



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

2017 ASSESSMENT
OF THE
UNIVERSITY STRATEGIC PLAN
2011-2015

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UNIVERSITY VALUES

EXCELLENCE AND ACHIEVEMENT

We strive to continuously improve, innovate, and exceed expectations.

COMPASSION

We care about the feelings of others.

When others are suffering, we empathize and offer help.

INTEGRITY

We conduct ourselves in an ethical and respectful manner.

KNOWLEDGE

We provide educational experiences to encourage lifelong learning and intellectual curiosity.

DIVERSITY

We respect and value both differences and similarities in our students, co-workers, and other stakeholders.

INITIATIVE

We encourage the involvement and the contribution of each employee.

We create a workplace where every employee can share a sense of ownership.

COLLABORATION

We develop and maintain partnerships to serve the needs of our students, faculty, staff and external stakeholders.

UNIVERSITY VISION

To create a culture of excellence for our students, faculty, and staff.

UNIVERSITY MISSION

Texas A&M University-Central Texas is an upper-level university offering junior and senior-level coursework needed to successfully complete baccalaureate degrees and all coursework leading to the completion of graduate degrees. The University is committed to high quality, rigorous, and innovative learning experiences, and prepares students for lifelong learning through excellence in teaching, service, and scholarship.

SUMMARY

Texas A&M University-Central Texas, established in 2009, developed a bold and ambitious strategic plan to guide the University's efforts in creating a culture of excellence for students, faculty, and staff. The University adopted the imperatives and goals of its current plan in 2011 and aimed to achieve these heights by 2015 using the strategies identified and those discovered along the way.

The University made impressive progress in achieving these goals in the last seven years, which leadership annually measured and dedicated available resources to meet the challenges presented. Overall, the plan successfully guided the University in growing to be the best affordable means to earning a baccalaureate and master's level education for the citizens of the region.

IMPERATIVE I – ACADEMIC EXCELLENCE THROUGH ACCOUNTABILITY AND CLASSROOM RIGOR

GOAL 1.1 - ENHANCE ACADEMIC STANDARDS AND INCREASE RIGOR

	2012	2013	2014	2015	2016	2017
Student to Faculty Ratio	13 : 1	13 : 1	13 : 1	14 : 1	13:1	13:1
Graduation Rates For 2-Year Transfer Students	67.1%	47.9%	52.6%	57.5%	61.8%	58.9%
First Year Retention Rates	77.8%	69.9%	70.2%	74.2%	70.1%	N/A
Percent of Baccalaureate Graduates Employed or Enrolled	68.0%	70.3%	71.6%	73.8%	71.3%	N/A

STRATEGY 1.1.1 - EXPAND THE CURRENT STUDENT LEARNING OUTCOMES ASSESSMENT PROCESS INTO AN ONGOING RESEARCH-BASED PLANNING AND EVALUATION PROCESS. MET IN 2017

Strategic planning continues to be at the core of the University’s success. University leaders spent 2016 considering the results of the strategic planning sprint of late 2015. The University successfully submitted an updated mission statement to the System for approval in December 2016. The Board of Regents approved the mission in April 2017. The University completed its draft 2018-2022 strategic plan in August 2017 and distributed it to students, faculty, and staff. The plan was finalized and sent to Texas A&M University System Offices in December 2017. The plan was immediately approved. The Academic Master Plan goals and administrative unit outcomes were mapped to the new strategic plan.

This strategic planning model involves the assessment of current economic and cultural climates of the State, the Region, and the University. The model calls for an analysis of University strengths, weaknesses, opportunities, and threats. The model requires the involvement of students, faculty, staff, and community stakeholders to ensure imperatives, goals, strategies, and measures speak to the educational and public service needs of the region. This model includes a process to evaluate progress towards and validation of the plan goals.

Next Steps: Implement the strategies in the 2018-2022 plan and conduct an external environmental scan to initiate the next planning cycle.

STRATEGY 1.1.2 - DETERMINE MISSION-BASED CORE COMPETENCIES AND DEVELOP A SYSTEMATIC PROCESS OF EVALUATING STUDENT PROGRESS IN THESE AREAS. MET IN 2017

The Texas Higher Education Coordinating Board collaborated with all Texas public universities and colleges to establish a common set of core objectives for general education in the State, which became effective in Fall 2014. Faculty and staff adopted these core competencies in Fall 2015.

The University participates in the Texas A&M University System’s EmpowerU project designed to ensure all component institutions assess their students’ achievement of general education core requirements, which are defined by six student-learning outcomes: Ethical and Social Responsibility, Globalization and Diversity, Specific Knowledge, Integration, Communication, and Problem Solving and Critical Thinking. Each year, the System asks universities to assess their students on two of the six outcomes using a variety of self-identified measures. Universities rate themselves as insufficient, emerging, sufficient, proficient, or exemplary. The program began in 2013, and all six outcomes were assessed as of 2015 with A&M-Central Texas rating its students as emerging or sufficient in all six outcomes.

Year	Outcome	Rating
2013	Communication	Emerging
2013	Critical Thinking	Sufficient
2014	Discipline Specific	Emerging
2014	Integration of Broad Knowledge	Emerging
2015	Ethical Decision-Making	Sufficient
2015	Globalization and Cultural Diversity	Sufficient
2016	Communications	Sufficient
2016	Critical Thinking	Sufficient
2017	Discipline Specific	Sufficient
2017	Integration of Broad Knowledge	Sufficient

Next Steps: Continue to review plans and improve the review process. Identify two sets of university-wide student learning outcomes, one for undergraduate, and one for graduate programs.

STRATEGY 1.1.3 - ESTABLISH A COMPREHENSIVE CONTINUOUS IMPROVEMENT MODEL THAT INCLUDES A MECHANISM FOR REPORTING RESULTS TO EXTERNAL STAKEHOLDERS. MET IN 2017

The University defined a process for the ongoing research-based assessment of academic and administrative programs. The process includes

1. Establishing a mission,
2. Documenting goals and program learning outcomes in support of that mission,
3. Mapping program courses to those outcomes,
4. Creating an assessment plan to measure the achievement of those outcomes,
5. Documenting the findings of those measures,
6. Identifying actions to make program improvements, and
7. Measuring to determine if those actions improved the program.

During 2017, program coordinators completed another assessment cycle and identified a series of evidence-based implemented improvements. These improvements were published for all program coordinators to consider as potential strategies of improvement in their programs. The University Assessment Committee, comprised for faculty and staff, continued to meet to discuss policies and procedures to improve our assessment practices.

Next Steps: Continue to identify measures, evaluate data, and development implementable improvements.

STRATEGY 1.1.4 - ESTABLISH A PROCESS FOR STAKEHOLDER ACCOUNTABILITY. MET IN 2017

In 2017, the university identified a set of metrics for each college to report stakeholder accountability with the revision of the colleges' operational plans. These data points speak to the specific missions of the colleges in their attempt to serve students and the community, while meeting the university's mission. The colleges track the progress on these measures in TaskStream.

Next Steps: Create an externally facing webpage to communicate the colleges' progress on these measures.

GOAL 1.2 – ESTABLISH UNITY AND CONSISTENCY OF POLICY TO PROTECT THE INTEGRITY OF THE CLASSROOM

	2011	2012	2013	2014	2015	2016	2017
Updated Rules and Procedures	0	24	19	36	11	18	30

Undergraduate Advising Interventions	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Academically Underperforming	225	237	264	197
Advising Interventions	179	203	216	158
Percentage	80%	86%	83%	80%

STRATEGY 1.2.1 - DEVELOP AND IMPLEMENT A STRATEGIC ENROLLMENT MANAGEMENT PLAN. **PROGRESSING**

The Strategic Enrollment Management Taskforce last met in Spring 2017 to review the draft goals and measures. Draft goals and measures were used in the development of assessment plans for Enrollment Management and division departments.

Next steps: Conduct Strategic Enrollment Management Taskforce meetings and finalize plan for distribution to stakeholders for feedback.

STRATEGY 1.2.2 - DEVELOP A COLLABORATIVE PROCESS BETWEEN FACULTY AND STAFF FOR STUDENT ADVISING. **MET IN 2014**

STRATEGY 1.2.3 - DEVELOP A SYSTEMATIC PROCESS OF ESTABLISHING AND ENFORCING COURSE PREREQUISITES. **MET IN 2014**

GOAL 1.3 - ENSURE RELEVANCY OF CURRICULA AND COURSES

STRATEGY 1.3.1 - IMPLEMENT AN INTEGRATED STUDENT INFORMATION SYSTEM. **MET IN 2014**

STRATEGY 1.3.2 - DEVELOP AN OUTCOMES-BASED ACADEMIC PROGRAM REVIEW PROCESS. **MET IN 2015**

STRATEGY 1.3.3 - DEVELOP AND IMPLEMENT A COMPREHENSIVE ACADEMIC PLAN. **MET IN 2015**

STRATEGY 1.3.4 - ENSURE TAMU-CT ACHIEVES SACS ACCREDITATION. **MET IN 2013**

STRATEGY 1.3.5 - ESTABLISH A PLAN FOR SECURING ACCREDITATION FOR ACADEMIC PROGRAMS. **PROGRESSING**

The College of Business Administration continues to prepare to upgrade its current accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) to accreditation from the prestigious Association to Advance Collegiate Schools of Business (AACSB).

The College of Education established formal plans for the following national accreditations:

1. Clinical Mental Health Counseling program through the Council for Accreditation of Counseling and Related Educational Programs (CACREP),
2. Marriage and Family Therapy program through the Commission on Accreditation Marriage Therapy Education (COAMFTE), and
3. Educator Certificate Preparation program through the Council for the Accreditation of Educator Preparation (CAEP).

The college received a national accreditation for its Social Work program through the Council For Social Work Education (CSWE).

Next Steps: Continue to seek valid national accreditations for all academic programs and identify resources to achieve those accreditations with the aim of improving program quality and value.

IMPERATIVE II - BUILDING AN ENVIRONMENT TO FOSTER SCHOLASTIC ACHIEVEMENT

GOAL 2.1 - ENHANCE STUDENT SUPPORT PROGRAMS

Graduates Surveyed	2012	2013	2014	2015	2016	2017
Degree Completers	372	183	558	393	754	754

STRATEGY 2.1.1 - ENHANCE ONLINE STUDENT SUPPORT SERVICES FOR ALL STUDENTS.

PROGRESSING

The university continues to devote resources to ensure the quality and availability of online education is equal to its face-to-face offerings. Surveys of students, faculty, and staff showed the highest level of satisfaction in the quality of support services and technology during 2017.

Next Steps: Evaluate support services, identify opportunities for improvement, and develop strategies to implement improvements.

STRATEGY 2.1.2 - ENHANCE ACADEMIC SUPPORT PROGRAMS. **PROGRESSING**

In 2017, enrollment management implemented a new system designed to better identify potential students. This software allows staff to ensure students expressing an interest in enrolling are tracked from inquiry to registration.

Next Steps: Continue to identify valuable academic support programs for our students.

STRATEGY 2.1.3 - PROVIDE COUNSELING SERVICES AND RESOURCES TO STUDENTS. **MET IN 2012**

STRATEGY 2.1.4 - DEVELOP A COMPREHENSIVE ORIENTATION PROCESS. **MET IN 2015**

GOAL 2.2 - PREPARE STUDENTS TO BE SUCCESSFUL AFTER GRADUATION

Annually, the Texas Higher Education Coordinating Board matches our graduates to State employment records. For those who completed programs at our University in 2014-2015, two-thirds were found working in Texas. These data do not include our graduates employed outside of the State. The percentage, when our military affiliation is factored in, compares favorably to the statewide average of 68 percent.

STRATEGY 2.2.1 - DEVELOP AND ENHANCE CAREER DEVELOPMENT RESOURCES AND PROGRAMS. **MET IN 2015**

STRATEGY 2.2.2 - ESTABLISH GRADUATE SCHOOL PLANNING GUIDE AND RESOURCES. **PROGRESSING**

The Director of Graduate Studies continues to collect resources to draft a comprehensive guide for graduate students.

Next Steps: Form a group to draft planning guides and identify graduate studies resources.

STRATEGY 2.2.3 - CREATE A TAMU-CT ALUMNI ASSOCIATION. **MET IN 2014**

GOAL 2.3 - DEVELOP INFORMATION LITERACY AND TECHNOLOGY PROGRAM

Information Literacy focuses on research skills that prepare individuals to live and work in an information-centered society. University librarians work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. These include exploring information resources, identifying sources, executing effective search strategies, retrieving, recording, and citing relevant results correctly, and interpreting search results and deciding whether to expand the search.

STRATEGY 2.3.1 - ESTABLISH A TAMU-CT INFORMATION LITERACY & TECHNOLOGY COMMITTEE. **PROGRESSING**

The QEP development committee determined the inclusion of this initiative in the QEP would dilute the plan's focus. Information literacy continues to be a priority for the university.

Next Steps: Seek out opportunities to improve the information literacy skills of graduating students. Assess students' Information Literacy skills in 2017 using the VALUE Rubric.

STRATEGY 2.3.2 - IDENTIFY CORE INFORMATION LITERACY AND TECHNOLOGY SKILLS AND A PROCESS TO MEASURE THEM. **PROGRESSING**

The university will assess student's information literacy skills in Spring 2018 using the VALUE rubric. The data from the assessments will be presented to graduate and undergraduate program coordinators and encourage them to consider the elements and aspects of the VALUE rubric as the university's core information literacy and technology skills. And, ask them to adopt the VALUE rubric as a core assessment for these skills.

Next Steps: Assess students' information literacy skills.

STRATEGY 2.3.3 - DEVELOP INFORMATION LITERACY AND TECHNOLOGY CORE COMPETENCIES TRAINING. **PROGRESSING**

In Spring 2018, University faculty will apply the VALUE rubric for information literacy to authentic student work in assessment graduating students' achievement in this area. These rating parties serve the purpose of assessing student work while simultaneously exposing to faculty to a set of information literacy criterion. This exposure will start a conversation on the aspects of the topic.

Next Steps: Continue to engage faculty in working with information literacy assessment instruments in an effort to form opinions and generate options for information literacy skills growth at the university.

STRATEGY 2.3.4 - DEVELOP FACULTY TRAINING OPPORTUNITIES FOR INCORPORATING INFORMATION LITERACY AND TECHNOLOGY SKILLS AND OUTCOMES IN COURSES AND THROUGHOUT THE CURRICULUM. **MET 2016**

GOAL 2.4 - PROVIDE INDEPENDENT LIBRARY ACCESS AND SERVICES

Database Use by Format	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
Journal Use	51,680	55,558	23,146	46,676	63,678	25,195	63,236	63,792	30,983
Book Use	9,652	10,185	6,181	3,369	4,677	1,993	10,082	9,664	3,721
Media Use	194	345	470	946	1607	950	1,870	4,281	2,691

The library continues to mature and grow with the latest initiatives attracting more community users, and limiting acquisition of print material in preference to more digital materials more readily available for our online students.

STRATEGY 2.4.1 - DEVELOP AN INDEPENDENT TAMU-CT LIBRARY PRESENCE. **MET IN 2014**

STRATEGY 2.4.2 - DEVELOP ADEQUATE ELECTRONIC LIBRARY RESOURCES TO MEET THE INFORMATIONAL NEEDS OF THE TAMU-CT COMMUNITY. **MET IN 2014**

STRATEGY 2.4.3 - DEVELOP ADEQUATE PRINT LIBRARY RESOURCES TO MEET THE INFORMATIONAL NEEDS OF THE TAMU-CT COMMUNITY. **MET IN 2014**

GOAL 2.5 - ENHANCE THE TECHNOLOGY INFRASTRUCTURE

Full-Time Equivalents (FTE)	FY 2015	FY 2016	FY 2017
Central IT Staff	14	14	14
University Student, Faculty, and Staff	1,423	1,566	1,646
Number of IT Staff per 1,000 FTE (7 Ideal)	9.84	8.94	8.50

STRATEGY 2.5.1 - LEVERAGE UNIVERSITY INFORMATION TECHNOLOGY PURCHASING POWER BY CENTRALIZING IT PURCHASES. **MET IN 2010**

STRATEGY 2.5.2 - DEVELOP AN INFORMATION TECHNOLOGY STRATEGIC PLAN. **MET IN 2015**

STRATEGY 2.5.3 - CREATE A CENTRALIZED INFORMATION TECHNOLOGY BUDGETARY PROCESS. **MET IN 2012**

STRATEGY 2.5.4 - ESTABLISH AND MAINTAIN APPROPRIATE STAFFING LEVELS OF INFORMATION TECHNOLOGY PROFESSIONALS. **MET IN 2015**

IMPERATIVE III - FOSTERING A SENSE OF COMMUNITY

GOAL 3.1 - DEVELOP AN INSTITUTIONAL CULTURE THAT EMBRACES COLLEGIALITY AND CONTINUOUSLY STRIVES FOR EXCEPTIONAL PERFORMANCE

	2010	2011	2012	2013	2014	2015	2016	2017
Turnover	18%	29%	25%	22%	25%	28%	14%	34%
Employees	92	112	130	144	135	142	166	154
Leavers	17	32	32	32	34	40	24	75
Retired	2	1	2	1	1	1	1	1

End of Term	1	1	1	6	9	4	1	23
Involuntary Terminations	1	0	6	3	5	3	2	4
Voluntary Terminations	13	30	23	22	19	32	20	47

STRATEGY 3.1.2 - CREATE AND SUPPORT CONTINUING PROFESSIONAL DEVELOPMENT FOR FACULTY AND STAFF. **PROGRESSING**

Leadership at the University takes pride in developing faculty and staff to ensure students receive the very best academic programs. The University dedicated over \$2,000 on average in travel funds per faculty and staff member during fiscal year 2017 to ensure engagement in powerful and valuable professional development activities. These activities include both discipline specific professional development and costs associated with travel to conferences associated with accreditation such as SACSCOC, AACSB and CNE.

The University granted \$7,000 to staff council, who earmarked \$2,500 for professional development. The funds were dedicated to hosting two speakers to provide staff with health and stress management advise.

Next Steps: Continue to seek out economical professional development opportunity for faculty and staff.

STRATEGY 3.1.3 - DEVELOP AND IMPLEMENT A PLAN TO RECRUIT AND RETAIN QUALIFIED FACULTY AND STAFF. **MET IN 2015**

STRATEGY 3.1.4 - PROMOTE A CULTURE OF COLLEGIALLY, PROFESSIONALISM AND MUTUAL RESPECT. **MET IN 2015**

GOAL 3.2 - STRENGTHEN COMMUNITY PARTNERSHIPS

The educational attainment of Bell County is a good indicator of the strength of the University's community partnerships. This measure has been on the rise over the last few years for those holding a bachelor's degree or higher. The percent of the population, ages 25 and older, with a baccalaureate degree or higher increase 2 percentage points between 2010 and 2016 according to the American Communities Survey 1-year estimates. This trend parallels the number of degrees awarded and overall enrollment.

Bell County Educational Attainment	2010	2011	2012	2013	2014	2015	2016
Less than 9 th grade	4%	6%	5%	4%	4%	4%	4%
9 th to 12 th grade, no diploma	6%	6%	6%	4%	6%	5%	6%
High school graduate	29%	30%	29%	30%	25%	28%	26%
Some college, no degree	29%	27%	29%	28%	31%	27%	31%
Associate's degree	11%	10%	10%	10%	10%	10%	11%
Bachelor's degree	13%	14%	14%	16%	15%	18%	15%
Graduate or professional degree	8%	7%	8%	7%	8%	8%	8%

STRATEGY 3.2.1 - DELIVER EDUCATIONAL PROGRAMS THAT ARE OF INTEREST TO THE COMMUNITY. **MET IN 2015**

While the University met this strategy in 2015, we continue to pursue degrees of interest to the community. The University developed and received approval to offer a Bachelor of Science in Exercise Physiology and Human Performance, Master of Education in Higher Education Leadership, and a Master of Arts in Teaching in 2017.

In 2016, the University conducted an external scan to develop a list of degrees in high-demand for the region. The study concluded a Master of Public Administration would be of high value to the region. The Texas A&M University System completed a survey to indicate a Bachelor of Science in Mechanical Engineering Technology was in high demand with regional employers.

Additionally, in 2017, the University suspended enrollment on two programs, the Bachelor of Arts in Political Science and the Master of Arts in Political Science due to low enrollment. This action and the decision in Fall 2016 to suspend enrollment to the Master of Science in Human Resource Management freed resources to dedicate to high demand programs.

Next Steps: Continue to identify and develop valuable degrees.

STRATEGY 3.2.2 - CONDUCT A COMPREHENSIVE ASSESSMENT OF THE COMMUNITIES' CONTINUING AND PROFESSIONAL EDUCATION NEEDS. **MET IN 2015**

GOAL 3.3 - GENERATE CULTURAL AWARENESS THROUGH IMPROVING THE CAMPUS CLIMATE AND INCORPORATING CONSISTENT DIALOGUES OF DIVERSE ISSUES

In 2017, the University reinvigorated the diversity committee under the guidance of the recently hired Access and Inclusion officer. The committee recommended hiring a diversity officer. The University identified funds in the FY 2018 budget to dedicate a half-time employee to focus the campus on diversity initiatives.

Degrees Awarded by Race/Ethnicity	2011	2012	2013	2014	2015	2016	2017
African American	23%	27%	29%	22%	24%	27%	22%
Hispanic	15%	19%	19%	21%	22%	21%	20%
White	43%	45%	40%	49%	47%	43%	55%
Other	19%	9%	12%	8%	7%	9%	3%

STRATEGY 3.3.1 - DEVELOP DIVERSITY PROGRAMS & TRAINING FOR PRESENT AND FUTURE STUDENTS, FACULTY, AND STAFF. **MET IN 2015**

STRATEGY 3.3.2 - PARTICIPATE IN CAFÉ CON LECHE AND SIMILAR PROGRAMS FOR STUDENT RECRUITMENT. **PROGRESSING**

Café con Leche is a program to help nursing mothers find the time to attend college. The University engaged in a variety of activities to recruit students with life events that make it difficult to attend; however, none to the scale

that met this strategy. Reaching all students in the area is a priority for faculty and staff who continue to seek out the best programs for making higher education accessible to all.

Next Steps: Continue to identify activities to attract students to our campus.

STRATEGY 3.3.3 - DESIGN A COMPREHENSIVE PLAN THAT WILL GUIDE CAMPUS DIVERSITY EFFORTS. **NOT MET**

The university has yet to engage in this strategy.