



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

2016 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 six years, which leadership annually measured and dedicated available resources to meet the challenges presented. Overall, the plan successfully guides 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
Student to Faculty Ratio	13 : 1	13 : 1	13 : 1	14 : 1	13:1
Graduation Rates For 2-Year Transfer Students	67.1%	47.9%	52.6%	57.5%	61.8%
First Year Retention Rates	77.8%	69.9%	70.2%	74.2%	N/A
Percent of Baccalaureate Graduates Employed or Enrolled	68.0%	70.3%	71.6%	73.8%	71.3%

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

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. The Board of Regents will consider the new mission in April, and upon the Board of Regent’s approval, the System will forward the document to the Texas Higher Education Coordinating Board in 2017.

Every academic program mapped its student learning outcomes to the Academic Master Plan published by the provost in 2015, and every administrative area mapped its outcomes to the current strategic plan. This planning exercise established strong assessment connections and ensured the efforts of every program and area support the University’s planning efforts. Many programs updated outcomes for improved effectiveness.

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 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: Complete the revised strategic plan goals, strategies, and measures and share with stakeholders.

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 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

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

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 2016, faculty and staff completed assessments for the 2015 and 2016 cycles. Many programs carefully considered the value of their outcomes about the Academic Master Plan and University Strategic Plan, an ongoing process at the University. The documented assessments showed real maturity over those completed at the University for our initial accreditation as the data available was independent of our parent institution, and program coordinators established a real sense of ownership of the programs.

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

STRATEGY 1.1.4 - ESTABLISH A PROCESS FOR STAKEHOLDER ACCOUNTABILITY. PROGRESSING

The University has a local, regional, state, national, and international reputation as we now appear in IPEDS data, which is widely used by all stakeholders to hold higher education institutions accountable. This separate reporting started in 2009 with our Board of Regents and State reporting systems. After receiving our independent federal credentials in 2013, we were able to begin collecting separate data for reporting to the Federal government. In 2016, that initial set of data published in IPEDS allowing stakeholders the ability to hold us to the same standards as other universities across the nation.

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	2016
Updated Rules and Procedures	0	24	19	36	11	18

Undergraduate Advising Interventions	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Fall 2016
Academically Underperforming	229	225	227	237	264
Advising Interventions	114	179	181	203	216
Percentage	50%	80%	80%	86%	83%

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

In 2016, the newly hired Executive Director of Enrollment Management worked with university leaders to establish a strawman to a revised plan. The strawman defines the accountability measures most meaningful to improving enrollment management at our University.

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 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 hired a new dean who is continuing efforts to seek national accreditations. These include National accreditations for its

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 of Arts and Sciences is seeking accreditation for its BSN program through Commission on Collegiate Nursing Education (CCNE) and, we anticipate the scheduled site visits for the Social Work program through the Council For Social Work Education (CSWE) will lead to an independent accreditation. Social Work continues to operate under the accreditation of the Social Work program at Tarleton.

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	2016
Intakes	128	218	247	356	249
Appointments per Client	4.58	4.99	4.63	4.42	5.82

Graduates Surveyed	2012	2013	2014	2015	2016
Degree Completers	372	183	558	393	756

University Writing Center	2015-2016
Consultations	475
Contact Hours	225

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

PROGRESSING

We continue to progress in this important strategy. In 2016, the University began offering InterviewStream, which allows students to conduct online mock interviews. InterviewStream provides students away from campus the ability to polish their interviewing skills while enrolled and increase their chances of landing the job they want. Student additionally has the option to conduct mock interviews over the phone, as phone interviews are very common these days.

A recommendation for an early alert system was presented to leadership. The product selected provides reports to identify students in need of additional assistance in completing their degrees. Implementation is planned for 2017.

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

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

Since Fiscal Year (FY) 2011, the university devoted resources to 14 new programs to its student affair division and significantly increased the numbers served in FY 2015 over 2011. During this same time, library services opened a new library, moved its holdings, significantly increased holdings, and began to offer community support programs, which integrate well with the academic programs.

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 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. The percentage compares favorably to the statewide average of 68 percent when our military affiliation is factored in.

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 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 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**

Staff continued to explore opportunities to seek leadership for this initiative outside the expense of forming a separate committee. A committee considered including this initiative in the Quality Enhancement Plan (QEP). The currently QEP draft includes strategies to address information literacy in the third year of the plan.

Next Steps: Continue to monitor the development of the QEP and ensure an implementable plan exists for the information literacy and technology initiative.

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

The QEP draft includes information literacy strategies.

Next Steps: Continue to work with QEP planners to identify core skills.

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

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. **MET**

The faculty received a series of faculty development opportunities associated with our Canvas learning management system in Spring 2017. The implementation of Canvas encourages faculty to adopt options existing in BlackBoard and new options in using technology to manage classes and students. Faculty member’s ability to access and utilize resources like Canvas are essential to ensuring all our course offerings are of the highest value to our students.

Next Steps: Continue to provide faculty development opportunities.

GOAL 2.4 - PROVIDE INDEPENDENT LIBRARY ACCESS AND SERVICES

Library Holdings	2014	2015	2016	Year-Over-Year Percent Change
Print	85,328	80,131	82,857	4%
Electronic	276,998	440,601	375,435	-15%
Total	362,326	520,732	458,292	-12%

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
Central IT Staff	14	14

University Student, Faculty, and Staff	2,050	1,590
Number of IT Staff per 1,000 FTE (7 Ideal)	6.83	8.81

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
Turnover	18%	29%	25%	22%	25%	28%	14%
Employees	92	112	130	144	135	142	166
Leavers	17	32	32	32	34	40	24
Retired	2	1	2	1	1	1	1
End of Term	1	1	1	6	9	4	1
Involuntary Terminations	1	0	6	3	5	3	2
Voluntary Terminations	13	30	23	22	19	32	20

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 valuable professional development activities.

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 COLLEGIALITY, PROFESSIONALISM AND MUTUAL RESPECT. **MET IN 2015**

GOAL 3.2 - STRENGTHEN COMMUNITY PARTNERSHIPS

The percentage of the metropolitan area educational attainment 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 and higher. This trend parallels the number of degrees awarded and overall enrollment. The Census Bureau anticipates publishing the 2016 version of these data in December 2017.

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. **MET IN 2015**

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 2016, the University continued efforts to ensure diversity in culture, improve campus climate, and encourage dialogues on the subject by including topics in the American Democracy Project Provost’s Lecture Series that help students, faculty, and staff appreciate our differing backgrounds.

University Sponsored Diversity Lectures	
Breaking the Chains of the Pimp: Responding to Homeless Youth as Sex Trafficking Victims	Spring 2016
The Ecology of Youth Homelessness	Spring 2016
Homeless in College	Spring 2016

Addressing Health Disparity	Fall 2016
Food-Energy-Water-Solar (FEWS) to Improve Economic Inequality and Health: An International Perspective	Fall 2016
HIV/AIDS: A Disease of Inequality	Fall 2016

The Killeen-Temple-Belton Metropolitan Service Area has a population distribution that is estimated to be 55 percent White, 20 percent African-American, 20 percent Hispanic, and 5 percent other with projected increases in African American and Hispanic populations. The percentage of African-American students graduating in a given year is higher than the population distribution, and the percentage of Hispanic students is on par. The percentage of White student completers is 5 to 10 percentage points below the estimated population distribution.

The faculty and staff's commitment to a culture of inclusion and diligent efforts to make the University as accessible as possible to all groups of students from all backgrounds. The distribution of degrees awarded by race and ethnicity serve as one demonstration of this commitment.

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

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.