

Commonwealth University (CU)
Year-end Summary
Academic Program Assessment Committee
2025-26

The Committee – Working Group – Commission Year-end Summary provides a high-level review of the group’s activities or initiatives during the year, outcomes of the group’s efforts, and proposed actions or recommendations. Please provide responses to the following prompts and submit by May 31.

1. State the purpose of the group (1-2 sentences).

The Academic Program Assessment Committee is responsible for providing oversight and support of assessment processes to ensure disciplined self-assessment of institutional effectiveness in academic programs and help the University share and utilize assessment data for decision making, resource allocation, and improvement.

2. Briefly summarize the key activities or initiatives implemented during the academic or fiscal year.

In collaboration with the OIE staff and the Faculty Assessment Liaison, the committee has provided insight or support for numerous academic program assessment initiatives. Those academic program assessment activities for 2025-26 include the following:

- Approved the recommendation to move the annual report Program Assessment Report (PAR) deadline to September 30, with faculty submitting data to assessment coordinators by May 31 to improve alignment of data collection, analysis, and reporting timelines
- Reviewed the Academic Program Assessment Summary Report 2024-25 Draft (Appendix A) and supported efforts to address identified strengths and opportunities for improvement
- Reviewed and provided input on revisions to the PAR process and materials during the Fall 2025 and Spring 2026 semesters, informed by MSCHE self-study recommendations, consultant feedback, and ongoing enhancements in Nuventive
- Contributed to updates of key assessment resources, including the PAR-Nuventive User Guide (2026), PAR Rubric (Spring 2026), and Nuventive platform screens
- Collaborated with Nuventive to pilot and provide feedback on emerging AI-supported features within the platform
- Reviewed and provided input on the MSCHE Supplemental Information Report prior to the March 2 submission and supported outreach efforts to gather assessment examples
- Expanded professional development opportunities through a summer workshop series in addition to fall and spring sessions
- Partnered with the Center for Teaching and Learning to promote assessment-related professional development
- Reviewed and supported enhancements to the Program Review and Program Goals modules within Nuventive, including improvements to the user interface to support usability and alignment

- Reviewed and supported updates to the assessment and program assessment webpages, including program review materials and supporting documentation
- Assisted with audits of webpages and Nuventive to improve alignment of SLOs across platforms and strengthen the clarity and measurability of outcome language
- Facilitated small group and one-on-one consultations between the faculty assessment liaison and program assessment coordinators to support use of Nuventive, strengthen assessment planning, and improve processes
- Recognized faculty through the CTL awards

3. Describe the 3-5 most important outcomes the group accomplished this year.

The feedback from the committee and collaborative efforts resulted in the following outcomes:

- Improved quality and consistency of academic program assessment plans through enhancements to the Nuventive platform, revised guidance materials (PAR User Guide, rubric, and system updates), and initial piloting of AI-supported tools to support future improvements in plan development
- Increased faculty engagement and participation in assessment processes, evidenced by growth in PAR submissions across all program levels and improved submission rates over the course of the academic year, along with expanded involvement in workshops and consultations
- Strengthened faculty capacity to conduct meaningful assessment and program review, supported by targeted professional development, including six assessment workshops, a program review orientation session, and ongoing individualized support
- Enhanced alignment and transparency of SLOs across institutional platforms, including Nuventive and assessment webpages
- Demonstrated improved assessment documentation and compliance efforts through submission of the MSCHE Supplemental Information Report, reflecting strengthened institutional assessment practices

4. Offer 3-5 of the most influential recommendations that would advance the group's efforts to achieve its purpose.

Recommendations include:

- Continue to recognize programs and faculty who demonstrate strong assessment practices to encourage continued engagement and share effective approaches
- Continue to offer and expand professional development opportunities focused on strengthening assessment practices and use of results
- Review and address any recommendations or feedback provided by MSCHE once received, including identifying needed changes to assessment processes, documentation, or support
- Continue refining assessment processes and tools within Nuventive, including further development and evaluation of new features, such as the AI assistant, and guidance materials
- Restructure the committee following the confirmation of the new college structure beginning in 2026-27

5. Indicate which, if any, of the recommendations require additional resources or must be elevated to executive leadership for assistance with implementation.

As it relates to additional resources, the following recommendations may require financial support:

- Professional development offerings (e.g., workshops, materials, or external support)

Appendices:

A. Academic Program Assessment Summary Report 2024-25

All other materials are available on the [assessment webpage](#) under annual reports or program reviews or [program assessment webpage](#), including:

- PAR-Nuventive User Guide (Spring 2026)
- Academic Program Assessment Rubric (Spring 2026)
- Assessment sessions for the March 2026 Academic Program Assessment Session and the Academic Program Review Session – April 26

2024-25 Academic Programs Assessment Summary

1. Introduction

The 2024-25 academic year marked the second full cycle of Commonwealth University's (CU's) annual report program assessment review (PAR) process for academic programs. The annual report PAR process is a systematic, faculty-led model that follows the typical assessment cycle, plan-do-evaluate. The assessment process is embedded within the university's operations and supported by the Nuventive Solutions Premier platform. Oversight by the faculty assessment liaison, the office of institutional effectiveness (OIE), and the academic program assessment committee ensures that assessment processes are consistently shared and applied, emphasizing that results inform decisions to strengthen student learning and program effectiveness.

The 2024-25 cycle reflects both sustainability and improvement. The September 15 submission deadline aligned assessment with the academic year, enabling programs to incorporate spring results and analysis over the summer prior to reporting, while the process itself was revised in response to feedback from faculty, assessment leaders, academic administrators, an external consultant, and the MSCHE visiting team. The resulting developments demonstrate CU's maturing culture of evidence-based improvement and its sustained commitment to using assessment results to enhance educational quality and student achievement across all programs.

2. Summary of Changes and Improvements

The 2024-25 cycle introduced refinements to emphasize best practices and faculty engagement across all stages of the PAR process. Some adjustments evolved from institutional reflection and external feedback to reinforce best practices.

Key institutional and process improvements included:

- **Revised PAR Rubric and User Guide:** The updated rubric and guide build on established best practices and make expectations clearer for faculty. The revisions emphasize how to write strong, measurable student learning objectives (SLOs), use multiple and meaningful assessments for each objective (including at least one direct measure), define clear performance standards, and connect results to specific actions for improvement. This guidance makes it easier for programs to show how assessment results lead to changes that enhance student learning.
- **Enhanced Technology Supports:** Working with Nuventive, CU improved the platform to make reporting simpler and more consistent. New dropdown menus help faculty select assessment methods quickly, pop-up reminders share tips and examples, and dashboard updates make it easy to see report status and rubric scores in real time. These changes streamline the process and assist faculty in using data more effectively to inform their decisions.
- **Expanded Professional Development and Mentoring:** Professional development has been a major focus in strengthening CU's culture of assessment prior to and since the MSCHE team visit. The faculty assessment liaison, OIE, and an external consultant collaborated to provide workshops and individual mentoring throughout 2024-25. Key activities included:

- **October and April Sessions:** Focused on responding to 2023-24 year-end reporting, MSCHE feedback, and external consultant recommendations.
- **Summer 2025 Series (Four Sessions):** Covered essential topics such as introducing the process to new assessment coordinators, writing strong PSLOs, selecting appropriate assessment methods, setting clear performance expectations, and using results for improvement planning.
- **September 2 Workshop:** Concluded the series with practical advice and supporting exemplar materials to assist in completing effective annual report PARs.

Faculty mentoring continues year-round to provide individualized guidance. In addition, an external review of CU’s assessment process (May 2025) helped shape the summer sessions and reinforced the use of effective assessment practices.

- **Alignment and Review of PSLOs:** In partnership with the University Curriculum Committee (UCC), academic programs began reviewing their PSLOs to ensure each one follows CU’s standard SLO equation (i.e., action verb + knowledge/skill/disposition + context). This review supports clear, consistent, and measurable objectives across all programs.
- **Public Disclosure:** A review of academic program webpages confirmed that PSLOs are publicly posted and current, reinforcing CU’s commitment to transparency and compliance with MSCHE and HEOA expectations.

Collectively, these refinements improved usability, strengthened faculty understanding of assessment expectations, and enhanced documentation of how results are analyzed and applied to improve student learning. They demonstrate CU’s sustained commitment to continuous improvement through a unified, data-informed assessment system that supports faculty professional development, engagement, and institutional accountability.

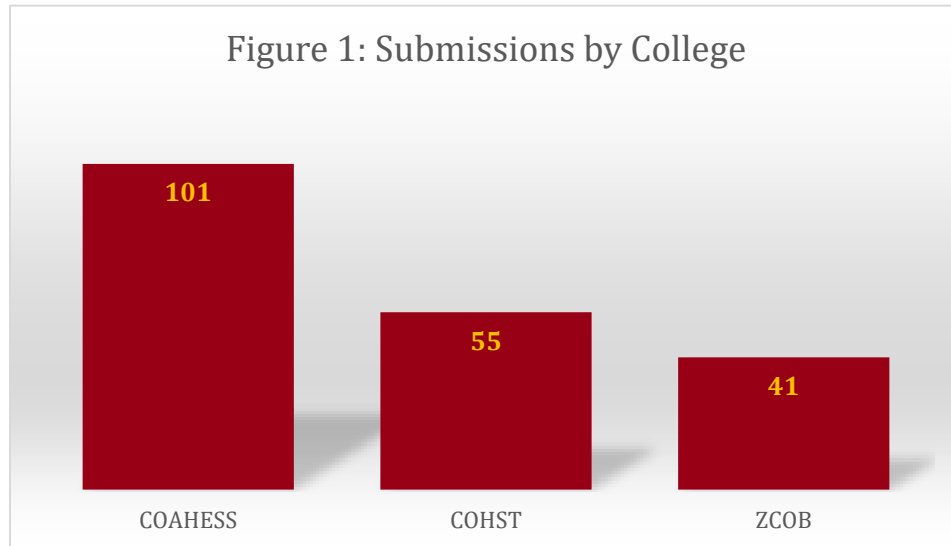
3. Assessment Process and Participation Overview

CU’s 2024-25 assessment cycle marks the second year of the unified university-wide assessment process and reflects strong and sustained institutional engagement. A total of 197 submissions were received, including majors, minors, concentrations, and certificates, for an overall submission rate of 71.1% (see Table 1). Some submissions were integrated into core program reports and scored collectively (e.g., Sports Management MS core and two concentrations in one PAR), resulting in 188 total rubric scores rather than a one-to-one correspondence with total submissions. The total rubric scores represent the totals in Figures 2-11.

Program Type	Submissions	Eligible Programs*	Percent Submitted
Certificate	10	15	66.7%
Concentration	81	114	71.1%
Core	71	75	94.7%
Minor	35	73	47.9%
Grand Total	197	277	71.1%

*Eligible programs include those approved as part of the program array at the beginning of the assessment cycle or those with sufficient student enrollment to generate assessment data. In some cases, no students were enrolled in the courses or experiences designated for program assessment. New programs and programs placed in moratorium without enrolled students are also exempt.

The number of submissions by academic college is listed below in Figure 1. All colleges include a mix of undergraduate and graduate programs as well as minors and certificates.



Submission rates among core programs remained strong and increased in 2024-25, rising to 94.7% (71 of 75) compared with 85.5% in 2023-24, with four programs still working on materials as of this reporting date (12/19/25). The number of eligible programs also grew as CU expanded its program array, naturally enlarging the reporting pool and contributing to the higher total number of submissions. Although the shift from a May to September submission timeline shortened the window for individualized follow up and mentoring, programs continued to demonstrate engagement and efforts toward meeting expectations with ongoing follow up to increase submissions.

Reporting for concentrations also improved, increasing from 62.7% (74 of 118) in 2023-24 to 71.1% (81 of 114) in 2024-25. Certificate participation rose substantially — from 25.0% (4 of 16) to 66.7% (10 of 15). Minor program submissions remained constant in total number but decreased proportionally — from 53.0% (35 of 66) to 47.9% (35 of 73) — as programs prioritized implementing core assessment processes before expanding to concentrations, minors, and certificates, consistent with the MSCHE visiting team guidance.

Overall, CU maintained a strong level of participation during the second year of the unified assessment process. This represents both growth in reporting volume and sustained faculty engagement despite an increase in eligible programs and a shorter runway for follow up. The faculty assessment liaison and OIE continue to provide mentoring, workshops, feedback, and individualized support to strengthen faculty familiarity with the process and position programs for continued success in assessment in the current and future years.

4. Rubric Results and Observations

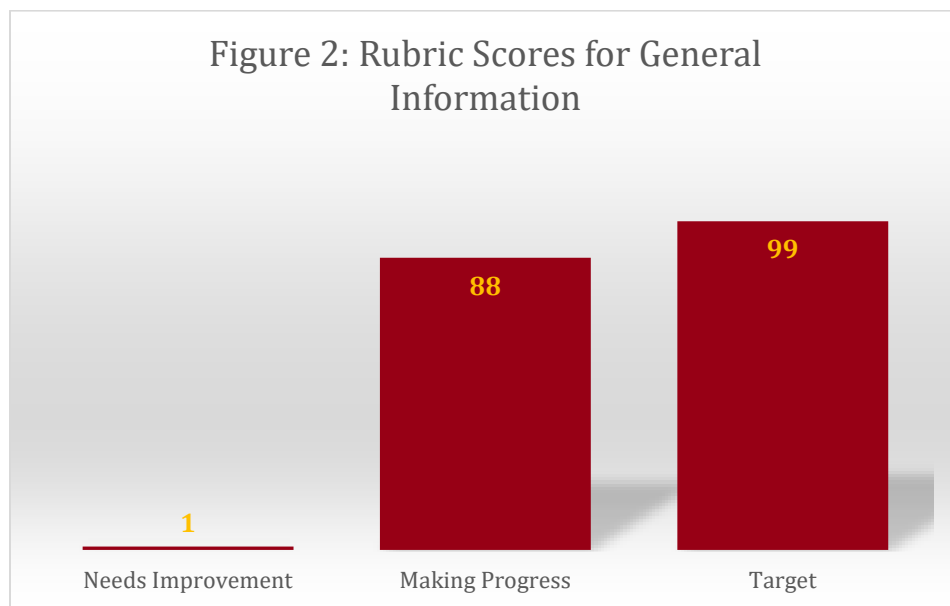
The 2024-25 rubric results reflect steady progress and faculty engagement in CU's assessment process. Programs performed particularly well in mapping and alignment, demonstrating clear connections between PSLOs and institutional goals. Consistency also improved in documenting performance criteria and data collection practices. While improvements occurred in all report

categories, opportunities remain in areas such as assessment methods, interpretation of results, and use of findings to inform improvement, though average scores remain solidly within the “making progress” range. Overall, the results indicate a strengthening assessment culture, with continued growth in the depth and quality of analysis across programs.

General Information – Average Score: 2.52 (Making Progress)

Each annual report PAR, completed through the Nuventive platform, begins with a General Information section that captures key contextual details for each program, including the college, department, assessment coordinator, program type, delivery method(s), and a brief program description. Collecting this foundational information supports future analysis and allows CU to sort and examine assessment results in aggregate, such as by degree level or instructional modality. Faculty were asked to review, revise, or enter (if previously incomplete) a short overview highlighting each program’s unique features or innovative pedagogy.

During the 2024-25 assessment cycle, programs provided comprehensive and accurate foundational details. Nearly all submissions included updated program descriptions, delivery modes, and credential information, reflecting improved consistency and attention to data quality compared to the prior year. Minor omissions, such as missing the current assessment coordinator’s name or other selected fields, were noted in the review comments as reminders for coordinators to verify and update these fields in future submission cycles. These omissions represent the 88 programs with ratings of “making progress.” Distributions of scores appear in Figure 2.



Program Student Learning Objectives (PSLOs) – Average Score: 2.39 (Making Progress)

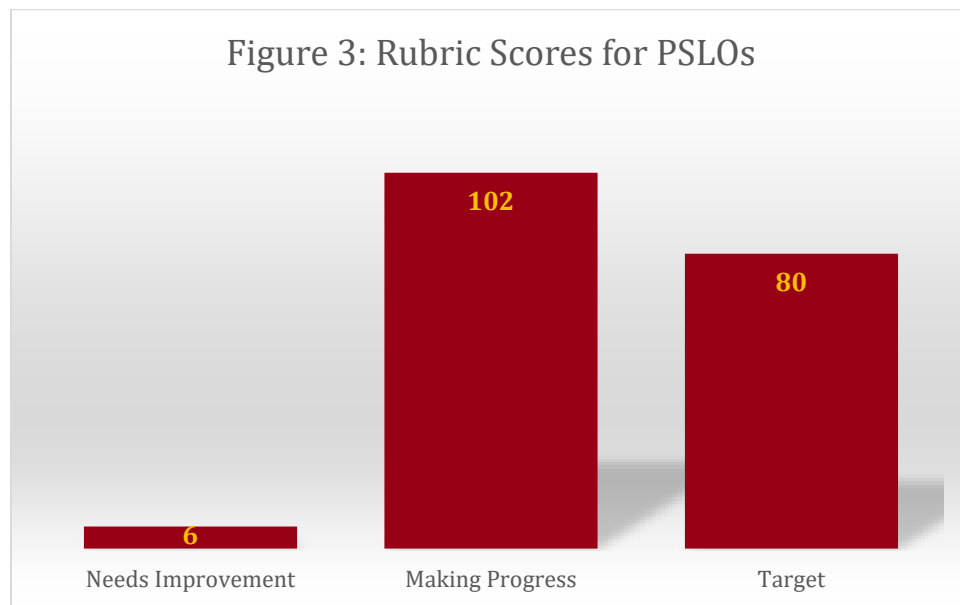
Under the PSLO assessment tab in Nuventive, faculty are asked to review and, if needed, revise each program’s SLOs. This process includes verifying the PSLO name, full statement, and status. Each PSLO should follow SMART principles—specific, measurable, achievable, relevant, and time-bound—and clearly describe what students should know or be able to do upon completing the program. CU’s standard SLO structure (action verb + knowledge/skill/disposition + context) guides this work and is reinforced through the prompt:

“Upon successful completion of this program, students will be able to...”

Prior to the September PAR submissions, faculty engaged in training provided by an external consultant, the faculty assessment liaison, and OIE. This early guidance helped many programs begin improving the clarity and measurability of their PSLOs. However, some PSLOs continued to be overly broad, combine multiple competencies, or lack measurability. As part of the PSLO alignment initiative with UCC, programs were encouraged to ensure that:

- SLOs are written as single, measurable competencies aligned with Bloom’s Taxonomy.
- Published PSLOs are consistent across Nuventive, program webpages, and approved curricular documents, meeting CU’s standards for clarity, measurability, and public transparency.

Following the September submission, PARs were scored, and the majority of programs were placed in the “making progress” category as shown in Figure 3. Most often, PSLOs required minor rewording or reconciliation across locations and platforms. In response, the faculty assessment liaison, OIE, and the deans’ offices provided more individualized mentoring and follow-up support. This one-on-one guidance led to 141 revisions in fall 2025 and improved alignment of PSLOs in Nuventive, on program webpages, and in UCC-approved documents.



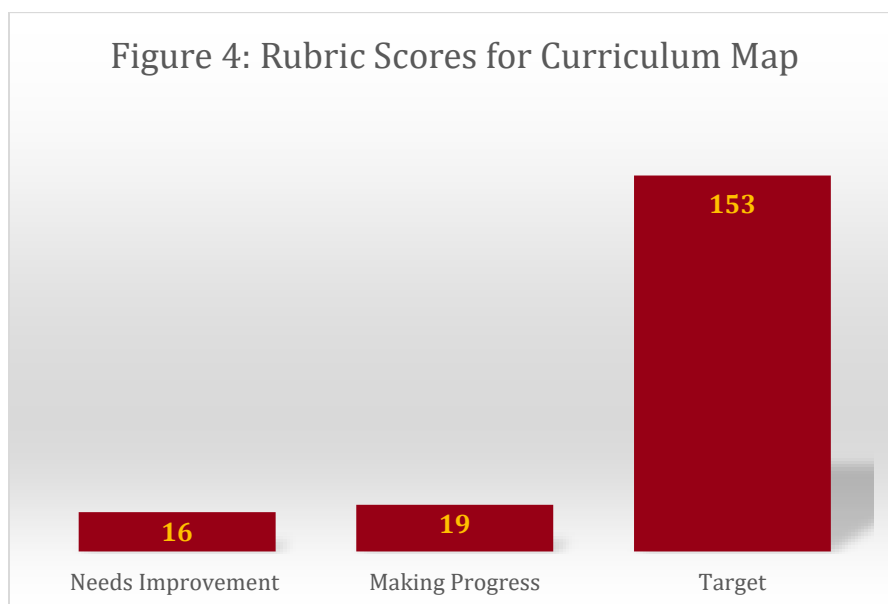
To streamline this process, UCC also provided guidance on using the small changes form to expedite approval of revised PSLOs, enabling programs to more efficiently update and strengthen their published outcomes.

Ongoing attention to writing clear and measurable PSLOs will continue to strengthen CU’s assessment process and ensure that programs communicate effectively what students should know and be able to do upon program completion.

Curriculum Map – Average Score: 2.73 (Making Progress)

Curriculum mapping that supports purposeful learning progressions continues to be a major strength across the university. Each program maps its PSLOs to the courses or learning experiences in which they are taught and assessed. Faculty identify where each outcome is introduced (I), reinforced (R), or mastered (M), as appropriate, to show how learning builds throughout the curriculum. Every PSLO is expected to connect to at least one course or learning activity (e.g., internships, clinicals, etc.), ensuring that all PSLOs are intentionally supported within the program design.

The majority of programs submitted appropriate curriculum maps that illustrate a clear progression of student learning across courses and experiences as shown in Figure 4. These maps reflect faculty’s strong familiarity with curriculum mapping expectations and understanding of how PSLOs build and reinforce one another throughout the program.



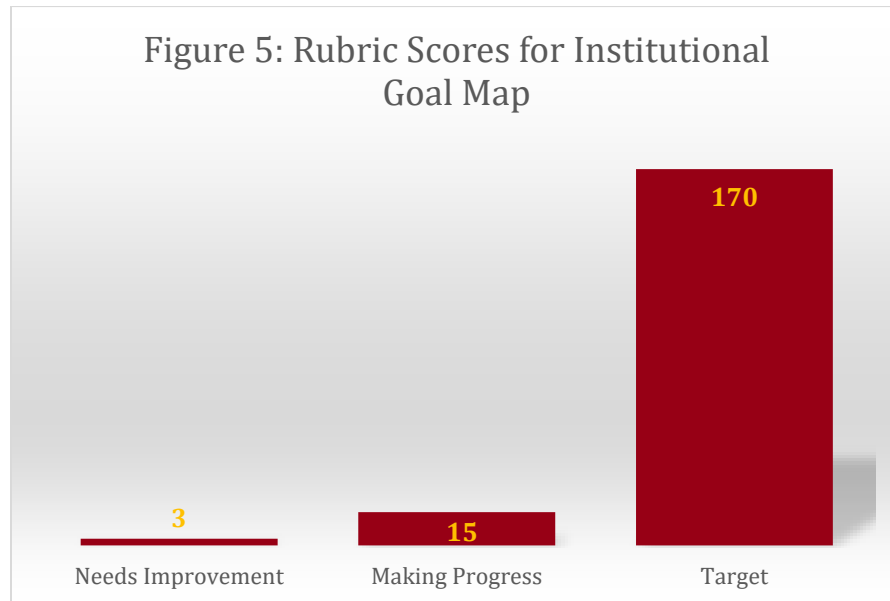
In some cases, programs did not fully indicate where outcomes are introduced, reinforced, or mastered (I/R/M). In many instances, these omissions appeared to be minor oversights; in others, they may be appropriate given the program’s structure, degree level, or the way PSLOs are distributed across the curriculum. A few maps also required clarification to ensure full alignment between the curriculum map and the corresponding assessment plan.

Ongoing mentoring will continue to emphasize the importance of mapping all PSLOs, identifying progression from introduction through mastery, and maintaining consistency among Nuventive entries and course-level assessments. Strengthening these connections will enhance the reliability of assessment data and ensure a coherent progression of learning throughout each program.

Institutional Goal Map – Average Score: 2.89 (Making Progress)

Institutional goal mapping illustrates how each PSLO aligns with CU’s General Education (GE) learning goals and institutional PSLOs. This area remained the highest-scoring component of the 2024-25 assessment cycle, with strong results directly tied to the clear alignment between PSLOs and university-wide learning goals (see Figure 5). Programs consistently demonstrated

how their PSLOs support CU's GE learning goals, reinforcing coherence across academic programs and confirming that institutional priorities are effectively embedded in program design and assessment.



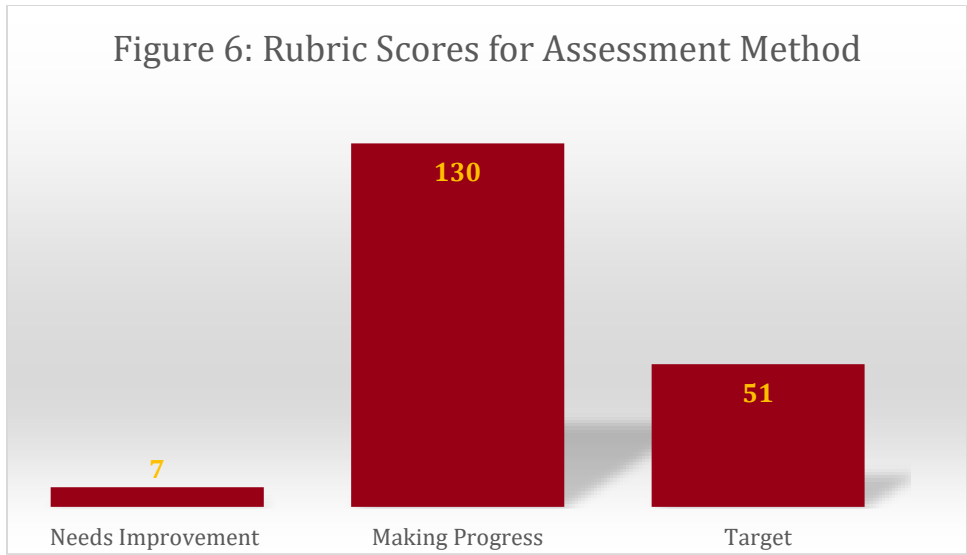
A few programs will revisit their mappings as PSLOs are refined to ensure they remain accurately aligned. Continued monitoring and mentoring will help sustain this strength and keep program-to-institutional alignment both comprehensive and current.

Assessment Method – Average Score: 2.23 (Making Progress)

Programs are expected to use multiple measures to assess student learning, including at least one direct measure per PSLO (e.g., exam, project, presentation, or portfolio). Supporting documentation, such as assignments, rubrics, or sample prompts, should be uploaded in Nuventive to ensure transparency and consistency.

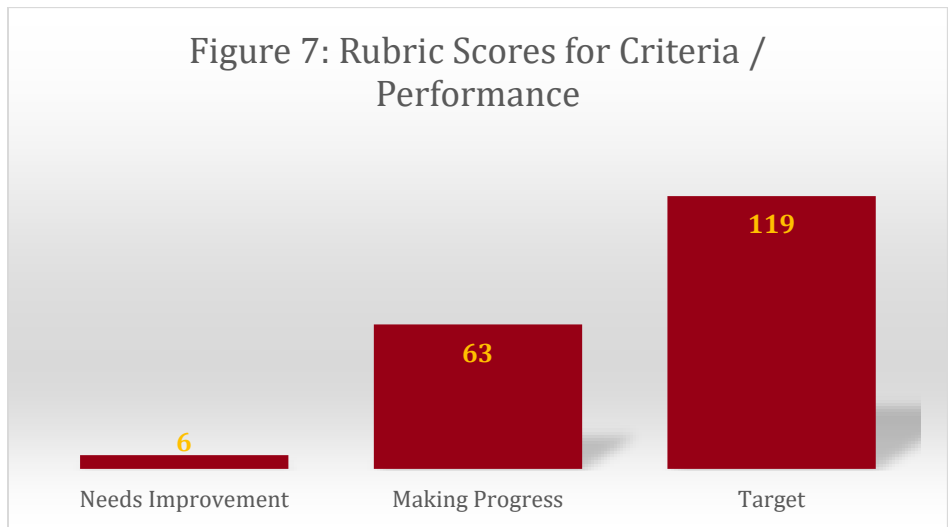
Assessment methods continued to improve in 2024-25. Nearly all programs identified at least one direct measure for each PSLO, and many incorporated multiple methods from different points in the curriculum to capture student learning over time. A few faculty also incorporated indirect measures, such as surveys or reflections, as complementary evidence to help contextualize direct results. This broader range of evidence reflects increasing faculty acumen and consistency in designing and aligning assessment strategies.

Rubric deductions most often occurred when programs relied on a single measure and/or omitted uploads of related assessment materials, which is the primary reason for the majority of programs in the “making progress” category in Figure 6. Though very infrequent, a few programs used generalized indicators, such as course grades or GPAs, as proxies for direct evidence for selected PSLOs. Mentoring and training sessions continued to emphasize how to address these opportunities for improvement.



Performance Target – Average Score: 2.60 (Making Progress)

Each program’s criteria/performance target should include a clear description and justification for the chosen benchmark, supported by defensible standards such as institutional expectations, accreditation requirements, disciplinary norms, or historical student performance data. Figure 7 shows ratings with the majority (n=119) of programs meeting these expectations.

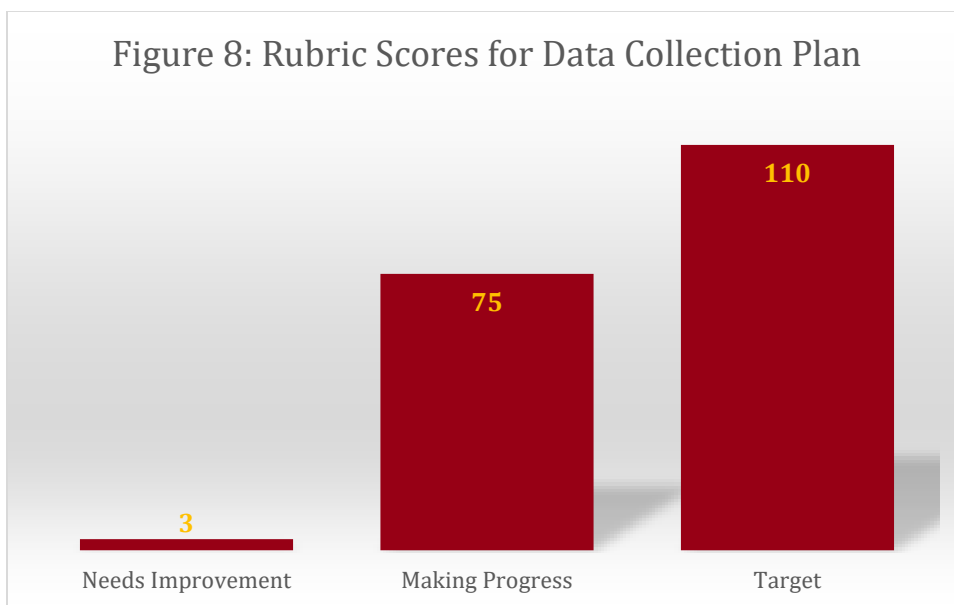


In 2024-25, the majority of programs defined measurable benchmarks and thresholds for success, most often setting performance targets in the 70-85 percent range. While this reflects consistent application of assessment expectations, lower scores occurred when benchmarks were listed without sufficient detail. Mentoring and training will continue to emphasize the importance of defining both the performance criterion (e.g., “students will score 3 of 4 on the rubric” or “achieve 80 percent or higher on key exam items”) and the target level of student achievement (e.g., percent of students expected to perform at or above proficiency if not 100%), while also documenting the rationale behind these choices. Future guidance will help programs better align benchmarks with historical data, accreditation standards, and disciplinary expectations to strengthen validity and consistency across reporting cycles.

Data Collection Plan – Average Score: 2.57 (Making Progress)

The data collection plan should describe how assessment data are gathered and managed, including who participates in the assessment, when it occurs, how often it is conducted, and how results are reviewed.

Although data collection has long been part of the legacy institutions' assessment expectations — and of CU's since inception — 2024-25 marked the first year it was evaluated as a distinct rubric category, underscoring the importance of documenting assessment processes in sufficient detail to be replicable by new faculty or assessment coordinators. Figure 8 shows the distribution of ratings, with the majority of programs meeting the target. Most programs clearly indicated when assessments occur — typically by semester or academic year — but fewer provided full detail about the context or implementation. Missing elements often included identifying the specific course or learning activity where assessment takes place, the baseline year for comparison, or the approaches for collecting and reviewing results.

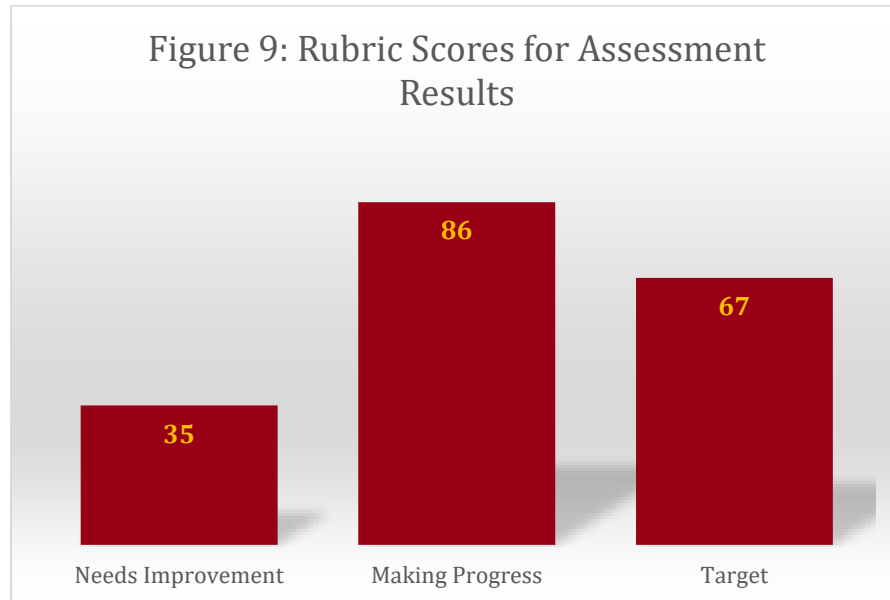


To strengthen this component, programs are encouraged to document not only timing but also the structure of their data-collection process, where and how evidence is gathered, who oversees the process, and how results are shared. Mentoring and training continue to emphasize including these operational details in Nuventive to promote consistency, transparency, and continuity across assessment cycles. Establishing clear baselines and well-documented procedures improves the reliability of results and ensures sustainable assessment practices across all programs.

Assessment Results – Average Score: 2.17 (Making Progress)

Programs are expected to report complete assessment results for each PSLO, including the reporting period, indication of whether students met the performance target, analysis of results, and the number of students assessed and meeting the criterion. Programs may also upload supporting data or documentation (e.g., spreadsheets, charts, or summaries) to substantiate their findings.

In 2024-25, most programs reported results consistent with their established performance benchmarks demonstrating continued engagement and adherence to CU's assessment expectations. However, the depth of analysis and interpretation varied across reports. Some summaries presented numerical results without explaining what the data revealed about student learning or the possible factors influencing outcomes. Figure 9 shows the distribution of ratings.



Programs earning higher rubric scores provided clear, well-developed analyses that interpreted results in meaningful ways, identifying areas of strength, patterns in student achievement, or specific concepts needing additional attention. Mentoring and training emphasized the importance of including this level of reflection and connecting results to evidence-based discussions of student learning. Strengthening the analytical component of reporting will enhance the usefulness of assessment data, provide richer insights into student performance, and demonstrate CU's ongoing commitment to meaningful, data-informed improvement.

Based on summary data housed in the Nuventive dashboards, 881 course-level assessment results were reported in 2024-25, yielding an overall success rate of 90.7% meeting target (see Table 2). When aggregating student-level data, CU programs assessed 39,390 students, with 34,549 meeting expectations, resulting in 87.7% of students performing at or above the designated proficiency level.

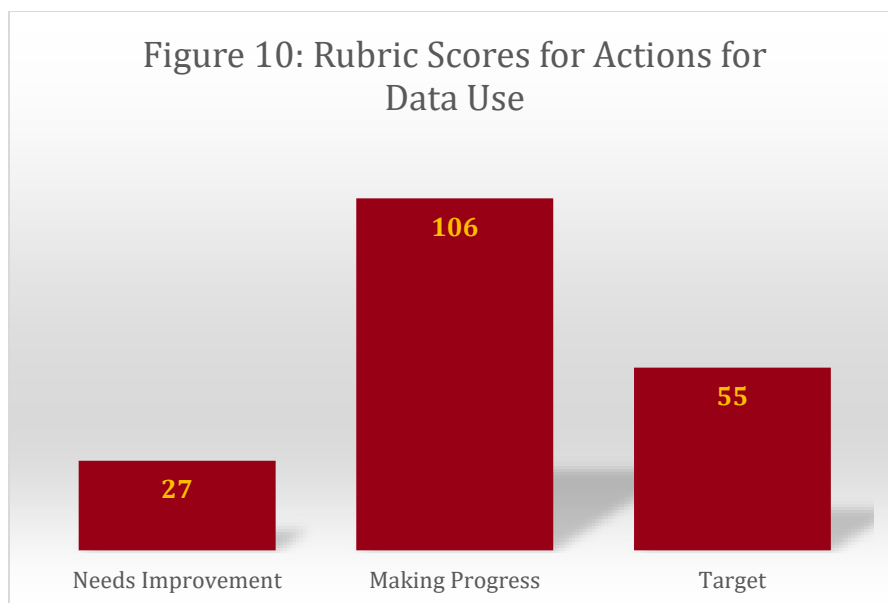
Table 2: Overall Results of Student Performance							
	Student Learning Objectives	Assessment Methods	Results	Percent of Results with 'Criterion / Performance Target Met'	Students Assessed	Students Meeting	Percent Meeting
CU	1,212	1,732	881	90.7%	39,390	34,549	87.7%
COHST	414	699	381	90.0%	11,153	9,675	86.7%
COAHES	581	758	305	89.8%	17,535	15,352	87.6%
ZCOB	217	275	195	93.3%	10,702	9,522	89.0%

Actions for Use of Data – Average Score: 2.15 (Making Progress)

Programs are expected to describe how they use assessment results for each PSLO, whether targets were met or not, to improve student learning or strengthen other aspects of the program. This includes specifying when, where, how, and what actions will be taken, as well as providing an update on prior-year actions to demonstrate what was actually implemented as a result of assessment findings. Documenting both the outcomes of prior actions and plans for the upcoming cycle is essential to showing how assessment drives continuous improvement.

In 2024-25, more programs provided detailed updates on prior-year actions, explaining how earlier plans were carried out and what impact they had. Many of these actions focused on refining assessment practices, such as revising PSLOs, enhancing rubrics, and improving data collection, but an increasing number also targeted direct improvements in student learning. Examples included expanding formative assessment opportunities and draft-and-feedback cycles; strengthening instructional clarity through revised assignments, guided examples, and supplemental instructional materials; integrating culturally responsive and applied case studies; enhancing research and technology skill development; and adjusting course sequencing, prerequisites, or instructional emphasis where assessments revealed gaps. These efforts demonstrate meaningful progress in using assessment data to inform both teaching and learning.

Programs also continued to document new actions based on the current year’s findings. Those earning higher rubric scores clearly connected results to specific curricular or instructional improvements, while others described future plans in more general terms. Figure 10 shows ratings on actions for use of data, indicating that the majority is “making progress” but could improve in one or more aspect of this category. Some reports remained limited, noting “no new actions” or “benchmark met/no changes needed.” While such responses confirm achievement of performance targets, they reduce opportunities to demonstrate how results are used to strengthen learning and program quality.



Overall, growth was evident in both the documentation of prior-year actions and the development of new plans for improvement. Continued mentoring and training will emphasize articulating follow-up actions for all outcomes, even when benchmarks are met, and documenting the implementation and impact of the prior year's actions. This sustained focus on reflection, application, and follow through continues to strengthen CU's culture of evidence-based improvement in teaching, learning, and assessment.

Annual Summary and Action Plan – Average Score: 2.27 (Making Progress)

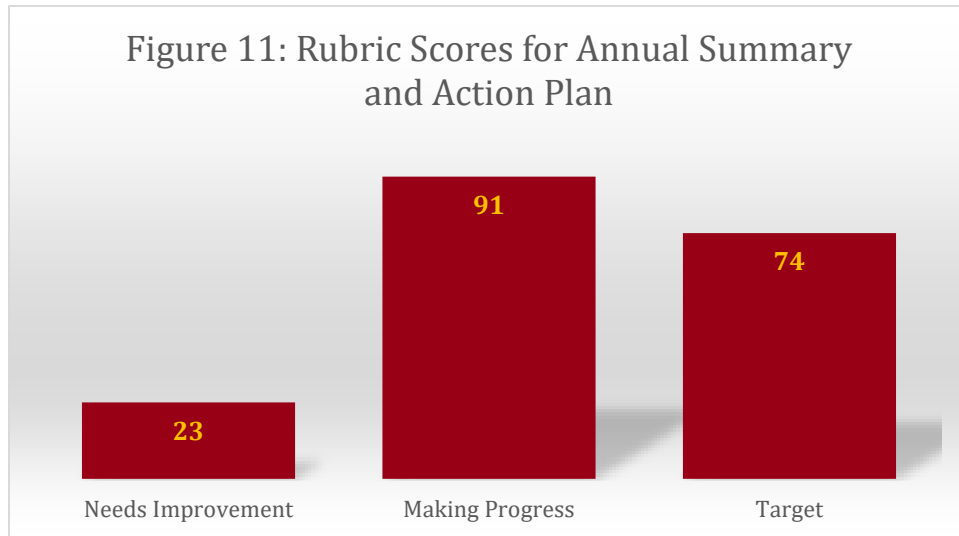
Programs are asked to provide a comprehensive narrative summarizing program data and trends for CU and its locations, identifying key strengths and weaknesses, assessing the adequacy of personnel, physical, technological, and financial resources, and outlining an action plan to improve program outcomes, student learning, and assessment practices for the coming year.

In 2024-25, programs demonstrated growth in the depth and quality of these narratives. Many used institutional and external data sources, such as institutional research dashboards or labor market data, to analyze trends and contextualize performance. This section increasingly served as a space for programs to synthesize findings, reflect on results, and identify targeted actions for improvement.

Programs that earned higher rubric scores provided clear, data-informed analyses that connected trends to identified strengths and challenges, evaluated resource sufficiency, and articulated specific, actionable plans for improvement. Submissions integrated learning outcomes with additional program outcomes such as enrollment, retention, or student success data to support decision-making. Exemplary narratives tied assessment findings directly to curricular revisions, instructional enhancements, faculty professional development, or resource requests, demonstrating an evidence-based approach to program planning.

While progress was evident, Figure 11 indicates room for growth. The depth of reflection and degree of alignment to PSLOs and overall program outcomes still varied. Comments were provided in the rubric feedback to guide areas in which deeper analysis and reflection may

occur. Ongoing mentoring and training will continue to help programs incorporate trend data, where available, strengthen connections between assessment results and action planning, and ensure that improvement strategies clearly link to enhancing student learning and program effectiveness.



5. Conclusion

CU's 2024-25 PAR results reflect measurable progress toward a culture of assessment. The average overall rubric score of 2.44 places programs solidly between *Making Progress* and *Target*, continuing the upward trend observed since implementation of the PAR process and ongoing mentoring. Strengths are most evident in curriculum mapping, institutional-goal alignment, and the data collection plan across programs.

Areas for ongoing improvement include deepening the analysis of assessment results, providing clearer documentation of data-collection details, and articulating explicit links between findings and actions to improve student learning. Faculty training, individualized mentoring, and use of dashboards have contributed to steady gains in reporting quality and reflective analysis. The cycle demonstrates CU's sustained commitment to continuous improvement.