Problems of Practice in the Central Texas University Task Force

Case Analysis and Improvement Plan

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Introduction

This analysis examines the enrollment shortfall facing the Central Texas University Task Force (CTUTF) at the end of the 2007 legislative session. Acting as a consultant to retired Lieutenant General (LTG) Bob Johnson, I use the case evidence to distinguish the documented problem from possible causes and connect coalition leadership with the experiences of prospective and enrolled learners. Systems diagrams, four enrollment figures, and a focused data collection plan inform a coordinated enrollment-support initiative. The proposed four-stage change process assigns responsibility to the partners able to act, tests support against verified barriers, and evaluates enrollment alongside persistence and learning. The case account provides the historical evidence; the recommendations address its 2007 decision point (Altman & Vitucci, 2015).

Part 1: Organization Description and Problem Identification

Site Information: What Is Happening Here?

The CTUTF was incorporated as a nonprofit in 1991 to expand access to public university education in the Killeen–Fort Hood region. The region lacked an affordable, state-supported option for bachelor's and master's education, although private university provision existed. The nearest major public universities were distant and restricted enrollment. Fort Hood, the region's largest employer, created substantial demand for educational opportunities among soldiers and their families. The task force initially drew mainly on western Bell County business and civic leaders and broadened its membership after Johnson became chair in 1994 (Altman & Vitucci, 2015).

The Tarleton-operated university center opened on September 1, 1999, with 1,270 students and 617 full-time-equivalent students (FTES). By spring 2007, enrollment reached

1,719 students and 875 FTES, below the 1,500-FTES requirement for independent status. The task force's outreach, finance, legislative, and education committees organized support and advocacy, while Tarleton State University and the Texas A&M University System (TAMUS) held institutional authority. The case supplies no task force staff count or operating budget. This distinction between coalition influence and university authority determines who can authorize the proposed interventions (Altman & Vitucci, 2015).

Purpose of the Task Force: What Overall Purposes Are Being Served by the Task Force?

The task force sought affordable upper-division and graduate education, regional economic development, and improved academic and career opportunities while protecting Central Texas College's (CTC) associate-degree and vocational mission. Its coalition helped secure a university center through the 1998 Pathway Model and the transfer of approximately $8.5 million in assets. Evidence gathering was already a strength: General Bob Gepetto assembled information addressing the Texas Higher Education Coordinating Board's (THECB) objections. The recommendation builds on demonstrated analytical capacity. It extends the inquiry from establishing the regional case for a university to explaining why eligible learners do or do not enroll and persist (Altman & Vitucci, 2015; Knapp et al., 2006).

Stakeholders and Participants: Whose Vision Is Being Fulfilled by the Task Force? Whose Interests Are Being Served? Whose Needs Are Being Met?

Prospective and enrolled students, including community college transfers, working adults, soldiers, and military families, are the intended educational beneficiaries. CTC and Temple College have interests in transfer opportunities and protection of their missions. Tarleton and TAMUS must balance the center's development against academic capacity and other priorities. Employers, Fort Hood, civic leaders, chambers, and donors connect educational access

with workforce and regional interests, while legislators, the governor, and THECB influence funding and approval. These interests were not uniformly aligned: Belton and the University of Mary Hardin-Baylor expressed competition concerns, and eastern Bell County participation expanded when Temple's mayor and Temple College's president joined. The case does not document direct learner participation in diagnosing enrollment barriers. Including those perspectives would test whether coalition priorities match learners' experiences (Altman & Vitucci, 2015).

Existing Data: What Is the Source of Our Knowledge for This Case? What Do We Know About the Dilemma the Task Force Faced? What Data Are Available?

Altman and Vitucci (2015) draw on archives, enrollment records, legislative history, and retrospective interviews. Those interviews help reconstruct the case; they should not be represented as an inquiry completed by the task force in 2007. Table 2 provides fall and spring headcount and FTES for 2002–2003 through 2006–2007. The latest spring total, 875 FTES, leaves a 625-FTES shortfall. These aggregate measures establish the problem's scale but cannot distinguish recruitment, persistence, or course-taking mechanisms. Part 3 uses them to identify questions for investigation rather than to assign causes.

Missing Data: Are Voices Being Silenced, Excluded, or Denied? What Information Is Missing? What Questions Cannot Be Answered by Existing Information or Data?

The case does not provide learner-level evidence explaining nonenrollment, course loads, persistence, or how cost, schedules, transfer procedures, and perceptions interact. Leaders identify limited aid, weak awareness, and reluctance to attend a new institution, but the relative contribution of each remains untested. Perspectives needed include admitted nonenrollees, current students, transfer advisers, military education staff, and financial aid personnel. In

addition, the evidence supplied does not establish how consistently participants attend, whose proposals influence decisions, or how assigned actions are completed. These are gaps in the available case evidence, not proof that the task force kept no records. Part 4 links each gap to a specific question, source, and collection method (Altman & Vitucci, 2015).

Task Force Goals/Objectives/Vision/Mission: Who Says That This Is the Way Things Should Be?

The case describes purposes rather than a formal mission statement. The coalition's strategic direction centers on a mission to provide affordable access to upper-division and graduate education, alongside a vision of becoming an independent public university that champions regional opportunity. Their immediate objective is to reach an enrollment of 1,500 FTES. Furthermore, the coalition's actions and goals consistently reflect four core values: access, affordability, collaboration, and stewardship (Altman & Vitucci, 2015). These commitments provide criteria for judging solutions. Increasing course loads solely to raise FTES could undermine access if working adults could not sustain them; enrollment growth must be assessed alongside persistence and learning. In Knapp et al.'s (2006) account of data-informed leadership, values and institutional context help interpret evidence rather than allowing a single indicator to determine action.

Initial Draft Statement of the Problem

The problem in the organization is that the university center's enrollment remains below the 1,500-full-time-equivalent-student threshold required for independent university status.

The most likely causes identified in leaders' accounts are limited financial aid, low program awareness, and uncertainty about attending a new institution. The case's description of predominantly part-time adult learners helps explain why headcount exceeds FTES, but it does

not explain individual course-taking decisions. Scheduling difficulties, transfer barriers, and uneven implementation are additional hypotheses requiring evidence. Treating these explanations separately from the problem statement prevents a preferred intervention from becoming an assumed diagnosis (Altman & Vitucci, 2015).

The Dilemma: What Is Happening Here? What Do We Know About the Dilemma the Task Force Faced?

At the end of the 2007 session, the task force had secured a university center and substantial political support, yet enrollment remained below the independent-status threshold. The governor vetoed legislation changing enrollment requirements and proposals to finance facilities. Federal legislation in 2004 directed the conveyance of 662 acres of Fort Hood land, but that process was still underway in 2007. Constituent engagement varied, sustaining momentum had become difficult, and partner institutions faced competing priorities. The dilemma was how to maintain the coalition's educational vision amid an enrollment shortfall and continuing approval and resource constraints (Altman & Vitucci, 2015).

Part 2: Diagramming and Application of Systems Thinking Concepts

Alignment of Task Force Information with Systems Thinking Concepts: Diagram of the Dynamics and Tensions Related to the Problem

Performance Gap and Interconnectedness

The relevant system includes the task force, university center, community colleges, learners, regional communities, Fort Hood, and state decision makers. Recruitment depends on credible programs and workable pathways, while institutional growth depends on enrollment, resources, and approval. Senge's (2006) creative tension connects a shared vision with an accurate assessment of current reality. Here, the 625-FTES gap makes that tension measurable,

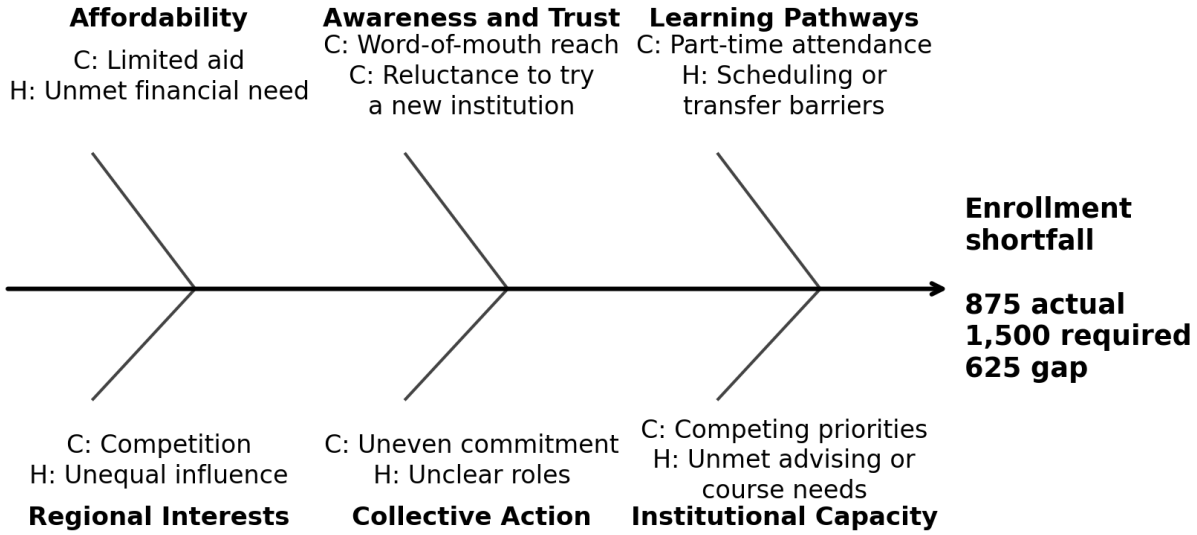
but the access mission limits how it should be resolved. Knapp et al. (2006) further explain why data require interpretation within organizational purposes. Together, these perspectives support examining how learners experience institutional processes while retaining the goal of broader educational opportunity.

Root Causes

Figure 1 groups documented conditions and hypothesized contributors into six categories; their presence does not establish causation. BeLue et al. (2012) found that participatory mapping broadened intervention options but also revealed modeling errors when participants lacked adequate preparation. Their findings support facilitated review with learners and institutional partners, followed by evidence checks. The fishbone model avoids blaming a single group by distributing the focus across learner circumstances, regional interests, and institutional capacity.

Figure 1

Documented Conditions and Hypothesized Contributors to the Enrollment Gap



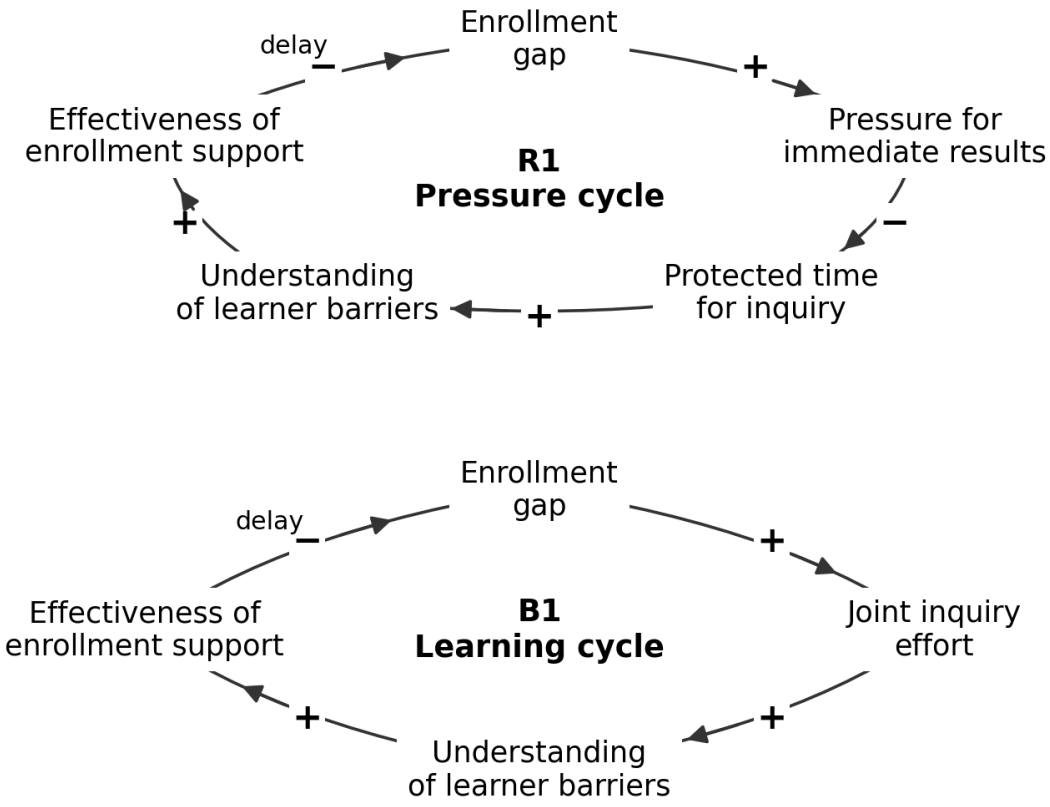
Note. C = documented condition; H = hypothesis. Conditions do not establish causation. Case information and values are from Altman and Vitucci (2015).

Reinforcing Processes and Causal Loops

Figure 2 proposes two feedback structures using Sterman's (2001a, 2001b) causal-loop conventions.

Figure 2

Hypothesized Pressure and Learning Feedback Loops



Note. Plus signs indicate same-direction effects and minus signs indicate opposite-direction effects, all else equal. R1 is reinforcing, and B1 is balancing; delays mark effects that may emerge in a later enrollment cycle. Author-developed hypotheses using conventions from Sterman (2001a, 2001b).

In R1, a larger enrollment gap increases pressure for immediate results, reducing protected inquiry time and weakening understanding of learner barriers. Less effective support then sustains the gap. The two negative links make this a reinforcing loop. In B1, the gap prompts joint inquiry, improving understanding and support, which reduces the gap; its single negative link makes it balancing. These are hypotheses, not observed causal estimates. The

marked delay recognizes that support may affect enrollment only after another registration cycle. Johnson should protect inquiry time and review implementation before interpreting delayed outcomes as failure.

System Archetypes

Two archetypes offer provisional interpretations (Senge, 2006). In limits to growth, successful coalition building can increase legitimacy and participation, while financial constraints, enrollment conditions, and approval requirements limit further expansion. Additional advocacy may have diminishing returns if the binding constraint is a learner barrier. In shifting burden, repeated attempts to change the threshold could divert attention from the slower work of improving access and persistence. This risk does not make legislative advocacy inappropriate: policy change remains necessary when rules are the actual constraint. The inquiry should establish which constraint is operating before selecting a response.

Mental Models and Habits of Mind

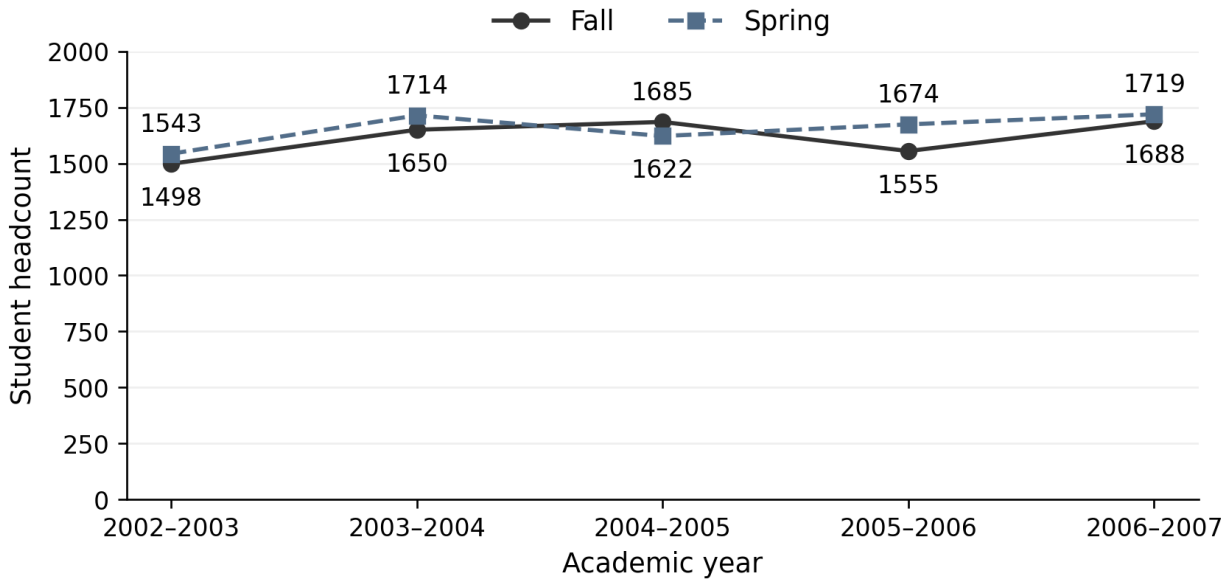
One mental model worth testing is that demonstrated regional need will translate into individual enrollment. The case establishes demand for opportunity, but the enrollment pattern does not explain how students weigh cost, confidence, schedules, or alternatives. Competition concerns also require examination as possible resource conflicts rather than dismissal as resistance. Johnson's persistence, the coalition's expansion, and Gepetto's evidence gathering are habits to retain. Curiosity about contradictory evidence, willingness to revise explanations, and inclusion of less influential perspectives would strengthen them. Meetings should distinguish observations from interpretations and invite learners to challenge proposed explanations. This combines Senge's (2006) attention to mental models with Knapp et al.'s (2006) emphasis on inquiry and the organizational conditions of data use.

Part 3: Diagramming and Communication of Existing Data. What Is the Evidence?

Figures 3–6 present four views of the case's enrollment evidence: student volume, FTES relative to the threshold, enrollment intensity, and the remaining gap. All underlying values come from Table 2 (Altman & Vitucci, 2015, p. 68). Second eight-week fall courses were counted in spring, so the analysis compares like terms across years. Together, the figures separate reaching more students from generating additional FTES and identify where learner-level evidence is needed.

Figure 3

Fall and Spring Student Headcount Across Five Academic Years



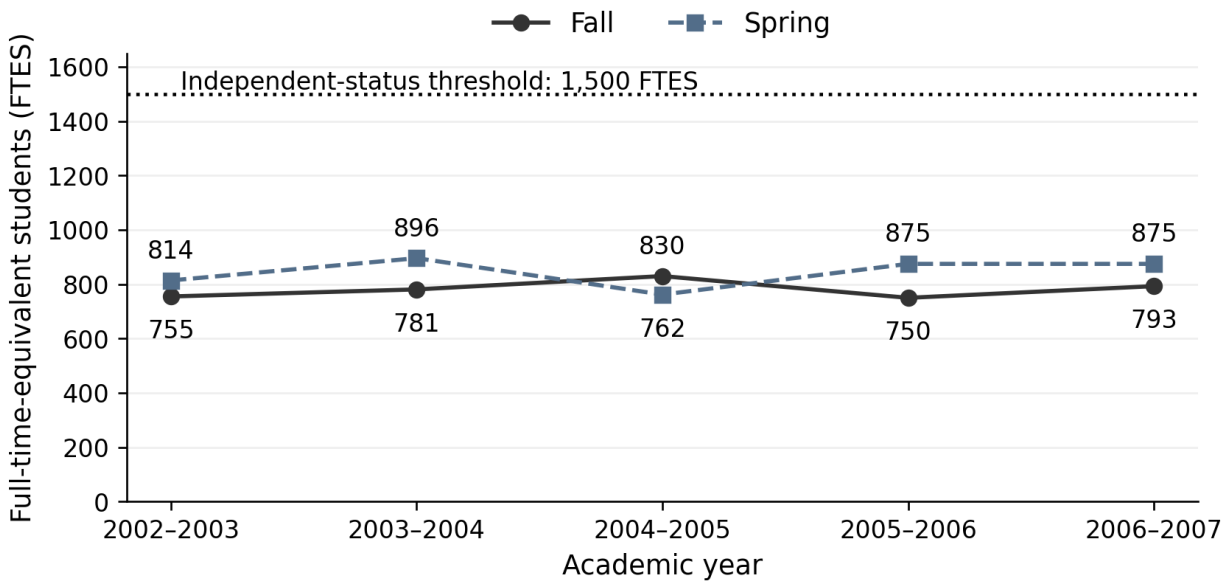
Note. Author's visualization of data in Altman and Vitucci (2015, Table 2, p. 68). Each academic year pairs fall with the following spring; comparisons are made within the same term across years.

Headcount increased unevenly. Fall enrollment rose 12.7%, from 1,498 in 2002 to 1,688 in 2006; spring enrollment rose 11.4%, from 1,543 in 2003 to 1,719 in 2007. Intervening declines caution against assuming uninterrupted growth. The task force should examine entering

and returning cohorts separately to determine whether recruitment, persistence, or both account for these changes.

Figure 4

Fall and Spring FTES Relative to the Independent-Status Threshold

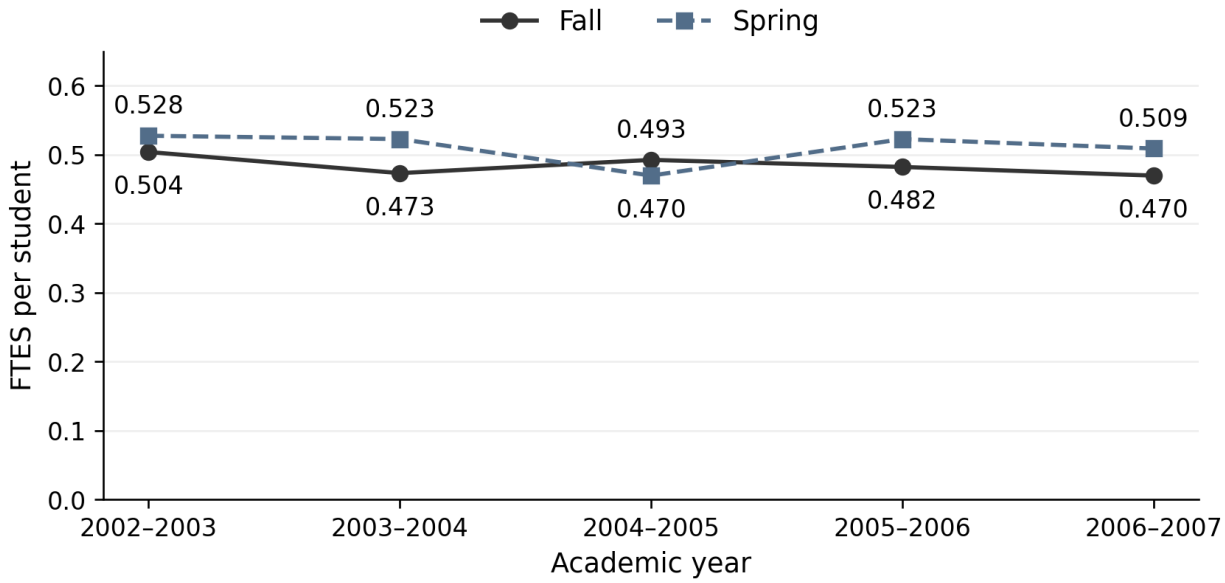


Note. Author's visualization of data in Altman and Vitucci (2015, Table 2, p. 68). The dotted line shows the 1,500-FTES requirement. FTES are distinct from student headcount.

FTES fluctuated within a narrow range relative to the 1,500 requirement. Spring FTES peaked at 896 in 2004, fell to 762 in 2005, and reached 875 in both 2006 and 2007. In the final comparison, headcount increased by 45 students, or 2.7%, while FTES remained unchanged. Thus, the recent increase in students served did not reduce the FTES shortfall. Recruitment totals alone would give an incomplete assessment of progress toward independent status.

Figure 5

Enrollment Intensity Expressed as FTES per Student

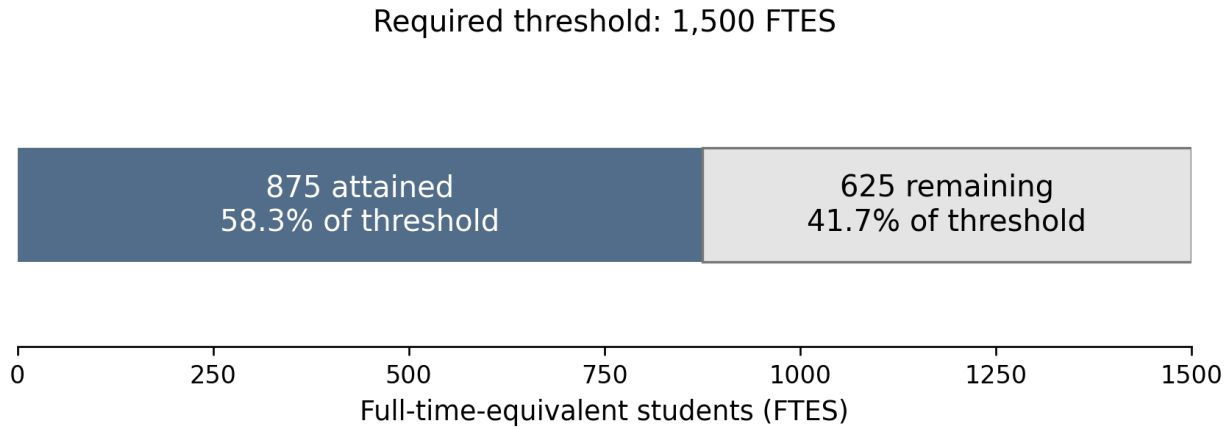


Note. Each term's FTES divided by its headcount (Altman & Vitucci, 2015, Table 2, p. 68). The ratio measures average enrollment intensity, not the percentage of students attending full time.

From the first to the last observation, FTES per student declined from 0.528 to 0.509 in spring and from 0.504 to 0.470 in fall. The average enrollment intensity was lower, but aggregate ratios cannot show whether continuing students reduced their loads or whether the mix of students changed. They also do not measure the percentage studying full-time. These findings point to course access, student circumstances, and persistence. A mission-consistent intervention would remove avoidable barriers while preserving feasible pathways for part-time learners.

Figure 6

Spring 2007 FTES Attainment and Remaining Gap



Note. Author's calculations using 875 spring 2007 FTES and the 1,500-FTES requirement (Altman & Vitucci, 2015, Table 2, p. 68). Both percentages in the figure use 1,500 as the denominator.

The 875 FTES represent 58.3% of the requirement, leaving 625 FTES, or 41.7% of the threshold, unmet. Closing that gap would require a 71.4% increase over the current level because 625 ÷ 875 differs from 625 ÷ 1,500. Two short-term scenarios illustrate the challenge. Holding spring FTES constant yields 875 in spring 2008, with a 625-FTES gap. Extending the 2003–2007 endpoint change of (875 − 814) ÷ 4 = 15.25 FTES per year yields approximately 890 in 2008, with a gap of approximately 610. These are illustrations, not statistical forecasts. Five fluctuating annual observations cannot establish a reliable completion date or the effect of an intervention.

Part 4: Data Collection Plan

The data plan applies Bernhardt's (1998) four measures demographics, perceptions, student learning, and processes to the questions raised by the enrollment figures. Her framework specifies evidence to combine; Knapp et al. (2006) explain why leadership must create opportunities to interpret it in relation to values, interests, and institutional capacity. For this

case, student records identify patterns, learner accounts help interpret them, and decision records show whether the coalition can translate findings into authorized action. Table 1 connects these purposes to six focused lines of inquiry.

Table 1

Questions, Methods, and Sources for the Missing Evidence

Focus Area	Question	Types of Data and Method	Sources of Data
Learner entry	Among recent admitted students, which groups did not enroll, and what reasons did they give?	Link admission and enrollment records; survey cost, awareness, trust, and access; follow up with interviews.	Admissions and registrar records; admitted nonenrollees and entering students.
Progression and learning	How do course load, persistence, credit completion, and assessed learning vary across learner groups?	Longitudinal record review; disaggregate by transfer status and available learner characteristics; examine course assessment results.	Registrar and academic records; faculty assessment summaries; enrolled students and advisers.
Aid and recruitment	How do net cost, aid offers, and recruitment contact relate to conversion, and what did each activity cost?	Compare aid and contact histories with enrollment; analyze cost and survey explanations; distinguish association from causation.	Financial aid and outreach records; finance staff; participating and nonparticipating learners.
Pathways and capacity	Which transfer, advising, or course-access obstacles are reported, and do records corroborate them?	Map the entry and registration process; review transfer decisions, course availability, and service logs; interview learners and staff.	CTC, Temple College, university center and military education advisers; admissions and academic staff.
Participation and influence	Who participates, whose proposals shape decisions, and which groups experience unmet representation needs?	Review 12 months of available attendance and minutes; compare proposals with decisions; interview supporters and dissenting participants.	Task force records; committee members; learner representatives; civic, military, and institutional partners.
Evidence and execution	For recent enrollment decisions, what evidence was used, who held authority, and were assigned actions completed?	Trace decisions from evidence to authorization, assigned owner, resources, action, and review; document conflicting accounts.	Decision records and budgets; Johnson and committee leads; Tarleton and TAMUS officials with relevant authority.

Note. Proposed questions for the 2007 decision point; access and participation require institutional arrangements. The design combines demographics, perceptions, learning, and processes (Bernhardt, 1998).

How Would the Missing Information Be Collected?

During the first 60 days, subject to institutional authorization, a designated research lead should assemble de-identified student-term records for 2002–2003 through 2006–2007 and reconcile totals with the case data. Admissions, registrar, and financial aid staff should agree on definitions before analysis: conversion is the proportion of admitted students who enroll, persistence tracks eligible students into the next comparable term, and FTES uses the institution's reporting method. Graduates and documented interruptions should be identified consistently. Analysis should compare like terms and disaggregate available records by transfer pathway, course load, and relevant learner characteristics without reporting identifiable small groups.

A survey targeting admitted non-enrollees and recent entering students (past two terms) should evaluate their experiences regarding awareness, net cost, advising, scheduling, transfer credits, and institutional confidence. Community college and military education partners could help reach transfer prospects. A proposed 12–16 follow-up interviews would include enrolled and nonenrolled, military-connected and civilian learners, including respondents whose experiences contradict the dominant explanation. Faculty assessment summaries would examine learning separately from enrollment and persistence. Document survey response patterns and missing records because nonresponse and incomplete data can distort conclusions.

For the coalition inquiry, I would review the previous 12 months of available meeting and decision records and interview a proposed 8–10 participants, including less engaged or

dissenting partners. Questions would trace a specific decision from evidence through authorization, resources, action, and review. Participants should check summaries of their accounts, and confidential reporting should distinguish disagreement from nonparticipation. Comparing interviews with records would strengthen interpretation while retaining unresolved discrepancies.

How the Data Will Answer the Questions and Deepen Organizational Understanding

The combined evidence would answer both student and organizational questions. Low application volume indicates a different challenge from low conversion among admitted students. Cost concerns become more informative when compared with aid offers, net price, and enrollment. Reports of unavailable courses can be examined against schedules and credits completed. Comparing assessment results across pathways tests whether access improvements also support learning. These intersections implement Bernhardt's (1998) approach without treating any single measure as a complete explanation.

Decision records and stakeholder accounts would distinguish a lack of evidence from competing priorities, unclear authority, or insufficient resources. Repeated discussion without an assigned owner suggests a coordination issue. Clear ownership without funds suggests a resource constraint. Analyzing the discrepancy between approved proposals and privately voiced concerns highlights the distinction between nominal representation and institutional influence. Consistent with Knapp et al. (2006), the resulting evidence should inform deliberation rather than mechanically prescribe an answer. A joint review should revise the systems diagrams, rank barriers by prevalence and feasibility, and connect each proposed action to a finding and an accountable partner. Low awareness with strong conversion would support outreach. Unmet financial need associated with nonenrollment would justify testing targeted aid; course-access

barriers would require academic action before expanding recruitment. These correlations necessitate further analysis and are insufficient on their own to prove a causal relationship.

Part 5: Designing a Way Forward

Critique of the Three Options

The case identifies manpower, legislative influence, and enrollment incentives as potential resources for renewed progress. I assess each option against the same criteria: contribution to access, connection to the FTES gap, feasibility within partner authority, time to effect, and unintended consequences. This comparison preserves the legitimate contribution of all three while identifying which should lead the next initiative (Altman & Vitucci, 2015).

Option 1: Add Manpower

Additional personnel or renewed participation could improve outreach, coordination, and follow-through. The case explicitly identifies manpower and uneven engagement as concerns, so this option cannot be dismissed simply because the coalition already has many constituents. Its value depends on matching people's skills and available time to defined tasks. More members without decision authority or clear responsibilities could increase coordination demands without changing student access. A capacity review should identify specific gaps in advising, outreach, analysis, or project delivery before adding roles. This option can support implementation relatively quickly but does not establish which enrollment barrier requires attention (Altman & Vitucci, 2015).

Option 2: Apply More Legislative Muscle

Legislative advocacy addresses approval rules and facilities funding that local partners cannot change on their own. The coalition's relationships are therefore an asset. However, the 2007 vetoes show that stronger pressure does not ensure agreement, and legislative timing limits

predictability. Concentrating solely on a lower threshold could also leave affordability and course-access problems unresolved. Viewed through the shifting-the-burden hypothesis, advocacy becomes problematic when it displaces diagnosis. It remains appropriate when directed at a verified policy constraint. This option should accompany an educational improvement strategy, with a specific policy request and evidence supporting it (Altman & Vitucci, 2015; Senge, 2006).

Option 3: Provide Incentives to Increase Enrollment

Targeted incentives connect directly to affordability and enrollment, and the case links small improvements to scholarships and limited marketing. That observation supports further investigation rather than proving an incentive effect. Broad subsidies could fund students who would enroll anyway, create unsustainable commitments, or improve entry without supporting persistence. A targeted pilot requires evidence of unmet need, transparent eligibility, confirmed funding, and follow-up on learning and progression. If the main obstacle is financial, this solution is highly effective. However, if the primary issues stem from scheduling conflicts or difficult transfer processes, financial incentives will fall short. This approach depends entirely on correctly identifying the root cause of the barrier (Altman & Vitucci, 2015).

Recommended Alternative and Alignment With Mission, Vision, and Values

I recommend a coordinated enrollment-support initiative, with a targeted form of Option 3 as the preferred intervention if the inquiry confirms an incentive-responsive barrier. Option 1 supplies defined delivery capacity, and Option 2 addresses identified constraints outside local authority. If course access or transfer procedures are more consequential, institutional partners should adapt the intervention accordingly. This approach advances access and affordability, protects community college missions, and respects Tarleton's and TAMUS's academic and fiscal

authority. Senge (2006) clarifies the gap and interacting constraints; Bernhardt (1998) and Knapp et al. (2006) guide the inquiry; Stroh's (2015) four-stage process organizes collective commitment and action. The proposed timetable and pilot criteria below are planning choices, not findings reported in the case.

Stage 1: Building a Foundation for Change

In days 1–30, Johnson and the executive committee should convene institutional leaders, the four committees, learner representatives, military education partners, and communities with differing interests. Participants should affirm the access mission, examine the 625-FTES gap, and identify contributions each can realistically make. A short charter should name the institutional decision maker, research lead, delivery lead, and committee responsibilities; establish data access and confidentiality arrangements; and specify how to record disagreements. A brief orientation to the diagrams should prepare participants to question assumptions. The milestone is an agreed charter with named owners and authorized participation (BeLue et al., 2012; Stroh, 2015).

Stage 2: Facing Current Reality

In days 31–60, the research lead should complete the Part 4 inquiry and facilitate a workshop using Figures 1–6. Participants must separate proven data from untested assumptions and assess how their own habits might be causing barriers. For example, institutions could investigate unclear transfer information while the task force examines gaps in referral follow-through. Test these possibilities without assigning blame in advance. The milestone is a reconciled baseline, a ranked barrier analysis, and revised diagrams showing both agreement and uncertainty. This stage connects systems mapping to evidence rather than treating stakeholder consensus as proof (Bernhardt, 1998; BeLue et al., 2012; Stroh, 2015).

Stage 3: Making an Explicit Choice

In days 61–90, partners should weigh the benefits of change against the interests served by current arrangements and the costs of changing them. Stroh (2015): Commitments must be explicitly defined, and partners must discuss any potential impacts on staff time, budgets, autonomy, or recruitment practices. Participants should select one bounded pilot, identify work to defer, define eligibility, and agree on a budget ceiling and outcome criteria. The responsible institutional official should authorize the pilot, and each partner should document its contribution. The milestone is a funded decision with acknowledged trade-offs and clear accountability.

Stage 4: Bridging the Gap

Over the next two enrollment cycles, the responsible university unit should implement the pilot while the task force coordinates outreach, resources, and necessary advocacy. The research lead should report participation, conversion, FTES, persistence, credits completed, learning measures, and expenditure at each term review. Prior cohorts provide a baseline; comparable nonparticipant groups and documented concurrent changes can improve interpretation when feasible. These comparisons remain observational and cannot establish causality on their own. Implementation records should show whether eligible learners actually received the intended support (Knapp et al., 2006; Stroh, 2015).

Before implementation, partners should approve provisional success criteria: at least a five-percentage-point gain in conversion, persistence at or above the comparable baseline, learning meeting faculty-approved standards, and spending within the authorized ceiling. Expansion requires meeting all criteria with adequate evidence. Uncertain results warrant continued bounded testing or revision; lower persistence, learning below the agreed standard, or

excess spending should pause expansion. Credible evidence of participant harm requires immediate review. These proposed criteria must be calibrated to baseline rates, cohort sizes, and resources. The 1,500-FTES requirement remains a longer-term objective, not a promised two-cycle outcome.

Logic Model: Planning for the Coordinated Enrollment-Support Initiative

Table 2 connects proposed activities to outputs and outcomes. Its time horizons are planning categories, not predictions of independent status. The model should change as evidence and institutional commitments develop.

Table 2

Logic Model for the Proposed Enrollment-Support Initiative

Resources	Activities	Outputs	Short- and Long-Term Outcomes	Impact
Committee and institutional staff; data access; learner input; pilot budget; decision authority.	Investigate barriers; assign roles; deliver targeted support; coordinate advocacy; review and revise.	Charter; verified baseline; barrier analysis; authorized pilot; implementation records; term evaluations.	1–3 years: improved conversion and progression, with acceptable costs and learning. 4–6 years: sustained FTES growth toward 1,500; independence subject to approvals.	7–10 years: wider degree access and completion; potential workforce benefits assessed with graduate and employer evidence.

Note. Proposed outcomes depend on resources, enrollment, and approvals. Workforce effects require separate longitudinal evidence.

Executive Summary

LTG Johnson should use the coalition's advocacy and research strengths to drive a targeted enrollment study and a bounded support pilot. Spring 2007 enrollment of 875 FTES represents 58.3% of the requirement, and recent headcount growth did not increase FTES. A coordinated initiative should investigate learner barriers, assign decisions to authorized

institutional partners, and combine targeted support with the personnel and policy work needed to deliver it. Stroh's four stages provide an iterative structure for shared commitment, diagnosis, choice, and evaluation. Expansion should depend on improved conversion, sustained persistence and learning, and affordable delivery, keeping independent university status connected to the underlying purpose of wider educational opportunity.

Restated Problem Statement

The problem at the Central Texas University Task Force is that the university center's enrollment remains below the 1,500-full-time-equivalent-student threshold required for independent university status.

The analysis keeps the original problem focus, while providing a clearer picture of how to measure it and what it means for the organization. The shortfall concerns FTES, and headcount alone cannot establish progress toward the threshold. Learner-level evidence is needed to test causes, and responsibilities must reflect the distinction between coalition influence and institutional authority. Neither deficient data use nor any single learner barrier is established as the cause.

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