Clark Atlanta
UNIVERSITY

STRATEGIC PLAN | 2013-14 — 2017-18

Dr. Carlton E. Brown, President

A view into the future...

Dr. Carlton E. Brown, the third president of Clark Atlanta University, has embraced the rich legacy of both Clark College's and Atlanta University's academic excellence, research, creativity, social justice and community service development.

Under his valiant vision and guidance the University mottos, *"I will find a way or make one"* and *"Culture for service"* takes on a new meaning of transformative leadership which inspires and nurtures the 21st century learner to connect, influence, and empower self and others.

"Learn, Lead, Change the World"

CLARK ATLANTA UNIVERSITY STRATEGIC PLAN

Executive Summary

On June 22, 2013, the Clark Atlanta University Board of Trustees approved new mission, vision, and core values statements for the University, as well as four institutional priority goals to guide our planning over the next five years. Together these statements describe our present position and inform our future direction. They also enable us to clearly communicate our purpose to various stakeholders and audiences we serve.

This 2013 Strategic Plan will position Clark Atlanta University for global leadership in education, research, service and creative works by the year 2018. In this planning process, we are cognizant of Clark Atlanta's remarkable history and past achievements. While we recognize the University's exceptional strengths and contributions and honor the culture of excellence that has earned us respect nationally and internationally, we also acknowledge the current and future challenges facing the University.

Given the current economic issues and circumstance, we have chosen a five-year planning horizon to reach our accomplishments progressively and successfully. However, thinking about the University's leadership potential and to remain competitive in the near future, we have not overlooked the immediate need in our core areas to achieve and maintain excellence in all that we do. Therefore, this Plan offers directions precisely for transforming the University into a leading model for the 21st century.

Carlton E. Brown, Ed.D.
President

UNIVERSITY HISTORY

Atlanta University, founded in 1865, by the American Missionary Association, with later assistance from the Freedman's Bureau, was, before consolidation, the nation's oldest graduate institution serving a predominantly African-American student body. By the late 1870s, Atlanta University had begun granting bachelor's degrees and supplying black teachers and librarians to the public schools of the South. In 1929-30, it began offering graduate education exclusively in various liberal arts areas, and in the social and natural sciences. It gradually added professional programs in social work, library science, and business administration. At this same time, Atlanta University affiliated with Morehouse and Spelman Colleges in a university plan known as the Atlanta University System. The campus was moved to its present site, and the modern organization of the Atlanta University Center emerged, with Clark College, Morris Brown College, and the Interdenominational Theological Center joining the affiliation later. The story of the Atlanta University over the next twenty years from 1930 includes many significant developments. The Schools of Library Science, Education, and Business Administration were established in 1941, 1944, and 1946 respectively. The Atlanta School of Social Work, long associated with the University, gave up its charter in 1947 to become an integral part of the University.

Clark College was founded in 1869 as Clark University by the Freedmen's Aid Society of the Methodist Episcopal Church, which later became the United Methodist Church. The University was named for Bishop Davis W. Clark, who was the first President of the Freedmen's Aid Society and became Bishop in 1864. A sparsely furnished room in Clark Chapel, a Methodist Episcopal Church in Atlanta's Summer Hill section, housed the first Clark College Class. In 1871, the school relocated to a new site on the newly purchased Whitehall and McDaniel Street property. In 1877, the School was chartered as Clark University.

An early benefactor, Bishop Gilbert Haven, visualized Clark as the "University" of all the Methodist schools founded for the education of freedmen. Strategically located in the gateway to the South, Clark was founded to "give tone" to all the other educational institutions of the Methodist Episcopal Church providing education for Negro youth. After the school had changed locations several times, Bishop Haven, who succeeded Bishop Clark, was instrumental in acquiring 450 acres in South Atlanta, where in 1880 (the institution relocated in 1883) the school conferred its first degree. Also in 1883, Clark established a department, named for Dr. Elijah H. Gammon, known as Gammon School of Theology, which in 1888 became an independent theological seminary and is now part of the Interdenominational Theological Center.

For purposes of economy and efficiency, during the 1930s, it was decided that Clark would join the Atlanta University Complex. In the winter of 1939, work was begun across town on an entirely new physical plant adjoining Atlanta University, Morehouse College, and Spelman College. In 1957, the controlling Boards of the six institutions (Atlanta University; Clark, Morehouse, Morris Brown and Spelman Colleges; and Gammon Theological Seminary) ratified new Articles of Affiliation creating the Atlanta University Center, the most prevalent consortium of African-American private institutions of higher education in the nation.

During the 1980s some of the advantages of proximity, which had seemed promising earlier, again became evident. Clark College and Atlanta University through consolidation preserved the best of the past and present and "Charted a Bold New Future." Clark Atlanta University was created on July 1, 1988. The new and historic University inherits the rich traditions of two independent institutions, connected over the years by a common heritage and commitment; by personal, corporate and consortia relationships; and by location.

The first President of Clark Atlanta University was Dr. Thomas W. Cole, Jr., who served concurrently as the President of both Atlanta University and Clark College prior to consolidation. Dr. Walter D. Broadnax became the second President for Clark Atlanta University on August 1, 2002, and served until his retirement on July 31, 2008. The third President is Dr. Carlton E. Brown, who assumed leadership on August 1, 2008.

UNIVERSITY GOVERNANCE

Clark Atlanta University operates under a lay Board of Trustees (Board), vested with the legal authority for the governance of all policies and decisions pertaining to the property, business, and affairs of the corporation. The duties of the Board are set forth in the University Charter granted by the State of Georgia on July 11, 1988, and its By-laws, approved November 20, 1988.

The Board, in accordance with the University's understanding of shared governance, carries out its fundamental fiduciary accountability and overall good stewardship responsibilities and actively participates in the University's strategic planning through its seven standing committees (Executive, Academic Affairs, Finance and Audit, Development, Student Affairs, Buildings and Grounds, and Governance and Compensation). The current Board, consisting of 26 members from corporate business sector, government, legal, medical, religious community (United Methodist Church), higher education, meets during the fall, spring, and summer of each year.

The Board has delegated the day-to-day operation of the University to the President who is the Chief Executive Officer, selected and appointed by the Board, responsible to and reports directly to the Board. All education and/or administrative policies are approved by the President and the Board with a clear distinction, observed in practice, between the policy-making functions of the Board and the responsibility of the administration and faculty to administer and implement policies.

The duties of the President include supervising all of the interests of the University and providing overall leadership and administrative direction to ensure that the institution meets its strategic goals and objectives with the aid of the faculty and administrative staff. The administrative divisions directly reporting to the President are the Provost and Academic Affairs, Finance and Business Services, and Institutional Advancement and University Relations. In addition, the President's division consists of University Operations and Board Relations, General Counsel, University Compliance, and Title III Administration, the Provost and Academic Affairs division consists of Research and Sponsored Programs, Enrollment Services and Student Affairs, Information Technology and Communications, and the Office of Planning, Assessment and Institutional Research. The President, with the Board or its Executive Committee, establishes or restructures administrative offices as may be necessary for carrying on the work of the University.

In accordance with the principles of shared governance and participatory democracy, the University faculty and administration operate collaboratively as a whole and through committees of the faculty and administration. There are several interrelated governance entities, such as the Faculty Assembly; the University Senate; the Academic Council; the Student Government Association; and the University Staff Assembly. These groups are empowered by the President or the trustees to consider, investigate, advise and make recommendations to the appropriate decision-making bodies of the University concerning matters of general university governing policies, interests and issues, and any other matter referred to were related to the welfare of the University.

Findings from faculty, staff, and student concerns, environmental scan, SWOT, and document analysis are reviewed, analyzed and incorporated into operational objectives which are designed to improve day-to-day policies, procedures, and practices. Such reviews are reflective of the President's focus on assessment and accountability systems that enhance learning in a safe, caring and nurturing environment. Final decisions are made with input from all constituent stakeholders and in compliance with the University's mission, vision, core values, priorities, goals and objectives.

The University's strategic priorities are continually identified and developed for implementation to meet the complex needs for organizational change, growth and improvement in efficiency and economics to incorporate standards, guidelines and regulations of The University Senate of The United Methodist Church, Southern Association of Colleges and Schools Commission on Colleges and other professional accrediting agencies and federal, state, local regulatory bodies.

ORGANIZATIONAL STRUCTURE OF CAU

The University Board of Trustees

The President's Office
- Chief of Staff /Special Assistant to the President
- Coordinator for Board Relations
- Chief Compliance Officer
- Legal Counsel Officer
- Director of Title III Program

Academic Affairs
- Vice President for Research and Sponsored Programs
- Vice President for Student Affairs (Intercollegiate Athletics & Intramural Sports, Career Services, Counseling & Disability Services, Student Health Services, Student Leadership Activities & Organizations, Religious Life, Residence Student Life, Multicultural Affairs)
- Center for Cancer Research & Therapeutic Development
- Associate Vice President for Academic Affairs
- Assistant Vice President for Planning, Assessment and Institutional Research
- Dean of Enrollment Management (Admissions, Registrar, Financial Aid, Scholarship Program)
- Dean of Office of Graduate Studies
- Dean of School of Arts and Sciences
- Dean of School of Business Administration
- Dean of School of Education
- Dean of School of Social Work
- Executive Director of Center for Academic Student Success
- Director of Honors Program

Finance & Business Services
- Accounting & Business Services
- Human Resources Management
- Physical Plant Facilities (Maintenance, Construction & Renovation)
- Auxiliary Enterprises (Cafeteria, Bookstore, Vending Services, Print Shop, Mailroom, Parking)
- Office of Information Technology & Communications
- Campus Safety & Security

Institutional Advancement & University Relations
- Advancement
- Alumni Relations
- Foundations & Corporations
- Major Gifts - Annual Giving, Planned Giving
- Strategic Communications & Marketing
- Advancement Services

LEADERSHIP FOR PLANNING

Planning and Institutional Effectiveness at Clark Atlanta University is the responsibility of each employee and requires a commitment to a broad-based, comprehensive system of planning and evaluation which makes use of assessment outcomes to improve educational programs, services and operations. Success in planning and implementation depends on widespread participation throughout campus. The following specific responsibilities are to ensure such participation.

1. Board of Trustees

Collaborates and partners with the President, senior leadership team, and faculty leaders to arrive at an understanding concerning strategic direction, and ensures that the University has the resources necessary to sustain core operations, compete in the educational marketplace, and achieve its mission by attaining the strategic priorities and goals of the University.

2. President

Ensures that the planning process fosters widespread participation, engaging faculty, staff, students, and the community as well as assures assessment data impacts necessary change to implement strategic goals and objectives.
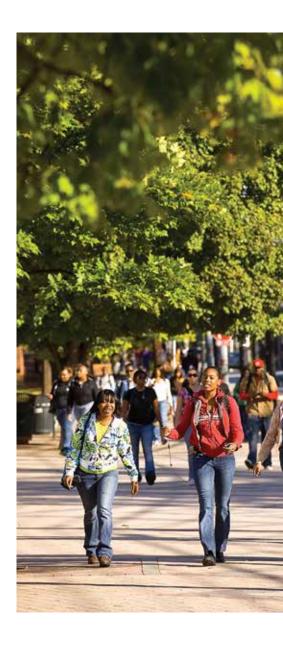
3. Executive Cabinet

The President's Executive Cabinet provides leadership to the planning process, prepares specialized sub-plans, and evaluates their implementation and progress. The Cabinet also reviews and provides feedback for necessary revisions and budgeting implications to the plan on a continual basis.

4. Office of Planning, Assessment and Institutional Research

Coordinates composition of data archives and provides reliable information to academic and administrative units in support of policy formation, decision-making, and compliance with accrediting agencies.

5. University Effectiveness Committee (UEC)

As a standing committee of the University Senate, the UEC provides oversight on the implementation of the strategic and annual assessment plans and works with faculty and staff on Periodic Program Reviews, evaluation tools and ultimate assessment of the institutional effectiveness plan.

THE UNIVERSITY

Clark Atlanta University (CAU), established in 1988 as a result of the consolidation of two independent historically black institutions — Atlanta University (1865) and Clark College (1869), is a United Methodist Church-related, private, coeducational, residential, and comprehensive urban research university. The University offers undergraduate, graduate and professional, and non-degree certificate programs.

Mission

Leveraging its distinctive history, Clark Atlanta University is an urban research university that transforms the lives of students and their communities by preparing citizen leaders to be problem-solvers through innovative learning programs; supportive interactions with faculty, staff, and students; exemplary scholarship; and purposeful service.

Approved by the Board of Trustees, 06/22/2013

Vision

Clark Atlanta University will increasingly become a dynamic 21st century research university of choice for a diverse student body with enhanced student enrollment yields, success and global marketability.

Implementation of Vision

This outcome will be achieved by committing the University's collective intellectual capital, talent, and resources through distinctive and innovative programs; cutting-edge research; meaningful service experiences; and a universally supportive environment.

Approved by the Board of Trustees, 06/22/2013

Core Values: I-SQuARED

Clark Atlanta University community draws motivation and direction through strongly held principles which guide the manner in which we treat one another and those we serve. Our core values serve as the foundation of each step we take toward achieving our vision.

1. Promote **innovation and collaboration** to unite and make significant contributions to the knowledge of humankind.

2. Uphold a **student-centered** ethos that is responsive to diverse student backgrounds, learning styles, and career aspirations.

3. Commitment to the pursuit of **quality and excellence** in service to all stakeholders.

4. Act with personal and professional **accountability and integrity** in all we do.

5. Exhibit **respect** for all individuals, workplace, and natural environment.

6. Practice and nurture **ethical behavior and social responsibility** in all endeavors and toward all constituents.

7. Embrace and support all forms of human **diversity and inclusiveness** in all of our actions.

PLANNING FOR EXCELLENCE

Overview

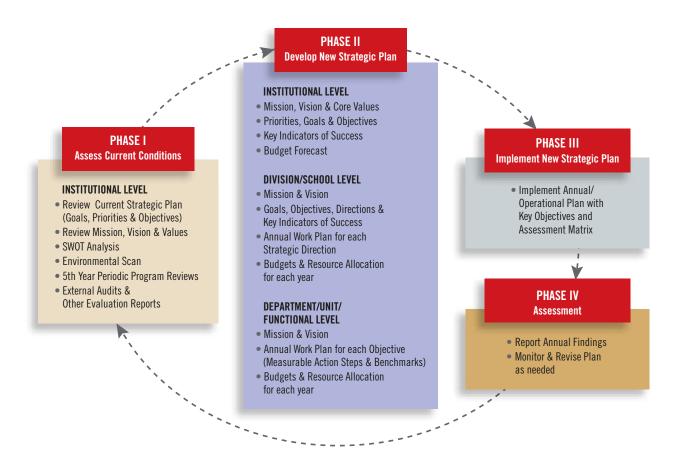At Clark Atlanta University, Educational Administration, comprised of Educational Services and Resources is an integration of Academic Programs, Student Support Services, Research/Innovation and Advancement and Financial Management. We strive to promote the confluence of superb teaching, research, scholarship, creative works, and service that distinguishes us.

In creating the following Strategic Plan, we have focused primarily on our critical role as a national comprehensive urban research university. It is from this core identity that this plan has evolved. Clark Atlanta will become a leading University of the 21st century in learning and discovery in a global context and in setting new standards in education, research, and service that will benefit the nation and the world.

Educational Services   **Educational Resources**

| ACADEMIC PROGRAMS | FINANCIAL MANAGEMENT |
| STUDENT SUPPORT SERVICES | RESEARCH / INNOVATION & ADVANCEMENT |

STRATEGIC PLAN — EVALUATING, PLANNING, BUDGETING, IMPLEMENTING

Strategic Planning Cycle

PHASE I
Assess Current Conditions

INSTITUTIONAL LEVEL
- Review Current Strategic Plan (Goals, Priorities & Objectives)
- Review Mission, Vision & Values
- SWOT Analysis
- Environmental Scan
- 5th Year Periodic Program Reviews
- External Audits & Other Evaluation Reports

PHASE II
Develop New Strategic Plan

INSTITUTIONAL LEVEL
- Mission, Vision & Core Values
- Priorities, Goals & Objectives
- Key Indicators of Success
- Budget Forecast

DIVISION/SCHOOL LEVEL
- Mission & Vision
- Goals, Objectives, Directions & Key Indicators of Success
- Annual Work Plan for each Strategic Direction
- Budgets & Resource Allocation for each year

DEPARTMENT/UNIT/ FUNCTIONAL LEVEL
- Mission & Vision
- Annual Work Plan for each Objective (Measurable Action Steps & Benchmarks)
- Budgets & Resource Allocation for each year

PHASE III
Implement New Strategic Plan

- Implement Annual/ Operational Plan with Key Objectives and Assessment Matrix

PHASE IV
Assessment

- Report Annual Findings
- Monitor & Revise Plan as needed

Strategic Planning is a systemic process through which an organization agrees on, and builds commitment among key stakeholders to priorities that are essential to its mission and responsive to the environment. *(Allison & Kaye, 2005)*

Planning Framework

STRATEGIC TARGETS	OUR BUSINESS		OUR PRESENT			OUR FUTURE
Strategic Questions	Why are we in business?	How do we do business?	Where are we now?	Where we want to be?	How can we get there?	How will we know we've arrived?
Strategies	Mission	Core Values	Environmental Assessment	Strategic Initiatives	Action Plans	Coordination
	Vision	Culture	Strengths	Resources		Budgets
	Purpose	Climate	Weaknesses	People		Controls
			Opportunities	Property		Reports
			Threats	Time		Milestones
			Competition	Money		Performance Measures
			Constraints	Technology		
			Advantages			Monitoring & Tracking
			Gap Analysis			

Strategic Priorities: What are the most significant challenges and opportunities facing the University?

Goals: In what direction does the University want to move to address the strategic issue?

Action Objectives: What are the specific targets for accomplishing goals?
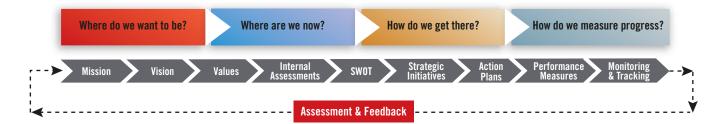
Benchmarks: What are the key outputs that must be achieved to meet this objective?

Metrics: How will achievement of objectives and outcomes be measured?

Assumptions: What kind of assumptions are we making to manage our planning?

Budget: What are the revenues and cost projections for this objective?

The Structure

Where do we want to be? → Where are we now? → How do we get there? → How do we measure progress?

Mission → Vision → Values → Internal Assessments → SWOT → Strategic Initiatives → Action Plans → Performance Measures → Monitoring & Tracking
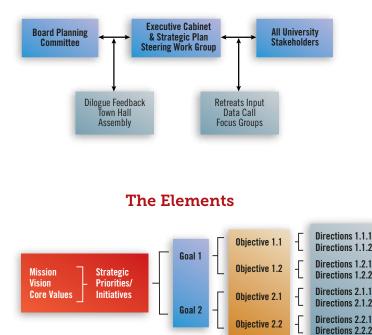
Assessment & Feedback

The Process

Our strategic planning process, initiated by the Board of Trustees, our governing body, and led by President Carlton E. Brown, as Chief Executive Officer, reflects input from all our constituents, affiliated community partners, and other university stakeholders. The President, members of the Executive Cabinet, Academic School Deans, and Administrative Deans and Department Heads provided oversight for the strategic planning process and are ultimately responsible for executing and monitoring *The Plan* entirely.

In order to develop this plan, the University analyzed its current position in the industry, at national, state, regional, and local levels; reviewed the imperatives in higher education; and conducted appraisals of internal and external environmental (economic, social, demographic, political, legal, technological, and international) factors.

We believe this *Strategic Plan* will help guide us in accomplishing our ***vision*** through our collaborative efforts in setting our strategic priorities, long-term goals and objectives. By implementing near-term specific directions, detailed action plans, benchmarks and performance measures, the plan will be integrated into the University's budget cycle and provide regular assessment of progress.

The Participants

The Elements

The Alignment

Clark Atlanta's Strategic Plan alignment process focuses primarily on executing and continually refining and improving the University's strategic and operational efficiency to achieve its mission and remain competitive in the marketplace. It incorporates strategic Mission, Vision and Goals at Board level while maintaining operational performance strategies at institutional level.

Our planning efforts, combined with collaboration and a practical means for execution together with strategies for necessary resources, assessment and accountability, are aligned in accordance with the principles of shared governance and participatory democracy throughout the University.

STRATEGIC PLAN SWOT ANALYSIS SUMMARY

The summative assessment of the Clark Atlanta University 2010-2013 Strategic Plan indicated that the University had made considerable progress in effectively accomplishing its mission through the University's five strategic priorities and goals. During the past three years, the University actively worked to make significant improvements in overall institutional quality by regularly monitoring ongoing progress of its programs and services through the Executive Cabinet, the University Senate, the Academic Deans' Council, and the Institutional Effectiveness Committee.

Although the current plan met most of its objectives, it became clear that the next Strategic Plan for Clark Atlanta University should be a five year plan. The themes/priorities of the new plan should remain the same; however, the key initiatives and projects should change to reflect the next level of thinking and the subsequent actions needed to achieve our vision.

Recommendations for the 2013-14 – 2017-18 Strategic Plan have been identified and summarized for each of the key University areas as follows:

1. Focus on enrollment growth and fully implementing the Enrollment Management Plan
2. Emphasize increasing the academic stature of the University, i.e. accreditation of the Departments of Mass Media Arts, Music, and Computer and Information Sciences as well as focus on graduate programs and research
3. Focus on the Division of Research and Sponsored Programs with defined outcomes and specific amounts of funding required
4. Formulate fundraising plans and organize a Capital Campaign around the priorities of the University and link it to major initiatives and projects such as endowed scholarships, endowed chairs, funding for current Centers of Excellence, and new facilities
5. Focus on branding/imaging and academic excellence of the University
6. Focus on alumni and community engagement
7. Implement the Economic Development Center (EDC) plan
8. Address new facilities for programs and services such as Performing Arts and Media Center, Science Building, Wellness Center, and Environmental Center
9. Focus on financial sustainability, benchmarking of salaries, facilities enhancements, deferred maintenance and debt restructuring
10. Diversify funding streams and earmark projects to achieve them

COMPONENTS OF THE FORWARD PLAN FOR CAU

ENROLLMENT

By 2018, CAU will achieve headcount enrollment of 4000:
- 900 Graduate Students
- 45% Graduation Rate
- 35% Entering Students from Family Incomes $60K+
- 67% Retention Rate
- 10% International Students
- 6% Other Race US Citizens

FUNDRAISING

The following are all of the items of need and interest requiring funding support:
- Project Based Targets
- Capital Projects
- Campaign Structure
- Renovation Projects
- Scholarships

PROGRAMS

All current and any proposed programs (academic, research, or service) must meet the following tests of viability:
- Return on Investment to the University
- Effective Cost/Benefit Analysis (reality and potential)
- Distinctiveness
- Marketability
- Innovativeness
- Competitiveness
- Measures of High Quality
- Positive Impact on Enrollment
- Positive Impact on Institutional Bottom Line

THE STRATEGIC PLAN

PRIORITY 1: INCREASE HEADCOUNT ENROLLMENT

GOAL 1.0   **Attract an increased number and diversity of students who graduate at higher rates and are equipped to succeed in their careers.**

OBJECTIVES

1.1 Initiate an intensive recruitment plan
Directions:
1.1.1   Package and market distinctive academic programs and co-curricular services
1.1.2   Design and implement demographic shift profile to target desired enrollment
1.1.3   Increase admit rate and decrease turn-around time for processing applications

1.2 Implement an inclusive student financial planning advisement and management paradigm
Directions:
1.2.1   Prepare cost analysis through predictive modeling and econometric modeling tools to calculate pre-award projections
1.2.2   Establish an academically and financially sustainability model for students to determine persistence
1.2.3   Offer support programs in Financial Literacy, awareness and responsibility
1.2.4   Target scholarships to attract and compete for high achieving students with higher income

1.3 Implement a University-wide comprehensive retention plan
Directions:
1.3.1   Expand opportunities in educational support services, co-curricular activities and residential living/learning programs

1.3.2   Integrate access to academic advisement, tutoring, research, and technologies
1.3.3   Initiate a strong academic guidance, counseling and mentoring support structure
1.3.4   Increase internships, international studies and study abroad experiences related to academic programs
1.3.5   Provide faculty development and support related to student services
1.3.6   Increase student engagement in community and civic service learning

1.4 Streamline processes for all core enrollment support areas to maximize the required capacity, timeliness, accuracy, and skill sets for increased diverse students
Directions:
1.4.1   Integrate information technology systems to ensure proactive reports and alerts for timely assistance to students and clients
1.4.2   Provide annual assessment plan training workshops to faculty and staff
1.4.3   Administer annual surveys of faculty, staff and students related to attrition issues
1.4.4   Collect and analyze records and data on career internships, coop, and placement
1.4.5   Conduct periodic reviews of all academic, administrative and educational support programs and annual assessment of program performance and student outcomes

SELECTED MEASURES OF SUCCESS

- University of choice: Applications and matriculations; International and diverse students; Working and returning adult learners
- Student performance: Annual learning gains; Passing rates on standardized tests and licensure exams
- Student retention, graduation and placement rates: Persistence, progression and completions; Career and graduate/professional school placement

- Faculty and student engagement in high-impact lifelong teaching-learning opportunities: Research, civic and community service projects and activities; Religious life, cultural and artistic education
- Customer satisfaction

PRIORITY 2: DISTINCTIVE ACADEMIC, RESEARCH, AND STUDENT SUPPORT PROGRAMS

GOAL 2.0: Develop and enhance academic, research, and support programs recognized for their distinctiveness, innovation, and ability to prepare graduates sought after by employers and entrepreneurial community as well as graduate and professional schools.

OBJECTIVES

2.1 Implement best practice standards of quality for all academic, research and support programs

Directions:

2.1.1 Develop campus-wide definition of and certification criteria for program uniqueness, and innovativeness including national and international standards and defined ROI for individual program sustainability

2.1.2 Design and implement a framework for programs of distinction and recognition

2.1.3 Conduct audits of current academic programs to calculate ROI with effectiveness metrics

2.1.4 Utilize academic audits for distinctive programs to meet national and international standards for gift opportunities (e.g., distinguished chairs, fellowships, etc.)

2.1.5 Design and apply a quality effectiveness program for 20% of academic, research and support programs each year

2.1.6 Achieve institutional reaffirmation and professional program accreditations in Mass Media Arts, Computer Science, and Music

2.1.7 Redesign General Education Core Curriculum

2.1.8 Expand PhD programs in Material Sciences, Computational Sciences, Humanities, and a Dual Degree Program in Master of Social Work and Public Health based on pursuit of external support

2.1.9 Establish a Center for Children and Family

2.1.10 Restructure academic and student support units for increased productivity and efficiency

2.2 Implement a University-wide marketing plan

Directions:

2.2.1 Upgrade the University's website design and content

2.2.2 Increase partnerships to enhance the academic, research, and support programs

2.2.3 Redefine and establish the next University-wide Centers of Excellence to include interdisciplinary programs

2.2.4 Engage faculty in community and civic service projects

2.3 Increase support services to aid in the preparation of graduates for employment, graduate and professional schools, and entrepreneurship

Directions:

2.3.1 Enhance internships, externship, coop and experiential learning program opportunities

2.3.2 Develop employer outreach and partnerships by academic program focus

2.3.3 Create articulation agreements with international universities for off-shore experiences related to academic programs

2.4 Implement non-traditional and innovative instructional program methods and content delivery

Directions:

2.4.1 Establish relevant and price-competitive professional continuing education programs

2.4.2 Initiate Online Education Programs

2.4.3 Offer adult learning in blended or hybrid and residential modalities

2.4.4 Establish Summer Institute, Mini-semester and Mid-semesters Programs

2.4.5 Develop an integrated program of all campus Learning Communities including Global Leadership Academy

2.5 Enhance research and sponsored programs infrastructure

Directions:

2.5.1 Establish a functional satellite animal care facility

2.5.2 Implement technology transfer program

SELECTED MEASURES OF SUCCESS

- Quality of academic programs and support services: Degree of faculty and student engagement in the learning process and contributions to academia and community

- Effective use of educational methods and practices: Shared teaching-learning experiences; Technology enabled active and collaborative learning (lecture, experiment, & discussions)

- Documentation of activities used to improve the quality of teaching: Faculty qualifications; Evaluation of teaching by administration, students, faculty peers; Student-faculty interaction; Student satisfaction surveys; Satisfaction surveys of graduates and employers

- Supportive campus environment: Enriching educational, physical and spiritual experiences; Good customer service delivery

- On-line degree programs: Implementation of on-line master's degree programs for working adults who have life experience; Non-traditional student inquiries, matriculation, retention, and completions; Effective faculty and staff training and development

- Customer satisfaction

PRIORITY 3: ENHANCE EXTERNAL FUNDING SUPPORT

GOAL 3.0: Increase and diversify University revenue streams through expanded external financial partnerships and support, entrepreneurial programs, and a broadened base of funded research grants, contracts, and cooperative agreements.

OBJECTIVES

3.1 Execute a comprehensive institutional advancement fundraising plan

Directions:

3.1.1 Enhance and expand overall Annual Giving from individuals, corporations and foundations

3.1.2 Increase constituent engagement to improve knowledge and participation in Planned Giving programs

3.1.3 Increase and diversify the philanthropic base for the University by cultivating and soliciting major gifts for external support of academic units and programs

3.1.4 Increase alumni participation rate to 10% by 2018

3.1.5 Launch a comprehensive review of the University's current marketing and branding tools and activities

3.1.6 Conduct semi-annual fundraising policies and process training and orientations for campus partners

3.1.7 Complete implementation of IAUR restructuring to increase the number of major gift level prospects and donors by 10% annually

3.1.8 Expand annual giving campaign to include launching a senior class gift program with at least 50% participation by 2018

3.1.9 Develop targeted scholarship campaign based on geographic and academic major preferences

3.2 Increase entrepreneurial collaboration to leverage synergistic activities and funding opportunities

Directions:

3.2.1 Create and implement an entrepreneurial program to include Economic Development Center

3.2.2 Expand the recognition and support of entrepreneurship highlighting alumni, faculty and students

3.3 Implement School and academic program level plans for fundraising with specific targets and metrics

Directions:

3.3.1 Initiate focused outreach activities at School and academic program level with relevant corporate and community initiatives

3.3.2 Expand cooperative agreements with corporate and government entities for continuing education

3.3.3 Provide support for faculty development to increase research and grantsmanship

3.3.4 Apply for grants to connect academics to campus sustainability programs; science education, entrepreneurial and innovation; mental health; homeland security, environmental justice; etc.

3.4 Increase faculty accountability for sponsored program activity and research productivity

Directions:

3.4.1 Develop and implement school and academic unit-level plans for sponsored research with defined targets and metrics

3.4.2 Include discipline-specific research productivity metrics in faculty performance evaluation and P&T process

3.4.3 Implement a life cycle grants management approach to facilitate intentional engagement with faculty

3.4.4 Phased implementation of recovered F&A distribution plan to provide incentives and reinvestment in funded research activity

3.4.5 Increase number of faculty engaged in sponsored programs activity to 30%

3.4.6 Increase proposal submissions by 25%

3.4.7 Increase per capita research expenditure metric to $100K/FTE faculty

3.4.8 Increase faculty incentives and support for engagement in research/scholarship, and service

SELECTED MEASURES OF SUCCESS

- New revenues raised (federal/state/local/private sectors) from alumni, parents, other individuals, organizations, foundations, corporations, religious and other fund raising consortia

- Ongoing funding with recurring revenue sources for current operations or capital purposes: Annual funding available for scholarships, programs and projects, and faculty/staff salaries

- Increased endowment for outstanding excellence in teaching, research and scholarships; Endowed chairs and academic programs

- Number and amount of funds awarded: Funding sources and grant applications funded; Programs and facilities (building and grounds) funded; Private scholarships funded

- Number of donor cultivation, participation and gift giving: Annual number of donors and amount of contributions; size of alumni association, number of alumni with current communication,

- Positive institutional image: Exposure by media, partnerships and collaborations with community groups and entities; Frequency of news coverage

PRIORITY 4: SUSTAINABLE FINANCIAL BUSINESS MODEL

GOAL 4.0: Implement a University-wide strategic business model to enhance service delivery, value creation and sound return on investment for successful future growth, development and profitability.

OBJECTIVES

4.1 Design and operate a University-wide uniform business model for efficiency and effectiveness of each program, service or initiative

Directions:

4.1.1 Engage all units of the University in the design and implementation of a University-wide strategic business model

4.1.2 Develop a framework to measure cost performance using required elements (i.e., value, quality, potential, cost/revenue)

4.1.3 Provide University-wide training on the use and implementation of the business model

4.1.4 Establish customer service training and evaluation program in support of the strategic business model

4.1.5 Maintain activity based cost management system for all University programs

4.1.6 Develop plans to institutionalize restricted funded programs

4.1.7 Conduct campus-wide staffing and compensation analysis

4.2 Implement a University-wide multi-year capital formation (including debt) and capital allocation plan

Directions:

4.2.1 Design a Financial Forecasting Model to define financial metrics and return-on-investment expectations

4.2.2 Create a cost effective resource allocation process to integrate academic and administrative programs and services delivery systems, facilities and technology infrastructures, and human capital

4.2.3 Develop a plan for sustainable tuition, fees, room, and board structure

4.2.4 Utilize a comprehensive functional Information Technology and capital budget planning for business continuity and process improvement

4.2.5 Focus on deferred maintenance and capital projects

4.2.6 Diversify funding streams to enhance revenue mix

4.2.7 Track key Composite Financial Index ratios with a target of 3 or higher to maintain overall financial health, financial performance and credit worthiness of the University

4.3 Gain investment-grade credit rating for credit market accessibility, lower cost of debt, and meeting investors' obligations.

Directions:

4.3.1 Analyze credit rating agency's opinion and prepare forward-looking action plans

4.3.2 Develop methodology for measuring, evaluating and averting credit risk

4.3.3 Evaluate the University's capacity to meet its financial obligations in full and on time

4.3.4 Create a regulation-based metrics to measure/achieve CAU's investment-grade
  - Right size the off balance sheet housing transaction
  - Stabilize enrollment
  - Grow total revenue

4.3.5 Monitor creditworthiness applicable to standardized credit rating scale
  - Credit covenants and likelihood of default
  - Endowment asset allocation
  - Maintain current credit portfolio
  - Risk tolerance
  - Changes in the economy or business climate or on circumstances affecting the industry

4.4 Continue to enhance institutional compliance oversight to manage and monitor all federal, state and local regulatory requirements and best practice standards in enterprise risk management

Directions:

4.4.1 Implement flexible and responsive institutional regulatory compliance audit plans, polices, and procedures in all key sectors of the University

4.4.2 Promote and deliver campus wide Compliance Training that is appropriate and effective in meeting the regulatory needs of the University to reduce or mitigate risk

4.4.3 Proactively address all areas of emerging risk and incorporate Enterprise Risk Management

4.4.4 Monitor and respond to the Higher Education Opportunity Act (HEOA) compliance requirements

SELECTED MEASURES OF SUCCESS

- Enhanced revenue generating systems: Availability of revenues (federal/state/private, student tuition, etc.) for recurring operating expenses from new and ongoing revenue sources for current operations and capital purposes

- Stronger financial position: Lower risk of default; Improved bond ratings; Open line of credit

- Healthy Composite Financial Index Ratios: Primary Reserve, Viability, Return on Net Assets and Net Operating Revenues with a 3 or higher target; Average per FTE student instructional expenditure

- Program cost effectiveness: Annual resources available for programs and project activities; funds generated by private and federal grants and contracts activities for instruction, research, scholarship and community service to support University operations

- Deferred maintenance budget and actual spending, balanced budget, amount of unallocated budget reserve, amount of contingency fund and debt capacity

- Number of faculty and staff relative to student enrollment, faculty and staff salary and fringe benefit comparison to benchmark institutions; Faculty and staff professional development opportunities and participation in professional organizations and administrative committees

- Customer satisfaction of needs and services

Dr. Shafiq Khan (center)
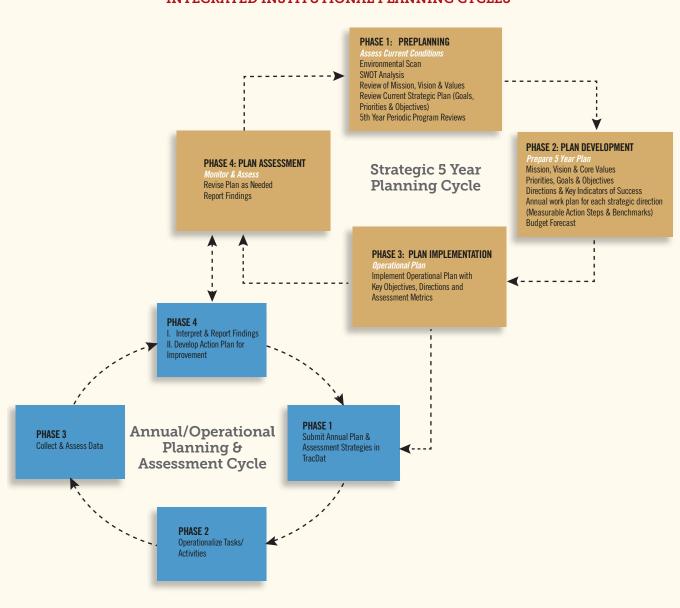*Director of the CCRTD*

INSTITUTIONAL EFFECTIVENESS

The philosophy of institutional effectiveness is based on the premise that the institution engages in an effective and recursive institutional process of self-examination that is comprehensive, systematic, and continuous. In order to create the most effective learning environment and experiences for students, a sound institutional effectiveness program occurs throughout the academic and administrative areas of the institution and becomes part of the ongoing functioning of the institution.

Clark Atlanta University engages in ongoing planning processes; performance measures; annual outcomes assessment process in all programs and units, as a part of its continual comprehensive institutional effectiveness efforts. Institutional effectiveness is the responsibility of each employee. Therefore, campus-wide commitment and participation in these activities are necessary, and must be systematic, broad-based, interrelated, and appropriate to the University's mission.

The University's *Institutional Effectiveness* process integrates the ***strategic planning, the annual planning and assessment cycles.***

INTEGRATED INSTITUTIONAL PLANNING CYCLES

PHASE 1: PREPLANNING
Assess Current Conditions
Environmental Scan
SWOT Analysis
Review of Mission, Vision & Values
Review Current Strategic Plan (Goals, Priorities & Objectives)
5th Year Periodic Program Reviews

PHASE 2: PLAN DEVELOPMENT
Prepare 5 Year Plan
Mission, Vision & Core Values
Priorities, Goals & Objectives
Directions & Key Indicators of Success
Annual work plan for each strategic direction (Measurable Action Steps & Benchmarks)
Budget Forecast

PHASE 4: PLAN ASSESSMENT
Monitor & Assess
Revise Plan as Needed
Report Findings

Strategic 5 Year Planning Cycle

PHASE 3: PLAN IMPLEMENTATION
Operational Plan
Implement Operational Plan with Key Objectives, Directions and Assessment Metrics

PHASE 4
I.   Interpret & Report Findings
II. Develop Action Plan for Improvement

PHASE 3
Collect & Assess Data

Annual/Operational Planning & Assessment Cycle

PHASE 1
Submit Annual Plan & Assessment Strategies in TracDat

PHASE 2
Operationalize Tasks/ Activities

Strategic Planning

The University's ***Strategic Plan*** is developed for a period of five years. It is the centerpiece of our institutional effectiveness activities and serves as a foundation upon which our planning, assessment, and budgetary initiatives are built to improve programs, support services, and operations in all areas of the University. We begin our strategic planning efforts with a review of our mission and vision, a campus-wide evaluation of our past performance achievements, and an analysis of our internal and external strengths and weaknesses. This plan in turn drives annual plans and guides decision-making and resource allocations across campus over the next five-year cycle.

Annual Planning

The University's ***Annual Planning*** process is an institution-wide effort that keeps us on target toward our strategic goals. The University strives to have a focused adherence to its mission and vision; requires each division, school, department/unit to develop its mission, vision, operating goals, objectives, and criteria for success; requires each unit to submit an end-of-year report that summarizes the data collected and use of the results; and provides opportunities to adjust programs and services based upon relevant feedback.

University Level

Each year institutional priorities are set for the University, by the President via the Board of Trustees. These priorities are specifically derived from the *Institutional Strategic Plan*. Each annual priority is evaluated at the end of the year to measure success with respect to its completion and to adapt to the next year's priorities. The University Effectiveness Committee (UEC) undertakes annual program evaluation and assessment. Information gathered by these annual activities feeds into the Institutional Accountability Report, prepared each semester for submission to the Board of Trustees.

The process of setting and evaluating annual institutional priorities will continue until the strategic plan is completed. While *The Strategic Plan* is designed to cover a five-year time period, the University may successfully complete these plans in less time.
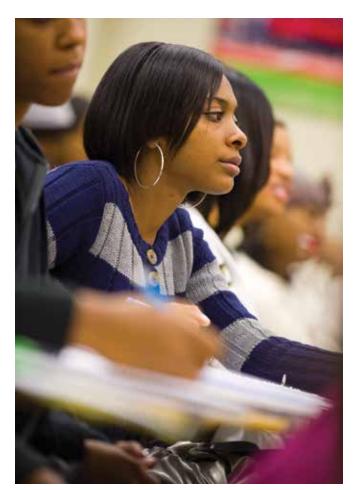
On an annual basis, each of the divisions evaluates the previous year's activities and prepares action plans for the ensuing year. In order to be effective in its work, each planning division must collect information and seek feedback, suggestions, and ideas from as many stakeholders as possible. The divisions may engage in numerous and inclusive forms of communication, such as open forums, e-mail invitations, surveys, and focus groups. They must also investigate previously collected data and information, such as the *CAU TrendBooks*, internal and external reviews, studies and survey results, action research and literature reviews, and other various findings. In addition, the divisions are free to contact experts in relevant fields for guidance and direction.

Once the division deems that enough data and information has been collected and analyzed, it will draft a document that states goals, objectives, directions, and outcomes to support accomplishment of the institutional strategic plan. A final plan is sent to the Office of Planning, Assessment and Institutional Research through the division head.

Division, School, Department/Unit Level

Each division, school, department/unit of the University is required to develop an annual operating plan, for its specific unit, in support of the institutional strategic plan and thus the institutional mission. Annual plans are developed, with collaborative feedback and suggestions from personnel within each unit.

The annual plan for each unit is evaluated at the end of the year to measure success with respect to its completion and to adapt to the next year's priorities. The process of setting and evaluating outcomes of goals, making improvements, and revising subsequent plans will continue until their complete achievement.
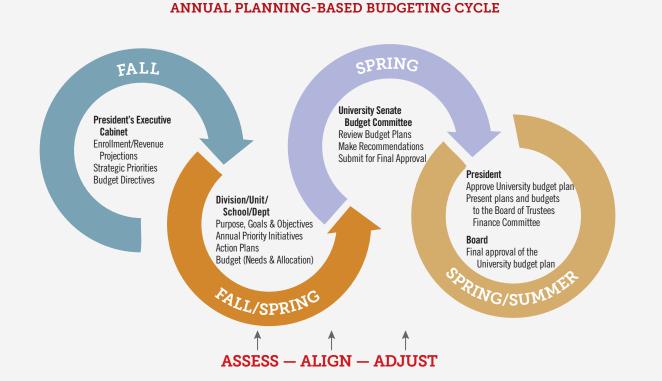
Planning Based Budgeting and Decision Support System

A five-year planning outlook is an important part of the budgeting process that helps focus the budget decision-making process on the structural match between revenues and expenditures. In addition, during the execution phase of the budget, management decisions ensure a match between revenues and expenditures on a short-term basis. Thus the planning process has direct impact on budgeting process and assessment where each academic and administrative division ties budget to strategic goals, assessment and feedback.

While the Board of Trustees is responsible for authorizing or appropriating the funds to be expended by each of the Executive Cabinet supervised division programs of the University, our budget office is responsible for the allotment of these appropriations. It is through both the Executive Cabinet's management of their budgets and the budget execution process that the expenditures of budgeted funds are matched with actual recurring revenues.

The University's Finance and Business Services division carries out the process of updating and documenting the institutional budget process. The intent is to have an open process – inclusive, fully documented, and most importantly, linked to the planning process of the institution. The resulting budget process allow more input from and balance with the departments and units, and emphasizes that in all cases, the budget must be responsive to the set priorities and initiatives of the institution.

It is the responsibility of the division head to include the school, department/unit supervisors, faculty and staff in the development of the budget request process based on previous year's performance and ensuing year's priorities. Critical needs are identified for correction to enhance quality of programs and services. Each department/unit is expected to review current programs for potential improvements/reallocations prior to presenting a request for funds. Reallocations occur at two levels, institutional and departmental. Department reallocations occur when current programs and/or activities are reduced, eliminated, or efficiencies are created, and the resulting resources are moved to serve higher priorities. Given the enrollment projections, it is critical that reallocations be used as a means of funding institutional priorities.

ANNUAL PLANNING-BASED BUDGETING CYCLE

FALL

President's Executive Cabinet
Enrollment/Revenue Projections
Strategic Priorities
Budget Directives

Division/Unit/ School/Dept
Purpose, Goals & Objectives
Annual Priority Initiatives
Action Plans
Budget (Needs & Allocation)

FALL/SPRING

SPRING

University Senate Budget Committee
Review Budget Plans
Make Recommendations
Submit for Final Approval

President
Approve University budget plan
Present plans and budgets to the Board of Trustees Finance Committee

Board
Final approval of the University budget plan

SPRING/SUMMER

ASSESS — ALIGN — ADJUST

Our institutional budget planning process is supported through the University's administrative computing services and a comprehensive system of data collection and distribution for all major aspects of the University. The Banner software with BannerWeb interface facilitates a data warehouse containing management information about courses, students, faculty, facilities, budgets and any other data needed for budget planning and decision-making

Institutional Assessment

Clark Atlanta University's assessment practices and institutional effectiveness are linked to enhance student success by continuously improving instruction, support services, and administrative functions. Our institutional assessment efforts focus on what we want students to know, think and do as well as how we will know that we have succeeded. A variety of data gathered through diverse methods will be used to make resource allocation, administrative, support and educational process and outcome decisions. The process of data collection and analysis will adhere to ethical standards and confidentiality.

The University's *Strategic Plan Assessment* is an ongoing, cyclical process of gathering, analyzing, and using data to ascertain how well we are accomplishing our institutional mission, vision, goals, objectives and outcomes for the purpose of improving student learning, academic programs, administrative effectiveness, and institutional planning. Assessment is a systematic and dynamic process undertaken by each division, school, department and unit within the University for making continuous improvements based on our assessment results.

University Level

The Office of Planning, Assessment and Institutional Research (OPAR) at the University maintains a systematic collection of key institutional data at an institutional-wide level. For any additional information needed, this office also conducts surveys, such as, student expectations and satisfaction of support services, which provide a fairly comprehensive picture of student needs and satisfaction. Other offices conduct ongoing annual surveys that may be typically focused on program level assessment.

Division, School, Department/Unit Level

Each unit within the University is required to submit an end-of-year assessment report of their previous year's plan. Most units employ several methods for assessing outcomes that are reflected in their annual reports.

Assessment occurs at different levels throughout the institution – at the mission level, at the program level, and at the classroom level:

Mission - Assessment activities that measure institutional success in meeting the goals of the University as stated in the Mission Statement. Examples include evaluation of the Strategic Plan, performance evaluations of administrators and the governing board, and attitudinal surveys of our community constituents, transfer success, distance education, developmental education, etc.

Programs - Assessment of CAU programs address, on a school and department level, goals that are comprehensive but clearly defined. As these goals change, the type of assessment tools must also change. Examples include program review, evaluation of degrees and certificates, and evaluation of internal and external services provided to students and staff.

Courses - Assessment in the classroom where instructors clearly state course goals and measure the outcome of those goals. In addition, course assessment evaluates the effectiveness and relevance of courses by continuing to measure student goals, program and degree requirements, and student demand for courses. Examples include, assessment of course content, general education core compentencies and curriculum mapping.

The University recognizes that assessment starts with the institution's Mission, and must be tied to its *Strategic Plan*. Therefore, our assessment process aims to measure and improve the effectiveness of the University in meeting its mission. In other words our mission-oriented assessment indicates *how we are doing*, *where we are heading*, as well as our alignment with our mission. It is also for understanding the institutional condition and for taking steps to improve our competitive position, relative to peers, to past performance, and future goals.

Mission-Critical Dashboards

The following *internal mission-critical indicators* are identified as those the University will assess first and monitor regularly. They form the core of our "to watch" list and focus on areas that are measurable and most likely to assure the long-term success of the University in fulfilling our mission.

1. **Income Stability:** Tuition and Fees, Federal Grants and Contracts, Private Gifts and Grants as a percentage of Educational and General Revenue

2. **Academic Excellence:** Commitment to Instructional and Research Expenditures as a percentage of total Current Fund Expenditures

3. **Financial Resources:** Average annual spending per student on instruction, research, student services, and related educational expenditures

4. **Stewardship/Financial Sustainability:** Fiscal surplus to indicate budgetary goals are met and expenses are within the means

5. **Fiscal Viability/Stability:** Healthy core Composite Financial Index Ratios (Primary Reserve, Viability, Net Operating, and Return on Net Assets)

6. **Affordability:** University funded student financial aid and tuition discounting as percentage of tuition and fees **(Student Aid Expense Ratio)**

7. **Competitiveness and Selectivity:** Acceptance rate to measure selectivity and admissions "yield," to determine the University's attractiveness

8. **Student Success Rates:** First-year freshmen retention, persistence, graduation and career placement rates, time-to-degree and number of degrees awarded

9. **Productivity:** FTE Faculty-student and Staff-student ratios

10. **Faculty Resources:** Faculty by rank, terminal degrees in their fields, employment status (FT/PT), class load and size, student credit hours generated, average compensation

11. **Facility Maintenance/Maintenance Backlog:** Deferred maintenance backlog as percentage of total replacement value of plant

12. **Library and Technology Learning Resources Support:** Average annual spending per FTE student on technology and library learning resources, facilities and academic staff support services

13. **Annual Giving by Source:** Annual number and dollar amount of Alumni, Trustees, Individual, Corporation and Foundation giving

14. **Extramural Funding for Research/Sponsored Programs:** Grant proposals submitted and awarded by source and amount

Note: *There is no right or wrong value for any indicator. However, it is important to know our competitive position relative to peers, to past performance, or to future goals.*

CAU's Peer Aspirants

In order to assess the University's well-being and improve results, and to achieve a competitive advantage, Clark Atlanta University uses strategic benchmarking practices of identifying the key metrics and leading indicators for the industry; defining a peer aspirant comparison group; and finding appropriate data to use.

A comparison group of the following peer aspirant institutions from National Center for Education Statistics (NCES) is selected by using some of the University's characteristics including the Carnegie Classification of Doctoral/Research Universities (DRU), private not-for-profit, and enrollment size. These institutions are either similar or viewed as the ones the University wishes to emulate.

Peers (DRU)

- Adelphi University (Garden City, NY)
- Barry University (Miami, FL)
- Hampton University (Hampton, VA)*
- Seton Hall University (South Orange, NJ)
- University of Tulsa (Tulsa, OK)

Master's / M: Fewer than 20 Research Doctorates

Aspirants (RUH)

- Catholic University of America (Washington, DC)
- Duquesne University (Pittsburg, PA)
- Howard University (Washington, DC)
- Southern Methodist University (Dallas, TX)
- Wake Forest University (Winston Salem, NC)

Relevant Performance Measures

- Student Selectivity: Admit and Enrollment Yield Rates
- First-Year Freshmen Retention Rates
- 4-Year and 6-Year Graduation Rates
- Number of Degrees Awarded
- Faculty Resources: Employment Status, Class Size, Student-Faculty Ratio, Highest Degree
- Financial Resources: Revenues by Source, Expenses by Function, Expense per FTE Enrollment on Instruction, Research, and Services, Endowment Growth
- Student Aid and Cost of Attendance
- Alumni Giving Rate
- Ranking in National Surveys

RELEVANT COMPOSITIONAL FACTORS

Control or Affiliation
Carnegie Classification
Highest Degree Offered
Enrollment – Headcount and FTE
Student Diversity

Implementation of Additional Phases of Planning for Divisions, Schools, Departments and Units:

Now that the initial phase of strategic planning is complete, it is necessary for additional phases to be implemented, specifically, campus-wide planning. It is essential that all planning groups conduct their strategic plans and that the subcomponents align and incorporate with the Institutional Strategic Plan.

It is also expected and recommended that the ***Planning Design Teams*** use a template to allow for planning uniformity and congruence across campus. A template has been developed for the Planning Groups' Reporting Units to align their annual action plans and budgets with the *Institutional Strategic Plan.*

The Annual Planning process will consist of the following four phases:

Phase I: Each functional division, school, department/unit, establishes a vision statement about their role at the University.

Phase II: Each functional unit maps out its objectives and then lay in the activities/strategies to accomplish these objectives. In this phase each department/unit writes measurable objective statements that are tied to their vision statement and how they would meet their expected outcome. This phase will be incorporated into the strategic planning effort.

Phase III: The evaluation of objective statements for functional areas. Each functional unit is to evaluate its accomplishments of their objectives. In this phase, data will be collected to evaluate whether the objectives are being satisfied.

Phase IV: Each functional unit is to document what was learned and how the institution can use this information to improve its services. In this phase each department will use the information gained to review and revise their purpose statements. Document the use of information gathered to improve the different areas of the University and subsequently the University itself.

The unit goals and objectives will be solidified and activities to accomplish them mapped out for implementation and evaluation, and budgeting. Each spring these planning units will evaluate the current year's plan (Close the Loop) and develop a plan of action and budget for the upcoming year as follows:

Planning: Each unit or educational program of the University clarifies its role within the context of university mission and specifies the results that it should achieve. Academic programs emphasize the attainment of Student Learning Outcomes (SLOs) while administrative and support departments emphasize the achievement of operational goals, objectives, and the performance of the quality services.

Evaluation: Assessment plans are developed and documented for each educational program outcome or administrative/educational service objective. Units identify criteria for success and select or develop assessment methods. Assessment results are documented for review and analysis.

Use of Evaluation Results: University departments/units improve their effectiveness when recommendations lead to action. Most improvements are made at the program or unit level to change how instruction or services are provided. Other improvements are made at the institutional level such as, through changes in university policies and procedures. Improvements also take place in division, school, program, or unit plans. The analysis of evaluation findings could result in new ways of setting goals, designing services, or even assessing outcomes.

Closing the Loop: Unit fully completes its effectiveness cycle when evaluation-based action has been implemented and the operational changes have been recognized in the next planning phase. University effectiveness improves when the assessment-based change has made the desired impact. For some major changes, the impact may require years to be observed and documented.

Beyond Closing the Loop: The principle and process of institutional effectiveness can strengthen the University in remediating weakness as well as in creating new capabilities. Through integrating planning, budgeting, evaluating, and monitoring processes, the University can focus its efforts on long-range development as well as immediate improvements.

In addition to the Strategic Plans, it is expected that the following plans typical of higher education institutions will be incorporated into the University's Strategic Planning: Education Plan; Distance Education Plan; Finance and Business Plan; Information Technology Plan; Physical Facilities and Maintenance Plan; Campus Safety and Security Plan.

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