#### Institutional Effectiveness

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

# **Judgment**

٦í	Commiliant	_	Non Compliant	_	Not Applicable
_	Compliant	_	Non-Compliant	_	Not Applicable

#### **Narrative**

Note: Text for all linked documents below can be increased/decreased for ease of reading by pressing your keyboard's Ctrl key while rotating the mouse wheel.

Angelo State University's commitment to ongoing, integrated, and institution-wide research-based planning and evaluation is apparent in the institution's administrative structure, planning and evaluation processes, and comprehensive strategic and master planning documents (Vision 2020 Update 2012 and Centennial Master Plan 2028 Update 2011). The institution's mission, vision, and goals, as articulated in the strategic plan, guide institutional planning and assessment in all administrative and academic units and support strategic goals of the Texas Tech University System (TTU System), and the Texas Higher Education Coordinating Board (THECB). ASU's research-based planning and evaluation efforts result in continuous improvement at ASU and enable the university to accomplish its mission, as outlined below.

## **ADMINISTRATIVE STRUCTURE**

Since ASU's last reaffirmation of accreditation with the Commission in 2002, the institution has continually strengthened its commitment to ensuring institutional effectiveness, as evidenced in part by the hiring of key personnel to oversee and direct institution-wide strategic planning, policy, and effectiveness initiatives. These personnel report to the Provost and Vice President for Academic Affairs, as described below.

## Office of Institutional Planning, Policy, and Effectiveness

During academic year 2007–2008, ASU conducted a search for a Vice President for Strategy, Planning, and Policy, which resulted in the 2008 appointment of Dr. James Limbaugh. From the middle of 2008 through the fall 2011, the VP for Strategy, Planning, and Policy was responsible for implementing institution-wide planning and evaluation efforts. At Dr. Limbaugh's request, the decision was made in 2009 to hire a Director of Institutional Effectiveness. In December 2011, Dr. Limbaugh resigned, and the decision was made by the ASU president, Dr. Rallo, to consolidate responsibilities of the VP position with those of the Director of Institutional Effectiveness, whose title has since been changed to the Director of Institutional Planning, Policy, and Effectiveness (IPPE). The Director of IPPE now reports to the Provost and Vice President for Academic Affairs (PVPAA; ASU Organization Chart) and is responsible for implementing institution-wide planning and evaluation efforts.

## **Coordinator of Academic Assessment**

In the fall of 2010, a Director of Academic Assessment (renamed Coordinator of Academic Assessment as of July 2012) was appointed and a faculty driven Academic Assessment Committee was formed to champion and guide student learning outcomes and assessment processes campus-wide. The Coordinator of Academic Assessment reports to the Director of IPPE. Together, the coordinator and faculty committee have developed a student-learning-outcomes assessment approach that is used by all of the university's academic units and is fully integrated with the planning and evaluation processes directed by the Office of IPPE. For descriptions and examples of the integrated planning and assessment processes used in ASU's academic and administrative units, see Comprehensive Standard 3.3.1, Institutional effectiveness.

## Office of Institutional Research and Accountability

The institutional planning and assessment efforts are supported by the Office of Institutional Research and Accountability (IRA). Responsibilities of this office include collecting and disseminating useable and timely institutional data and supporting the university's quality enhancement, accountability, and accreditation efforts by coordinating and integrating accountability- and effectiveness-related functions. The Assistant Vice President of IRA reports to the PVPAA and works closely with the Director of IPPE and the Coordinator of Academic Assessment.

#### OVERVIEW OF CURRENT PLANNING AND EVALUATION PROCESSES

In January 2009, ASU approved a process for strategic and organizational planning, as shown in the Strategic Planning Process diagram. The purpose of strategic planning is to guide the fundamental, overarching decisions that shape the university, while the aim of organizational planning is to effectively accomplish the goals laid out in the strategic planning process.

## Strategic Planning

Since the planning process was first established in 2009, it has continued to evolve, but the key components outlined in the Strategic Planning Process diagram remain relevant. As shown, the most important elements of ASU's strategic planning efforts are the mission, vision, and strategic plan, which collectively drive all other components of planning. The academic plan is an integral part of the overarching strategic plan. From January 2009 to December 2011, the strategic planning process was administered by two primary committees—the Environmental Scanning Committee and the Strategic Planning Council (SPC). The Environmental Scanning Committee was charged with continually monitoring the institutional environment for opportunities and developing regular reports for use by the SPC (Environmental Scanning Update Report 1, October 2010). In January 2012, the decision was made to eliminate the Environmental Scanning Committee and to make that committee's responsibilities part of the duties of the SPC. The SPC is a representative body of faculty and staff whose primary responsibilities are to evaluate the university's internal and external environment and to recommend strategic priorities to serve as a foundation for budgeting and resource allocation (SPC Membership; SPC agenda October 7, 2010; SPC planning exercise from retreat held August 2, 2011).

## **Organizational Planning**

Individual units develop organizational plans in support of the university's overarching goals, as articulated in the strategic plan. As part of this planning process, unit leaders, such as directors, deans, or appropriate designees, define operational objectives for their respective areas and develop budget and resource-related requests that align with the stated institutional priorities.

## **Systematic and Ongoing Evaluation**

Systematic and ongoing assessment of all ASU programs and services is foundational to the institution's planning processes. In accordance with OP 02.01 Institutional Effectiveness, each academic and administrative unit at ASU engages in a systematic annual assessment process to promote continuous quality improvement, and each unit documents the assessment process, outcomes, and corresponding improvements in the institution's strategic planning and assessment management system, Strategic

Planning Online (described below). Assessment is integrated into the organizational plans that are tied to institutional goals and to the planning priorities of the university, as defined in the strategic plan. Detailed information about the assessment processes used by ASU's academic and administrative units is provided in Comprehensive Standard 3.3.1, Institutional effectiveness.

## **Effective Resource Distribution and Budget Allocation**

To ensure the effective use of institutional resources, resource distribution and budget allocation are also integrated into the planning and evaluation process, as indicated in the Strategic Planning Process diagram and in the following summary of the planning cycle:

- 1. Administrative units create or modify organizational plans in support of the Strategic Plan.
- 2. The Strategic Planning Council makes recommendations for strategic priorities for future budget cycles, based on its review of the institutional environment, progress on key performance indicators, mandates from external entities, and the work of ad hoc committees.
- 3. Budgets are reviewed by appropriate administrators, beginning at the unit level and working up through the chain of command, from unit supervisors to directors, department heads, deans, and vice presidents. Adjustments are made as needed in accordance with established strategic priorities, and the campus is kept apprised of the budget decisions made at each level of review.
- 4. All budget recommendations are then reviewed by the president and vice presidents within the context of identified strategic priorities and available funding. The campus is notified of final budgeting decisions, with implementation pending confirmation of the university's budget for the coming fiscal year.
- 5. The SPC continues its work throughout the year, reviewing the institutional environment, monitoring progress on key performance indicators, responding to mandates from external entities, and considering recommendations from ad hoc committees.
- 6. Vice President Forums and Budget Forums (both of which replaced the Strategic Planning Forums originally held each April) are held each spring semester to update the ASU community on progress toward the institution's strategic goals and to answer questions. Slides from these planning presentations are available through the Planning Presentations tab on the Office of Institutional Planning, Policy, and Effectiveness website (see also the planning presentation example, Vice President's Forum August 30, 2011).

Effective integration of resource distribution and budget allocation with planning is facilitated by the use of Strategic Planning Online.

## **Strategic Planning Online**

In July of 2009, ASU adopted Strategic Planning Online (SPOL) software to integrate the institution's planning and assessment processes and to facilitate institutional effectiveness reporting through the collection of data related to strategic planning, academic and nonacademic assessment, and budgeting. The campus has been steadily incorporating SPOL into its practices since its adoption, with increasing amounts of meaningful data being collected in three areas supported by the software—planning, assessment, and budgeting.

**Planning**—The SPOL Planning module allows all entities on campus, including academic and nonacademic programs and services, to strategically plan objectives for each year and/or for several years in succession. These objectives are directly tied to the university's strategic master goals and can easily be tracked, assessed, and reported on via the SPOL system. Through the SPOL Planning module, departments can also tie planning objectives directly to the learning outcomes and budgetary requests that are entered into SPOL's Assessment and Budget modules, respectively, providing full integration of the planning, assessment, and budgeting processes.

**Assessment**—The SPOL Assessment module maintains academic and nonacademic assessment information in a living model. Assessment plans are allowed to roll forward from year to year, tracking

plan changes and assessment results along the way. The assessment process facilitated by SPOL provides congruency and continuity in ASU's program assessments. Faculty and administrators are easily able to track program outcomes for student learning, institutional effectiveness, operational effectiveness, and so forth. Outcome data are presented in summary form with options to quickly access any supporting data, be it qualitative or quantitative. The SPOL Assessment module provides enough flexibility to allow faculty and administrators to develop their own outcomes and track them in a manner that makes sense for their discipline or department, while providing a framework that will ensure congruent data collection for reporting purposes. Some departments and/or programs may require or desire other software to compile their assessment data prior to entering it into SPOL, but SPOL serves as the common interface for providing assessment information for institutional effectiveness efforts. Outcomes in the assessment module can be tied to objectives in the planning module, which can then be tied to budgetary items.

**Budget**—The SPOL Budget module allows ASU to document the relationship between resource allocation and the institutional mission and strategic plan. The SPOL Budget module also provides data for information-based decision making related to budgeting. Budget items, particularly those for which extra funds are requested, are tied directly to tasks within planning objectives, which are then tied to institutional master goals and accreditation standards.

Example SPOL-generated planning, assessment, and budget reports for the Physics department are included here (Physics Strategic Planning Results, Physics Assessment Reports at the program and detail levels, and Physics Budget Forecast Summary). Additional examples of SPOL assessment reports are provided in Comprehensive Standard 3.3.1, Institutional effectiveness.

#### Research-Based Planning

The Office of Institutional Research and Accountability accumulates a variety of institutional research data and resources that are useful for planning and assessment, and it disseminates these data and resources via the IRA website (IRA Research Data page and IRA Institutional Resources page). Representative examples of available data and resources include the following:

- Common Data Sets (Common Data Set, FY 2012)
- Mini Fact Books (Mini Fact Book 2011-2012)
- Data for the Integrated Postsecondary Education Data System (IPEDS; for example, IPEDS Fall Enrollment 2011)
- State of Texas Legislative Budget Board (LBB) reports (LBB FY 2011)
- Data on Peer Institutions (Peer Institutions 2012)

Examples of research-based planning are found in both of ASU's two main planning documents—the institutional strategic plan (Vision 2020 Update 2012) and the campus master plan (Centennial Master Plan 2028 Update 2011). See, for example, the Vision 2020 Progress Update June 2011, which identifies several internal studies and surveys that were conducted in support of strategic goals. The following studies, for example, were conducted in support of Academic Goal 1, as shown on pages 3–4 of the progress update:

- A distance learning study was completed in AY 2009–2010, which resulted in the expansion of online programs in nursing and in the Center for Security Studies for fall 2011.
- A class-times survey was conducted in fall 2010 to inform institutional efforts related to offering baccalaureate programs that can be completed via evening and weekend courses.

 A dual-credit feasibility study and action plan was completed in academic year 2009–2010 in support of the university's commitment to offer dual-credit courses.

Many other departments on campus also engage in research-based planning in an effort to continuously improve their programs and services and to effectively support the university's strategic initiatives and goals. For example, the Finance and Administration division analyzes the annual Administrative Services Survey to determine where specific improvements in administrative support services can be made (2011 Survey Report: Administrative Services). Additional examples are provided in Comprehensive Standard 3.3.1, Institutional effectiveness.

#### COMPREHENSIVE STRATEGIC AND MASTER PLANNING DOCUMENTS

ASU's two primary planning documents—the institutional strategic plan (Vision 2020 Update 2012) and the campus master plan (Centennial Master Plan 2028 Update 2011)—are derived from and support the institutional mission and vision, as summarized below.

# History and Evolution of the ASU Strategic Plan

In the past decade, the ASU strategic plan has evolved from a stand-alone document that did not significantly influence institutional decision making into a comprehensive plan that is systematically integrated into planning, assessment, and decision-making processes at all levels of the institution.

Academic Master Plan 2000—Academic Master Plan 2000 (AMP 2000) was ASU's first academic master plan. It contained a description of academic goals that were divided into various sub-goals, as well as specific recommendations to help fulfill these goals (Academic Master Plan 2000). This plan did not include key performance indicators and was not systematically monitored or reported on. The goals and sub-goals of AMP 2000, however, did raise the university's awareness about a number of institutional priorities that were either realized or included in later academic master plans. Examples of specific ideas that were mentioned in AMP 2000 and implemented between academic years 2001 and 2011 include the following:

- Creation of a faculty development center (eventually named the Center for Innovation in Teaching and Research)
- Creation of a full-time grants office
- Adoption of the IDEA Student Ratings of Instruction system
- More formalized evaluation of Academic Affairs administrators
- Creation of a Center for Academic Excellence
- Creation of an honors program
- Receipt of NCATE accreditation in Spring 2011

Academic Master Plan 2005—Academic Master Plan 2005 (AMP 2005) included five overarching academic goals that were subdivided into a variety of "should" statements that described how the goals were to be achieved (Academic Master Plan 2005). This plan was designed to be implemented in coordination with the Centennial Master Plan 2028 (described below). AMP 2005 is also the first university planning document to address the state's "Closing the Gap" initiative, which every strategic and academic master plan since has addressed. AMP 2005 did not include key performance indicators and was not systematically monitored or reported on. In addition to new goals, several things were reiterated from AMP 2000, such as the need for a grants office and faculty development center. One of the most significant fulfillments of AMP 2005 was the university's official designation as a Hispanic Serving Institution in the fall of 2010.

Strategic Plan 2006–2009—Strategic Plan 2006–2009 was first published in October 2007, shortly after Dr. Rallo assumed the presidency of ASU. This plan laid out seven goals—some academic, some related to facilities, some related to faculty—each divided into a number of discrete objectives (Strategic Plan 2006–2009). This plan also established the clear relationship between ASU strategic planning and planning efforts at the state level, including the "Closing the Gap" initiative and requirements of the Texas

Legislative Budget Board. Although this plan lacked key performance indicators and was not sufficiently monitored, the specificity and brevity of the plan does allow for better measurement of the fulfillment of its goals and objectives. Several items from the Strategic Plan 2006–2009 that have been accomplished since the plan was first announced include the following:

- Development of a culture of assessment that includes student learning outcomes and the continuous improvement of academic programs
- Expanded graduate (Doctor of Physical Therapy) and undergraduate programs (Center for Security Studies) that accommodate the needs of students and the marketplace
- Completion of the "one-stop shop" center for student services in the Hardeman Building that houses the Registrar, Admissions, Financial Aid, and One Card Office
- Dramatically expanded student advising and supplemental instruction services

*Vision 2020*—Planning for Vision 2020, ASU's current strategic plan, began in the summer of 2007 when Dr. Joseph Rallo assumed the presidency at ASU. He originally called the plan "Transformational Expectations: Vision 2012," and its development was to include input from students, faculty, staff, alumni, and community members. Planning for new mission and value statements was also announced at this time, with the intention that these statements would provide the basis for the new five-year plan.

Initial planning steps took place between September 2007 and July 2008 (Vision 2012: Initial Planning Steps, September 2007–July 2008). The Chair of the Faculty Senate co-chaired with Dr. Rallo the Strategic Planning Committee (SPC), which included representation from all campus constituent groups and the community. The SPC oversaw the creation of the new university vision, values, and mission statements and developed metrics to monitor the university's progress toward its planning goals. The vision, values, and mission statements were seen as the necessary foundation for the new strategic plan (Dissecting the Mission Statement). In addition to the work of the SPC, Planning Pods, set up by Dr. Rallo in June 2007, focused on a variety of planning topics. These pods included the Academic Master Plan, Student Services Master Plan, Finance and Administration, Diversity and Multicultural, Marketing, Communication and Publications, and Institutional Initiatives. A third part of the planning process focused on organizational realignments at the university level, which included a national search for a Vice President for Strategy, Planning and Policy.

Progress on the crafting of the vision, values, and mission statements was expressed to the community in a series of "letters to the campus" from the president and through Strategic Planning Forums delivered to the campus community by the president, provost, and other leaders on campus. Since the spring of 2008, these forums, now called Vice President Forums and Budget Forums, have been held each spring semester to update the ASU community on progress toward the institution's strategic goals and to answer questions. Slides and video recordings from these presentations are available to the campus community and general public through the Planning Presentations tab on the Office of Institutional Planning, Policy, and Effectiveness website.

The title "Transformational Expectations: Vision 2012" was changed to Vision 2020 to reflect the long term thinking associated with the plan, and in November of 2009, the first iteration of Vision 2020 was formally released.

Vision 2020 was originally divided into two components, the Vision 2020 Academic Plan for Programs and Initiatives and the Vision 2020 Strategic Plan. The Vision 2020 Plan for Academic Programs and Initiatives focused on broad-based statements of excellence that are unchanging from year to year. In the original plan, the following five goals outlined the core of the university's academic mission:

- 1. The University provides exemplary undergraduate and graduate curricula to meet market and economic demands and to continue the growth of the institution.
- 2. The University engages with the community to complement students' academic experiences.

- 3. The University provides a comprehensive program to support and advance undergraduate student learning and transition into ASU.
- 4. Members of the faculty conduct research and coordinate a wide variety of sponsored projects.
- 5. The University regularly evaluates all academic programs to assure continuous improvement.

In the Vision 2020 Update 2012, these five goals were incorporated as Objectives 1–5 of Master Goal #4, and Objective 3 was rewritten as "The University provides a comprehensive program to support and advance transition into college life, undergraduate student learning, and individual academic success."

The Vision 2020 Strategic Plan measures achievement against seven master goals. These goals have remained consistent since the plan was first published, with only minor revisions and clarifications made in subsequent updates to the plan (Vision 2020 July 2010 Update and Vision 2020 Progress Update June 2011). Following is a list of the seven Master Goals as published in the 2012 update:

- 1. The University recruits, retains, and recognizes diverse, high-quality faculty and staff.
- 2. The University provides and maintains facilities and services appropriate for the University's academic and co-curricular programs.
- 3. The University recruits, retains and graduates, in numbers consistent with increased goals for enrollment and retention, an academically qualified student body reflecting the diversity of the region, the state, and the nation.
- 4. The University offers undergraduate and graduate curricula and co-curricula to support students' intellectual and personal growth, to address issues relevant to society, and to meet the demands of State of Texas initiatives and the marketplace.
- 5. The University maintains a supportive, helpful environment for students, faculty, staff, community, and alumni.
- 6. The University develops and enhances external partnerships, collaborations, and funding opportunities.
- 7. Within an integrated planning and resource allocation model, the University regularly assesses and evaluates all institutional functions and programs to assure continuous improvement and to maximize efficiencies.

Vision 2020 is by far the most accurately and actively monitored strategic plan in the history of ASU, and it marks a significant leap forward in its emphasis on measurable objectives. Each of the goals in Vision 2020 includes a number of key performance indicators (KPIs), most of which in turn have one or more targets. These targets are described in the Vision 2020 July 2010 Update as the "metric against which the KPI's success is evaluated." These targets are evaluated annually and can be revised based on internal and external environments.

The first review of Vision 2020 was completed in July 2010. Several minor changes were introduced to reflect strategic goals of the TTU System. These changes were highlighted in light blue in the Vision 2020 July 2010 Update. The first Vision 2020 progress update was issued in June 2011. Progress toward the Academic and Master Goals was analyzed and reported in terms of each goal's objectives, KPIs, and targets. The status of each KPI was reported as one of the following: no reported progress, initial progress, significant progress, or goal achieved. Additional detailed comments were also included for each KPI (Vision 2020 Progress Update June 2011).

Vision 2020 underwent its second biennial review in 2011–2012. A draft was completed by the Vice President for Strategy, Planning and Policy and presented to the campus community in late November 2011 for comment and review. The updates to Vision 2020 were finalized in March 2012 by the Director for Institutional Planning, Policy and Effectiveness. The most fundamental change in the new version of Vision 2020 is incorporating the five goals of the Plan for Academic Programs and Initiatives into Master Goal #4, as described above. Each objective's KPIs and each KPI's target(s) were also updated (Vision 2020 Update 2012).

#### Centennial Master Plan 2028

ASU initiated a comprehensive master plan project in the summer of 2004. This project, entitled Centennial Master Plan 2028 (CMP 2028) in honor of the 100th anniversary of San Angelo College founded in 1928, currently serves as the vision and blueprint for the university's physical development (Centennial Master Plan 2028). ASU engaged Facility Programming and Consulting and Ford, Powell & Carson, Architects and Planners, Inc., to oversee and develop this comprehensive campus master plan, as well as a number of other groups as needed for various aspects of the plan, such as plumbing, signage, and technology.

**Planning Process for CMP 2028**—The master planning team engaged in a three-month long process to determine what issues and opportunities a new master plan for the ASU campus should address. The master planning committee, composed of faculty and staff members from across the university, set a target for growth for the centennial anniversary of the university. With that target, the master planning team generated square footage and other facility requirements to accommodate the projected student enrollment.

Parallel to this effort, the team completed an analysis of ASU's existing campus. Engineers studied several vacated buildings to determine whether they were fit for re-use or should be demolished, and programmers investigated ASU's usage of campus space and presented studies of space surpluses and deficits. The architectural team analyzed the surroundings, physical spaces and alignments, and the general design of the campus to ensure that the master plan would improve upon the best qualities of the campus.

Campus Master Plan 2028 Update 2011—The CMP 2028 Update 2011 was begun in early 2010 to reflect the strategic priorities of the university's strategic plan, Vision 2020, as well as the incorporation of ASU into the TTU System in 2007. The update consisted of three major components—an update to the facilities master plan, to the design guidelines, and to the space analysis. Each of these components was reworked to reflect current conditions, including newly established programmatic priorities (listed below), recent construction on campus, and a directive from the state requiring a higher percentage of online classes. For a complete description of the planning process for the master plan update, see Centennial Master Plan 2028 Update 2011 (p. 11).

The university has experienced steady growth of student enrollment since CMP 2028 was implemented. CMP 2028 originally set a goal of 10,000 student enrollments by 2028, but the target year for this enrollment goal was changed to 2020 in CMP 2028 Update 2011. The major programmatic goals established in the CMP 2028 Update 2011 include the following:

- Assure that facilities are adequate for the accommodation of 10,000 students by 2020. Many of these will be online students.
- Provide adequate space for the programs of distinction: Nursing, Education, and Agriculture.
- Provide more spaces for the support of Distance Education curriculum including faculty and IT space.
- Provide spaces for student support.
- Assure adequate administrative spaces, eliminate temporary facilities, and provide a "one-stop shop" for registration functions.
- Provide appropriate space for the successful incorporation of the "Closing the Gaps" initiative.
- Display projected program space needs aligned with enrollment projections rather than with time (by year) projections.

Campus Master Plan 2028 Update 2011 Progress—ASU has made notable progress toward fulfilling aspects of CMP 2028, with significant upgrades and changes to portions of the campus. The following is a list of projects that have been completed (current as of March 2012) since CMP 2028 was instituted:

- Demolition of Meyer and Runnels Halls
- Demolition of University Hall
- Construction of Centennial Village
- Renovation of the University Center Snack Bar
- Renovation of the Porter Henderson Library, including the Learning Commons and tutoring centers
- Addition to the Center for Human Performance Building
- Numerous renovations to classrooms on campus
- Renovation to the Carr Hall
- Renovation to the Vanderventer Apartments
- Renovation to Hardeman building to make the second floor more functional
- Expanded the Food Service Center through more efficient space designs
- Completed mechanical and electrical retrofitting on campus to save energy while improving the comfort and efficiency of the buildings
- Completed the Plaza Verde Residence Hall
- Completed the Campus Green projects

## **Unit-Level Strategic Plans**

In addition to the institution-wide planning documents described above, some administrative units at ASU have developed their own strategic planning documents. For example, the Finance and Administration division, Information Technology division, and the Office of Communications and Marketing have developed their own strategic plans to support the mission, goals, and priorities of the university (Strategic Plan 2009–2012 Finance and Administration Strategic Planning Pod; ASU Information Technology Strategic Plan; ASU Strategic Marketing Plan). In 2011, Finance and Administration moved away from a strategic plan model in favor of a yearly Operations Plan, which includes annual goals, strategies, and assessment measures for administrative support services (Finance and Administration Operations Plan, FY 2011).

#### INTEGRATION WITH TEXAS TECH UNIVERSITY SYSTEM AND STATE OF TEXAS

ASU ensures that its institutional planning and evaluation efforts are integrated with the TTU System and statewide needs and mandates.

## Integration with the Texas Tech University System

The TTU System engages in comprehensive planning and evaluation, and ASU's planning and evaluation efforts are integrated with those of the TTU System. The following five strategic priorities are identified in the TTU System's strategic plan, Leading the Way 2020 (see also Leading the Way—2011 Performance and Accountability Report):

- 1. Increase enrollment and promote student success
- 2. Strengthen academic quality and reputation
- 3. Expand and enhance research and creative scholarship
- 4. Further outreach and engagement
- 5. Increase and maximize resources

Strategic priorities 1, 2, 3, and 5 are clearly related to the seven master goals of Vision 2020, while strategic priority 4 is clearly supported by ASU's Quality Enhancement Plan, which is currently under development and is focused on enhancing student learning through community engagement. In addition, CMP 2028 supports the five strategic priorities of the TTU System, particularly priorities 1, 2, and 5.

As mentioned above, when Vision 2020 underwent its first review in 2010, several minor changes were introduced to reflect the goals of the TTU System, and these changes are highlighted in light blue in the Vision 2020 July 2010 Update.

## Integration with the State of Texas

Closing the Gaps—Closing the Gaps is a statewide educational initiative adopted by the Texas Higher Education Coordinating Board (THECB) in 2000 (Closing the Gaps web page). The plan is directed at closing educational gaps in Texas as well as between Texas and other states. It has four goals—to close the gaps in student participation, student success, excellence, and research. The Closing the Gaps plan is accompanied by a higher education accountability system that monitors performance across the state and at each institution of higher education in Texas. Closing the Gaps was first incorporated into ASU's planning process in AMP 2005 and has been featured in each academic master plan, strategic plan, and campus plan since that time. In the fall 2001 semester, ASU established the Center for Academic Excellence (CAE), which serves to advance the goals of the Closing the Gaps plan, especially in the areas of participation, student success, and excellence. The CAE helps ASU provide access and opportunity to first-generation students, students in underrepresented populations, and at-risk students. The CAE has been expanded since its inception and is a priority of the university. ASU also seeks to advance the goals of the Closing the Gaps plan in other ways, such expanding its current allied health and nursing programs. Providing appropriate space for successful incorporation of Closing the Gaps initiatives is one of the programmatic goals in CMP 2028. In addition, as part of the Closing the Gaps plan, the THECB has set a target enrollment for ASU of 8,500 by 2020, which the university is seeking to exceed by 1,500 students.

Texas Higher Education Accountability System—The Texas Higher Education Accountability System is used to track and promote institutional achievements in the Closing the Gaps target areas. The Closing the Gaps goals are divided into five areas, each with its own set of key measures and contextual measures. Accountability reports are available online through an interactive system that allows users to view reports for a single institution, all institutions statewide, and out-of-state peer groups (Texas Higher Education Accountability System home page). ASU has had success in fulfilling its targets for Closing the Gaps. In the most recent ASU Accountability Report, African-American enrollment had grown 100% from Fall 2000 to Fall 2011, while Hispanic enrollment had grown 51.1% in the same period (THECB Accountability System, ASU Participation). As of Fall 2010, ASU had met 101.4% of its 2015 target for African-American enrollment and 89.8% off its target for Hispanic enrollment. The change in the number of degrees awarded is equally significant, with a 75% increase in degrees awarded to African-American students and a 57.3% increase in degrees awarded to Hispanic students (THECB Accountability System, ASU Success).

Legislative Budget Board—The Texas Legislative Budget Board (LBB) is a permanent joint committee of the Texas Legislature that develops budget and policy recommendations for legislative appropriations for all agencies of state government, as well as completes fiscal analyses for proposed legislation. The LBB also conducts evaluations and reviews for the purpose of identifying and recommending changes that improve the efficiency and performance of state and local operations and finances (LBB home page). The LBB collects and reviews performance data in a variety of areas, including measures of diversity, course completion and persistence, pass rates for nursing and teacher certification exams, and student enrollment. Reporting on and consideration of these performance measures is integrated into ASU's planning processes in accordance with state requirements. More information about reporting performance measures to the LBB is provided in Federal Requirement 4.1, Student achievement, and ASU's recent LBB reports are posted on the Institutional Resources page of the Office of Institutional Research and Accountability website. A representative example, LBB FY 2011, is also attached.

## USE OF RESULTS FOR CONTINUOUS QUALITY IMPROVEMENT

The following examples demonstrate that ASU's planning and evaluation efforts have resulted in continuous improvement in the quality of the institution's programs and services and that ASU is effectively accomplishing its mission:

- Enrollment continues to grow, eclipsing the 7,000 student mark in Fall 2011
- Attained Hispanic Serving Institution (HSI) status in Fall 2010

- Continues making positive progress toward the goals of the Closing the Gaps plan (see narrative above)
- ASU received NCATE accreditation in Spring 2011
- Continued improvement of academic, residential, and support facilities across campus, as noted in the CMP 2028 narrative above
- Identification of and growth in Programs of Distinction—Nursing, Education, and Agriculture—as noted in Attachment A, Vision 2020 Update 2012
- The Doctor of Physical Therapy, the first doctoral program in ASU's history, was approved in January 2009
- Center for Security Studies was established in 2011
- Continuing progress toward fulfilling the key performance indicators in Vision 2020, as noted in Vision 2020 progress June 2011 and Vision 2020 Update 2012
- Highly effective programs in health sciences and education, resulting in high pass rates, as
  described in the narrative for Federal Requirement 4.1, Student achievement
- New academic assessment system and priorities, including the hiring of a Coordinator of Academic Assessment, as described above and in Comprehensive Standard 3.3.1.1, Institutional effectiveness: Educational programs
- Implementation of SPOL in July 2009, resulting in improved strategic planning and evaluation, assessment, and budgeting, as described above and in Comprehensive Standard 3.3.1, Institutional effectiveness
- Creation of the Center for Innovation in Teaching and Research in 2007–2008
- Creation of the Honors Program in 2002