

Working Group 1 Report

Standard I: Mission and Goals

1. **Overview of Working Group's Charge:** This group is responsible for fulfilling all aspects of the general Working Group charge with respect to **STANDARD I: Mission and Goals** and will do the following:
 - a. Determine to what extent CU meets Standard I and its Criteria, Requirements of Affiliation #7 and #10, and Accreditation-relevant federal regulations for Verification of Compliance.
 - b. Consider how Institutional Priorities #1, #2, #3, and #4, and Intended Outcomes #1, #2, #3, and #4 are addressed in Standard I. Collect and examine relevant data, policies, processes, and procedures for Standard
 - c. Identify the University's strengths, challenges, and opportunities for improvement for Standard I, recommend strategies for improvement, and implement strategies where feasible.
 - d. Develop draft reports and incorporate feedback into a final report for Standard I according to established timelines.
2. **Description of Lines of Inquiry:**

This group pursued the following lines of inquiry to determine to what extent CU meets the Standard and Criteria:

 - a. Does CU have clearly defined Mission and Goals?
 - b. How did the process for developing the Mission and Goals include collaboration among key stakeholders and receive appropriate governing body approval?
 - c. To what extent do the Mission and Goals guide decision making for planning, resource allocation, program and curricular development, and related institutional and educational outcomes?
 - d. Does the evidence show that the Mission and Goals are communicated broadly and periodically evaluated?
 - e. To what extent are the goals realistic and supported by administration, educational, and student support programs?
3. **Collaboration with the Working Groups**

Collaborations exist with Working Groups 2-8, President's Office, Provost's Office, Institutional Effectiveness, Registrar's Office, Human Resources, Fiscal Affairs, and the CU Community at every level

4. Assessment Information Utilized to Evaluate the Lines of Inquiry

Evidence included but is not limited to Mission and Goals, Strategic Plan, Institutional Action Plan, Divisional and Unit Plans, Key Performance Indicators and Dashboard, Academic Planning Process, Catalogs, Student Learning Outcomes (aligned with mission), Management Performance, Appraisal and Development Documents, Council of Trustees Meeting Notes with approval of Mission, Vision, and Goals, Comprehensive Planning Process (CPP) Narrative and Workbook

5. Analytical Report

STANDARD I

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

INTRODUCTION

The State System's mission is set forth by its enabling legislation, Act 188. As member institutions, Bloomsburg (BL), Lock Haven (LH), and Mansfield (MA) had established similar mission statements that aligned with Act 188, especially with respect to the System's primary purpose of providing a high-quality education at the lowest possible cost. Commonwealth University's (CU's) unified mission, vision, and values align with the State System's purpose and primary mission as stated in Act 188, placing learning and student success at the center of all we do. State System policies and procedures also guide how the institutions operate sustainably to deliver on the promises of this legislation.

MISSION AND GOALS (CRITERION 1)

Clearly defined mission and goals that:

- a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;*
- b. address external as well as internal contexts and constituencies;*
- c. are approved and supported by the governing body;*
- d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes;*
- e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution;*
- f. are publicized and widely known by the institution's internal stakeholders;*
- g. are periodically evaluated.*

Development of Mission and Goals

CU's mission and goals are clearly defined in the Mission, Vision, Values, and Strategic Plan and evolved from a consultative, transparent process. CU's inaugural strategic statements were developed over a two-year time period with the adoption of a unified mission, vision, and values. 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, as documented in meeting notes. BBC undertook significant document review to build a common

context and engagement strategies to co-create shared future aspirations and align mission, vision, and values statements. Key involvement activities included:

- 2 senior cabinet workshops with the new university leadership team to envision statements and build relationships and trust across the three campuses
- 17 one-on-one stakeholder interviews to gather input from leadership teams, administrators, deans, department chairs, trustees, and key student and alumni leaders
- 23 focus groups including students, faculty, staff, alumni leaders, community members, employers, trustees, and external stakeholders
- two online surveys for students, parents, alumni, faculty, and staff to determine constituencies' future priorities
- collaboration with a cross-campus mission, vision, and values steering committee to co-found a data-informed mission, vision, and values
- campus visits to meet in-person with key constituents
- presentation of and conversation about the mission, vision, and values working drafts for trustees

Building upon those initial engagement strategies, BBC continued their work in the 2022-23 fiscal year in consultation with a three-person core team, President's Cabinet, and the broadly representative Strategic Planning Committee (SPC). During the first three months, BBC consulted with the core team, President's Cabinet, and key stakeholder groups to aid in seating the SPC, which included representatives from all employee groups, alumni, and boards. BBC also conducted background research and interviewed key stakeholder groups. The remainder of the fall included an extensive review of State System and CU plans, 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 fora to review and refine the Strategic Plan framework including core commitments, strategic priorities, goals, initiatives, and selected metrics. Following a March 2023 survey of faculty, staff, students, and alumni to validate draft documents, the SPC met and refined the plan before presenting it and soliciting final feedback at Local Assemblies and the May COT meeting. The Senate endorsed the five-year Strategic Plan at its inaugural meeting on September 14, 2023, and the COT endorsed it on October 6, 2023.

The mission, vision, values, core commitments, and priorities align with Act 188, the enabling legislation; Act 50, authorizing legislation for integration; State System priorities and goals; and MSCHE Standards and Requirements of Affiliation, making them relevant to higher education expectations.

Strategic Statements

CU's mission, vision, and values statements are highly visible on the web and key documents, and are listed below. The strategic statements identify student success as central to the purpose of our multi-campus institution. The mission and vision highlight key factors related to student success, such as the collaborative strength of our campuses, the accessibility and affordability of our institution, the relevance of high-impact practices and career-related experiences, and the importance of providing a welcoming, inclusive learning community. The values elaborate on these key elements of student success, setting expectations for faculty, staff, and students as we embark on this educational journey together. The Strategic Plan clearly articulates CU's three core commitments that were determined to be highly important to the plan's success and are threaded throughout four priorities, goals, and initiatives.

Commonwealth University 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.

Commonwealth University Vision Statement

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.

Commonwealth University Values

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

Core Commitments

- **Diversity, Equity, Inclusion, and Belonging**
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

Strategic Priorities and Goal Statements

- **Academic Excellence and Innovation**
Provide an innovative and transformative educational experience that prepares graduates and credential earners to succeed in meaningful careers and beyond
- **Student Success**
Provide holistic and inclusive support to meet the needs of all students and prepare them for personal and professional success
- **University Success**
Ensure fiscal sustainability, increase enrollment, and develop cutting-edge systems and processes to attract and retain diverse students, faculty, and staff

- **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

Institutional goals also are stated in the narrative portion of the Comprehensive Planning Process (CPP), a comprehensive planning tool that materialized from the State System's Redesign initiatives to align State System and university goals toward greater financial sustainability. The CPP serves as a multi-year planning process that integrates academic program planning, university goals, and financial and budget projections to support programs, goals, and sustainability. CU's CPP sustainability goals align with both the State System and CU priorities as discussed under Criterion 2.

Underlying the mission and especially the priority for *Academic Excellence and Innovation* is the pursuit of and support for scholarly inquiry, creative activity, professional growth, and innovation across the institution. Undergraduate and graduate curricular requirements, the general education program, undergraduate and graduate catalogs (e.g., including program track sheets), and research and scholarly events emphasize exploration of scholarly activity appropriate to various disciplines. For example, a Department of Exceptionalities faculty member earned three grants totaling \$847,370 during the 2022-2023 fiscal year, all in support of work with our regional school districts and nonprofits around youth mental health.

Support structures for faculty and students are provided through the library, which supports academic and scholarly success with four physical locations, interlibrary loan, and online databases. Support also occurs through the Center for Teaching and Learning, Office of Research and Sponsored Programs, faculty professional development grants, grant writing support through our partnership with the Indiana University of PA Research Institute, and research scholarships for students, as examples. Policies and/or procedures on evaluation, promotion, tenure, and faculty awards include provisions that value scholarly activity, creativity, and professional development. Collectively, these support mechanisms for the mission and goals, among others, elevate scholarly activity as appropriate to the University's Carnegie classification of Master's Colleges and Universities: Larger Programs.

The mission and goals also address external (e.g., boards, alumni, community, business and industry, and non-profit and governmental agencies) as well as internal (e.g., faculty, staff, and students) constituencies and contexts evolving from collaborative participation of key stakeholders. Those groups offer various perspectives informed by institution-wide and program assessments, market analysis, and professional experience. For example, volunteer boards and program advisory councils include employers, community members, students, and alumni; advise about strategic needs and demands; strengthen communication; and connect internal with external constituencies. These interactions formally and informally influence planning at all levels.

Moreover, all Strategic Plan priorities relate to internal and external contexts and constituencies. Such priorities as *Academic Excellence and Innovation* and *Student Success* have direct implications on our faculty, staff, and students in terms of the education provided and pedagogical and support strategies for doing so. These priorities also acknowledge the positive and influential impact of community organizations, educational entities, non-profit organizations, and businesses. Priorities for *University Success* and *Welcoming and Inclusive Community* emphasize the importance of diversity, inclusion, and belonging that requires consistent and transparent internal communication while developing positive and strategic relationships within

the surrounding communities and beyond. CU's mission addresses external and internal contexts with a student-centered approach to preparing graduates for success in the region and beyond as they contribute to the global workforce.

Internal and external stakeholders can view the CU Mission, Vision, and Values statements by clicking on the "About" tab and scrolling to the "Mission, Vision, and Values" tab. The "Strategic Planning Information" tab is located below the "Mission, Vision, and Values" tab. The "About" page also houses Student Handbook information; links to pages on leadership and governing bodies; and is updated regularly throughout the year to ensure accurate information. The mission statement is also published in widely distributed documents like the catalogs, student handbook, and HR web page; and results are discussed regularly at institution-wide meetings including all locations (for example Town Hall) and oversight committees (for example Strategic Planning Committee).

Guiding Decision Making

The mission and Strategic Plan core commitments, priorities, and goals guide decision making through the established planning, budgeting, resource allocation, and assessment processes and oversight structures. The Strategic Plan priorities and core commitments align with the CPP and shape divisional and unit plans. Strategic plan core commitments, priorities, and goals directly tie to divisional and unit goals, initiatives, measures, and targets.

The planning process uses both a top-down and bottom-up approach where actions that support the Strategic Plan priorities and goals may evolve from innovative thinking within unit, divisional, Cabinet, board, and committee meetings and retreats. The actions are informed by internal assessments and external factors, especially those compelled by the State System, accrediting bodies, statewide educational needs, occupational demand, demographic trends, and economic conditions.

As described in the Institutional Effectiveness Plan, linking actions to resources ensues through a variety of plans like the CPP, capital budget, operating budgets, and resource plans (e.g., technology, facilities, and staffing complement plans). Annual budgeting for divisions directly ties resources to advancing the mission and Strategic Plan. For example, operating funds were allocated for institutional aid toward increasing enrollment and investment in advanced classroom technology to elevate academic excellence.

Input into the resource plans happens at various levels in the organization through budget requests, line requests, and various meetings. Although assessment of action plans, resource allocation, program outcomes, and student learning outcomes is formalized annually at year end, ongoing discourse takes place throughout the year within and across divisions and units. Discussion occurs in regularly scheduled and ad hoc meetings especially through established fora like the Senate, Local Assemblies, opening meetings, town halls, and meet and discuss sessions. Retreats, planning sessions, divisional/unit meetings, and university fora establish a means by which internal stakeholders know and support these strategic statements.

For example, the University conducted a climate survey, analyzed the results, and reported the findings at the October 2022 Town Hall and on the web. At the Town Hall, the Chief Diversity, Equity, and Inclusion Officer explained how survey findings informed immediate actions and progress to create a DEI plan, have permanent DEI staff at MA, establish the multicultural resource center at LH, and create a diversity outreach and retention position at BL. Other points of progress included forging strategic partnerships with educational and community

partners for recruitment and retention (e.g., MA’s Southern Tioga School District and BL’s Columbia Child Development Program) and collaborating on the system-wide Diversity Summit, an annual professional development event for students, faculty, and staff.

INSTITUTIONAL GOALS (CRITERION 2)

Institutional goals that are realistic, appropriate to higher education, and consistent with mission

Institutional goals, stated in the Strategic Plan as core commitments, priorities, and goals, are realistic, appropriate to higher education, and consistent with CU’s core mission of providing an accessible and affordable, high-quality education that prepares students for success. CU’s mission, vision, priorities, and goals align with Act 188, which endeavors to deliver undergraduate and graduate programs in the liberal arts and sciences and in applied fields. CU’s program array coheres with this blend of offerings and the *Academic Excellence and Innovation* priority articulates the intent to deliver high-quality, transformational educational experiences.

The State System’s CPP process adds another layer of goal setting and requires three goals linked to the Strategic Plan and aimed at achieving sustainability. Goals set through the CPP process aim to (1) increase First-Time Enrollment and First-to-Second-Year Persistence (CPP-1), (2) complete the Expanded Academic Program Array (CPP-2), and (3) stabilize the Integrated University to Ensure Financial Sustainability (CPP-3). Table 1.1 below shows how the Strategic Plan priorities and goals align with mission, CPP goals, System priorities, and MSCHE Standards demonstrating consistency among the statements and appropriateness within the higher education milieu.

Table 1.1: Mission, Priority, Goal Alignment				
Strategic Priority Areas / Goals	Mission (Excerpts)	Comprehensive Planning Process (CPP) Goals	2022-25 State System Priorities	MSCHE Standards
Academic Excellence & Innovation	<ul style="list-style-type: none"> students are at the heart of everything we do high-quality education emphasizing high-impact practices to succeed in our region and beyond 	CPP-1: Enrollment CPP-2: Program Array CPP-3: Sustainability	Opportunity/Outcomes Affordability/Grow Operate Sustainably Partnership Invest in People/Infrastructure	SI, SII, SIII, SIV, SV, SVI,
University Success	<ul style="list-style-type: none"> students are at the heart of everything we do affordable supporting all learners 	CPP-1: Enrollment CPP-2: Program Array CPP-3: Sustainability	Opportunity/Outcomes Affordability/Grow Operate Sustainably Invest in People/Infrastructure	SI, SII, SIII, SIV, SV, SVI, SVII
Student Success	<ul style="list-style-type: none"> students are at the heart of everything we do personal and career connections supporting all learners 	CPP-1: Enrollment CPP-3: Sustainability	Opportunity/Outcomes Affordability/Grow Partnership Invest in People/Infrastructure	SI, SII, SIII, SIV, SV, SVII
Welcoming and Inclusive Community	<ul style="list-style-type: none"> students are at the heart of everything we do inclusivity supporting all learners 	CPP-1: Enrollment	Opportunity/Outcomes Affordability/Grow Partnership Invest in People/Infrastructure	SI, SII, SIII, SIV, SV, SVI, SVII

Institutional goals also include the General Education themes, goals, and objectives. Through integration, CU adopted the Shippensburg University General Education Program. Significant research and comparative analyses revealed that this GE program adheres to the BOG Policy 1993-01-A: General Education at State System of Higher Education Universities and external

benchmarks like the AAC&U Essential Learning Outcomes for Liberal Education. In addition, the BOG Policy 1993-01-A, Section D., Compliance with Middle States Commission on Higher Education and University Responsibilities specifically outlines the GE components and mandates compliance with MSCHE Requirements and Standards.

Other sources of evidence for program-specific goals include compliance with program accrediting standards for all accredited programs, disciplinary standards, and further alignment with the AAC&U high-impact practices most of which are embedded in general education and program learning activities (e.g., first-year experiences, common intellectual experiences, learning communities; capstone courses; diversity/global learning; service learning; internships; and collaborative assignments). See Standard III for greater discussion of these learning experiences.

GOALS ON STUDENT LEARNING AND INSTITUTIONAL IMPROVEMENT (CRITERION 3)

Goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission

The priorities listed in Table 1.1 focus on student learning and institutional improvement and are supported across the institution by action planning, resource allocation, and assessment that inform and guide programs and services. The priorities are student-centered, elevating student achievement above all else. They focus on promoting or supporting student learning, providing access and affordability to learners from diverse populations, and providing various educational pathways.

Goals that Support Student Learning

Strategic priorities for *Academic Excellence and Innovation* and *Student Success* involve initiatives most directly related to student learning, even though all priorities support this endeavor. *Academic Excellence and Innovation* includes aligning curriculum with market and student demand to ensure the program array is relevant and the curriculum represents disciplinary and industry standards. The 5 GE curricular themes and 16 learning goals (stated in Standard III, Table 3.5) alongside program-specific learning goals articulate the knowledge, skills, and dispositions that graduates should possess. Emphasizing AAC&U high-impact practices and workforce development programs to increase credentialing options and multiple career and degree pathways affords greater educational opportunity to a broader array of learners. Instructional delivery includes use of cutting-edge technologies by qualified faculty and staff who continue their own professional growth and discovery. CU strives to support technology investment, professional development and training, and faculty scholarly activity. Establishing the CU Assessment Council (CUAC) and procedures supports student learning by articulating and overseeing how student learning outcomes will be collected, analyzed, and used to inform actions for improving such areas as curricula, learning activities, and assessment processes.

Student Success complements efforts to foster student learning with the Student Success Centers' holistic support approach and opportunities for networking, mentoring, and developing career readiness. Ongoing efforts continue to increase affordability through an aggressive institutional aid strategy and assist students to make informed financial decisions.

Other priority areas like *University Success* focus on providing resources (e.g., faculty, staff, facilities, technology, funding etc.) that support strategic initiatives including student learning. A

Welcoming and Inclusive Community fosters a culture that values and supports all learners and perspectives and brings about an engaged community and sense of belonging.

Goals that Support Institutional Improvement

Goals and strategies support institutional improvement and reside in key planning documents, including the Strategic Plan, its supporting divisional and unit plans which include CU's administrative, educational, and student support areas, and the CPP. Additionally, the Institutional Effectiveness Plan describes how CU operationalizes its priorities and goals toward continuous improvement of the institution and its offerings. CU focuses on institutional improvement through planning and budgeting, revenue generation, and efficient and strategic use of resources, sentiments that underlie the *University Success* priority and goal statement.

Consistent with the strategic and annual planning processes, the university regularly engages in planning at all levels, giving broad consideration to external influences and internal assessments. These processes have generated a mission, vision, Strategic Plan, and CPP that align with each other and focus on institutional improvement through the articulation of core commitments, priorities, and goals. Whether its delivering transformative educational experiences, enhancing holistic and inclusive support, advancing sustainability, or cultivating an inclusive culture and connections, dedication to pursuing CU goals elevates institutional improvement while achieving the mission, priorities, and goals. Initiatives are articulated annually in the administrative, educational, and student support plans. In the Nuventive assessment platform, the divisions and units map to the Strategic Plan commitments, priorities, goals, and initiatives. The mapping illustrates how these units support the goals and drive improvement through the measures, targets, and reported results at year end. In 2023-24, the university implemented the following examples of initiatives across the divisions that support the Strategic Plan:

- Launch and market the CU Program Array featuring the new brand identity in print and digital showcase pieces (e.g., admissions road piece, viewbooks, discover series), television, radio, and billboard ads
- Establish a DEI Committee in each of the five academic colleges to develop initiatives tailored to each college's academic programs and majors
- Refine need-based and merit-based aid strategies informed by 2022-23 assessments and leverage institutional and foundation funding to increase enrollment and retention
- Create specific recruiting events that target URM prospective students throughout PA school districts
- Make data-informed changes to align health and wellness resources, ensuring student access to mental health and other services
- Provide a financial literacy component in the first-year experience, through workshops, webinars, and programming
- Conduct targeted outreach to URM students to assist in removing financial barriers and with FAFSA completion, experiencing an 18% decrease of incomplete applications in the first few weeks
- Finalize campaign priorities and conduct feasibility studies for the fundraising campaigns according to the planned rollout for each campus
- Complete a regional economic impact study encompassing all campus locations
- Identify and document industry-recognized credentials that align with courses and degree programs

The Institutional Effectiveness Plan also provides a high-level summary of the key resource plans that support our priorities and goals. The University's overarching resource plan, the CPP encompasses the budgeting process and the ancillary plans for staffing complement, technology, and facilities. The Vice President for Fiscal Affairs holds the responsibility for developing the CPP which includes the budget.

The Vice President for Administration monitors the staffing complement plan which encompasses all filled or budgeted positions, including the vacancy list which is reviewed monthly. Each vacancy is evaluated by the President and appropriate vice president for replacing or repurposing the line to meet operational or strategic needs. The AVP of Information Technology oversees the Information Technology Plan inclusive of classroom technology, infrastructure projects, and administrative applications. The Facilities Renewal Projects Plan contains maintenance, repair, and renewal projects based on a four-year facilities needs list. The plan also incorporates the State System Capital Projects plan for construction and renovation projects. Overseen by the Chief Facilities and Safety Officer, these plans support operational needs and institutional improvement across the campuses.

After accounting for personnel, technology, and facilities, remaining budget monies are allocated to divisional operating budgets for discretionary spending, student employment, and academic equipment. Budgets are apportioned within the divisions to units and programs based upon how those areas support the mission and Strategic Plan goals. Divisional, unit, and program annual reports tie to budget allocations in terms of documented outcomes from the prior budget cycle and proposed strategies for the upcoming one; both outcomes and strategies should be articulated in the annual reports.

Toward accomplishing its mission and goals, the university also receives support from affiliate organizations including the university foundations and student governments. In collaboration with university advancement, the foundations pursue a mission of generating and managing resources for the benefit of CU's students. To this end, the foundations provide CU with over \$6.7M in university support, including scholarships, professional experience grants, fellowships, and academic and athletic program support, and overall endowment of \$90M.

The second group of affiliates are the campus-based student governments that oversee student programming and administer the student activity fees. These fees fund programs and services that enhance the overall educational development of students and enrich their personal growth through fostering participation in social, cultural, multicultural, intellectual, recreational, community service, campus governance, and leadership opportunities. These affiliate organizations support goals related to student learning and institutional improvement.

ASSESSMENT OF MISSION AND GOALS (CRITERION 4)

Periodic assessment of mission and goals to ensure that they are relevant and achievable.

As described above, the five-year strategic planning cycle provides for periodic evaluation of the mission and goals, which includes collaborative participation from a broad array of constituencies beginning with the evaluation of the mission statement and then development of supporting priorities, goals, initiatives and metrics. CU's first planning process was completed in October 2023, beginning the cycle. Following the approval of the Strategic Statements, the process moves to developing divisional and unit plans, resource allocation plans, and assessments; gathering data and outcomes; and reporting results and analyses, processes that

take place annually. The CPP process also requires goal setting and sustainability planning, providing another layer of evaluating mission, goals, and institutional effectiveness.

Throughout the year, the COT minutes document vice presidents' reports that update progress on priorities and goals. The President's and vice presidents' ongoing reporting on goals and institutional priorities to the COT and university community at town hall meetings represent points of evaluation of goals, actions, resource allocation, and outcomes. The meetings also invite questions and comments that may inform change.

The Institutional Effectiveness Plan describes high-level assessment processes at the State System, institutional, divisional, unit, and program levels. These assessments include an evaluation of mission and goals and are discussed deeper in Standards III, VI, V, and VI. From broad to more specific, some of those assessments include regular review of Board-Affirmed Metrics, KPIs, and Strategic Plan selected metrics; financial risk assessment; divisional and unit annual reports; university-wide forums; effectiveness of resource allocation; general education outcomes reports; program assessment review annual reports; and annual report evaluation (using a rubric). At the unit or program levels, annual reporting and the management performance evaluation processes provide a means by which managers and chairs assess student learning and institutional effectiveness based on their respective role in the processes. Documentation through the annual reports shows closing of the loop by integrating assessments and how data is infused into the planning and resource allocation processes for the next year. [PROVIDE EXAMPLES FROM 2023-24 ANNUAL REPORTS]

The SPC and CUAC also serve instrumental roles in assessing institutional effectiveness by reviewing and giving annual progress reports on the implementation of the Strategic Plan goals, divisional and unit goals, and academic program goals, making recommendations to President's Cabinet regarding the Strategic Plan or other operational areas. [PROVIDE EXAMPLES FROM SPRING MEETING MINUTES]

6. Areas of Strength

- Implemented significant engagement strategies to include key constituencies in the development of mission, vision, values, and Strategic Plan, which was evident during the approval process at the Senate and COT meetings
- Developed a mission, vision, values, and Strategic Plan and have structures in place to implement the plan and operationalize it across CU
- Developed key performance indicators and a systematic process for planning and assessment, building on successes at legacy campuses
- Aligned strategic statements and measures with the State System and with institutional and unit planning
- Keep strategic statements at the forefront in university forums, strategic communications, and fundraising initiatives

7. Opportunities for Improvement and Innovation

- Building longitudinal data for CU and in some cases, developing baseline data for KPIs and measures
- Cascading information to the University community as the strategic communications plan and new CU web site are developed

- Revamping the resource allocation structure to improve how we show alignment with strategic priorities
- Identifying more tangible examples of how we are operationalizing the Strategic Plan and other areas called out in this standard

8. Initial Strategies on Continuous Quality Improvement

- Continue to implement the Strategic Plan and use data to make periodic adjustments