



ANNUAL ASSESSMENT - 2018

SUMMARY

IMPERATIVE ONE

ACADEMIC EXCELLENCE

Goal 1.1 - Develop and offer outstanding undergraduate and graduate programs that promote intellectual and personal growth, enhance student success, and respond to regional and statewide needs.

Sufficient

Goal 1.2 - Recruit, develop, and retain an outstanding faculty and staff that embody the core values of the university and support its mission.

Insufficient

Goal 1.3 - Provide a research infrastructure that supports the growth of applied research, creative activities, and scholarship.

Insufficient

IMPERATIVE TWO

STUDENT SUCCESS

Goal 2.1 - Promote degree completion and graduation rates through outstanding curricular and co-curricular programs, and by enhancing support for scholastic achievement and student success.

Emerging

Goal 2.2 - Collaborate with community and technical college educational partners to align academic program transfer pathways.

Sufficient

IMPERATIVE THREE

COMMUNITY ENGAGEMENT

Goal 3.1 - Prepare educated and engaged citizens that contribute to their communities and enhance the vitality of the region.

Sufficient

Goal 3.2 - Serve as a central hub for building regional partnerships and supporting community-based research to advance defined social and economic initiatives.

Sufficient

IMPERATIVE FOUR

ACCESS & PATHWAY TO HIGHER EDUCATION

Goal 4.1 - Optimize the delivery of instruction and support services to support a highly mobile student population.

Insufficient

Goal 4.2 - Provide a high-quality education at an affordable price to support access to higher education for all qualified students that meet admission standards. **Emerging**

IMPERATIVE FIVE

DIVERSITY & INCLUSION

Goal 5.1 - Promote an inclusive, accessible, diverse, and equitable campus climate that supports all members of the university community.

Insufficient

Goal 5.2 - Attract and retain a diverse and qualified student body consistent with our mission.

Emerging



DESCRIPTIONS OF ASSESSMENT RESULT RATINGS:

EXEMPLARY

All criteria met and results exceed expectations with little room for improvement.

PROFICIENT

Most criteria met and results indicate mastery of objective with some room for improvement.

SUFFICIENT

Acceptable number of criteria met and results meet expectations with room for improvement.

EMERGING

Some criteria met and results indicate need for improvement.

INSUFFICIENT

Few criteria met; results indicate need for significant improvement or no/insufficient results reported to measure performance of objective.



IMPERATIVE ONE: ACADEMIC EXCELLENCE

GOAL 1.1: DEVELOP AND OFFER OUTSTANDING UNDERGRADUATE AND GRADUATE PROGRAMS THAT PROMOTE INTELLECTUAL AND PERSONAL GROWTH, ENHANCE STUDENT SUCCESS, AND RESPOND TO REGIONAL AND STATEWIDE NEEDS.

- Achieve a rating of “sufficient” on the Texas A&M University System Board of Regents EmpowerU Student Learning Outcomes in the following general education core requirements: Communication, Critical Thinking, Discipline-Specific, Integration of Broad Knowledge, Ethical Decision Making, and Globalization and Cultural Diversity by 2020.*

The university started 2018 with a rating of sufficient for each of the objectives. While students fell short of that goal in 2014 on Discipline-Specific Knowledge and Integration of Broad Knowledge with a rating of emerging, improvements in the academic programs and measures to ensure student effectively practice these skills caused performance to increase to a rating of sufficient in 2017. Initiatives—including the Service-Learning Advisory Board (SLAB), Hire Warriors Internships, and Education Practicums—helped our student body apply discipline-specific knowledge to real life scenarios to help students retain those attributes of their educational programs.

Sufficient - In 2018, the university persisted in rating sufficient on Ethical and Social Responsibility, but achieved a rating of proficient on Globalization and Diversity. The improvement cannot be attributed to one initiative, but becoming a member of the American Association of State Colleges and Universities’ (AASCU) American Democracy Project (ADP) gave a clear platform on campus to share ideas about diversity and globalization.

Area	2013	2014	2015	2016	2017	2018
Communication	Sufficient			Sufficient		
Problem Solving/Critical Thinking	Sufficient			Sufficient		
Discipline Specific Knowledge		Emerging			Sufficient	
Integration of Broad Knowledge		Emerging			Sufficient	
Ethical and Social Responsibility			Sufficient			Sufficient
Globalization and Diversity			Sufficient			Proficient



2. *Secure discipline-specific accreditation in Business (AACSB), Clinical Mental Health Counseling (CACREP), Marriage and Family Therapy (COAMFTE), and Education (CAEP) by 2022.*

In 2018, the university continued preparing for Association to Advance Collegiate Schools of Business (AACSB) and Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditations by hiring the required faculty and conducting an audit on the programs to identify any gaps between the programs' approaches to the degree programs and those accreditations' standards.

Emerging - In 2018, the university is on track to acquire two of these accreditations by 2020. The College of Business Administration (COBA) worked in 2018 to complete the AACSB Initial Self-Evaluation Report (ISER) report, and this report will be submitted to AACSB in February 2019. Additionally, faculty teaching the clinical mental health program submitted an initial certification document to the national accreditor. A peer review team will be on campus February 17-20, 2019. We are on a path to earn both accreditations by 2022.

Note: We added and begun work on other national accreditations. However, funding limitations prevent our earning two of the original four accreditations listed.

3. *Offer three new undergraduate programs and two new graduate programs that meet regional and state needs by 2022.*

The university began 2018 with having added five programs to the University Catalog since separating from its parent institution in 2009.

Exemplary - In 2018, the university submitted an unprecedented nine degree programs to the state and its regional accreditor for approval. The 2018-2019 University Catalog included five of the nine programs, which began enrolling students in fall 2018. It is anticipated the remaining four programs will be approved and will start enrolling students in fall 2019.

Degree Program	Date
1. M.S. Accounting	Started Fall 2012
2. M.S. Marriage and Family Therapy	Started Fall 2014
3. M.S. Clinical Mental Health Counseling	Started Fall 2014
4. BSN (RN to BSN)	Started Fall 2014
5. B.S. Biology	Started Fall 2016
6. B.S. Exercise Physiology and Human Performance	Started Fall 2018
7. BMus	Started Fall 2018
8. M.A. Teaching	Started Fall 2018
9. M.Ed. Higher Education Leadership	Started Fall 2018
10. M.A. English	Started Fall 2018
11. B.S. Mechanical Engineering Technology	Starting Fall 2019
12. B.A.A.S Criminal Justice	Starting Fall 2019
13. B.A.A.S Information Technology	Starting Fall 2019



Degree Program	Date
14. M.S. Homeland Security	Starting Fall 2019

GOAL 1.2: RECRUIT, DEVELOP, AND RETAIN AN OUTSTANDING FACULTY AND STAFF THAT EMBODY THE CORE VALUES OF THE UNIVERSITY AND SUPPORT ITS MISSION.

1. Faculty salaries will be at or above the CUPA-HR Masters Large 40%.

In 2014, 32 out of 85 (or 38%) faculty members were paid at or above the CUPA-HR 30th percentile.

Insufficient - In 2018, 19 out of 85 (or 22%) faculty members were paid at or above the CUPA-HR 30th percentile.

2. Staff salaries will be consistent with the Texas A&M University System HR guidelines.

The university historically has met these guidelines.

Sufficient - In 2018, the university paid all staff in accordance with these guidelines.

3. Increase the faculty and staff rating for the “Compensation, Benefits and Work/Life Balance” category in the Great Colleges to Work For survey by 5% over the 2016 results by 2022.

In 2016, 73% responded positively to the questions in this category.

In 2017, 70% responded positively to the questions in this category.

Insufficient - In 2018, 69% responded positively to the questions in this category.

4. The turnover rate for faculty and staff will be less than 5% annually for reasons related to salary, benefits, or dissatisfaction with position.

Identifying data source

GOAL 1.3: PROVIDE A RESEARCH INFRASTRUCTURE THAT SUPPORTS THE GROWTH OF APPLIED RESEARCH, CREATIVE ACTIVITIES, AND SCHOLARSHIP.

1. Growth in the number and award amount of grants will increase by 10% by 2022.

In 2014, there were two grants valued at \$20,000.

In 2015, there were four grants valued at \$147,500.

In 2016, there were six grants valued at \$294,259.

In 2017, there were six grants valued at \$1,024,000.

Insufficient - In 2018, there were eight grants valued at \$638,450.

Insufficient - For 2019, five grants valued at \$331,464 have been secured.

Insufficient - For 2020, two grants valued at \$144,841 have been secured.

Note: Grants funded separately each year are counted each year.

2. The number of student presentations at scholarly conferences will increase by 10% by 2022.



Insufficient - In 2018, seven students presented at scholarly conferences (Elvis Ochoa, Brad Burden, Rachel Burgess, Andrew Rhiner, Randy Stoneroad, Joseph Zembo, and Pamela Hanson).



IMPERATIVE TWO: STUDENT SUCCESS

GOAL 2.1: PROMOTE DEGREE COMPLETION AND GRADUATION RATES THROUGH OUTSTANDING CURRICULAR AND CO-CURRICULAR PROGRAMS, AND BY ENHANCING SUPPORT FOR SCHOLASTIC ACHIEVEMENT AND STUDENT SUCCESS.

1. *Increase the faculty rating for “Teaching Environment” in the Great Colleges to Work For survey by 5% over the 2016 results by 2020.*

In 2016, 69% responded positively to the questions in this category.

In 2017, 69% responded positively to the questions in this category.

Insufficient - In 2018, 68% responded positively to the questions in this category.

2. *Achieve an 80% placement rate (including employment, graduate school enrollment, and service placements) within 90 days post graduation by 2022.*

Data not currently collected.

3. *First year retention rates will be 78% or higher by 2022.*

In 2016, 66% of first-time undergraduate students enrolled in fall 2015 enrolled in fall 2016.

In 2017, 65% of first-time undergraduate students enrolled in fall 2016 enrolled in fall 2017.

Sufficient - In 2018, 73% of first-time undergraduate students enrolled in fall 2017 enrolled in fall 2018.

Note: At our current rates of increase, 81% of first-time undergraduate students who initially enroll in fall 2019 will enroll for the fall 2020 semester.

4. *Retention rates for graduate students will increase by 5% by 2020.*

In 2016, 71% of first-time graduate students enrolled in fall 2015 enrolled in fall 2016.

In 2017, 68% of first-time graduate students enrolled in fall 2016 enrolled in fall 2017.

Insufficient - In 2018, 69% of first-time graduate students enrolled in fall 2017 enrolled in fall 2018.

5. *A cumulative total of 10,000 undergraduate and graduate degrees will be awarded by 2022.*

In 2016, the university awarded 4,852 degrees from fall 2009 to summer 2016.

In 2017, the university awarded 5,606 degrees from fall 2009 to summer 2017.

Sufficient - In 2018, the university awarded 6,434 degrees from fall 2009 to summer 2018.



Note: At our current rates of increase, the university will award 1,228 degrees in 2022, for a cumulative total of 10,687, exceeding the goal by 687 degrees.

6. *Four-year graduation rates for two-year transfers will be 80% by 2022.*

In 2016, 68% of first-time undergraduate students enrolled in fall 2012 graduated by fall 2016.

In 2017, 60% of first-time undergraduate students enrolled in fall 2013 graduated by fall 2017.

Insufficient - In 2018, 67% of first-time undergraduate students enrolled in fall 2014 enrolled in fall 2018.

7. *Students will identify curricular and co-curricular programs that promote student success on annual Student Affairs surveys.*

When asked how satisfied they were with student support services, students indicated satisfied or very satisfied at rates of:

In 2016, 74%

In 2017, 74%

Sufficient - In 2018, 70%

When asked how well the university prepared them for college through programs like orientation, students indicated good or excellent at rates of:

In 2016, 49%

In 2017, 53%

Insufficient - In 2018, 50%

GOAL 2.2: COLLABORATE WITH COMMUNITY AND TECHNICAL COLLEGE EDUCATIONAL PARTNERS TO ALIGN ACADEMIC PROGRAM TRANSFER PATHWAYS.

1. *Transfer pathways will be developed for all undergraduate programs with Central Texas College by 2018, Temple College by 2019, and Austin Community College by 2020.*

In 2017, all Central Texas College (CTC) pathways were completed and the alignment of Temple College plans were in progress. No progress was made on developing pathways for Austin Community College (ACC) degree plans.

Sufficient - In 2018, the university collaborated with CTC to update guides for 2018-2019. The development of Temple College guides continues with ongoing meetings. The university signed a collaborative agreement with ACC and Alamo College District. Meetings are planned with Alamo College District to finalize 29 transfer advisement guides and with ACC to establish guides for all programs.



2. *Marketing materials will be developed that provide prospective students from our community college partners with information on advising and other university services offered on the community college campus.*

In 2017, the following marketing materials were developed:

- Central Texas College: Joint brochure highlighting partnership, transfer pathways, and Warrior Corps Transfer Program
- Austin Community College: Transfer Advising flyer highlighting advisor hours at ACC
- Temple College/East Williamson County Higher Education Center (EWCHEC): Transfer Advising flyer highlighting advisor hours at EWCHEC

Sufficient – In 2018, the university continued with the marketing materials used in 2017.



IMPERATIVE THREE: COMMUNITY ENGAGEMENT

GOAL 3.1: PREPARE EDUCATED AND ENGAGED CITIZENS THAT CONTRIBUTE TO THEIR COMMUNITIES AND ENHANCE THE VITALITY OF THE REGION.

1. Achieve national recognition for community and civic engagement initiatives.

Prior to 2018, the university was recognized as a LEAD Initiative institution by NASPA and a participant in the AASCU's American Democracy Project Digital Polarization Initiative.

Sufficient - In 2018, the campus was recognized as a Voter-Friendly Campus through NASPA and the Campus Vote Project. We are one of five colleges in Texas that earned this designation.

2. Increase the number of students participating in job fairs and internships by 10% by 2019.

In 2016, 107 students attended career fairs.

In 2017, 183 students attended career fairs.

Sufficient - In 2018, 103 students attended careers fairs. (Spring data unavailable)

Note: 2018 does not include fall 2018 career fair attendance, which is anticipated to increase the count above the previous year.

3. Students will perceive that they are more engaged in the community when compared with the 2016 student cohort on the NSSE survey.

NSSE: About how many of your courses at this institution have included a community-based project (service-learning)?

In 2015, 17% of students indicated most or all.

In 2017, 13% of students indicated most or all.

2019 survey results pending

NSSE: How many hours a week do you spend doing community service or volunteer work (Community Service)?

In 2015, 4% of students spent more than 10 hours per week.

In 2017, 14% of student spent more than 10 hours per week.

2019 survey results pending



4. *The Office of Student and Civic Engagement will develop a formal recognition and reward process for faculty, staff, and students engaging in community and civic engagement initiatives by 2020.*

Prior to 2018, the campus had received no formal recognition or rewards for the outstanding work accomplished in this area.

Sufficient - In 2018, the Office of Student and Civic Engagement introduced Engage, a system exclusive of the experiential transcripts, which tracks and categorizes the community and civic engagement efforts of faculty, staff, and students. Testing will begin with a small group of participants to ensure adequacy of the reporting and tracking measures. Student and Civic Engagement staff are beginning to work with faculty to identify an appropriate reward system.

GOAL 3.2: SERVE AS A CENTRAL HUB FOR BUILDING REGIONAL PARTNERSHIPS AND SUPPORTING COMMUNITY-BASED RESEARCH TO ADVANCE DEFINED SOCIAL AND ECONOMIC INITIATIVES.

1. *Each college and professional program will have an active community advisory board by 2020.*

The university established advisory boards in 2009 for the College of Business Administration (COBA) and the Teacher Education programs. However, the Business group has not meet in years. The group for Teacher Education, Strategic Partners Education Advisory Council (SPEAC), meets biannually.

Sufficient - In 2018, no action was taken to establish advisory boards for those programs with inactive or nonexistent boards.

College/Professional Program	2016	2017	2018
College of Arts and Science	None	None	None
M.A. History	None	None	None
M.A. English	None	None	None
M.C.J.	None	None	None
M.S. Liberal Studies	None	None	None
M.S. Homeland Security	None	None	None
M.S. Mathematics	None	None	None
BSN (RN to BSN)	Active	Active	Active
BSW	None	None	None
College of Business Administration	Inactive	Inactive	Inactive
MBA	Inactive	Inactive	Inactive
M.S. Accounting	Inactive	Inactive	Inactive
M.S. Information Systems	Inactive	Inactive	Inactive
M.S. One Planet Leadership	Inactive	Inactive	Inactive
College of Education	None	None	None
M.A. Teaching	Active	Active	Active
M.Ed. Curriculum and Instruction	Active	Active	Active
M.Ed. Educational Leadership	Active	Active	Active



College/Professional Program	2016	2017	2018
MEd in Higher Education Leadership	Active	Active	Active
MS in Clinical Mental Health Counseling	None	None	None
MS in Educational Psychology	None	None	None
MS in Marriage and Family Therapy	None	None	None
SSP	None	None	None

2. UCARE will become self-sustaining by 2022.

Identifying data source



IMPERATIVE FOUR: ACCESS & PATHWAY TO HIGHER EDUCATION

GOAL 4.1: OPTIMIZE THE DELIVERY OF INSTRUCTION AND SUPPORT SERVICES TO SUPPORT A HIGHLY MOBILE STUDENT POPULATION.

1. *85% of undergraduate students will graduate with no greater than twelve (12) excess credit hours of the minimum degree requirements (not including remedial/developmental technical and vocational courses).*

In 2016, 31% of undergraduate students completed with 12 or fewer excess hours.

In 2017, 33% of undergraduate students completed with 12 or fewer excess hours.

Insufficient - In 2018, 32% of undergraduate students completed with 12 or fewer excess hours.

2. *85% of graduate students will graduate with no greater than six (6) excess credit hours of the minimum degree requirements.*

In 2016, 6% of graduate students completed with 6 or fewer excess hours.

In 2017, 6% of graduate students completed with 6 or fewer excess hours.

Insufficient - In 2018, 5% of graduate students completed with 6 or fewer excess hours.

3. *80% of undergraduate and graduate students will indicate that they were satisfied or highly satisfied with course offerings and course delivery modes to facilitate timely completion of graduation requirements.*

Identifying data source

GOAL 4.2: PROVIDE A HIGH-QUALITY EDUCATION AT AN AFFORDABLE PRICE TO SUPPORT ACCESS TO HIGHER EDUCATION FOR ALL QUALIFIED STUDENTS THAT MEET ADMISSION STANDARDS.

1. *More than 60% of first-generation undergraduate students will graduate.*

Of all first-time first-generation undergraduate students who started:

In fall 2012, 98 out of 179 (or 55%) completed by fall 2016.

In fall 2013, 107 out of 207 (or 52%) completed by fall 2017.

Sufficient - In fall 2014, 94 out of 151 (or 62%) completed by fall 2018.

2. *More than 70% of students designated as military-affiliated will graduate.*

Of all first-time military-affiliated undergraduate students who started:

In fall 2012, 56 out of 82 (or 68%) completed by fall 2016.

In fall 2013, 107 out of 141 (or 76%) completed by fall 2017.

Insufficient - In fall 2014, 141 out of 235 (or 60%) completed by fall 2018.



3. *More than 60% of Pell-eligible students will graduate.*

Of all first-time Pell-eligible students who started:

In fall 2012, 17 out of 34 (or 50%) completed by fall 2016.

In fall 2013, 73 out of 100 (or 73%) completed by fall 2017.

Sufficient - In fall 2014, 160 out of 217 (or 74%) completed by fall 2018.

4. *Increase headcount enrollment to 3000 students and FTE enrollment to 2200 by 2020.*

Headcount Enrollment

In fall 2016, 2,619

In fall 2017, 2,575

Insufficient - In fall 2018, 2,464

Full-Time Student Equivalent

In fall 2016, 1,365

In fall 2017, 1,377

Insufficient - In fall 2018, 1,394

5. *Administrative costs will be no more than 10% of the operating budget by 2022.*

Administrative Costs

In 2016, 9.5%

In 2017, 10.5%

Sufficient - In 2018, 10%

6. *Classroom space usage efficiency scores will be 75 points for both classroom and laboratory spaces.*

Classroom Space Usage Efficiency

In fall 2016, 33 points

In fall 2017, 33 points

Insufficient - In fall 2018, 33 points

Laboratory Space Usage Efficiency

In fall 2016, 58 points

In fall 2017, 41 points

Insufficient - In fall 2018, 33 points



7. *Increase the percentage of externally funded student scholarships by a minimum of 5% annually.*

In FY 2015, students were awarded grants totaling \$77,921.

In FY 2016, students were awarded grants totaling \$96,543, a 24% increase.

In FY 2017, students were awarded grants totaling \$191,485, a 98% increase.

Insufficient - In FY 2018, students were awarded grants totaling \$144,948, a 24% decrease.

8. *Designated and differential tuition and fees will be compared annually with other state institutions in Texas and will remain in the lowest quartile.*

Designated Tuition

In fall 2016, the university's designated tuition of \$1,344 for undergraduate students attending 15 semester credit hours was in the lowest quartile, ranking 36 out of 37 universities, and compares to a statewide average of \$2,338, a high of \$3,244 and a low of \$1,344.

In fall 2017, the university's designated tuition of \$1,400 for undergraduate students attending 15 semester credit hours was in the lowest quartile, ranking 35 out of 37 universities, and compares to a statewide average of \$2,432, a high of \$3,549 and a low of \$1,396.

Fall 2018 data pending publication

Differential Tuition

In 2017 and prior years, the university did not charge differential tuitions.

Exemplary - In 2018, the university did not charge differential tuitions.



IMPERATIVE FIVE: DIVERSITY & INCLUSION

GOAL 5.1: PROMOTE AN INCLUSIVE, ACCESSIBLE, DIVERSE, AND EQUITABLE CAMPUS CLIMATE THAT SUPPORTS ALL MEMBERS OF THE UNIVERSITY COMMUNITY.

1. *The faculty and staff ratings for the “Job Satisfaction/Support” category in the Great Colleges to Work For survey will increase by 3% over the 2016 results by 2022.*

In 2016, 79% responded positively to the questions in this category.

In 2017, 79% responded positively to the questions in this category.

Insufficient - In 2018, 76% responded positively to the questions in this category.

2. *The faculty and exempt professional staff ratings for the “Respect and Appreciation” category in the Great Colleges to Work For survey will increase by 5% over the 2016 results by 2022.*

In 2016, 73% responded positively to the questions in this category.

In 2017, 70% responded positively to the questions in this category.

Insufficient - In 2018, 64% responded positively to the questions in this category.

3. *The overall rating for the “Fairness” category in the Great Colleges to Work For survey will increase by 3% over the 2016 results by 2022.*

In 2016, 74% responded positively to the questions in this category.

In 2017, 71% responded positively to the questions in this category.

Insufficient - In 2018, 67% responded positively to the questions in this category.

4. *The number of staff serving on university committees, especially below the level of director, will increase by 25% by 2020.*

In 2016, 72 out of 169 (or 43%) university committee positions were filled by staff; 32 of the 72 were below the level of director and 14 of the 32 were administrative support.

In 2017, 77 out of 147 (or 52%) university committee positions were filled by staff; 34 of the 77 were below the level of director and 12 of the 34 were administrative support.

Insufficient - In 2018, 70 out of 149 (or 47%) university committee positions were filled by staff; 26 of the 70 were below the level of director and 12 of the 26 were administrative support.



GOAL 5.2: ATTRACT AND RETAIN A DIVERSE AND QUALIFIED STUDENT BODY CONSISTENT WITH OUR MISSION.

1. The university will enroll and retain a student population that reflects the demographic diversity of the Central Texas region.

In 2013, the university enrolled White students at a rate 9% lower (45% compared to 54%), Hispanic students at a rate 3% lower (19% compared to 22%), Black students at a rate 15% higher (27% compared to 12%), and all other races at a rate 4% lower (9 compared to 13%) than the population.

In 2014, the university enrolled White students at a rate 11% lower (43% compared to 54%), Hispanic students at a rate 3% lower (20% compared to 23%), Black students at a rate 15% higher (27% compared to 12%), and all other races at a rate 1% lower (10% compared to 11%) than the population.

Sufficient - In 2015, the university enrolled White students at a rate 13% lower (41% compared to 55%), Hispanic students at a rate 1% lower (22% compared to 23%), Black students at a rate 15% higher (27% compared to 12%), and all other races at a rate 0.4% lower (9.6% compared to 10%) than the population.

2. The International student population will increase by 5% by 2022.

In fall 2016, the university enrolled nine international students.

In fall 2017, the university enrolled nine international students.

Insufficient - In fall 2018, the university enrolled three international students.