



GEORGIAN COURT UNIVERSITY
THE MERCY UNIVERSITY OF NEW JERSEY

Georgian Court University
Institutional Effectiveness Plan
and Guide
AY 2024-2029

Institutional Assessment Plan and Guide: 2017-2020

Approved by President's Cabinet on January 23, 2018

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Georgian Court University Institutional Effectiveness Plan and Guide

Periodic assessment of the effectiveness of all areas of the university, addressed within the context of its mission and goals, is an expected practice that ensures the institution meets the quality assurances and standards of best practices in higher education. Conducted within a culture of ethical practice and institutional integrity, university assessment allows for continuous improvement and self-monitoring. Transparency in releasing assessment results ensures accountability both internally and externally to all constituencies. Georgian Court University is committed to the practice of university assessment at all levels of its organization. Evaluation of any program uses inquiry and judgement methods, including (1) determining applicable standards, (2) collecting relevant information, and (3) applying the standards to determine importance, value, quality, and/or effectiveness. The evaluation will lead to recommendations for continuous improvement of the unit or service (Fitzpatrick, J.L., Sanders, J.R., & Worthen, G.R. (2004), p. 5).

Mission Statement

Georgian Court University, founded by the Sisters of Mercy of New Jersey in 1908 and sponsored by the Institute of the Sisters of Mercy of the Americas since January of 2007, provides a comprehensive liberal arts education in the Roman Catholic tradition. The university has a special concern for women and is a dynamic community committed to the core values of justice, respect, integrity, service, and compassion, locally and globally.

Georgian Court 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.

Georgian Court's Mission is periodically assessed according to the accountability guidelines of The Conference for Mercy Higher Education. (See <http://www.mercyhighered.org>).

Institutional Student Learning Goals (ISLG)

GCU's student learning goals are articulated for the undergraduate and graduate students respectively. They are based on mission and aligned with current best practices for learning in higher education. The undergraduate student learning goals encompass the *Bridge* General Education Program's goals and outcomes. Assessment of the university's learning goals is conducted by the Office of Institutional Assessment and Accreditation, using curricular and co-curricular data. A brief summary of the university's learning goals follows. A full listing of the goals and their related outcomes can be found on the University website at [Institutional Student Learning Goals - Georgian Court University, New Jersey](#) USLG - Undergraduate Student Learning Goals (Note: BRIDGE General Education Goals are #1-4.)

1. Foundational Knowledge of Human Cultures and the Physical and Natural World
2. Intellectual and Practical Skills
3. Personal and Social Responsibility
4. Integrative Learning
5. Mastery of a Defined Body of Knowledge at a Baccalaureate Level

GSLG – Graduate Student Learning Goals

1. Knowledge

2. Scholarly Inquiry
3. Communication
4. Ethical Leadership
5. GCU/Mercy Mission Integration

University Assessment Practices: Accreditation, Licensing, and Approval

Georgian Court University adheres to the following practices and procedures of its accrediting and licensing bodies.

- Periodic self-study and reporting according to the Requirements of Affiliation and Standards of Accreditation as determined by the Middle States Commission on Higher Education (MSCHE). (See [Home - Middle States Commission on Higher Education \(msche.org\)](http://www.msche.org))
- Accreditation and licensing requirements as determined by the New Jersey Commission on Higher Education. (See <https://www.nj.gov/highereducation/>)
- Approval and registration of teacher, administrator, and education services personnel certification programs as determined by the New Jersey Department of Education. (See <https://nj.gov/education/license/>)
- Periodic assessment as determined by the Conference for Mercy Higher Education. (See [Homepage : Conference for Mercy Higher Education](http://www.confmercy.edu))
- Periodic assessment and reporting as determined by academic programs' specific accreditation and licensing agencies. (See <https://georgian.edu/accreditations/>)

Strategic Plan and Assessment

Georgian Court University used a strategic planning process based on the Strategic Compass Model as

found in Jeffrey L. Buller's book *Change Leadership in Higher Education: A Practical Guide to Academic Transformation* (2014). Beginning in fall 2016, an iterative and inclusive process was developed to articulate GCU's current vision, areas targeted for strengthening, and priorities for implementation of tactics aligned with the compass for the university. The GCU Strategic Compass is based on its Mission. The GCU Strategic Compass...*for an Even Better Tomorrow* was approved by the Board of Trustees on October 12, 2018. The GCU Strategic Compass can be found on the University's webpage. See <https://georgian.edu/strategic-compass/>

Strategic Compass Guiding Principle.

Georgian Court University is a distinct Catholic university in the Mercy tradition, empowering students to shape a just and compassionate world.

Georgian Court University is re-creating itself by designing and delivering innovative academic programs, with a particular emphasis on the caring professions; enhancing the student experience inside and outside the classroom; expanding the university's footprint through multiple delivery formats at multiple locations in order to diversify revenue streams; and efficiently managing human and other resources to achieve positive revenue results.

Strategic Compass Overall Strategy.

The university will:

- Attract more students by diversifying the academic programs offered in response to market demands.
- Expand its physical and virtual presence by offering courses on the Lakewood campus and beyond through multiple delivery formats at multiple locations.

- Retain more students by providing the best student experience possible, informed by the best practices aligned with student success.
- Utilize strategic planning in the areas of enrollment, advancement, and academic program development, as well as the development of a campus master plan and unit effectiveness in alignment with mission to actualize maximum operational efficiencies and revenue generation and diversification.

GCU Strategic Compass Points.

1. Mission fulfillment through academic excellence
2. Mission fulfillment through an exceptional student experience
3. Mission fulfillment through revenue generation and diversification
4. Mission fulfillment through operational efficiency/resource utilization

The compass points are further developed with their own initiatives and scorecards. See <https://georgian.edu/strategic-compass/>. In addition, the university units' goals are aligned with the points of the Strategic Compass.

Georgian Court University Institutional Structures that Support University Assessment

The organizational structures that support unit assessment and evaluation at Georgian Court University are as follows.

Accreditation and Assessment

Georgian Court University follows the Standards for Accreditation and Requirements of Affiliation | Fourteenth Edition as published by the Middle States Commission on Higher Education (MSCHE) (2023). These standards can be found at <https://www.msche.org/standards/fourteenth-edition/>

Each of the seven Standards has an assessment mandate: “periodic assessment of the effectiveness of (Standard name)”.

Standards V and VI specifically address Educational Effectiveness and Institutional Improvement.

MSCHE Standard V. Educational Effectiveness Assessment.

Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals consistent with their program of study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education.

Criteria

A candidate or accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated student learning outcomes at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission;
2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals.

Institutions should:

- a. define student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes;
 - b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They collect and provide data on the extent to which they are meeting these goals;
 - c. support and sustain assessment of student learning outcomes and communicate the results of this assessment to stakeholders;
3. consideration and use of disaggregated assessment results for all student populations for the

improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness;

4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and
5. periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness.

MSCHE Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Criteria

A candidate or accredited institution possesses and demonstrates the following attributes or activities:

1. institutional and unit goals that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;
2. clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation;
3. planning that integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement, and the results of institutional assessments;

4. planning for diversity, equity, and inclusion that is aligned with the institution's mission and goals, maintains sufficient resources, and leads to institutional improvement;
5. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;
6. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;
7. documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability;
8. a record of responsible fiscal management, including preparing a multi-year budget and an annual independent audit confirming financial viability and proper internal financial controls, with evidence of corrective measures taken to address any material findings cited in the audit or an accompanying management letter;
9. well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness;
10. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;
11. compliance with its program responsibilities under existing federal title IV and other state laws and regulations, including any audits of financial aid programs as required by federal and state regulations;

12. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and
13. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Accreditations

Georgian Court University (GCU) is accredited:

- Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB#166, Wilmington, DE 19801.

The Middle States Commission on Higher Education (MSCHE) is a global institutional accreditor recognized by the United States Secretary of Education since 1952. As an accreditor and member of the regulatory triad, MSCHE assures students and the public of

- The United States Department of Education (USDE) recognizes accrediting agencies deemed authorities on the quality of higher education. Under the Higher Education Act's (HEA's) federal student aid programs, accrediting agencies recognized by USDE must meet the Department's regulatory criteria. MSCHE is a Title IV gatekeeper and is a link to federal programs, and institutions access Title IV through MSCHE accreditation.
- Georgian Court's most recent reaffirmation of accreditation was June 27, 2019. The university submits an Annual Institutional Update (AIU). The next accreditation self-study and visit are scheduled for 2027-2028. The status of its MSCHE accreditation can be found at:
<https://www.msche.org/institution/0217/> .
- Georgian Court is licensed by the New Jersey Commission on Higher Education, 1 John Fitch Plaza, 10th Floor, PO Box 542, Trenton, NJ, 08625-0542 (609-492-4310).

<https://www.nj.gov/highereducation/>

- Teacher, administrator, and education services personnel certification programs are approved and registered by the New Jersey Department of Education, PO Box 500, Trenton, NJ, 08625-0500 (609-376-3500). <https://www.nj.gov/education/>

A full listing of program accreditations and approvals is found on the GCU website at [Accreditations - Georgian Court University, New Jersey](#)

Documents describing accreditation/licensing activity can be reviewed by contacting the appropriate accreditor/licensor, or by contacting GCU's Office of the President for information related to the Middle States Commission on Higher Education and New Jersey Commission on Higher Education, the office of the appropriate school dean for programs in the HMH School of Nursing and Wellness at GCU, the School of Business and Digital Media, and School of Arts, Sciences, & Education, and/or the department chair or program directors for other programs.

Complaints regarding GCU may be filed by contacting the accrediting/licensing organizations at the addresses listed above. Students taking a GCU course by distance education can find a current list of the appropriate state agency for handling complaints in their home state at www.georgian.edu/heoa .

Georgian Court university is a participating institution in SARA (State Authorization Reciprocity Agreements). See [Online Learning - Georgian Court University, New Jersey](#) for additional information.

University Policies related to assessment and continuous improvement

GCU Policies: Volume 1: Institutional Governance, last update: December 2023.

Georgian Court University Board Committee Charters. (Appendix. By-Laws Board of Trustees, Georgian Court

University Policy Manual, Volume I Pages 129 - 130)

Strategic Planning Committee

Purpose:

The Strategic Planning Committee (SPC) is a committee of Georgian Court University Board of Trustees, whose members are appointed by the board. The general principal purpose of the Strategic Planning Committee (SPC) is to provide support for, guidance to and oversight of, the strategic planning process, undertaken by the University President and Cabinet. The SPC will receive periodic reports on strategic planning and annually review and assess progress in meeting the university's strategic plan. When board action on strategic planning is required, the proposed changes will be reviewed by the committee and a recommendation made to the full board.

Committee Composition:

The Strategic Planning Committee consists of the following members

- Representatives of the Board of Trustees as assigned by the Board Chair.
- University President and/or a designee
- University President's Cabinet
- Faculty representatives, as recommended by the Executive Committee of the Faculty Assembly.
- Other volunteers as recommended by the committee and as deemed appropriate by the Board Chair.

Meetings:

A meeting can be called by the SPC Chair or the University President. Meetings will generally be held:

- At least twice annually,
- At least 2 weeks prior to Board meetings, As required for specific issues and topics of an urgent nature and as agreed to for any required follow-up.
- A meeting agenda will be sent in advance of all meetings, ideally at least 5 business days prior to a scheduled committee meeting.

Minutes will be available within 3 business days after a meeting and will be disseminated to the full Board for review.

Key Responsibilities:

- Ensuring that the University President has established an effective strategic planning process, including development of a plan covering a specified time period with measurable goals and time targets.
- Represent the Board in the strategic planning process.
- Coordinate the Board's participation in strategic planning as deemed appropriate by the Executive Committee.
- Establish a strategic planning process that includes the following components:
 - A strategic planning framework establishing how strategic planning is to be done in the university
 - A document that provides highlights of the strategic plan.
 - Metrics that outline how the Board will measure the success of the outcomes established.
 - Helping university leadership identify critical strategic issues facing the organization and assist in the analysis of alternative strategic options.
- Establish a regular reporting process for updating all constituencies on the progress of the plan and the desired outcomes.
- Members of the strategic planning committee have a responsibility to understand the university's primary industry, market/community and core competencies. This would include keeping up-to-date on industry and local market trends, higher education needs and advances and looking for opportunities to improve the scope, cost effectiveness and quality of services that are provided by the university.
- Assist in the development, review of and recommendation of the strategic dashboard of key indicators.

- Make recommendations to the full board related to the organization's mission and vision statements.
- Provide support to the university and continuously monitor the development and implementation of a succession planning process that provides leadership development to key staff, ensuring a pipeline of leadership talent throughout the university.
- Provide oversight of the university's institutional assessment of programs, administrative services, and student learning outcomes.

Coordinate the board's participation in the accreditation and reaccreditation process, which involves a self-study of university's compliance with accreditation standards and a visit by an accreditation team that results in recommendations from the Accrediting Commission

Middle States Commission on Higher Education Accreditation Steering Committee

Policy 1.6.4.20 Middle States Commission on Higher Education Accreditation Steering Committee

Purpose:

The GCU Middle States Commission on Higher Education (MSCHE) Accreditation Steering Committee serves to monitor and report on the university's compliance with the Commission's Requirements of Affiliation and Standards of Accreditation. (See <https://www.msche.org/standards/>)

- Its members are chosen from the university community and represent a broad spectrum of faculty, staff, and administrators.
- The members periodically review the evidence of compliance and report on such at scheduled meetings. Issues related to possible non-compliance are reported to the President's cabinet.
- The committee also reviews any extraordinary reports required by the Commission and contributes to the Annual Institutional Update (AIU).
- Membership: The steering committee's members are appointed by the President, who also appoints the chair/co-chairs.
- Members serve terms of 3-5 years, renewable.

- Membership of the GCU MSCHE Accreditation Steering Committee shall be: 1. Chair/co-chairs; 2. Two members assigned to each of the seven Standards; 3. Associate Vice-President for University Assessment (AVPUA), ex officio; 4. Accreditation Liaison Officer (ALO); ex officio.
- Additional members may be added for specific duties such as the writing of a self-study and reports. Subcommittees are formed as needed.
- Meetings: The committee meets regularly as determined by the chair. A minimum of four (4) meetings annually is expected

Academic Program Review and Assessment Committee

Policy 1.6.3.4. Academic Program Review and Assessment Committee. (Georgian Court University Policy Manual, Volume 1, pp. 43-44. Last update December 2023)

1.6.4 Institutional Committees

1.6.4.1 Academic Program Review and Assessment Committee

Purpose:

The Academic Program Review and Assessment Committee is charged with the processes of periodic review and annual assessment of the various academic units of Georgian Court on a scheduled basis.

The responsibilities of the Academic Program Review and Assessment Committee are:

- Annual Program Assessment of Student Learning
- To provide collegial guidance to academic departments on academic program assessment plans;
- To review annual academic program assessment results and provide collegial guidance to academic departments both before and after the reporting cycle;
- To report significant findings to the Assessment Officer as needed; and
- To make recommendations or report significant findings to the Executive Committee of Faculty Assembly as needed.

Periodic Program Review

GCU academic programs conduct Periodic Program Reviews. If a program is not conducting periodic reviews for an external accrediting agency, the PRAC provides oversight to the review process. Responsibilities are:

- To establish a schedule for periodic program review (through self-study) in conjunction with the Department Chairpersons and Program Directors, and the School Dean;
- To determine the process and procedures for academic program review in consultation with the Assessment Officer;
- To advise academic programs on the periodic review process, providing collegial guidance related to the procedures of the review, the comprehensiveness of assessment, and the need for accountability to the standards of the discipline;
- To make recommendations to Department Chairpersons or Program Directors; and
- To report significant findings to the Assessment Officer as needed.

Membership:

The Academic Program Review and Assessment Committee consists of at least seven faculty members as described herein. There will be one faculty member elected from each school and one from the librarians by the Faculty Assembly to staggered three-year terms. Three additional members at large will be elected from the full-time faculty, including librarians, by the Faculty Assembly to staggered three-year terms. The Chair will be appointed from the members of the committee who have served at least one year by the Provost for a one-year term, with the option of term renewal. The Assessment Officer and a representative from the Provost's Office are ex-officio and without vote.

Meetings:

This committee meets on the call of the Chair or Provost on a frequent basis

Institutional Effectiveness Committee

Policy 1.6.4.10 Institutional Effectiveness Committee

Last Update: December 2023 GCU Policy Manual: Volume I – Page 49, 50.

Purpose:

The Institutional Effectiveness Committee fulfills an advisory, monitoring, and coordinating role at Georgian Court University to develop a culture of planning and assessment to ensure maximum efficiency and effectiveness in the management of the university. The committee's responsibilities include review of unit assessment plans, evaluation of annual unit assessment reports, oversight of the periodic unit review process, and advising the President on the integration of the above with the university's strategic planning and MSCHE Standards of Accreditation and Requirements of Affiliation. This committee provides a forum for best practices in university assessment and effectiveness and provides analysis of university-wide data to inform decision-making.

The responsibilities of the committee include:

- Oversight of the university's compliance with MSCHE expectations of continuous assessment and evaluation of the areas denoted by this organization's standards and requirements for accreditation;
- The oversight and review of the university's unit assessment plans and reports, and assistance in periodic unit review;
- Providing a forum for best practices in university effectiveness and assessment as these align with continuous improvement practices and are benchmarked against peer institutions and professional organizations;
- Providing an Institutional Effectiveness Plan and Guide, assisting in its implementation and reviewing updates;

Georgian Court University Institutional Effectiveness Plan and Guide

- Review of institutional level data, including but not limited to university- wide surveys, dashboard indicators for strategic planning, and reports to external constituents or agencies, and identifying issues that need to be brought to the attention of the President and/or the President's Cabinet;
- Coordination of activities related to MSCHE accreditation, Institutional Research, updates on the strategic plan, and university effectiveness through unit assessment and evaluation;
- Working with the Board of Trustees (or a committee thereof) to ensure that all institutional effectiveness efforts are being met and accreditation Working with the Board of Trustees (or a committee thereof) to ensure that all institutional effectiveness efforts are being met and accreditation standards are being followed; and
- Advising the President on above matters.

Membership:

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

- Associate Vice President for University Assessment (Chair);
- Director of Institutional Research and Decision Support;
- Dean of Students;
- Associate Provost for Academic Program Development;
- Assistant Vice President for Finance/Controller;
- Faculty member (appointed for a three-year term, renewable);
- Institutional Research Assistant (Committee Secretary); and
- Other members as appointed by the President.

Meetings:

The Institutional Effectiveness Committee meets on a monthly schedule.

GCU Office of Institutional Assessment and Accreditation

The Office of Institutional Assessment and Accreditation was established in January 2018. Its purpose is to provide university support for accreditation functions and planning and to align institutional effectiveness with the strategic planning process.

Associate Vice-President for University Assessment.

The Associate Vice-President for University Assessment is a member of the President's leadership team reporting directly to the President of the University for matters related to institutional effectiveness and assessment, and indirectly to the Provost in matters of academic assessment. The Associate Vice-President is responsible for the oversight of, support for, and development of university processes related to university assessment and accreditation requirements, and alignment of such with the university's mission and strategic goals. This is a full-time, 12-month position.

Unit Effectiveness and Assessment

University Units: Non-Academic Programs

Overview.

The university units are those functional areas that are not academic programs. These units are led by the President and members of the President's Cabinet. Each university unit is defined on the university's organizational chart. All university units complete assessment through periodic unit reviews and annual reports on assessment plans.

Unit Review.

Periodic self-study on unit effectiveness based on data related to mission effectiveness, services, best practices, client satisfaction surveys, and the unit's actions toward continuous improvement aligned with the university's strategic goals. The self-study is peer-reviewed when possible. The Unit Review covers

a 5–7 -year timeframe, and its schedule is determined by the unit leaders on the President’s Cabinet. The unit’s supervisor works with the cabinet liaison for approval of the action plan based on the unit review. Periodic comprehensive reviews of a program or university unit should be completed on a **5-7 -year cycle**. The Program Review, conducted either as a self-assessment or by using external consultation, ensures that the institutional unit continues to be mission- driven, effective, uses resources appropriately, and directs its preferred future within the vision of the university’s strategies.

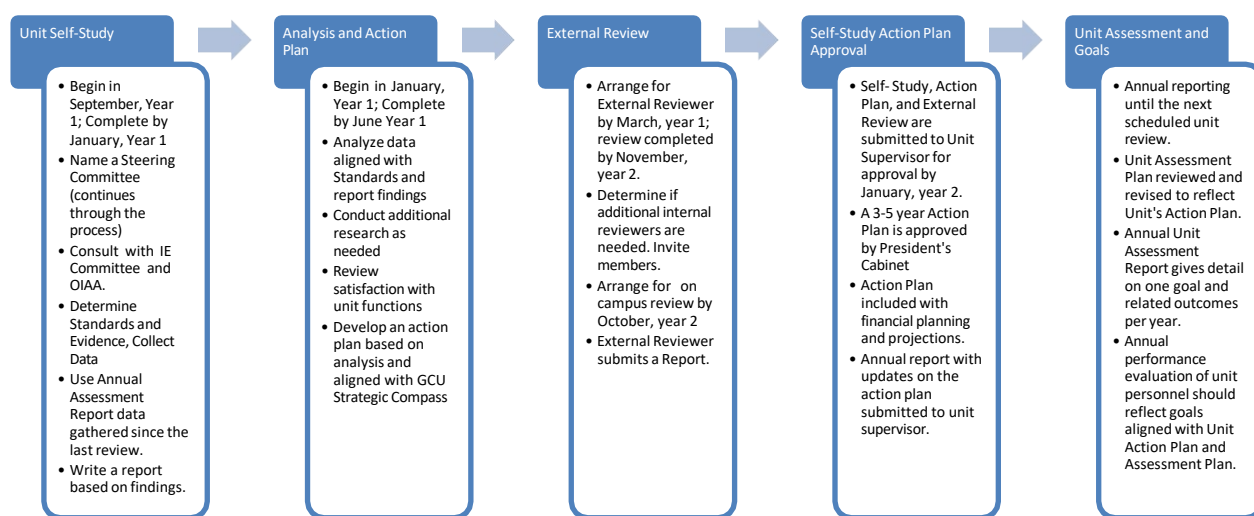


Figure 1. Unit Review Process

See Appendix A.1. Schedule for Unit Reviews of Institutional Units. Appendix A.2. Unit Review Process for Non-Academic Units.

Unit Assessment.

The Unit Assessment Plan has goals and outcomes aligned with the directives of the Strategic Compass. It follows a 3-5 -year cycle. Data related to the functional goals for unit effectiveness and the unit’s actions toward continuous improvement are reported annually according to the unit plan. The Institutional Effectiveness (IE) Committee reviews these plans and reports and gives collegial feedback and support. The Office of Institutional Assessment and Accreditation prepares the appropriate

Executive Reports.

See Appendix B1. GCU Unit Assessment Plan Template, Appendix B2. Annual Unit Assessment Report template for non-academic units.

Academic Programs and Assessment of Student Learning

The policies and procedures for assessment of student learning at Georgian Court University is outlined in a separate Handbook entitled *GCU Assessment of Student Learning Plan and Guide*. The handbook is found on the University’s website under Assessment. See <https://georgian.edu/assessment-of-student-learning/>

GCU conducts assessment of student learning on three levels: Institutional, Program, and Course.

Assessment of student learning is guided by the Institutional Student Learning Goals (ISLG) as articulated for undergraduate students (USLG) and graduate students (GSLG). These goals have aligned outcomes and assessment protocols.

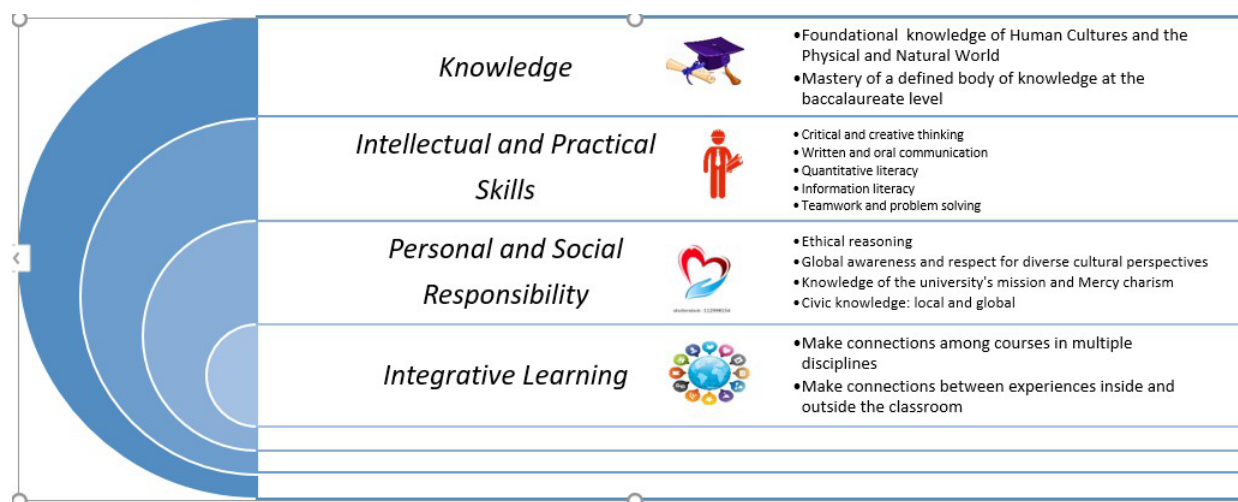


Figure 2. GCU Undergraduate Student Learning Goals



Figure 3. GCU Graduate Student Learning Goals

The Academic Program Review and Assessment Committee (PRAC) oversees the Academic Review Process Self-Study and reviews the annual program assessment reports for collegial feedback and guidance.

Major Ongoing Institutional Effectiveness Data and Surveys

Appendix C lists Georgian Court University’s ongoing surveys and data retrieval related to institutional assessment. This data is housed within the Office of Assessment and Accreditation, and available to the university’s constituents upon request. University wide-survey results can be found on the university’s internal website: [IRIS \(georgian.edu\)](http://iris.georgian.edu)

Timeline for University Assessment.

University Assessment of non-academic units follows the schedule below.

Georgian Court University Institutional Effectiveness Plan and Guide

Action	Person Responsible	Due Date	Notes
Review and Acceptance of University Assessment Plan	President and President's Cabinet	January 30, 2018 (initial)	Update: Fall 2019; Fall 2024
Development of Unit Assessment Plans (3-5-year cycles)	VP and Unit Supervisors	Updates due: February 28 after plan expiration.	Annual due date for submittal or changes: February 28; Implementation after review by IE Committee
Development of Schedule of Unit Reviews (5-7-year cycle)	President and President's Cabinet	Review cycle begins in the fall semester; concludes within 12-18 months.	Update: June 2019; January 2024
Annual Assessment Reports	Unit Supervisors	Due January 30, annually.	Data form in HelioCampus. Reviewed by IE committee. Reviewed by Cabinet member supervisor.
Appointment of IE Committee	President with consultation of Cabinet.	Academic Year terms.	See GCU Committee list for current membership. Policy 1.6.4.10.
Submittal of Unit Reviews (Non- Academic)	Unit Supervisors submit to Office of Institutional Assessment and Accreditation, presented to President and Cabinet in the month following submittal.	Within 12-18 months from initial start of unit review process.	Unit review action plans need approval prior to annual budget cycle. Action plans that impact budget for the next budget cycle are to be outlined in Unit Review Action Plan. It is expected that a Unit Review submitted in September will impact the budget planning in two years from the year of submittal. Example: Submittal in September 2018 impacts the FY 2020 budget.

Table 1. Timeline for Unit Assessment

Core Elements of University Assessment

Achieving effective university assessment involves the following core elements:

- Defining a clear mission alignment
- Developing measurable goals that align with mission
- Identifying appropriate data to assess the goals
- Setting benchmarks and timelines for acceptable achievement of the goals
- Identifying the persons responsible for doing the assessment work
- Using results of assessment to improve programs and services and to inform planning, budgeting, and resource allocation.

Figure 4. Core Elements of University Assessment



Achieving the university's Mission as aligned with unit goals.

Unit goals should align with the Georgian Court University's Mission Statement, and the University's Strategic Compass. [Mission and Mercy Core Values - Georgian Court University, New Jersey](#) and [Strategic Compass - Georgian Court University, New Jersey](#)

Unit goals should be stated in a way that reflects a SMART goal: Specific, Measurable, Action- based, Realistic, and Timely. The goal should reflect the primary services and operations of the unit. University Units are asked to develop three (3) to five (5) goals with related outcomes which can be assessed over a 3-5-year cycle. These goals should be broad enough to cover all unit responsibilities as outlined by the Mission and the Strategic Compass.

Developing measurable outcomes for unit goals.

While the goals developed for the unit may be stated broadly, the outcomes should be more specific. An outcome is a precise statement that provides a specific, detailed description of a desired quality or expectation of key functions, operations, and services within an administrative unit. Statements often begin with a verb and are then associated with an observable, measurable results- oriented action. Some examples of unit outcomes follow:

- Ensure that external reporting requirements are fulfilled in a timely and accurate manner.
- Conduct outreach activities to commuters to increase on campus engagement of this population by 25% over the next three years.
- Implement a Transfer Recruitment/Enrollment/Advising Model by fall 2018 to meet the specific needs of transfer students. Continue to evaluate the model for its effectiveness

annually for the first three years of implementation.

Identification of applicable data to validate outcome attainment.

Appropriately written, the unit goals and outcomes should suggest the data need to verify that the goal and outcomes have been met. Data sources can be either qualitative or quantitative but should fit the measure of effectiveness. Data can be shared across units and university-wide data is available through the Office of Institutional Assessment. Ideally, more than one set of data should be used to validate outcomes and goals.

Direct methods of assessment use data obtained through processes that measure demand, quality, efficiency, or effectiveness of services. These include, but are not limited to, program attendance, number of students serviced, revenue, indicators such as application to yield, post-graduation employment, etc.

Indirect methods of assessment include data obtained through satisfaction surveys, honors and awards earned by the unit's products or personnel, ratings surveys, etc.

Performance measures fit into one of four categories, derived from the intersection of quantity and quality and effort and effect. See Table 2 (Clear Impact, 2016, p. 8). These combinations lead to three performance measures: How much did we do? How well did we do it? Is anyone better off because of our efforts? The last of these questions is the most critical.

Performance Measures	Quantity (Number #)	Quality (Percentage %)
Effort	How Much We Do <ul style="list-style-type: none"> • How much service did we deliver? • # Customers served 	How Well We Do It <ul style="list-style-type: none"> • How well did we do it? • % Services/activities performed well
Effect	How many are better off? <ul style="list-style-type: none"> • What quantity of change for the better did we produce? • # with improvement in Skills, Attitudes, Behaviors, Circumstances 	How are they better off? <ul style="list-style-type: none"> • What quality of change for the better did we produce? • % with improvement in Skills, Attitudes, Behaviors, Circumstances

Table 2. Performance Measures

Setting appropriate benchmarks for successful outcome achievement.

Benchmarks can be established from internal sources, divisional expectations, or externally developed professional standards. Units should work together to set and agree upon acceptable benchmarks. In some instances, a supervisor may ask to approve benchmarks. Benchmarks shared across the unit allow for both collaboration and accountability. Benchmarking is a continual process. Initial baseline data needs to be gathered before a benchmark can be established. Each goal and outcome needs a distinct benchmark.

Some examples of benchmark statements include:

- Information request response time will be reduced to within 24 hours of receipt, from

the previous 48-hour cycle.

- Commuter involvement in on campus activities will increase from a self-reported 50% to a self-reported 65% on the NSSE 2019 results.
- Return on Investment (ROI) on alumni events will be positive for 80% of sponsored alumni events as measured by alumni giving by participants.

Identification of responsibilities and a timeline for data collection and reporting.

Unit assessment is intended to be cyclical and a natural part of unit operations. An individual within the unit should be responsible for data collection, execution of the assessment plan and annual reports. It is recommended that the assessment plan cover three to five broad but inclusive goals over a 3-5-year period, one goal per year. This will maximize limited resources and allow time for data analysis to guide continuous unit improvement.

Using the results of unit assessment for improvement and planning

Assessment findings can provide evidence of performance, identify gaps in services and activities, and support continuous quality improvement. Results can vary, however. Goals and outcomes can be exceeded, met, nearly met, or not attained. Even if not met, the assessment of a goal or outcome can inform the actions needed for improvement. Goals which are exceeded need to be analyzed so that this performance standard continues. Once identified and reviewed, the assessment data should suggest actions to address and maintain within the unit. These results should also inform planning, budgeting, and resource allocation.

While discreet data and actions may be included with a report, this data is only available to appropriate internal constituents. An executive summary of the annual unit assessment reports is developed by the

Office of Institutional Assessment and Accreditation and is posted to the university's website.

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Appendix A Unit Effectiveness Review Schedule for GCU: 2024-2025

Cabinet Office	Reporting Units	Unit Review Start Date	Unit Review Completion Date	Progress Report/ Notes
Enrollment Management	Graduate Admissions	2024		past due since 2023
Enrollment Management	Undergraduate Admissions	2024		past due since 2023
Finance and Administration	Bookstore	NA		Contract services review
Finance and Administration	Campus Safety	2024		past due since 2022
Finance and Administration	Conferences & Special Events	NA		Contract services review
Finance and Administration	Dining Services	NA		Contract services review
Finance and Administration	Facilities	NA		Contract services review
Finance and Administration	Finance	2024		past due since 2022
Finance and Administration	Financial Aid	2025		study completed 2021
Finance and Administration	Human Resources	2025		past due since 2020
Finance and Administration	Information Technology	2026		NJ Edge Consultation 2020
Finance and Administration	Mail Services	NA		Contract services review
Finance and Administration	Purchasing	2025		
Finance and Administration	Student Accounts	2026		external consultant 2021
Office of Institutional Advancement	Development & External Relations	2026		All IA units external consultant 2018-2019
Office of Institutional Advancement	Grants and Government Relations	2026		All IA units external consultant 2018-2019
Office of Institutional Advancement	Institutional Advancement	2025		All IA units external consultant 2018-2019

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Cabinet Office	Reporting Units	Unit Review Start Date	Unit Review Completion Date	Progress Report/ Notes
Office of Institutional Advancement	Marketing & Communication	NA		Contract services review
Office of Institutional Advancement	Professional Studies & Community Relations	2025		All IA units external consultant 2018-2019
Office of Institutional Advancement	Web Development	2025		
Office of Mission and Ministry	Campus Ministry and Service Learning	See Office of M&M		Included in CMHE reviews: 2019; Midterm 2024. Completed.
President	Office of Enrollment Management	2024		5 Year Strategic Enrollment Plan 2019-2023
President	Office of Finance and Administration	2025		
President	Office of Institutional Advancement	2025		IA units should be reviewed separately; External Consultant 2018-2019
President	Office of Institutional Assessment and Accreditation	2027		Review completed 2022
President	Office of Mission & Ministry	2027		CMHE reviews: 2019; Midterm 2024. Completed.
President	Office of the Provost	2027		Included in Review of Provost Council, 2021.
President	President's Cabinet	2024		Past due: 2023
Provost	Advising Fellows/Undergraduate Advising	2024		past due: 2023
Provost	Associate Provost for Academic Program Development	2027		Included with Provost Council Review, 2021
Provost	Associate Provost for Student Support and Services	2025		Self-Study completed 2020
Provost	Athletics and Recreation	2024		CACC visit, report: 2021

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Cabinet Office	Reporting Units	Unit Review Start Date	Unit Review Completion Date	Progress Report/ Notes
Provost	Bridge General Education	2029		Completed 2022-2024.
Provost	Center for Teaching and Learning	2024		
Provost	DEI Office	2024		
Provost	HMH School of Nursing and Wellness at GCU	2026		
Provost	Provost Council	2027		Completed 2021.
Provost	School of Arts, Sciences, and Education	2024		Past due: 2022 (SAS)
Provost	School of Business and Digital Media	2024		ASBSP reaccreditation completed 2024
Provost	Transition and Career Studies	2027		5-year grant: to be completed 2026-27.
Provost - AP for APD	Institutional Research	2026		Past due from 2022
Provost - AP for APD	Registrar Office	2024		Office functions review 2020
Provost - AP for APD	SMJC Library	2028		Review completed 2021.
Provost - AP for SSS	Career Services	2024		Past due: 2023
Provost - AP for SSS	Counseling Center			Accredited by International Association of Counseling Services, Inc.
Provost - AP for SSS	EOF Program			Annual Reporting: State Grant
Provost - AP for SSS	Global Education	2029		Review completed 2022
Provost - AP for SSS	Health Center			
Provost - AP for SSS	Student Development/ Dean of Students	2027		Review completed 2020; NASPA reviewed 2019.
Provost - AP for SSS	Student Success	2027		Review completed 2020.
Provost - AP for SSS	TRIO/SSS Program	2030		Grant submission - 5 years. Last submission: Summer 2024.

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Cabinet Office	Reporting Units	Unit Review Start Date	Unit Review Completion Date	Progress Report/ Notes
Provost - AP for SSS - Dean of Students	Resident Life	2026		
Provost- Dean of SBDM	Center for Digital Learning	2028		Formerly Office of Instructional Technology: Review completed 2023.

Appendix B. GCU Program Review Guide and Process for Institutional Units (Non-Academic Units)

Periodic comprehensive reviews of a program or university unit should be completed on a 5-year cycle. The Program Review, conducted either as a Self-Assessment or by using external consultation, ensures that the institutional unit continues to be mission- driven, effective, uses resources appropriately, and directs its preferred future within the vision of the university's strategies.

Program Review Based on Self-Assessment

1. **Process Plan and Timeline.** The timeline for the self-study process is 12-15 months. The timeline should include the self- study, provisions for an external review, and the development of an approved action plan based on the self-study and recommendations.
2. **Self-Study Team and External Evaluators.** An internal team should be assembled to conduct the self-assessment and document the self-study. The process also includes external evaluation, which will review the self-study. The external evaluators should include at least one person outside of the GCU community but may also include evaluators from the University who are not part of the department being assessed. External evaluators should be chosen from non-competitive institutions.
3. **Identify, Collect, and Review Evidence.** The internal team should determine the appropriate evidence to collect according to the Standards of the discipline or department, requirements of MSCHE or other external accrediting agencies, and the following functional areas that apply to the program: Mission, Program, Organization & Leadership, Human Resources, Ethics, Policy & Governance Obligations, Diversity,

Internal & External Relations, Financial Resources, Technology, Facilities & Equipment, and ongoing Assessment.

- a. What evidence is there to support the department's compliance with appropriate standards of the profession or accreditation?
 - b. How do the department's annual reports evidence the above areas of compliance?
 - c. Use one of the following analysis tools to review the overall function of the department: SWOT or TOWS (Strength, Weakness, Opportunities, Threats, Internal or External), SOAR (Strengths, Opportunities, Aspirations, Results), NOISE (Needs, Opportunities, Improvements, Strengths, Exceptions), or Strategic Compass framework.
4. **Analyze results.** Prioritize areas for improvement and or enhanced service. Give rationale for choices.
 5. **Conduct and Interpret Satisfaction Surveys and Staff Accomplishments.** Conduct satisfaction surveys from key constituents. Include the main service areas of the department. Include self-assessment of key personnel based on job descriptions and duties.
 6. **Develop an Appropriate Action Plan.** Analyze data and identify recommendations for continued development and enhancement of services. Develop an action plan based on no more than 3-5 key priorities. Develop the action plan with steps to accomplish the goals, assigned responsibilities, resources and costs, as well as expected results. Have the action plan cover a 4–5 year timeline.
 7. **Executive Summary and External Reporting.** Draft an executive summary of the self-study. Summarize strengths as well as areas in need of improvement. Determine audiences for this report.

8. **External Review.** Arrange for the external review visit. Send all self-study materials to the review team. Set a date and set up visit agenda. Ask the external visitor to write a report based on the self-study and follow-up visit findings.
9. **Supervisor Review and Approval.** Send Self-Study and supporting evidence, Action Plan, and visit findings to the Unit Supervisor. Obtain approval of action plan from unit supervisor to incorporate its actions into the university's strategic initiatives and budgeting priorities. Whenever possible, make assessment findings transparent. Keep a copy with the department and send a copy to the President's Office or other designated reporting area.
10. **Annual Reporting.** Continue to monitor, record, and report on assessment-based action plan annually.
11. **Cycle of Self-Assessment.** Determine timeline for next cycle of Self-Assessment.

Program Review based on External Evaluation and Consultation

The decision to have a department unit or program reviewed using external consultation services replaces the Program Review based on Self-Assessment. Upon completion of the consultation, and with approval of the appropriate unit supervisor, the recommendations of the consultant form the content of the Action Plan for the unit. The unit or department then continues

Appendix C.1. GCU Unit Assessment Plan Template (Qualtrics Survey)

2024 Unit Assessment Plan

Q1 2024 Unit Assessment Plan

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

Unit Assessment Plans are due February 28.

Q2 Name of Administrative Unit

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

Q4 Email address of person completing this report.

Q5 Date plan submitted

Q6 To which Cabinet Member does this unit report?

- President
 - Provost (Academic and Student Affairs)
 - Director of Mission and Ministry
 - Vice President Finance and Administration
 - Vice President Institutional Advancement
 - Vice President for Enrollment & Retention
 - Other, (please specify) _____
-

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

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

Q8 State Goal 1 for your administrative unit.

Q9 State the Outcomes for Goal 1.

- 1.1 _____
- 1.2 _____
- 1.3 _____
- 1.4 _____
- 1.5 _____
- 1.6 _____

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

- 1.1 _____
- 1.2 _____
- 1.3 _____
- 1.4 _____
- 1.5 _____
- 1.6 _____

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

- 1.1 _____
- 1.2 _____
- 1.3 _____
- 1.4 _____
- 1.5 _____
- 1.6 _____

Q12 State Goal 2 for your administrative unit.

Q13 State the Outcomes for Goal 2.

- 2.1 _____
- 2.2 _____
- 2.3 _____
- 2.4 _____
- 2.5 _____
- 2.6 _____
-

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

- 2.1 _____
- 2.2 _____
- 2.3 _____
- 2.4 _____
- 2.5 _____
- 2.6 _____

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

- 2.1 _____
- 2.2 _____
- 2.3 _____
- 2.4 _____
- 2.5 _____
- 2.6 _____

Q16 State Goal 3 for your administrative unit.

Q17 State the Outcomes for Goal 3.

- 3.1 _____
- 3.2 _____
- 3.3 _____
- 3.4 _____
- 3.5 _____
- 3.6 _____

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

- 3.1 _____
- 3.2 _____
- 3.3 _____
- 3.4 _____
- 3.5 _____
- 3.6 _____

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

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- 3.1 _____
- 3.2 _____
- 3.3 _____
- 3.4 _____
- 3.5 _____
- 3.6 _____

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

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	Goal 1	Goal 2	Goal 3
<p>Georgian Court University, founded by the Sisters of Mercy of New Jersey in 1908 and sponsored by the Sisters of Mercy of the Americas since January 2007, provides a comprehensive liberal arts education in the Roman Catholic tradition.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Georgian Court provides its students with a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Georgian Court provides students with an environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Georgian Court provides students with the will to translate concern for social justice into action. (5)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>No direct alignment with Mission.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Display This Question:
 If Give the alignment with the GCU Strategic Compass Point (s) for your unit assessment goals. Check... [Compass Point 1: Mission Fulfillment through Academic Excellence.] (Recode) Is Not Empty

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

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

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1.6 Increase percentage of graduating students who are employed in positions in which their degree is needed within six months.

1.7 Maintain and grow academic space in alignment with program needs.

Display This Question:

If Give the alignment with the GCU Strategic Compass Point (s) for your unit assessment goals. Check... [Compass Point 2: Mission Fulfillment through an Exceptional Student Experience.] (Recode) Is Not Empty

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

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

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

Display This Question:

If Give the alignment with the GCU Strategic Compass Point (s) for your unit assessment goals. Check... [Compass Point 3: Mission Fulfillment through Revenue Generation and Diversification.] (Recode) Is Not Empty

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

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	Goal 1	Goal 2	Goal 3
3.1 Increase enrollment to meet current capacity and develop a comprehensive plan for our main campus in demographic and programs which highlight the main campus as the flagship model for the Georgian Court Mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Identify new locations, sites, and delivery modalities where the Mission and the revenue opportunities are abundant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Identify and partner with high schools, community colleges, other colleges and universities, community programs, and business/employers to meet their student needs as an educational partner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Create multiple-channel financial aid strategy to connect early packaging with admissions yield strategy. Utilize packaging strategy to create an optimal class and net tuition revenue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Implement a branded Georgian Court experience for all students regardless of site or location to build on the sense of connectedness to the University, cultivating continuous involvement as future alumni & donors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Seek additional revenue into the forms of increased alumni giving, increased athletic giving, increased foundation and corporate partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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3.7 Engage stakeholders of the institution including, board members, administration, faculty and staff, and alumni the fundraising efforts to build on the Georgian Court Brand and build connections to new funding sources.

3.8 Build capacity and launch a capital campaign.

Display This Question:

If Give the alignment with the GCU Strategic Compass Point (s) for your unit assessment goals. Check... [Compass Point 4: Mission Fulfillment through Operational Efficiency and Utilization.] (Recode) Is Not Empty

Q25 Please select the directive(s) aligned with your goal(s) for Compass Point 4: Mission Fulfillment Through

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Operational Efficiency and Resource Utilization. (check all that apply)

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

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

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

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

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

Q29 Name the person(s) responsible for Goal 3.

Q30 In which year will Goal 1 be assessed? Note: Data is collected annually, but analysis is done on a three-year

cycle, one goal per year.

- Year 1
- Year 2
- Year 3

Q31 In which year will Goal 2 be assessed? Note: Data is collected annually, but analysis is done on a three-year cycle, one goal per year.

- Year 1
- Year 2
- Year 3

Q32 In which year will Goal 3 be assessed? Note: Data is collected annually, but analysis is done on a three-year cycle, one goal per year.

- Year 1
- Year 2
- Year 3

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

Appendix C.2 GCU Annual Unit Assessment Report (Non-Academic) Template (Data form on HelioCampus)

Georgian Court University
Georgian Unit Assessment Report AY2023-24

Office of Institutional Assessment & Accreditation
Program-#

Identification Data

- 1 Name of Unit:
- 2 Name of Person Completing this Form (Last, First):
- 3 Email of Person Completing this Form:
- 4 To which Cabinet Member does this unit report?
- 5 Data year for submittal.

Comments

- 6 Submission Date (MM/DD/YYYY):

Unit Assessment Report

Please check the outcome(s) for this report

(Program's Goals and Outcomes will be displayed. Check appropriate goals and outcomes for this report)

Assessment Data

- 1 Give the alignment of this goal and associated outcome with the Strategic Compass Objectives (Check all that apply):
- 2 State the metrics used to evaluate the outcomes of this goal:
- 3 Based on the metrics stated above, what were the results of your assessment of the above goal? Summarize below, and if necessary, send a data file to assessment@georgian.edu.
- 4 Please select the "add a new document" link to upload your files. Once uploaded, please select the

file(s) you wish to align to this outcome within the dropdown menu.

5 Did your results meet benchmark expectations?

If selecting "Did not meet expectations" or "Could not be evaluated", please explain the reasons for not meeting expectations below.

Exceeded expectations

Met expectations

Did not meet expectations

Could not be evaluated

Comments

Action Plan

What actions will be taken by the unit to meet or continue to meet the goal based on the above assessment data? This plan should cover 3 years or until the goal is re-evaluated. Please enter the information in the text boxes below.

1 Action(s):

2 Person(s) Responsible:

3 Expected Results:

4 Resources Needed:

5 Timeline for Action(s):

Executive Summary

1 Write an executive summary of this year's unit assessment report. This executive summary will be used for the Executive Report on Unit Assessment and will be made public on the GCU website. See sample below.

The (name of unit) assessed its goal of (state goal) for the CY 20xx reporting cycle. From the data collected, the unit goal (was exceeded, was met, was not met, was not successfully evaluated). Our findings were (summarize findings here). The (name) unit will take the following actions to continue to address the goal stated above. (List the actions to be taken).

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

Note: This report will next be reviewed by the assigned IE committee member and then the unit supervisor.

Appendix D. GCU Institutional Surveys and Data Reports

Author/ Site	Instrument	Key MSCHE Accreditation Standards	Target Population	Purpose	Frequency	Sharing of Results	Use of Outcome Data
GCU	Academic Programs: Annual Assessment Audit	Standards III, V	Academic Program Chairs or Assessment Liaisons	Review of department activities related to assessment of student learning.	Survey to be completed annually by June 30.	Provost, Deans, Provost Council, Faculty. Executive Summary posted on Assessment website.	Improvement of the culture of assessment of student learning.
GCU	Graduate Student Survey (satisfaction)	Standards I, III, IV, V	All current graduate students	Student Satisfaction Survey	Annual, Spring 2024	Graduate Council, Provost, Provost Council	Shared with Graduate Council
GCU	Annual Audit	Standards II, VI, VII	Finance and Financial Aid Offices	Ensure financial responsibility and compliance with regulations	Annual	Board of Trustees, President, President's Cabinet. Included with President's Annual Report.	Improve policies and procedures; adjust resource allocations
GCU (BOT)	Strategic Compass Initiatives: Annual Report and Dashboard	All Standards	Office of Institutional Research	Key indicators of Strategic Compass initiatives and tactics	Quarterly or as requested by BOT Planning Committee and/or President's Cabinet	BOT, President, President's Cabinet, Office of Assessment.	Strategic Planning, MSCHE Accreditation, Budgeting
GCU (Career Services)	Graduating Student Survey	Standard I, III, IV, V	Undergraduate and graduate students completing degrees	Student Satisfaction Survey	at time of May graduation, and at 3-, 6- and 12-month intervals.	Provost, Provost Council, Career Services Reporting	Results posted on IRIS

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Author/ Site	Instrument	Key MSCHE Accreditation Standards	Target Population	Purpose	Frequency	Sharing of Results	Use of Outcome Data
GCU (HelioCampus)	Course Feedback (Student Evaluation of Teaching SET)	Standards III, IV, IV	Students in courses selected for course evaluations	Student assessment of teaching and learning	At the end of each semester	Provost, Deans, Assessment Office, Individual Faculty	Program improvement through course improvement, faculty development
GCU (HelioCampus)	End of Course (EOC) Reflections	Standards III, IV	All faculty	Assessment of program courses aligned with student learning goals	At the end of each semester	Provost, Deans, Provost Council, Center for Teaching and Learning, Mission Office, Faculty.	Program improvement through course improvement, faculty development
GCU (HelioCampus)	GCU Unit Assessment Reports	All Standards	President's Cabinet, Unit Leaders	Annual assessment of unit goals as aligned with Mission and Strategic Planning.	Report submitted annually by January 30.	President, President's Cabinet, Office of Assessment. Executive summary posted on University Assessment webpage.	Program Improvement. Strategic Planning, MSCHE Accreditation, Budgeting
GCU (HelioCampus)	Programs: Annual Assessment Report on Student Learning (Academic Programs)	Standards III, IV	Department chairs and program directors and coordinators Program faculty.	Peer review of academic program assessment.	Annual	Academic Program Review and Assessment Committee (PRAC) reviews the Academic Program Reports.	Improvement of teaching and learning. Accreditation accountability reporting.

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GCU (IR Office)	GCU Fact Book; Quick Stats	All Standards	Students, Faculty, Staff data as retrieved from Information Systems	Internal and external reporting of key university statistics	Yearly	All GCU constituents with access to internal website. https://iris.georgian.edu/	Board of Trustees Planning and Decisions, Strategic Planning, External Reporting, Internal Assessment, Program improvement
HEDS (Higher Education Data Sharing)	Alumni - Graduate	Standard I, III, IV, V	all alumni from graduate programs	Update on alumni satisfaction and accomplishments	as needed	Institutional Advancement	Planning for events, services, and fundraising
HEDS	Alumni - Undergraduate	Standard I, III, IV, V	all alumni - undergraduate	Update on alumni satisfaction and accomplishments	as needed	Institutional Advancement	Planning for events, services, and fundraising
HEDS	Campus Climate Survey (DEI/Safety)	Standard I, III, IV, V	all students, faculty, administration, and staff	Campus Safety and Belonging	Fall 2024	President, President's Cabinet, Provost, Provost Council, Title IX and Grant reporting	Results posted on IRIS
HEDS	Graduating Student Survey	Standard I, III, IV, V	undergraduate and graduate students completing degrees	Student Satisfaction Survey	began Spring 2024	Provost, Provost Council, Career Services Reporting	Results posted on IRIS

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HEDS	Returning Student Survey	Standard IV	Transfer Students	Priorities of expected and received services at GCU	Fall 2023, transfer students included in New Student Survey, Fall 2024	Provost, Provost Council, Student Support and Success Services, Student Development Offices	Results posted on IRIS
HEDS	Satisfaction Survey	Standard I, III, IV, V	all undergraduate students	Student Satisfaction Survey	annual, began Spring 2024	President, President's Cabinet, Provost, Provost Council	Results posted on IRIS
HEDS	New Student Survey	Standard IV	Incoming first year and transfer students	Priorities of expected and received services at GCU	annual, began Fall 2023	Provost, Provost Council, Student Support and Success Services, Student Development Offices	Results posted on IRIS
IPEDS (IR)	IPEDS Data Feedback Report	All Standards	Peer Comparison Institutions	Provides context for institutional data submitted to IPEDS	Annual	President and President's Cabinet, Office of Assessment	Institutional Benchmarking; feeds into AIU for MSCHE
NSSE (National Survey of Student Engagement)	BCSSE (Beginning College Student Survey of Engagement)	Standard III, IV	First year students	Links with NSSE survey and data results	Last administration fall 2022; linked to NSSE 23	President, Provost, Faculty, Provost Council, President's Cabinet	Results posted on IRIS
NSSE	FSSE (Faculty Survey of Student Engagement)	Standard III	Faculty	Links with NSSE survey and data results	Last administration Fall 2022; linked to NSSE 23	President, Provost, Faculty, Provost Council, President's Cabinet	Results posted on IRIS

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NSSE	National Survey of Student Engagement	Standards III, IV, V	First and Senior Year Students	Student Satisfaction Survey	As needed for comparative data. Last administration in Spring 2023	President, Provost, Faculty, Provost Council, President's Cabinet	Program Improvement Strategic Planning, MSCHE Accreditation
NSSE	Mission Perception Inventory: NSSE Report on Catholic Colleges and Universities Consortium	Standard I	First and senior year students	Mission Effectiveness	Last administration Spring 2023	Mission Office	
RNL (Ruffalo Noel-Levitz)	RNL: CSI (College Student Inventory)	Standard IV	FYFT students	Inventory of incoming students needs	Last Administration Fall 2021.	President, Provost, Provost Council, Student Support and Success Offices, Academic Advisors	Profile of first year students for individual counseling, retention, and student life programming
RNL	RNL: MYSA (Mid-Year Student Assessment)	Standards III, IV	FYFT Students	Priorities of expected and received services at GCU	Last Administration Spring 2022.	President, Provost, Provost Council, Student Support and Success Offices, Academic Advisors	Profile of first year students for individual counseling, retention, and student life programming
RNL	RNL: PSOL (Priorities Survey for Online Learners)	All Standards	Online students (online programs)	Student Satisfaction Survey	Last Administration Spring 2022.	President, President's Cabinet Provost, Provost Council, Student Support and Success Offices.	Program Improvement Strategic Planning, MSCHE Accreditation; SARA regulations

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RNL	RNL: SSI (Student Satisfaction Survey)	All Standards	Undergraduate students	Student Satisfaction Survey	Last Administration Spring 2022.	President, President's Cabinet Provost, Provost Council, Student Support and Success Offices.	Program Improvement Strategic Planning, MSCHE accreditation
RNL	RNL: SYSA (Second Year Student Assessment)	Standards III, IV	Transfer Students	Expectations of services available at GCU for transfer students	Last Administration Fall 2021.	President, Provost, Provost Council, Student Support and Success Offices, Academic Advisors	Profile of transfer students for individual counseling, retention, and student life programming
RNL	RNL (Ruffalo Noel Levitz): ASPS (Adult Students Priorities Survey)	All Standards	Graduate and adult completion students	Student Satisfaction Survey	Last Administration Spring 2022.	President, President's Cabinet Provost, Provost Council, Student Support and Success Offices.	Program Improvement Strategic Planning, MSCHE Accreditation