Quality Framework at ASU

July 6, 2017

Through a rich diversity of highly ranked programs taught by a world-class faculty, ASU is a powerful knowledge engine that is producing master learners who are in high demand. *U.S. News & World Report* ranks 36 ASU programs—including journalism; Barrett, The Honors College; public affairs; law; engineering; business; science; education; arts; and health—among the country's top 25. Ford Motor Company has named ASU as a premier school and top-tier recruiting and hiring institution. The designation puts ASU alongside MIT, Notre Dame, UC Berkeley, Purdue and a cadre of other prestigious schools in Ford's premier status. Ford joins a list of 50 top U.S. companies that have designated ASU as a premier, top-level recruiting university.

ASU strives to produce graduates who have achieved the skills and abilities to think critically, communicate effectively, solve quantitative problems, understand technology, and make ethical decisions. Graduates need the knowledge and abilities necessary to advance in their chosen careers and in graduate school; they should be prepared to contribute to their professions and, as master learners, become productive contributors to society.

Quality is foundational to the Charter: ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

At ASU, the assessment of quality is a structured, ongoing process designed to measure the extent to which graduates leave the institution with the knowledge and skills expected of majors and of the general education program. Further, through the assessment process, faculty and staff identify changes to existing instructional strategies, content, and learning experiences that will better facilitate the achievement of curricular and co-curricular learning outcomes. Quality is always aspirational and never fully realized. Rather, quality is an ongoing effort and achievement.

This report identifies many of the elements of quality at ASU, the quality assurance process, quality markers, oversight, and challenges the institution faces in the quest for continuous improvement and achievement.

Elements of Quality

From an aspirational perspective, the ASU graduate is a master learner who transforms knowledge into solutions, using interdisciplinary inquiry and knowledge discovery where research and learning are integrated. The graduate is a change agent who understands ethical behavior, the importance of collaborating in diverse groups, and like the institution itself, assumes fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

Arizona's public university enterprise exists to provide opportunities for learning, discovery, research, public service and economic development for Arizona residents and the global community. The elements of quality at ASU advance this mission through access, the education of students, knowledge development, and the development of communities at local, national and international levels. These elements are drawn from the ABOR strategic plan and ASU's charter, strategic plan, and design aspirations. Elements of access, the focus on students, knowledge and discovery, and community development are not discrete attributes, but rather are interconnected and constitute a quality framework that is unique, innovative and entrepreneurial. Within this framework, the elements of quality at ASU are:

Access

- Maintaining the fundamental principle of accessibility to all students qualified to study at Arizona State University
- Maintaining university accessibility to reflect Arizona's socioeconomic diversity
- Improving freshmen persistence to 90%
- Enhancing the university's graduation rate to 80%, with more than 32,000 graduates annually
- Sustaining and enhancing our status as a first-choice destination for students throughout the world

Students

- Producing graduates who are thoughtful, intellectually well-rounded and have an appreciation for lifelong learning
- Promoting the intellectual, personal, social, and ethical development of the individual
- Equipping graduates with 21st-century communication, analytical and problem-solving skills
- Enhancing measured student development and individual student learning to national leadership levels
- Enhancing linkages to the university at all levels for all learners
- Engaging students with quality and innovative teaching and learning experiences
- Providing a stimulating, politically and intellectually diverse and respectful atmosphere that attracts, inspires and retains students, faculty and staff while recognizing our place
- Encouraging public service, research experience, internships, clinical placements and other types of professional engagement as an integral part of the overall student experience
- Providing outstanding extracurricular activities
- Maintaining excellent and significant international programs
- Establishing national standing in academic quality and impact of colleges and schools in every field
- Attaining national standing in the learning value added to our graduates in each college and school

Knowledge Development

- Becoming the leading university academically (faculty, discovery, research, creativity) in at least one department or school within each college/school
- Establishing ASU as a leading global center for interdisciplinary research, discovery and development by 2025
- Enhancing research competitiveness to more than $815 million in annual research expenditures
- Becoming a leading American center for innovation and entrepreneurship at all levels

Community Development

- Enhancing our local impact and social embeddedness
- Engaging with people and issues locally, nationally and internationally
- Transforming regional economic competitiveness through research and discovery and value-added programs
- Catalyzing social change by connecting to social needs
- Co-developing solutions to the critical social, technical, cultural and environmental issues facing 21st-century Arizona
- Meeting the needs of 21st-century learners by empowering families in the education of their children, increasing student success through personalized learning pathways, and promoting a college-going culture in Arizona's K-12 schools
- Establishing, with Mayo Clinic, innovative health solutions pathways capable of educating 200 million people about health care, engaging 20 million people in online health care delivery, and enhancing treatment for 2 million patients

Quality Assurance Process

ASU's process to ensure quality is multi-faceted and includes accreditation reviews, Academic Program Reviews, annual academic program assessments, extracurricular program assessments, and the review of faculty, including the annual review, tenure and promotion decisions, and post-tenure review. These assurance processes are systematic and collaborative, incorporating input from faculty, students, professional staff, and external bodies with specialized expertise.

Regional Accreditation

Arizona State University is fully accredited by the North Central Association Higher Learning Commission. The institution has been continuously accredited by the Higher Learning Commission since 1931. Accreditation assures stakeholders that the institution meets clear quality standards for educational and financial performance, and that it is reasonable to assume the institution will continue to do so. This quality assurance by a federally-recognized body also meets requirements necessary for the institution to receive and manage federal financial aid funds. The accreditation process provides an opportunity and incentive for the institution to

review, assess, and advance the quality of its educational and financial operations. The criteria for accreditation are the standards of quality by which the Higher Learning Commission determines whether the university merits accreditation and include:

1. The institution's mission is clear and articulated publicly; it guides the institution's operations;
2. The institution acts with integrity; its conduct is ethical and responsible;
3. The institution provides high quality education, wherever and however its offerings are delivered;
4. The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement; and
5. The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities; the institution plans for the future.

This accreditation is reviewed for reaffirmation every ten years, with the next review in 2023. (See Appendix A for a complete description of the evaluation criteria.)
Following the most recent 10-year reaffirmation of Accreditation in 2013, ASU entered the Higher Learning Commission's new Open Pathway for accreditation review and reaffirmation. The 10-year Open Pathway incorporates oversight of evidence for continuous improvement of the institution and involves an Assurance Review (a review of material demonstrating that the institution meets the criteria for accreditation) in year four, and participation in a continuous improvement project of the institution's choosing during years five through ten.

Specialized Accreditations

There are over fifty ASU academic programs with specialized accreditations from organizations such as the Association to Advance Collegiate Schools of Business, the Accreditation Board for Engineering and Technology, the American Bar Association, the American Dietetic Association, the American Psychological Association, and the Council of Social Work Education. All of these organizations, which are permitted on university campuses to perform the accreditation function, are themselves certified by the Council for Higher Education Accreditation (CHEA), which has 2,000 university members from the United States. CHEA must review and approve the accreditation processes proposed by the specialized, discipline-based programmatic accreditors. These specialized accreditation reviews examine the appropriateness of the program curricula, learning outcomes, and assessment strategies; the quality of the faculty; and the relevance of student program experiences. The reviews are discipline-specific and the topics of inquiry focus on key outcomes selected by the leaders of the discipline itself. In accordance with accrediting agency requirements, academic and professional programs prepare a self-study report and participate in a site visit by external reviewers from other accredited programs, who conduct the assessment and report to the accrediting body. Site visit reports are shared with the Office of the University Provost, the academic unit, and the relevant dean's office for follow-up. Moreover, the unit director prepares a response report that addresses any concerns and recommendations noted in the site visit report. The Executive Director for Accreditation and Program Review

serves as the University Program Review Accreditation Officer and provides guidance and assistance with all aspects of the specialized accreditation process.

Annual Academic Program Assessments

ASU faculty assess student learning outcomes, programs, and support services at multiple levels: the institution, academic programs, courses, and support units. ASU's robust assessment process involves developing and/or refining assessment plans containing learning outcomes, measuring student performance on those outcomes, and using the information to refine curricula, instructional practices and support services to improve student learning and experiences. Each assessment cycle provides information about the degree of success from the previous cycle and informs decisions and activities in subsequent cycles. A variety of tools, mechanisms, and consultations from professionally trained staff are available to assist faculty in their assessment practices.

Assessment is a core practice for ASU faculty at both the classroom and academic program level, and includes assessment planning, data collection and analysis, and use of assessment data for curricular and programmatic decision-making. ASU faculty conduct assessment in nearly every individual class using a variety of embedded, direct assessment measures to determine the level of achievement of predetermined student learning outcomes, including measures such as quizzes, tests, case studies, labs, performances and practical demonstrations, projects, and presentations. Individual faculty also use assessment data retrieved from student course evaluations performed on every course taught during a semester to enhance their courses so as to further facilitate individual student learning in the future. Faculty committees collectively examine aggregate assessment data across sections of the same course, as well as in program-level course sequences to gauge the effectiveness of the courses (and sequences) in facilitating students' acquisition of institutional learning outcomes.

An annual assessment plan is required for every academic program, and all new programs develop assessment plans as part of the program approval process. These plans are discipline-specific and focus on measurable and essential knowledge and skill outcomes with the aim of producing accurate information about student learning. Programs may continue to assess the same outcomes from one assessment cycle to the next, or they may choose to add or rotate outcomes during subsequent cycles. Multiple measures are expected for each learning outcome, including at least one direct measure of student performance. Faculty use a variety of direct measurement tools and processes to assess student learning, including portfolios; rubric-driven reviews of performances, practical demonstrations, presentations, papers (e.g., assignments, theses, dissertations), projects, labs, and case studies; embedded exam items; and evaluations by internship supervisors. In addition, departments also may use one or more indirect measure to assess performance with respect to a learning outcome (e.g., surveys about job placement, enrollment in further education and degree completion, and certification and licensure). Course grades, GPAs, and course completion rates are important but they do not constitute a program assessment. For each measure, departments are asked to identify a performance criterion or level of performance at which faculty can conclude that program graduates possess the knowledge or skill identified in the outcome. Assessment plans are submitted on an annual basis using ASU's Assessment Portal.

At the end of each assessment cycle, units submit annual reports describing learning outcomes and related assessment practices; results for the academic year; factors to which faculty have attributed the results; and any planned curricular or instructional changes, support activities, or other items that specifically target the improvement of student learning on the stated outcomes. Academic units submit annual reports each fall using ASU's Assessment Portal. Feedback is summarized at the unit and college levels, and summary reports are shared with the Provost.

Assessment data are used by the academic colleges, schools, and units to inform decisions on curriculum, instruction, and academic support services. Several examples that highlight the effective use of assessment information by ASU academic units are summarized below.

- Journalism and Mass Communication (B.A.) For the Walter Cronkite School of Journalism and Mass Communication, assessment is a continuous process. Results of the 2015-2016 assessment cycle, including data from pre-/post-assessment of students' skill in writing news stories, informal student polls and feedback from internship supervisors, have been used to modify undergraduate coursework to meet the professional demands on journalists. For example, faculty added a new course in fall 2016 (JMC 102, Coding for Journalists) due to the increasing importance for journalism students to have basic html and coding skills. To better prepare students for careers in the media, faculty also expanded a required course (JMC 305, Multimedia Journalism) to include more audience analytics, mobile reporting and visual journalism; added a module on data journalism to JMC 201 (News Reporting and Writing); and included social media/audience engagement analytics outcomes to several other courses. Faculty also provided more time for in-class writing assignments by expanding the 'flipped classroom approach' to more courses, and added a module to introduce students to the use of data in reporting and to develop further their skill in using Excel.

- English (B.A.) The faculty in the Department of English meet regularly to review the curriculum, and in 2015-2016, the faculty who oversee the concentration in Creative Writing implemented a series of curricular enhancements in the form of "short courses" and workshops for the betterment of undergraduate students in the program. Based on their assessments, they designed enrichment programs in preparing creative work for publication, digital portfolios, and applications to graduate school. Additionally, the Creative Writing Program began to offer an internship affiliated with *Marooned: The Undergraduate Creative Review*, which gives students professional experience in editing, design, and arts administration. The assessment process has led to advanced programming in career readiness, where students develop desirable professional skillsets, preparing them to be competitive for the job market when they graduate.

- Engineering (Automotive Systems) (B.S.E.) As part of comprehensive continuous improvement efforts, the Ira A. Fulton Schools of Engineering faculty met to evaluate automotive systems engineering students' attainment of course and overarching program outcomes. As a result, faculty made changes to course prerequisite

requirements and modified the curriculum (e.g., adding C programming language content to EGR 219, improving the assessment of teaming in specific junior-level project courses, and revising strategies for assessing problem solving in EGR 338 and EGR 431). Faculty members continue to improve rubrics for assessing students' design and communication skills, and they have expanded their assessment strategy to include the collection of industry partners' perceptions of students' design outcomes and effectiveness of communication in capstone projects.

- <u>Solar Energy Engineering and Commercialization (P.S.M.)</u> Ira A. Fulton Schools of Engineering graduate faculty and staff conducted student surveys, met with an Industry Advisory Board, evaluated students' collective progress, and maintained connections with program alumni. Based on recommendations and student assessment data, program faculty continued to offer successful networking experiences for students and graduates, including a spring seminar series during which panels of industry experts discuss current issues, and a 'Shark Tank' event during which students pitch applied project concepts to advisory board members and receive feedback on their ideas. Faculty are also currently developing a new photovoltaic systems operation and maintenance course, delivering hands-on training for software platforms used in the solar industry, and providing more access to writing resources. Additional ideas under consideration include resume writing and interview skills workshops.

In addition to these types of unit-level assessment operations, ASU is advancing the measurement of learning outcomes across the university to include the adoption and expanded use of digital portfolios as a way of improving measures of learning. Students construct these portfolios using materials from their coursework that demonstrate their growth and development, and the portfolios become an important showcase for future employers and graduate schools. The programs using portfolios and similar artifacts have demonstrated that they provide a holistic view of student development. The university is pursuing an initiative that will complement the current assessment process with enhanced analyses of general education and the value of an ASU education in a manner that is aligned with the ASU Charter and Design Aspirations. Through digital portfolios, all ASU graduates will be assessed in the core principles of critical thinking and ethics, plus quantitative reasoning, creative thinking, and/or information literacy, as determined by the program faculty. ASU faculty have the expertise and responsibility to establish learning outcomes for their students and assessment criteria. The project is based on the VALUE rubrics as part of the Liberal Education and America's Promise initiative by the Association of American Colleges & Universities. ASU faculty will develop analytic rubrics and employ cross-sectional and longitudinal sampling of portfolios to measure university-wide and program-specific outcomes, respectively.

Academic Program Reviews

Academic Program Reviews are conducted in an extensive, year-long process during which an academic unit prepares a self-study report addressing the program's mission and goals, educational objectives, curriculum, and assessment of student learning outcomes; the quality and diversity of the faculty, staff, and students; resources and facilities; and strategic initiatives and

future directions. The external site visit team reviews a copy of the self-study report, participates in a two-day site visit, and submits a report noting strengths and areas for improvement. Site visit reports are shared with the Office of the University Provost, the academic unit, and the relevant dean's office for follow-up. The unit director prepares a response report that addresses any concerns and recommendations noted in the site visit report. A summary report, prepared by the University Program Review Accreditation Officer, is presented to the ABOR Academic and Student Affairs Committee. For accredited programs, the Academic Program Review coincides with the specialized program accreditation review process.

Extracurricular Program Assessments

Ongoing assessment is also conducted within ASU's Educational Outreach and Student Services (EOSS) programs. Three operating principles inform EOSS decision making and guide daily interactions with students through programs, services, and experiences:

- Achievement: Academic success and personal growth for each student
- Engagement: Intentional and meaningful opportunities for student engagement, involvement, and participation in the broader university community
- Responsibility: Structured experiences that create values-driven decisions, expectation that reinforces personal responsibility, and opportunities to develop an understanding of civic responsibility

Key extracurricular learning outcomes that support the core objectives are:

- Students will excel and succeed academically
- Students will experience and understand the intersection of academic and co-curricular life through the residential college model
- Students will access support systems to enhance their individual success
- Students will be involved with faculty outside of the classroom environment (undergraduate research, service learning)
- Students will apply their education and co-curricular experience in professional settings and experiences (internships, co-ops)
- Students will be engaged, educated, and empowered to influence their lifelong career development and professional ambitions
- Students will take responsibility for their own success and contribute to the success of others
- Students will be involved in civic engagement and community based experiences
- Students will participate in the intellectual life of the university (lectures, debates, competitions)

Extracurricular learning outcomes are assessed by EOSS using a variety of indirect methods, including surveys, institutional data, program participation data, and student forums. Assessment data drives discussions among leadership and program personnel, prioritization of staff time and effort, and planning and improvement of programs and services. Each department submits quarterly and annual reports to the Senior Vice President for Educational Outreach and Student

Services. Reports include reflection on the extent to which programs and services met goals and objectives, as well as a cost/benefit analysis of program intent and actual impact.

Faculty Review

The faculty play a central role in the development, delivery, and continuous improvement of quality academic programs. Five types of assessments of faculty performance are performed at ASU: 1) student evaluation of instruction in each course, 2) annual performance reviews for all faculty members, 3) promotion and tenure reviews for tenure-track and tenured faculty members, 4) post-tenure reviews for tenured faculty members, and 5) for non-tenure eligible faculty there are promotion reviews and reviews for multi-year appointments.

ASU recognizes that student assessments of instructor performance are a valuable source of information concerning the quality of instruction received, and ASU has in place a systematic assessment of student opinion that constitutes one component of the evaluation of teaching. Every instructor in every class administers an academic-unit approved course evaluation. To ensure a confidential assessment that protects students' anonymity, the evaluations are administered by the University Office of Evaluation and Educational Effectiveness, and results from those evaluations are not reported to the instructor until final grades have been entered for all students.

All faculty undergo annual performance reviews, which provide ongoing assessment of performance and encourage faculty members to perform at levels beyond merely satisfactory. The review covers the previous 36-month period, with emphasis on the current year. Faculty are reviewed on their performances in instruction, research and service. The results of the review are communicated to the faculty member in writing by the academic unit chair or director. These performance assessments consider the results obtained by student evaluations, and also rely on data and assessments about teaching performance provided through portfolios, syllabi, and peer evaluations of teaching performance.

The assessment of quality is paramount to the awarding of tenure and faculty promotion. Promotion and tenure processes provide a series of in-depth reviews at multiple levels within the institution: the academic unit personnel committee, academic unit chair/director, college personnel committee, supervising dean, university tenure and promotion committee, University Provost, and the President. Candidates for tenure with promotion to the rank of associate professor or promotion to the rank of full professor prepare a portfolio of materials documenting performance in research, teaching (including a tabulation of student evaluation of instruction ratings compared with academic unit norms), and service since appointment (or since last tenure or promotion personnel action). The review criteria for the unit, approved by the appropriate dean and the University Provost based on established guidelines, are used at each level of review to determine if the performance has been sufficient for promotion or tenure, and if the candidate shows continued promise for further achievement. A set of external reviewers for the portfolio is determined for each candidate; those reviewers are established scholars with deep knowledge of the candidate's field with no professional or personal ties to the candidate. Those reviewers provide confidential assessments of the candidate's accomplishments and promise based on the review criteria for the unit. These expert assessments are provided for consideration by each

level of review. Recommendations at each level of review are passed to the subsequent stages for further review. The final decision is made by the University President. Each level involves an independent recommendation that is informed by feedback from preceding levels of review.

No new hire is automatically awarded tenure. When needed, an expedited review process exists for both tenure and promotion, following the same guidelines for internal tenure review.

Unsatisfactory performance by tenured faculty members, identified in the annual performance review, is addressed through the post-tenure review process in accordance with principles and procedures provided by the University Provost. A series of individualized annual improvement plans are implemented for a period not exceeding three annual review cycles until the performance returns to acceptable levels. These plans specifically detail the elements of unsatisfactory performance, provide written targets and criteria for achieving and assessing satisfactory performance, and identify deadlines for when those targets are to be achieved. Should appropriate progress toward those targets as measured by the specific criteria not be met, the dean may exercise the option to initiate the dismissal for cause process.

Quality Markers

ASU uses a wide range of quality markers, including institutional rankings, rankings of select programs, pass rates on professional exams, peer comparisons, student success in winning national awards and fellowships, and feedback from students, faculty, alumni, and public stakeholders. Rankings, awards and accolades are listed below.

Rankings from External Assessors

- Named 'most innovative university in the country' for both 2015 and 2016 by U.S. News and World Report
- #4 in Online Bachelor's Degree programs by U.S. News and World Report
- #5 for producing the best qualified graduates by the Wall Street Journal's employer survey
- #9 for preparing graduates for jobs by Times Higher Education (ahead of MIT, Columbia, Johns Hopkins, Duke, UCLA, and the University of California)
- The Ford Motor Company named ASU as a premier, top tier recruiting and hiring institution in 2016. ASU is one of just 22 schools with this distinction, a prestigious group that includes MIT, Notre Dame and UC-Berkeley. Ford is not alone in its high regard for ASU talent, as nearly 50 of the country's top corporations have identified ASU as a top recruiting target.
- The U.S. News and World Report ranked 36 ASU programs (e.g., journalism, The Honors College, public affairs, law, engineering, business, science, education, arts, and health) among the country's top 25
- #1 university in Arizona for veterans by Military Times in 2016
- #7 college for veterans in the country by College Factual in 2016
- #1 public university and #3 overall destination for international students by the International Education Exchange 2015- 2016 Open Doors Report, ahead of Columbia, UCLA and University of Washington

- Ranked in the top one-half of one percent in the world by the Center for World University Rankings in 2016

Rankings of Student Awards

In highly competitive national awards, ASU students are among the best in the country. To name a few national student awards, ASU is the:

- #2 producer of Goldwater Scholars for STEM, second only to Stanford University since 2006. ASU has had 29 Goldwater Scholars during this period.
- #5 producer of Fulbright student awards
- #22 producer of Truman scholars since 2006, tied with MIT and Princeton University.
- #2 in the Pac-12 Conference (second only to Stanford) for the student-athlete graduation success rate (2016).
- #4 for contributing the greatest number of graduates to Teach for America, and a top contributor for the past 8 years (2008-16)
- #13 among large universities on the Peace Corps' list of Top 25 Universities, for the 8th consecutive year
- ASU, Harvard, Stanford and the University of Chicago are the only four institutions in the nation with elite Rhodes, Marshall and Churchill scholarship winners. During the 2016-2017 academic year alone, students in Barrett, The Honors College received ten Fulbright awards, eight Gilman Scholarships, a Rhodes Scholarship, a Marshall Scholarship, a Churchill Scholarship, two Critical Languages Scholarships, two US-UK Fulbright Commission Summer Institutes awards, three Killam Fellowships, one Pickering Foreign Affairs Fellowship, one PPIA Junior Summer Institute award, and one Udall Undergraduate Scholarship.

Professional Examinations

Students enrolled in professional programs should be prepared to pass professional licensure and certification exams. Examples of these quality markers include:

- 100% of the graduates for ASU's Doctor of Audiology and 100% of Master of Communication Disorders graduates who took the Praxis exam from 2013 to 2016 received a passing score
- 95% of the graduates of the Ph.D. program in Counseling Psychology (2006-2014) received a passing score on their licensure exam
- 91-94% of Mary Lou Fulton Teachers College graduates who took the Arizona Educator Proficiency Examination from 2013 to 2016 received a passing score
- The ASU pass rate on the CPA exam is 17% higher than the national average, according to the National Association of State Boards of Accountancy
- The College of Nursing and Health Innovation's Bachelor of Science in Nursing (BSN) graduates have an average NCLEX (National Council Licensure Examination) first time pass rate of 92%. The national average is 82%.
- Sandra Day O'Connor College of Law ranked first in the Arizona Bar passage rate for the past 3 years

- Graduates of the Master of Science in Nutrition's Dietetic Internship program have attained a 100% pass rate on the Registration Examination for Dietitians over the past 10 years. The national average is 86%.

Institutional Surveys

The University Office of Evaluation and Educational Effectiveness conducts surveys of ASU's graduating students and alumni as indirect measures of student learning and the impact of the ASU experience. Surveys inquire about participation in internships and other types of learning experiences while attending ASU, post-graduation employment, enrollment and degree attainment since leaving ASU, and completion of professional certification and/or licensure. Survey data are routinely used in academic program assessment, program review and accreditation, strategic planning and decision-making, and official reporting by colleges, departments and academic units.

All institutional surveys are conducted on an annual basis. Graduating Senior Report card surveys are completed throughout the year, and the new surveys launch on May 15 of each year. Recent Graduate surveys are launched approximately 3-6 months post-graduation, and Alumni surveys are conducted approximately three years after graduation. The most recent survey results indicate that 94% of the graduating seniors are satisfied or very satisfied with their ASU experience, and that 95% are satisfied with the general education they received. Among recent graduates, 86% rate the ASU experience as excellent or good, with only 3% stating they had a poor experience. 84% of the respondents on the alumni survey reported an excellent or good experience at ASU.

Retention and Graduation Rates

ASU has achieved major improvements in retention and graduation rates for all of its undergraduates. The student cohort that entered as freshmen in Fall 2002 achieved a first-year retention rate of 76.7%. Thirty percent graduated within four years, and 56.2% within six years. Students entering in Fall 2012 persisted into the second year at a rate of 83.8% and graduated within four years at the rate of 51.6%, 21.6 points higher than the 2002 cohort. The six-year rate is forecasted at 67.8%, 11.6 points higher. For Arizona students, these measures of success are still higher -- 86.2%, 53.3%, and 70.5%, respectively. The graduation rate increases to 74% when National Clearinghouse data are used to track students who initially enrolled and succeeded at ASU as freshmen but who transferred elsewhere.

It is instructive to examine ASU's progress against aspirational peers. The chart below plots ASU's improvement in graduation success (left-hand scale) against public universities in the Association of American Universities (AAU), a group of 62 very high-quality public and private research universities in the United States and Canada. The right-hand scale shows the median SAT of admitted students. ASU had 4-year graduation rates at least 20 points below the AAU peers as recently as 2009. The gap is now closed to 10 points. Moreover, ASU has accomplished this by maintaining the commitment to access at the heart of the ASU Charter. With the same increasing admission standards found at most AAU public universities, ASU's graduation rate

would be much higher, but Arizona would suffer a workforce with far fewer university graduates than it produces now.
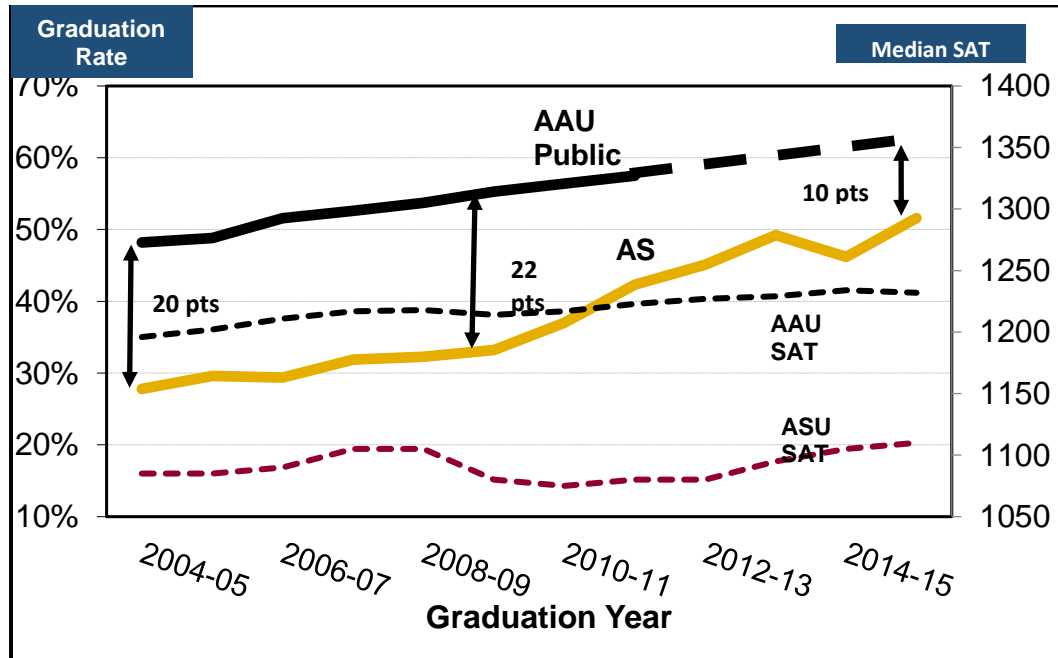
Continued improvements in retention and graduation rates will play a crucial role in ASU's ability to achieve its enrollment and degree targets. New efforts are being launched to address performance issues with specific subsets of students identified by increasingly sophisticated data analytics. Among the most extensive initiatives are:

> ASU is redesigning a number of the largest introductory courses with relatively low pass rates as blended active/adaptive courses. Successful efforts to date include introductory math, biology, and chemistry courses, and similar course redesign efforts are underway in large enrollment economics and psychology courses. In addition, currently in development is a new initiative that involves adapting this approach to a collection of 'connected' courses in a single major. Initial efforts over the past three years have shown that this adaptive learning approach substantially increases success rates in mathematics courses. Student success in one introductory math course has improved from ~65% to ~85%. Student success in an introductory biology course also has improved, from ~75% to 90%. An introductory course in chemistry also has been highly successful. It is important to realize that success is not just measured by grade performance. If anything, academic standards have increased in these courses and students have demonstrated success beyond grades. In two of the courses, pre- and post-tests were conducted in the blended course and the traditional lecture hall version of the course, several times taught by the same instructor. Students in the blended classes generally achieved higher post-test scores and the highest growth between pre- and post-test. In short, adaptive learning substantially increases students' attainment of expected learning outcomes.

ASU implemented Project LEAD (Learn • Explore • Advance • Design), a program that integrates three courses and thus more effectively facilitates learning of course concepts and further develops students' critical thinking and communication skills. Increases in retention rates and GPAs occurred each term since the initial pilot in the 2014 – 2015 academic year. Fall 2016 LEAD students retained to spring semester at a higher rate (N = 472, 93.2%) and achieved higher academic success (average GPA of 2.85) than their peer group (N = 1871, 89.6%, 2.60). Over 1,000 first-time freshmen will participate in LEAD in fall 2017.

ASU's SEED (Student Engagement and Employment Development) program provides incentives to ASU units to hire students currently working at off-campus jobs, thus relieving scheduling and travel pressures that impede study time. SEED helps entering freshmen adjust to college, secure on-campus employment, and become more engaged in the campus community. The program was designed to give students the opportunity to have bi-weekly supervisor meetings and to participate in other developmental opportunities, including a First Year Success coaching session and a career services program every semester. In the 2014-2015 academic year, 206 students were hired through the program, increasing year-to-year retention to 92.0% compared to those not hired in the program at 83%. Eligibility criteria for program participation include entering freshman who can benefit the most from the program, and research results are shaping the experience for more than 11,000 on-campus student employees. Findings from student participants from the past two years indicate that the students had good relationships with their supervisors, believed the job prepared them to be successful and competent in a professional work setting, and working on-campus inspires a desire to achieve and build networks in the campus community.

In January 2017, ASU launched a customized Advisor Portal in Salesforce to support improved organization and prioritization of outreach based on retention analytic indicators. During the Spring 2017 term, advisors managed 32,380 cases as part of 11 retention campaigns. The Advisor Portal has been particularly revolutionary in managing outreach to not enrolled students: ensuring all academic units are utilizing the same data set; providing real-time visibility to administrators; and standardizing documentation of the outreach.

The Persistence Outlook level was newly introduced to advisors at ASU in partnership with Civitas Learning, which classifies current students using PeopleSoft attributes and Blackboard activity data and patterns of retention or attrition by previous ASU students who share those attributes. We utilized the Persistence Outlook level to prioritize outreach to not enrolled students, specifically students in the moderate persistence levels, students who may not be included in any other outreach strategy (e.g. critical tracking course, course-based Academic Status Report, low-GPA).

ASU launched iGrad in July 2016 to provide financial wellness information through interactive modules, videos, articles, calculators and federal student loan tracking. Engagement with iGrad is promoted throughout the student life cycle, encouraging completion of content upon enrollment at ASU through graduation. Required Entrance

Loan Counseling drives primary engagement, and broader engagement with all students occurs through the promotion of content-specific modules, and deep-links to articles and calculators based on the student's financial health. In the 2016-2017 academic year, 5,147 (49%) first-time freshman engaged with iGrad. In preparation for the 2017-2018 academic year, iGrad information is provided to students and families at ASU Orientation.

GetSet, an interactive and personalized mindset application, was launched to facilitate community building and encourage positive mindsets for struggling students. The application was utilized in all ASU 101 first-year seminars and is available to all students via My ASU. Strategic design enables student development of growth mindset, grit, resilience, and self-regulation – all while interacting with their peers. During the Fall 2016 term, many first-year seminar courses infused GetSet activities into their curriculum resulting in over 60% of first-time full-time freshmen utilizing GetSet (N = 6921). Students who engaged with GetSet achieved higher GPAs than their non-user peers. This was especially true of students with high-risk profiles for whom the tool is expected to have the largest impact. GetSet users with this profile earned an average GPA safely above the 2.5 benchmark, below which student retention tends to fall considerably. Their peers averaged slightly below the 2.5 mark. GetSet usage is expected to increase in both first-year seminar courses and through targeted outreach efforts to new transfer students.

Ongoing projects include: implementation of Civitas's Illume Courses and Illume Impact, which will provide insight into gateway courses and assess impact of specific retention programs. For example, Illume Impact will provide insights into the impact of GetSet on student retention by comparing students who participated with those who did not via propensity matching. A dashboard for advising managers is being developed allowing academic units to create and manage priorities of outreach campaigns via the Advisor Portal.

Analysis of retention and persistence data is conducted across the university. College-level retention data are provided to deans, and academic units are evaluated and rewarded based on their retention results. ASU colleges are held accountable for retention within the university, not merely within their college. The entire retention apparatus at ASU is centered on university-level retention and completion. Academic units monitor students' progress using eAdvisor, the Advisor Portal, and the retention dashboard, intervene when students display an inability to progress in their major or a lack of interest in their chosen majors, and assist in finding majors that better fit their skills and interests. Colleges also examine year-to-year enrollment and participation data by academic program, degree type, and other appropriate subgroups to develop strategies for facilitating student success. Staff members from academic units and support programs analyze participation data, specifically the percentage of successful students who engaged in a particular program or used a specific university service. These data are used to refine existing programs and services and to develop new initiatives.

Entrepreneurship and Innovation

Knowledge Enterprise Development supports interdisciplinary research institutes and initiatives that contribute to the quality of education for students. These university-wide research centers enable scientists, scholars and students to collaborate freely across disciplines; connect researchers with clinical, government and corporate partners; and provide the teams and infrastructure to win significant funding opportunities.

The institutes and initiatives explore some of the world's most complex challenges arising from population growth, urbanization, globalization and technological advancements. Through science, social science and humanities approaches, ASU faculty and students are creating innovative and sustainable solutions.

100 companies have launched based on ASU innovations, attracting more than $600 million in external funding, including $96 million in FY 2016. More than 500 people are now employed at ASU-linked startups. The 2016 markers include 269 invention disclosures, 84 major licensing and option agreements, 13 new start-up companies, and 60 U. S. patents.

Ethical Conduct

Through the Community of Care educational programs, students new to ASU are introduced to the community expectations and the many resources available to support their experience. The program introduces students to the Sun Devil Way; educates students on the Code of Conduct; highlights priority areas of concern and the resources available to support students around alcohol, marijuana and tobacco, sexual misconduct, academic integrity, emotional wellbeing, safety and stress; educates students on how to support members of the ASU community who may be struggling; and enhances students' knowledge of how to actively intervene to prevent harm. In 2015-2016, during the first year of the program, 52.7% of the new students participated, and in 2016-2017, 96.5% of all new students successfully completed the Community of Care educational program, marking a commitment by both the institution and individual students to understanding the importance of character and ethical conduct.

The academic programs throughout ASU incorporate integrity as a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. All freshmen are introduced to principles of integrity in ASU 101, where the Academic Integrity Policy is reviewed and its importance is placed in context of the academic program. For example, what constitutes plagiarism in music, dance or ceramics can be discussed in ways that resonate with students in the arts, and why data fabrication is an egregious act in political science, sociology or psychology can be contextualized in the social sciences. ASU requires that the Academic Integrity Policy be included in all course syllabi, and in professional programs, students are evaluated in accordance with professional ethical standards. In social work, for example, all students agree to follow the National Association of Social Workers Code of Ethics, and in their field placements, the students are evaluated on their ability to conduct themselves ethically and to engage in ethical decision making. All students in the W. P. Carey School of Business must take the course titled "Business Law and Ethics for Managers," and the school has a policy on professionalism which includes ethical decision-making, consideration of others, and

demonstration of personal accountability. In the Ira A. Fulton Schools of Engineering, ethical conduct is embedded in the annual assessment for each degree program, and every year, the faculty assess the students' understanding of professional and ethical responsibility.

ASU Brand

As part of the Enterprise Marketing Hub's remit to build the strength of and affinity for the ASU brand, primary research among key constituents is conducted annually to measure and track brand perceptions across a broad array of attributes on both an absolute and relative basis. Constituents include prospective students, prospective parents, current ASU and competitor students, and ASU and competitor alumni. To date, over 16,000 brand tracker questionnaires have been completed.

With the brand tracker data, the Enterprise Marketing Hub is able to perform complex analyses to help understand the causal factors of brand perceptions and their relative importance in influencing constituent behaviors (e.g., applying to or recommending the university). Structural equation models have been created and validated for all key constituents to guide marketing strategies and plans.

Overall perceptions of quality/excellence for every constituent group have directionally increased from 2016 to 2017, with the increase for alumni, current and prospective students being statistically significant at the 90% confidence level. As a result, brand strength has also increased year over year for every constituent group.

Oversight

The oversight of educational quality at ASU is the responsibility of the University Provost, who, with the President, provides leadership to all of the university's campuses and academic programs, fostering excellence in teaching, research and service to the community. The Provost guides the university's mission in providing educational quality and access, and directs the university's efforts in the strategic design of its academic mission to achieve the vision of ASU as a New American University.

Through an intentional balance of centralized guidelines and delegated responsibilities, the Provost reviews all elements of academic quality, including:

- All faculty hires
- Promotion and tenure
- Establishment and disestablishment of colleges, schools, departments and programs
- Establishment and disestablishment of academic majors, minors, and certificates
- Courses
- General education requirements
- Academic policies
- Classrooms and laboratories
- Academic partnerships
- Study Abroad programming

- Transfer pathways
- Learning technologies
- Assessment and evaluation

The academic deans, vice provosts and senior staff work carefully with and report to the University Provost on all aspects of academic quality, and together ensure ASU is achieving the outcomes and learning objectives in each academic program and advancing student success, knowledge, discovery, and community development.

Challenges

ASU has engaged, and continues to engage, in vigorously, seriously, and conscientiously using measures of the performance of its academic and extracurricular programs to proactively enhance its offerings through a cycle of assessment, analysis, strategic intervention, and improvement. But challenges exist. Arizona needs a stronger college-going culture, more Arizona students need to be fully prepared for success at the universities, and limited resources must be invested carefully and strategically.

Improving the college-going rates from Arizona's high schools is a significant challenge. Currently, only 46.5% of Arizona high school graduates meet the eligibility requirements for admission to our three public universities, and the proportion for Hispanic, African-American, and American Indian graduates is about 35%. This necessitates both a multi-pronged strategy and an ongoing investment of resources.

One tactic from ASU has been the development of the ASU Preparatory Academy to demonstrate that a strong curriculum and an abiding faith in the ability of all students to succeed will lead to success. Partnerships with the Phoenix Union and Higley School Districts and the regular level of state school funding is all that has been needed to operate the programs. Development of the ASU Prep Digital Academy is another tool for expanding the pipeline and increasing the number of college eligible students locally, nationally and internationally. Work is actively underway to create a digital curriculum that integrates high school and university courses and provides rich support structures, which will deliver either a high school diploma or provide supplemental courses for on-ground schools looking for enhanced curriculum. The effort needed to build this program comes from the combined work of ASU Prep for content and support expertise and EdPlus for instructional design and technology expertise.

Beyond efforts to improve the preparation level of students coming from Arizona high schools, efforts are required in the schools to help overcome the under-investment in many districts in guidance counselors and other support services. To better support students most in need, particularly first-generation, low-income students, ASU is building on its existing array of college counseling services for high schools. These include programs that encourage students to apply to college, help students navigate affordability barriers, and offer coaching through the application process. ASU has intensive partnerships with five districts that currently reach over 60,000 students and 9,000 family members. This effort needs to grow and the goal is to operate in fifteen large districts in Arizona, before later expanding across the state and nationally, and to reach 120,000 students and 30,000 family members.

ASU's extensive partnerships will enhance the Arizona Teachers' Academy, too. The faculty in the Mary Lou Fulton Teachers College are focusing on innovative strategies to recruit, select, and coach high quality teacher candidates. Through early experiences in the student's freshman and sophomore years, faculty will introduce students to the education field and careers in teaching. Participation in community-centric design laboratories will advance new types of school and classroom learning environments. These laboratories are part of the Education Innovation Engine, a catalyst for partners across the education spectrum to converge and collaborate on solutions informed by a spirit of innovation. These partnerships will include ASU faculty, staff, and graduate students, and the Arizona Teachers' Academy candidates will be a new generation of education leaders with an entrepreneurial mindset and the skills needed to improve education at its core.

Additional programs underway to promote quality education through the pipeline include:

- Expanding the number of high school schools that are part of the SPARK program, which places student ambassadors with similar backgrounds to the students they serve in schools to provide information about college preparation, encouragement, and role models.
- Collaborating with Phoenix Union High School District, Be A Leader Foundation, and Helios Education Foundation on a pilot program promoting a college-going culture, enrollment initiatives, and Free Application for Federal Student Aid completion.
- Reaching more parents in English and Spanish early in their student's secondary school career to promote understanding that college in Arizona is attainable and affordable.
- Refinement of digital and social media tools like me3, a digital app for mobile phones with a game-based interface for career advising and college major planning.
- Specialty programs such as the Hispanic Mother-Daughter college preparation program.
- The First in the World grant with Phoenix Union High School District where faculty from ASU and Phoenix Union teach the courses in a project-based format, and students and their families receive mentoring from ASU students and parents.

ASU's investments in the education pipeline are extensive and important to the quality framework. Quality does not begin or end with any one institution. Quality is a community effort, beginning with pre-school and moving through elementary education, high school, the university, and lifelong learning. If ASU is to produce graduates who have achieved the skills and abilities to think critically, communicate effectively, solve quantitative problems, understand technology, lead fulfilling careers, and make ethical decisions, the process needs to commence when the students begin learning, and this means collaborating with all partners in the education community.

APPENDIX A
Higher Learning Commission: The Criteria for Accreditation and Core Components

The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:

Criterion One. Mission
The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Components
1.A. The institution's mission is broadly understood within the institution and guides its operations.
    1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
    2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
    3. The institution's planning and budgeting priorities align with and support the mission.

1.B. The mission is articulated publicly.
    1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
    2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
    3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

1.C. The institution understands the relationship between its mission and the diversity of society.
    1. The institution addresses its role in a multicultural society.
    2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

1.D. The institution's mission demonstrates commitment to the public good.
    1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
    2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
    3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Criterion Two. Integrity: Ethical and Responsible Conduct
The institution acts with integrity; its conduct is ethical and responsible.

Core Components

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.
    1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
    2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
    3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.
    4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.
    1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
    2. Students are offered guidance in the ethical use of information resources.
    3. The institution has and enforces policies on academic honesty and integrity.

Criterion Three. Teaching and Learning: Quality, Resources, and Support
The institution provides high quality education, wherever and however its offerings are delivered.

Core Components
3.A. The institution's degree programs are appropriate to higher education.
    1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
    2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
    3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.
1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

3.D. The institution provides support for student learning and effective teaching.
1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

5. The institution provides to students guidance in the effective use of research and information resources.

3.E. The institution fulfills the claims it makes for an enriched educational environment.
1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Criterion Four. Teaching and Learning: Evaluation and Improvement
The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components
4.A. The institution demonstrates responsibility for the quality of its educational programs.
1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

    1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

    2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

    3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

    4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Criterion Five. Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Components

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

    1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

    2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

    3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

    4. The institution's staff in all areas are appropriately qualified and trained.

    5. The institution has a well-developed process in place for budgeting and for monitoring expense.

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

    1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

    2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

    3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

5.C. The institution engages in systematic and integrated planning.

    1. The institution allocates its resources in alignment with its mission and priorities.

    2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

    3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

    4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

    5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

5.D. The institution works systematically to improve its performance.

    1. The institution develops and documents evidence of performance in its operations.

    2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.