

Institutional Effectiveness Plan

Part I: Introduction

Purpose

Institutional effectiveness is a systematic, ongoing process used to advance mission and goals and measure institutional performance. An institutional effectiveness plan provides sustainable, systematic practices and processes to integrate planning, assessment, and continuous improvement activities to facilitate data-informed decision making, policy development, budgeting, and institutional improvement and renewal. The institutional effectiveness plan serves as a foundation for determining what to evaluate and against what performance expectations.

Assessment

Assessment includes processes and tools designed to collect data from various sources to compare actual performance with defined expectations. Assessment assists in gauging progress toward stated goals to determine how well the institution meets those expectations. Assessment data can help identify needed change to increase effectiveness.

Accreditation

Institutional and specialized accreditors require that institutions plan, assess, and continuously improve all aspects of institutional operations and student learning. Demonstrating institutional effectiveness is necessary for meeting the accreditation standards and criteria. Commonwealth University's (CU's) institutional accreditor, the Middle States Commission on Higher Education (MSCHE), has seven Standards for Accreditation, each of which embed assessment and data-informed decision making to drive continuous improvement.

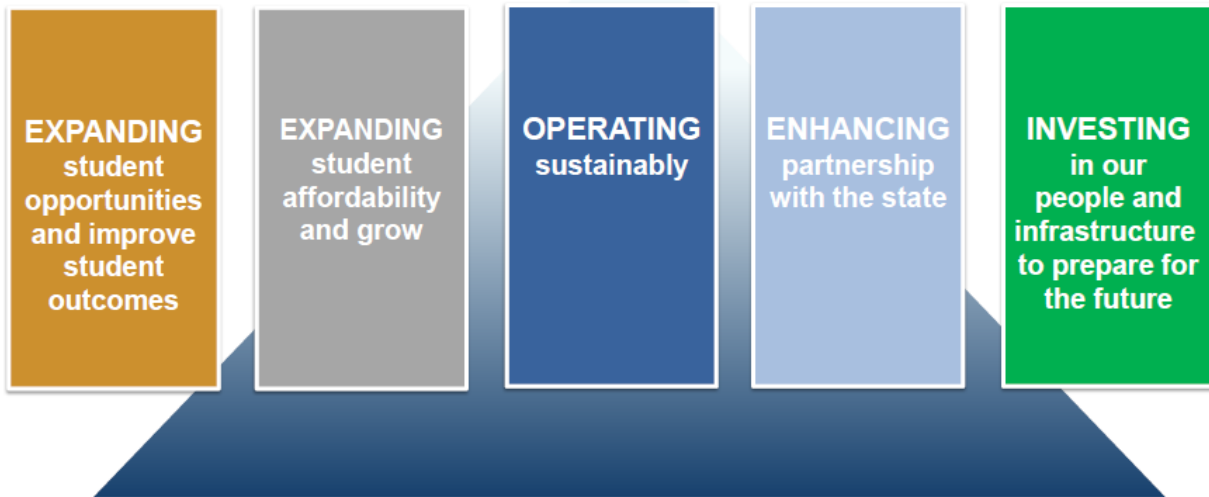
Part II: Strategic Direction and Planning

This section includes information about setting the strategic direction and planning processes which are informed by internal and external sources and at different levels (e.g., State System, institutional, divisional, unit, and program).

A. Act 188, State System's Mission, and 2022-25 Priorities

Act 188 is the enabling legislation for the Pennsylvania State System of Higher Education ("State System"). It states that "the primary mission of the system is the provision of instruction for undergraduate and graduate students to and beyond the master's degree in the liberal arts and sciences and in applied fields, including the teaching profession." The State System's website provides a current, more detailed mission "to provide high-quality education at the lowest possible cost to students; to increase educational attainment in the Commonwealth of Pennsylvania ("the Commonwealth"); to prepare students at the undergraduate and graduate levels for professional and personal success in their lives; and to contribute to the economic, social, and cultural development of Pennsylvania's communities, the commonwealth, and the nation" ([About the State System](#), para 1.). To meet Pennsylvania's educational needs, System-level research asserts that growth will come from (1) improving student outcomes, (2) strengthening traditional pipelines, (3) expanding underserved, adjacent, new markets, (4) investing in high-demand occupations and credentialing pathways, and (5) building new partnerships. From this, the State System has articulated five related priorities as stated in Figure 1.

Figure 1: State System 2022-25 Priorities



As one of the 10 State System institutions, CU aligned its mission and priorities with the State System’s mission and priorities. The CU Strategic Planning process intentionally incorporated the System’s purpose as outlined in Act 188, its strategic statements, and the 2022-25 System priorities shown in Figure 1. Each year, CU conducts a comparative analysis of the System’s priorities and objectives to ensure appropriate alignment.

B. CU Mission, Vision, Values, and Strategic Planning Development Processes

CU’s inaugural strategic statements were developed over a two-year period culminating with the adoption of a unified mission, vision, and values in August 2022 and the final endorsement of the [CU Strategic Plan](#) in October 2023. In 2021-22, CU commissioned Blue Beyond Consulting (BBC) to facilitate a year-long engagement process with key internal and external constituencies to arrive at the strategic statements that were endorsed by the Council of Trustees (COT) on August 9, 2022. The engagement strategies included two Cabinet workshops, 17 one-on-one stakeholder interviews, 23 focus groups, two online surveys, collaboration with a cross-campus steering committee, campus visits, and several COT presentations.

BBC continued their work in the 2022-23 fiscal year, building upon those initial engagement strategies, in consultation with President’s Cabinet, a three-person core team, and the broadly representative Strategic Planning Committee (SPC). During the first three months (July – September 2022), BBC consulted with the core team, President’s Cabinet, and key stakeholder groups to aid in seating the SPC, conducting background research, and interviewing key stakeholder groups. The remainder of the fall included an extensive review of State System and CU planning documents, metrics, research studies, institutional survey results, accrediting standards and reports, data dashboards, and the Strategic Plan survey results collected to inform institutional priorities and goals.

The SPC met, and presentations were provided at university-wide forums to review and refine the strategic plan framework including core commitments, strategic priorities, goals, initiatives, and selected metrics. Following a March 2023 constituent survey to validate the plan draft, the SPC met and refined the plan before presenting it and soliciting final feedback at local assemblies and the May Council of Trustees meeting. The Senate endorsed the five-year strategic plan at its inaugural meeting on September 14, 2023, and the Council of Trustees endorsed it on October 6, 2023. Consistent with the legacy institutions’ approach, a similar, comprehensive process for developing the Strategic Plan occurs, at minimum, once every five years while the SPC annual review, CU

Assessment Council and subcommittee reporting, and President’s Cabinet monitoring of plan progress against metrics lead to potential recommendations for change during the life of the plan. Progress reports are also provided at meetings such as university-wide town halls, senate, local assemblies, and Council of Trustees meetings.

C. CU Strategic Statements and Plan

Below are the elements of the CU Strategic Plan Framework, including the mission, vision, values, core commitments, and priorities. The Strategic Plan posits three core commitments and four priority areas with supporting initiatives and metrics. The Strategic Plan Framework (see Figure 2 followed by the statements in text) serves as the foundation for institutional effectiveness as CU implements the five-year plan, aligns divisional and unit planning, and assesses progress toward realizing its mission and priorities.

Figure 2: CU Strategic Plan Framework (Placement Format)



1. Mission

Our hard-working and determined students are at the heart of everything we do. Commonwealth University leverages the power of Bloomsburg, Lock Haven, and Mansfield to provide affordable, high-quality education emphasizing high-impact practices, personal and career connections, and inclusivity supporting all learners to succeed in our region and beyond.

2. Vision

Commonwealth University will be a premier regional public institution that supports and prepares all students for success in the global workforce by providing an accessible and transformative educational experience.

3. Values

Six values were identified through the extensive engagement strategies facilitated by BBC and include:

- Student-Centered
- Welcoming & Inclusive
- Accessible
- Innovative & Exceptional
- Collaborative
- Resilient

The faculty/staff and student perspectives of these six values are defined in Figure 3.

Figure 3: Values Defined



4. Strategic Priorities, Goals, and Initiatives

Figure 4 provides the visual representation of the four strategic priorities, their supporting goal statements, initiatives, and selected metrics. Ongoing review of the selected metrics has resulted in a modified set of selected metrics, which are documented and tracked in the KPI and selected metrics dashboard and workbook. The actual text of the strategic statements follows Figure 4.

Figure 4: Strategic Priorities, Goals, Initiatives and Selected Metrics



Academic Excellence and Innovation

Provide an innovative and transformative educational experience that prepares graduates and credential earners to succeed in meaningful careers and beyond

Initiatives

- Ensure transformative academic offerings that incorporate high-impact practices, accelerated programs, and innovative credentialing opportunities to attract and retain diverse populations of students at each campus
- Develop and support exemplary pedagogy to ensure effective curricular delivery across multiple locations to meet the needs of diverse learners
- Enhance and support student-faculty engagement through the expansion of scholarly and creative works
- Invest in employee professional development to advance scholarship and creative works, innovation, and effectiveness

Student Success

Provide holistic and inclusive support to meet the needs of all students and prepare them for personal and professional success

Initiatives

- Deliver a high-quality, accessible, and affordable educational experience
- Provide meaningful opportunities for networking, mentoring, and career readiness for all learners
- Create and provide exemplary and holistic student services

- Develop a comprehensive process to create a successful transition from student-to-alumni
- Comprehensively embed financial literacy to enable informed decision-making regarding financial aid packaging, scholarships, and student employment opportunities

University Success

Ensure fiscal sustainability, increase enrollment, and develop cutting-edge systems and processes to attract and retain diverse students, faculty, and staff

Initiatives

- Connect enrollment, retention, and graduation rates to fiscal decision-making and sustainability
- Implement employee recruitment and hiring strategies that attract a broad candidate pool to support a diverse student body
- Develop and implement comprehensive onboarding procedures for all university personnel
- Identify and align efficient and effective processes and workflows to ensure appropriate resource allocation and fiscal sustainability
- Market Commonwealth University effectively to students, alumni, and other key constituents
- Develop and implement a comprehensive campaign to support strategic priorities

Welcoming and Inclusive Community

Create an inclusive and welcoming university culture while developing and strengthening connections among our multiple locations and within our local communities

Initiatives

- Create a Commonwealth University culture that embraces change and supports and values employees
- Improve communication and effectively cascade information to inform, engage, and include appropriate stakeholders
- Support student organizations, athletics, and affinity groups in creating an engaged community and sense of belonging
- Develop and expand mutually beneficial town-gown and strategic relationships

5. Core Commitments

Diversity, Equity, Inclusion, and Belonging (DEIB)

Serve as central guiding principles and efforts that ensure all students and university personnel can feel valued, supported, and empowered.

Strategic Communications

Ensure effective communication across the organization while elevating our reputation externally.

Thriving Students, Faculty, and Staff

Foster a culture that embraces growth and wellbeing so that students and university personnel can thrive.

D. Comprehensive Planning Process (CPP)

The Comprehensive Planning Process emerged from the State System’s Redesign initiative to identify pathways that lead to financial sustainability. A comprehensive planning tool, the CPP was designed as a framework to align System and university goals toward financial sustainability and consolidate sustainability planning, goal setting, budgeting, and institutional assessment. The CPP is a high-level, multi-year planning process that integrates academic program planning, university goals and the strategies to achieve them, and the financial and budget projections to support programs, goals, and sustainability. The university developed the CPP narrative with sustainability goals linked to the

strategic priorities, forming a cohesive foundation to support informed, transparent decision making about key budgetary levers (e.g., pricing and institutional aid). As it relates to goal setting, the 2023-24 CPP described three goals linked to strategic priorities to (1) stabilize and grow enrollment (CPP-1); (2) elevate diversity, equity, and inclusion (CPP-2); and (3) ensure financial sustainability (CPP-3). The CPP workbook includes multi-year financial, enrollment, and workforce data, and expected progress on the 24 performance indicators that comprise the Board-Affirmed Metrics (BAMs).

E. Alignment of Priorities, Goals, and Standards

As stated above, CU’s background research and strategic planning encompassed the State System priorities, CPP goals, and MSCHE Standards, Criteria, and Expectations. Grounding the plan in this research resulted in alignment of the sources to CU’s strategic priorities as shown in Table 1.

Table 1: Mapping of Priorities, Goals, and Standards

Strategic Priority Areas and Core Commitments	Comprehensive Planning Process (CPP) Goals	2022-25 State System Priorities	MSCHE Standards
Priority: Academic Excellence & Innovation	CPP-1: Enrollment CPP-2: DEI CPP-3: Sustainability	Opportunity/Outcomes Affordability/Grow Operate Sustainably Partnership Invest in People/Infrastructure	SI, SII, SIII, SIV, SV, SVI,
Priority: University Success	CPP-1: Enrollment CPP-2: DEI CPP-3: Sustainability	Opportunity/Outcomes Affordability/Grow Operate Sustainably Invest in People/Infrastructure	SI, SII, SIII, SIV, SV, SVI, SVII
Priority: Student Success	CPP-1: Enrollment CPP-2: DEI CPP-3: Sustainability	Opportunity/Outcomes Affordability/Grow Partnership Invest in People/Infrastructure	SI, SII, SIII, SIV, SV, SVII
Priority: Welcoming and Inclusive	CPP-1: Enrollment CPP-2: DEI CPP-3: Sustainability	Opportunity/Outcomes Affordability/Grow Partnership Invest in People/Infrastructure	SI, SII, SIII, SIV, SV, SVI, SVII
Commitment: Diversity, Equity, Inclusion, and Belonging (DEIB)	CPP-1: Enrollment CPP-2: DEI CPP-3: Sustainability	Opportunity/Outcomes Affordability/Grow Partnership Invest in People/Infrastructure	SI, SII, SIII, SIV, SV, SVI, SVII
Commitment: Strategic Communication	CPP-1: Enrollment CPP-2: DEI CPP-3: Sustainability	Opportunity/Outcomes Affordability/Grow Partnership Invest in People/Infrastructure	SI, SII, SIII, SIV, SV, SVII
Commitment: Thriving Students, Faculty, and Staff	CPP-1: Enrollment CPP-2: DEI CPP-3: Sustainability	Opportunity/Outcomes Affordability/Grow Operate Sustainably Partnership Invest in People/Infrastructure	SI, SII, SIII, SIV, SV, SVI, SVII

F. Operationalizing the Strategic Plan in Divisional/Unit Plans

The aforementioned strategic statements and plan inform the divisional and unit plans that are developed/refined each year through deliberative and consultative processes that undergo systematic and periodic review and revision. Each summer, CU’s six divisions and more than 60 units conduct operational planning, aligning their goals, initiatives, and measures to the Strategic Plan. Plans are to be submitted in Nuventive by September 15 (or the next closest working day) and mapped to the Strategic Plan core commitments and priorities/initiatives to provide evidence of how functional areas and operations support the mission and priorities. Divisional and unit annual reports (described in Part IV) provide outcomes and action plans.

G. Diversity, Equity, and Inclusion (DEI) Strategic Plan

The DEI Strategic Plan specifies four priorities around diversifying the student body and employee complement, improving URM retention and graduation rates, enhancing the campus climate, and ensuring DEI perspectives are emphasized. The more recent climate and NSSE survey results and participation in AASCU's Transformation Accelerator Cohort (TAC) provided data and information to inform CU's Strategic Plan and refresh DEI strategies.

H. Key Resource Plans

1. Facilities Master Plans

Each campus conducted facilities master planning and maintained a long-term facilities master plan. Those facilities master plans and several other facilities planning tools and analyses have been used to develop a draft integrated facilities master plan with goals to reduce square footage to align with PASSHE space guidelines, consolidate space, and provide adequate housing without logging a surplus. The plan will be finalized in Spring 2025 following vetting through the Senate shared governance structure (including the space and facilities subcommittee), president's cabinet, and Council of Trustees.

2. State System Capital Spending Plan

The five-year schedule of capital construction lists major, high-dollar value construction renovation projects throughout the State System campuses, funded by the Commonwealth. The plan is reviewed annually for potential changes by each university having projects within the upcoming five-year period and approved by the State System Board of Governors (BOG) annually. The capital projects plan includes the space reduction, right-sizing actions for each campus when developing the final needs list.

3. Facilities Projects Plan

This annual plan lists maintenance, repair, and renewal projects for the upcoming fiscal year, including project designs and studies. The Facilities Projects Plan is based on the four-year facilities needs list and is adjusted each year to reflect any changes to campus needs or equipment failures. The plan is completed and submitted to the State System each October for construction contract oversight authority for the following fiscal year. Funding is provided through institutional plant funds, state-provided "Key'93" deferred maintenance funds, auxiliary operations plant funds, grants, and donor funds. The projects plan includes the space reduction, right-sizing actions for each campus when developing the final needs list.

4. Information Technology Strategic Plan

The IT strategic plan prioritizes projects and investments based on their alignment with CU's strategic priorities, current needs, and potential impact, ensuring that critical initiatives are addressed first. The plan outlines a clear roadmap for initiative sequencing and timing and, importantly, is aligned with annual and longer-range budget and IT resource capacity. The draft information technology strategic plan 2024-2027, required by PASSHE, will be finalized in Spring 2025 following vetting through the Senate shared governance structure (including the IT committee) and president's cabinet. It will supersede the current IT strategic plan when finalized.

5. Information Technology Replacement Plan

The information technology replacement plan is an equipment and software life-cycle replacement plan, which is reviewed and executed annually based on a five-year replacement cycle for general use equipment (classrooms and offices) and a ten-year cycle for large equipment like multi-plex printers and wide paper plotters. Software replacement/upgrades are based on effective application and user need evaluation. The plan is based on an established life schedule but reviewed and adjusted each year to reflect any changes to campus needs or equipment failures.

6. Institutional Aid Plan

CU establishes an institutional financial aid strategy supplemental to approved government aid. The aid strategy falls essentially into two categories, merit and need. Based on an established

annual institutional aid budget, the Enrollment Management and Student Affairs Division awards institutional aid in the form of scholarships for students with academic achievement in high school or college for transfer students. Merit-based aid is complemented by need-based aid for students meeting specific financial thresholds.

7. Staffing Complement Plan

The complement plan is a listing of all university faculty and staff positions approved under the current budget. A vacancy report is also distributed weekly to executive staff to show the status of vacant positions. The plans list all labor costs (e.g., salary and benefits), permanency of position (e.g., temporary or permanent), position classification level, union affiliation, and assigned full-time equivalency (FTE). The plans are the basis for calculating the student/faculty and student/staff ratio performance indicators. When a need to hire is identified by the divisional vice president, each vacancy is evaluated by the President and associated divisional vice president for need and/or re-purposing to meet critical staffing needs on campuses.

I. Performance Indicators of Institutional Effectiveness

The various planning processes have yielded metrics for which CU monitors and gauges periodic progress. Those performance measures include:

- 24 [BAMs](#) for Student Success (i.e., enrollment and student outcomes) and University Success (student support ratios, university financial strength, student affordability, private giving)
- 35 Strategic Plan Metrics for Academic Excellence & Innovation, Student Success, University Success, and DEIB of which 22 are KPIs
- 3-4 CPP Goals/Targets; in addition, goals/targets/projections are reviewed and refined during the bi-annual CPP updates, and the CPP workbook provides projections for the BAMs
- Divisional and unit goals, measures, and targets aligned to the strategic documents

While CU tracks all the strategic plan metrics, BAMs, and CPP measures, a cross section of high-level success measures represent CU’s key performance indicators across the four strategic priority areas (see Table 2 and the [KPI and selected metrics dashboard](#)).

Table 2: Key Performance Indicators

Strategic Priorities and Key Performance Indicators	
Academic Excellence and Innovation <ul style="list-style-type: none"> - HC Enrollment - Retention to Second Year - 4-/6-Year Graduation Rates - Faculty/Student Ratio 	Student Success <ul style="list-style-type: none"> - Average Unmet Need - Placement Rates - Student Success metric
University Success <ul style="list-style-type: none"> - Retention to Second Year – URM, Pell - 4-/ 6-Year Graduation Rates – URM, Pell - Net Operating Margin - New Gifts and Pledges - Student Diversity – URM, Pell - Employee Diversity 	Welcome and Inclusive Community <ul style="list-style-type: none"> - Climate Survey - Engagement with Local Communities - Strategic Communication

Note: This section documents several key planning documents; however, other periodic and episodic planning may occur at various levels across CU.

Part III: Planning and Budgeting

The CU budgeting process occurs within the context of the State System’s planning and budgeting guidelines and directives, comprising the CPP. The CPP contains detailed revenue and expense projections for E&G, auxiliary, and restricted funds, along with supporting enrollment and workforce projections, key assumptions, and projections of student success and university success BAMs, which are

critical performance measures. Both the University COT and State System BOG approve the university's budget, as reflected in the CPP. The CPP incorporates results of university-wide planning processes for the current and three future fiscal years.

The main revenue sources are tuition and fee revenue and annual state appropriations from the Commonwealth and allocated by the State System. Revenue projections included in the CPP are determined in the spring as the enrollment outlook for the following year becomes clearer. A well-established and regularly evaluated model is used to forecast future enrollment levels using historical retention rates, projected graduating students, and targeted first-time and transfer students, with appropriate adjustments made as fall registration data becomes available. The System's Budget Office provides multi-year estimates of appropriation levels and tuition rates, as they are set by the BOG. Projections of other student fee rates are provided in accordance with COT decisions. Thus, reliable revenue projections flow from combining the enrollment projections with established tuition and fee rates and estimated state appropriations.

Well-established processes exist to develop the expense side of the budget. It includes projected personnel costs using the Personnel Budgeting Module (PBM) of the SAP system which contains salary and benefit detail information for all existing personnel; current and future compensation provisions of CBAs, and current and projected costs of fringe benefits and payroll taxes. PBM also projects the cost of vacant positions and pool lines for seasonal hires, temporary faculty lines, summer session contracts, and overload/overtime. Other expense categories include (1) institutional student aid based on projected yield of scholarship and grant offers and retention rates for those receiving aid, (2) facilities and technology expenditures, (3) utility costs from historical consumption levels and rates in multi-year utility contracts, changes in space utilization, and implementation of conservation strategies, (4) known charges for services centrally provided by the State System, and (5) encumbrances required for legal and other settlements, facilities projects, technology, marketing, and other purchases.

The operating projections included in the CPP are based on the University's annual budgeting process which begins in January. The President announces the total discretionary operating budget to be allocated to the University's divisions. Budget templates are distributed to divisional vice presidents and their fiscal points of contact (PoCs) for completion. The budget office meets with PoCs throughout the budget process as they develop budgets based on the University's strategic plan and priorities. The budget templates are submitted to the budget office by April 1 followed by budget meetings with the University President, divisional PoCs, and the budget office through mid-April to determine what operational funding is needed to align with operational needs and strategic plan initiatives before finalizing the budget. Divisions must link the funding requests to the University's strategic initiatives on the budget template. These budget allocations will roll up into the University's CPP that is due mid-May. Budgets are loaded in SAP by June 30 and available for personnel and operational spending on July 1.

Part IV: Assessment

Systematic assessment

The CU Assessment Council (CUAC) oversees the development, integration, implementation, and continuous improvement of institutional assessments; academic program assessments; and administrative, educational support, and student support unit assessments to increase institutional effectiveness and student achievement. CUAC and its subcommittees work in collaboration with the Faculty Assessment Liaison, General Education Council (GEC), and Office of Institutional Effectiveness (OIE) to coordinate and make recommendations regarding assessment across the institution. CUAC responsibilities are outlined fully on the [Assessment Website](#). Through an annual academic and administrative reporting process, the CUAC reviews assessment reports and provides recommendations through the SPC to Cabinet. In addition to the CUAC and its committee assessment summaries and year-end reports, other key assessments at various levels are included below.

A. State System Assessments

1. Board-Affirmed Metrics

The State System reports progress on strategic priorities and BAM results to the BOG at least bi-annually (e.g., February and October BOG meetings). BAM results also are posted annually for all State System universities. The [public BAM dashboard](#) includes longitudinal trend data, which was used to inform the CU Strategic Plan and gauges year-over-year progress to benchmark outcomes against all State System universities.

2. Financial Risk Assessment

This assessment identifies the level of each university's operational risk based on the measurement of the past three years of change associated with the annualized student FTE enrollment, adjusted annual operating margin, adjusted primary reserve ratio, and minimum reserves balance. Financial performance expectations are based on NACUBO standards (as specified in BOG policy) by which to address deficient performance.

3. Comprehensive Planning Process (CPP) Targets

As part of the State System's CPP process, targets are set for the CPP goals (in the narrative) and for BAMs for which progress is recorded in the CPP workbook, which documents interim and annual results on the CPP goals for all universities. The CPP also serves as an academic planning and cost analysis tool. The process includes a peer review from representatives of other State System universities.

B. Institutional Assessments

1. Key Performance Indicators

The key performance indicators focus on those most important measures of institutional success. The KPI and selected metrics dashboard documents CU's results for the KPIs, strategic plan selected metrics, and any additional measures used to determine the allocation formula.

2. Strategic Plan Audit and Metrics

Strategic Plan core commitments and priorities are mapped to divisional and unit goals in Nuventive Solutions Premier which generates an audit report that shows how the strategic plan is operationalized in terms of divisional and unit goals, initiatives, measures, and results. The strategic plan includes 35 selected metrics that span all divisions with both institutional and area-specific measures. A cross section of those measures constitute the 22 key performance indicators, but CU tracks progress on the more granular metrics in division or unit reports to holistically determine the degree to which we are accomplishing the Strategic Plan.

3. Institutional Research Dashboards

Institutional data (i.e., official reporting data) are available on the web through more than 30 dashboards on enrollment, retention, completions, graduation rates, etc. Institutional Research follows IPEDS data definitions and standards for data collection and reporting; however, the State System's calculation of some measures, e.g., student-faculty ratios, differs from IPEDS. IR data and State System measures are used throughout the year in campus planning and updates.

4. Program Review Dashboards

Academic program trend data by college, department, and program are provided in dashboards for student enrollment, retention, completions, courses, and faculty. These data are analyzed each year as part of the annual report program assessment review (PAR) for each academic program.

5. IPEDS

CU uses IPEDS as a data source for peer comparisons of colleges and universities within and outside of the State System. Peer comparisons are also conducted among State System universities where information is available on State System dashboards and data sources.

6. Institution-wide Surveys

OIE's survey web page posts university-wide survey results for the following surveys, providing easy access to data for use in institutional, unit, and program planning that occurs with periodic (e.g., divisional and unit planning) and ad-hoc planning initiatives. Presentations of summary results and analyses are also shared at university forums (e.g., town halls, senate, local assemblies, leadership meetings, divisional/unit meetings).

a. National Survey of Student Engagement (NSSE)

All State System universities administer the NSSE Survey once every three years to collect information from first-year and senior students about educational quality and how they spend their time.

b. First Destination

CU uses the National Association of Colleges and Employers (NACE) framework for its post-graduation core survey questions to collect initial data on respondents' career placement and graduate/professional school enrollment. Program-specific questions provide academic programs with data that informs program planning. The survey is administered twice a year, in the spring and fall, six months after graduation.

c. Climate Survey

A system-administered climate survey was conducted in 2022 with the intent of surveying once every three years. The survey collected perceptions of faculty, staff, students, and non-represented employees about safety; discrimination, bias, and harassment; diversity and inclusion; engagement; political and religious views; and overall climate.

Note: Other surveys used for strategic planning or divisional/unit planning may be administered across CU (e.g., LibQual, Optimal Town College Assessment, Market Research, Athletics Interest and Abilities Survey)

7. CU Forums

Forums such as town halls, senate, local assemblies, meet and discuss, student government meetings, and COT meetings, etc., offer opportunities to provide updates on outcomes and results to the University community and key constituencies but also to receive questions and comments that can inform change.

8. President's, Management, Faculty, and Staff Performance Evaluations

BOG Policy 2002-03-A: Evaluating Presidents allows for regular review of the President, and the Non-represented Employee Performance and Reward Manual outlines performance evaluation processes for managers. The evaluation template requires that goals and expected results are established at the beginning of the evaluation cycle and linked to the core commitments and strategic plan/System priorities. Performance is evaluated at the end of the cycle against those goals and six standard proficiency factors (e.g., commitment to university/System mission, leadership, initiative and commitment, management practices, communication skills, job knowledge, and relational skills). In addition, all represented employees are evaluated according to the provisions outlined in the respective collective bargaining agreement.

9. Leadership Development

CU established leadership development initiatives that include leadership assessments, mentoring, and development sessions. From the pulse survey results, President's Cabinet members created leadership development plans for which progress is reported to the President in one-on-one meetings.

C. Divisional, Administrative, Educational Support, and Student Support Assessment

1. Divisional Scorecards

The President reviews quarterly progress on a subset of divisional measures, most of which are performance indicators or divisional plan metrics.

2. Divisional / Unit Administrative, Educational Support, and Student Support Annual Reports

Every division and unit submits its plans, initiatives, measures, and targets in Nuventive by September 15. Those measures and targets may include key performance indicators, selected strategic plan metrics, and other more granular measures of unit success. Results can be entered into Nuventive as soon as available but no later than July 15 (*per the Fall 2024 committee decision to move the due dates for all units which were earlier in the year*). Following these submissions, the Administrative, Educational, and Student Support Assessment Committee develops a summary report of the submissions that provides feedback on the quality of planning and assessment and shows the degree to which divisions/units are meeting targets based on the criteria specified in the assessment plans. These reports are shared with the committee, administration, unit points of contact in assessment sessions, and the CUAC.

3. Other Major Assessments

a. Financial Audit

Each year, the University commissions an independent financial statement audit of finances

b. Enrollment Studies

The State System and CU has partnered with Ruffalo Noel Levitz to conduct recruitment, financial aid optimization, and price sensitivity studies. In addition, CU has consulted with RNL on the development of enrollment management strategies.

c. Facilities Annual Evaluation Report

A facilities operational evaluation/assessment is conducted by a third-party vendor, currently Gordian. The vendor develops performance measures for work order processing, preventive maintenance work, general maintenance expenditures, capital renewal reinvestment rates, energy consumption/costs, staffing workload and supervisor ratios, and campus service satisfaction survey feedback. The report is typically available in March/April of each year for the previous fiscal year

d. Projects Design and Construction Operations (Peer Review)

This is an internal operational review by a similarly sized State System campus conducted every five years by peer project and construction staff reviewing and assessing the planning and construction processes, forms, policies, methodologies, techniques used at each institution for effectiveness and use of best practices. It serves as a shared practice and cross-campus information exchange program specifically for project work.

e. Information Technology Audit

The State System annually contracts with the accounting firm, Clifton Larson Allen LLP, for a comprehensive Information Technology Audit. The audit covers IT organization and security, access controls, change management controls, and backup and recovery. CU completes multiple questionnaires and uploads files validating compliance with IT Audit standards. Any exceptions discovered are reported to the Chief Information Officer (CIO) for further explanation and/or remediation. After the four-month process is completed, which includes university feedback, a final list of recommendations is made to the CIO and reported to State System's Office of the CIO.

D. General Education Assessment

Semester Data Collection and Reporting

The GEC serves as the body responsible for assessing CU's institutional learning goals, as articulated in the General Education Program. The GEC Chair leads General Education Program Assessment. The [GE website](#) provides information about the GE Program themes, goals, and

learning objectives. Under introduction and resources, the site also links to the [GE Advisor and Student Handbook](#), curriculum rubrics, GE worksheets (for organizing assessment data), the GE data submission forms (Qualtrics-based forms), and the [GE dashboard](#), which shares summary student learning outcomes data. GE data collection and summary reporting occurs every semester for all learning goals and objectives. Assessment reviews with a deeper analysis occur on a five-year rotation as shown in Table 3 below.

Table 3: General Education Assessment Review Cycle

Year	Semesters of Data Collection	Program Learning Goal	Academic Year Review
Year 1	Fall 2023 – Spring 2024	First-year Seminar	2024-25
		Written Communication	
		Oral Communication	
		Quantitative Reasoning	
Year 2	Fall 2023 – Spring 2025	Historical Themes	2025-26
		Diversity	
		Global Perspectives	
		Foreign Language	
Year 3	Fall 2023 – Spring 2026	Citizenship and Society	2026-27
		Ethical Reasoning	
		Critical Analysis and Reasoning	
		Natural World	
Year 4	Fall 2023 – Spring 2027	Literature	2027-28
		Arts	
		Creative	
Year 5	Fall 2023 – Spring 2027	Five-year program review	2028-29

E. Academic Program Assessment

The Academic Program Assessment Committee oversees academic assessment processes to ensure disciplined self-assessment of institutional effectiveness in academic departments/programs and help the University share and utilize assessment data for decision making, resource allocation, and improvement. The Annual Report PAR User Guide provides information about the academic program annual report PAR now due in Nuventive by September 15 (*per the Fall 2024 committee decision to move the date which was May 15*). The report includes a program description, curriculum map, student learning outcomes, analysis of program data, and action plan based on program and student learning outcomes. Following these submissions, the Academic Program Assessment Committee develops a summary report of the submissions that provides feedback on the quality of academic program planning and assessment and shows the degree to which students are meeting program learning goals/objectives based on the criteria specified in the assessment plans. These reports are shared with the committee, academic administration, college/program assessment coordinators through assessment sessions, and the CUAC.

F. Program Review

The BOG Policy 1986-04-A: Program Review and associated procedures were suspended in 2019 but underwent State System review, revision, and approval in 2024. In accordance with the revised policy and procedures, CU developed five-year rotation schedules, program review templates, and a process/timeline for all academic programs and administrative, educational support, and student support units. However, all CU programs, both administrative and academic, underwent a comprehensive review prior to and during the integration. The program review schedule accounts for those reviews for integration as well as scheduled external reviews (e.g., accreditation self-studies and reporting). All programs and units that have external reviews and reporting requirements will complete their program review in accordance with that schedule (e.g., accredited programs undergoing self-study in 2024-25 are scheduled for the program review, and the self-study is largely

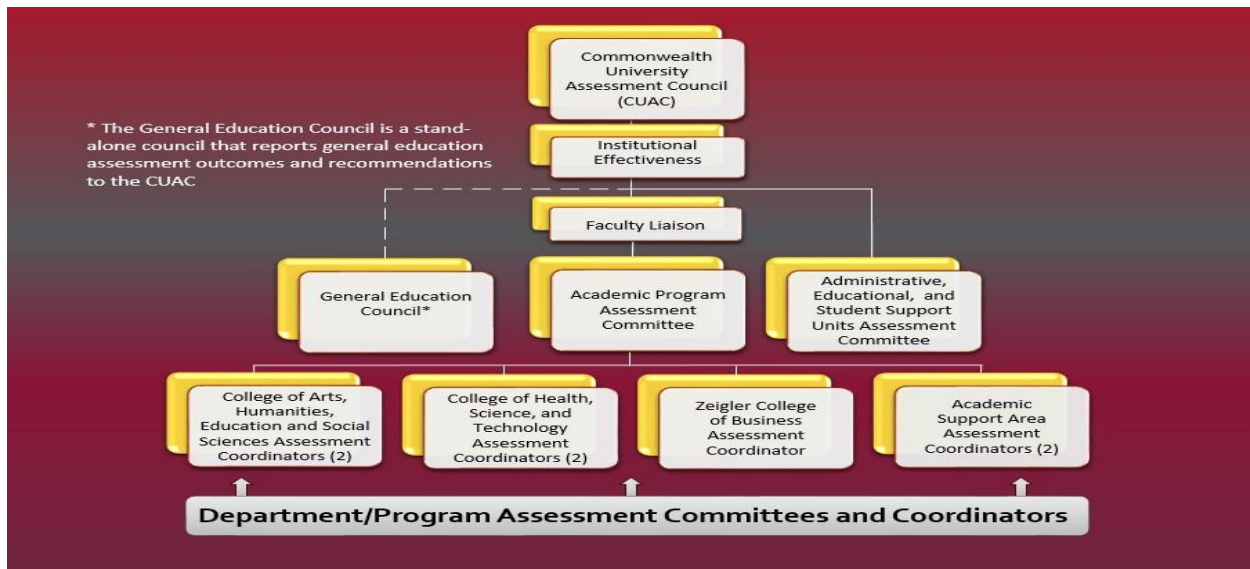
used in lieu of the review. A program summary of strengths, opportunities for improvement, and planned actions is submitted to the State System). All unaccredited programs and units without external reporting requirements will conduct program reviews according to the schedule, beginning in 2026-27.

Note: This section documents several key assessments; however, other periodic and episodic assessments may occur at various levels across CU.

PART V: Continuous Improvement

The CUAC and its subcommittees and the SPC are structures established to develop data-informed recommendations for President’s Cabinet. Figure 5 shows the CUAC reporting structure. On the academic side, the program and college assessment coordinators are conduits of information to the Academic Program Assessment Committee. Feedback from the assessment coordinators and the annual report summaries serve as inputs for assessment program and process improvements. Similarly, the Administrative, Educational, and Student Support Assessment Committee includes representatives from the divisions who can share feedback from their units as well as review annual report summaries to identify potential changes. Both academic and administrative, educational, and student support annual reports include results summaries and action plans, which articulate divisional, unit, or program-level outcomes and efforts toward continuous improvement. Annual reports are evaluated with a rubric, and the results are aggregated into assessment summaries that are forwarded to the committees for review and potential action. All annual report assessment summaries (including those from the GEC) are shared with the administration, assessment coordinators and points of contact, and the CUAC through the year-end committee reports. Minor committee suggestions are addressed by the Office of Institutional Effectiveness and implemented immediately (e.g., changes to the data dashboards, user guide, rubrics). Other changes that require resources or collaboration across divisions are provided to the CUAC in the year-end committee reports. The CUAC will review and forward major recommendations through the SPC to the President’s Cabinet to determine any impact on strategic priorities/goals.

Figure 5: CUAC Assessment Reporting Structure



According to its charge and responsibilities, the SPC will also review the institution’s progress on strategic plan implementation, including annual reports and dashboards for key performance indicators and strategic plan selected metrics. Recommendations resulting from those reviews are forwarded to President’s Cabinet for consideration.