2018 TO 2022 UNIVERSITY STRATEGIC PLAN: A PATHWAY TOWARD EXCELLENCE

ANNUAL ASSESSMENT - 2019

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.
Proficient

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

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

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.
Sufficient

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.
Emerging

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. **Sufficient**
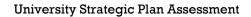
IMPERATIVE FIVE
DIVERSITY & INCLUSION

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

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.

1. *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 students 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.

Sufficient - In 2019, the university persisted in rating sufficient on Communication, but achieved a rating of proficient on Problem Solving and Critical Thinking. The rating of proficient is accredited to improved marks on the AAC&U Critical Thinking Skills rubric and indirect assessment measures. While, students continue to underperform on the Education Testing Center's Proficiency Profile critical thinking section, assessment of authentic work tends to be more valid and reliable demonstrating students' increased abilities. The improvement may be accredited to curriculum updates at our two-year partners and those in our own courses where students practice these skills.

Area	Communication	Problem Solving and Critical Thinking	Discipline Specific Knowledge	Integration of Broad Knowledge	Ethical and Social Responsibility	Globalization and Diversity
2013	Sufficient	Sufficient				
2014			Emerging	Emerging		
2015					Sufficient	Sufficient
2016	Sufficient	Sufficient				
2017			Sufficient	Sufficient		
2018					Sufficient	Proficient
2019	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.

Emerging - In 2019, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited our Master of Science in Clinical Mental Health Counseling. Additionally, AACSB approved the College of Business Administration's iSER and the College is well on its way to being accredited in 2023. The Master of Science in Marriage and Family Therapy will draft and submit the COMAFTE accreditation initial eligibility form in October 2020 and anticipates completing the process by 2024.

Note: We added and began work on other national accreditations. However, funding limitations prevented 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.

Exemplary - In 2019, the university received approved and added four additional programs to the university catalog. While the university's curriculum committees did not consider any additional program proposals in 2019, faculty began work on proposals for several offerings including a Master of Science in Cognitive Care and a Doctor of Education in Research.

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	Started Fall 2019
12. B.A.A.S Criminal Justice	Started Fall 2019
13. B.A.A.S Information Technology	Started Fall 2019
14. M.S. Homeland Security	Started 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 All Public 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.

   Insufficient - In 2019, 20 out of 90 (or 22%) faculty members were paid at or above the CUPA-HR 30th percentile.

   Note: Measure altered in 2020 to shift the salary focus from Carnegie Masters Large to All Public due to the previous group consistently not offering salary ranges for all faculty classification of instructional programs.

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.

   Sufficient - In 2019, 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, a decrease of 1%.

   Insufficient - In 2019, 66% responded positively to the questions in this category, a decrease of 2%.

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

   Exemplary – In 2019, 1 out of 132 or less than 1% of faculty and staff members responding to the Human Resources Exit Survey in the past three years indicated they left the institution for the stated reasons.

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 three grants valued at $25,000.

   In 2015, there were three grants valued at $85,500.

   In 2016, there were five grants valued at $274,259.

   In 2017, there were five grants valued at $1,224,000.

   Insufficient - In 2018, there were six grants valued at $674,313, a decrease of 55%.

   Insufficient - In 2019, there were seven grants valued at $546,364, a decrease of 44%.

   Exemplary - In 2020, there were six grants valued at $1,562,350, an increase of 28%.

   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.*

   In 2017, four students presented at scholarly conferences.

   Exemplary – In 2018, seven students presented at scholarly conferences, an increase of 75%.

   Insufficient - In 2019, two students presented at scholarly conferences, a decrease of 50%.

IMPERATIVE TWO: STUDENT SUCCESS

GOAL 2.1: PROMOTE DEGREE COMPLETION AND GRADUATION RATES THROUGH OUT-STANDING 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, a decrease of 1%.
   Insufficient - In 2019, 63% responded positively to the questions in this category, a decrease of 6%.

2. *80% of graduates will have a post-graduation plan (including employment, graduate school enrollment, and service placements) at commencement by 2022.*

   In 2017, 70% of graduation survey respondents indicated a post-graduation plan.
   Emerging - In 2018, 70% of graduation survey respondents indicated a post-graduation plan.
   Emerging - In 2019, 70% of graduation survey respondents indicated a post-graduation plan.

   Note: Measure adjusted in 2020 as university does not survey alumni 90 days after graduation and many of our graduates have graduation plan at commencement.

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

   In 2016, 101 out of 129 or 78% of first-time undergraduate students enrolled in fall 2015 and enrolled again in fall 2016.
   In 2017, 95 out of 129 or 74% of first-time undergraduate students enrolled in fall 2016 and enrolled again in fall 2017.
   Sufficient - In 2018, 95 out of 120 or 79% of first-time undergraduate students enrolled in fall 2017 and enrolled again in fall 2018.
   Proficient - In 2019, 112 out of 140 or 80% of first-time undergraduate students enrolled in fall 2018 and enrolled again in fall 2019.

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

   In 2016, 81 out of 108 or 75% of first-time graduate students who enrolled in fall 2015 also enrolled in fall 2016.

In 2017, 85 out of 124 or 69% of first-time graduate students who enrolled in fall 2016 also enrolled in fall 2017.

Insufficient - In 2018, 60 out of 85 or 71% of first-time graduate who students enrolled in fall 2017 also enrolled in fall 2018, an increase of 2%.

Insufficient - In 2019, 59 out of 101 or 58% of first-time graduate who students enrolled in fall 2018 also enrolled in fall 2019, a decrease of 11%.

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.
Sufficient - In 2019, the university awarded 7,222 degrees from fall 2009 to summer 2019.

Note: At our current rates of increase, the university will award 900 degrees in 2022, for a cumulative total of 9800, just 200 short of the goal.

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

In 2016, 65 out of 95 or 68% of first-time undergraduate students who enrolled in fall 2012 graduated by fall 2016.
In 2017, 64 out of 101 or 63% of first-time undergraduate students who enrolled in fall 2013 graduated by fall 2017.
Insufficient - In 2018, 61 out of 91 or 67% of first-time undergraduate students who enrolled in fall 2014 graduated by fall 2018.
Emerging - In 2019, 93 out of 129 or 72% of first-time undergraduate students who enrolled in fall 2015 graduated by fall 2019.

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%
Sufficient - In 2019, 82%

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%

Sufficient – In 2019, 68%

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.

    Sufficient – In 2019, the University continues with the pathway maps established for CTC and TC. The University updated 19 pathways (29 when including concentrations, minors, etc.) for Alamo College for 2019-2020 curriculum in early fall 2019 and are available to their students in "GPS". The BAAS Criminal Justice, Mechanical Engineering Technology, Business program alignments with ACC's programs began in 2019, but are pending full publication.

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.

    Sufficient – In 2019, Enrollment Management established a new style sheet for all recruitment material and contracted with a media firm to assist in the development of collateral pieces for the College of Business Administration and the College of Education.

During the year, standardized communication templates were employed to inform prospective students and applicants about university costs, support services, and student life. Work began to replace Warrior Corps with "Transfer Central" to increased engagement and information sharing with prospective students.

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.

   Sufficient – In 2019, the university continued work on the LEAD Initiative while participating in the ALL-IN Campus Democracy Challenge. We achieved a 48% voter rate and a gold-level designation as a Voter-Friendly Campus through NASPA.

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), a decrease of 44%.
   Sufficient - In 2019, 163 students attended careers fairs. (Spring data unavailable), a decrease of 11%.

   Note: 2018 does not include fall 2018 career fair attendance.

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.
   Insufficient - In 2019, 10% of students indicated most or all.

   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 students spent more than 10 hours per week.
   Sufficient - In 2019, 12% of students spent more than 10 hours per week.

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.

Sufficient – In 2019, the office continues to implement Engage by piloting the program described above and introducing a point system for students and their advisors. The points lead to a series of awards.

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.

Sufficient - In 2019, no action was taken to establish advisory boards for those programs with inactive or nonexistent boards.

College/Professional Program	2016	2017	2018	2019
College of Arts and Science	None	None	None	None
M.A. History	None	None	None	None
M.A. English	None	None	None	None
M.C.J.	None	None	None	None
M.S. Liberal Studies	None	None	None	None
M.S. Homeland Security	None	None	None	None
M.S. Mathematics	None	None	None	None
BSN (RN to BSN)	Active	Active	Active	Active
BSW	None	None	None	None
College of Business Administration	Inactive	Inactive	Inactive	Inactive
MBA	Inactive	Inactive	Inactive	Inactive
M.S. Accounting	Inactive	Inactive	Inactive	Inactive

College/Professional Program	2016	2017	2018	2019
M.S. Information Systems	Inactive	Inactive	Inactive	Inactive
M.S. One Planet Leadership	Inactive	Inactive	Inactive	Inactive
College of Education	None	None	None	None
M.A. Teaching	Active	Active	Active	Active
M.Ed. Curriculum and Instruction	Active	Active	Active	Active
M.Ed. Educational Leadership	Active	Active	Active	Active
MEd in Higher Education Leadership	Active	Active	Active	Active
MS in Clinical Mental Health Counseling	None	None	None	None
MS in Educational Psychology	None	None	None	None
MS in Marriage and Family Therapy	None	None	None	None
SSP	None	None	None	None

2. *UCARE will become self-sustaining by 2022.*

In 2015, UCARE earned $65,500 from externally funded sources to cover one graduate assistant's salary for two long semesters of $8,000, for a net of $57,500.

In 2016, UCARE earned $64,610 from externally funded sources to cover one graduate assistant's salary for two long semesters of $8,000, for a net of $56,610.

In 2017, UCARE earned $21,000 from externally funded sources to cover one graduate assistant's salary for two long semesters of $8,000, for a net of $13,000.

Sufficient - In 2018, UCARE earned $12,500 from externally funded sources to cover one graduate assistant's salary for two long semesters of $8,000, for a net of $4,500.

Sufficient - In 2019, UCARE earned $25,000 from externally funded sources to cover one graduate assistant's salary for two long semesters of $8,000, for a net of $17,000.

Sufficient - In 2020, UCARE earned $15,000 from externally funded sources to cover one graduate assistant's salary for two long semesters of $8,000, for a net of $7,000.

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, 52% of undergraduate students completed with 12 or fewer excess hours.
   In 2017, 50% of undergraduate students completed with 12 or fewer excess hours.
   Insufficient - In 2018, 49% of undergraduate students completed with 12 or fewer excess hours.
   Insufficient - In 2019, 44% 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, 135 out of 197 graduate students (or 69%) completed with 6 or fewer excess hours.
   In 2017, 121 out of 180 graduate students (or 67%) completed with 6 or fewer excess hours.
   Insufficient - In 2018, 147 out of 219 graduate students (or 67%) completed with 6 or fewer excess hours.
   Emerging - In 2019, 143 out of 189 of graduate students (or 76%) 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, 113 out of 207 (or 55%) completed by fall 2016.
In fall 2013, 99 out of 150 (or 66%) completed by fall 2017.
Sufficient - In fall 2014, 84 out of 142 (or 59%) completed by fall 2018.
Emerging - In fall 2015, 120 out of 213 (or 56%) completed by fall 2019.

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, 90 out of 110 (or 82%) completed by fall 2016.
In fall 2013, 121 out of 177 (or 68%) completed by fall 2017.
Insufficient - In fall 2014, 93 out of 165 (or 56%) completed by fall 2018.
Emerging - In fall 2015, 133 out of 220 (or 60%) completed by fall 2019

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

Of all first-time Pell-eligible students who started:
In fall 2012, 79 out of 101 (or 78%) completed by fall 2016.
In fall 2013, 169 out of 219 (or 77%) completed by fall 2017.
Sufficient - In fall 2014, 159 out of 249 (or 64%) completed by fall 2018.
Sufficient - In fall 2015, 191 out of 312 (or 61%) completed by fall 2019

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
Insufficient - In fall 2019, 2,440

Full-Time Student Equivalent
In fall 2016, 1,365
In fall 2017, 1,377
Insufficient - In fall 2018, 1,337
Insufficient - In fall 2019, 1,330

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%
Sufficient - In 2019, 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
Insufficient - In fall 2019, 41 points

Laboratory Space Usage Efficiency
In fall 2016, 58 points
In fall 2017, 41 points
Insufficient - In fall 2018, 33 points
Insufficient - In fall 2019, 33 points

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

In FY 2015, students were awarded scholarships totaling $134,172.
In FY 2016, students were awarded scholarships totaling $101,610, a 24% increase.
In FY 2017, students were awarded scholarships totaling $52,539, a 48% decrease.
Exemplary - In FY 2018, students were awarded scholarships totaling $131,470, a 150% increase.
Exemplary - In FY 2019, students were awarded scholarships totaling $168,613, a 28% increase.

Note: Data provided for 2018 assessment revised to match methodology used to respond to AASCU survey.

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 36 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 $1,353 for undergraduate students attending 15 semester credit hours was in the lowest quartile, ranking 36 out of 36 universities, and compares to a statewide average of $2,430, a high of $3,922 and a low of $1,353.

Exemplary - In fall 2018, the university's designated tuition of $1,456 for undergraduate students attending 15 semester credit hours was in the lowest quartile, ranking 35 out of 36 universities, and compares to a statewide average of $2,544, a high of $3,549 and a low of $1,396.

Fall 2019 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.

Exemplary - In 2019, the university did not charge differential tuitions. However, the University did propose to our Board of Regents and the Board approved new differential tuitions for the College of Business and our engineering program. Newly enrolled students for fall 2020 will begin paying the additional charges.

Distance Education Fees

In 2019, the university had the third highest distance education fee out of the 37 public universities in Texas at $80 per semester credit hour. Fees ranged from $503 (TAMU) to $0.

Exemplary - In 2020, the university reduced the fee to $40 dropping to 12th place out of 37 Texas public universities.

Institution	2019 Per Semester Credit Hour
Sam Houston	$101 per hour
Tarleton	$100 per hour
UT-El Paso	UG $75, GR $100 per hour
UT-Dallas	UG $64, GR $80 per hour
WTAMU	$56 per hour
TAMUC	$50 per hour

Institution	2019 Per Semester Credit Hour
Angelo	$50 per hour
Texas State	$50 per hour
UT-Austin	UG $50, GR $38 per hour
TAMU	$40 to $503 per hour
TAMUG	$40 to $503 per hour
TAMUCT	$40 per hour
UNT	$35 per hour, capped at $315
Texas Tech	$35 per hour
SFA	$33 per hour
TAMIU	$23.05 per hour
TAMUCC	$50 to $100 per course
UH	$273 per semester
UT-Arlington	$250 per semester
UT-Tyler	$14 per hour
Sul Ross	UG $10, GR $12 per hour
Sul Ross-Rio Grande	UG $10, GR $12 per hour
UNT-Dallas	$5 per hour, capped $75
Texas Southern	Separate Program
Prairie View	No Fee Posted
TAMUK	No Fee Posted
TAMUSA	No Fee Posted
TAMUT	No Fee Posted
Lamar	No Fee Posted
Midwestern	No Fee Posted
Texas Woman's	No Fee Posted
UT-San Antonio	No Fee Posted
UT-Permian Basin	No Fee Posted
UT-Rio Grande Valley	No Fee Posted
UH-Clear Lake	No Fee Posted
UH-Downtown	No Fee Posted
UH-Victoria	No Fee Posted

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, a decrease of 3%.
   Insufficient - In 2019, 72% responded positively to the questions in this category, a decrease of 7%.

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, a decrease of 6%.
   Insufficient - In 2019, 65% responded positively to the questions in this category, a decrease of 5%.

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, a decrease of 4%.
   Insufficient - In 2019, 65% responded positively to the questions in this category, a decrease of 6%.

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, a decrease of 5%.

Insufficient - In 2019, 103 out of 239 (or 64%) university committee positions were filled by staff; 37 of the 103 were below the level of director and 16 of the 37 were administrative support, an increase of 12%.

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.*

Compare race and ethnic distributions of the population estimates for those aged 20 to 64 living in Bell and the seven surrounding counties to that of our fall enrollment:
In 2013,

Race/Ethnicity	Percent of Population	Percent of Enrollment	Difference
White	54%	45%	-9%
Hispanic	22%	19%	-3%
Black	12%	27%	15%
Other	13%	9%	-4%

In 2014,

Race/Ethnicity	Percent of Population	Percent of Enrollment	Difference
White	55%	41%	-14%
Hispanic	23%	22%	-1%
Black	12%	27%	15%
Other	10%	10%	0%

Sufficient - In 2015,

Race/Ethnicity	Percent of Population	Percent of Enrollment	Difference
White	55%	41%	-14%
Hispanic	23%	22%	-1%
Black	12%	27%	15%
Other	10%	10%	0%

Sufficient - In 2016,

Race/Ethnicity	Percent of Population	Percent of Enrollment	Difference
White	56%	43%	-13%
Hispanic	24%	21%	-3%
Black	14%	27%	13%
Other	6%	10%	3%

Sufficient - In 2017,

Race/Ethnicity	Percent of Population	Percent of Enrollment	Difference
White	55%	42%	-13%
Hispanic	25%	23%	-2%
Black	14%	27%	12%
Other	6%	9%	2%

Sufficient - In 2018,

Race/Ethnicity	Percent of Population	Percent of Enrollment	Difference
White	54%	42%	-12%
Hispanic	25%	23%	-2%
Black	14%	27%	12%
Other	7%	8%	2%

Source: American Communities Survey and Student Information Center

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, a decrease of 66%.

Insufficient - In fall 2019, the university enrolled four international students, a decrease of 55%.

Measure discontinued in 2020.