



VISION 2020 PROGRESS UPDATE JUNE 2011

Our Vision 2020 Strategic Plan is directly related to and in support of our mission statement:

Angelo State University, a member of the Texas Tech University System, delivers undergraduate and graduate programs in the liberal arts, sciences, and professional disciplines. In a learning-centered environment distinguished by its integration of teaching, research, creative endeavor, service, and co-curricular experiences, ASU prepares students to be responsible citizens and to have productive careers.

A mission statement tells our constituents why we exist, as enumerated in three fundamental principles, as illustrated by specific components of ASU's mission statement:

- 1. PURPOSE:** our fundamental reason for existence (“prepares students to be responsible citizens and to have productive careers”)
- 2. VALUES:** Principles and beliefs that guide our work (“a learning centered environment distinguished by its integration of teaching, research, creative endeavor, service, and co-curricular experiences”)
- 3. BUSINESS:** What we are doing to address these needs (“delivers undergraduate and graduate programs in the liberal arts, sciences, and professional disciplines

The mission statement, in turn is “operationalized” by the seven Master Goals of our Vision 2020 Strategic Plan, as shown on the following page.

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This component of the mission statement	is supported by one or more of the seven Master Goals:*	
<i>PURPOSE: "prepares students to be responsible citizens and to have productive careers"</i>	(1) Recruit, retain, and recognize diverse, high-quality faculty and staff. (4) Develop and expand both undergraduate and graduate curricula and co-curricula to support students' intellectual and personal growth, to address issues relevant to society, and to meet the demands of State of Texas initiatives and the marketplace (6) Develop and enhance external partnerships, collaborations, and funding opportunities. (7) Regularly assess and evaluate all institutional functions and programs to assure continuous improvement and to maximize efficiencies	*The Vision 2020 Strategic Plan has seven overarching Master Goals: 1. The University recruits, retains, and recognizes diverse, high-quality faculty and staff. 2. The University provides and maintains facilities appropriate for the University's academic and co-curricular programs. 3. The University recruits, retains and graduates, in numbers consistent with increased goals for enrollment and retention, an academically qualified student body reflecting the diversity of the region, the state, and the nation. 4. The University develops and expands both undergraduate and graduate curricula and co-curricula to support students' intellectual and personal growth, to address issues relevant to society, and to meet the demands of State of Texas initiatives and the marketplace. 5. The University maintains a supportive, helpful environment for students, faculty, staff, community, and alumni. 6. The University develops and enhances external partnerships, collaborations, and funding opportunities. 7. The University regularly assesses and evaluates all institutional functions and programs to assure continuous improvement and to maximize efficiencies.
<i>VALUES: "learning-centered environment distinguished by its integration of teaching, research, creative endeavor, service, and co-curricular experiences"</i>	(1) Recruit, retain, and recognize diverse, high-quality faculty and staff. (2) Provide and maintain facilities appropriate for the University's academic and co-curricular programs. (4) Develop and expand both undergraduate and graduate curricula and co-curricula to support students' intellectual and personal growth, to address issues relevant to society, and to meet the demands of State of Texas initiatives and the marketplace. (5) Maintain a supportive, helpful environment for students, faculty, staff, community, and alumni. (6) Develop and enhance external partnerships, collaborations, and funding opportunities. (7) Regularly assess and evaluate all institutional functions and programs to assure continuous improvement and to maximize efficiencies.	These Master Goals provide a supporting framework for the centerpiece of Vision 2020: five Academic Goals: 1. The University provides exemplary undergraduate and graduate curricula to meet market and economic demands and to continue the growth of the institution. 2. The University engages with the community to complement students' academic experiences. 3. The University provides a comprehensive program to support and advance undergraduate student learning and transition into ASU. 4. Members of the faculty conduct research and coordinate a wide variety of sponsored projects. 5. The University regularly evaluates all academic programs to assure continuous improvement.
<i>BUSINESS: "delivers undergraduate and graduate programs in the liberal arts, sciences, and professional disciplines"</i>	(1) Recruit, retain, and recognize diverse, high-quality faculty and staff. (2) Provide and maintain facilities appropriate for the University's academic and co-curricular programs. (4) Develop and expand both undergraduate and graduate curricula and co-curricula to support students' intellectual and personal growth, to address issues relevant to society, and to meet the demands of State of Texas initiatives and the marketplace. (6) Develop and enhance external partnerships, collaborations, and funding opportunities.	

Please note: Master Goal #3 regarding recruitment is regarded as a universal macro-goal, the achievement of which contributes to ongoing efforts in achieving the other six goals.

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ACADEMIC GOALS

OVERARCHING GOAL	KEY PERFORMANCE INDICATOR (KPI)	TARGET	STATUS	COMMENTS
<p>ACADEMIC GOAL #1: The University provides exemplary undergraduate and graduate curricula to meet market and economic demands and to continue the growth of the institution.</p>	Key Performance Indicator: The University continues support and expansion of programs of distinction: Agriculture, Educator Preparation Programs, and Nursing.	N/A	SIGNIFICANT PROGRESS	<ul style="list-style-type: none"> ▪ An Agricultural Science and Leadership degree program was added in FY 2011. First courses begin summer 2011. ▪ New MSN on-line programs in Clinical Nurse Specialist, Family Nurse Practitioner, and Nurse Educator were added to begin Fall 2011. ▪ An education doctorate in partnership with Texas Tech was added in FY 2011.
	Key Performance Indicator: The University develops, as funding is available, new and existing programs with potential to become programs of distinction.	N/A	NO REPORTED PROGRESS	No new programs of distinction have yet been identified through the review and selection process outlined in Vision 2020.
	Key Performance Indicator: Colleges expand delivery of curricula through distance learning initiatives and collaborations with other higher education entities. <i>[Distance learning is defined as coursework delivered in its entirety either on-line or at a remote site.]</i>	Target: AY 2009-2010—A distance learning study is completed.	SIGNIFICANT PROGRESS	<ul style="list-style-type: none"> ▪ An on-line and on-site education doctorate in partnership with Texas Tech was added in FY 2011. ▪ A distance learning study was completed in July 2010. ▪ On-line nursing master's programs and certificates in Family Nurse Practitioner, Clinical Nurse Specialist, and Nurse Educator will begin fall 2011. ▪ The Center for Security Studies/Department of Security Studies is poised to offer five new on-line degrees (both bachelor's and master's) in fall 2011.
		Target: AY 2009-2010—ASU's presence in the Hill Country is expanded, including establishment of opportunities in Boerne in addition to sites in Fredericksburg and Marble Falls.	NO REPORTED PROGRESS	Due to inadequate enrollments, the official "Hill Country Initiative" has been disbanded as of summer 2011.
		Target: AY 2010-2011—Transfer partnerships are established with Howard College.	INITIAL PROGRESS	An MOU for teacher certification programs is in place as of FY2011.

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<p>ACADEMIC GOAL #1: The University provides exemplary undergraduate and graduate curricula to meet market and economic demands and to continue the growth of the institution.</p>		Target: AY 2011-2012— Five additional 4 + 1, 2 + 2 or 2 + 3 programs are implemented in partnership with Texas Tech University.	NO REPORTED PROGRESS	Additional 4 + 1, 2 + 2, or 2 + 3 programs in conjunction with Texas Tech were not implemented.
		Target: AY 2019-2020— The University operates a branch campus in the Hill Country with the capacity to provide students 100% of their degree requirements.	NO REPORTED PROGRESS	Operating a branch campus in the Texas Hill Country has been abandoned due to the lack of interest expressed through the “Hill Country Initiative.”
	Key Performance Indicator: The University offers evening and weekend classes in a configuration that allows non-traditional students to actively pursue and complete a baccalaureate degree.	Target: AY 2014-2015— Undergraduate students are able to complete a baccalaureate degree via evening and weekend courses.	INITIAL PROGRESS	IR&E conducted class-times survey in fall 2010. Results of the survey showed that all respondents prefer to attend class from 8 a.m. until 3 p.m. Graduate-level respondents were in favor of also attending evening classes. Security Studies majors will be able to complete baccalaureate degrees via evening and weekend courses by 2015.
	Key Performance Indicator: The University offers dual credit courses as appropriate.	Target: AY 2009-2010— The dual credit feasibility study and action plan is completed.	GOAL ACHIEVED	The dual credit feasibility study and action plan was completed in FY2010.
		Target: Summer 2010—An annual dual-credit residential enrichment camp for high school students is established.	GOAL ACHIEVED	2) An inaugural dual-credit residential enrichment camp for high school students was held in summer 2010.
		Target: AY 2010-2011— Expanded on-site dual credit offerings are available through a partnership with the San Angelo Independent School District.	INITIAL PROGRESS	3) The first MOU for on-site dual credit offerings in partnership with SAISD was written in FY2011,

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<p>ACADEMIC GOAL #1:</p> <p>The University provides exemplary undergraduate and graduate curricula to meet market and economic demands and to continue the growth of the institution.</p>	Key Performance Indicator: The University offers graduate programs in response to local, regional, and national needs.	Target: AY 2010-2011—A market analysis study identifies specific areas for growth.	NO REPORTED PROGRESS	No market analysis to identify specific areas of growth has been conducted.
		Target: AY 2019-2020—Graduate enrollment comprises 10% of total enrollment.	SIGNIFICANT PROGRESS	The target that graduate enrollment comprises 10% of total enrollment was achieved in fall 2010.
	Key Performance Indicator: The University engages in a comprehensive and ongoing evaluation of its curriculum to assure its relevance and coherence.	Target: AY 2010-2011—A comprehensive review of the core curriculum is completed.	INITIAL PROGRESS	A comprehensive review of the core curriculum is on track for review of core components. All components have evaluations ongoing or are being piloted as of FY2011.
		Target: AY 2011-2012—The curriculum is revised in accordance with Texas College Readiness Standards.	INITIAL PROGRESS	Curriculum revision in accordance with Texas College Readiness Standards is in the initial stages; however, ASU's revisions depend on what the State of Texas decides to do.
	Key Performance Indicator: The University attains program accreditation in disciplines as necessary and appropriate for continued excellence.	Target: AY 2010-2011—NCATE accreditation is achieved (National Council for Accreditation of Teacher Education).	GOAL ACHIEVED	ASU has received NCATE accreditation for an 18-month period beginning April 2011.
		Target: AY 2016-2017*—AACSB accreditation is achieved (Association to Advance Collegiate Schools of Business). <i>* correction from previously-published plan due to error on date</i>	INITIAL PROGRESS	Significant groundwork has been laid; however, the future of AACSB accreditation at ASU is uncertain given the current budgetary climate.
		(1) Target: Other disciplinary and state accreditations are achieved as appropriate.	NO REPORTED PROGRESS	The University maintains six disciplinary accreditations as of this report and in addition to NCATE. All are in good standing. No other disciplinary accreditations have been pursued during this reporting period.
	Key Performance Indicator: Undergraduate students successfully achieve placement in post-baccalaureate educational programs.	Target: AY 2013-2014—The University's placement rate in graduate and professional schools meets or exceeds annual statewide averages for peer institutions.	NO REPORTED PROGRESS	ASU tracks entrance into med school, but ASU has no good way to track rates for other programs' placement rates in graduate and professional schools and no way to know if they meet or exceed annual statewide averages for peer institutions.

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<p>ACADEMIC GOAL #2: The University engages with the community to complement students' academic experiences.</p>	<p>Key Performance Indicator: Academic programs consider community engagement an integral component of their respective curricula.</p>	<p>Target: AY 2013-2014—The number of academic courses having community engagement activities has increased by 10%, using AY 2009-2010 as a baseline.</p>	<p>NO REPORTED PROGRESS</p>	<p>With the announcement of the QEP topic as "community-engaged active learning" and with the impending change to the core curriculum as the result of THECB mandates, movement toward achievement of this KPI will be observed as the QEP becomes more fully in focus.</p>
	<p>Key Performance Indicator: The University partners with Goodfellow Air Force Base and the Air Force to provide academic opportunities for members of the armed forces.</p>	<p>Target: AY 2010-2011—A new baccalaureate program in cultural competency for the Air Force is available.</p>	<p>SIGNIFICANT PROGRESS</p>	<p>Five new degree programs have been implemented. They will become available on-line Fall 2011 and in-residence Fall 2012.</p>
		<p>Target: AY 2010-2011—The Troops to Teachers program is implemented.</p>	<p>INITIAL PROGRESS</p>	<p>ASU is listed on the Troops to Teachers website and is currently working with VA through Linda Brasher, veterans' advisor.</p>
<p>ACADEMIC GOAL #3: The University provides a comprehensive program to support and advance transition into college life, undergraduate student learning, and individual academic success</p>	<p>Key Performance Indicator: A comprehensive plan addresses special needs of entering freshmen.</p>	<p>Target: AY 2009-2010—A University-wide committee develops plans for the coordination and implementation of new and existing services, including First-Year Experience (FYE) and summer orientation (SOAR).</p>	<p>INITIAL PROGRESS</p>	<ul style="list-style-type: none"> • FYE developed their website and connected course USTD 1201. • Plans for a mentoring program have been established but not finalized. • A centralized approach through TEAM and SMART has been established. • Connections have been established with the Tutoring Center, the Math Lab, and the Reading Center. • No formal plan has yet been written.
	<p>Key Performance Indicator: Freshmen participate in First-Year Experience classes and related activities.</p>	<p>Target: AY 2010-2011—Specialized FYE classes are available.</p>	<p>INITIAL PROGRESS</p>	<p>Fall 2009: Specialized FYE courses are offered; e.g., sections for science majors.</p>
		<p>Target: AY 2011-2012—All freshmen enroll in an FYE class (USTD 1201) as a required course.</p>	<p>NO SIGNIFICANT PROGRESS</p>	<p>This target has not been met for two reasons:</p> <ol style="list-style-type: none"> 1. Development of the new Student Affairs and Enrollment Management division, which brings with it another set of expectations/goals for such a course; 2. The statewide budget crisis which has prohibited the identification of the funds necessary to offer the course to every first-year student as of fall 2011.
	<p>Key Performance Indicator: Students benefit from specialized tutoring services.</p>	<p>Target: AY 2009-2010—A University-wide tutoring center is established.</p>	<p>SIGNIFICANT PROGRESS</p>	<p>The Tutor Center has been established and FYE is in the process of evaluation of FYE Tutoring Center. The Tutoring Center suffers, however, from the lack of a permanent home. Plans are to include the Center in the reorganization of the Center for Academic Excellence space on the Library's third floor.</p>
		<p>Target: AY 2010-2011—SI (supplemental instruction) increases by five SI leaders over AY 2009-2010 levels,</p>	<p>INITIAL PROGRESS</p>	<p>Currently, SI leaders have been increased along with the number of courses and subjects supported by SI. (e.g. Inorganic Chemistry is now offered)</p>

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<p>ACADEMIC GOAL #3:</p> <p>The University provides a comprehensive program to support and advance transition into college life, undergraduate student learning, and individual academic success.</p>		with five SI leaders added each year through AY 2013-2014.		
		Target: AY 2010-2011—A mandatory post-suspension/probation class is implemented.	NO REPORTED PROGRESS	This course will be mandatory for all freshmen on probation. However, it was not implemented in fall 2010. 1101 is currently being designed and have been approved by the curriculum committee.
	<p>d. Key Performance Indicator: All entering freshmen participate in mandatory academic and campus orientation prior to advising and registration.</p>	Target: AY 2009-2010—A revised summer orientation program is established.	SIGNIFICANT PROGRESS	A new summer orientation program was implemented in the Summer of 2010. After a review of the effectiveness of this new format, major revisions are underway and will be in place for the Summer 2011 programs.
		Target: AY 2009-2010—A new academic orientation format, including on-line version, is available.	NO SIGNIFICANT PROGRESS	Nothing reported in terms of working toward this goal.
		Target: AY 2010-2011—A new campus orientation, including an on-line version, is enacted.	NO SIGNIFICANT PROGRESS	Nothing reported in terms of working toward this goal.
		Target: AY 2011-2012—The "Celebrate ASU" concept (including "Freshman Camp," revised "Rambunctious Weekend," and Convocation) is implemented.	INITIAL PROGRESS	The "Freshman Camp" concept will not be implemented for Fall 2011 as specified in this target. Funding for such a program was requested but not obtained. The content of the Rambunctious Weekend program will be expanded to accomplish some of the elements intended for "Freshman Camp."
	<p>e. Key Performance Indicator: The University provides an integrated, campus-wide advising program.</p>	(1.) Target: AY 2009-2010—A coordinated, systematic advising system within colleges for students with declared majors is in place.	SIGNIFICANT PROGRESS	Each of the five undergraduate colleges has in place at least one professional advisor to address majors. Each college advising system is coordinated and systematic within the individual colleges to address the specific needs of the respective college.
		(2.) Target: AY 2010-2011—A coordinated, systematic advising system for students who are undeclared majors is in place.	SIGNIFICANT PROGRESS	The Office of Predeclared Advising has implemented a systematic approach to advising predeclared students to educate and support them in choosing a major by the successful completion of 30 semester credit hours. Efforts are ongoing to integrate the efforts of this office more completely with the respective undergraduate colleges, academic support programs, and other student support components on campus.
		Target: AY 2010-2011—Programs of support for students in academic difficulty are established.	SIGNIFICANT PROGRESS	New and re-envisioned support programs for students are in place, including the opening of a Tutor Center, the consolidation of all campus tutoring services under the Students Mapping A Right Track (SMART) umbrella, and the Achieving Collegiate Excellence (ACE) and

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				Tutor Educate Advise Mentor (TEAM) programs that advises and assists at-risk students. Planning is ongoing to better coordinate support programs and to integrate programs from Academic Affairs and Student Affairs/Enrollment Management.
	Key Performance Indicator: The University provides a coordinated developmental program.	Target: AY 2010-2011— The University Developmental Plan is revised.	NO REPORTED PROGRESS	ASU is waiting on the decision from the State of Texas regarding responsibility for developmental education.
ACADEMIC GOAL #4: Members of the faculty conduct research and coordinate a wide variety of sponsored projects.	Key Performance Indicator: The University supports proposals in scholarly activity and creative endeavor.	Targets: <ul style="list-style-type: none"> • AY 2010-2011: 35 external submittals are posted. • AY 2014-2015: 45 external submittals are posted. • AY 2019-2020: 60 external submittals are posted. 	SIGNIFICANT PROGRESS	For FY2010, 36 external submittals were posted. As of June 2011 24 external submittals have been posted.
	Key Performance Indicator: The University supports a dynamic program of scholarly activity and creative endeavor.	Targets: <ul style="list-style-type: none"> • AY 2009-2010: \$1,000,000 in external dollars expended annually • AY 2014-2015: \$2,500,000 in external dollars expended annually • AY 2019-2020: \$3,000,000 in external dollars expended annually 	INITIAL PROGRESS	These goals were established prior to those set by the TTUS as part of its strategic planning process. Therefore, revised future goals as submitted to TTUS are posted below. Vision 2020 will reflect these revisions in its next update. AY 2010-2011 goal: \$4,000,000 Attained as of February 2011: \$2,042,121* <i>* Expenditures below target because significant portions of grant awards for the Center for Security Studies were not spent during FY10; unspent funds were carried forward into FY11</i> AY 2014-2015 (FY 2015) Goal: \$3,000,000 AY 2019-2020 (FY 2020)goal: \$4,000,000
	Key Performance Indicator: All academic departments are regularly evaluated against institutional standards for performance as outlined in the academic program review.	Target: AY 2009-2010— The revision of the academic program review process is completed.	NO REPORTED PROGRESS	These goals allude to the development of a cyclical and ongoing process of regular academic program review (e.g., review of each academic department every five years against a set of pre-established benchmarks). The program prioritization process implemented during AY 2010-2011 is a program review, but was designed as a singular evaluative exercise. Therefore, this goal cannot yet show any progress because no further work has been done to establish an ongoing process of
		Target: AY 2010-2011— The revised academic program review cycle begins.		

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<p>ACADEMIC GOAL #5: The University regularly evaluates all academic programs to assure continuous improvement.</p>		Target: AY 2014-2015—All academic departments have completed the first round of the academic program review process.		academic program evaluation.
	Key Performance Indicator: The University supports all academic programs through an integrated process of accountability and data-driven decision-making in support of resource allocation.	Target: AY 2009-2010—All academic departments maintain an integrated system of goals, student learning assessments, and budgets (through “Strategic Planning Online” software).	SIGNIFICANT PROGRESS	<p>The University has developed the faculty-based University Assessment Committee, who has in turn crafted a university-wide Student Learning Outcomes Assessment Plan. This Plan serves a guide for the implementation and evaluation of academic departments’ efforts in student learning assessment. Progress to date was reported in the SACS Monitoring Report submitted April 15, 2011 through an evaluation of each academic program’s adherence to five elements deemed by the University Assessment Committee to be essential in department assessment plans.</p> <p>Listed below are said essential elements; shown in parentheses are the number of departments in full compliance with each element as of this writing. The percentage is calculated against an N of 40 for undergraduate programs.</p> <p>For graduate programs, salient information is shown in brackets, with the percentage calculated against an N of 15.</p> <ol style="list-style-type: none"> 1. Clearly identified and stated student learning outcomes: (35 UG, 87.5%) [12 G; 80%] 2. Clear identification of the assessment method for each outcome: (36 UG; 90%) [12 G; 80%] 3. The expected level of performance for each assessment: (36 UG; 90%) [12 G; 80%] 4. The actual results from each assessment: (35 UG: 87.5%) [9 G; 60%] 5. A response to the results for each assessment: (35 UG; 87.5%) [8 G; 53.3%]
	Key Performance Indicator: All academic department and academic units develop and implement assessment measures that provide ongoing evaluation of student learning outcomes.	<p>Target: AY 2009-2010—All academic departments have learning goals that are supported by a student learning assessment plan.</p> <p>Target: AY 2009-2010—All academic departments have implemented an assessment cycle to assess periodically student learning against established goals and to document refinements made to the curriculum in response to the results of student learning assessment efforts.</p>		

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MASTER GOALS

	OBJECTIVE	KEY PERFORMANCE INDICATOR (KPI)	TARGET	STATUS	COMMENTS
<p>MASTER GOAL #1: The University recruits, retains, and recognizes diverse, high-quality faculty and staff.</p>	<p>Objective #1: The University maintains a competitive salary structure.</p>	<p>Key Performance Indicator: Title and salary reviews occur periodically.</p>	<p>Target: A CUPA*-based faculty salary study, by discipline and for tenured, tenure-track, and non-tenure-eligible faculty, is completed by August 2010.</p> <p><i>* CUPA: College and University Personnel Association</i></p>	<p>GOAL ACHIEVED</p>	<p>Met by the HR Staff in conjunction with the Faculty Compensation Committee. The results were presented to the committee as well as to the faculty via the Faculty Senate. The Faculty Senate and the Faculty Compensation Committee have requested that the CUPA compensation study be completed annually.</p>
			<p>Target: A staff equity study is completed by the end of FY2011.</p>	<p>INITIAL PROGRESS</p>	<p>Currently in process. Between the first of February and the end of March, a local/internal equity study was completed to evaluate the internal compensation equity of our staff employees. We are also moving forward to evaluate compensation tools/information to be used as benchmarking compensation analytics which will further ensure our external equity as well as the internal equity.</p>
		<p>Key Performance Indicator: Faculty salaries are competitive with those at peer institutions as established through CUPA standards.</p>	<p>Targets:</p> <p>FY 2013: Median salaries are at 80% of peer institutions as established through CUPA standards.</p> <p>2015: Median salaries are at 83% of peer institutions as established through CUPA standards.</p> <p>2020: Median salaries are at 88% of peer institutions as established through CUPA standards.</p>	<p>GOALS ACHIEVED</p>	<p>The Faculty Compensation Committee of the Faculty Senate recommended that salary comparisons not be limited to peer institutions. The comparison group is now the entire database of public institutions that report salaries to CUPA. When compared to the original peer group, Angelo State University compares at the 96.95% for average faculty salaries. By switching to the national average of all public institutions, Angelo State University is at 90.35% for an average comparison.</p> <p>In conjunction with the motion that the CUPA study be done annually and the need to re-adjust our targets for this initiative, this process is one that is ongoing and ever evolving.</p>

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<p>MASTER GOAL #1: The University recruits, retains, and recognizes diverse, high-quality faculty and staff.</p>	<p>Objective #1: The University maintains a competitive salary structure.</p>	<p>Key Performance Indicator: Staff salaries are competitive when measured against established benchmarks.</p>	<p>Targets:</p> <p>FY 2012: Salary range midpoints of exempt and non-exempt benchmark staff jobs are at the 50th percentile of the relevant labor markets as determined by surveys approved by the Office of Human Resources.</p> <p>FY 2012: Salary range midpoints of administrative and executive benchmark staff jobs are at the 75th percentile of the relevant labor markets as determined by surveys approved by the Office of Human Resources.</p>	<p>INITIAL PROGRESS</p>	<p>These targets are still appropriate and we are working towards meeting the goals of this KPI. The evaluation of benchmark data systems that will allow for a more quality comparison of our own data to those of like and similar institutions and industries will further this process of salary range evaluation as well as benchmarking the pay grades for the Administrative positions.</p>
	<p>Objective #2: The University fosters enrichment opportunities for faculty and staff.</p>	<p>Key Performance Indicator: Professional development and enrichment opportunities are provided for faculty and staff.</p>	<p>Target: Using the total number of activities in FY 2010 as a baseline, development opportunities offered through the Center for Innovation in Teaching and Research, Human Resources, and other ASU agencies increase annually by 5% through FY 2013 (September 1, 2012-August 31, 2013).</p>	<p>SIGNIFICANT PROGRESS</p>	<p>CITR offerings represent an increase of 5 sessions for FY 2011, a 30% increase in activities. We project similar numbers through FY2013.</p> <p>This target has been met by the university's Fitness and Wellness program (ASUFit). The number of wellness-related enrichment activities made available to ASU faculty, staff, and students was increased by 25% compared to FY 2010. In FY 2010, the program offered two fitness challenge events, seven Brown Bag luncheons, one Health Fair, and directed or collaborated to provide two walk/run fitness events for a total of twelve activities. In FY 2011, the ASUFit program will provide or co-organize two Health Fairs, two run/walk fitness events, seven Brown bag luncheons, two Fitness Challenge events, and four on-campus cycling events for a total of fifteen activities.</p> <p>This target has been met by the multiple F&A departments. Thus far in FY 2011</p>

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<p>MASTER GOAL #1: The University recruits, retains, and recognizes diverse, high-quality faculty and staff.</p>	<p>Objective #2: The University fosters enrichment opportunities for faculty and staff.</p>				<p>key Finance and Administration departments have provided training for all faculty and staff related to critical administration departments and functions. This training consisted of five topics, with three class sections for each topic, and included fund accounting, purchasing/contracts, payroll/HR, travel/property mgmt, and work orders/building modifications/fleet vehicles. Special training sessions were also provided for travel coordinators and other faculty/staff groups, and multiple F&A web sites were upgraded to provide access to information that enhanced productivity and efficiency.</p>
		<p>Key Performance Indicator: The University offers a variety of programs and opportunities through the Center for Innovation in Teaching and Research (CITR) to support faculty development.</p>	<p>Target: FY 2010—A Faculty Mentors program is implemented.</p>	<p>SIGNIFICANT PROGRESS</p>	<p>The Director of the CITR designed a mentoring program. The program was reviewed by the Provost's office and the Dean's Council. The program began in October 2010. Guidelines were revised by the CITR Director with input from the Provost's Office and Dean's Council.</p>
			<p>Target: FY 2011—The use of the CITR lounge has increased by 20% over FY 2009 usage levels.</p>	<p>INITIAL PROGRESS</p>	<p>In progress.</p> <p>FY 2009 (Sept. 1, 2008-Aug. 31, 2009) Baseline: Fall 2008: 7 (1 reception, 6 development seminars) Spring 2009: 5 (development seminars)</p> <p>Usage: FY 2010 (Sept. 1, 2009-Aug. 31, 2010) Fall 2009: 15 (8 Faculty Senate ad hoc committee usage, 7 CITR meetings with faculty groups) Spring 2010: 5 (scheduled meetings with CITR, IT, and select faculty)</p> <p>FY 2011 (Sept. 1, 2010-Aug. 31, 2011) Fall 2010: 3 (meetings) Usage of the CITR Lounge is hampered by size and location. The CITR Lounge can currently only seat 5-8 people comfortably. Usage was also hampered by library construction.</p>

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<p>MASTER GOAL #1:</p> <p>The University recruits, retains, and recognizes diverse, high-quality faculty and staff.</p>	<p>Objective #2: The University fosters enrichment opportunities for faculty and staff.</p>	<p>Key Performance Indicator: The University offers a variety of programs and opportunities through the Center for Innovation in Teaching and Research (CITR) to support faculty development.</p>	<p>Target: FY-2011—The number of personal consultations with faculty has increased by 10%, using AY 2009-2010 as a baseline.</p>	<p>INITIAL PROGRESS</p>	<p>AY 2009-2010 Baseline: Fall 2009: ~120 Spring 2010: ~120</p> <p>Fall 2010: ~140 (increase due to better records for Director consultations) Spring 2011:</p> <p>Suggested new plan of action: CITR recommends discontinuing this target, largely because it is almost impossible to define personal consultations or adequately log personal contact with faculty. CITR personnel consult in person, via SKYPE, via Big Blue Button, and after development seminars.</p>
	<p>Target: FY 2011—Two off-campus summer teaching/research institutes are offered as faculty development opportunities.</p>		<p>INITIAL PROGRESS</p>		<p>The CITR and the Office of Sponsored Projects offered a Summer Institute on Teaching and Research in June 24-26, 2009. In response to the faculty evaluation of the 2009 Institute and facing impending budget cuts, the CITR proposed that the Office of Sponsored Projects offer one institute and the CITR offer one. In May, 2010, the CITR hosted a Summer Institute on Teaching and Learning in May 2010. In August, the Office of Sponsored Projects offered an institute focused on grants and research funding.</p>
	<p>Objective #3: ASU recruits and retains a diverse cohort of faculty and staff.</p>	<p>Key Performance Indicator: The ratio of underrepresented faculty as a percentage of faculty reflects the ratio of underrepresented students to the student body as a whole.</p>	<p>Target: By the end of FY 2012, the number of applications from faculty in underrepresented groups has increased by 10% over the baseline number of applications received in FY 2010.</p>	<p>INITIAL PROGRESS</p>	<p>Baseline information is being evaluated in order establish a comparison group for FY 2012 data.</p> <p>HR has increased the budget that is specified for recruiting advertisements that are targeted towards the underrepresented groups as well.</p> <p>HR is also in the process of establishing quality control measures to help ensure that our Affirmative Action/Diversity goals are being met by all departments.</p>
<p>Target: By the end of FY 2015, a minimum of 25% of ASU faculty and staff are from underrepresented groups, with a specific focus on recruitment and retention of Hispanic personnel.</p>					

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<p>MASTER GOAL #1: The University recruits, retains, and recognizes diverse, high-quality faculty and staff.</p>	<p>Objective #4: The University recognizes faculty and staff achievements.</p>	<p>Key Performance Indicator: Faculty and staff are recognized annually for exceptional teaching, research, and service.</p>	<p>Target: By the end of FY 2011, Professional Achievement Award criteria are revised and approved by faculty for implementation in FY 2012.</p>	<p>NO REPORTED PROGRESS</p>	<p>The Professional Achievement Awards have been temporarily shelved as a conduit for recognizing faculty excellence.</p>
			<p>Target: Beginning in FY 2010, the University implements at least two annual recognition programs to celebrate faculty and staff achievements.</p> <p>Target: During FY 2010, and under the direction of Faculty Senate, college-level awards are established to recognize faculty for teaching, scholarly activity/creative endeavor, and leadership/service.</p>	<p>GOAL ACHIEVED</p>	<p>As of this writing, ASU has implemented two iterations of faculty awards for excellence in teaching, research/creative endeavor, and leadership/service. These awards are presented at an annual Faculty Awards Banquet. Additionally, ASU's winners for teaching and .research/creative endeavor serve as ASU's nominees for the Chancellor's Awards for Excellence.</p> <p>Human Resources coordinates, in conjunction with Staff Senate, the ASU Employee Excellence Awards. Human Resources also presents the Employee Service recognitions on a regular basis.</p> <p>Additionally, in May 2011 ASU presented the inaugural Chancellor's Colonel Rowan Award for Excellence in Execution.</p>

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<p><u>MASTER GOAL #2:</u> The University provides and maintains facilities appropriate for the University's academic and co-curricular programs.</p>	<p><u>Objective #1:</u> Existing facilities are updated on a regular basis to align with current disciplinary standards and evolving modes of teaching and learning.</p>	<p>Key Performance Indicator: The University uses a coordinated approach to the updating and replacement of technology utilized in teaching and learning environments.</p>	<p>Target: By the end of FY 2012, 100% of the technology in existing classrooms and labs is updated, using the status of technology in FY 2010 as a baseline.</p>	<p>SIGNIFICANT PROGRESS</p> <p>All student computer labs on campus are currently on a four year refreshed through a combination of HEAF and Technology Services Fee. Until FY2010, there was not funding allocated to refresh classroom technology. In FY2010, Information Technology was allocated a portion of the Instructional Enhancement Funding to be used for refreshing lab/ classroom technology.</p> <p>In FY2010, a complete inventory of all classroom technology was completed. Classrooms were identified that contained obsolete equipment and were refreshed during the summer of 2010. From this inventory, a schedule has been developed to refresh all classroom technology on a regular basis. By the end of FY2012, all classroom technology that is older than five years will be refreshed as long as the Instructional Enhancement Funding continues.</p>
			<p>Target: By the end of FY 2011, a program to update and refresh classroom and supporting technology (including network) periodically is fully in place</p>	<p>SIGNIFICANT PROGRESS</p> <p>In FY2010, Information Technology was allocated a portion of the Instructional Enhancement Funding to be used for refreshing lab and classroom technology. During the year, a full inventory of the approximate 120 classrooms with technology was completed and the classrooms with the oldest technology were identified. During the summer of 2010, the classrooms with the oldest technology were refreshed.</p> <p>With the establishment of the allocation from the Instructional Enhancement Fund for classroom and lab technology, existing IT HEAF funding can be redirected to provide funding for the network refresh. Though the funding level is not sufficient to refresh all classroom, lab and network technology during peak years, it does supply a steady funding stream to refresh a large portion of the technology on a regular schedule.</p>

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<p><u>MASTER GOAL #2:</u></p> <p>The University provides and maintains facilities appropriate for the University's academic and co-curricular programs.</p>		<p>Key Performance Indicator: The University upgrades and remodels academic learning spaces on a regular schedule.</p>	<p>Target: Four academic spaces per year (a combination of classrooms, study lounges, and/or office spaces) are identified and renovated.</p>	<p>SIGNIFICANT PROGRESS</p>	<p>2008: Four classrooms and three student study lounges were enhanced. 2009: Two large lecture halls were upgraded. 2010: Two underutilized classrooms and one underutilized computer lab were each converted to office suites. 2011: Four small academic classrooms have been identified to be converted into two medium-sized classrooms (effective Fall 2011) to accommodate campus demand for classrooms with seating for 60-70.</p>
	<p><u>Objective #2:</u> Library resources and services reflect the needs of the University community.</p>	<p>Key Performance Indicator: Students report a high rate of satisfaction with the adequacy of the library's services and resources.</p>	<p>Target: On the student satisfaction survey, a minimum of 70% of students surveyed select "very satisfied" or "satisfied" with library services and resources.</p>	<p>NO REPORTED PROGRESS</p>	<p>The last two surveys (Faculty spring 2009 and Students spring 2010) run by the Library failed to receive a sufficient number of responses to be considered statistically valid. The Library will be using a student marketing class this spring to conduct a student survey. The Library's Executive Director will attempt to run another survey with faculty members.</p>
		<p>Key Performance Indicator: The University meets or exceeds the national average library expenditure per FTE student of \$484 \$406 as reported by the National Center for Education Statistics for fall 2006 (currently, the per-student expenditure at ASU is \$465 \$335).</p>	<p>Targets:</p> <ul style="list-style-type: none"> • 2010: \$470 \$410 • 2015: \$480 \$420 • 2020: \$490 \$430 	<p>INITIAL PROGRESS</p>	<p>The key performance indicator and related targets have been changed, in consultation with the Director of the Library and as noted in red, due to an error in the original "Vision 2020" iteration.</p> <p>The library expenditure averages are those reported through IPEDS for Carnegie Master's Colleges and Universities.</p> <p>Most recent data available is for 2008. ASU's average library expenditure per FTE student at that time was \$398 as compared to the national average of \$390. Data is not yet available for 2009 or 2010.</p>
	<p><u>Objective #3:</u></p> <p>The University maintains and updates its capital facilities plan on a regular basis.</p>	<p>Key Performance Indicator: An updated capital facilities plan is completed by December, 2010.</p>	<p>N/A</p>	<p>INITIAL PROGRESS</p>	<p>Completion of the master plan was delayed; its revised date of completion is July 2011.</p>

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<p>MASTER GOAL #2: The University provides and maintains facilities appropriate for the University's academic and co-curricular programs.</p>	<p>Objective #4: University facilities are utilized as efficiently as possible.</p>	<p>Key Performance Indicator: The University's classroom space usage efficiency score* shows continuous improvement.</p> <p><i>* A measure from the Texas Higher Education Coordinating Board that is comprised of the scores from three individual metrics including Classroom Utilization, Classroom Demand, and Classroom Percent Fill. Classroom utilization is the hours per week that a classroom is used. Classroom percent fill compares a classroom's available capacity to actual enrollment. The maximum classroom usage efficiency score is 100.</i></p>	<p>Target: 2010: score of 66</p>	<p>GOAL ACHIEVED</p>	<p>Fall 2010 SUE score is 66. Target success resulted from analysis and correction of academic classroom and class lab coding to reflect current predominant use, improved efficiency in scheduling practices, and increased SCH resulting from enrollment growth. SUE is a 3-factor score, and ASU has the maximum score in the percent fill factor. Progress toward 2015 and 2020 targets should center on the utilization and demand factors. Continued improvement in those areas will require a reduction of the number of classrooms/class labs on the ASU roster, which can provide vacancies to accommodate other current campus needs for office and support space.</p>
			<p>Target: 2015: score of 74</p>	<p>SIGNIFICANT PROGRESS</p>	<p>All other variables remaining the same (SCH offered, consistent scheduling practices, right-sizing classrooms to enrollment), reducing the classroom roster from 83 (current) to 78 will result in a 9-point increase in the classroom SUE score (for a score of 75), and reducing the classroom roster further to 76 will result in an additional 8-point increase to the classroom SUE score (for a score of 83).</p>
			<p>Target: 2020: score of 91</p>	<p>SIGNIFICANT PROGRESS</p>	<p>All other variables remaining the same, reducing the classroom roster to 68 will result in an additional 8-point increase in the classroom SUE score (for a score of 91).</p>

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<p>MASTER GOAL #3: The University recruits, retains and graduates, in numbers consistent with increased goals for enrollment and retention, an academically qualified student body reflecting the diversity of the region, the state, and the nation.</p>	<p>Objective #1: The University strategically manages its recruitment and retention goals.</p>	<p>Key Performance Indicator: A comprehensive enrollment management plan establishes criteria for goals related to the overall recruitment and retention of students within the context of TTUS goals.</p>	<p>Target: AY 2009-2010— An enrollment management plan is implemented.</p>	<p>NO REPORTED PROGRESS</p>	<p>A formal plan has not been written. Supporting data were not available. Data are now being gathered. Completion is targeted for March 2012.</p>
	<p>Objective #2: The University recruits students in accordance with goals established in support of Texas Tech University System (TTUS) goals.</p>	<p>Key Performance Indicator: The University achieves fall head-count enrollments as established by TTUS.</p>	<p>Targets: • Fall 2010: 6,800</p>	<p>GOAL ACHIEVED</p>	<p>6856 actual</p>
			<p>• Fall 2015: 8,363 • Fall 2020: 10,000</p>	<p>INITIAL PROGRESS</p>	<p>Both of these enrollment targets should be met under the guidance of the aforementioned enrollment management plan.</p>
	<p>Objective #3: Students are retained through their academic careers and to graduation.</p>	<p>Key Performance Indicator: Graduate programs of study contribute to institutional growth.</p>	<p>Target: Fall 2010: Graduate student enrollment is 8.75% of total enrollment. Fall 2015: Graduate student enrollment is 9.85% of total enrollment. Fall 2020: Graduate student enrollment is 10% of total enrollment.</p>	<p>GOALS ACHIEVED</p>	<p>Fall 2010: graduate student enrollment = 10.2% of fall enrollment</p>
<p>Key Performance Indicator: First-year to second-year retention rates meet or exceed the statewide average of 74.1% (statewide, public university, fall 2007 entering cohort).</p>			<p>Targets: Fall 2010: 59% Fall 2015: 63% • Fall 2020: 68%</p>	<p>GOALS ACHIEVED</p>	<p>63.5% actual for fall 2010 2020 goal should be accomplished, given success to date and the planned implementation of an enrollment management plan and new, aggressive student success initiatives.</p>

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<p><u>MASTER GOAL #3:</u> The University recruits, retains and graduates, in numbers consistent with increased goals for enrollment and retention, an academically qualified student body reflecting the diversity of the region, the state, and the nation.</p>	<p><u>Objective #4:</u> The University maintains a diverse student body that reflects the demographics of the State of Texas.</p>	<p>Key Performance Indicator: The University is a Hispanic-Serving Institution.</p> <p><i>* A first step toward achieving HSI status is that 25% of undergraduate full-time equivalency enrollment (FTE) will be self-reporting as Hispanic.</i></p>	<p>Targets:</p> <ul style="list-style-type: none"> • Fall 2010: 26%* of undergraduate FTE enrollment • Fall 2015: 28% of undergraduate FTE enrollment • Fall 2020: 30% of undergraduate FTE enrollment 	<p>GOAL ACHIEVED</p>	<p>26.2% actual</p>
		<p>Key Performance Indicator: The University contributes in a positive manner to the State of Texas' Closing the Gap college enrollment initiative targeting Hispanic students.</p>	<p>Target: AY 2014-2015— The University achieves the Closing the Gap enrollment goal of 2,700 Hispanic students.</p>	<p>INITIAL PROGRESS</p>	<p>ASU had 1700 Hispanic students enrolled in fall 2010. This means we would have to add, on average, 250 Hispanic students a year. From fall 2009 to fall 2010, ASU fell short of that mark (250) by about 100.</p>
		<p>Key Performance Indicator: The University receives Title V funding in support of its Hispanic-Serving Institution status.</p>	<p>Target: AY 2010-2011— A grant request is submitted and awarded.</p>	<p>GOAL ACHIEVED</p>	<p>Grant request submitted and awarded: As of September 29, 2010, ASU was awarded \$629,968 per year for a five-year granting period.</p>
		<p>The five Academic Goals (pages 3-9 of this update) provide details on accomplishments attributed to this Master Goal.</p>			
<p><u>MASTER GOAL #4:</u> The University develops and expands both undergraduate and graduate curricula and co-curricula to support students' intellectual and personal growth, to address issues relevant to society, and to meet the demands of State of Texas initiatives and the marketplace.</p>					

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<p>MASTER GOAL #5:</p> <p>The University maintains a supportive, helpful environment for students, faculty, staff, community, and alumni.</p>	<p>Objective #1: Students receive adequate academic and career advising at all levels of their academic careers.</p>	<p>Key Performance Indicator: Students report satisfaction with the quality of their advising.</p>	<p>Target: In its biennial administration of the National Survey of Student Engagement, the University reports student satisfaction with academic advising equal to or above national levels.</p>	<p>INITIAL PROGRESS</p>	<p>In spring 2009 senior and freshmen responses were equal to national levels.</p>
		<p>Key Performance Indicator: Students report satisfaction with the quality and scope of career development services and counseling.</p>	<p>Target: In its biennial administration of the National Survey of Student Engagement, the University reports student satisfaction with career advising equal to or above national levels.</p>	<p>INITIAL PROGRESS</p>	<p>In its administration of the Student Opinion Survey (administered every three year), the University reported student satisfaction with career advising equal to or above national levels. In spring 2009 responses were equal to national levels.</p>
	<p>Objective #2: Faculty and staff have positive perceptions of their working environment.</p>	<p>Key Performance Indicator: University employees express satisfaction with overall working climate and conditions.</p>	<p>Target: At least 80% of staff and faculty rate satisfaction at least at 3.5 out of 5 on the biennial Survey of Organizational Excellence.</p>	<p>NO REPORTED PROGRESS</p>	<p>The SOE is no longer administered. HR and IRE are collaborating on an instrument.</p>
			<p>Target: All constituent units of the Division of Finance and Administration achieve a composite rating of 90% or more in the "satisfied/somewhat satisfied/very satisfied" categories on its annual customer satisfaction survey.</p>	<p>GOAL ACHIEVED</p>	<p>This target has been met, as relates to Finance and Administration support services. Responses to the 2009 Administrative Services Survey indicated that 81.9% of constituent units rated the division's services as being "Somewhat Satisfied" or higher. The 2010 survey closed in January 2011 and the report is currently being written; however, a preliminary analysis of the responses indicates that the approval rating increased to 90.2%.</p>
		<p>Objective #3: The community has a positive perception of the University.</p>	<p>Key Performance Indicator: as developed through the goals of the new Director of Community Relations</p>	<p>Target: To be determined</p>	<p>NO REPORTED PROGRESS</p>

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<p><u>MASTER GOAL #5:</u> The University maintains a supportive, helpful environment for students, faculty, staff, community, and alumni.</p>	<p><u>Objective #4:</u> The University promotes and supports wellness initiatives for the entire campus community.</p>	<p>Key Performance Indicator: The University provides technical expertise and support for wellness initiatives.</p>	<p>Target: By the end of academic year 2009-2010, the University provides activities and resources that ensure all aspects of HB 1297 are met.</p>	<p style="text-align: center;">GOAL ACHIEVED</p>	<p>This goal is considered to have been achieved based on the wording "ensure all aspects of HB 1297 are met." HB 1297 states that "State agencies are required to have a Worksite Wellness program as per House Bill 1297, 80th Legislative Session, which amended Chapter 664 of the Texas Government Code." A wellness program was planned and implemented in FY 2010, with an Action Plan that addressed all aspects of HB 1297. All action steps defined in the plan have been implemented and are being expanded during the current FY, with the exception of having an approved Wellness Policy for the university that allows employees to take Wellness leave as per that defined in HB 1297. A draft Wellness policy was developed by Special Projects staff and submitted to HR in October of 2010 – action on that draft policy is pending.</p>
<p>Also see the Vision 2020 Master Plan for Academic Programs and Initiatives (Academic Goal #4) for related goal on faculty research and sponsored projects.</p>					
<p><u>MASTER GOAL #6:</u> The University develops and enhances external partnerships, collaborations, and funding opportunities.</p>	<p><u>Objective #1:</u> The University establishes centers and institutes to provide opportunities for partnerships at the local, regional, and national levels.</p>	<p>Key Performance Indicator: Establish the Center for Community Wellness, Engagement, and Development (WED).</p>	<p>Target: The Center for WED is fully operational by the end of AY 2009-2010.</p>	<p style="text-align: center;">GOAL ACHIEVED</p>	<p>The WED Center had its grand opening in April 2010 and is fully operational.</p> <p>Objectives/outcome for the WED Center for 2010 were:</p> <ul style="list-style-type: none"> • .25% of nursing students will participate in a minimum of one "engagement" activity offered through the WED Center. This outcome was exceeded by over 100%. 149 students participated with 1,189 hours. • .A minimum of 75 community residents will participate in at least one WED-sponsored activity. This outcome was exceeded. As of 8/10 147 community residents participated in a WED sponsored activity.

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<p>MASTER GOAL #6: The University develops and enhances external partnerships, collaborations, and funding opportunities.</p>	<p>Objective #2: Community engagement activities provide positive interaction between and among University and community groups.</p>	<p>Key Performance Indicator: Establish the Center for Security Studies.</p>	<p>Target: The Center for Security Studies is fully operational by the end of AY 2011-2012.</p>	<p>GOAL ACHIEVED</p>	<p>The Center opened fall 2010. Affiliated degree programs through the new Department of Security Studies will be on-line beginning August 2011, August 2012 in-residence.</p>
		<p>Key Performance Indicator: Faculty, staff, and students participate in outreach and engagement activities.</p>	<p>Targets: Nursing students engage in outreach hours through the San Jacinto Clinic.</p> <ul style="list-style-type: none"> • 2010: 2,218 • 2015: 4,547 • 2020: 5,456 	<p>GOAL ACHIEVED</p>	<p>The target for 2010 has been exceeded, with nursing students engaging in 2,460 hours of clinical experiences at the San Jacinto Clinic. With increased enrollment in the undergraduate nursing initial licensure programs an increased number of students enrolled in the pediatric clinical classes which use the San Jacinto School-based Clinic as a clinical site. Additionally, during the fall 2010 semester, ASU added a Family Nurse Practitioner track to its MSN program and those students use the San Jacinto School-based Clinic for pediatric experiences for the Family Nurse Practitioner clinical practicums. The clinic is also utilized as one of the clinical experiences for ASU's Korean Exchange students during the 2010 summer session. We believe the 2015 and 2020 targets are realistic because as enrollment increases in both current and new initiatives, more students will engage in outreach hours.</p>
			<p>Targets: The Small Business Development Center offers assistance and training.</p> <ul style="list-style-type: none"> • Client assistance: 2010: 525 2015: 600 2020: 700 • Training participants: 		<p>SIGNIFICANT PROGRESS</p>

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	<p>Objective #2: Community engagement activities provide opportunities for positive interaction between and among University and community groups.</p>		2010: 1,250 2015: 1,500 2020: 1,600		of target) target of 1250 was reasonable but also aggressive based on past actual numbers. Actual for FY2009 was 76 events and 902 attendees. Target for fy2011 is 92 events and 1052 attendees. It is anticipated the SBDC will meet those goals.
		<p>Key Performance Indicator: Local and regional K-12 students participate in outreach and engagement activities sponsored by the University.</p>	<p>Target: Goals of the Center for Community Wellness, Engagement, and Development to be determined</p>	<p>NO REPORTED PROGRESS</p>	<p>This goal will be addressed more fully with the development of the Quality Enhancement Plan and its focus on Community-Engaged Active Learning.</p> <p>The WED will not address this goal directly because its target population is not K-12 students.</p>
	<p>Objective #3: The University manages an active program in fundraising and institutional development.</p>	<p>Key Performance Indicator: The University maintains an endowment that supports the academic program of the institution.</p>	<p>Targets:</p> <ul style="list-style-type: none"> • 2010: \$101,725,000 in endowment dollars* * <i>including the Carr Foundation</i> • 2015: \$125,000,000 in endowment dollars • 2020: \$150,000,000 in endowment dollars 	<p>SIGNIFICANT PROGRESS</p>	<p>As of Dec. 2010 ASU's endowment (Including Carr) was approximately \$98 million.</p>
		<p>Key Performance Indicator: The University actively and successfully solicits donations and bequests from institutional supporters.</p>	<p>Target: Angelo State University Campaign: \$20 million by 2013</p>	<p>SIGNIFICANT PROGRESS</p>	<p>ASU campaign goal was raised from \$20 million to \$25 million. As of May 2011, approximately \$22.5 million has been raised.</p>

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<p><u>MASTER GOAL #7:</u> The University regularly assesses and evaluates all institutional functions and programs to assure continuous improvement and to maximize efficiencies.</p>	<p>Also see the Vision 2020 Master Plan for Academic Programs and Initiatives (Academic Goal #5) for related goal on student learning assessment within academic programs.</p>				
	<p><u>Objective #1:</u> The University engages in an ongoing program of continuous improvement.</p>	<p>Key Performance Indicator: AY 2010-2011—The University engages in a self-study of services that promote student learning and development in accordance with the Council for the Advancement of Standards in Higher Education.</p>	<p>N/A</p>	<p>NO REPORTED PROGRESS</p>	<p>This goal was not implemented in AY 2010-2011. It will be postponed to AY2014-2015 after completion of SACS compliance certification.</p>
	<p><u>Objective #1:</u> The University engages in an ongoing program of continuous improvement.</p>	<p>Key Performance Indicator: AY 2011-2012—The University engages in a program of continuous organizational excellence as outlined by Quality Texas or the Baldrige National Quality Program.</p>	<p>N/A</p>	<p>NOT IN COMPLIANCE</p>	<p>This goal will be postponed to AY2014-2015 after completion of SACS compliance certification.</p>
	<p><u>Objective #2:</u> Administrative and academic units assess procedures and outputs.</p>	<p>Key Performance Indicator: Via the institutional effectiveness cycle, every program annually assesses and reports assessment outcomes.</p>	<p>Target: 100% documented participation in FY2010.</p>	<p>INITIAL PROGRESS</p>	<p>53% of reporting ASU entities completed this cycle during FY 2010.</p>
		<p>Key Performance Indicator: Via the institutional effectiveness cycle, every administrative unit makes decisions based on assessment results in order to demonstrate improvements and incorporates them into ongoing activities.</p>	<p>Target: 100% documented participation by FY2011.</p>	<p>INITIAL PROGRESS</p>	<p>The interaction between planning, budgeting, and assessment results—as tracked through SPOL—has made significant strides in the past two years. Efforts are now focused on refining the institutional effectiveness component and ensuring that results are posted and available for use in planning and budgeting decisions.</p>
	<p><u>Objective #3:</u> All units/programs share best practices.</p>	<p>Key Performance Indicator: Units/programs post assessment best practices on web pages and R drive.</p>	<p>Target: 100% participation by FY2011.</p>	<p>NO REPORTED PROGRESS</p>	<p>No efforts in this regard have yet been implemented.</p>