

Institutional Effectiveness Plan

*Office of the Provost and
Vice President for Academic Affairs*



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Introduction

Institutional effectiveness encompasses all areas of the institution and purports to evaluate the degree to which the institution is achieving its Mission and Goals. Through its Institutional Effectiveness Plan (IEP), UCNJ Union College of Union County, NJ (UCNJ) not only assesses student learning, the heart of the institutional Mission, but all services that support and facilitate student learning. It addresses student success outcomes as well as student learning outcomes. While the institution may use multiple types of reports, the components of this Plan are the ones to which we hold ourselves accountable for the assessment cycle.

Mission

Institutional assessment at UCNJ begins with the Mission (Appendix A) and Goals (Appendix B). These statements of purpose and objectives direct all activities at the institution and serve as the blueprint for all initiatives. No major actions that the College undertakes should be outside the bounds of these statements. Advancing new initiatives or shedding old ones becomes a question of whether or not these actions advance the Mission and Goals. Hence, the issue becomes not one of doing things right, but rather one of doing the right things right.

Periodically, the institution undergoes a review of its Mission or purpose. Through a broad-based participatory process led by a Mission Review Committee in 2021-2023, focus groups across the College reviewed numerous iterations of a revised Mission statement. After multiple meetings, their review was finalized in Fall 2023. The revised Mission statement was encapsulated in its introductory statement: *“UCNJ College - Transforming Our Community One Student at a Time.”* This theme focused the entire community on student success and completion. In addition, the Vision statement further emphasized our commitment to our students’ goals: *“UCNJ with its focus on student success will be recognized as a national leader within the higher education community in providing quality education.”*

Goals

The institutional Mission review in spring 2012 included a comprehensive review of the institutional Goals. The previous 15 Goals were collapsed into eight statements that articulated the Mission and Vision of the College. Each Goal statement was revised to include an assessment approach. The Goals continue to be evaluated on an annual basis.

Meta-assessment of the IEP

A meta-assessment of the plans and processes outlined in the IEP is conducted every five years. The most recent review took place in 2021 and the next meta-assessment is due in 2026.

Elements of the IEP

The Institutional Effectiveness Plan includes all strategic planning approaches and details how the College achieves its institutional Goals through the planning process. The five essential elements of an institutional effectiveness plan include:

- identification of clear, measurable, and expected educational and administrative services outcomes;
- assessment of the extent to which the intended outcomes are being met;
- ensuring that there are sufficient opportunities to achieve those outcomes;
- systematically gathering, analyzing, and interpreting evidence to determine how well the results match the expected outcomes; and
- utilizing the resultant information to understand and improve performance (Suskie, 2009).

Components of the Plan

The Institutional Effectiveness Plan includes the following components:

I. Mission/Vision/Values/Goals

II. Institutional Priorities

III. Master Plans

1. Academic Master Plan
2. Student Development Master Plan
3. Facilities Master Plan
4. Administrative Services Master Plan
5. Information Technology Master Plan

IV. Matrix

1. Strategic Initiatives
2. Annual Priorities

V. Assessment

A. College-Wide Assessment

1. Community College Survey of Student Engagement (CCSSE)
2. Student Satisfaction Inventory (SSI)
3. Critical Thinking Assessment Test (CAT)
4. Graduation Rates*
5. Graduation Raw Numbers*
6. Course Completion Rates*
7. Retention*
8. Transfer Rates*
9. Job Placement*
10. Loan Default Rates*
11. Graduate Survey
12. Employer Survey
13. Graduate Fair Survey
14. Data Books
15. Benchmarking
16. Budget Development

**Key Performance Indicators*

B. Academic Assessment

1. General Education Assessment

a. Assessment of General Education Learning Outcomes (Institutional Learning Outcomes)

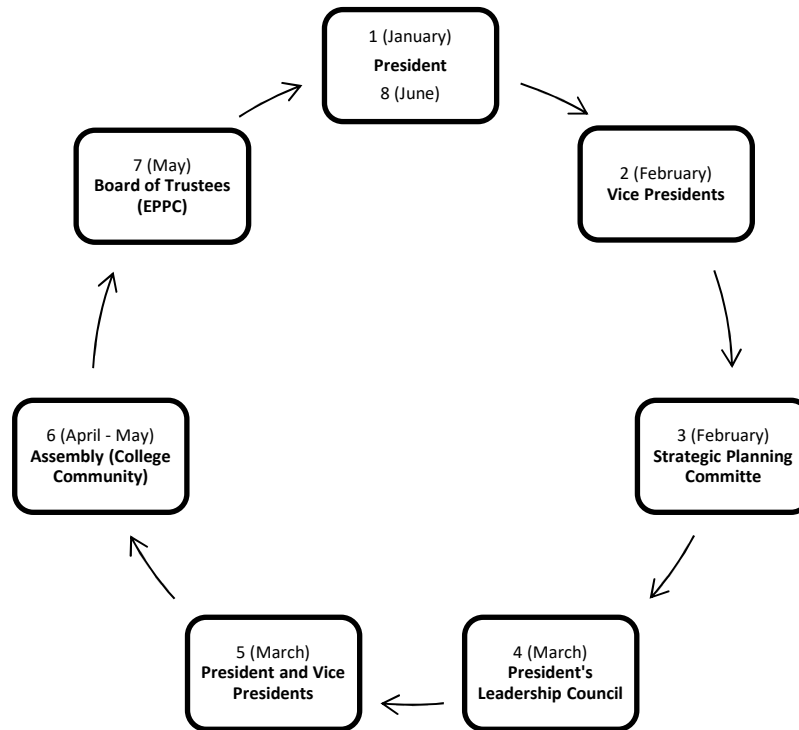
- i. Oral and written communication: Upon completion of their degree program, students will be able to communicate clearly, concisely and accurately through written and oral formats for a variety of academic, professional and creative purposes.
- ii. Scientific/critical thinking and quantitative reasoning: Upon completion of their degree program, students will be able to make decisions based on research and analysis of relevant data and information and use quantitative concepts to identify and solve problems from a variety of contexts.
- iii. Information literacy/technological competency: Upon completion of their degree program, students will be able to use technology in a variety of formats in order to determine relevant information necessary for critically evaluating sources and successfully applying the information to solve problems.

- b. CAT (*initiated 2019*)
 - c. Assessment of ENG 101 and 102, MAT 119, HIS 101 and 102, PSY 101
 - d. Program Learning Outcomes with embedded program-specific General Education Learning Outcomes (Institutional Learning Outcomes)
- 2. Program Assessment
 - a. Traditional Assessment Measures
 - i. Assessment of Program Learning Outcomes through course assessment
 - ii. Assessment of a Standardized Exam
 - b. Authentic Assessment Measures
 - i. Assessment of a Capstone Experience
 - ii. Assessment of a Portfolio
 - iii. Other Approaches selected by faculty
- 3. Program Reviews (1-year and 5-year review cycles)
- C. Student Development Assessment
 - 1. Advising, Career and Transfer Services
 - a. New Student Orientation Learning Outcomes Survey
 - b. Education Plans reviewed with students
 - 2. Financial Aid Department
 - a. Workshop Evaluations
 - b. Ruffalo-Noel Levitz Student Satisfaction Inventory (SSI)
 - 3. College Life and Athletics
 - a. Retention and Graduation Rates of Student Athletes
 - b. Retention and Graduation Rates of Student Club Leaders
 - 4. Student Services (survey, *initiated 2024*)
 - 5. Public Safety: Clery Report
- D. Administrative Services Assessment
 - 1. Community and Business
 - a. ESL levels 1 and 2 (enrollment and completion)
 - 2. Continuing Education
 - a. Enrollment and completion
 - 3. Information Technology
 - a. Helpdesk Ticket Satisfaction Survey
- E. Finance and Operations Assessment
 - 1. Audit
 - 2. Human Resources
 - a. Employees (gender, race/ethnicity)
 - b. Employee (benefits satisfaction survey)
 - 3. Facilities
 - a. Work Order System Metrics Analysis
 - 4. Grants
 - a. Number of new external grants
 - b. Annual grants revenue

Strategic Planning Process

To support institutional effectiveness, the College has developed a planning process that begins with the Mission. The Institutional Priorities and a series of Master Plans flow from the Mission and are designed to fulfill the Mission and Goals. Each of the strategic plans directs a critical aspect of the institutional environment. The Master Plans form the basis of the annual planning process, known as the Matrix, and include College constituencies.

The following diagram identifies the planning process as it moves through various college constituencies.



1. *Mission*

The Mission of UCNJ directs all aspects of the institution and provides direction and focus for planning and assessment.

2. *Master Plans*

The Master Plans are documents that reflect divisional needs and aspirations and provide direction for divisional planning and budget.

a. Academic Master Plan (2024-2029)

The 2024-2029 Academic Master plan was developed under the under the guidance of the Provost and Vice President for Academic Affairs in collaboration with the Division Deans, faculty, and academic services staff. It serves as the primary driver for the other Master Plans, and is based on 6 concepts: program development, alternative delivery, technology, basic skills/ESL, experiential learning, and innovative pedagogy.

b. Student Development Master Plan (2021-2025)

The first Student Development Master Plan was developed in 2014 by Student Development staff under the guidance of the Vice President for Student Development. It includes an Enrollment Management Plan and pays particular attention to enhancing student success.

c. Facilities Master Plan (2021-2025)

The Facilities Master Plan identifies current and projected building projects. It includes funding opportunities, funding needs and an analysis of current academic structures. It is an evergreen document with periodic updates.

d. Administrative Services Master Plan (2021-2026)

The Administrative Services Master Plan identifies opportunities to support the mission of the College by providing continuing and workforce education, data for continuous improvement, and effective outreach and community to engage with the community.

e. Information Technology Master Plan (2021-2026)

The Information Technology Master Plan is on a five-year cycle. The focus of this document is to support the college with current institutional and instructional technology.

3. *Diversity Plan*

The Diversity Plan challenges the UCNJ community to continue to proactively pursue the College's longstanding commitment to diversity, equity, and inclusion.

4. *Matrix*

The Matrix is a set of annual initiatives that are derived from the Master Plans. These initiatives are strategic in nature and operationalize the elements of the Master Plans. The Matrix is revised each year to reflect current thinking and the Master Plans as well as to ensure that the institution is responding in a nimble manner to emerging issues. It also reflects the areas of Institutional Priorities in the college.

5. *Institutional Priorities*

The Institutional Priorities are focus areas that provide institutionally specific themes that reflect the Mission and direct actions that can be measured. They appear on the annual Matrix and are revisited every three years.

6. *Strategic Planning Advisory Committee*

The Strategic Planning Advisory Committee is a Governance Committee that initiates the development of the annual Matrix.

7. *Department Plans*

Department Plans are written annually by all departments in the College based on identified priorities in the Matrix.

8. *Department Goals*

Department Goals are written as part of the annual budgeting process in conjunction with the Matrix.

The following flow chart outlines the key components that contribute to the Institutional Effectiveness Plan.

UCNJ Institutional Effectiveness Flow Chart



Assessment

1. *College-Wide Assessment*

A number of measures address student success at the institutional level. These tools address overarching concepts that target how well students do in 14 areas. Seven of the College-Wide Assessment approaches have been identified as Key Performance Indicators (KPIs). They have been tracked for many years and reflect the major identifiers of student success.

2. *Academic Assessment* (Appendix C and Appendix D)

Composed of three elements, including General Education Assessment, Program/Course Assessment, and Program Review. Academic Assessment at UCNJ is targeted at answering the question: *How do we know that students are learning what we think we are teaching?*

General Education is assessed at institutional and course levels. General Education Learning Outcomes (Institutional Learning Outcomes) are addressed in Goal I and are embedded in the Graduate Survey. Additionally, they are assessed through standardized testing of students and through course specific assessment (ENG 101 and 102, MAT 119, PSY 101, HIS 101 and 102).

In addition, program assessment addresses Program Learning Outcomes and specific General Education Learning Outcomes (Institutional Learning Outcomes). Program assessment includes the identification of Program Learning Outcomes and the completion of assessment forms, including the Program Assessment Plan (Appendix C) or Authentic Program Assessment Plan (Appendix D), and Mapping of Course Learning Outcomes to Program Learning Outcomes. Furthermore, changes made as a result of assessment are tracked through Program Assessment: Closing the Loop forms on which faculty members document any curricular/instructional changes made as a result of assessment. Faculty members have choice and flexibility when conducting program and course assessment through the methods they choose to conduct assessment. Five-year Program Reviews reflect a comprehensive assessment of all UCNJ programs, including both career and transfer programs. A comprehensive document, the Program Review Template outlines the steps involved in program assessment, sets uniform standards for Program Reviews, and offers faculty structure for the review process.

3. *Student Development Assessment* (Appendix E)

Because institutional assessment goes further than academic program assessment, all services that support student achievement also engage in learning outcomes assessment that help to determine their effectiveness.

4. *Finance and Operations Assessment* (Appendix F)

This area of the institution oversees the financial stability of the institution and its operations. Both internal and external controls help to ensure our viability through fiscally responsible measures. The operations of the college are reviewed for their effectiveness in support of the mission of the college.

5. *Administrative Services Assessment* (Appendix G)

The non-credit side of UCNJ continually assesses its effectiveness through a variety of approaches. This unit seeks to provide ongoing, lifelong, and continuing education experiences for the residents of Union County.

6. *Assessment, Planning, and Budget* (Appendix H)

Assessment, planning, and budget are linked by a series of steps that ultimately connect all three of these elements and ensure that they form a comprehensive approach to resource coordination and allocation.

The development of unit (i.e. division, department) outcomes and supporting activities begins in September of the preceding academic year. This September planning period allows for a re-examination of the outcomes statements and supporting activities that were previously established for the current academic year. In order to plan effectively, each unit needs to know how successful they were in achieving previously set outcomes.

Accordingly, units receive copies of the annual reports that they completed at the end of the previous academic year and Data Books that provide outcomes information. All academic and nonacademic units also receive information at other times during the academic year (e.g. student survey results, environmental scans, Program Reviews, etc.) that can be used to inform and shape outcomes setting.

After reviewing all reports and findings, each unit develops a set of outcomes that are designed to advance the priorities of the Matrix as well as the initiatives in the Master Plans. Units are responsible for demonstrating how the outcomes statements will advance the Matrix.

As the flow chart on Appendix H shows, the lines between assessment, planning, and budgeting are portrayed in a circular manner. This is to show the very significant interrelationships that must exist in order for the Institutional Effectiveness Plan to work.

It is during the budget development process that units clearly demonstrate how their requests link to and advance the College's Strategic Foci as outlined in the Matrix. In turn, the institution needs to show how resource allocation is also tied directly to the Matrix. It is one thing for units to claim that budgetary resources are required to allow the attainment of Matrix priorities. It is quite another to show how budget allocations are actually tied to these priorities, and it is still another to show that once budgets are allocated, the priorities that budgets were allocated for are assessed. In addition, the assessment results are used to update the Matrix, and then the cycle begins again.

Departmental Plans, which are required for all departments, are revised annually and are linked to the Matrix. These plans are based on assessment data and are used for budget planning for the subsequent year. Program Review action items and recommendations from specialized accreditation visits are included in these plans.

Governance

The following college governance standing committees help to ensure the effectiveness of the institution:

1. *Academic Standards Committee* – academic standards pertaining to academic issues. Its General Education Sub-Committee oversees the general education component of programs by reviewing the general education model and assessment results to determine the adequacy of the College general education assessment process and by presenting the Proficiency Profile/ Critical Thinking Assessment Test at Assembly and making recommendations from this review to the disciplines.
2. *Curriculum Committee* – responsible for reviewing and recommending to the faculty all course and program changes as well as new course and program development.
3. *Distance Education Committee* – recommends policies and procedures governing distance education and ensures the integrity of distance. Offerings
4. *Diversity and Inclusion Committee* – promotes and advocates for the value of diversity in individuals and in perspectives; encourages educational experiences that develop cultural awareness; promotes volunteerism and student activism; creates a sense of college community; and decreases discrimination in all of its forms.
5. *Experiential Education Advisory Committee* –serves as an advocate for experiential education at the College

and makes recommendations to the Vice President for Academic Affairs regarding the integration of experiential education into courses and programs.

6. *First Year Experience and Seminar Committee* – develops programming and support systems to transition students into the institution and prepares students for the College’s educational opportunities and expectations.
7. *Institutional Assessment Committee* – oversees academic and non- academic assessment through two sub-committees, Learning Outcomes Assessment and Non-Academic Assessment.
8. *Nominations and Elections Committee* – oversees all aspects of the governance nominations and elections process.
9. *Safety and Security Committee* – reviews and monitors safety, security, and parking conditions on all campuses and makes recommendations for improving campus safety.
10. *Strategic Planning Advisory Committee* – contributes to the development of the annual planning Matrix, participates in resource allocation, and, through the work of the Professional Development Sub-Committee, encourages professional development of the faculty and staff to ensure excellence in all areas of the college.
11. *Student Development Committee* – identifies and recommends best practices in student development in the areas of admissions, advising, career, transfer, financial aid, student accounts, and college life.

Timelines for Review of Key Components of the IEP

- Mission/Goals
 - Every ten years
- College wide assessment approaches
 - Every five years
- Academic and Non-academic assessment approaches
 - Ongoing and every seven years
- Strategic Plans
 - Every three-five years

Plan for Faculty and Staff Review of Assessments

1. Academic Assessment
 - Annual Assessment Day
 - Division meetings
2. Student Services Assessment
 - Division meetings
3. Administrative Services Assessment
 - Department meetings
4. Finance and Operations Assessment
 - Finance Committee meetings
 - Division meetings

Evidence of Changes Made as a Result of Assessment

1. College-wide Assessment Day reports
2. Curriculum Meeting Minutes
3. Artifacts lodged in the assessment repository

Assessment Tools

A number of tools/approaches are in place to promote a comprehensive assessment process. They include the following:

1. *Community College Survey of Student Engagement (CCSSE)* (every two years)
The CCSSE is administered in class or online to a stratified sample of students. The results are compared to national norms for large community colleges on the following benchmarks: active and collaborative learning; student effort; academic challenge; student-faculty interaction; and support for learners. A comparison is also made with the results from prior administrations of the CCSSE to identify changes in performance based on benchmark data. Presentations of the results are made to the College Assembly, the President's Leadership Council, and members of the Board of Trustees. Changes made based on these results are incorporated into area annual reports. The CCSSE was administered in Spring 2008, Spring 2011, Spring 2014, Spring 2016, Spring 2018, Spring 2021 (postponed from Spring 2020 due to the COVID-19 pandemic), and Spring 2023. It is scheduled for Spring 2025.
2. *Student Satisfaction Inventory (SSI)* (every two years)
A representative sample of students is surveyed in class to determine their perceptions of the UCNJ experience. More specifically, the survey (a Ruffalo Noel Levitz product) addresses the following questions:
 - Which aspects of the College do our students care most about?
 - Which aspects do students find most and least satisfying?
 - How can we best meet student expectations?

- How do our students' responses compare with student responses at other community colleges, especially those that are similar to UCNJ?

Presentations of the results are made to the College Assembly, the President's Leadership Council, and members of the Board of Trustees. Changes made as a result of these results are incorporated into area annual reports. The SSI was administered in Fall 2011, Fall 2014, Fall 2016, Fall 2018, Fall 2020, and Fall 2022. It is scheduled for Fall 2024.

3. *Critical Thinking Assessment Test (CAT)* (every two years)

From Fall 2009 to Fall 2019, the College administered the ETS Proficiency Profile to a sample of sophomores every two years. This instrument evaluated critical thinking, reading, and math as well as a number of content areas. Responses of our students were compared to the responses of a cohort of students from community colleges that share, to some degree, our institutional characteristics. Presentations of the results were made to the College Assembly, the President's Leadership Council, and members of the Board of Trustees. Changes made based on these results were incorporated into area annual reports. The ETS Proficiency Profile was administered in Fall 2009, Fall 2013, Spring 2015, Fall 2017, and Fall 2019. In the 2021-2022 academic year, the College transitioned to the Critical Thinking Assessment tool, which is administered online. It was administered in Spring 2022 and Spring 2023. It will subsequently be administered in Spring 2024.

4. *Graduation Rates* (annually)

The IPEDS Graduation Rate Survey collects data on the cohort of first-time, full-time, degree-/certificate-seeking undergraduates and tracks them for 150% of normal time of their program to see how many complete their program of study. The percentage of students who complete is presented to the College Assembly, the President's Council, and members of the Board of Trustees. Changes made based on these results are incorporated into area annual reports.

5. *Graduation Numbers* (annually)

The IPEDS Completion Survey collects data on the number of awards conferred by the College during the 12-month time period beginning July 1 of the previous calendar year and ending June 30 of the current calendar year. The annual number of awards is compared to the target number for that year developed under the NJ Completion Agenda.

6. *Course Completion Rates*

Twice each year, the completion rates for all courses, as well as grade distributions are calculated and published in the College Data book.

7. *Retention* (annually)

The IPEDS Fall Enrollment Survey collects the first-time, full-time student retention rates from Fall to Fall, and the result is reported in the IPEDS Data Feedback Report. Comparative retention rates for selected peer institutions in the mid-Atlantic region are also presented in the Data Feedback Report. Presentations of the results are made to the College Assembly, the President's Leadership Council, and members of the Board of Trustees. Changes made based on these results are incorporated into area annual reports.

8. *Transfer Rates* (annually)

A transfer rate for a cohort of first-time, full-time degree/certificate-seeking students is calculated as part of the IPEDS Graduation Rate Survey. The cohort is tracked for 150% of normal time of their program to see how many students transferred to another institution without having completed their program. Presentations of the results are made to the College Assembly, the President's Leadership Council, and members of the Board of Trustees. Changes made based on these results are incorporated into area annual reports.

9. *Graduate Survey* (annually)

All graduates from the previous year are surveyed on an annual basis one year after graduation. The survey instrument is designed to collect information in the following four categories:

- Students' primary goals and attainment of those goals
- Opinions regarding the College's services from a graduate perspective
- Transfer experiences with other institutions of higher education
- Current employment

Several key questions are asked within each category and the findings are organized as responses to these items.

The results are reported both as a whole and by academic division. In addition to the results from the academic Program Reviews, the graduate survey results are used in comparison to the data from the past five years. Presentations of the results are made to the College Assembly, the President's Leadership Council, and members of the Board of Trustees. Changes made based on these results are incorporated into area annual reports.

10. *Employer Survey* (annually)

The survey instrument is designed to collect information about the expected competencies of UCNJ graduates in the workforce. Those graduates who are employed and who grant permission for their employers to be surveyed provide their supervisors' contact information. In the survey, employers are asked to indicate their opinion about the graduate's preparation for the job. In addition, some of the items measure the employer's satisfaction with the employee's performance and their need to hire more UCNJ graduates in the future. Presentations of the results are made to the College Assembly, the President's Leadership Council, and members of the Board of Trustees. Changes made based on these results are incorporated into area annual reports.

11. *Job Placement* (annually)

The results of the Graduate Survey are used to calculate the job placement rates according to program major as well as college wide. The job placement rate is reported in the dashboard that is presented to members of the Board of Trustees. Presentations of the results are made to the, College Assembly, the President's Leadership Council, and members of the Board of Trustees. Changes made based on these results are incorporated into area annual reports.

12. *Graduate Fair Survey* (twice annually)

This survey is administered at the graduation fairs on each of the campuses in the fall and spring semesters. (During the global pandemic, this survey was administered electronically.) The results provide insights about students' education and employment plans, their self-assessments of proficiency in select subjects, and their satisfaction with services provided by the College. Presentations of the results are made to the College Assembly, the President's Leadership Council, and members of the Board of Trustees. Changes made based on these results are incorporated into area annual reports.

13. *Loan Default Rates*

The cohort default rate evaluates schools who have 30 or more borrowers entering repayment in a fiscal year, it is a percentage of a school's borrowers who enter repayment on certain Federal Family Education Loans (FFELs) and/or William D. Ford Federal Direct Loans (Direct Loans) during that fiscal year and default within the cohort default period. For schools with 29 or fewer borrowers entering repayment during a fiscal year, the cohort default rate is an "average rate" based on borrowers entering repayment over a three-year period.

The phrase “cohort default period” refers to the three-year period that begins on October 1 of the fiscal year when the borrower enters repayment and ends on September 30 of the second fiscal year following the fiscal year in which the borrower entered repayment. This is the period during which a borrower’s default affects the school’s cohort default rate.

The phrase “cohort fiscal year” or “cohort year” refers to the fiscal year for which the cohort default rate is calculated. For example, when calculating the 2014 cohort default rate, the cohort fiscal year is FY 2014 (October 1, 2013 to September 30, 2014).

14. *Data Books* (twice annually)

These books, which are provided to the President and Vice Presidents at the end of each semester, presently include the following major sections:

- Summary of Key Performance Indicators (five-year data)
- Enrollment by program of study, division, and class level (five-year data)
- Enrollment by course and course prefix within divisions (five-year data)
- Course completion rates by division and by course (previous academic year)
- Number and percent of degrees and certificates conferred
- Graduation rates by academic division and program
- Retention by program type, academic division, and program (five-year data)
- Online programs, courses, enrollment and course completion (five-year data)

They are used by faculty and staff for numerous applications.

15. *Benchmarking*

Where appropriate, this technique is utilized to ascertain how the College compares to its peers. Some examples include (1) the comparison of student responses on the Student Satisfaction Inventory with those of all other community college students and those students in selected comparison institutions; and (2) the comparison of fall-to-fall retention rates for first-time, full-time students with IPEDS-selected peer institutions in the mid-Atlantic region or with customized lists of peer institutions.

16. *Budget Department Operational Plan*

The Budget Department Operational Plan engages departments in a cyclical process that involves planning, budgeting, and evaluating resource allocation. During the budgeting cycle, departments develop plans to align budget requests with Institutional Priorities and Strategic Initiatives outlined in the Annual Planning Matrix. The mid-year assessment and year-end assessment of the Budget Department Operational Plan report outcomes resulting from approved activities. The assessment results inform future budget, planning, and resource allocation.

Appendix A: Mission

MISSION STATEMENT

MISSION

UCNJ – Transforming Our Community One Student at a Time.

Our Mission is to empower students to achieve their goals by providing access to high quality and affordable higher education. As a comprehensive community college, we provide career programs, transfer programs, developmental education, and lifelong-learning opportunities, with a focus on excellence. This mission is sustained through the College's unwavering commitment to the transformational strength of a diverse campus community and an equitable and inclusive learning and work environment for all.

PHILOSOPHY

UCNJ is committed to serving Union County in an environment dedicated to student success. The College has an open admission policy and is focused on educational excellence and the achievement of equity among the various populations served. The College strives to promote in students a sense of responsibility for their own development and an understanding of their obligations as members of a democratic society. The College fosters in students the desire to learn, the ability to think clearly and express themselves effectively, the habit of analytical and reflective thought, and an awareness of themselves, their heritage, other cultures, and their environment.

VISION

UCNJ with its focus on student success will be recognized as a national leader within the higher education community in providing quality education.

VALUES

UCNJ embraces these basic institutional values that guide the fulfillment of our Mission:

Student Success – Helping every student to achieve success is our highest priority. We are committed to promoting a climate of student success and to providing an environment conducive to teaching and learning; creating and expanding educational opportunities and support services is paramount to our mission.

Excellence – We are committed to the highest standards of excellence in all we do; we exemplify this value by providing programs and services that ensure excellence in teaching and learning, student services, and organizational efficiency.

Student Engagement – We are committed to enhancing and promoting student engagement by fully engaging our students as active learners and by providing a broad range of educational experiences both inside and outside the classroom.

Collaboration – We are committed to productive exchanges with all members of the College community and collegial relationships among our various stakeholders.

Integrity – We seek to uphold the highest standard of ethics.

Stewardship – We value and honor the trust placed in us by making wise and efficient use of resources.

Community Engagement – We are committed to encouraging civic engagement and supporting economic development in the region.

Diversity – We are committed to a diverse environment that supports an equitable education for all of our students and emphasizes respect for various cultures and individual differences.

Globalization – We seek to establish connections and relationships locally, nationally, and globally.

Appendix B: Goals

GOALS

In an effort to achieve the College's mission, we strive to fulfill the following goals and to assess them on a regular basis to ensure the quality of our programs and services.

General Education – Provide a relevant and coherent general education for all students. Assess student learning outcomes in scientific/critical thinking and quantitative reasoning; oral and written communication; and information literacy.

Transfer Programs – Provide transfer programs for students planning to continue their education at a 4-year institution. Assess student learning outcomes at the course and program level. Regularly evaluate and update courses, curricula, and programs.

Career Programs – Provide career programs to prepare students to enter the workforce and meet workforce needs. Assess student learning outcomes at the course and program level. Regularly evaluate and update courses, curricula, and programs.

Developmental Education – Provide developmental education for underprepared students. Continue to implement approaches that facilitate the progress of students through the developmental sequence. Assess students' success in college level courses.

Lifelong Learning – Provide courses and programs that encourage lifelong learning and are responsive to the needs of business and industry. Evaluate and update courses and programs, in response to identified needs.

Innovative Pedagogy – Develop, encourage, and support effective and creative approaches to teaching and learning. Regularly assess student learning outcomes.

Student Support Services – Provide appropriate support services for all students that ensure success throughout the students' college career. Evaluate and update key programs and services in response to student needs.

Resources – Provide the necessary resources, both public and private, to support the institutional mission. Also, continue to partner with the Union College Foundation to identify and generate additional resources. Regularly assess the linkage between budgeting and planning.

Appendix C: Academic Program Assessment Plan Template

Academic Program:		Email:	
Degree:		Phone:	
Division:		Date of Implementation:	
Program Assessor:		Date of Revision: <i>(if applicable)</i>	

UCNJ Mission: *UCNJ...Transforming Our Community One Student at a Time*

“Our Mission is to empower students to achieve their goals by providing access to high quality and affordable higher education. As a comprehensive community college, we provide career programs, transfer programs, developmental education, and lifelong-learning opportunities, with a focus on excellence. This mission is sustained through the College’s unwavering commitment to the transformational strength of a diverse campus community and an equitable and inclusive learning and work environment for all.”

Briefly describe how this program supports UCNJ’s Mission.

Academic Affairs Mission: The Academic Affairs Division is committed to on time completion and to preparing students to be successful in their career pathways. The Division promotes and ensures academic quality and cultivates a culture of student and faculty engagement. A student-centered environment provides the context for the development of critical thinking and scientific reasoning skills, oral and written communication skills, and information and technological literacy skills. Embedded in the mission of the Division is the need to continually improve through the use of predictive and learning analytics and the assessment of student learning and effective instructional practices.

Program Learning Outcomes

Program Learning Outcomes (PLOs) must have General Education Learning Outcomes (Institutional Learning Outcomes) embedded, including scientific/critical thinking and quantitative reasoning; oral/written communication; and information literacy/technological competencies. Generally, there should be about 5-8 PLOs and they should answer the question, "What will the students be able to do upon completion of the program?"

Please list your Program Learning Outcomes as they appear in the catalog.

- 1.
- 2.
- 3.
- 4.
- 5.

Assessment Methods

What methods (e.g., assessment of key courses, capstone projects, portfolios, comprehensive standardized exams, etc.) is your program using to assess the achievement of PLOs? Please note, if your program is assessing key courses, there must be an attached copy of the completed "Mapping PLOs to CLOs" grid, which is used to align PLOs to CLOs from the courses selected for assessment.

Briefly describe the methods your program will use to assess its success.

Program Assessment: Closing the Loop

After completing an assessment cycle (at the end of a semester, or at the end of the year), please attach a copy of the completed "Program Assessment: Closing the Loop" form, which is used to clearly identify the methods of assessment used to measure student achievement, the data collected via assessment methods, the changes made based on the data, and the impact the changes had on Program Learning Outcomes.

Appendix D: Academic Authentic Program Assessment Plan Template

Academic Program:		Email:	
Degree:		Phone:	
Division:		Date of Implementation:	
Program Assessor:		Date of Revision: <i>(if applicable)</i>	

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“Our Mission is to empower students to achieve their goals by providing access to high quality and affordable higher education. As a comprehensive community college, we provide career programs, transfer programs, developmental education, and lifelong-learning opportunities, with a focus on excellence. This mission is sustained through the College’s unwavering commitment to the transformational strength of a diverse campus community and an equitable and inclusive learning and work environment for all.”

Briefly describe how this program supports UCNJ’s Mission.

Academic Affairs Mission: The Academic Affairs Division is committed to on time completion and to preparing students to be successful in their career pathways. The Division promotes and ensures academic quality and cultivates a culture of student and faculty engagement. A student-centered environment provides the context for the development of critical thinking and scientific reasoning skills, oral and written communication skills, and information and technological literacy skills. Embedded in the mission of the Division is the need to continually improve through the use of predictive and learning analytics and the assessment of student learning and effective instructional practices.

Program Learning Outcomes

Program Learning Outcomes (PLOs) must have Institutional (General Education) Learning Outcomes embedded, including scientific/critical thinking and quantitative reasoning; oral/written communication; and information literacy/technological competencies. Generally, there should be about 5-8 PLOs and they should answer the question, "What will the students be able to do upon completion of the program?"

- 1.
- 2.
- 3.
- 4.
- 5.

Assessment Methods

What methods (e.g., assessment of key courses, capstone projects, portfolios, comprehensive standardized exams, etc.) is your program using to assess the achievement of PLOs? Please note, if your program is assessing key courses, there must be an attached copy of the completed "Mapping PLOs to CLOs" grid, which is used to align PLOs to CLOs from the courses selected for assessment.

Briefly describe the methods your program will use to assess its success.

Program Assessment: Closing the Loop

After completing an assessment cycle (at the end of a semester, or at the end of the year), please attach a copy of the completed "Program Assessment: Closing the Loop" form, which is used to clearly identify the methods of assessment used to measure student achievement, the data collected via assessment methods, the changes made based on the data, and the impact the changes had on Program Learning Outcomes.

Appendix E: Student Services Assessment Plan Template

PART I – DEPARTMENT INFORMATION

Department:	Date Submitted:
Contact:	
Email:	Phone:

PART II – MISSION AND PURPOSE

UCNJ Mission: *UCNJ - Transforming Our Community One Student at a Time*

“Our Mission is to empower students to achieve their goals by providing access to high quality and affordable higher education. As a comprehensive community college, we provide career programs, transfer programs, developmental education, and lifelong-learning opportunities, with a focus on excellence. This mission is sustained through the College’s unwavering commitment to the transformational strength of a diverse campus community and an equitable and inclusive learning and work environment for all.”

Division Mission: In accordance with the College Mission, the Student Services division promotes learning through quality programs and services that inspire students to develop their potential; to become self-directed learners; to become successful graduates; and to become contributing members of society.

Purpose for Assessment: To guide efficiency and effectiveness, decision-making needs, and improvement in student learning.

PART III – DIVISION GOALS

1.
2.
3.
4.
5.

PART IV – DIVISION STUDENT LEARNING OUTCOMES

1.
2.
3.
4.
5.

PART V - ASSESSMENT CYCLE (Identify the student learning outcomes that your department will assess)

Student Learning Outcome #

Outcome Activity:	<i>Where will the learning occur?</i>
Assessment Methods/Procedures:	<i>What evidence will be gathered?</i>
Timeline:	<i>When will the learning occur?</i>
Results:	
Changes: <i>(based on results)</i>	
Closing the Loop: <i>(reassessing)</i>	

PART VI – INFORMATION SHARING

Sharing Results:	<i>How and with whom will the department share its results and changes?</i>
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Appendix F: Finance and Operations Assessment Plan Template

PART I – DEPARTMENT INFORMATION

Department:	Date Submitted:
Contact:	
Email:	Phone:

PART II – MISSION AND PURPOSE

UCNJ Mission: <i>UCNJ - Transforming Our Community One Student at a Time</i> “Our Mission is to empower students to achieve their goals by providing access to high quality and affordable higher education. As a comprehensive community college, we provide career programs, transfer programs, developmental education, and lifelong-learning opportunities, with a focus on excellence. This mission is sustained through the College’s unwavering commitment to the transformational strength of a diverse campus community and an equitable and inclusive learning and work environment for all.”
Division Mission:
Purpose for Assessment:

PART III – DEPARTMENT GOALS

1.
2.
3.
4.
5.

PART IV – DEPARTMENT OUTCOMES

1.
2.
3.
4.
5.

PART V - ASSESSMENT CYCLE (Identify the outcome(s) to be assessed)

Outcome #	
Outcome Activity:	<i>Clearly describe the opportunities that are provided for this activity/ service to happen.</i>
Assessment Methods/Procedures:	<i>How will this outcome be measured? How will data be collected?</i>
Timeline:	<i>Clearly state by when the activity/ service will occur.</i>
Results:	<i>FY 2014: insert 2014 results here</i>
Changes: <i>(based on results)</i>	<i>What changes, if any, will be made based on the results data? (To be completed at the end of the year).</i>
Closing the Loop: <i>(reassessing)</i>	<i>Were the changes made effective? (To be completed at the end of the next year).</i>

Outcome #	
Outcome Activity:	<i>Clearly describe the opportunities that are provided for this activity/ service to happen.</i>
Assessment Methods/Procedures:	<i>How will this outcome be measured? How will data be collected?</i>
Timeline:	<i>Clearly state by when the activity/ service will occur.</i>
Results:	<i>FY 2014: insert 2014 results here</i>
Changes: <i>(based on results)</i>	<i>What changes, if any, will be made based on the results data? (To be completed at the end of the year).</i>
Closing the Loop: <i>(reassessing)</i>	<i>Were the changes made effective? (To be completed at the end of the next year).</i>

PART VI – INFORMATION SHARING

Sharing Results:	<i>How and with whom will the department share its results and changes?</i>
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Appendix G: Administrative Services Assessment Plan Template

PART I – DEPARTMENT INFORMATION

Department:	Date Submitted:
Contact:	
Email:	Phone:

PART II – MISSION AND PURPOSE

UCNJ Mission: <i>UCNJ - Transforming Our Community One Student at a Time</i> “Our Mission is to empower students to achieve their goals by providing access to high quality and affordable higher education. As a comprehensive community college, we provide career programs, transfer programs, developmental education, and lifelong-learning opportunities, with a focus on excellence. This mission is sustained through the College’s unwavering commitment to the transformational strength of a diverse campus community and an equitable and inclusive learning and work environment for all.
Division Mission: To generate revenue to support the College’s operations through noncredit education, resource development, and community outreach and to advance the College’s brand of excellence.
Purpose for Assessment: To measure the Department’s activities and impact to guide decision-making and allocation of resources.

PART III – DEPARTMENT GOALS

1.
2.
3.
4.
5.

PART IV – DEPARTMENT OUTCOMES

1.
2.
3.
4.
5.

PART V - ASSESSMENT CYCLE

Outcome #	
Outcome Activity:	<i>Clearly describe the opportunities that are provided for this activity/ service to happen.</i>
Assessment Methods/Procedures:	<i>How will this outcome be measured? How will data be collected?</i>
Timeline:	<i>Clearly state by when the activity/ service will occur.</i>
Results:	<i>Summary of data results collected (to be completed at the end of the year).</i>
Changes: <i>(based on results)</i>	<i>What changes, if any, will be made based on the results data? (To be completed at the end of the year).</i>
Closing the Loop: <i>(reassessing)</i>	<i>Were the changes made effective? (To be completed at the end of the next year).</i>

Outcome #	
Outcome Activity:	<i>Clearly describe the opportunities that are provided for this activity/ service to happen.</i>
Assessment Methods/Procedures:	<i>How will this outcome be measured? How will data be collected?</i>
Timeline:	<i>Clearly state by when the activity/ service will occur.</i>
Results:	<i>Summary of data results collected (to be completed at the end of the year).</i>
Changes: <i>(based on results)</i>	<i>What changes, if any, will be made based on the results data? (To be completed at the end of the year).</i>
Closing the Loop: <i>(reassessing)</i>	<i>Were the changes made effective? (To be completed at the end of the next year).</i>

PART VI – INFORMATION SHARING

Sharing Results:	<i>How and with whom will the department share its results and changes?</i>
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Appendix H: Assessment, Planning, Budgeting Cycle

