



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

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 five years. Leadership annually measured the University's progress in achieving these goals and dedicated available resources to meet the challenges presented. Overall, the plan is declared a success in guiding the University to becoming an independently accredited, growing upper-level institution with a unique approach to offering students an affordable means to earning a baccalaureate and master's level education.

IMPERATIVE I – ACADEMIC EXCELLENCE THROUGH ACCOUNTABILITY AND CLASSROOM RIGOR

GOAL 1.1 - ENHANCE ACADEMIC STANDARDS AND INCREASE RIGOR

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

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

The university adopted its parent institution’s strategic plan process in the initial years of this plan. Independent accreditation brought the realization the University would need its own planning processes to build our culture. Faculty and staff engaged in the implementation of a comprehensive strategic planning process in 2014 and 2015 where by the colleges established strategic plans, the Provost drafted an Academic Master Plan for the university, and the University Council began revising the University’s Strategic Plan with an updated mission and goals.

This strategic planning model involves the assessment of current economic and cultural climates of the State, the Region, and the University. It calls for an analysis of University strengths, weaknesses, opportunities, and threats. The model requires the involvement of student, 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 validity of the plan goals.

Next Steps: Use the planning model to update strategic plans based on evidence.

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

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 continue to evaluate these core objectives to determine if they meet the University’s requirements.

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

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. PROGRESSING

The University defined a process for the ongoing research-based assessment of academic and administrative programs. The process includes establishing a mission, documenting goals and program learning outcomes in support of that mission, mapping program courses to those outcomes, creating an assessment plan to measure the achievement of those outcomes, documenting the findings of those measures, identifying actions to make program improvements, and measuring to determine if those actions improved the program.

Next Steps: Implement the assessment process and establish procedures to report evidence-based improvements to external stakeholders.

STRATEGY 1.1.4 - ESTABLISH A PROCESS FOR STAKEHOLDER ACCOUNTABILITY. PROGRESSING

The plan called for every division and department to conduct a stakeholder analysis and integrate the results into the area's assessment plans. The University's effort in designing and implementing a research-based continuous improvement planning process took longer than anticipated. The process developed by the University's parent institution did not fit our desired culture. The completion of this revision and its implementation will guide the departments and divisions in establishing meaningful accountability measures to share with stakeholders in communicating the University's progress in fulfilling our vision of creating a culture of excellence.

University leadership regularly advises System and State leadership on the University's performance at legislative hearings and system board meetings; through legislative appropriations requests, operating budgets reports, and annual financial reports; and external academic and administrative program reviews. The President presents to and hears from community leaders on issues that our institution can affect. Faculty and staff regularly attend and present at conferences across the country to share ideas and understand the needs of all our stakeholders.

Next Steps: Formalize departmental and division stakeholder accountability processes.

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

	2011	2012	2013	2014	2015
Updated Rules and Procedures	0	24	19	36	11

Undergraduate Advising Interventions	Spring 2014	Fall 2014	Spring 2015	Fall 2015
Academically Underperforming	229	225	227	237
Advising Interventions	114	179	181	203
Percentage	50%	80%	80%	86%

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

The University established a Strategic Enrollment Management Committee to draft a Strategic Enrollment Management Plan designed to guide the University’s efforts to ensure the effective recruitment of students, efficient enrollment and records processing, excellent financial aid opportunities, and outstanding customer service.

The finalization of the plan was delayed due to the implementation of an independent Student Information System (Banner from Ellucian), which diverted the resources intended to complete the plan. A change in staff further delayed the committee’s work. The University hired an executive director of enrollment management in 2015. A review of the drafted plan resulted in the determination it no longer met the needs of the University and its students. A committee will be established in 2016 and a plan drafted.

Next Steps: Conduct Strategic Enrollment Management Committee meetings and formulate a draft plan for distribution to stakeholders for feedback.

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

The university developed an undergraduate advising model that effectively utilizes centralized advisors who are dedicated to a specific college. This model ensures consist advising in all colleges by advisors knowledgeable on all college programs. Each advisor attends department and college meetings and works directly with department chairs and faculty to stay current on program nuances to enable them to provide students accurate and timely advice. Students initially transferring into the university must meet with an advisor before registering for courses.

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

Program coordinators submit course changes, including the addition and removal of course prerequisites, through the College and University Curriculum Councils. Approved prerequisites limit student enrollment in classes through

DegreeWorks, a companion program to the University Student Information System, which prevents students from enrolling in a course until the student meets course prerequisites.

GOAL 1.3 - ENSURE RELEVANCY OF CURRICULA AND COURSES

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

The University implemented an integrated Student Information System in 2014.

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

The University conducted External Academic Program Reviews on 11 of its 40 academic programs between 2013 and 2015. Prior to 2013, our parent institution conducted these reviews. Faculty members draft self-studies with data from programs' annual operational plans and institutional research to evaluate how well programs meet their educational outcomes (student- and program-level). External reviewers receive these self-studies, evaluate the documented program, and provide feedback and suggested improvements. This external review and validation has provided faculty with invaluable input in shaping programs and courses that are the highest value to our stakeholders.

In addition to these academic reviews, the administrative departments have conducted onsite external review using the Council for the Advancement of Standard in Higher Education (CAS) guides in efforts to validate the programs and services offered to students are of the higher quality.

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

The provost led a yearlong effort in engaging faculty and staff to publish a comprehensive 5-year academic plan. The Texas A&M University-Central Texas Academic Master Plan includes 5 goals and 30 outcomes that encompass all the aspects of academia at the university. Every college and academic program, as well as student affairs and enrollment management, outcomes map to the academic master plan.

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

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) independently accredited Texas A&M University-Central Texas in April 2013. The accreditation was retroactively applied granting accreditation on January 1, 2013.

University staff is preparing to coordinate efforts to draft the compliance report for the University's reaffirmation in April 2018.

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

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

The College of Education is seeking accreditations for its Clinical Mental Health Counseling program through the Council for Accreditation of Counseling and Related Educational Programs (CACREP), for its Marriage and Family Therapy program through the Commission on Accreditation Marriage Therapy Education (COAMFTE), and for its

Educator Certificate Preparation program through the Council for the Accreditation of Educator Preparation (CAEP).

The College of Arts and Sciences is seeking accreditation for its BSN program through Commission on Collegiate Nursing Education (CCNE) and for its Social Work program through the Council for Social Work Education (CSWE). Social Work continues to be accredited under the Social Work program at Tarleton, but it has now been successfully admitted to candidacy for separate accreditation.

Next Steps: Establish formal plans with milestones and action items. Identify the value-add to the students, faculty, and university in obtaining accreditations and justify the expense.

IMPERATIVE II - BUILDING AN ENVIRONMENT TO FOSTER SCHOLASTIC ACHIEVEMENT

GOAL 2.1 - ENHANCE STUDENT SUPPORT PROGRAMS

Counseling Center Services	2012	2013	2014	2015
Intakes	128	218	247	356
Appointments per Client	4.58	4.99	4.63	4.42

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

University Writing Center	2015-2016
Consultations	475
Contact Hours	225

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

PROGRESSING

A review of all student support services recently conducted indicated that many support services are available to distance learners. The writing center was identified as not being available to distance learners; however, students have access to the university provider Tutor.com, which offers services to assist with writing.

Next Steps: Continue to peruse opportunities to provide all support services to distance learners.

STRATEGY 2.1.2 - ENHANCE ACADEMIC SUPPORT PROGRAMS.

Since fiscal year 2011, the university devoted resources to 14 new programs to its student affair division and significantly increased the numbers served in fiscal year 2015 over 2011. During this same time, library services

opened a new library, moved its holdings, significantly increased holdings, and began a number of community support programs, which integrate well with the academic programs.

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

The well-staffed university counseling center located on the second floor of Warrior Hall provides services to students, faculty, staff, and the community.

STRATEGY 2.1.4 - DEVELOP A COMPREHENSIVE ORIENTATION PROCESS. MET

The university offers a voluntary online new student orientation program to students transferring into the university. The program familiarizes students with available services and university operations to enhance their educational experience. In 2016, the university will begin offering an on campus program.

GOAL 2.2 - PREPARE STUDENTS TO BE SUCCESSFUL AFTER GRADUATION

Annually, the Texas Higher Education Coordinating Board matches our graduate 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.

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

Student affairs formed career services programs in 2011 by employing career services coordinator who to formally offer career guidance and supplemental career development programs. In Fall 2014, the University expanded the services offered and hired a director to manage the additional staff and resources. The area began delivering a comprehensive array of career development programs including, career personality assessments, on campus and online workshops, mock interviews, and job fairs. In 2015, Student Affairs renamed this area to the Office of Career and Professional Development to represent the shift in philosophy of proving a transactional service to focus more intentionally on developing the student in the areas of career development and professionalism.

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

The director of academic marketing collaborated with Dean, Chair, and program coordinators to develop and distribute graduate program promotional brochures with information about the program, admissions requirements, and enrollment.

The Director of Graduate Studies continues to collect resources to draft a comprehensive guide for graduate students, but this document is still in the planning stages.

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

The alumni association board was formed in 2014 with an initial action to gather data on its alumni. Because the university was developed from three institutions over 30 years, identifying and locating ATU, UCT, TSU-CT, and TAMUCT alumni was challenging. Once board members were selected and trained, an Affiliation Agreement with the University was signed, a "Legacy Alumni" certificate was awarded to more than 300 alumni, and Lifetime Memberships were recruited to form the Alumni Network. The Alumni Association is a charitable organization,

recognized as a 501c3 organization. We identified 5,720 alumni from ATU and UCT. In addition, we continue to search for TSU-CT and TAMUCT alumni. We anticipate alumni network will include over 10,000 when complete.

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.

INPROGRESS

In planning this project, staff discovered opportunities to combine this initiative with the digital literacy initiative for a more comprehensive approach, which would provide a better service to students.

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

INPROGRESS

Quality Enhancement Plan Committee identified opportunities to integrate information literacy into the QEP. The QEP topics being considered may integrate well with this issue and the core skills would be identified in that topic. However, leadership acknowledges that resources are limited and both projects cannot be completed at the same time. If information literacy cannot be integrated into the QEP topic, the project will be postponed.

STRATEGY 2.3.3 - DEVELOP INFORMATION LITERACY AND TECHNOLOGY CORE COMPETENCIES TRAININGS.

INPROGRESS

See above.

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

INPROGRESS

See above.

GOAL 2.4 - PROVIDE INDEPENDENT LIBRARY ACCESS AND SERVICES

Library Holdings	2014	2015	Year-Over-Year Percent Change
Print	85,328	80,131	-6%
Electronic	276,998	440,601	59%
Total	362,326	520,732	44%

STRATEGY 2.4.1 - DEVELOP AN INDEPENDENT TAMU-CT LIBRARY PRESENCE.

MET

University Library experienced many changes from 2011 to 2015 that were essential to our continued growth. The most significant of these the new Warrior Hall facility, which created a much higher demand for services. Additionally, the library brought up a new library platform system (LPS) called Sierra, an Encore Duet discovery system, and a new link resolver from EBSCO, Full Text Finder. These technologies have had a huge impact on the day-to-day operations of the library, as well as on the services we are able to offer to our patrons. The library continues to dedicate its resources in expanding collections and outreach programs as the University grows.

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

The library subscribes to two large eBook collections through EBSCO eBook and eBrary. These collections contain 440,601 items, a 59% increase over the 276,998 ebooks in 2014. With these, eBook collections, 73% of our titles were published after 2000, and 88% published after 1990.

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

The library has 80,131 print records, a 6% decrease from our October 2014, when the total was 85,328. This is contributable to the end of our large-scale weeding project and a shift to ebooks.

GOAL 2.5 - ENHANCE THE TECHNOLOGY INFRASTRUCTURE

Full-Time Equivalent (FTE)	FY 2015
Central IT Staff	14
University Student, Faculty, and Staff	2,050
Number of IT Staff per 1,000 FTE (7 Ideal)	6.83

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

The University implemented a purchasing policy in 2010 requiring all technology purchasing to be reviewed and approved by the Information Technology department. Staff reviews the specifications and research the solution that best fits the University’s needs and resources. The department maintains a list of approved vendors including TAMUS system-wide and State of Texas DIR cooperative contracts to ensure best value.

STRATEGY 2.5.2 - DEVELOP AN INFORMATION TECHNOLOGY STRATEGIC PLAN. MET

The Information Technology Leadership Team developed the Strategic Plan in 2015.

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

Major technology initiatives are reviewed by the University Technology Advisory council (UTAC), which makes recommendations to the University Budget Committee during annual budget hearings. Some departments maintain their own technology budgets (notably Technology Enhanced Learning with LMS and computer labs).

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

The information technology department gauges staffing levels using Educause CORE benchmarks. These indicate an institution needs seven FTE of central IT staff per 1000 institutional FTE. The university employees slightly more staff than our peer institutions.

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
Turnover	18%	29%	25%	22%	25%	28%
Employees	92	112	130	144	135	142
Leavers	17	32	32	32	34	40
Retired	2	1	2	1	1	1
End of Term	1	1	1	6	9	4
Voluntary Terminations	1	0	6	3	5	3
Involuntary Terminations	13	30	23	22	19	32

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

Leadership at the university take pride in developing faculty and staff to ensure students receive the very best academic programs. The university dedicated over \$7,000 per faculty and staff member in travel funds to ensure all engaged in powerful and effective professional development activities.

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

The TAMUS Board of Regents and the Texas Higher Education Coordinating Board approved our first program in the sciences in Fall 2015, a B.S. in Biological Sciences. This is a critical first step toward the development of other programs in the sciences, as well as, programs in the health sciences.

In the Fall 2014, we accepted 25 students and launched our first program in the health sciences, a B.S. in Nursing. The program was established and, in essence, “incubated” for us by TAMU-Texarkana for three years until we

could assume full responsibility for program delivery. The process for full accreditation of the program through the Commission on Collegiate Nursing Education (CCNE) has begun with the scheduling of a site visit.

We have also financially positioned ourselves to implement a second phase of adjustments from our Faculty Compensation Study that was completed with first phase implementation in fiscal year 2013.

We methodically reviewed and strengthened our ability to support research conducted on the TAMUCT campus. Following a System audit of our Human Subject Compliance and our Institutional Review Board (IRB), we created both an Institutional Animal Care and Use Committee (IACUC) and a new Institutional Biosafety Committee (IBC). We appointed our first Director for Research Support (DRS) to work to connect faculty with potential grants and contracts, with the use of the System’s Maestro software, and monitor our compliance with all federal regulations, as well as, with System rules and administrative procedures.

As an indication of our developing research capability, we have signed an MOU with TEES to participate with TAMU/TEES in an NSF funded solar research project that already includes UT Austin and Colorado State. Our part of the project will focus on Next Generation Photovoltaics: Balance of Systems in collaboration with Dr. Robert Balog who directs the Renewable Energy & Advanced Power Electronics Research Laboratory for TAMU/TEES. Our AVP of Graduate Studies and Research, Dr. Russel Porter, will be doing “big data” analysis for the project and has been asked to codirect the project with Dr. Balog. This relationship is a direct result of the ongoing effort being made by TAMUCT to establish the Center for Solar Energy with a private developer.

STRATEGY 3.1.4 - PROMOTE A CULTURE OF COLLEGIALITY, PROFESSIONALISM AND MUTUAL RESPECT. MET

The University establishes a culture of collegiality, professionalism, and mutual respect by promoting an environment for faculty and staff to express their opinions. The University funds the operations of a Faculty Senate and Staff Council who conduct monthly meetings. The senate and council presidents regularly meet with the president to discuss issues and present recommendations.

Evidence of the positive effects of these meetings is clear in the results of our Modern Think Great Colleges to Work For survey results. The survey assesses faculty and staff to determine their level of satisfaction with the following: overall job satisfaction, teaching environment, professional development, compensation structure, facilities, governance, shared governance, pride, supervision, leadership, coworker relations, communication, collaboration, fairness, and respect.

All faculty and staff were surveyed and an astounding 62 percent responded to the Modern Think Great Colleges to Work For survey in 2015. The respondents indicated an overall satisfaction of 74 percent (the upper end of the Good category) meeting our benchmark.

Additionally, respondents rated the university better than fair in all categories. In fact, respondents rated the university excellent in seven of the 15 categories.

GOAL 3.2 - STRENGTHEN COMMUNITY PARTNERSHIPS

Bell County Educational Attainment	2010	2011	2012	2013	2014	2015
Some College, Less Than 1 Year	8%	8%	10%	8%	9%	9%
Some College, 1 or More Years	19%	19%	19%	20%	22%	18%

Associates Degree	10%	10%	10%	10%	10%	10%
Bachelor's Degree	14%	14%	14%	15%	15%	18%
Master's	5%	5%	6%	5%	6%	6%
Professional Degree	2%	2%	1%	2%	2%	1%
Doctoral Degree	1%	1%	1%	1%	1%	1%

STRATEGY 3.2.1 - DELIVER EDUCATIONAL PROGRAMS THAT ARE OF INTEREST TO THE COMMUNITY.

The University offers 24 undergraduate and 17 graduate degrees and one graduate certificate all of high interest to the community. The university continues to work with community stakeholders to develop new offerings that will further the educational attainment of the region.

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

The President's Regional Advisory Council was created to solicit and maintain broad based regional support for the university, currently a group of 25 regional business leaders. The committee continues to grow as the university expands its presence into Williamson County. A primary objective was to bring East and West Bell County leaders together to assure cooperative support for the university. The group meets quarterly on campus and acts as a forum for community engagement with the university, seeking community sentiment and the identification of potential issues while assisting with the identification of educational needs within the region. In turn, the council is informed of the growth and development of the university so that its members may advocate its value as a resource for Central Texas, the state, and nation.

In pursuing its commitment to quality community-based research that has direct impact upon its service area, the university has developed a highly effective catalyst for stimulating joint research projects among its graduate and undergraduate students in collaboration with faculty. Through the renovation of two existing classrooms, a space has been created where research teams can work together on research projects. Affectionately known as the "Bat Cave," the space has already supported numerous successful projects that target community or regional issues, and requests for research support for issues ranging from transportation and housing studies to bullying in the schools have risen steadily. The productivity of the "Bat Cave" has become an effective reminder to the region of the benefits of being the home of a public university.

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

University Sponsored Diversity Trainings	
Critical Considerations for Crafting a Multicultural Education: Intellectual, Ethical, and Social Issues	April 22, 2015
Disciplines, Learners, and Purpose in the Classroom	February 10, 2015

Degrees Awarded by Race/Ethnicity	2011	2012	2013	2014	2015
African American	23	27	29	22	24

Hispanic	15	19	19	21	22
White	43	45	40	49	47
Other	19	9	12	8	7

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

We continue to build our reputation and to receive national recognition for our commitment to Civic Engagement. As an active participant in the American Democracy Project (ADP) sponsored by the American Association of State Colleges and Universities (AASCU), we were recently invited to participate in the Economic Inequality Initiative. We were one of approximately 30 institutions invited to study the relationship between public policy, economic inequality, economic opportunity, and social mobility, while preparing undergraduates for lives of informed civic engagement.

The university has been designated as a Lead Institution by NASPA, the national association for student affairs administrators in higher education, and is one of approximately 100 colleges and universities across the nation that have been so recognized for exemplary institutional commitment to civic and democratic engagement.

The Phi Rho Chapter of Phi Alpha, the national honor society for Social Work, has received its sixth consecutive National Service Award for its commitment community service.

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

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 to 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.