



Georgian Court University

Institutional Effectiveness Plan
and Guide

AY 2019-2024

Institutional Assessment Plan and Guide: 2017-2020
Approved by President's Cabinet on January 23, 2018

Plan and Guide Updated Fall 2019 AY 2019-2024
Approved by President's Cabinet on September 17, 2019

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Georgian Court University Institutional Effectiveness Plan and Guide

Introduction

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.

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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 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.

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 <https://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 <http://www.mercyhighered.org/index.html>)
- 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 as published by the Middle States Commission on Higher Education (MSCHE) (2015). These standards can be found at <http://msche.org/publications/RevisedStandardsFINAL.pdf> . In particular, Standard VI: asks for evidence of an implemented, systematic, and sustained institutional assessment process linked to planning, assessment, and resource allocation decisions, while Standard V asks for evidence of effective educational assessment of student learning.

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 programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

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.

Georgian Court University is accredited by MSCHE. Its most recent reaffirmation of accreditation is June 27, 2019. The university submits an Annual Institutional Update (AIU). The next accreditation self-study and visit are scheduled for 2027-2028. The current status of its MSCHE accreditation can be found at: <https://www.msche.org/institution/0217/>.

University Policies related to assessment and continuous improvement

GCU Policies: Volume 1: Institutional Governance, last update: July 2019.

Georgian Court University Board Committee Charters.

(Appendix. By-Laws Board of Trustees, Pages 125 – 127)

Strategic Planning Committee.

STRATEGIC PLANNING COMMITTEE (Formerly the Strategic Planning and Institutional Effectiveness 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:

1. 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.
2. Represent the Board in the strategic planning process.
3. Coordinate the Board's participation in the strategic planning as deemed appropriate by the Executive Committee.
4. Establish a strategic planning process that includes the following components: a. A strategic planning framework establishing how strategic planning is to be done in the university b. A document that provides highlights of the strategic plan. c. Metrics that outline how the Board will measure the success of the outcomes established.
5. Helping university leadership identify critical strategic issues facing the organization and assist in the analysis of alternative strategic options.
6. Establish a regular reporting process for updating all constituencies on the progress of the plan and the desired outcomes.
7. 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.
8. Assist in the development, review of and recommendation of the strategic dashboard of key indicators.
9. Make recommendations to the full board related to the organization's mission and vision statements.
10. 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.
11. Provide oversight of the university's institutional assessment of programs, administrative services, and student learning outcomes.

12. 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.

Policy 1.6.3.4. Academic Program Review and Assessment Committee.

Last update: July 2019 Georgian Court University Policy Manual: Volume I – Pages 43, 44.

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:

1. Annual Program Assessment of Student Learning
 - a. To provide collegial guidance to academic departments on academic program assessment plans;
 - b. To review annual academic program assessment results and provide collegial guidance to academic departments both before and after the reporting cycle;
 - c. To report significant findings to the Director of Assessment as needed; and
 - d. To make recommendations or report significant findings to the Executive Committee of Faculty Assembly as needed.
2. Periodic Program Review
 - a. 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:
 - b. To establish a schedule for periodic program review (through self-study) in conjunction with the Department Chairpersons and Program Directors, and the School Dean;
 - c. To determine the process and procedures for academic program review in consultation with the Director of Assessment;
 - d. 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;
 - e. To make recommendations to Department Chairpersons or Program Directors; and
 - f. To report significant findings to the Director of Assessment as needed.

Membership: The Chair will be appointed from the full-time faculty by the Provost for a two-year term. There will be one faculty member appointed by the Executive Officers of the Faculty Assembly from each school to staggered two-year terms. Three members at large will be appointed from the full-time faculty by the Executive Officers of the Faculty Assembly to

staggered two-year terms. The Director of Assessment and a representative from the Provost's Office are ex officio members without vote.

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

Policy 1.6.4.10 Institutional Effectiveness Committee

Last Update: July 2019 Georgian Court University 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:

1. 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;
2. The oversight and review of the university's unit assessment plans and reports, and assistance in periodic unit review;
3. 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;
4. Providing an Institutional Effectiveness Plan and Guide, assisting in its implementation and reviewing updates;
5. 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;
6. Coordination of activities related to MSCHE accreditation, Institutional Research, updates on the strategic plan, and university effectiveness through unit assessment and evaluation;
7. 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

8. Advising the President on above matters.

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

1. Assistant Vice President for University Assessment (Chair);
2. Director of Institutional Research and Decision Support;
3. Dean of Students;
4. Associate Provost for Academic Program Development;
5. Assistant Vice President for Finance/Controller;
6. Faculty member (appointed for a three-year term, renewable);
7. Institutional Research Assistant (Committee Secretary); and
8. 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.

Assistant Vice-President for University Assessment.

The Assistant 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 Assistant 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-year time-frame, 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-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.

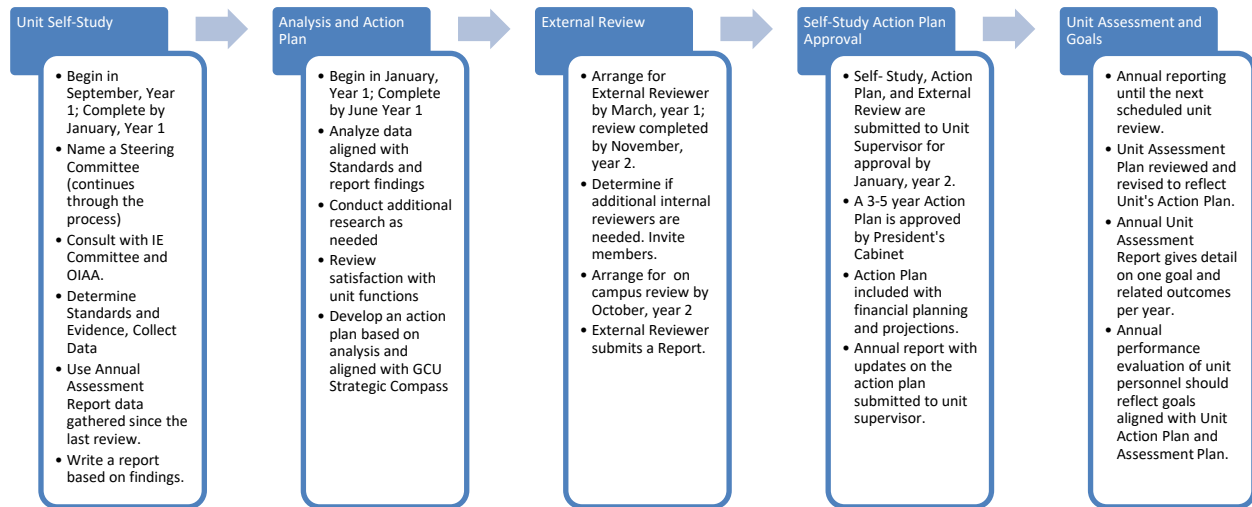


Figure 1. Unit Review Process

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

Unit Assessment.

The Unit Assessment Plan has goals and outcomes aligned with the goals of the Strategic Compass. It follows a 3-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 C1. GCU Unit Assessment Plan Template and Appendix C2. GCU 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.

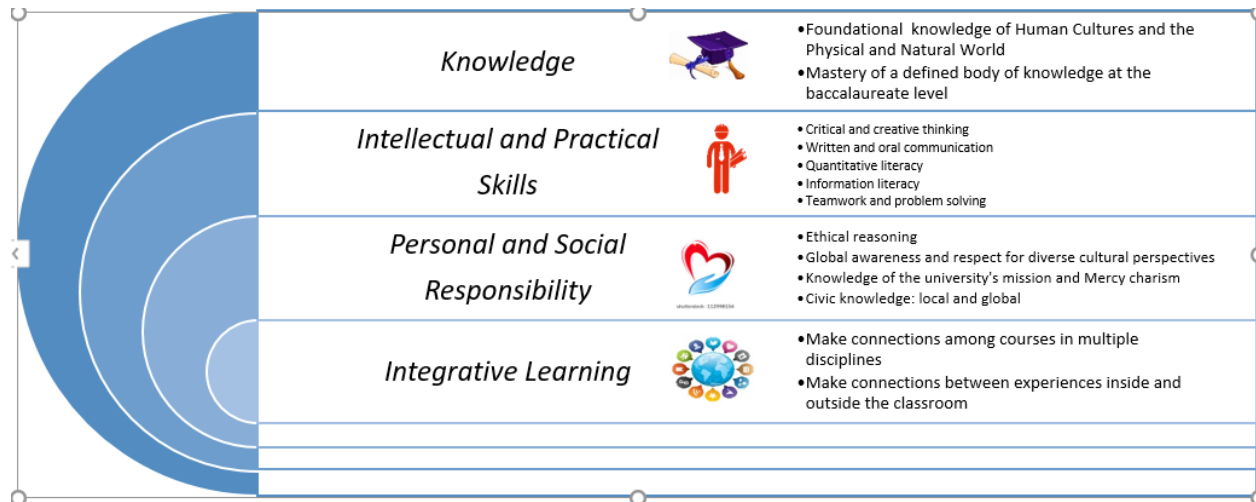


Figure 2. GCU Undergraduate Student Learning Goals



Figure 3. GCU Graduate Student Learning Goals

The Academic Program Review and Assessment Committee 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 D 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.

Timeline for University Assessment.

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

Action	Person Responsible	Due Date	Notes
Review and Acceptance of University Assessment Plan	President and President's Cabinet	January 30, 2018	Update: Fall 2019
Development of Unit Assessment Plans (3-year cycle)	VP and Unit Supervisors	Updates due: February 28	Annual due date for submittal or changes: February 28; Implementation after review by IE Committee
Development of Schedule of Unit Reviews (5-year cycle)	President and President's Cabinet	Review cycle begins in the fall semester; concludes within 12-18 months.	Last Update: June, 2019
Annual Assessment Reports	Unit Supervisors	Due January 30, annually.	Survey form. Sent to AVP University Assessment.
Appointment of IE Committee	President with consultation of Cabinet.	Academic Year terms.	See GCU Committee list for current membership. Policy 1.6.4.10.

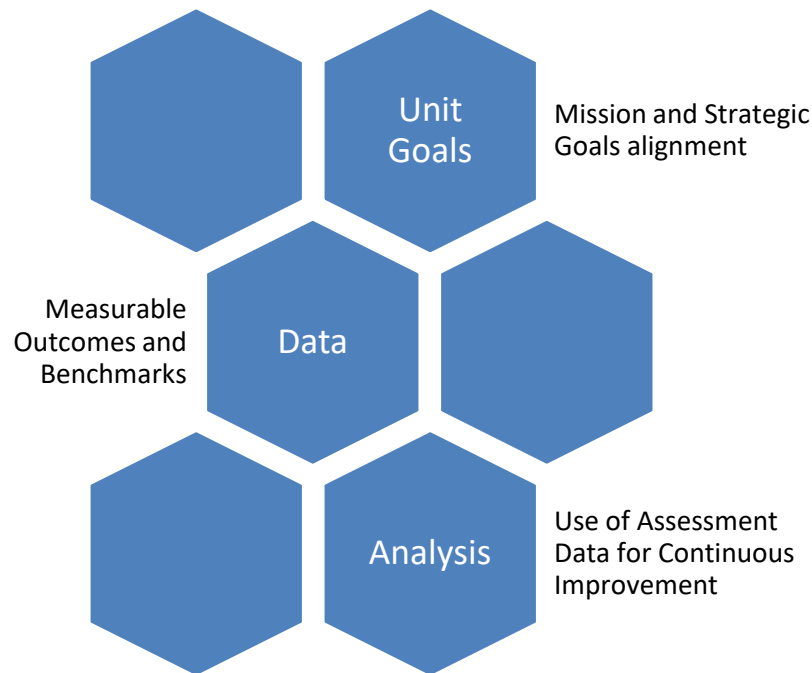
Action	Person Responsible	Due Date	Notes
Submittal of Unit Reviews (Non-Academic)	Unit Supervisors submit to Office of Institutional Assessment and Accreditation, presented to President and Cabinet in the month following submittal.	Within 12-18 months from initial start of unit review process.	<p>Unit review action plans need approval prior to annual budget cycle. Action plans 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 year of submittal.</p> <p>Example: Submittal in September 2018 impacts the FY 2020 budget.</p>

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: 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) goals which can be assessed over a 3-year cycle. These goals should be broad enough to cover all unit responsibilities as outlined by the Mission and the Strategic Plan.

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.

<i>Performance Measures</i>	<i>Quantity (Number #)</i>	<i>Quality (Percentage %)</i>
<i>Effort</i>	<p>How Much We Do How much service did we deliver? # Customers served</p>	<p>How Well We Do It How well did we do it? % Services/activities performed well</p>
<i>Effect</i>	<p>How many are better off? What quantity of change for the better did we produce? # with improvement in Skills, Attitudes, Behaviors, Circumstances</p>	<p>How are they better off? What quality of change for the better did we produce? % with improvement in Skills, Attitudes, Behaviors, Circumstances</p>

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 a 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 broad but inclusive goals over a 3-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 the discreet data and actions remain with the unit, an overall report and executive summary should be submitted annually to the unit supervisor and the Office of University Assessment. This report is due annually on January 30.

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Resources:

- NSSE and MSCHE mapping. See http://nsse.indiana.edu/institute/documents/accred/2017/MSCHE_Toolkit_2017.pdf
- RNL and MSCHE mapping. See <https://www.ruffalonl.com/complete-enrollment-management/student-success/student-satisfaction-assessment/student-satisfaction-inventory/accreditation-support/accreditation-support-middle-states-commission-on-higher-education-msche>

Appendix A. Unit Effectiveness Review Schedule for GCU: CY 2018-2023

Office of:	Reporting Units	Unit Review Start Date	Unit Review Completion Date	Notes/ External Reviews
Board of Trustees				
	Committees			
President				
	President's Cabinet	Sept. 2019	Jan. 2021	
	AVP University Assessment	Sept. 2020	Jan. 2022	
	AVP Continuing Studies and Business Development	Sept. 2021	Jan. 2023	
Provost				
	Provost Council/Deans Council	Sept. 2019	Jan. 2021	
	School of Arts and Sciences	Sept. 2022	Jan. 2024	
	School of Business and Digital Media	Sept. 2022	Jan. 2024	ACBSP
	School of Education	Sept. 2019	June 2021	CAEP Accreditation 2019-2021 Includes multiple areas (5 Standards)
	Assistant Vice-President for Athletics & Recreation	Sept. 2019	Jan. 2021	
	Associate Provost for Academic Program Development			Included with Provost Council/ Deans Council
	Dean of Students	Sept. 2018	Jan. 2020	NASPA review AY 2018-2019
	Director of TRIO/SSS Program			External Review (Grant due Fall 2019)
	Director of EOF Program			External Review

Office of:	Reporting Units	Unit Review Start Date	Unit Review Completion Date	Notes/ External Reviews
	Executive Director of Career Services, Corporate Engagement, and Continuing Education	Sept. 2023	Jan. 2025	
	Director of Global Education	Sept. 2021	Jan. 2023	
	Institution-Wide Programs: General Education	Sept. 2022	Jan. 2024	
	Associate Provost for Academic Program Development: Library	Sept. 2019	Jan. 2021	ALA Standards
	Associate Provost for Academic Program Development: Institutional Research			Moved to this office as of 7/1/2019
Executive Director for Mission Integration				
	Conference for Mercy Higher Education	June 2018	Oct. 2019	External Review
	Campus Ministry			Assessed as part of the CMHE Self-Study.
Vice-President for Finance and Administration				
	Assistant VP for Finance/Comptroller	Sept. 2020	Jan. 2022	
	Chief Information Officer	Sept. 2019	Jan. 2021	
	Director of Conferences and Special Events			Moved to Advancement as of 7/1/19
	Director of Dining Services	Sept. 2021	Jan. 2023	
	Director of Financial Aid	Sept. 2019	Jan. 2021	
	Director of Human Resources	Sept. 2020	Jan. 2022	
	Director of Public Safety	Sept. 2020	Jan. 2022	

Office of:	Reporting Units	Unit Review Start Date	Unit Review Completion Date	Notes/ External Reviews
	Director of Student Accounts	Sept. 2019	Jan. 2021	
	Director of Facilities	Sept. 2019	Jan. 2021	
	Director of Institutional Research and Decision Support			Moved to Academic/Provost Area
	Manger of the Bookstore	Sept. 2021	Jan. 2023	
Vice President for Institutional Advancement				
	All units will be assessed together	External Consultant Fall 2018	Report December 2018. Action Plan: August 2019	All Advancement Units, External Review
	Assistant VP of Development	See above		
	Director of Data Management and Prospect Research	See above		
	Director of Alumni Relations	See above		
	Director of Development and Advancement	See above		
	Director of Conferences and Special Events			Moved to this office as of 7/1/2019
Vice-President for Enrollment and Retention				
	Director of Admissions Communications & Marketing	Sept. 2019	Jan. 2021	In conjunction with University Marketing Review
	Director of Graduate & Professional Studies	Sept. 2020	Jan. 2022	
	Director of Undergraduate Admissions	Sept. 2019	Jan. 2021	
	Director of Admissions Information Systems	Sept. 2020	Jan. 2022	

Office of:	Reporting Units	Unit Review Start Date	Unit Review Completion Date	Notes/ External Reviews
	Director for Student Success & Retention	January 2021	June 2022	
	Director of Enrollment /Registrar	January 2019	June 2020	
	Director of Student Support and Tutoring Services	Summer 2019	June 2020	
Executive Director of Marketing & Communication				
	Marketing	Sept. 2019	Jan. 2021	Includes Admissions Marketing
	Communications	Sept. 2020	Jan. 2022	
	Web/Digital Media	Sept. 2019	Jan. 2021	
	Grants			Aligned with Institutional Advancement?

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 the above process with Step 8 as outlined above.

Appendix C1. GCU Unit Assessment Plan Template

Default Question Block

Q2. Complete the GCU Unit Assessment Plan with three goals aligned with GCU's Mission and Strategic Compass. See the template within the University Assessment Plan on the GCU Assessment webpage.

Q3. Name of Administrative Unit

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

Q5. Email address of person completing this report.

Q6. To which Cabinet Member does this unit report?

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

Q7. Calendar Years for the Plan

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

Q8. State Goal 1 for your administrative unit.

Q9. State the Outcomes for Goal 1.

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

Q10. State Goal 2 for your administrative unit.

Q11. State the Outcomes for Goal 2.

2.1

2.2

2.3

2.4

2.5

2.6

Q13. State Goal 3 for your administrative unit.

Q16. State the Outcomes for Goal 3.

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

Q18. Give the Mission alignment for Goal 1.

- Georgian Court University, founded by the Sisters of Mercy of New Jersey in 1908 and sponsored by the Sisters of Mercy of the Americas since January 2007, provides a comprehensive liberal arts education in the Roman Catholic tradition.
- The university has a special concern for women and is a dynamic community committed to the core values of justice, respect, integrity, service, and compassion, locally and globally.
- Georgian Court provides its students with a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers.
- Georgian Court provides students with an environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences.
- Georgian Court provides students with the will to translate concern for social justice into action.
- No direct alignment with Mission.

Q19. Give the Mission alignment for Goal 2.

- Georgian Court University, founded by the Sisters of Mercy of New Jersey in 1908 and sponsored by the Sisters of Mercy of the Americas since January 2007, provides a comprehensive liberal arts education in the Roman Catholic tradition.
- The university has a special concern for women and is a dynamic community committed to the core values of justice, respect, integrity, service, and compassion, locally and globally.
- Georgian Court provides its students with a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers.
- Georgian Court provides students with an environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences.
- Georgian Court provides students with the will to translate concern for social justice into action.
- No direct alignment with Mission.

Q20. Give the Mission alignment for Goal 3.

- Georgian Court University, founded by the Sisters of Mercy of New Jersey in 1908 and sponsored by the Sisters of Mercy of the Americas since January 2007, provides a comprehensive liberal arts education in the Roman Catholic tradition.
- The university has a special concern for women and is a dynamic community committed to the core values of justice, respect, integrity, service, and compassion, locally and globally.
- Georgian Court provides its students with a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers.
- Georgian Court provides students with an environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences.
- Georgian Court provides students with the will to translate concern for social justice into action.
- No direct alignment with Mission.

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

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

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

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

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

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

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

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

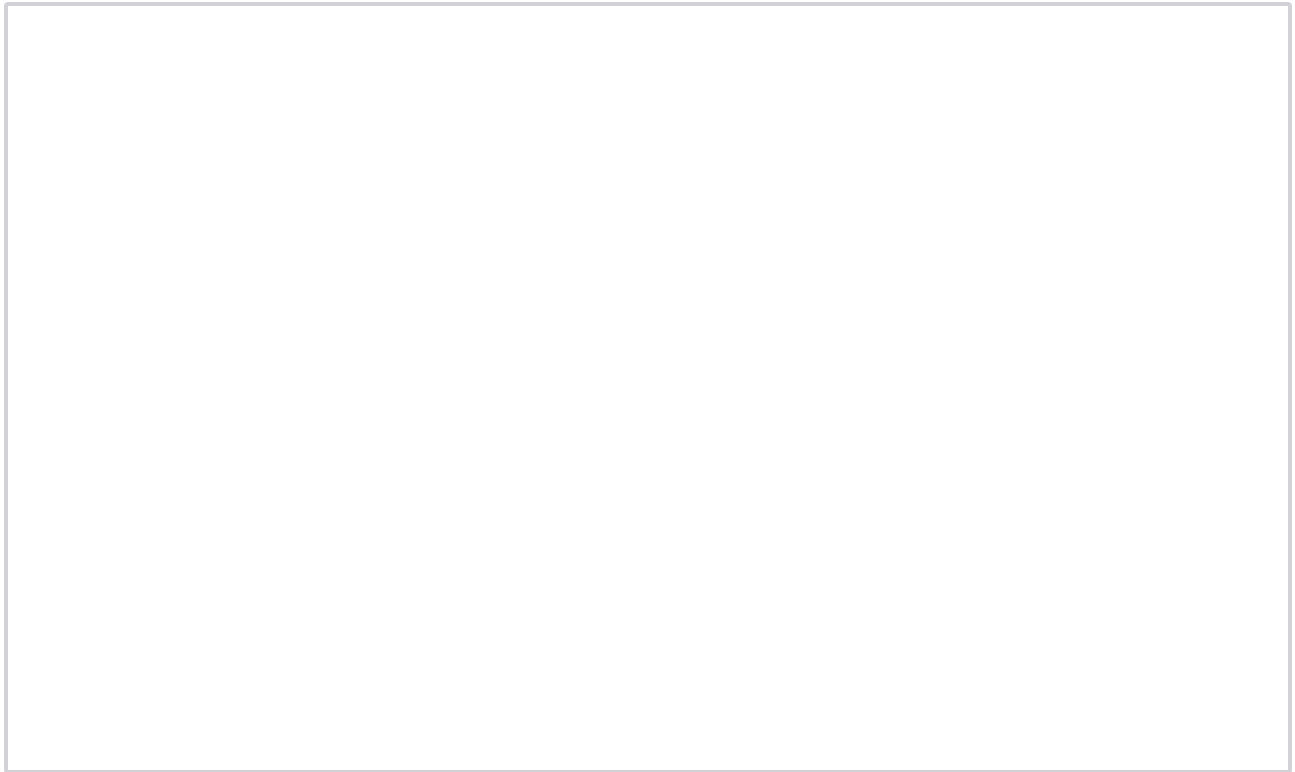
Q25. With which MSCHE (Middle States Commission on Higher Education) Standard does Goal 2 most closely align?

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

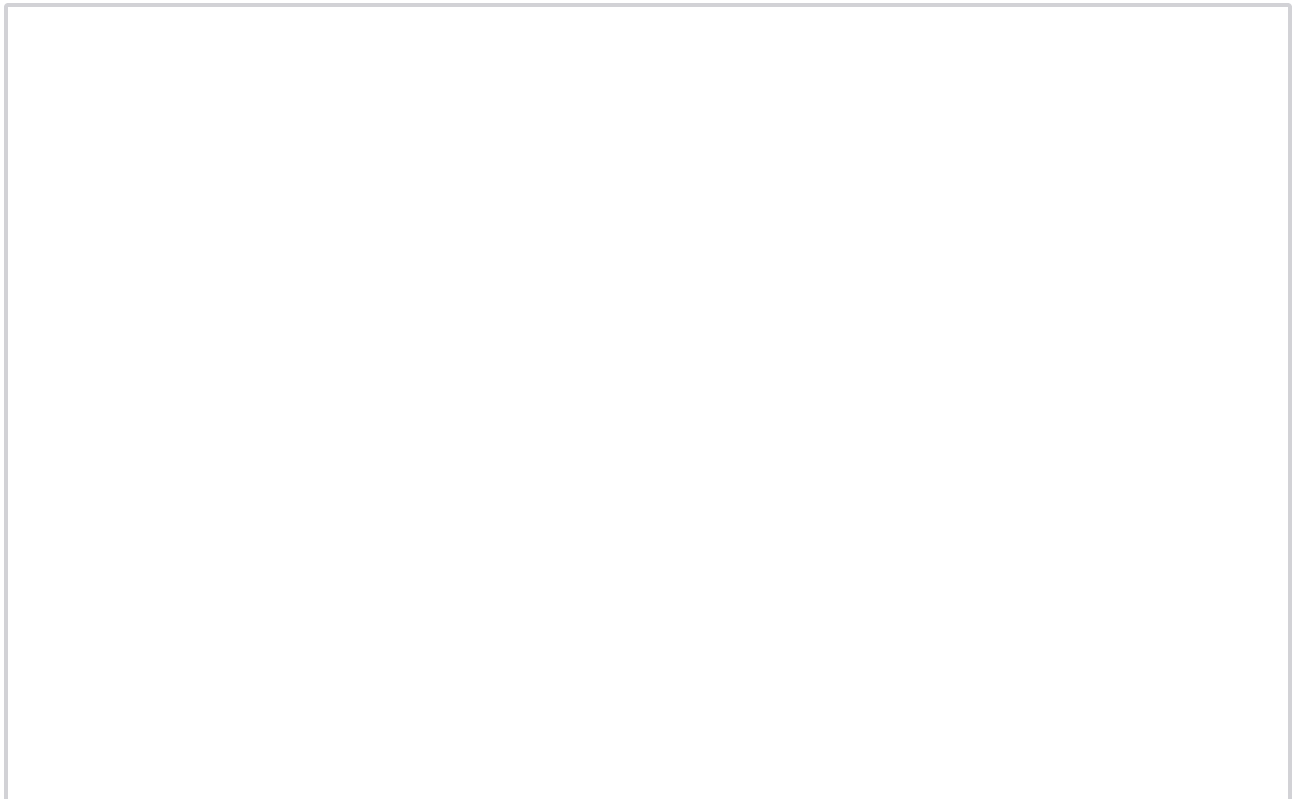
Q26. With which MSCHE (Middle States Commission on Higher Education) Standard does Goal 3 most closely align?

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

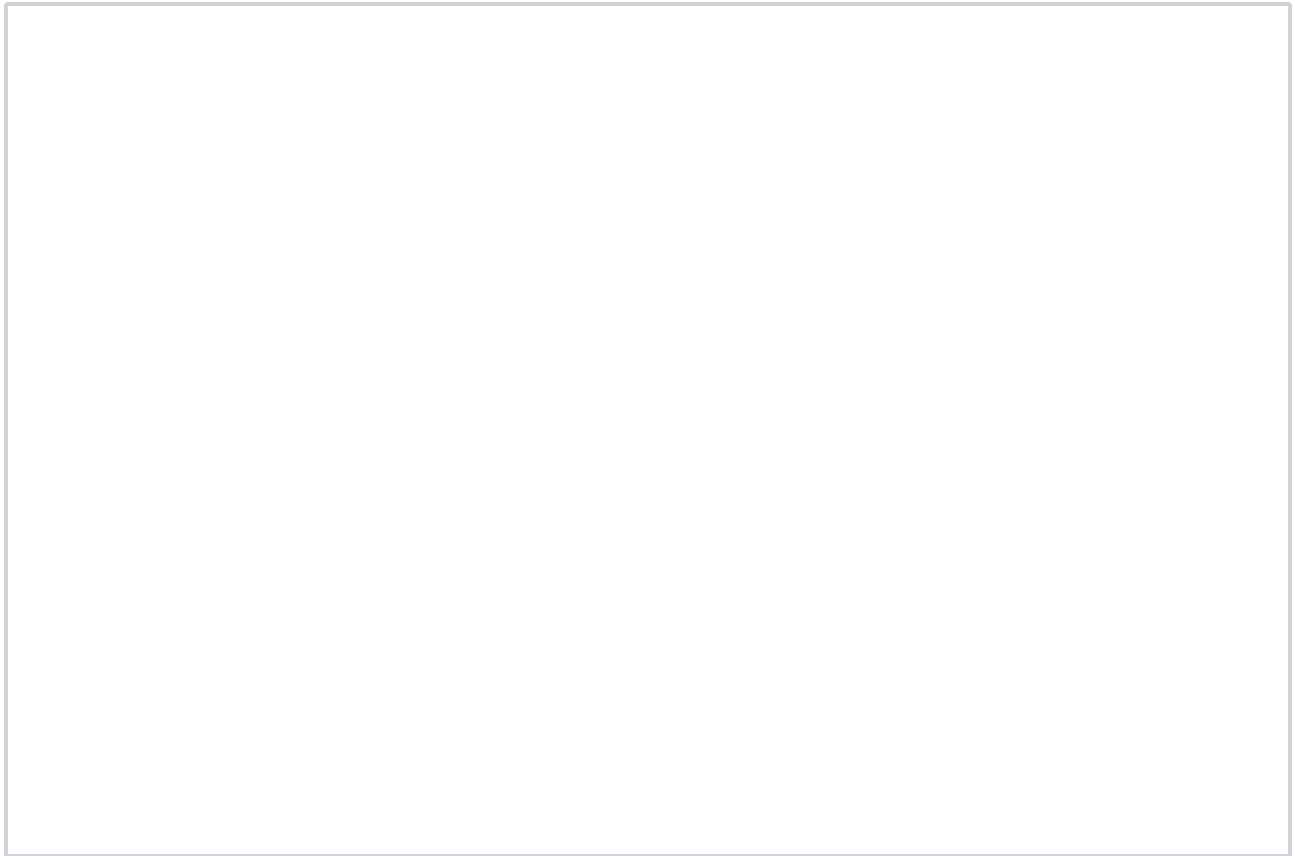
Q27. What metrics will be used to measure results of Goal 1?



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



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

A large, empty rectangular box with a thin grey border, intended for the user to provide an answer to the question above.

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

A large, empty rectangular box with a thin grey border, intended for the user to provide an answer to the question above.

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

A large, empty rectangular box with a thin grey border, intended for the user to provide an answer to the question above.

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

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

Q34.

Name the person(s) responsible for Goal 2.

Q35.

Name the person(s) responsible for Goal 3.

Q36.

In which year will Goal 1 be assessed?

Note: Data is collected annually, but analysis is done on a three-year cycle, one goal per year.

- Year 1: Calendar year 2018
- Year 2: Calendar year 2019
- Year 3: Calendar year 2020
- Year 3: Calendar year 2021

Q37.

In which year will Goal 2 be assessed?

Note: Data is collected annually, but analysis is done on a three-year cycle, one goal per year.

- Year 1: Calendar year 2018
- Year 2: Calendar year 2019
- Year 3: Calendar year 2020
- Year 4: Calendar year 2021

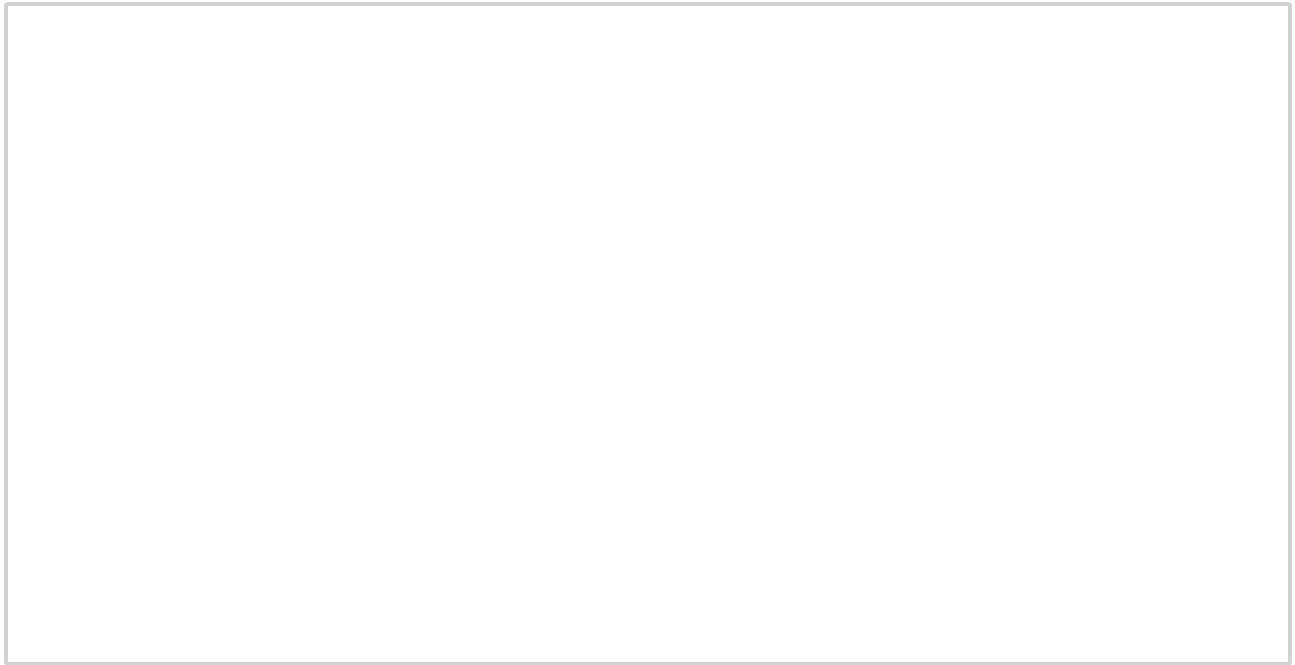
Q38.

In which year will Goal 3 be assessed?

Note: Data is collected annually, but analysis is done on a three-year cycle, one goal per year.

- Year 1: Calendar year 2018
- Year 2: Calendar year 2019
- Year 3: Calendar year 2020
- Year 4: Calendar year 2021

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



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Appendix C2. GCU Annual Unit Assessment Report (Non-Academic) template.

Default Question Block

GCU Unit Assessment Report

Q2. Name of Administrative Unit

Q3. Name of person completing the report.

Q4. Email address of person completing the report.

Q5. To which Cabinet Member does this unit report?

- President
- Provost
- Provost-Dean of Students
- Vice President Student Enrollment and Retention
- Vice President Institutional Advancement
- Vice President Finance and Administration
- Associate Vice President Admissions
- Executive Director Mission Integration
- Executive Director Marketing & Communication

Q6. Year of Submittal

- Calendar Year (CY) 2018 (January through December, 2018)
- Academic Year (AY) 2017-2018 (Fall 2017 through Summer 2 2018)
- Fiscal Year (FY) 2018 (July 1, 2017 through June 30, 2018)
- Other (please state)

Q7. State the Goal selected for this report.

Q8. State the associated outcomes for this goal.

- Outcome 1
- Outcome 2
- Outcome 3
- Outcome 4
- Outcome 5

Q9.

Does the stated goal align with

Compass Point #1: Mission Fulfillment Through Academic Excellence?

Yes

No

Q10.

Give the alignment of this goal and associated outcomes with the Strategic Compass Objectives, Key Results and Achieved (OKA).

Strategic Compass Point #1: Mission Fulfillment Through Academic Excellence

(Check all that apply)

- 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.
- 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.
- 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.
- 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.
- 1.5 Increase percentage of graduating undergraduate students who enter graduate school at GCU, at GCU partner programs, and elsewhere.
- 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.
- Other, please explain

Q11.

Does the stated goal align with
Compass Point #2: Mission Fulfillment Through Exceptional Student
Experiences?

- Yes
- No

Q12.

Give the alignment of this goal and associated outcomes with the Strategic Compass Objectives, Key Results and Achieved (OKA).

Strategic Compass Point #2: Mission Fulfillment Through Exceptional Student Experiences.

(check all that apply)

- 2.1 Improve the overall retention of resident students by providing a healthy and engaging residential experience.
- 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.
- 2.3 Enhance the physical space available for student engagement throughout campus.
- 2.4 Develop collaborative campus environment that supports students through engagement with all campus stakeholders.
- 2.5. Integrate marketing and recruitment strategies that highlight institutional strengths to attract the student who will succeed at Georgian Court University.
- 2.6 Provide unique student leadership experiences that focus on the philosophy of servant and ethical leadership.
- 2.7 Identify current or develop new GCU Traditions to support and highlight a dynamic unified campus culture (convocation, homecoming, bonfire, etc.).
- 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.
- Other, please explain

Q13.

Does the stated goal align with
Compass Point #3: Mission Fulfillment Through Revenue Generation
and Diversification?

- Yes
- No

Q14.

Give the alignment of this goal and associated outcomes with the Strategic Compass Objectives, Key Results and Achieved (OKA).
Strategic Compass Point #3: Mission Fulfillment Through Revenue Generation and Diversification.

(check all that apply)

- 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.
- 3.2 Identify new locations, sites, and delivery modalities where the Mission and the revenue opportunities are abundant.
- 3.3 Identify and partner with high schools, community colleges, other colleges and universities, community programs, and businesses/employers to meet their student needs as an educational partner.
- 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.
- 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.
- 3.6 Seek additional revenue in to the forms of increased alumni giving, increased athletic giving, increased foundation and corporate partnerships.
- 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.
- Other, please explain

Q15.

Does the stated goal align with
Compass Point #4: Mission Fulfillment Through the Operational
Efficiency and Resource Utilization?

- Yes
 No

Q16.

Give the alignment of this goal and associated outcomes with the
Strategic Compass Objectives, Key Results and Achieved (OKA).
Strategic Compass Point #4: Mission Fulfillment Through the
Operational Efficiency and Resource Utilization.
(Check all that apply)

- 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.
- 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.
- 4.3. Develop the Campus Master Plan and a Strategic Technology Master plan to support campus operations and expand satellite and virtual academic sites.
- 4.4 Enhance and expand efficient process improvement programs to provide more supportive operations and efficient campus operations and workflows.
- Other, please explain

Q17. State the metrics used to evaluate this goal.

- For Outcome 1
- For Outcome 2
- For Outcome 3
- For Outcome 4
- For Outcome 5

Q18. Based on the metrics stated above, what were the results of your assessment of the above goal? Summarize below, and if necessary, send the data file separately to gcuassessment@georgian.edu

- Outcome 1 results
- Outcome 2 results
- Outcome 3 results
- Outcome 4 results
- Outcome 5 results

Q19. Did your results meet benchmark expectations? Explain your response in the text box.

	Choose best answer and enter explanation in text box to the right				Explanation
	Exceeded expectations	Met expectations	Did not meet expectations	Could not be evaluated	Please provide your comments below
Outcome 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Outcome 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Outcome 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Outcome 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Outcome 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Q20. 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. The goal will be assessed in 2021-2022.

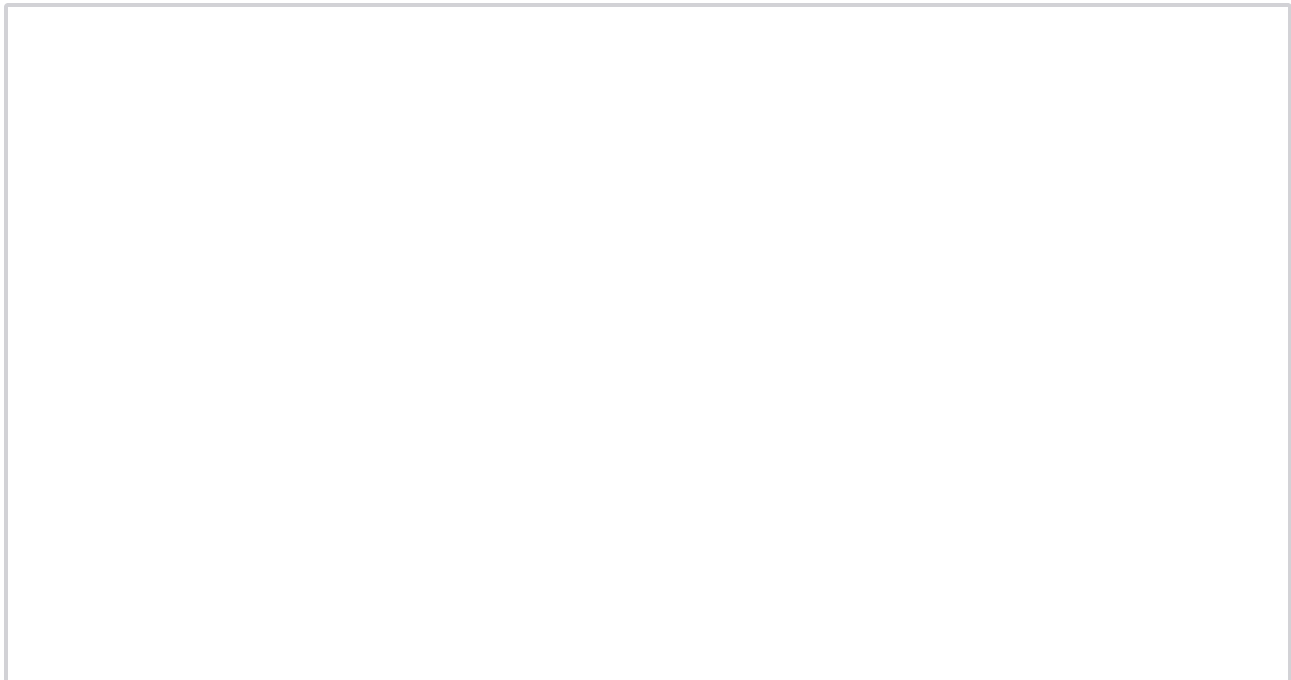
Please enter the information in the text boxes below.

	Action	Person Responsible	Expected Results	Res ne
CY2019	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
CY2020	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
CY2021	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

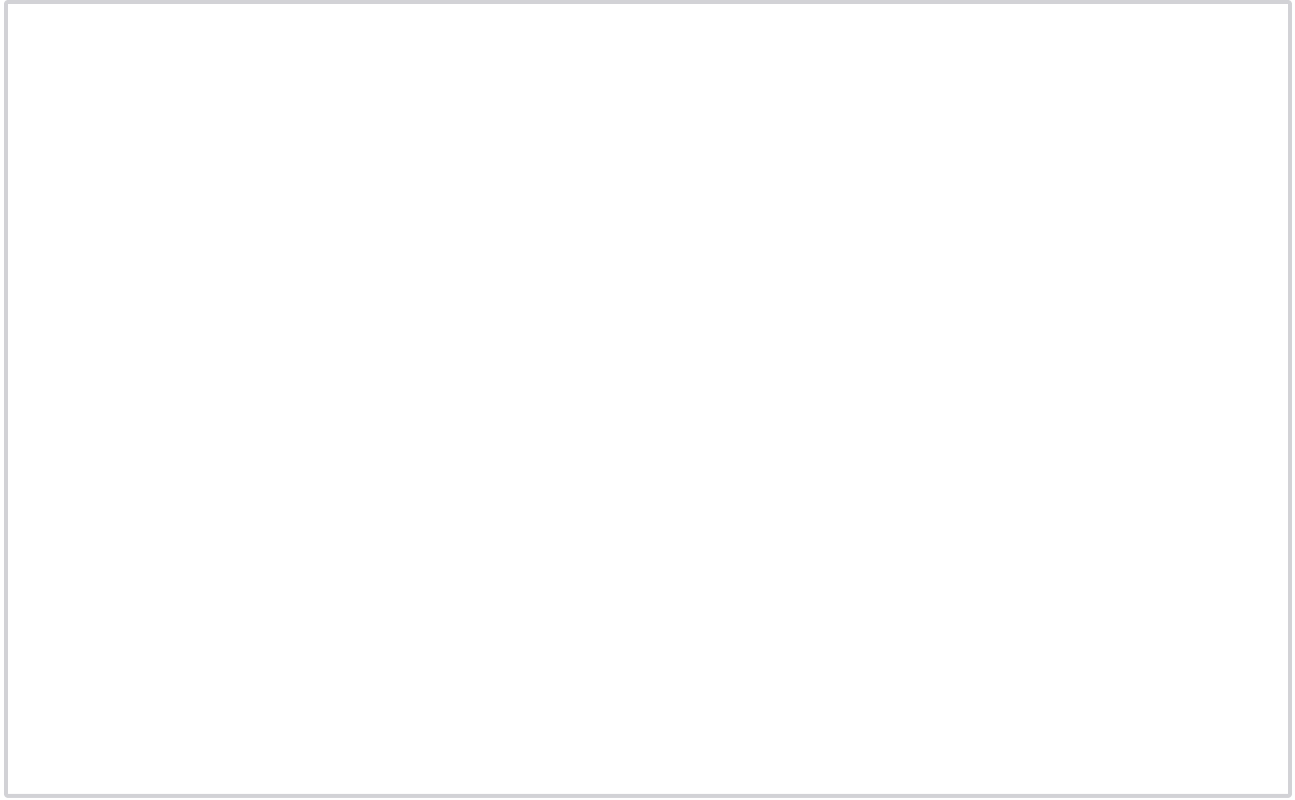
Q21.

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 2018 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).



Q22. Are there any additional comments you would like to add to this report?



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Appendix D. GCU Institutional Surveys and Data Reports

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. Assessment seen as a regularly scheduled process.
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	Improve policies and procedures; adjust resource allocations
GCU Course Evaluations	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 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

Instrument	Key MSCHE Accreditation Standards	Target Population	Purpose	Frequency	Sharing of Results	Use of Outcome Data
GCU Fact Book (Prepared by GCU IR)	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
GCU Programs: Annual Assessment Report on Student Learning (Academic, Student Life, and Student Support Offices)	Standards III, IV, V	Program Chairs or Assessment Liaisons	Assessment of programs as aligned with student learning goals	Report submitted annually by June 30.	PRAC – Academic Program Review and Assessment Committee reviews the Academic Program Reports. The Office of Assessment reviews the Student Life	Program improvement Improvement of teaching and learning. Accreditation accountability reporting.
GCU 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.

Instrument	Key MSCHE Accreditation Standards	Target Population	Purpose	Frequency	Sharing of Results	Use of Outcome Data
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 February 15	President, President’s Cabinet, Office of Assessment. Executive summary posted on University Assessment webpage.	Program Improvement, Strategic Planning, MSCHE Accreditation, Budgeting.
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
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
Mission Perception Inventory: NSSE Report on Catholic Colleges and Universities Consortium	Standard I	First and senior year students	Mission Effectiveness	With scheduled NSSE		

Instrument	Key MSCHE Accreditation Standards	Target Population	Purpose	Frequency	Sharing of Results	Use of Outcome Data
NSSE (National Survey of Student Engagement)	Standards III, IV, V	First and Senior Year Students	Student Satisfaction Survey	Alternating years (odd). Last administration Spring 2019.	President, Provost, Faculty, Provost Council, President's Cabinet	Program Improvement Strategic Planning, MSCHE Accreditation
RNL (Ruffalo Noel Levitz): ASPS (Adult Students Priorities Survey)	All Standards	Graduate and adult completion students	Student Satisfaction Survey	Every third year. Administration Spring 2019.	President, President's Cabinet Provost, Provost Council, Student Support and Success Offices.	Program Improvement Strategic Planning, MSCHE Accreditation
RNL: CSI College Student Inventory	Standard IV	FYFT students	Inventory of incoming students needs	At August Orientation	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: CSI College Student Inventory	Standard IV	FYFT students	Inventory of incoming students needs	At August Orientation	President, Provost, Provost Council, Student Support and Success Offices, Academic Advisors	Profile of first year students for individual counseling, retention, and student life programming .

Instrument	Key MSCHE Accreditation Standards	Target Population	Purpose	Frequency	Sharing of Results	Use of Outcome Data
RNL: MYSA Mid-Year Student Assessment	Standards III, IV	FYFT students	Priorities of expected and received services at GCU	At beginning of 2 nd semester, in GEN199, EN105 and EN106 classes.	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: PSOL Priorities Survey for Online Learners	All Standards	Online students (online programs)	Student Satisfaction Survey	Every third year. Administration Spring 2019.	President, President's Cabinet Provost, Provost Council, Student Support and Success Offices.	Program Improvement , Strategic Planning, MSCHE Accreditation SARA requirements .
RNL: SSI Student Satisfaction Survey	All Standards	Undergraduate students	Student Satisfaction Survey	Alternating years (even). Administration Spring 2018.	President, President's Cabinet Provost, Provost Council, Student Support and Success Offices.	Program Improvement Strategic Planning, MSCHE Accreditation
RNL: SYSA Second Year Student Assessment	Standards III, IV	Transfer Students	Expectations of services available at GCU for transfer students	At August Orientation	President, Provost, Provost Council, Student Support and Success Offices, Academic Advisors	Profile of transfer students for individual counseling, retention, and student life programming .

