INSTITUTIONAL EFFECTIVENESS PLAN
Preface

This institutional effectiveness (IE) plan introduces and explains Georgian Court University’s institutional effectiveness policies, practices, and processes. It is designed as a roadmap for continuous improvement, as well as a guide for all university work groups engaging in evaluation, assessment, and improvement practices. The plan provides detailed information on the university’s key strategic planning and institutional effectiveness documents and processes and describes the many responsibilities of the university as it meets its obligation to the Middle States Commission on Higher Education.

The Georgian Court University Strategic Plan 2012-2017 included in the appendix is a living document. It will be subject to frequent critical review, and its details will be revised as needed to ensure the honor of its ultimate purpose, which is to define an institutional direction and explain how the university will adhere to that direction. The Georgian Court University Strategic Plan 2012-2017 must ensure establishment and maintenance of an effective system involving both communication and assessment.

Due to the nature of the university’s operations and evolution, the guidelines set forth in this document may not address every situation. As Georgian Court continues to grow, the need may arise and the university reserves the right to rescind, modify or deviate from these policies, practices, and processes as the university deems necessary in its sole discretion, with or without notice.
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INTRODUCTION

1.1 Purpose

The purpose of this document is to introduce a framework for Institutional Effectiveness at Georgian Court University. Standards 2 and 7 of the Middle States Commission on Higher Education (MSCHE) require institutions to demonstrate their formal plans to continuously improve their educational, administrative, and student learning outcomes and effectiveness. The standards are as follows.

Standard 2: Planning, Resource Allocation and Institutional Renewal: An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain quality.

Standard 7: Institutional Assessment: The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards. Documented, organized, and sustained assessment processes to evaluate the total range of programs and services, achievement of mission, and compliance with accreditation standards.

At Georgian Court, Institutional Effectiveness is a fully integrative process that guides assessment of student learning, budgeting, programming, planning, and accreditation priorities as well as mission-related activities.

1.2 Mission

Georgian Court University, founded and sponsored by the Sisters of Mercy, provides 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 University provides students with: a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers; an environment for the entire university community to grow through shared educational, cultural, social and spiritual experiences; and the will to translate concern for social justice into action.

1.3 Vision

Georgian Court University is a leading regional university which provides a transformative education, preparing students for ethical leadership and service in the Catholic Mercy tradition.

1.4 Core Values

The university is committed to the Mercy core values of justice, respect, integrity, service and compassion.
- **Respect**: We reverence the dignity of all persons and all life as gifts of God and strive to promote community in our world.

- **Integrity**: We believe that fidelity to moral principles, honesty and sincerity are the basis of trustworthiness in all encounters.

- **Justice**: We believe ordering of right relationships with all persons and all creation is fundamental to our advocacy for structures that protect the vulnerable.

- **Compassion**: We embrace the joys and sorrows of others to whom and with whom we minister and are moved to action in solidarity with the human community.

- **Service**: We joyfully extend our energy and resources on behalf of the poor, sick and uneducated, working to relieve misery and address its causes where possible.

These values are the roots from which Georgian Court University activities, decisions and behaviors flow.
2 INSTITUTIONAL EFFECTIVENESS

2.1 Philosophy

Georgian Court University is committed to the effective evaluation of its educational programs, academic and administrative support services, and the use of assessment results for continuous improvement. Through the Strategic Planning and Institutional Effectiveness processes, the university creates annual implementation plans for each program, academic department and school, and administrative department, with unique goals and/or unit outcomes that reflect the university’s Strategic Initiatives, Priorities, and Mission Statement. Each program, school, and department’s progress toward fulfilling these goals and outcomes is then assessed via annual reports which document processes and analyze the best course of action for future achievement.

2.2 Policy Statement

It is the policy of Georgian Court that development, management, and monitoring institutional operations are based on a comprehensive strategic and institutional effectiveness planning process conducted institution-wide and within all organizational units.

2.3 Process

Under the direction of the President, faculty, administration, and staff, Georgian Court will participate in an ongoing cycle of planning, budgeting, implementation, and assessment for administrative, academic, and student learning outcomes. The chair of the Institutional Effectiveness Committee will oversee that process and, through the committee as well as the Offices of Assessment and Institutional Research, provide consultation to all university personnel regarding matters of institutional effectiveness.

The university shall have a formal process by which systematic assessment of institutional effectiveness is conducted. The results will be used to achieve institutional improvement. A current copy of the university’s Institutional Effectiveness Plan shall be maintained on the Georgian Court web site.

Annual implementation and assessment reports ensure the university regularly and systematically reviews its mission, goals, and outcomes; continuously improves; and effectively documents progress in accomplishing its mission. The steps in the Institutional Effectiveness Process include:

Step 1 - Planning
- The President communicates her goals to President’s Administrative Team (PAT). Each PAT member forwards these goals to his or her staff and goals are developed for each functional area, school, or department. The PAT members typically have a retreat or meeting with their staffs to develop goals for the coming year.
- The President’s Office communicates the university goals and objectives to all academic and administrative units.
All academic and administrative units draft objectives based on the defined mission and determine the achievement target or criteria for success for each target outcome or objective. Units will identify measures and measurement strategies they intend to use for each outcome or objective. Multiple measures are appropriate.

Step 2 - Budgeting
- The Office of Finance and Administration announces the budgeting cycle.
- All academic and administrative units submit resource needs from their plans to facilitate budgeting prioritization.
- The Vice President for Finance and Administration convenes the Planning and Budgeting Council to make recommendations for resource allocations.

Step 3 - Assessment of Results
- The Office of Assessment and Institutional Research announces the assessment cycle.
- All academic and administrative units develop outcomes assessment plans, collecting data using the measures to assess student performance and unit performance. Based on assessment findings, each unit develops and implements specific program enhancement and improvement strategies.
- Unit or department heads or deans discuss and share results with program or department members to interpret findings. These members work together and create action plans to make improvements.

Step 4 - Use of Results
- Information gleaned during the assessment stage is used in adapting plans or actions. Assessment findings are integrated with budgeting requests, while program outcomes are adjusted based on enhancements, as part of the ongoing process.
- Timely completion of assessment analyses supports the communication priorities and needs, while supporting the planning and budgeting link.
2.4 Communication

Communication is critical to the Georgian Court campus in order to foster a culture of continuous process improvement. The following people have critical responsibility for communicating and leading planning efforts, assessment of results, and budgetary linkages.

- **President**: Provides leadership and support for assessment and data-driven planning initiatives. Ensures that the assessment process has adequate human, time and financial resources for effective and continuous improvement of the process.
- **Office of Finance and Administration**: Coordinates the budgetary process for the university, including communication with board committee members on budgetary and audit matters.
- **Director of Assessment and Institutional Research**: Assumes responsibility for leading the assessment process, including providing workshops and training for faculty and staff, ensuring deadlines are publicized, and evaluating campus-wide results for budgeting and planning purposes. Chairs Assessment Day and other planning groups, as needed.
- **Provost**: Ensures academic departmental and program participation in the university assessment process.
- **Institutional Effectiveness Committee**: Supports assessment and reporting of institutional progress toward the accomplishment of the university’s mission.
- **Unit/Department heads and deans**: Lead planning and assessment processes, maintain planning and assessment records, and submit annual reports via Strategic Planning Online, including strategic initiatives and potential budget needs that may arise from the assessment findings.
- **Faculty and staff members**: Participate in planning and assessment plans in their respective units.

2.5 Role of the Institutional Effectiveness Committee

The Institutional Effectiveness Committee is responsible for several critical functions in continuous process improvement in Georgian Court’s institutional, program, department and student learning outcomes. Created to “develop a culture of planning and assessment to ensure maximum efficiency and effectiveness in the management of the university,” the Committee fulfills key advisory, monitoring, and coordinating roles in planning and assessment matters. It also advises the President on evaluating and implementing Georgian Court’s Strategic Plan, as well as all matters of institutional assessment. Its duties include:

- Creating an Institutional Effectiveness policy, procedure and reporting format to include the Institutional Effectiveness Plan.
- Providing a forum for sharing planning and assessment techniques and best practices.
- Reviewing institutional-level data and identifying issues that need to be brought to the President, the Planning and Budgeting Council, or other university authorities.
- Publishing a planning, budget, and assessment calendar of all institutional effectiveness activities.
- Working with Board of Trustees committee to ensure institutional effectiveness goal and objective achievement and adherence to accreditation standards.
• Benchmarking peer institutions and other third parties

Members of the Institutional Effectiveness Committee are appointed by the President.

• Wayne Arndt, Director of Institutional Research
• Lisa Biagas, Vice President for Institutional Effectiveness and Planning; Chair
• Karen Goff, Dean of Students
• Michael Gross, Associate Provost for Academic Program Development
• Maureen Ryan-Hoffman, Controller
• Pamela Schneider, Assistant Vice President for Institutional Effectiveness and Assessment
• Louise Wootton, Past Chair of the Executive Officers of the Faculty Assembly

2.6 Integrated Calendar

The components of the integrated calendar for planning and budgeting are provided in Appendix 7.2. These components outline the critical periods for planning, budgeting, and assessment activities to implement the annual institutional effectiveness cycle.

2.7 Strategic Planning Online (SPOL)

Georgian Court has purchased Strategic Planning Online (SPOL), a tool for tracking and reporting institutional and unit desired outcomes, assessment plans, assessment results, and results-based improvement plans. SPOL has four sections: planning, budgeting, assessment, and accreditation. Each unit will be required to report its information through SPOL as part of its Institutional Effectiveness Cycle work. Detailed reports documenting outcomes and assessment efforts will be available for each unit via SPOL.

2.6.1 Planning

SPOL’s Planning section allows users to create strategic objectives, as well as list tasks and budget requests required to complete those objectives. Additionally, SPOL allows reporting of many other methods of measuring and managing goals to ensure they are met. It serves as an operational tool in accomplishing the Strategic Plan.

2.6.2 Budgeting

SPOL’s Budgeting section enables budget officers to review their historical budgets and expenditures and use that information to develop their operational budgets. This section provides information in a summarized manner, but users can also access detailed information about how any request relates to university goals, planning priorities, and accreditation requirements. SPOL’s Budgeting section facilitates developing a prioritized list of resource needs across the university, also itemizing resource needs for each task and budget request documented within Chart of Accounts.

2.6.3 Assessment

In its Assessment section, SPOL supports all academic and non-academic operations. Faculty members can use the Outcomes Section to track student learning, program,
Institutional Effectiveness Plan

operational, and many other academic or non-academic outcomes. This section offers users high-level views of outcome data, while also allowing them access to underlying supportive data. Outcomes can be managed at a program level or a course level, providing both flexibility and the academic freedom for faculty users to develop their own outcomes. Non-academic users can use SPOL’s Outcomes module to develop performance metrics of non-academic functions. This module is a powerful tool for all administrators to manage and measure departmental performance.

2.6.4 Accreditation

SPOL’s Accreditation section houses data on both regional accreditation standards and other special program standards for vocational or health science programs. It manages the self-study process, including creation of the narrative, organization of the evidence in a central document repository and central web link library, and publishes the results. Users can make information available to peer review committees by simply sending them a hyperlink and a password to SPOL.

2.8 Comparison Groups

Higher education institutions often present market context information themselves using comparison groups. Colleges and universities compare themselves with other colleges and universities on a variety of measures, such as student tuition, faculty compensation, budgets, and student graduation rates. This allows such institutions a basis for comparison with similar institutions at given points in time and over time, giving them a simple way to describe and measure themselves in the context of other institutions. Such groups also help colleges and universities identify issues and plan for the future. The Chronicle of Higher Education published an informative article on selecting comparison group: http://chronicle.com/article/In-Selecting-Peers-for/134228/.

In 2013, there was quite a bit of deliberation over which institutions should be in Georgian Court’s comparison group because of the university’s transition from a primarily women’s college to fully coeducational. To identify an appropriate new comparison group to replace two groups that had been in use since the early 2000s, a small team of faculty and staff members reviewed institutional groupings created by the Carnegie Foundation for Advancement of Teaching. The group used the Integrated Postsecondary Education Data System (IPEDS) to select all Carnegie Medium and Large institutions (N=597), then narrowed the group down by selecting Catholic institutions in New York, New Jersey, Pennsylvania, Connecticut, Maryland, Delaware, and Washington, DC. Results were filtered to reflect comparable enrollment, tuition, revenue, and expense variables. Women’s colleges were removed, as Georgian Court is becoming fully coeducational. The final list included:

1. Alvernia University (Reading, PA)
2. Cabrini College (Radnor, PA)
3. Caldwell College (Caldwell, NJ)
4. Carlow University (Pittsburgh, PA)
5. Chestnut Hill College (Philadelphia, PA)
6. DeSales University (Center Valley, PA)
7. Holy Family University (Philadelphia, PA)
8. Le Moyne College (Syracuse, NY)
9. Manhattan College (Riverdale, NY)
10. Marywood University (Scranton, PA)
11. Misericordia University (Dallas, PA)
12. Mount Saint Mary College (Newburgh, NY)
13. Mount St Mary's University (Emmitsburg, MD)
14. Neumann University (Aston, PA)
15. Rosemont College (Rosemont, PA)
16. Saint Francis University (Loretto, PA)
17. Saint Peter's University (Jersey City, NJ)
18. St. Bonaventure University (Saint Bonaventure, NY)

Other third-party rankings such as those published by Moody's or *U.S. News & World Report* will be used where appropriate.
3 PLANNING

3.1 Philosophy

Planning at Georgian Court represents the formal process by which decisions are made and integrated throughout the university. The purpose is to achieve results and document successes through a culture of assessment. It is a cascading system that affects all areas of the university’s operations. At the highest level, the university Strategic Plan documents the long-term goals and strategies to advance the university’s mission and core commitments. While the Strategic Plan is subject to annual review, substantive changes are not expected over its five-year life. The planning process at Georgian Court enables all levels of the institution to contribute to the achievement of goals, outcomes and objectives.

3.2 Policy Statement

It is the policy of Georgian Court that all academic and administrative units and adopt a systematic approach to planning based on:

- Development of actions directed toward attainment of the university’s mission and realization of the university’s specified goals;
- Effective resource management strategies;
- Thorough accountability processes including reporting on plan outcomes; and
- Continuous improvement of planning processes.

3.3 Process

Georgian Court’s planning process is led by the President with the participation of the Institutional Effectiveness Committee and the Planning and Budgeting Council. The process is informed by an assessment of the university’s internal and external environments and by consultation with faculty, staff, students, and other members of the community. Because the strategic planning process at Georgian Court is rooted in shared governance, it is a campus-wide effort, soliciting input and advice from faculty, students, staff, alumni, and trustees.

3.4 Types of Plans

3.4.1 Strategic Planning

Strategic planning represents a systematic and ongoing organizational process used to anticipate and respond to predicted needs for a five- to 10-year period and beyond. The goals contained in the university’s Strategic Plan serve as institutional effectiveness instruments. All academic units and administrative support services departments are required to develop annual action plans which include expected results, evaluation procedures and metrics, actual results, and uses of those results in improving the university’s programs and services. The annual report by each unit is the primary documentation and information source reflecting the plan’s effectiveness. Action plans are required to include mission-related accomplishments as well as progress in achieving strategic plan goals; assessment and institutional effectiveness practices and the results
of those efforts; and the identification and description of major issues and goals upon which activity will be focused during the upcoming year.

The relationship between institutional effectiveness planning and strategic planning is illustrated below.

![The Relationship of Strategic and IE Planning](image)

3.4.2 Unit and Program Planning

A unit refers to a component of the university's organizational structure that is characterized by either a dedicated budget or by responsibility for a specialized function. Some units administer one or more sequences of courses or activities that are designed to create specified outcomes. These sequences describe specific programs. Planning at the unit and program level entails establishing goals, outcomes, and objectives, all of which link to the expanded statement of institutional purpose. Unit and program planning incorporates assessments of progress in goals and outcomes achieved.
4 BUDGETING

4.1 Philosophy

Georgian Court is committed to achieving a fiscally responsible budget while allocating resources to align with the university's mission, vision, and Strategic Plan.

4.2 Policy Statement

The university’s mission, as stated in the Strategic Plan, is the foundation for all budget decisions. The university submits an annual operating budget to the Board of Trustees. This annual budget process includes various components and related procedures integral to the process.

4.3 Process

Creating the university’s annual budget is a collaborative enterprise. The institution, its mission, and the Strategic Plan inform the budget, and operational principles derived from these sources. The resultant “budgeting principles and priorities” guide necessary decisions about funding, including such times when mutually exclusive projects compete for limited funds.

The PAT reviews the Strategic Plan, along with the Facilities Master Plan, Technology Plan, and Academic Plan. The team then sets priorities that will guide the budget preparation and its integration to the Strategic Plan. Guidelines are established for enrollment strategy, financial aid modeling, tuition, fee and auxiliary pricing strategy, fundraising strategy and operational expenses. This comprehensive and participatory process helps Georgian Court achieve one of its most important strategic priorities: to be a fiscally responsible and financially sustainable institution. The annual budget provides the foundation to achieve that priority.

4.4 Budget Components

Under the direction of the Vice President for Finance and Administration, a comprehensive budget process flow is developed outlining all data collection, staged review, and revision deadlines leading up to the presentation of the annual budget to the Board of Trustees for review and final approval.

4.4.1 Tuition- and Fee-Setting

Tuition is a university's “sticker price.” For the university to be competitive, tuition needs to offer value when compared to other institutions' price structures and program offerings. It is also influenced by the demands of the university’s cost structure and enrollment expectations. The 10-year and five-year undergraduate rates for the other New Jersey Independent Colleges and Universities are compiled calculating the average increase for the previous 10- and five-year periods. Georgian Court's strategy has been to remain in the lower quartile, excluding schools at the upper tuition rate tier, including Drew University, Princeton University, and Stevens Institute of Technology, in comparison. These rates, along with other factors such as higher education price index (HEPI), historical trend
analysis, prior year increases on retention and recruitment impact, environmental scans, and higher education professional organization publications (i.e., College Board’s *Trends in Higher Education*) craft the discussions inform decision-making in tuition- and fee-setting.

### 4.4.2 Enrollment Projections

Enrollment projections are critical to successful higher education budgeting. The Vice President for Enrollment Management works collaboratively across the university to develop viable estimates. Internal and external data is collected for forecasting. These forecasts are presented to the Vice President for Finance and Administration as well as the full executive level for review and acceptance.

### 4.4.3 Financial Aid Model

The Vice President for Enrollment Management reviews the proposed financial aid budget with the Vice President for Finance and Administration for approval prior to presenting to the executive level for submission into proposal.

Financial aid is a recruitment and retention tool requiring a complex set of factors to formulate a sound and sustainable model. The financial aid budget is a product based upon a model developed by the Vice President for Enrollment Management along with the Director of Financial Aid. Numerous components and assumptions are built into the model such as historical data and trend analysis, upcoming recruitment goals, costs of education, state and federal support, the estimated family contribution and scholarship gifts and endowment.

The discount tuition rates incorporate external trend analysis and anticipated impact of federal and state funding. The formulated model for discount tuition quantifies the anticipated institutional financial aid support needed and is included in the budget to determine projected net tuition revenue.

### 4.4.4 Expenditure Projections

Budget managers, in cooperation with their respective divisional and executive leaders, provide critical information for and direction to the cost projections developed. Finance provides historical data to each department. Expenditures at the department level can be categorized as follows:

- Base operational costs necessary to continue current operations
- Stressors, or areas of inadequate funding in current operations and the costs to address them
- Strategic initiative costs associated with implementation of the Strategic Plan
- New initiative costs necessary for new programs or activities
- Capital costs related to technology, facility renewal and replacement needs, and furniture and equipment.

Personnel requests are submitted at this level but are reviewed and approved under the guidance of the Director of Human Resources and the Vice President for Finance and Administration for inclusion in the presentation to the full executive level.
The Facilities Master Plan is reviewed, and the Director of Facilities and the Vice President propose capital improvements and construction for Finance and Administration. Depreciation and debt costs are estimated by Finance for inclusion in the budget.

4.4.5 Other Revenue Sources

Revenue sources such as fundraising, grants, and the departments that oversee them estimate special events. Finance provides historical data to each department. Net assets released from restriction are estimated based upon current temporary restricted assets that are expected to meet the donor restrictions in the upcoming fiscal year. Long-term investment allocations and any board-directed releases of quasi-endowment funds are included in the budget.

4.5 Office of the Vice President for Finance and Administration

The Office of the Vice President for Finance and Administration develops the annual budget calendar for the fiscal year. The calendar sets forth all critical dates from the budget planning stage through the adoption of the budget by the Board of Trustees.

The Vice President for Finance and Administration presents the annual fiscal-year budget to the President and executive level for review, comments, adjustments, and approval before submission to the Board of Trustees. The Finance and Investment Committee of the Board of Trustees reviews and approves the annual budget and submits it to the full Board of Trustees. The Board of Trustees provides the final approval of the annual budget.

4.5.1 Monitoring and Reporting Financial Performance

The major phases of the budget development cycle are:

(1) Connecting to the Strategic Plan;

(2) Collecting data;

(3) Reviewing data and making financial projections;

(4) Executing initiatives based on budget allocations;

(5) Evaluating the actual results against budget throughout the year and responding to deviations in a timely manner.

Unit heads and budget officers receive monthly reports. The Board of Trustees receives regular reports and updates during the Finance and Investment Committee meetings.

4.6 Planning and Budgeting Council

The Planning and Budgeting Council recommends the short- and long-term resource allocations of both academic and administrative units to the PAT based upon institutional priorities and strategic initiatives.
The council maintains a liaison with the Institutional Effectiveness Committee and is chaired by the Vice President for Finance and Administration with the Controller as an ex-officio member. Appropriate administrative officers and staff members may be invited to serve as consultants.

Members of the Planning and Budget Council are:

- Robert Kenny, Vice President of Finance and Administration; Chair
- Lisa Biagas, Vice President for Institutional Effectiveness and Planning
- Kathleen Boody, Dean of Student Success
- Steve Carol, CIO
- Mary Chinery, Assistant Provost
- Lynn DeCapua, Dean of School of Education
- Rita Kipp, Dean of School of Arts & Sciences
- Linda Pierce, Director of Human Resources
- Maureen Ryan-Hoffman, Controller; Ex-Officio
- Janice Warner, Dean of School of Business
- Representative from Executive Officers of Faculty Assembly
- Representative from Student Government Association
5 ASSESSMENT

5.1 Philosophy

Academic and institutional quality at Georgian Court is guided by the 14 standards set forth by the Middle States Commission on Higher Education. These standards apply to each institution in individualized ways, based on the institution’s mission and goals. Institutional assessment at every level is critical in determining how well each college or university is fulfilling those standards. Each is expected to emphasize and facilitate an environment of continuous improvement at all institutional levels and use assessment results to make informed decisions regarding improvement efforts. In order to meet that expectation, an assessment process must be in place throughout the institution. The assessment process must be regularly completed, and the results are shared internally and externally with those constituents on which the results have an impact.

5.2 Policy Statement

In all assessment activities throughout the university, outcomes inform institutional-level decisions regarding administrative productivity, university-wide initiatives, and distribution of resources in accordance with the university’s priorities. Program-level planning and budget planning are coordinated to ensure that all programs are supporting the institution’s priorities and mission.

The best practices for assessment activities include:

- Each department or program has a written assessment plan that:
  - is linked to the university’s mission;
  - has clear, achievable goals;
  - has adequate resources to accomplish those goals; and
  - includes appropriate assessment measures with a timeline for data collection and analysis.
- The assessment results are reported annually and are tied to the university’s budgeting process and review.
- Programs are reviewed by the appropriate PAT member to ensure that the program contributes to the strategic goals of the university.

5.3 Process

At Georgian Court, the PAT guides the assessment process. Within each academic and administrative unit the supervisor, department chair, or program director oversees the assessment process with the assistance of the Director of the Office of Assessment & Institutional Research (OAIR). The OAIR integrates the assessment process by bringing together all unit assessments with the appropriate data reporting and analysis functions. The success of this office is highly dependent on the data compilation and integrity from each administrative unit and the Office of Information Technology, which manages all information systems throughout the university.

Each administrative and academic unit develops clear desired outcomes, establishes appropriate assessment methodologies, collects outcome achievement evidence, and uses assessment results, models best practices, and uses benchmarking to establish a plan for improvement. This assessment process is and should continue to be
informative, helpful and ongoing. Sample assessment plans and annual reports are included in the appendix to illustrate the components for academic and administrative units.

5.4 Role of the Office of Assessment and Institutional Research

The role of the Office of Assessment & Institutional Research (OAIR) is to support the university's commitment to academic and operational excellence through the collection, rigorous analysis and reporting of data. In pursuit of this mission, the assessment team applies nationally recognized practices, strategies, and standards.
6 ACCREDITATION

6.1 Philosophy

Georgian Court values accreditation as a sign to internal and external constituencies of the university’s program and institution quality. Accreditation ensures that the university and its programs meet certain quality standards that are agreed upon by peers, peer institutions, and government bodies. It is an achievement that ensures the institution is carrying out best practices and continuously striving for improvement. The value of a Georgian Court degree, certificate, or other educational credential is enhanced by accreditation.

6.2 Policy Statement

Georgian Court maintains institutional accreditation by its regional accrediting body, the Middle States Commission on Higher Education. The university seeks and maintains accreditation by state and discipline-specific accrediting bodies when required for particular programs and when such accreditation is feasible, beneficial, and not prohibitively expensive. Institutional accreditations and accreditation status are published on the institutional website and in the undergraduate and graduate catalogs.

6.3 Process for Seeking and Maintaining Accreditation

Georgian Court follows the process of the accrediting organizations in both seeking and maintaining accreditation. Generally, accrediting bodies work with the head of the program or head of the institution, or with an appointed accreditation liaison. In the case of institutional accreditation by the Middle States Commission on Higher Education, Georgian Court is required to appoint an Accreditation Liaison Officer as liaison to Middle States.

6.4 Role of the Middle States Commission on Higher Education Accreditation Liaison Officer (ALO)

The Middle States Commission on Higher Education provides the following statement on the responsibilities of the Accreditation Liaison Officer, which include:

1. Maintaining familiarity with the Commission’s standards, policies, procedures and resources by regularly reviewing the MSCHE website (www.msche.org), publications, and other resources.

2. Maintaining familiarity with the institution’s accreditation history by reviewing the Statement of Accreditation Status posted on the MSCHE website, past accreditation reports, and correspondence with the Commission.

3. Serving as the primary (though not sole) contact person with MSCHE staff, which includes encouraging institutional staff to route appropriate inquiries about accreditation-related issues through the ALO; ensuring institutional compliance with all Commission requests in a timely manner; reading the Commission’s newsletters and emails; and sharing relevant information with institutional colleagues.
4. Ensuring that compliance with the Commission’s standards and policies is incorporated into the ongoing planning and evaluation processes of the institution.

5. Serving as a key resource person in the planning and preparation of accreditation-related documents including the decennial Self-Study Report, the Periodic Review Report, Substantive Change requests, progress reports, and monitoring reports.

6. Coordinating the preparation of the annual Institutional Profile.

7. Ensuring the accuracy of institutional data collected by the Commission and updating such information when changes occur at the institution. This includes reviewing the institution’s Statement of Accreditation Status, as it appears on the MSCHE website, and contacting MSCHE to request changes when appropriate.

8. Notifying the Commission *in advance* of substantive changes and major institutional developments, in accord with the policies and procedures of the Commission, and coordinating all substantive change requests. The ALO should inform institutional colleagues that retroactive approval of substantive changes cannot be granted and that late submissions may result in negative consequences.

9. Maintaining and updating institutional files of accreditation materials such as reports related to accreditation and reaffirmation; accreditation manuals, standards, and policies; all visit schedules; and correspondence with the Commission.

10. Ensuring broad-based institutional understanding of and involvement in institutional compliance with Commission standards, policies, and procedures, and emerging and evolving accreditation issues. This includes familiarizing faculty, staff, administrators, board members, students and other stakeholders with the Commission’s policies and procedures, especially when such documents are newly adopted or revised, and providing training to keep the campus community up-to-date as accreditation issues change over time.

11. Serving as a resource person and helping to prepare for and coordinate the details of all accreditation-related visits by Commission staff and peer evaluators.

12. Maintaining regular contact with the MSCHE vice president who is assigned as the institution’s liaison and responding promptly when contacted by the Commission.
7 APPENDICES

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Appendix 7.1 Strategic Initiatives 2012-2017

Strategic Initiative I: Rebrand Georgian Court University to Reflect its Mission
The university will enhance its image and position itself as a regional university in the Catholic Mercy tradition.

1.1 Promote and enhance the reputation, image and profile of Georgian Court.
1.1.1 Implement a comprehensive regional marketing plan.
1.1.2 Communicate the Georgian Court brand both internally and externally.
1.1.3 Promote the knowledge of faculty, staff, students, and alumni in order to increase internal and external visibility in the region.

1.2 Integrate the Catholic Mercy intellectual and social traditions through the spiritual life, curricular and co-curricular programming, and service to the community.
1.2.1 Enhance the link between the Catholic Mercy core values and traditions and the operation of the university.
1.2.2 Integrate Catholic Mercy mission and core values in the spirituality experiences for faculty, staff, and students.
1.2.3 Establish a teaching, research, and scholarly center for Catholic Mercy education and management as a resource to the region.

Strategic Initiative II: Promote Transformative Education
The university will promote academic excellence through teaching and learning innovation, and transformational educational experiences.

2.1 Provide a curriculum that prepares students for the 21st century global environment.
2.1.1 Redesign the core curriculum to facilitate integrative learning.
2.1.2 Cultivate undergraduate, graduate, and professional programs that facilitate integrative learning.

2.2 Integrate academic and student life to educate the whole person.
2.2.1 Prepare students for professional success.
2.2.2 Foster commitment to social justice and ethical leadership.
2.2.3 Create opportunities for global and international education.

2.3 Promote academic excellence through teaching and learning innovation.
2.3.1 Enhance a comprehensive program for faculty development.
2.3.2 Use assessment data for continuous improvement.

2.4 Expanded initiatives in experiential learning.
2.4.1 Provide opportunities for students to explore future careers including internships.
2.4.2 Encourage students to become civically and culturally engaged in the Catholic Mercy tradition.

Strategic Initiative III: Optimize Enrollment
The university will optimize student enrollment to develop successful graduates in the Catholic Mercy tradition and achieve institutional self-sufficiency.

3.1 Develop targeted enrollment strategies for growth in specific student populations and markets.
3.1.1 Implement a new 18-month tactical enrollment marketing campaign to better attract and recruit new freshmen and transfer students.
3.1.2 Develop a comprehensive student flow model to gain a better understanding of the enrollment patterns of undergraduate and graduate students and persistence in undergraduate and graduate programs.

3.1.3 Market and deliver academic programs that address the needs and desires of consumers of higher education services.

3.2 Transform to a fully co-educational university.
3.2.1 Extend needs/cost analyses associated with co-ed transformation, and use data to drive brand-building and marketing strategy promoting co-ed transition.
3.2.2 Expand athletics by adding men’s teams to be compliant with NCAA Division II and the CACC.
3.2.3 Expand student life and campus programs for a co-ed population.

3.3 Raise the academic and financial profile of undergraduate students.
3.3.1 Require the submission of SAT or ACT exams in order for all first-time, full-time freshmen to be accepted into the class petitioning for enrollment for fall 2012.
3.3.2 Distribute internal financial aid resources strategically to attract more qualified students from targeted markets.
3.3.3 Continue to develop new policies, procedures, and action plans to stabilize and potentially increase enrollment needs.

Strategic Initiative IV: Strengthen Leadership, Planning, Technology, and Governance
The university will achieve long-term stability by bolstering its human capital, physical, and financial infrastructure through rigorous planning, careful assessment, prudent financial oversight, and management practices.

4.1 Strengthen capabilities of leadership and governance.
4.1.1 Encourage strong leadership and enhance individual and organizational performance in pursuit of institutional goals by effectively engaging all stakeholders: faculty, staff, trustees, alumni, community and other supporters, through appropriate structures and processes such as shared governance and inclusive decision-making.
4.1.2 Develop and implement training programs that strengthen the university’s culture of excellence and facilitate cultural change to attain the university’s goals.
4.1.3 Assess climate, organizational performance, engagement, and managerial effectiveness.

4.2 Foster financial stewardship.
4.2.1 Engage the entire Georgian Court community in the budget planning, implementation and planning processes for strong fiscal discipline and effective use of financial resources.
4.2.1 Develop and implement a robust business case template for analysis, approval, and ongoing assessment of all major initiatives.
4.2.2 Design and institute tuition and financial aid policies that generate maximum net tuition revenue and to recruit a strong and diverse student body.

4.3 Cultivate alumni, friends, parents, and supporters of Georgian Court University.
4.3.1 Increase all fundraising efforts to support and implement the university’s strategic plan and priorities.
4.3.2 Secure funds to strengthen the endowment, maintain/enhance both human and physical capital, and current operations.
4.3.3 Establish a coordinated fundraising effort encompassing all fundraising at the university including annual giving, major gifts, alumni engagement, grants, planned giving, and campus fund raising events, which will develop best practices and stewardship of all donors and prospects.
4.4 **Conserve and preserve.**
4.4.1 Adopt effective and fiscally prudent conservation and renewal programs that promote environmental sustainability and preserve the university’s physical assets.
4.4.2 Develop, support, promote, and enhance university initiatives that improve, extend, coordinate and celebrate sustainability and environmental awareness.
4.4.3 Collaborate with academic programs and faculty to develop educational initiatives that use the campus’s physical and natural space and operational processes as resources and settings for hands-on in-depth study that helps develop the environmental and sustainability leaders and actors of tomorrow.
4.4.4 Integrate physical plant planning with the GDP in a way that allows flexibility to meet the changing needs of the developing institution.

4.5 **Support and enhance the technological needs of the campus.**
4.5.1 Form a campus-wide technology steering committee to envision the future roles of IT in concert with the appropriate groups and committees on campus, envision the future roles of technology at the university, plan the path the university will take in getting from its present to that envisioned state process, and participate in the implementation of the plan to assist in its realization.
4.5.2 Develop, identify and seek support to address current information and technology needs of the institution.
4.5.3 Identify and support the implementation of technology strategies and systems that support student learning, enhance academic programs, improve customer service, streamline workflow, reduce redundancy and waste, minimize paperwork, and enhance system and data integrity.
4.5.4 Assess the current administrative systems and examine options, including an enterprise management system, to integrate the technology used in ways that are efficient, effective and fiscally responsible.

4.6 **Develop a culture of planning and assessment to ensure maximum efficiency and effectiveness in the management of the university.**
4.6.1 Develop, implement and evaluate action plans that are consistent with institutional strategic goals, objectives and strategies.
4.6.2 Implement an assessment process to measure both strategic initiatives and operational performance.
This planning, budgeting, and assessment calendar is provided to outline, month to month, the dates for major planning, budgeting and assessment activities and critical deadlines to be met to implement the annual institutional effectiveness cycle.

<table>
<thead>
<tr>
<th>MONTH/YEAR</th>
<th>ACTIVITY</th>
<th>ACTION</th>
</tr>
</thead>
</table>
| July 2013  | Assessment Planning Budgeting |  • July 1, New fiscal year begins. Funds for FY 13-14 available to achieve goals.  
x  • July 15, Assessment reports from all units. Review of goals for upcoming year; modify if necessary.  
x  • PAT retreat to establish institutional priorities for the upcoming year. |
| August 2013 | x |  • August 26, New academic year begins  
x  • PAT members conduct retreats with their direct reports and functional heads for priorities and goal setting. Annual updates of various institutional plans: enrollment, academic, retention, etc. |
x  • Academic course outlines are posted for the semester and course assessments are posted for the previous Summer semester  
x  • Final submission of unit plans. |
| October 2013 | x |  • Review of all program reviews, annual department goals, master plans, annual reports and other planning documents by PAT.  
x  • Office of Finance and Administration initiates budget process. |
| November/December 2013 | x |  • Vice President for Finance and Administration holds budget workshops. Proposed increases to salary and benefits are finalized.  
x  • Units submit budget requests. |
| January 2014 | x |  • The Office of Finance and Administration submits proposed tuition and fees to Board Finance and Investment Committee.  
x  • Academic course outlines are posted for the semester and course assessments are posted for the previous Fall semester.  
x  • PAT reviews and approves divisional budget requests and submits for compilation. |
| February 2014 | x |  • Planning and Budgeting Council prioritizes all budget requests.  
x  • Board sets tuition and fees.  
x  • Office of Finance and Administration compiles preliminary budget. |
| March 2014 | x |  • Budget completed with recommendations to PAT.  
x  • PAT Budget Retreat.  
x  • Proposed budget is submitted to the Board Finance and Investment Committee. |
| April 2014 | x |  • Board approves budget. |
| May 2014 | x |  • Notification to academic and administrative unit heads of annual allocation, funded capital, personnel and strategic initiatives. Budgets entered into Dynamics and SPOI.  
x  • Academic course outlines are posted for the Summer semester. |
| June 2014 | x |  • Board retreat to establish institutional priorities for the upcoming year.  
x  • Academic and administrative units and program assessments are completed. Academic course assessments are completed for the previous spring semester. |

*Updated September 1, 2013*
Appendix 7.3  Fiscal Year Budget Process Flow Chart

Executive Level (President's Administrative Team)

August - October

- Strategic Planning - Integration with Budget
- Vice President for Finance & Administration, Design Budget Process, Decide Operational Cost Levels, Capital Guidance, etc., Directions / Memo, Develop Comprehensive Budget Calendar

October - January

- Budget Packet & Templates Distributed
- Unit Heads Prepare Budget Requests by Completing Budget Workbook (1/23/13-2/11/13)
- Budget Workshops Planning & Budget Council Meeting
- Deans/Assoc Provost/Provost Meetings
- Directors/VPs Meetings
- Tuition & Fee/ Auxiliary Price Setting Run Scenarios (November - January)
- Enrollment Projections, Financial Aid Model Due (November 15)
- Tuition & Fee and Auxiliary Pricing Strategy and Rates Developed (November 30)
- Finance & Invest Comm. Presentation, December BOT Meeting

January - March

- PAT Review, Revise/Approve Submissions for Their Areas
- Packet Due to Finance (February 1)
- Finance Data Collection Log in Submissions (February)
- Compile Summary Budget Figures
- Base Operating Compiling by Finance Dept.
- Stressors Compiling by Finance Dept.
- Strategic & New Initiatives Compiling by Finance Dept.
- Salary & Benefit Budget Compiling by Finance Dept.
- Summarized Budget to PAT to Review (March)
- Preparation for PAT Budget Retreat

March - May

- PAT Budget Retreat (March 1st week)
- PAT Deliberations Edits/Revisions (March 2nd-3rd week)
- Revenue Projections
- Expenditures (Operating, Stressors, Strategic & New Initiatives)
- Salary & Benefits
- Final Budget Proposal Prepared (March 4th week)
- Finance & Invest Committee Presentation
- BOT Meeting (April/May)
Appendix 7.4  Example Assessment Plan

The table below outlines the components included in assessment plans for academic and administrative units.

<table>
<thead>
<tr>
<th>Program Details</th>
<th>Program Description: The Office of Assessment and Institutional Research at Georgian Court University provides the institution with necessary tools and resources for planning, analysis, reporting and decision-making. It is with these tools and resources that GCU is able to improve institutional effectiveness at all levels (institutional, departmental and course level).</th>
<th>Program Effectiveness: 91%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment and institutional Research</td>
<td></td>
</tr>
<tr>
<td>Program Goals:</td>
<td>1. Prepare institutional reports for the federal, state, and accreditation requests</td>
<td></td>
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<tr>
<td></td>
<td>2. Support for university-wide assessment of programs and services, including design and implementation of assessment tools</td>
<td></td>
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<tr>
<td></td>
<td>3. Work with the university administration to create appropriate research and assessment initiatives based on the institution’s priorities</td>
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<tr>
<td></td>
<td>4. Maintain a web-based delivery of information in an easy-to-use format (Refer to the Fact Book, prepared by the Office of Assessment and Institutional Research)</td>
<td></td>
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<tr>
<td></td>
<td>5. Develop and maintain a repository of institutional data for providing relevant information to the university community</td>
<td></td>
</tr>
<tr>
<td>Program Members:</td>
<td>• Schneider, Pamela</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Arndt, Wayne</td>
<td></td>
</tr>
<tr>
<td>Associated Accreditation Objectives:</td>
<td>Draft-2014 Middle States Periodic Review Report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Education Accreditation Council (TEAC) 2013-2014 visit</td>
<td></td>
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<tr>
<td></td>
<td>Association of Collegiate Business Schools and Programs (ACBSP)</td>
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<tr>
<td></td>
<td>Reaffirmation of Accreditation-Council on Social Work Education (CSWE)</td>
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<tr>
<td></td>
<td>Accreditation by National Association of School Psychologists (NASP)</td>
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<td></td>
<td>Accreditation - NJ Board of Nursing</td>
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<tr>
<td></td>
<td>Council for Accreditation of Counseling and Related Educational Programs</td>
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</tbody>
</table>
### Appendix 7.5  Example Annual Report

#### Annual Report

**Office of Assessment and Institutional Research (AIR)**

**University Mission:** Georgian Court University, founded and sponsored by the Sisters of Mercy, 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, compassion, and service, locally and globally. Georgian Court University provides students with a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers; an environment for the entire community to grow through shared educational, cultural, social, and spiritual experiences; and the will to translate concern for social justice into action.

**Program Mission Statement:** The Office of AIR provides data and analysis support to all areas of the university in support of planning, assessment activities, budgeting and organizational performance. The Office of Assessment and Institutional Research serves the university community by providing 1) current, historical and forecasting data in support of accreditation; 2) required federal and state reports; and 2) institution-wide support of assessment, academic program reviews and budget planning.

**Program Description:** The Office of Assessment and Institutional Research at Georgian Court University provides the institution with necessary tools and resources for planning, analysis, reporting and decision-making. It is with these tools and resources that GCU is able to improve institutional effectiveness at all levels (institutional, departmental and course level).

<table>
<thead>
<tr>
<th>Program Effectiveness: 91%</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Graph" /></td>
</tr>
<tr>
<td>Goal 1</td>
</tr>
<tr>
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<tr>
<td>Projected</td>
</tr>
<tr>
<td>Actual</td>
</tr>
</tbody>
</table>

**Program Goals:**
1. Prepare institutional reports for the federal, state, and accreditation requests
2. Support for university-wide assessment of programs and services, including design and implementation of assessment tools
3. Work with the university administration to create appropriate research and assessment initiatives based on the institution’s priorities
4. Maintain a web-based delivery of information in an easy-to-use format (Refer to the Fact Book, prepared by the Office of Assessment and Institutional Research)
5. Create and maintain a repository of institutional data for providing relevant information to the university community

**Summary of Assessment Findings** *(A brief summary of the key findings based upon the program’s assessment plan, including goals, objectives, and assessment methods)*

**Using Assessment Findings for Improvement** *(As a result of a review of the assessment findings this year, what programmatic changes are recommended?)*

**Timeline for Implementing Change** *(Provide a timeline and resources needed for implementing the recommendations)*

**Program Members:**
- Schneider, Pamela
- Arndt, Wayne

**Associated Accreditation Objectives:**
- Draft-2014 Middle States Periodic Review Report
- Teacher Education Accreditation Council (TEAC) 2013-2014 visit
- Association of Collegiate Business Schools and Programs (ACBSP)
- Reaffirmation of Accreditation-Council on Social Work Education (CSWE)
- Accreditation by National Association of School Psychologists (NASP)
- Accreditation - NJ Board of Nursing
- Council for Accreditation of Counseling and Related Educational Programs
# GLOSSARY OF TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Academic Assessment</td>
<td>Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development (Palomba &amp; Banta, 1999).</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>A period of time designated by a college or university that includes dates for registration, additions and deletions to students’ class schedules, semester or term beginnings and endings, mid-term and final exams, graduation applications, and other key activities.</td>
</tr>
<tr>
<td>Academic Credit</td>
<td>Credit earned by students for successful completion of college-level courses and applicable toward degrees.</td>
</tr>
<tr>
<td>Academic Plan</td>
<td>A comprehensive roadmap that guides the development of programs, degrees, or research that will advance the university towards attaining its academic outcomes resource allocation, student services and technology support.</td>
</tr>
<tr>
<td>Academic Program</td>
<td>An instructional program leading toward an associate’s, bachelors, masters, or doctoral degree, resulting in credits that can be applied to one of these degrees.</td>
</tr>
<tr>
<td>Academic Year</td>
<td>A period of time that colleges use to measure a quantity of study. A typical academic year may consist of two semesters (fall and spring) of approximately 15 weeks each or three quarters of approximately 10 weeks each. Academic years can vary from college to college or from program to program within the same college or university. For the purposes of federal student financial assistance programs, an academic year has a minimum of 30 weeks of instructional time for a course of study that measures its program length in credit hours or a minimum of 26 weeks of instructional time for a course of study that measures its program length in clock hours. A full-time student in an undergraduate course of study is expected to complete at least 24 semester credit hours or 36 quarter credit hours in a course of study that measures its program length in credit hours, or at least 900 clock hours in a course of study that measures its program length in clock hours. Source: 20 USC 1088. An academic year in a direct assessment program is a period of instructional time that consists of a minimum of 30 weeks of instructional time during which, for an undergraduate educational program, a full-time student is expected to complete the equivalent of at least 24 semester credit hours, 36 quarter credit hours, or 900 clock hours. Source: 34 CFR 668.10.</td>
</tr>
<tr>
<td>Accelerated Program</td>
<td>Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>A detailed description of the steps that will be taken to implement strategies and execute the stated objectives within a specific timeframe. Tactical in nature and outlines who, what, when, where and how activities will take place to achieve the strategy.</td>
</tr>
</tbody>
</table>
### Aspirant Institutions
Aspirant institutions are a group of universities or higher educational units that Georgian Court aspires to become by comparing those institutions characteristics which may be desirable for the university and might be attained over a period of time.

### Assessment
The systematic collection, review, and use of information about programs, operations, or services offered for the purpose of determining impact and effecting improvement.

### Assessment of Institutional Effectiveness
A process whereby a college or university has developed and implemented steps to evaluate its overall effectiveness in achieving its mission and goals, and its compliance with Middle States accreditation standards.

### Assessment of Student Learning
A process that demonstrates that, at graduation or other appropriate points, an institution’s students have knowledge, skills, and competencies that are consistent with institutional and appropriate higher education goals.

### Assessment Measure/Method
A way to demonstrate the extent to which the outcome was achieved. (Is also applied to department, interdepartmental, and divisional levels).

### Benchmarking
The process of evaluating and comparing an institution’s practices, processes, and programs against recognized leaders and similar institutions to gain information that will help the institution take action to improve itself within the benchmarked areas.

### Campus Master Plan
Contains the long-range plan related to the physical expansion and space utilization of Georgian Court’s campus. It includes the space needs assessments, and archived facility records, documents, drawings, and building floor plans.

### Carnegie Classification
Derived from empirical data on colleges and universities, the Carnegie Classification System has been used for more than three decades as the leading framework for describing institutional diversity in US higher education. It has been widely used in the study of higher education, both as a way to represent and control institutional differences, and in the design of research studies, to ensure adequate representation of sampled institutions, students, and faculty. For further details, visit [http://www.carnegiefoundation.org/classifications/](http://www.carnegiefoundation.org/classifications/).

### Compliance Plan
Systematic procedures instituted by the university to ensure that specified policies, procedures, and provisions of other regulatory agencies are met to help prevent and detect violations of laws and regulations.

### Core Values
Enduring beliefs or principles that guide an institution’s operations. They are expected to be common among individuals within the institution and should underpin and inform how individuals perform their work within the context of that particular institution.

### Cost-Benefit Analysis
A management tool that involves calculating or estimating the known costs and potential benefits of a course of action under consideration.
<p>| Course Outline | At Georgian Court, a unique course outline is generated for each section of a course, each time it is taught, and is provided to all students registered within that section. This document provides specific details of how that course will be delivered within that particular section, including instructor information, dates, specific assignments etc., along with all of the information from the syllabus. |
| Credit/Credit Hour | IPEDS defines Credit/Credit Hour as: a unit of measure representing the equivalent of an hour. |
| Department/Unit Plan | Outline the overarching long-range intentions of an administrative unit. Goals are used primarily for general planning, and the starting point for the development and refinement of program objectives or student learning outcomes. Also includes specific action steps necessary to get results at the department or unit level. |
| Distance Education/Distance Learning | An educational process in which all or the majority of the instruction occurs with the instructor and student in different locations. Instruction may be synchronous (in real time; simultaneous) or asynchronous. While distance education for many years took the form of correspondence study or classes delivered via television or pre-recorded video, in recent years much of distance education has moved to the Internet. MSCHE requires that a member institution obtain prior approval, through the Substantive Change process, before offering 50 percent or more of a degree or certificate program through distance education. The 50 percent standard includes only programs offered in their entirety via distance education, not programs utilizing mixed delivery methods. The Commission requires that the first two programs for which 50 percent or more is offered via distance education be submitted for Commission review and approval. In special circumstances further programs may require formal Commission review and action. The Higher Education Opportunity Act of 2008 contains new requirements that require accrediting bodies to more closely examine distance education programs. For current MSCHE guidelines on distance education, read the policy on Substantive Change. |
| Division/School Plan | Outline the overarching long-range intentions of the division or school. Goals are used primarily for general planning, and the starting point for the development and refinement of division wide objectives. Also includes specific action steps necessary to get results at the division or school level. |
| Enrollment Plan | A data-informed process that aligns an institution's fiscal, academic, and delivery resources with its changing environment to accomplish the institution's mission and ensure the institution's long-term enrollment goals, success and fiscal viability. It includes a long-term recruitment and retention plan. |
| Environmental Scan | An analysis and evaluation of key external and internal factors that influence the conditions in which the University functions. Internal factors include management policies, resource constraints, organizational structure, automation, personnel, and operational procedures. External factors may include economic conditions, population shifts, technological advances, geographical changes, and/or statutory changes. |
| <strong>Expected Outcome</strong> | A specific and desired benefit that occurs to participants of a program following application of an intentional action, generally phrased in terms of the changes in knowledge, skills, attitudes, behavior, condition, or status that are expected to occur in the participants as a result of implementing the action. |
| <strong>Full-time Student</strong> | A full-time student is one who is enrolled for 12 or more semester hours, 12 or more quarter credits, or 24 or more contact hours per week each term. A full-time graduate student is enrolled for nine or more semester credits; nine or more quarter credits, or is involved in thesis or dissertation preparation that the institution considers as full-time. |
| <strong>Goals</strong> | Broad statements directly related to the mission that provides direction for the long term. May be accomplished, but never completed. Division and departments may also have specific goals. |
| <strong>Identity Statement</strong> | A concise statement of salient and distinguishing characteristics of an institution – “who we are and how are we different.” |
| <strong>Independent Study Credit Hour</strong> | One independent study hour (including thesis or dissertation research) is calculated similarly to practice credit hours (see MSCHE Degree and Credit Guidelines for further details). According to federal regulations, for the purposes of direct assessment programs independent study occurs when a student follows a course of study with predefined objectives but works with a faculty member to decide how the student is going to meet those objectives. The student and faculty member agree on what the student will do (required readings, research, and work to be produced), how the student’s work will be evaluated, and on what the relative timeframe will be for the completion of the work. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program. <em>Source:</em> 34 CFR 668.10. |
| <strong>Indicators</strong> | Specific, observable, and measurable data that quantify progress made toward a specific output or outcome. |
| <strong>Institutional Advancement Plan</strong> | Provides an overview of fundraising goals and objectives for the Office of Institutional Advancement and the university at large with a shared understanding of institutional priorities, strategic directions, and fundraising needs. This plan sets forth clear and measurable institutional advancement goals that will be appropriately vetted by the University Council, the President, and the campus community at large. |
| <strong>Institutional Assessment</strong> | The ongoing process of systematically measuring achievement of the goals established by the University. The results should be used in the annual planning and resource allocation to improve institutional effectiveness. |
| <strong>Institutional Effectiveness Plan</strong> | A fully integrative process at the university that guides assessment of student learning, budgeting, programming, planning, and accreditation priorities as well as mission-related activities. |
| <strong>Institutional Learning Goals</strong> | Institutional learning goals represent the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of Georgian Court, including courses, programs, and student services. |</p>
<table>
<thead>
<tr>
<th><strong>Jointly Conferred Degree</strong></th>
<th>A single degree jointly conferred by two institutions, such as a B.S. in Environmental Science jointly conferred by both. The transcript and diploma bear the names of both institutions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Marketing and Communication Plan</strong></td>
<td>Sets the framework and direction for all marketing and communication activities including market research, brand development and management, advertising and promotion, messaging a of specific academic programs, enhancement of the web presence, comprehensive communication to parents of prospective students and accepted students.</td>
</tr>
<tr>
<td><strong>Measures</strong></td>
<td>Describes the methodology and timeframe for data collection. Should also identify the population being surveyed, tested, or assessed.</td>
</tr>
<tr>
<td><strong>Mission</strong></td>
<td>Declaration of the fundamental purpose of the University’s existence; reminds every one of the unique purposes promoted and served by the University and succinctly identifies what the University does (or should do) and why and for whom it does it.</td>
</tr>
<tr>
<td><strong>Monitoring and Tracking Systems</strong></td>
<td>The systems to monitor and track progress, compile management information, and keep the plan on track.</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>A focused statement concerning an action that contributes to the overall accomplishment of a goal. Multiple objectives may be written for a goal. They are measurable and quantifiable. Focus efforts on demonstrable results at the end of a specific time.</td>
</tr>
<tr>
<td><strong>Other Instructional Sites</strong></td>
<td>MSCHE defines an instructional site/other instructional site as a location, other than a branch campus or additional location, at which the institution offers one or more courses for credit. Other instructional sites should be noted on the annual Institutional Profile (IP). Commission approval is not required for an instructional site to be included within the scope of accreditation. However, if an instructional site changes over time and meets the definition of an Additional Location or Branch Campus, further reporting and a Substantive Change review are required. Sites established outside the U.S. for the sole purpose of offering courses through the study abroad experience are not considered to be instructional sites. If 50 percent or more of a program is offered, the site will meet the definition of an Additional Location and must be reviewed and approved accordingly.</td>
</tr>
<tr>
<td><strong>Operational Plan</strong></td>
<td>Identifies the approaches departments take to implement key strategic efforts. The operational plan is the middle tier in a three-part planning process for the university, bridging the Strategic Plan with annual department/unit implementation plans that include information on what will be accomplished.</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>Statement of the desired impact of the objective, including what will be known or done as a result of accomplishing the objective.</td>
</tr>
<tr>
<td><strong>Outcome Measures</strong></td>
<td>Indicators of the actual impact or effect upon a stated condition or problem. These measures address whether or not the service is meeting its proposed goals. They are tools to assess the effectiveness of the University’s performance and the public benefit derived.</td>
</tr>
<tr>
<td>Part-Time Student</td>
<td>A student who is typically enrolled for fewer than 12 credits per semester and does not attend a college on a full-time basis.</td>
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<tr>
<td>Peer Institution</td>
<td>An institution with similar characteristics whose comparative quantitative data is used to establish goals, set priorities, and influence institutional improvement.</td>
</tr>
<tr>
<td>Performance Indicator</td>
<td>Quantitative measure of success used to determine progress toward achievement of strategic goals/initiatives.</td>
</tr>
<tr>
<td>Results</td>
<td>Include a brief narrative of findings and, possibly, essential tables or graphs. The results should indicate the extent to which the program objective or student learning outcome was met.</td>
</tr>
<tr>
<td>Semester Credit Hour/Semester Hour</td>
<td>A semester hour must include at least 30 clock hours of instruction. <em>Source:</em> 34 CFR 668.8. For a more complete description of the actual amount of academic work that goes into a single semester credit hour and how it is calculated, see MSCHE's <em>Degree and Credit Guidelines</em>.</td>
</tr>
<tr>
<td>Strategies</td>
<td>Action plans designed to accomplish the stated goals and objectives. Generally short-term and subject to modification and change.</td>
</tr>
<tr>
<td>Strategic Issues</td>
<td>Concerns of vital importance to the organization. Often, they have an impact on several or all of the programs in the university. Identifying these few critical concerns can help the university focus on high priority goals for the university as a whole.</td>
</tr>
<tr>
<td>Strategic Plan</td>
<td>The university's broad, general &quot;road map&quot; for achieving the institution's desired future. It reflects a long-range view, typically five to 10 years that defines how the university intends to get from its present state to a projected future. It is a practical, action-oriented guide, and directs goal-setting and resource allocation to achieve meaningful results over a specified period of time.</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>A long-term, future-oriented process of assessment, goal setting, and strategy building that maps an explicit path between the present and a vision of the future, that relies on careful consideration of the university's capabilities and environment, and leads to priority-based resource allocation and other decisions. It includes the process of developing a Strategic Plan. Because strategic planning is a team effort that builds consensus on a future direction for the university, the process itself is more important than the resulting document.</td>
</tr>
<tr>
<td>Synchronous Learning</td>
<td>Often used in descriptions of distance education, this term can also be used to describe a traditional classroom setting. In a Synchronous Learning environment, the instructor and students interact in &quot;real&quot; time, whether in a classroom or via distance education through the Internet or videoconferencing.</td>
</tr>
<tr>
<td>Syllabus</td>
<td>At Georgian Court, the course syllabus describes the permanent features of a course, including its catalog description, text, goals and objectives, pre-requisites, major topics covered and methods of assessment. The syllabus is constant across all semesters and sections of the course. However, the semester-by-semester details of how that course is delivered, including instructor information, dates, specific assignments etc. are provided, along with the information from the syllabus, in the course outline.</td>
</tr>
</tbody>
</table>
### Technology Plan
A comprehensive institution-wide plan that describes the university’s technology programs and services plan. It supports the Strategic Plan and academic planning, outlining how the university will collect, create, access, disseminate, store, and, most important, use information to enhance student learning and support the university’s mission.

### Transfer
The moving of college credits from one institution to another.

### Transfer Articulation
Also known as articulation, this process involves cooperation between two or more higher education institutions to match courses and facilitate the transfer of students’ credits from one college or university to another.

### Vision
Defines and describes a compelling, conceptual, and vivid image of the desired future of the University. The vision is the response to the question: What do we want our organization to be? It crystallizes what management wants the institution to be in the future. A vision also serves as a foundation for a system of strategic planning.
9 REFERENCES


