needs of the students enrolled in the program.

Testing accommodations totaled 636 during the year, which was an increase from AY 2013-14 of 17%. Professional tutoring and coaching hours offered to students in the TLC program increased by 43% in the 14-15 AY from the previous academic year. There were 163 director interventions for ADA issues, which reflected a 12% increase from the AY 2013-14. TLC student cumulative GPAs increased by 49% from fall to spring, with 62% of students with a cumulative GPA greater than 2.6. There were 169 Accuplacer tests administered in ADSC. This test will still be used for Social Work majors and as a challenge exam, but will no longer serve as the Praxis I for education majors. The staff assistant has offered training for Accuplacer and arranges ADSC proctoring of exams.

Peer tutoring has been coordinated by two graduate assistants serving as tutor coordinators who have assisted with training and managing of peer tutors. There have been a total of 843 hours of peer tutoring this year performed by 29 Peer Tutors (from 14 at the beginning of the fall 2014 semester) and one professional tutor. A total of 128 courses were covered by peer tutors for the AY 2014-15. The tutor coordinators have had ongoing assessment of the peer tutoring program through surveys. Peer tutors have formed a cohesive group and have been included in all ADSC activities. ADSC activities totaled 10 events, planned by all ADSC staff which included all student populations in ADSC (TLC, Peer Tutors, and tutees). They have also implemented a reward and strike system. There has been an ongoing discussion with the director of residence life and the director of the Honor’s program about adding peer tutoring to residence halls, which we will be implemented in the 15-16 AY. The academic advisor held 128 advising contacts with undeclared majors, 94 contacts with international students, and 128 contacts with other majors were made during AY 2014-15 culminating in a total of 438 contacts. Additionally, the advisor hosted workshops on topics

such as Time Management, Career Pathways, and Course Sequencing and Selection. By the end of freshman year, 92% undeclared students declared a major. The academic advisor has also served as the outreach person for the dual admissions program in collaboration with Brookdale Community College, of which 75% were retained. Both group and individual training sessions were also offered to faculty members by the academic advisor.

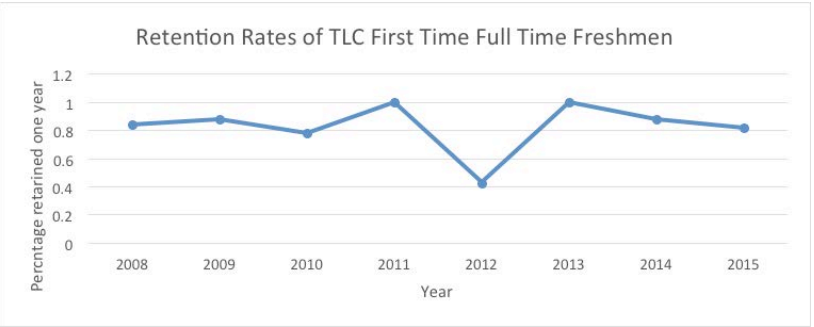
Assessment Data

- The number of TLC students increased by 89% for the AY 2014-15, which exceeded the goal of 40%. This was due to the addition of conditionally admitted students.
- There were 2,170 hours of professional tutoring in AY 2014-15 in the TLC program – fall semester = 1197.5 hours; spring semester = 972.5
- The results of professional tutoring/coaching continue to correlate with high performance and retention. Students report that services offered through the ADSC provide a strong support system both academically and personally.
- Midterm reports show favorable outcomes for TLC and Conditional admits – fall semester A/B Range = 54%; spring semester A/B range = 60%

GPAs in AY 2014-15 of TLC and Conditionally admitted students:

Fall Semester	Spring Semester
73% conditionally admits GPA ≥ 2.5	75% conditionally admits GPA ≥ 2.5
56% ≥ 3.0	33% ≥ 3.0
20% < 2.5	42% < 2.5

Overall cumulative GPAs increased 49% from the fall 2014 semester to the spring 2015 semester.



Challenge/s

There is a lack of adequate and appropriate space in the ADSC to accommodate students’ privacy, tutoring, and testing accommodations. The space issues are most evident during times of high volume testing.

ACADEMIC DEVELOPMENT & SUPPORT CENTER ANNUAL REPORT 2014-2015

Testing accommodations given in ADSC totaled 446 for AY 2014-15; 228 in the fall semester and 218 in the spring semester. ADA accommodations were granted to:

72 students received accommodations in fall 2014

354 accommodation plans were sent to professors

66 received accommodations in spring 2015

333 accommodation forms were sent to professors

169 Accuplacer exams administered in ADSC



SUPPORT SERVICES

The 2014-2015 year was the last year in the TRiO five year grant cycle. Consequently, an ample amount of time was spent during the fall semester gathering data, writing and submitting the proposal for the grant competition for 2015-2020 years. Another major accomplishment was the submission to the Department of Education of the Annual Performance Report for 2013-2014 during the fall semester. A search was conducted to hire a director for the program, but was unsuccessful. During the spring semester, each staff member was required to participate in professional development courses to become certified academic coaches. A total of twenty six (26) students graduated from the program and thirteen (13) new students were inducted into the National TRiO Honor Society.

Key Highlights

- Over 1900 hours of tutoring completed by peer and professional staff. Academic Improvement Plan (AIP) fully implemented to provide additional support for participants on academic probation for the university or may have had a low term GPA (2.0 or below) and identified by the TRiO-Student Support Services.
- The use of non-cognitive assessment tests to measure what students know by evaluating what they can do and how they deal with a wide range of problems in different contexts; counsel and advise students in ways that consider their culture, race, and gender; and utilizing data about what students know and are able to do are critical for guiding changes that are needed in institutional as well as TRiO policies and practices to improve student learning and success. These assessments include the Highlands Ability Battery, Learning and Study Strategies Inventory (LASSI) and the Visual, Aural, Read/Write and Kinesthetic Sensory (VARK). The Director has used them along with their SAT/ACT scores to assist newly admitted participants with outlining the Individual Student Plan (ISP).
- Academic Coaching modalities were implemented to work with participants on AIP this academic year. The goals were to shift ownership of their academic missteps onto the students themselves as they made plans to get back on track and remain focused utilizing their acquired skillsets to persist towards graduation.
- Seven workshops were presented during the fall and spring semester. Boosting Your GPA, our most popular workshop, was also conducted one-on-one during the year. SSS-TRiO also collaborated with Financial Aid, Graduate Admissions and Career Services to offer relevant workshops.
- The Supplemental Grant Aid (fall and spring) Committee met to discuss applicants' essays and tentative disbursement of award amounts. All participants awarded received financial literacy coaching and applied awards towards their outstanding bill and/or residence hall room deposit. Additional funding was made available at the end of the academic year to assist additional participants to ensure that they are able to return fall 2015.

STUDENT SUPPORT SERVICES - TRiO ANNUAL REPORT 2014-2015

Over 1900 hours
of completed
tutoring by
peer and
professorial
staff offered
throughout the
14-15 AY.

The majority of students (19 or 81%) in this particular class have spent three to five years as an active member of the TRIO



Assessment Data

2014 -2015 Annual Performance Review (APR) Results

Objective	Approved Rate	Actual Rate
Persistence	70%	97%
Good Academic Standing	75%	93%
Bachelor's Degree 55%	42%	
Funded Number Served	160 (100%)	151 (94%)

Persistence includes the percentage of all participants served by the SSS project in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with a bachelor's degree during the reporting year. The calculation rules for the persistence rate are as follows:

- The denominator is the greater of the number to be served or the number served from project's approved objectives. For 2014-2015, the denominator used is 151.
- The numerator is derived from those enrolled at the beginning of the next academic year. This year, the numerator used to calculate the above is 146.

Good Academic Standing is calculated based on the greater of the number of participants funded to serve or the number of participants served minus those new summer participants that did not earn college credit. A summer program was not offered; therefore was not computed. The following calculation was used for the 2014-2015 AY.

- The denominator is the greater of number to be served or the number served from project's approved objective. Participant statuses are new and continuing students. For 2014-2015, the denominator used is 151.
- The numerator is derived from Academic Standing, and is the sum of all participants served who were in good standing as per GCU standing of 2.0 GPA or better. For 2014-2015, the numerator used for the above calculations is 140.

2014-2015 Senior Exit Survey

This year instead of asking graduating seniors to complete two surveys, we incorporated the programmatic survey into the Senior Exit to increase the response rate. As a result, the response rate for completing the Senior Exit was 85% or 23 out of 27 participants completed either the online or paper version. One exit survey was not included in the results because it was incomplete. The results included 1 student who is expected to graduate in August 2015.

Twenty one or 91% are from New Jersey and the remaining 2 or 9% are from outside of the state. We were provided contact information for all graduating seniors and their non-GCU email addresses.

In terms of graduation, 3 or 13% of participants graduated in December; 19 or 83% of TRIO-SSS participants graduated in May; while 1 or 13% is expected to finish his degree requirements in August 2015.

The majority of students (19 or 81%) in this particular class have spent three to five years as an active member of the TRIO. The earlier a student applied and was accepted into the program, the more likelihood he or she will utilized services and graduate within six years.

The services most utilized (duplicate counts) were tutoring (22 or 96%), Computer Lab Usage (18 or 78%), Walk-In Writing Lab, Academic Advising, which included coaching, course and degree planning, post-graduation/graduate school planning (both at 18 or 65%).

Many of the graduating seniors attended workshops with one-on-one follow-up meetings by participants with staff included Graduate School Preparation, Securing Additional Financial Aid outside of GCU, Improving Study Skills and other Workshops as well as grant approved services are highlighted in the chart below.



Which one of the following services have you utilized? (Check all that apply)

Count	Respondent %	Response %	
14	60.87%	11.97%	Graduate School Counseling
11	47.83%	9.40%	Study Skills
22	95.65%	18.80%	Tutoring
11	47.83%	9.40%	Exploring Financial Aid options
15	65.22%	12.82%	Walk-in Writing lab
18	78.26%	15.38%	Computer Lab
15	65.22%	12.82%	Academic Advising (Course and degree)
9	39.13%	7.69%	Workshops
2	8.70%	1.71%	Praxis II prep
0	0.00%	0.00%	None of these
23	Respondents		
117	Responses		

STUDENT SUPPORT SERVICES - TRIO ANNUAL REPORT 2014-2015





GEORGIAN COURT UNIVERSITY

THE MERCY UNIVERSITY OF NEW JERSEY