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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), Union County College 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 Union County College 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 2012-2013, focus groups across the College reviewed numerous iterations of a revised Mission and Vision statement. After multiple meetings their review was finalized in Fall 2013. The revised Mission statement was encapsulated in its introductory statement: “Union County 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: “Union County College, 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 began in spring 2012 and included a comprehensive review of the institutional Goals. The previous 15 Goals were reviewed and collapsed into eight statements that clearly articulated the Mission and Vision of the College. Each Goal statement included an assessment approach to ensure that our Goals can be evaluated.

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 2013 and the next meta-assessment is due in 2018.

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
Components of the Plan
The Institutional Effectiveness Plan includes the following components:

I. Mission/Vision/Goals
II. Strategic Planning Process
   A. Mission
   B. Master Plans
      1. Academic Master Plan
      2. Student Services Master Plan
      3. Facilities Master Plan
      4. Administrative Services Master Plan
      5. Information Technology Master Plan
   C. Diversity Plan
   D. Matrix
   E. Strategic Focus
   F. Department Plans
III. Assessment
   A. College-Wide Assessment
      1. Community Needs Assessment
      2. Community College Survey of Student Engagement
      3. Student Satisfaction Inventory
      4. Graduation Rates*
      5. Graduation Raw Numbers*
      6. Course Completion Rates*
      7. Retention*
      8. Developmental Completion Rates in 1st College Gateway Course
      9. Transfer Rates*
      10. Graduate Survey
      11. Employer Surveys
      12. Job Placement*
      13. Capacity/Fill Rates
      14. Loan Default Rates*

*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. Proficiency Profile
  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. Assessment of Program Learning Outcomes
   b. Assessment of Core Courses
   c. Assessment of a Capstone Experience
   d. Assessment of a Standardized Exam
   e. Other Approaches selected by faculty

3. Program Reviews

C. Student Services Assessment
   1. Advising, Career and Transfer Services
      a. New Student Orientation Survey
      b. Cohort Education Plans
      c. Students with Learning Disabilities Survey
   2. Educational Opportunity Fund
      a. Noel Levitz College Student Inventory
      b. Registration Assessment
      c. EOF Orientation Pre-Survey and EOF Orientation Post-Survey
      d. Advisor Assessment of Student Knowledge of Educational Requirements
   3. College Life and Athletics
      a. Persistence of Student Athletes
         i. Retention, GPA, and academic plans
      b. Persistence of Student Government and Clubs Leaders
         i. Retention, GPA, and academic plans
      c. Students’ interest survey
   4. Financial Aid Department
      a. Financial Aid Awareness
         i. Workshop Evaluations
         ii. Student Survey
      b. Student Academic Progress Requirements
      c. Student Satisfaction Survey
   5. Admissions, Records, and Registration
      a. Student Satisfaction Survey
   6. Student Accounts
      a. Student Satisfaction Survey

D. Business and Finance Assessment
   1. Audit
   2. Excess (deficit) of revenues over expenses
   3. Clery Report
   4. Public Safety
   5. IT Satisfaction Survey
   6. Professional Development Evaluations
   7. Facilities

E. Administrative Services Assessment
   1. Number of new external grants
   2. Annual grants revenue
   3. Number of GEDs awarded
   4. Net revenue generated by Con Ed courses

F. Assessment, Planning, and Budget
1. Matrix
2. Departmental Plans
3. Budget Development

**Strategic Planning**

To support institutional effectiveness, the College has developed a planning process that begins with the Mission. A Strategic Focus 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.

1. **Mission**
   The Mission of Union County College 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**
      Serving as the primary driver for the other Master Plans, the Academic Master Plan is on a three-year cycle. The first Academic Master Plan was developed in 2011 and was based on 6 concepts: program development, alternative delivery, technology, basic skills/ESL, experiential learning, and innovative pedagogy. Under the guidance of the Vice President of Academic Affairs and through the oversight of the department chairs, both faculty and academic services staff engaged in a collaborative process designed to elicit innovative thinking, best practices, and evidence based inquiry. It directed Facilities master planning and supported the further development of Student Affairs initiatives.

   b. **Student Services Master Plan**
      The first Student Services Master Plan was developed in 2014 by Student Services 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**
      The Facilities Master Plan identifies current and projected building projects. It includes funding opportunities and an analysis of current academic structures. It is an evergreen document with periodic updates.

   d. **Administrative Services Master Plan**
      Professional and Continuing Education opportunities are identified in the Administrative Services Master Plan. Its components are focused on financial support for institutional needs.

   e. **Information Technology Master Plan**
      The Information Technology Master Plan is on a three-year cycle and has undergone three iterations. It was most recently revised in 2014. The focus of this document is on maintaining currency in institutional and instructional technology.
3. **Diversity Plan**  
The Diversity Plan challenges the Union County College community to continue to aggressively pursue the College’s longstanding commitment to diversity.

4. **Strategic Focus**  
The Strategic Focus is a series of broad statements 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.

5. **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 Strategic Focus in the college.

6. **Strategic Planning Advisory Committee**  
The Strategic Planning Advisory Committee is a Governance Committee that contributes to the development of the annual Matrix. It reviews the Matrix at specific steps in the planning process.

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.
Union County College Institutional Effectiveness Flow Chart

College-Wide Assessment

Mission

General Education Learning Outcomes (Institutional Learning Outcomes)

Program Learning Outcomes

Strategic Focus

Academic Assessment
Student Development Assessment
Business & Finance Assessment
Administrative Services Assessment

Master Plans

Graduation Rates
Graduation Raw Numbers
Course Completion Rates
Retention
Transfer Rates
Job Placement
Loan Default Rates

Key Performance Indicators (KPIs)

Strategic Planning Advisory Committee

Matrix

Assessment, Planning & Budgeting Cycle

Div./Dept. Plans

Curriculum, Planning & Development

Div./Dept. Goals
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 11 areas. Five 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. An early attempt by the educational community at quantifying assessment, they have become universal metrics by which outcomes are measured.

2. Academic Assessment (Appendix D)
Composed of three elements, including General Education Assessment, Program/Course Assessment, and Program Review, Academic Assessment at Union County College 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 Program Assessment Plans 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 Union County College programs, including both career and transfer programs. All Program Learning Outcomes are also revised accordingly in conjunction with the five-year program review. 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 Services Assessment (Appendix E)
Because institutional assessment goes further than assessing student learning, all services that support student achievement also engage in activities that help to determine their effectiveness.

4. Business and Finance Assessment (Appendix F)
This area of the institution oversees the financial stability of the institution. Both internal and external controls help to ensure our viability through fiscally responsible measures.

5. Administrative Services Assessment (Appendix G)
The non-credit side of Union County College continually assesses its effectiveness through a variety of approaches. This unit seeks to provide ongoing, lifelong, and continuing education experiences for the citizens of Union County.

6. Assessment, Planning, and Budget
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 attached flow chart shows, the lines between assessment, planning, and budgeting are portrayed in a circular manner (Appendix C). 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* – a governance committee that reviews academic standards pertaining to academic issues

2. *Curriculum Committee* – a governance committee responsible for reviewing and recommending to the faculty all course and program changes as well as new course and program development

3. *Developmental Education Committee* – a governance committee that reviews and recommends all policies and procedures regarding developmental education

4. *Distance Education Committee* – a governance committee that recommends policies and procedures governing distance education and ensures the integrity of distance offerings

5. *Elections Committee* – a governance committee that oversees all aspects of the governance elections process
6. **Experiential Education Advisory Committee** – a governance committee that 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.

7. **First Year Experience Committee** – a governance committee that develops programming and support systems that will aid students in their transition into the institution.

8. **Institutional Assessment Committee** – a governance committee that oversees academic and non-academic assessment through two sub-committees, Learning Outcomes Assessment and Non-academic Assessment.

9. **Overcoming Hatred & Creating Community Committee** – a governance committee that promotes and advocates for the value of diversity in individuals and 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.

10. **Professional Development Committee** – a governance committee that encourages professional development of the faculty and staff in order to ensure excellence in all areas of the College.

11. **Safety, Security, and Parking Committee** – a governance committee that reviews and monitors safety, security, and parking conditions on all campuses and makes recommendations for improving campus safety.

12. **Scholarship Committee** – a governance committee that reviews and evaluates essays written by scholarship applicants.

13. **Strategic Planning Advisory Committee** – a governance committee that contributes to the development of the annual planning Matrix and also participates in resource allocation.

14. **Student Services Committee** – a governance committee that 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**

1. **Mission/Goals**
   - Every ten years
2. **College wide assessment approaches**
   - Every five years
3. **Academic and Non-academic assessment approaches**
   - Ongoing and every seven years
4. **Strategic Plans**
   - Every three years

**Plan for Faculty and Staff Review of Assessments**

1. **Academic Assessment**
   - Annual Assessment Day

2/2018
Evidence of Changes Made as a Result of Assessment

1. College-wide Assessment Day reports
2. Department meeting minutes reflecting changes made and results of change
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 Needs Assessment (every 10 years)
A survey of the adult residents of Union County is undertaken every 10 years to identify their perceived higher education needs while assessing how well current College programs are meeting those needs. The results are also used to identify the need for new services. The Community Needs Assessment was administered in Fall 2013.

2. Community College Survey of Student Engagement (CCSSE) (every two years)
The CCSSE is administered in class 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 on benchmark data. Presentations of the results are made to the faculty, staff, and members of the Board of Trustees. Changes made as a result of these results are incorporated into area annual reports. The CCSSE was administered in Spring 2008, Spring 2011, Spring 2014, and is next scheduled for Spring 2016.

3. Student Satisfaction Inventory (SSI) (every two years)
A representative sample of students is surveyed in class to determine their perceptions of the Union County College experience. More specifically, the survey (a 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 Union County College?
Presentations of the results are made to the faculty, staff, 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, and is next scheduled for Fall 2016.

4. ETS Proficiency Profile (every two years)
This survey is administered to a sample of sophomores every two years. It evaluates critical thinking, reading, and math as well as a number of content areas. Responses of our students are compared to the responses of a cohort of students from community colleges that share, to some degree, our institutional characteristics. Presentations of the results are made to the faculty, staff, and members of the Board of Trustees. Changes made as a result of these results are incorporated into area annual reports. The Proficiency Profile was administered in Fall 2009, Fall 2013, and Spring 2015.

5. 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. The percentage of students who complete is presented to the faculty, staff, and members of the Board of Trustees. Changes made as a result of these results are incorporated into area annual reports.

6. 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.

7. Developmental Completion Rates in 1st College Gateway Course (annually)
On an annual basis, the completion rate of students who required developmental Reading, Writing, or Mathematics is compared to that of students who did not require developmental courses and enrolled in English Composition I, General Psychology, or in college level Algebra. The results are sent to the English and Mathematics Developmental Coordinators, who share this information with the faculty in the respective departments. In addition, presentations of the results are made to the faculty, staff, and members of the Board of Trustees. Changes made as a result of these results are incorporated into area annual reports.

8. 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 report. Presentations of the results are made to the faculty, staff, and members of the Board of Trustees. Changes made as a result of these results are incorporated into area annual reports.

9. 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 faculty, staff, and members of the Board of Trustees. Changes made as a result of these results are incorporated into area annual reports.

10. Graduate Survey (annually)
All graduates from the previous year are surveyed on an annual basis at a point nine months subsequent to 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
11. Employer Surveys (annually)
The survey instrument is designed to collect information about the expected competencies of Union County College 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 Union County College graduates in the future. Presentations of the results are made to the faculty, staff, and members of the Board of Trustees. Changes made as a result of these results are incorporated into area annual reports.

12. 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 faculty, staff, and members of the Board of Trustees. Changes made as a result of these results are incorporated into area annual reports.

13. Capacity Reports (daily, weekly, term)
Reports are generated daily and weekly that detail percentage of available seats that are filled at that point in time. These reports are used to identify what classes/sections need to be added or cancelled and also to evaluate the number and percentage of seats filled at the end of each term.

14. Data Books (annually)
These books, which are provided to the faculty at the beginning of each academic year, presently include the following major sections:

- Enrollment by program of study (five-year data)
- Enrollment by course and course prefix (five-year data)
- Retention by program (five-year data)
- Grade distributions – completion rates (previous academic year)
- College-wide enrollment and term profiles (at least five years)

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; (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; and (3) cohort comparison on the Proficiency Profile.
Appendix A: Mission

MISSION STATEMENT

MISSION

Union County College - Transforming Our Community One Student at a Time

Our Mission is guided by our commitment to empower students to achieve their goals by providing access to high quality and affordable higher education to the residents of Union County. As a comprehensive community college with a diverse student population, we provide career programs, transfer programs, developmental education, and lifelong-learning opportunities, with a focus on excellence in all that we do.

PHILOSOPHY

Union County College 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

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

VALUES

Union County College 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 County College Foundation to identify and generate additional resources. Regularly assess the linkage between budgeting and planning.
Appendix C: Assessment, Planning, Budgeting Cycle

AUGUST
President’s Staff Reviews:
- Year-end assessments
- Previous AY Matrix (11-12)
- Current AY Matrix (12-13)
- Future AY Matrix (13-14)

SEPTEMBER
- Review/Revise Current AY Dept Plans (12-13)
- Develop Future AY Dept Plans (13-14)

OCTOBER
- VPAA and Provosts review Future AY Dept Plans (13-14)
- Future AY Budget Request Package (13-14) by 9/28
- Depts Complete Budget Requests & link to Dept Plans and Matrix for Future AY (13-14) 10/1-10/12

MAY
- Depts conduct year-end assessment of Current AY Dept Plans (12-13)
- Depts Revise Future AY Dept Plans (14-15)

NOVEMBER
- Budget office prepares summary of FT positions and total budget 10/29-11/5
- Summaries sent to VPs by 11/15
- Future AY Budget Developed (13-14) 11/30 – 12/22

FEBRUARY
- VPAA and Provosts review mid-year assessment of current AY Dept Plans (12-13)

JANUARY
- Depts complete mid-year assessment of current AY Dept Plans (12-13)
- BOT Adopts Future AY Budget (13-14) 1/29/2013
## Appendix D: Academic Program Assessment Plan Template

<table>
<thead>
<tr>
<th>Academic Program:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Division:</td>
<td>Date of Implementation:</td>
</tr>
<tr>
<td>Program Assessor:</td>
<td>Date of Revision: (if applicable)</td>
</tr>
</tbody>
</table>

### Union County College Mission:
Union County College...Transforming Our Community One Student at a Time

“Our mission is guided by our commitment to empower students to achieve their goals by providing access to high quality and affordable higher education to the residents of Union County. As a comprehensive community college with a diverse student population, we provide career programs, transfer programs, developmental education, and lifelong-learning opportunities, with a focus on excellence in all that we do.”

Briefly describe how this program supports Union County College’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 E: Student Services Assessment Plan Template

PART I – DEPARTMENT INFORMATION

<table>
<thead>
<tr>
<th>Department:</th>
<th>Date Submitted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact:</td>
<td>Phone:</td>
</tr>
</tbody>
</table>

Email:        

PART II – MISSION AND PURPOSE

Union County College Mission: Union County College - Transforming Our Community One Student at a Time

“Our mission is guided by our commitment to empower students to achieve their goals by providing access to high quality and affordable higher education to the residents of Union County. As a comprehensive community college with a diverse student population, we provide career programs, transfer programs, developmental education, and lifelong-learning opportunities, with a focus on excellence in all that we do.”

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)
<table>
<thead>
<tr>
<th><strong>Student Learning Outcome #</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Activity:</strong></td>
</tr>
<tr>
<td><strong>Assessment Methods/Procedures:</strong></td>
</tr>
<tr>
<td><strong>Timeline:</strong></td>
</tr>
<tr>
<td><strong>Results:</strong></td>
</tr>
<tr>
<td><strong>Changes:</strong></td>
</tr>
<tr>
<td><strong>Closing the Loop:</strong></td>
</tr>
</tbody>
</table>

**PART VI – INFORMATION SHARING**

| **Sharing Results:** | *How and with whom will the department share its results and changes?* |
Appendix F: Business and Finance Assessment Plan Template

PART I – DEPARTMENT INFORMATION

<table>
<thead>
<tr>
<th>Department:</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
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<tr>
<td>Email:</td>
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<td></td>
<td></td>
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</tbody>
</table>

PART II – MISSION AND PURPOSE

**Union County College Mission:**  Union County College - Transforming Our Community One Student at a Time

“Our mission is guided by our commitment to empower students to achieve their goals by providing access to high quality and affordable higher education to the residents of Union County. As a comprehensive community college with a diverse student population, we provide career programs, transfer programs, developmental education, and lifelong-learning opportunities, with a focus on excellence in all that we do.”

**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)

<table>
<thead>
<tr>
<th>Outcome Activity</th>
<th>Assessment Methods/Procedures</th>
<th>Timeline</th>
<th>Results</th>
<th>Changes: (based on results)</th>
<th>Closing the Loop: (reassessing)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Clearly describe the opportunities that are provided for this activity/service to happen.

How will this outcome be measured? How will data be collected?

Clearly state by when the activity/service will occur.

FY 2014: insert 2014 results here

What changes, if any, will be made based on the results data? (To be completed at the end of the year).

Were the changes made effective? (To be completed at the end of the next year).
### Outcome #

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

### PART VI – INFORMATION SHARING

| **Sharing Results:** | How and with whom will the department share its results and changes? |
Appendix G: Administrative Services Assessment Plan Template

PART I – DEPARTMENT INFORMATION

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PART II – MISSION AND PURPOSE

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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

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

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