



VISION 2020

The Strategic Plan
for

ANGELO STATE UNIVERSITY



Vision 2020 Third Edition Spring 2017



MASTER GOAL #1: FACULTY AND STAFF

The University recruits, retains, and recognizes diverse, high-quality faculty and staff.

a. Objective #1: The University maintains full-time faculty positions (tenured and tenure-track) in numbers adequate to support academic programs.

- (1.) Key Performance Indicator: Tenured and tenure-track faculty as percentage of total faculty.
 - Target: AY 2011-2012: 56% of lower division courses will be taught by tenured or tenure-track faculty.
 - Target: AY 2014-2015: 58% of lower division courses will be taught by tenured or tenure-track faculty.
 - Target: AY 2016-2020: 62% of lower division courses will be taught by tenured or tenure-track faculty.

b. Objective #2: The University maintains a competitive salary structure.

- (1.) Key Performance Indicator: Non-faculty title and salary reviews occur on a regular basis.
 - Target: University's non-faculty employees are reviewed on a rolling cycle every two years.
- (2.) Key Performance Indicator: Faculty salaries are evaluated on a regular basis.
 - Target: A revised faculty salary evaluation and compensation schedule is established.
- (3.) Key Performance Indicator: Faculty salaries are competitive with those at peer institutions as established through College and University Professional Association (CUPA) standards.
 - Targets:
 - AY 2013-2014: Median salaries are at 90% of peer institutions as established through CUPA standards.
 - AY 2015-2016: Median salaries are at 93% of peer institutions as established through CUPA standards.
 - AY 2020-2021: Median salaries are at 98% of peer institutions as established through CUPA standards.
- (4.) Key Performance Indicator: Staff salaries are competitive when measured against established benchmarks.
 - Targets:
 - AY 2011-2012: 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.
 - AY 2011-2020: 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.

c. Objective #3: The University fosters enrichment opportunities and support for faculty and staff.

- (1.) Key Performance Indicator: Professional development and enrichment opportunities are provided for staff.
 - Target: AY 2012-2013: Human Resources offers a minimum of 50 programs focusing on general and supervisor training and development for staff employees.
 - Target: AY 2012-2013: University staff have the opportunity to participate in a leadership development program through Human Resources or other off-campus opportunities.
 - Target: AY 2016-2020: University staff have the opportunity to participate in a leadership development program and additional online trainings provided by Human Resources or others.
- (2.) Key Performance Indicator: The University offers a variety of programs and opportunities to support faculty development.
 - Target: Faculty benefit from training in the use of technology to enhance the student learning process.
 - AY 2011-2012: Six “Lunch and Learn” workshops are offered in collaboration with E-Learning.
 - AY 2011-2012: A student self-assessment model for online students is created in collaboration with E-Learning.
 - AY 2012-2013: In collaboration with E-Learning, ten training sessions provide instruction in technology-enhanced teaching and learning.
 - A self-paced online teaching orientation course mirrors best practices and ASU’s distance education operating policy.
 - Target: AY 2015-2020: Faculty benefit from faculty development through Faculty Learning Commons and Professional Speakers.

d. Objective #4: The University recruits and retains a diverse cohort of faculty and staff.

- (1.) Key Performance Indicator: The University is committed to diversity in faculty and staff from underrepresented groups as it is to the student body as a whole.
 - Target: AY 2012-2013: The number of applications from faculty from underrepresented groups has increased by 10% over the baseline number of applications received in FY 2010.
 - Target: AY 2015-2020: Maintain a minimum of 25% of ASU faculty and staff from underrepresented groups.

e. Objective #5: The University recognizes faculty and staff achievements.

- (1.) Key Performance Indicator: Faculty and staff are recognized annually for exceptional teaching, research, and service.
 - Target: The University implements at least two annual recognition programs to celebrate faculty and staff achievements.

- Target: College-level awards recognize faculty for teaching, scholarly activity/creative endeavor, and leadership/service.

f. Objective #6: The University supports the educational goals of employees and their dependents.

(1.) Key Performance Indicator: Tuition assistance is available for dependents of employees.

- Target: AY 2012-2013: A feasibility study is completed.
 - Target: AY 2015-2016: An employee tuition exemption program has been established.
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MASTER GOAL #2: FACILITIES

The University provides and maintains facilities and services appropriate for the University's academic and co-curricular programs.

a. Objective #1: Existing facilities and equipment are updated on a regular basis to align with current disciplinary standards and evolving modes of teaching and learning.

- (1.) Key Performance Indicator: The University uses a technology replacement strategy to reduce total cost of ownership through targeted replacement.
 - Target: 95% of existing technology equipment in classrooms and computer labs, faculty and staff computers, and supporting technology infrastructure will continue to be replaced through a targeted cycle.
- (2.) Key Performance Indicator: The University upgrades and remodels academic learning spaces on a regular schedule.
 - Target: Four academic spaces per year (a combination of classrooms, study lounges, and/or office spaces) are identified and renovated.

b. Objective #2: The University maintains and updates its capital facilities plan on a regular basis.

- (1.) Key Performance Indicator: The facilities master plan is evaluated on an annual basis against enrollment trends and programmatic needs (both academic and non-academic).
 - Target: The facilities master plan evaluation is completed by May 1 of each academic year.
- (2.) Key Performance Indicator: Facilities are planned and/or updated to reflect documented needs of high growth programs and/or academic programs of distinction.

c. Objective #3: The University maintains a physical and operational campus environment in support of institutional mission.

- (1.) Key Performance Indicator: The University maintains and operates both E&G and residential facilities at a level that supports University goals for growth, retention, safety, and a quality learning environment and that meets or exceeds all aspects of SACSCOC standard 13.7.
 - Target: Physical Plant staffing and M&O budgets are maintained at a level that enables emergency, preventative, and routine facility operation and maintenance needs to be accomplished on a timely basis.
 - Target: Capital equipment utilized for physical plant operations is upgraded or replaced on a regular cycle that is consistent with best practices.
- (2.) Key Performance Indicator: The University maintains its facilities to keep deferred maintenance below 5% of the total value of the physical plant as established by the Texas Higher Education Coordinating Board.
 - Target: The University controls its deferred maintenance costs at a maximum of 1.5% annually.
- (3.) Key Performance Indicator: The University allocates its HEAF (Higher Education Assistance Funds) allotment in support of strategic initiative.

- Target: Annually, 30% of HEAF dollars are targeted for facility improvements, adaptations*, or deferred maintenance.

* A measure from the Texas Higher Education Coordinating Board referring to the renovation, or “adaptation,” of existing physical space to meet current needs; e.g., changing a traditional classroom into a technology-enhanced learning environment.

d. Objective #4: The University provides a healthy, safe and secure environment for all members of the campus community.

(1.) Key Performance Indicator: Programs, policies and procedures allow for the successful management of major emergencies that may threaten the continuity of campus operations.

- Target: During each biennium, one functional and one “table-top” drill focusing on the emergency operation plan will be enacted.

e. Objective #5: Technology services reflect the needs of the University community.

(1.) Key Performance Indicator: Surveys show a high rate of satisfaction with the adequacy of the technology services and resources.

- Target: On annual satisfaction surveys, a minimum of 75% of customers surveyed select “very satisfied” or “satisfied” with technology services and resources.

(2.) Key Performance Indicator: Key metrics of response time, availability, and objectives meet indicate effective delivery of services to the campus.

- Target: ASU technology services infrastructure will have an availability of 99.95%
- Target: 70% of customer service incidents are resolved within 24 hours.
- Target: 90% of objectives outlined in approved technology initiatives will be met.

(3.) Key Performance Indicator: A comprehensive technology infrastructure supports campus distance education/online learning goals.

- Target: A technology support plan aligns with the overall goals of the campus distance education plan and incorporates national trends and best practices from other online institutions.

f. Objective #6: University facilities are utilized as efficiently as possible.

(1.) Key Performance Indicator: The University’s classroom space usage efficiency score* shows continuous improvement.

- Targets:
 - AY 2011-2012: Score of 50
 - AY 2014-2015: Score of 66
 - AY 2019-2020: Score of 75

* 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.



MASTER GOAL #3: STUDENTS

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.

a. Objective #1: The University strategically manages its recruitment and retention goals.

- (1.) 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.
 - Target: AY 2011-2012: An enrollment management plan is implemented.
 - Target: The enrollment management plan is evaluated in relation to predictive modeling annually with the projection of incoming enrollment and retention indicators.

b. Objective #2: The University recruits students in accordance with goals established in support of Texas Tech University System (TTUS) goals.

- (1.) Key Performance Indicator: The University achieves fall head-count enrollments as established by TTUS.
 - Targets:
 - Fall 2012: 7,325
 - Fall 2015: 8,750
 - Fall 2020: 10,000
- (2.) Key Performance Indicator: Graduate programs of study contribute to institutional growth.
 - Targets:
 - Fall 2012: Graduate student enrollment is 12% of total enrollment.
 - Fall 2015: Graduate student enrollment is 15% of total enrollment.
 - Fall 2020: Graduate student enrollment is 20% of total enrollment without dual credit (15% of total enrollment with dual credit).

c. Objective #3: Students are retained through their academic careers and to graduation.

- (1.) Key Performance Indicator: First-year to second-year retention rates progress to meet or exceed the in-state peer group average.
 - Targets:
 - Fall 2012: 64%
 - Fall 2015: 66%
 - Fall 2020: 70%

d. Objective #4: The University maintains a diverse student body that reflects the demographics of the State of Texas.

(1.) Key Performance Indicator: The University is a Hispanic-Serving Institution*.

➤ Targets:

- Fall 2012: 28% of undergraduate FTE enrollment
- Fall 2015: 30% of undergraduate FTE enrollment
- Fall 2020: 35% of undergraduate FTE enrollment

** An initial indicator of HSI status is that 25% of undergraduate full-time equivalency enrollment (FTE) will be self-reporting as Hispanic.*

(2.) Key Performance Indicator: The University contributes in a positive manner to the State of Texas' TX 60X30 (previously: Closing the Gaps) college enrollment and completions initiative.

- Target: AY 2014-2015: The University achieves the Closing the Gap enrollment goal of 2,700 Hispanic students.
 - Target: AY 2016-2017: The University achieves 1,200 degrees awarded.
 - Target: AY 2018-2019: The University achieves 1,500 degrees awarded.
 - Target: AY 2019-2020: The University achieves 1,800 degrees awarded.
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MASTER GOAL #4: LEARNING

The University offers 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 the State of Texas initiatives and the marketplace.

a. Objective #1: The University provides exemplary undergraduate and graduate curricula to meet market and economic demands and to continue the growth of the institution.

- (1.) Key Performance Indicator: The University continues support and expansion of programs of distinction: Agriculture, Educator Preparation Programs, and Nursing.
- (2.) Key Performance Indicator: The University develops, as funding is available, new and existing programs with potential to become programs of distinction (see Attachment A, page 23).
- (3.) Key Performance Indicator: Colleges expand delivery of curricula through distance learning initiatives and collaborations with other higher education entities. (*Distance learning is defined as coursework delivered in its entirety on-line*).
 - Target: AY 2011-2012: A feasibility study focusing on transfer partnerships with Howard College is completed.
 - Target: AY 2014-2015: Total undergraduate and graduate on-line enrollments comprise 22% of total courses offered annually.
 - Target: AY 2019-2020: Total undergraduate and graduate on-line enrollments comprise 26% of total courses offered annually.
- (4.) Key Performance Indicator: The University offers dual credit courses as appropriate.
 - Target: AY 2012-2013: Expanded on-site dual credit offerings during the regular academic year are available through a partnership with the San Angelo Independent School District.
 - Target: AY 2015-2016: Expand dual credit to an off-site location, creating one off-site campus <25% offerings. Establish Dual Credit plans for additional off-site locations.
 - Target: AY 2017-2018: Create three off-site dual credit locations of >50% offerings.
 - Target: AY 2019-2020: Maintain accreditation standards of off-site locations and a off-site location plan for potential expansion.
- (5.) Key Performance Indicator: The University offers graduate programs in response to local, regional, national, and international needs.
 - Target: AY 2014-2015: A minimum of two new graduate programs are implemented.
 - Target: AY 2016-2017: A minimum of four total new graduate programs are implemented.
 - Target: AY 2019-2020: A minimum of six total new graduate programs are implemented.

- (6.) Key Performance Indicator: The University engages in a comprehensive and ongoing evaluation of its curriculum to assure its relevance and coherence.
- Target: AY 2011-2012: The curriculum is revised in accordance with Texas College Readiness Standards.
 - Target: AY 2012-2013: A comprehensive review of the core curriculum is completed.
 - Target: AY 2014-2015: The THECB core curriculum rules are implemented in relation to the ASU core curriculum assessment evaluations and have the approved list of courses from TCC.
 - Target: AY 2016-2017: Cycle review of curriculum and core curriculum assessment evaluation processes and feedback.
 - Target: AY 2018-2020: Biennial core curriculum assessment and annual program curriculum assessment continuous improvement plans maintain evaluation and revisions via the Academic Assessment Committee.
- (7.) Key Performance Indicator: The University attains program accreditation in disciplines as necessary and appropriate for continued excellence.
- Target: AY 2019-2020: AACSB accreditation is achieved (Association to Advance Collegiate Schools of Business).
 - Target: Other disciplinary and state accreditations are achieved as appropriate.
- (8.) Key Performance Indicator: Undergraduate students successfully achieve placement in post-baccalaureate educational programs and/or job placement related to degree, as measured by a survey of program graduates one year after graduation.
- Target: AY 2011-2012: Academic Affairs coordinates with Career Development in the establishment of a process by which to reliably collect this data from graduates and use the results to inform refinements to the curriculum.
 - Target: AY 2012-2013: The survey of graduates is implemented and data deemed statistically significant is collected for analysis and used in decision-making.
 - Target: AY 2016-2017: Survey of graduates assessed for effectiveness of survey tool. Once evaluated new or revised survey tool used.
 - Target: AY 2018-2019: Annual “First Destination Survey Report” created by academic area for further refinement of curriculum.
 - Target: AY 2019-2020: Reassess First Destination Survey and report for additional information needed and effectiveness.
- (9.) Key Performance Indicator: The University delivers its academic programs on an innovative schedule in order to address time-to-degree concerns, to meet student demands, and to increase operating efficiencies.
- Target: AY 2013-2014: The University implements a repeating eight-week cycle of courses for selected graduate programs delivered via distance education.
 - Target: AY 2014-2015: Undergraduate non-traditional students are able to complete a baccalaureate degree via a combination of evening and on-line courses.
 - Target: AY 2016-2020: The University implements and maintains 15 is new 12 advising initiatives, coaching, and FREE Summer Housing with full-time summer enrollment.

b. Objective #2: The University engages with the community to complement students' academic experiences.

- (1.) Key Performance Indicator: Community engagement experiences in support of the Quality Enhancement Plan are integrated into academic programs and affiliated coursework as appropriate.
- Target: AY 2011-2012: Sixty (60) academic programs include community engagement experiences in coursework and/or degree requirements.
 - Target: AY 2012-2013: The number of academic courses having community engagement activities has increased by 5% over AY 2011-2012.
 - Target: AY 2014-2020: Maintain or increase the 69 academic courses having community engagement activities.

c. Objective #3: The University provides a comprehensive program to support and advance transition into college life, undergraduate student learning, and individual academic success.

- (1.) Key Performance Indicator: A comprehensive plan addresses needs of entering freshmen.
- Target: AY 2011-2012: 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).
 - Target: AY 2016-2017: The University establishes a New Student Orientation (NSO) program that focuses on student transition into academic programs and communities.
 - Target: AY 2019-2020: The University has cohorted new incoming students during the orientation process. Students are pre-registered prior to orientation and receive their class schedules during transitional orientation programs. EAB is implemented and the application is downloaded during orientation for students.
- (2.) Key Performance Indicator: Freshmen participate in First-Year Experience classes and related activities.
- Target: AY 2013-2014: All freshmen enroll in an FYE class (USTD 1201) as a required course.
 - Target: AY 2014-2015: FYE class (USTD 1201) is reviewed for needed changes.
 - Target: AY 2016-2017: All freshmen enroll in the revised FYE class (GS 1181) as a required course.
 - Target: AY 2019-2020: FYE class (GS 1181) has enough course sections to get all freshman enrolled their first semester.
- (3.) Key Performance Indicator: All entering freshmen participate in mandatory academic and campus orientation prior to advising and registration.
- Target: AY 2019-2020: A revised academic orientation format, including on-line version, is available.
- (4.) Students report satisfaction with the quality of their academic advising.
- Target: In its biennial administration of the National Survey of Student Engagement (NSSE), the University reports student satisfaction with academic advising equal to or above national levels.

- (5.) Key Performance Indicator: Multiple programs assist students in achieving academic success.
- Target: AY 2011-2012: Supplemental Instruction's (SI) student cohort increases to 35% of all SI-supported courses.
 - Target: AY 2012-2013: SI support increases by 5% to cover more traditionally difficult courses (e.g., economics, physics, microbiology, pathophysiology).
 - Target: AY 2012-2013: 20% of TEAM referrals attend a face-to-face meeting with their advisors.
 - Target: AY 2016-2017: Assess the SI structure and offerings based on classroom need.
 - Target: AY 2017-2018: Establish a D/F/W report for addressing SI and tutoring offerings. Create a structured position in the Freshmen College to work with this area.
 - Target: AY 2019-2020: Identify courses with a DFW rate of 30% or higher and use the DFW report through continuous assessment to improve these rates.
- (6.) Key Performance Indicator: Students will benefit from specialized tutoring services and support programs.
- Target: AY 2011-2012: Improve student performance by 30% of the students utilizing tutoring services having more successful final course grades than prior to enlisting the support of tutoring services.
 - Target: AY 2014-2015: Improve student performance by 35% of the students utilizing tutoring services having more successful final course grades than prior to enlisting the support of tutoring services.
 - Target: AY 2016-2017: Establish the newly implemented Grades First system to measure use of the tutoring center and math lab. Adjust hours as appropriate and work to establish online software to create 24-7 tutoring.
 - Target: AY 2017-2018: Have the online tutoring software fully implemented with particular focus on tutoring areas that ASU does not have an on-site tutor for the course.
 - Target: AY 2019-2020: Continue to assess online and on-site tutoring for continuous improvement of student success.
- (7.) Key Performance Indicator: The University provides a coordinated developmental program.
- Target: The Developmental Plan is revised to align with any new requirements mandated by the Texas Higher Education Coordinating Board.

d. Objective #4: Members of the faculty conduct research and coordinate a wide variety of sponsored projects.

- (1.) Key Performance Indicator: The University supports proposals in scholarly activity and creative endeavor.
- Targets:
 - AY 2011-2012: 35 external submittals are posted.
 - AY 2014-2015: 32 external submittals are posted.
 - AY 2019-2020: 32 external submittals are posted.

- (2.) Key Performance Indicator: The University supports a dynamic program of scholarly activity and creative endeavor.
- Targets:
 - AY 2011-2012: \$2,500,000 in external dollars are expended annually.
 - AY 2014-2015: \$3,490,000* in external dollars are expended annually.
 - AY 2019-2020: \$2,300,000 in external dollars are expended annually.

*Federal earmark ended and substantial grant ended in 2015 and 2016.

- (3.) Key Performance Indicator: The University supports a dynamic program of faculty-sponsored undergraduate research/creative endeavor through the Undergraduate Scholarship Initiative.
- Target: AY 2011-2012: 20 faculty-sponsored undergraduate research grant applications are awarded.
 - Target: AY 2012-2013: Research grant applications awarded increase by 5% over AY 2011-2012.
 - Target: AY 2013-2014: Research grant applications awarded increase by 5% over AY 2012-2013.
 - Targets: Number of students involved in Undergraduate Research:
 - AY 2016-2017: 250
 - AY 2019-2020: 300

e. Objective #5: The University regularly evaluates all academic programs to assure continuous improvement.

- (1.) Key Performance Indicator: Academic departments regularly evaluate against THECB, institutional, and/or accrediting bodies' standards for performance.
- Target: AY 2011-2012: The revision of the academic program review process is completed.
 - Target: AY 2012-2013: The revised academic program review cycle begins.
 - Target: AY 2014-2020: Academic departments complete academic program reviews via their THECB graduate program review process, accrediting body review process and/or Strategic Planning Online continuous review process.
- (2.) Key Performance Indicator: All academic department and academic units implement a continuous cycle of assessment measures that provide ongoing evaluation of student learning outcomes.
- Target: AY 2011-2012: Each academic program has implemented a systematic and repeatable approach to assess the extent to which the program achieves student learning outcomes.
 - Target: AY 2012-2020: Each academic department provides, on an annual cycle, evidence of improvement based on analysis of student learning assessment results.

f. Objective #6: Students' persistence and achievement are enhanced through experiences in leadership development and life management.

- (1.) Key Performance Indicator: Students' co-curricular experiences focus on professional growth and career preparation.

- Target: AY 2011-2012: The Center for Student Involvement provides students with at least 75 programming opportunities to develop managerial, interpersonal, and analytical skills that are transferable to the workplace.
 - Target: At least 90% of the students completing the Leadership Development program assume campus leadership roles.
- (2.) Key Performance Indicator: Students are assisted by a full spectrum of services related to career exploration and development.
- Target: AY 2011-2012: Career Development coordinates with Academic Affairs in the establishment of a process by which to reliably collect data from graduates and uses the results to improve services offered.
 - AY 2012: Survey form developed, implemented, and final report.
 - AY 2013: Evaluate and edit survey, re-implement, and final report.
 - Target: AY2012-2013: Career Development increases its career-oriented programming by an additional eight events.
 - Target: AY 2012-2013: Career Development assesses the efficacy of career planning efforts through the implementation of an annual survey and report.
 - In its biennial administration of the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI), the University reports the mean scores from a diverse sample of students maintaining statistically similar or greater than the means from National 4-year public institutions.
 - Target: Career Development will increase awareness of services (Baseline: 57%) and adequate services (Baseline: 66%) as indicated in the survey
 - i. AY 2017-2018: Awareness of Service: 65%, Adequate Services: 70%
 - ii. AY 2019-2020: Awareness of Service 80%, Adequate Services: 80%
- (3.) Key Performance Indicator: Support services facilitate student transition and retention.
- Target: AY 2011-2012: New transfer students participate in orientation and transition programs specifically designed for them.
 - Target: AY 2011-2012: Housing and Residential Programs will develop learning objectives in support of Sophomore Year Experience.
 - AY 2014-2015: Living Learning Communities established for first and second year students.
 - AY 2017-2020: 3 Living Learning Communities focusing on the Sophomore Year Experience established.
 - Target: AY 2012-2013: The specific needs of student veterans are addressed as the result of a needs assessment and the implementation of additional veteran-specific services.
 - AY 2014-2015: Veterans Center is fully implemented including a dedicated Director.
 - AY 2017-2020: Veterans Center is tracking Veterans use and accessing services need continuous improvement.

g. Objective #7: Students understand and appreciate the diversity of cultural and human experiences.

- (1.) Key Performance Indicator: Students engage in meaningful experiences in multiple dimensions of diversity.
 - Target: The Center for Student Involvement sponsors or co-sponsors four programs annually focusing on diversity issues and/or awareness.
- (2.) Key Performance Indicator: Students demonstrate self-knowledge and awareness of personal beliefs and values as related to cultural awareness.
 - Target: AY 2011-2012: Multiple units of Student Affairs and Enrollment Management (e.g., Center for Student Involvement, Residential Programs) collaborate on campus-wide programs, both within the residence halls and on the broader campus, which focus on interaction with other cultures.
 - In its biennial administration of the National Survey of Student Engagement (NSSE), the University reports the mean scores from first-year students and seniors on diversity “understanding people of other backgrounds (economic, racia/ethnic, political, religious, nationality, etc) with the Seniors maintaining statistically similar or greater than the means from ASU’s comparison group.
 - Target: First-year students 2.8 or above and Seniors 3.0 or above.

h. Objective #8: Students experience active involvement and social integration within and beyond the University.

- (1.) Key Performance Indicator: Students demonstrate awareness of social and civic responsibility.
 - Target: At least three site opportunities are annually available to students who desire a hands-on experience in working with diverse socio-economic populations.
 - (2.) Key Performance Indicator: Students engage in purposeful service to the community.
 - Target: AY 2011-2012: Student organizations report at least 5,000 hours of community service activities.
 - Target: Student organizations report at least 6,500 hours of community service activities annually.
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MASTER GOAL #5: ENVIRONMENT

The University maintains a supportive, helpful environment for students, faculty, staff, community, and alumni.

a. Objective #1: Students express satisfaction with the quality of their education and affiliated services.

- (1.) Key Performance Indicator: Students' satisfaction with Angelo State University increases from their freshman year to their senior year.
 - Target: In its biennial administration of the National Survey of Student Engagement (NSSE), the University reports that the mean scores from first-year students and seniors on the Supportive Campus Environment (SCE) items on the NSSE are statistically similar to or greater than the means from ASU's comparison group.
- (2.) Key Performance Indicator: Students report satisfaction with the quality and scope of career development services and counseling.
 - Target: In its biennial administration of the National Survey of Student Engagement (NSSE), the University reports student satisfaction with career advising equal to or above national levels.

b. Objective #2: Faculty and staff have positive perceptions of their working environment.

- (1.) Key Performance Indicator: University employees express satisfaction with overall working climate and conditions.
 - Target: On the biennial survey of workplace attitudes sponsored by the Chronicle of Higher Education, at least 75% of faculty and staff respond positively (the highest two ratings on a five-point scale) in the categories of Job Satisfaction/Support and Pride.

c. Objective #3: Library resources and services reflect the needs of the University community.

- (1.) Key Performance Indicator: ASU community users report a high rate of satisfaction with the adequacy of the library's services and resources.
 - Target: On user satisfaction surveys, users rate the library on selected services and resources at an average of 3.75 or higher (on a five point Likert scale where a response of 5 indicates "very satisfied" with library services and resources).

- (2.) Key Performance Indicator: The University meets or exceeds the national averages and those for a selected group of stretch peer institutions* on “total staff per 1,000 FTE students” and “librarians and other professional staff per 1,000 FTE students.”

➤ Targets:

- Total staff:
 - i. AY 2011-2012: 6.2
 - ii. AY 2014-2015: 7.0
 - iii. AY 2019-2020: 8.0
- Librarians/Professional Staff
 - i. AY 2011-2012: 1.9
 - ii. AY 2014-2015: 2.2
 - iii. AY 2019-2020: 2.3

* Peer institutions selected for this measurement include Indiana State University (IN), Murray State University (KY), Southeast Missouri State University, Stephen F. Austin State University (TX), University of Central Missouri, and Valdosta State University (GA).

d. Objective #4: The University promotes and supports activities that position it for positive perception and feedback from the community.

- (1.) Key Performance Indicator: The University is involved with activities in partnership with or inclusive of other community organizations.

- Target: AY 2012-2013: At least 25 activities, programs, or events meeting these parameters are documented.
- Target: Carnegie Community Engagement Classification is achieved.

e. Objective #5: The University promotes and supports wellness initiatives for the entire campus community.

- (1.) Key Performance Indicator: Multiple organizations within the University collaborate to provide integrated, cost-effective technical expertise and services to support campus-wide wellness for students and employees.

- Target: AY 2011-2012: Campus-wide wellness goals are established.
- Target: AY 2012-2013: Nine University organizations document engagement in an integrated initiative to achieve wellness goals for the campus.
- Target: AY 2014-2015: University Recreation will work with university organizations to establish a cost effective wellness initiative for recreational facility access.
- Target: AY 2017-2020: Enhance recreation programming to include faculty, staff, students and community (a minimum of 4 large special programs per year).



MASTER GOAL #6: PARTNERSHIPS

The University develops and enhances external partnerships, collaborations, and funding opportunities.

Also see Master Goal #4, Objective 4, for related goal on faculty research and sponsored projects.

a. Objective #1: The University achieves national recognition for its initiatives in support of community-engaged active learning.

- (1.) Key Performance Indicator: The University attains the Community Engagement Elective Classification under the auspices of the Carnegie Foundation for the Advancement of Teaching.
 - Target: AY 2014-2015: The University achieves the elective classification in the 2015 review cycle.
- (2.) Key Performance Indicator: The Center for International Studies offers programs geared to complement community engagement initiatives.
 - Target: AY 2012-2013: The Center will commence assessment of program requirements in order to achieve accreditation for an intensive language learning program by 2016.
 - Target: AY 2012-2020: The Center will review services provided by the Passport Office annually in order to offer the highest responsive service to the public.

b. Objective #2: University centers and institutes provide opportunities for partnerships at the local, regional, national, and international levels.

- (1.) Key Performance Indicator: The Center for Community Wellness, Engagement, and Development (“the WED Center”) and its component initiatives engage in partnerships that advance its mission of service.
 - Target: AY 2011-2012: A needs assessment is completed regarding opportunities for development of partnerships with local non-profit agencies and organizations.
 - Target: AY 2013-2014: The WED Center maintains an official partnership with Texas Tech University Health Science Center F. Marie Hall Institute for Rural and Community Health and the Garrison Institute on Aging for the purpose of developing collaborative programs and initiatives.
 - Target: The WED Center furthers outreach and engagement:
 - AY 2014-2015: Reaches 8,000
 - AY 2015-2016: Reaches 16,000
 - AY 2017-2020: Reaches 20,000
- (2.) Key Performance Indicator: The Center for Security Studies (CSS) engages with students, faculty, and the community to provide opportunities for engaged learning.
 - Target: AY 2012-2013: At least two critical emerging language learning programs (Arabic, Chinese) are established.

- Target: AY 2012-2013: Partnerships with key agencies in the Department of Defense, Department of Homeland Security, and state/local law enforcement agencies are established.
 - Target: AY 2012-2013: The Center offers, on an annual basis, at least five collaborative education events (e.g., symposia, speakers' series, and co-hosted courses with national, state, and local agencies).
- (3.) Key Performance Indicator: The Small Business Development Center facilitates external partnerships and collaborations in San Angelo and throughout the Concho Valley.
- Targets:
 - AY 2011-2012: A fully functioning and funded Rural Business Advising Program provides economic and community development assistance to the ten counties of the Concho Valley.
 - AY 2011-2012: The Small Business Development Center is co-located within the Business Resource Center (BRC) in order to facilitate partnerships and collaborations with other economic development entities.
 - AY 2014-2015: Evaluate BRC partnerships for continuous improvement collaborations.
 - AY 2017-2020: Establish integral role in the Business Incubator (recruiting clients, transitioning them through incubator processes) and creating strategic initiative plans to enhance and grow Small Business Development Center for the development of faculty and students.
- (4.) Key Performance Indicator: The Center for International Studies facilitates partnerships with international institutions of higher education in order to expand learning opportunities for students.
- Target: AY 2012-2013: The Center expands its roster of affiliated institutions by 10%.
 - Target: AY 2012-2013: The Center for International Studies will increase Host Family community involvement by 10%
 - Target: Host Family program transitions to community organizations in support of ASU.
- (5.) Key Performance Indicator: A center for community-engaged active learning supports the University's efforts to support and advance community engagement in accordance with the institution's Quality Enhancement Plan.
- Target: AY 2013-2014: A center is fully open, staffed, and funded.
- c. Objective #3: Community engagement activities provide opportunities for positive interaction between and among University and community groups.**
- (1.) Key Performance Indicator: Faculty, staff, and students participate in outreach and engagement activities.
- Target: AY 2012-2013: At least 100 faculty and/or staff members document their community engagement activities.
 - Target: AY 2013-2014: Students engage in the community in support of service learning principles, as documented in the tenets of the Quality Enhancement Plan through the creation of the Community and Volunteer programs through Center for Student Involvement.

- Target: The Small Business Development Center partners with regional businesses to provide service learning and outreach experiences for ASU students and faculty.
 - AY 2011-2012: 8 coordinated service learning projects involving ASU faculty and students with community businesses and economic development entities
 - AY 2014-2015: 12 coordinated service learning projects involving ASU faculty and students with community businesses and economic development entities
 - AY 2019-2020: 16 coordinated service learning projects involving ASU faculty and students with community businesses and economic development entities.

 - (2.) Key Performance Indicator: Students enrolled in the programs of the College of Health and Human Services* engage in outreach hours through a variety of community agencies and organizations.
 - Targets:
 - AY 2011-2012: 300 students
 - AY 2014-2015: 360 students
 - AY 2019-2020: 432 students
- *Academic programs within the College include Nursing, Physical Therapy, Athletic Training, Kinesiology, Psychology, Sociology, and Social Work.*
- (3.) Key Performance Indicator: The Center for Community Wellness, Engagement, and Development (the WED Center) and its component initiatives sponsor education programs and provide research opportunities.
 - Targets: Educational programs benefit the campus community, the residents of San Angelo, and the Concho Valley region.
 - AY 2011-2012: 5 programs presented
 - AY 2014-2015: 8 programs presented
 - AY 2019-2020: 10 programs presented

 - (4.) Key Performance Indicator: The Center for Community Wellness, Engagement, and Development (the WED Center) provides undergraduate and graduate research opportunities through its Community Development Initiative Community Research Services.
 - AY 2011-2012: A minimum of 10 undergraduate students and 5 graduate students participate in research projects
 - AY 2014-2015: A minimum of 20 undergraduate students and 8 graduate students participate in research projects
 - AY 2019-2020: A minimum of 25 undergraduate students and 10 graduate students participate in research projects

 - (5.) Key Performance Indicator: Local and regional K-12 students participate in outreach and engagement activities sponsored by the University.
 - Target: AY 2011-2012: At least fifty instances of University/community outreach focusing on K-12 students are documented (7,000 participants).

- Target: Number of documented K-12 students participating in Outreach & Engagement activities:
 - AY 2017-2018: 8,000
 - AY 2019-2020: 10,000

c. Objective #4: The University manages an active program in fundraising and institutional development.

(1.) Key Performance Indicator: The University maintains an endowment that supports the institution.

➤ Targets*:

- AY 2011-2012: \$120,000,000 in total endowment dollars
- AY 2014-2015: \$125,000,000 in total endowment dollars
- AY 2019-2020: \$150,000,000 in total endowment dollars

** inclusive of the Carr Foundation*

(2.) Key Performance Indicator: The University actively and successfully solicits donations and bequests from institutional supporters.

➤ Targets:

- AY 2012-2013: Complete the Angelo State University \$35 million Campaign
 - AY 2012-2013: Professorships and Chairs: Five endowed
 - AY 2014-2017: \$5,000,0000 annually
 - AY 2017-2019: \$8,000,000 annually
 - AY 2019-2020: \$10,000,000 annually
-



MASTER GOAL #7: CONTINUOUS IMPROVEMENT

Within an integrated planning and resource allocation model, the University regularly assesses and evaluates all institutional functions and programs to assure continuous improvement and to maximize efficiencies.

Also see the Vision 2020 Plan for Academic Programs and Initiatives (Academic Goal #5) for related goal on student learning assessment within academic programs.

a. Objective #1: The University achieves its mission within an integrated strategic planning process that centers on accountability and data-driven decision-making in support of resource allocation.

(1.) Key Performance Indicator: All budget entities on campus use Strategic Planning On-Line (SPOL) to enter budgets, track planning goals, and post results of assessment.

- Target: AY 2012-2013 (FY2014 budget cycle): A fully-integrated planning process within SPOL is in place, measured by 100% of all budget enhancements demonstrating a linkage to planning objectives (and student learning outcomes where appropriate), coupled with evidence of consistent review throughout all stages of the process.
- Target: Align planning with the ASU organization chart to maintain a fully-integrated continuous improvement planning process with budget enhancements demonstrating linkages to planning goals.

b. Objective #2: The University engages in an ongoing program of continuous improvement.

(1.) Key Performance Indicator: The University periodically monitors and assesses its compliance with institutional accreditation standards as established by the Southern Association of Colleges and Schools—Commission on Colleges.

- Target: The University establishes a standing accreditation oversight committee with Chairs and Committees established in the review and written processes of accreditation standards, policies, and activities.
- (2.) Key Performance Indicator: The University adheres to state and national best practices in comparison to national surveys.
- Target: AY 2012-2013: A self-study of services that promote student learning and development is completed in accordance with the Council for the Advancement of Standards in Higher Education.
 - Target: The University identifies the national surveys for best practice comparisons and sends notices to key administrators and planning units to use in their continuous improvement plans through SPOL planning.

ATTACHMENT A



Angelo State University Programs of Distinction

Overview

Angelo State University recognizes “programs of distinction” that contribute to the University’s tradition of teaching excellence at all levels and that exhibit institutional strengths and distinctiveness that set ASU apart from other regional comprehensive colleges and universities. In identifying such programs, the University also makes progress toward recommended strategic initiatives identified by the Texas Tech University System, the Texas Higher Education Coordinating Board, and the Vision 2020 Strategic Plan for Angelo State University. The process of identifying these programs includes both an overarching definition as well as measurable criteria used to guide the analysis and decision making regarding the identification and development of such programs.

Definition

A program of distinction displays excellence in its course of study, student achievement, relationship to the University’s mission, and the reputation and achievements of the program as a whole when compared to other peer programs.

Criteria

These measurable criteria set each program apart from its competitors. These criteria should be viewed not as a checklist, but as a whole to aid in the identification and validation of “programs of distinction.”

1. Structural Excellence

- a. Steady or increasing enrollments of majors have been maintained for the past five years.
- b. Scores on standardized tests or certification exams, if applicable, are equal to or surpass the state/national average.
- c. The program’s rate of retention and perseverance to graduation is at least 10% above internal and external averages.
- d. The program attains and maintains appropriate state/national accreditations, if applicable.

2. Faculty

- a. Faculty distinguish themselves through exemplary teaching, scholarly activity/creative endeavor, and leadership/service appropriate to the discipline.
- b. A faculty succession plan for each academic department addresses both short-term issues (e.g., resignations, retirements) and provides guidance for future changes in disciplinary focus, student demand, and/or emerging theories/structures.

3. Program Distinctiveness

- a. The “points of distinction” of the program are clearly defined and are made a part of all components of the program’s operation.

“Points of distinction” may focus on such areas as:

- (1.) Comprehensive scope of program offerings;
 - (2.) Relevance of the program (e.g., maintenance of up-to-date curriculum to keep abreast of changes in the field of study that students need to be prepared after college);
 - (3.) Pure and applied research (faculty, undergraduate, and/or graduate);
 - (4.) Community outreach and engagement;
 - (5.) Contributions to the field on a national level;
 - (6.) Demand.
- b. The program responds to external demand, as characterized by any of the following:
 - (1.) Projected vitality of the program’s focus over the next several years, or even decades;
 - (2.) Projected national needs;
 - (3.) Growth potential as component of workforce projections;
 - (4.) Level of student interest (current, past, and projected future);
 - (5.) Uniqueness of the program or its institutional assets compared to other Texas/southern/U.S. universities;
 - (6.) Real and perceived competitors in other Texas/southern/U.S. universities.
 - c. “Points of distinction” are continually reaffirmed through the academic program review process and specifically through evaluation by external reviewers.

4. Program Delivery

- a. The academic program uses technology in its delivery (e.g., distance education, blended courses, “smart” classrooms) in response to current demands and expectations of students.
- b. Faculty understands pedagogic concepts and are able to respond in a positive manner to learning needs.

5. Achievements in Student Learning

- a. The department has clearly defined learning goals, written in action-oriented language. Connections to the University's undergraduate institutional learning goals are clear.
- b. Curriculum mapping shows where students gain content knowledge and provides a guide for continuous content review and improvement.
- c. Minimum standards for competency in the discipline are clearly defined. A "capstone process" exists by which candidates for graduation demonstrate to the faculty that minimum standards have been met.
- d. A student learning assessment plan outlines steps for the ongoing evaluation of learning outcomes. A record-keeping system assures that "closing the loop" on assessment is an ongoing priority (i.e., using the results of assessment to provide continuous improvement to the academic program and to student learning).
- e. Students demonstrate their proficiency in written, verbal, computational, and/or analytical skills related to program content.

6. Support for Students

- a. Expectations of the program (e.g., student preparation, learning outcomes, rigor of coursework) are clearly communicated to students and potential students.
- b. Advising within the discipline is well-organized and supportive to both majors and prospective majors.
- c. Adequate support exists to help students attain mastery in core concepts.

7. Student and External Opinions

- a. Students and alumni indicate satisfaction with their education.
- b. Alumni perceive their education to have been applicable to their choice of profession.
- c. Students and alumni rate favorably faculty expertise, teaching, and commitment to students.
- d. Employers and graduate schools perceive favorably the level of preparation provided.

8. Economic Viability

- a. The cost of the program is relative to societal and student demand.
- b. The program demonstrates potential for financial support through State funding, external fundraising, or both.
- c. Little or no additional investment is required to improve significantly the quality of the program. If additional investment is required, the department has identified potential sources and works with the administration to secure funding.

ATTACHMENT B

The Relationship between ASU's Mission Statement and VISION 2020

An effective mission statement should include three fundamental tenets*:

1. **PURPOSE:** the fundamental reason for existence
2. **VALUES:** Principles and beliefs that guide the work of the organization
3. **BUSINESS:** What the organization is doing to demonstrate achievement of purpose and promulgation of values

These tenets are clearly defined in Angelo State University's 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.

Barometers of achievement of the mission statement are identified by the seven master goals of VISION 2020:

1. The University recruits, retains, and recognizes diverse, high-quality faculty and staff.
2. The University provides and maintains facilities and services 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 offers 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 within an integrated planning and resource allocation model to assure continuous improvement and to maximize efficiencies.

The table on the next page illustrates the linkage between the core components of the mission statement and the seven master goals of VISION 2020.

This component of the mission statement...	...is supported by these Master Goals.
<p><i>“delivers undergraduate and graduate programs in the liberal arts, sciences, and professional disciplines” (the University’s <u>business</u>)</i></p>	<p>(1) The University recruits, retains, and recognizes diverse, high-quality faculty and staff.</p> <p>(2) The University provides and maintains facilities and services appropriate for the University’s academic and co-curricular programs.</p> <p>(4) The University offers 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> <p>(6) The University develops and enhances external partnerships, collaborations, and funding opportunities.</p>
<p><i>“learning-centered environment distinguished by its integration of teaching, research, creative endeavor, service, and co-curricular experiences” (the University’s <u>values</u>)</i></p>	<p>(1) The University recruits, retains, and recognizes diverse, high-quality faculty and staff.</p> <p>(2) The University provides and maintains facilities and services appropriate for the University’s academic and co-curricular programs.</p> <p>(4) The University offers 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> <p>(5) The University maintains a supportive, helpful environment for students, faculty, staff, community, and alumni.</p> <p>(6) The University develops and enhances external partnerships, collaborations, and funding opportunities.</p> <p>(7) The University regularly assesses and evaluates all institutional functions and programs within an integrated planning and resource allocation model to assure continuous improvement and to maximize efficiencies.</p>
<p><i>“prepares students to be responsible citizens and to have productive careers” (the University’s <u>purpose</u>)</i></p>	<p>(1) The University recruits, retains, and recognizes diverse, high-quality faculty and staff.</p> <p>(4) The University offers 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> <p>(5) The University maintains a supportive, helpful environment for students, faculty, staff, community, and alumni.</p> <p>(6) The University develops and enhances external partnerships, collaborations, and funding opportunities.</p> <p>(7) The University regularly assesses and evaluates all institutional functions and programs within an integrated planning and resource allocation model to assure continuous improvement and to maximize efficiencies.</p>

Please note: 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.

* The concept of three components of a mission statement is attributed to Janel M. Radtke (1998), *Strategic Communications for Non-Profit Organizations: Seven Steps to Creating a Successful Plan*.