FIVE YEAR PLAN: 2011-2015
Imperatives, Goals and Action Plans

IMPERATIVE 1: **Develop and maintain the processes, programs, and facilities necessary to provide our students with a superior, student-centered learning environment consistent with the university's mission and core values.**

Goal 1.1: Consistent with the core values of the University, develop nationally and regionally prominent academic programs and elevate the University to Tier 1 in the *U.S. News and World Report* rankings.

In the latest ranking of U.S. News and World Report Master Level Universities and Colleges in the West, WTAMU was ranked 80th which places WTAMU in the 1st Tier. In addition, WTAMU was ranked as one of the top 30 Public Master Level Universities and Colleges in the West; and the 5th highest among the Public Master Level Universities and Colleges in Texas. The College of Business is ranked in the most recent *U.S. News & World Report* listing of online graduate business programs. Specifically, the college's on-line graduate programs are ranked 3rd highest in the State of Texas, and 27th overall in the nation. Last year, it was ranked 56th in the nation. (In Texas only UT Dallas and University of North Texas are ranked above WTAMU.)   The WTAMU on-line graduate nursing program was ranked 41st in the nation by *U.S. News & World Report,* the 7th highest in the State of Texas. WTAMU's online RN to BSN curriculum was recognized by OnlineU 2014 Most Affordable Colleges as being the 9th most affordable program in the United States. WTAMU online bachelors program in business was recognized as the 13th most affordable program in the nation by OnlineU 2014 Most Affordable Colleges. In addition for the fifth consecutive year WTAMU was named one of the 2014 top military-friendly universities by *G.I. Jobs magazine,* and for the third consecutive year *Military Advanced Education* Top Military Friendly University.

Strategy 1.1.1: Seek the highest level of accreditation that is deemed appropriate for all programs that have accrediting bodies.

Responsible Persons: Provost and academic deans

FY 2013 – 2014

Mechanical Engineering was fully accredited by ABET.

College of Business has achieved Association to Advance Collegiate Schools of Business (AACSB) and ABET Computing Accreditation in recent years.

Educator preparation program and graduate programs in education admitted to candidacy by the Council for the Accreditation of Educator Preparation;

Continued full accreditation of the undergraduate and graduate programs in Social Work by the Council on Social Work Accreditation

Initiated accreditation of the school psychology program by the National Association of School Psychologists

Athletic Training – Commission on Accreditation of Athletic Training Education (CAATE).

Communication Disorders – American Speech-Language Hearing Association (ASHA). Site visit scheduled for spring 2015.

Nursing – Commission on Collegiate Nursing Education (CCNE); Texas Board of Nursing.

Theatre received accreditation from the National Association for Schools of Theatre (NAST) in March of 2014.

Communication received reaccreditation from the American Communication Association (ACA) in April of 2014.

Music continues to be accredited by the National Association for Schools of Music (NASM).

Strategy 1.1.2: Working with the University Curriculum Committee, Faculty Senate, and Council of Deans identify three academic programs to be developed as Centers of Excellence.

Responsible Persons: Provost and academic deans

FY 2013 – 2014

Established the WTAMU Center for Learning Disabilities - a "Center of Excellence"

Strategy 1.1.3: Working with the Office of Nationally Competitive Scholarships, ensure at least eight students per year apply for a nationally competitive scholarship such as Goldwater, Truman, Rhodes, Mitchell, or Marshall.

Responsible Persons: Provost and academic deans

FY 2013 – 2014

Recipients: Alex Montoya (FAH) – Gilman; Gabriel Miranda (ASE) – REU

Pending: Jonathan Picker (ASE) – Gilman

Applications: Ceci Hernandez (ESS) – Fulbright; Krysta Wolken (NHS) – Fulbright; Mayra Gomez (COB) – Gilman; Evan Elms (ASE) – REU; Clinton Henroid (ASE) – Vet application (accepted, Scotland)

Incomplete: Philip Vasquez (ESS) – Gilman; Rylee Sharp (FAH) – Fulbright UK; Carolyn Doyle (GRAD) – Fulbright; Tiffany Starghill (ASE) – Med school prep work

Applicants from the previous academic year - applied in Spring 2013 for Fall 2013 awards: Valeria Rodriguez (ASE) – Gilman Winner; Daniella Fiero (FAH) – Gilman applicant

The Honors Program is collaborating with Nationally Competitive Scholarships to promote these opportunities among the honors students. Laura Seals spoke to the Honors Freshman Seminar in Fall 2013 and hosted a movie night for all honors students in spring 2014.

Strategy 1.1.4:   Review and revise as necessary the annual budget each year to appropriate adequate funds for the expenses associated with accreditation processes and the addition of faculty, staff, library resources, facilities and/or equipment necessary to meet accreditation standards.

Responsible Persons: President, Provost, Chief Financial Officer, and academic deans

FY 2013 – 2014

Differential tuition in College of Business and School of Engineering and Computer Science provides support for critical expenses associated with the maintenance of accreditation.

Secured additional M&O funding in the Department of PSSW for expenses directly related to CSWE accreditation of the social work program; developed proposals for the implementation of

accreditation enhancement fees in social work and education which were approved in May 2014 to be implemented fall of 2014.

Proposal for differential tuition in Communication Disorders was prepared by the department in AY 14.

During the annual budget hearing process, college deans may request additional resources to cover expenses incurred due to existing accreditation requirements or those expenses incurred in pursuit of accreditation. These requests are considered and if approved, are generally met through fee increases or new fee implementation.

Strategy 1.1.5: Ensure institutional non-personnel operating budgets per student credit hour for each college are maintained at a level at least equal to the median institutional non-personnel operating budgets per student credit hour for respective colleges at peer group schools.

Responsible Persons: President, Provost, Chief Financial Officer, and academic deans

FY 2013 - 2014

Strategy not yet achieved.

Goal 1.2: Develop new academic programs and/or offer academic programs in area communities to meet local, regional and state workforce needs.

- **Baccalaureate in Health Sciences now has nearly 90 majors.**
- **Planning stages to develop MSN in Holistic Nursing**
- **Texas Tech University Health Sciences Center Physician Assistant Program: Assisted with the placement of 13 students to perform clinical rotations at Amarillo and rural health care facilities in the top twenty counties of the Panhandle as part of the professional education. These 13 students completed 61 six week rotations for a total of 14,640 hours.**
- **Amarillo College Center for Continuing Healthcare Education. Provided continuing education credits for nurses, social workers, counselors, nursing home activity directors and other disciplines through a series of 17 programs to 938 individuals.**
- **Panhandle AHEC had 5,948 contacts with high school students in the top 20 counties of the Panhandle via classroom presentations, College Days events, MASH Summer Camps, job shadowing, Youth Health Service Corps programs, and the Top of Texas Career Expo.**

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Strategy 1.2.1:   Expand offerings at the newly established Amarillo Center to achieve a headcount enrollment of 1,750 students by Fall 2014.

Responsible Persons: Provost and academic deans

<u>**FY 2013 – 2014**</u>

Located the office for the "WTAMU Center for Learning Disabilities" with full-time, externally funded community liaison to the Amarillo Center; continued program offerings at Amarillo Center including all courses in the graduate program in social work.

Developing plans to re-locate several academic programs to the new Amarillo Center when it opens in Fall 2015.

Semester	# of Courses Offered	Enrollment	Unduplicated Enrollment
Fall 09	51	915	761
Spring 10	62	974	781
Fall 2010	54	847	643
Spring 2011	63	1160	883
Fall 2011	57	1024	719
Spring 2012	58	891	671
Fall 2012	58	841	651
Spring 2013	47	632	473
Fall 2013	49	722	537
Spring 2014	42	533	392

Strategy 1.2.2:   Commence by Spring 2010 offering ITV courses to multiple locations across the top 26 counties.

Responsible Persons: Provost and academic deans

<u>**FY 2013 – 2014**</u>

Fall 2013: 6 ITV courses offered to multiple locations across Texas, with total ITV enrollment of 24; Spring 2014 5 ITV classes offered to multiple locations across Texas with total ITV enrollment of 28.

Strategy 1.2.3:   Academic departments will develop new programs and/or develop new delivery methods for existing programs to better meet the needs of students and support the State's *Closing the Gaps* initiative. At least

three new programs per year will be approved in the Division of Academic Affairs.

Responsible Persons: Provost and academic deans

FY 2013 – 2014

RN to BSN online degree program put into place.

Added Environmental Engineering in Fall 2013.

Fully implemented accelerated bachelor's to master's degree program in criminal justice.

Implemented accelerated bachelor's to master's degree program in History.

Strategy 1.2.4: By Fall 2011, increase to at least 12 (double current number) the number of academic programs (as opposed to stand-alone courses) offered on-line.

Responsible Persons: Provost, academic deans, department heads, and the Distance Learning Advisory Committee

FY 2013 – 2014

RN to BSN online degree program created.

MSN (comprehensive track) online degree program created.

MS in Finance & Economics (MSFE) online degree program in place.

Increased online course offerings in graduate programs in school counseling and LPC with goal of offering majority of programs online.

Strategy 1.2.5: Develop courses and/or programs tailored for delivery to active duty military personnel and National Guard and Air Force, Army, Navy, and Marine Reserve members.

Responsible Persons: Vice President for Enrollment Management

FY 2013 - 2014

No action taken specific to this population, although the expansions of online and continuing education programs provide an appealing option for active duty personnel.

Goal 1.3:   Enrich the educational experience through engaging curricular and co-curricular learning opportunities.

Some examples from the College of Nursing and Health Sciences: Health Care for the Homeless at Guyon Sanders Resource center; Health Fairs at United Supermarkets; WT Health and Wellness Fair; Speech-Hearing Clinic, Health Partners Clinic; contracts with multiple school districts to provide speech services; MS Walk; JDRF Walk.

During the academic year nine courses were held at the museum with 350 students served.

The museum is currently working on the Don D. Harrington Petroleum Wing renovation project that will position the museum for organized growth and expansion that better serves students, faculty, and the general public.

The art, history, and archeology departments presented important exhibits and followed the exhibit plan. Exhibits and programs presented include:
- *Texas Impressionism: Branded with Brushstroke and Color*
- *Another Day, Another Dollar: The Legacy of the CCC in the Texas Panhandle*
- *Bob Walters: Cowboy, Horseshoer, Photographer*
- *Taste Makers on the Southern Plains: Furniture and Decorative Arts from the Bugbee Collection*
- *American Indian Treasures: The Dr. Charles E. Linck and Dr. Ernestine P. Sewell Linck Collection*
- *U.S. Military Uniforms from the Permanent Collection*
- *Weather Photos*
- *Wild and Wacky Weather on the Panhandle Plains*
- *Recent Acquisitions*
- *Drawings from the Permanent Collection*
- *All Aboard: Trunks and Grips from the Collection*
- *Lucien Abrams: Texas Impressionist*
- *American Indian Art from the Susan J. Allen Collection*
- *Gems of the Plains*
- *Madonnas of the Prairi: Depictions of the American West*
- *High Fashion on the High Plains*
- *Girls of the Golden West: Photographs from the Permanent Collection*

- *Olive Vandruff: Artist of the American West*
- *Remnant Trust* **lectures, tours, and exhibits;** *The Making of Collecting Art History* **exhibit program***; Collecting Art History; Taste on the Southern Plains* **lecture;** *Archeology Day; Panhandle-Plains Art Show; Week of the Young Child; Night at PPHM* **for WT students;** *Celebrating Cowboys and Conversation: National Day of the American Cowboy; Art History with the Scholars* **lecture;** *Drawing Experience; Constitution Day; Llano Cemetery Tour by Twilight; Christmas Open House; Weather Day; Regional History Day; Adobe Walls trek; Coffee Talk; High Plains High Tea; Education Exhibition Tours; Written in Bone: An Insider's View of the JFK Assassination; Rick Bass Distinguished Lecture at PPHM; Photography Contest at PPHM; Forward Momentum: A Conversation on Women.*

Strategy 1.3.1: By the end of 2014, establish an Office of Service Learning with the goal of providing the opportunity for service learning activities for students such that by 2015 a majority of graduates each year will have engaged in a service learning activity.

Responsible Persons: Provost, Vice President for Student Affairs and Director of Career Services

FY 2013 – 2014

Enactus is an active service learning organization, which includes a wide variety of projects with approximately 100 student participants.

All COMM 1315 students engage in service learning as part of the curriculum.

LEAD WT students actively participate in service learning projects.

Career Services provides the infrastructure and business contacts to support service learning initiatives. No requests for assistance in implementing service learning experiences have been made to date.

Approximately 1,000 students have participated in the leadership programs area of Student Activities. These students have been involved in a number of community service activities.

Strategy 1.3.2:   Provide opportunities for receiving academic credit for experiential-learning and/or project-learning experiences in all undergraduate degree programs by Fall 2010.

Responsible Persons: Provost, Vice President for Student Affairs and Director of Career Services

FY 2013 – 2014

In the 2013-2014 academic year, the Honors Program offered three seminar courses with embedded experiential learning opportunities.

Three new Honors Seminars have been developed in 2013-2014 with WT faculty for delivery in 2015.

Cornette Library has offered internships in the University Archives for students majoring in History and internships in the Texas Poets' Corner to students majoring in English. In FY 2013/2014 we had one history student working in the University Archives for course credit.

LEAD WT is an academic certificate program focused on developing the leadership potential of WT students. LEAD WT Scholars are required to participate in two project-learning activities throughout the two-year program. This experience is documented on their leadership checklist and each Scholar will receive academic credit for their efforts.

Kids Kollege has provided a place for more than 1000 students to gain experience observing and working with young children. These students come from a variety of academic disciplines.

Career Services' Experiential Education Program assisted 13 different degree programs with awarding academic credit for internship experiences for their students. In addition, five other degree programs had students working in internships that were for non-credit.

Five students participated in the museum's Internship Program.

Strategy 1.3.3:   Maintain the Academic Success Program for Student-Athletes with the objective of increasing the cumulative GPA of each team to 2.8 and improving the student-athlete six-year graduation rate to 60 percent.

Responsible Person: Athletic Director

FY 2013 – 2014

In 2013-2014, the Chief Diversity and Inclusion Officer (CDIO) engaged in a University-wide dialogue and beyond with faculty, staff, students, and community members, that reached to the core of our mission and goals and values through introductory meetings, programs, activities, and events that were educational, cultural, social, and recreational, which resulted in CDIO collaborations with the Athletics Department as well as the Office of Admissions, Office of the Registrar, the Student Success Center, CORE, Buff Allies, Spectrum, the Office of Human Resources, the Purchasing Department, the Division of Institutional Advancement, the Division of Student Affairs, the Division of Business Affairs, the College of Education and Social Sciences, the College of Business, the College of Nursing and Health Sciences, the College of Business, the College of Fine Arts and Humanities, the School of Graduate Studies, and the College of Agriculture, Natural Sciences, and Engineering. In Fall 2013, the CDIO met with the following teams: football, women's soccer, men's soccer, volleyball, softball, and baseball.

The teams were made aware of the newly established Office for Diversity and Inclusion, its location, website, diversity and inclusion, the purpose and function of the office, and were challenged to raise their GPA this school year.

Student-athlete GPA was 2.96 for the 2013-14 academic year. The Academic Success Rate (ASR) was 52 for the 2006 cohort.

Strategy 1.3.4: Continue implementation of a comprehensive life skills/personal development program, including community service projects, consistent with the NCAA CHAMPS/Life Skills program.

Responsible Person: Athletic Director

FY 2013 - 2014

In January 2014, the CDIO met with the Associate Athletics Director/Senior Woman Administrator and Coordinator for Student-Athlete Services to discuss the S.A.L.T program, a program similar to the NCAA CHAMPS/Life Skills Program, a model NCAA Life Skills Program, and how the CDIO can be used to support S.A.L.T., Student-Athlete Leadership Team.

The CDIO also met with faculty, staff, students, and the community in an extensive dialogue which resulted in important diversity programs and activities and events that complimented the personal, social, and educational development of WTAMU students, as well as student-athletes.

Recognizing diversity as a University-wide goal, faculty, staff, students, and the community communicated the importance of, and the University's commitment to student-athletes, student success, and life skills programming in many ways during the 2013-2014 academic year.

Recent meetings by the Chief Diversity and Inclusion Officer with the football, volleyball, men and women's soccer, softball, and baseball teams to discuss diversity, including the Academic Success Coordinator and Associate Athletics Director/Senior Woman Administrator for Athletics, to discuss model comprehensive NCAA model life skills programs also demonstrate the University's commitment to a diverse and inclusive environment

Sustained attention and resources, beginning in Fall 2014, have been developed to enhance student success for entering Black/African American and Hispanic freshmen and transfers through the development of an academic persistence program for this population of students who fail their first exam and beyond, ultimately resulting in student success for student-athletes and Black/African American and Hispanic students.

Life skills programming and personal development opportunities are provided periodically throughout the year to student-athletes. Topics include self-discipline, alcohol and substance education, faith-based opportunities and mental training. Student-athletes devoted more than 5,000 hours to local community projects in 2013-14.

Goal 1.4: Improve the quality of the graduate programs offered by West Texas A&M University.

ASHA accreditation for Communication Disorders is specific to the graduate curriculum.

Implemented a Professional Development Internship for SES graduate students.

MBA and MSN programs received rankings from U.S. News and World Reports.

Strategy 1.4.1: With support from the Office of Learning Assessment and the Graduate School, all graduate programs will develop a process for program review and assessment to improve graduate teaching and learning. A yearly Assessment Day will be established to provide graduate faculty development opportunities regarding assessment and to support departmental/program level meetings for faculty to review assessment findings and make decisions based on those findings.

Responsible Persons: Provost; Associate Vice President of Learning Assessment; Dean, Graduate School.

FY 2013 – 2014

Completed review of all graduate programs in education.

Graduate program assessment is conducted yearly through the university curriculum change process. Graduate program assessment is also required by SACSCOC, and if applicable, state policy and program specific accreditation.

Graduate School evaluates the assessment efforts of each program on a seven-year cycle as mandated by THECB. This process involves an external reviewer. For 2013-2014, the following programs were reviewed: math, criminal justice, biology, and social work.

Graduate School is not involved in an assessment day as described in Strategy 1.4.1.

Strategy 1.4.2: Strengthen the qualifications for admission to the Graduate Faculty by requiring members to be active scholars as evidenced by active participation in significant grant and/or contracts research and/or annual peer-reviewed scholarly and/or creative outputs; complete by Fall 2010.

Responsible Persons: Provost and Dean of Graduate School

FY 2013 – 2014

In 2013-2014, 73% of tenure-track and tenured faculty participated in peer-reviewed scholarly and/or creative outputs. It is Graduate School's position that this part of the University's Strategic plan has been completed and continues.

Complete guidelines for admission to the Graduate Faculty can be found in the faculty handbook under Article IV of II.C.3. These guidelines were updated and approved by Graduate Council and Graduate Faculty.

The process/guidelines for admission to the Graduate Faculty conform to THECB standards, SACSCOC standards, and to the standards of each program specific accrediting body, where applicable.

The process/guidelines for admission to the Graduate Faculty are outlined in the Appointment Recommendation/Qualification Form (ARQF). This form is a unified form that satisfies all parts of the Graduate Faculty process. Graduate School provides oversight and monitoring of this process.

The ARQF sorts Graduate Faculty into three categories based on their rank and affiliation with WT. Each category has a different approval process, different qualifications, and different privileges.

The primary way Graduate Faculty is continually evaluated is the annual performance reviews. The tenure and promotion process also evaluate Graduate Faculty.

Graduate School thoroughly evaluates the qualifications of Graduate Faculty once every seven years in accordance with THECB regulations for graduate program review. This review includes the opinion of an outside evaluator.

Goal 1.5: Ensure program effectiveness through the use of student learning outcomes assessments.

The Assistant Vice President for Learning Assessment has created an Assessment Plan and implemented it across campus. The first reports are due from direct supervisors in June 2014.

Cornette Library annually assesses information literacy skills of incoming freshmen and graduating seniors to measure success of library instruction programs.

Strategy 1.5.1: Conduct an intensive assessment review of each undergraduate academic program every five years on a published schedule beginning in 2010-11.

Responsible Persons: Provost, Director of Quality Enhancement and academic deans

FY 2013 – 2014

Extensive assessment review of all business programs conducted on an annual basis in support of accreditation efforts.

Athletic Training Program underwent intensive assessment by CAATE as part of re-accreditation efforts.

Strategy 1.5.2: Continually phase out academic programs that have low enrollments, insufficient indicators of academic quality, or are not central to the mission of the University.

Responsible Persons: Provost and academic deans

FY 2013 – 2014

Eliminated Accelerated Licensed Vocational Nurse/Licensed Practical Nurse Degree Completion curriculum.

Strategy 1.5.3: Continually phase out all non-academic units or programs that no longer support the mission of the university or that can be outsourced to achieve greater efficiency or financial savings.

Responsible Persons: President, Chief Financial Officer and Vice President for Student Affairs

FY 2013 - 2014

WTAMU signed a contract with Southeast Services Corporation (SSC) outsourcing custodial services, building maintenance, and landscaping, commencing June 1, 2013. Estimated saving per year to WTAMU commencing FY15 is approximately $500,000.

The decision was made to outsource the production functions of the print shop commencing FY15.

Goal 1.6: Increase opportunities for Study Abroad, Semester Exchanges, and Faculty-led short-term International Experiences in other countries by developing each year at least two international student exchange agreements with universities having compatible academic programs.

Affiliation Agreements – WT completed two affiliation agreements with Academic Programs International (API) and International

Studies Abroad (ISA). API and ISA are 3rd party providers. Providers are trusted to efficiently handle crisis situations, track students, and seek to diversify their offerings to broaden their portfolio of offerings. In addition these providers award scholarships (usually between $500-$3,000) to students whose institutions are affiliates.

Strategy 1.6.1:   Advertise the Study Abroad and Semester Exchange programs so that all students are aware of the opportunities.

> **Responsible Persons:**   Provost, Director of Study Abroad and academic deans

> **FY 2013 – 2014**

> **Study Abroad Marketing: we use social media, website updates and revisions, paper fliers, electronic and paper posters placed around campus to inform students, as well as one-on-one advising.**

> **Increased publicity (external and internal) about short-term faculty-directed study abroad opportunities (Go Global) in COESS.**

> **Communication and Art students had study abroad opportunities in Turkey, South Korea and Japan, and London. An art faculty member led an honors study abroad course in Scotland and London that was interdisciplinary.**

> **The Honors Program offers a study abroad seminar every two years and emphasizes study abroad experiences to all students, while providing financial assistance as incentive. This academic year Honors is providing financial assistance to two honors student study abroad experiences. Brianna Smith will serve as an English language instructor in South Korea. Hugh Fristoe is participating in traveling to Spain and Morocco with the College of Education and Social Science.**

> **Orientation provided a medium for the Study Abroad program to promote the opportunities available for students to travel abroad. Also, through Peer Leading and Readership WT, Peer Leaders are encouraged to participate in study abroad opportunities.**

Strategy 1.6.2:   Provide an annual fund of $5,000 to facilitate faculty to travel internationally to develop Semester Exchange agreements that would enhance the student educational experience.

Responsible Persons: Provost and Director of Study Abroad.

FY 2013 - 2014

Site visits – The application for site visit grants has been revised giving applicants more specific guidelines. Expectations of the site visit are clearly stated:

COB faculty members have received travel funds. As a result in 2014, 22 students traveled to Germany, Austria, and Switzerland for a study abroad program and in 2015 we anticipate similar results for a trip to Denmark and Sweden.

COESS faculty received funding for site visits related to the development of short-term faculty-directed study abroad opportunities in Costa Rica, Spain/Morocco, and Dominican Republic.

Finalized the transfer equivalency process for a university in Italy (Firenze) for Art classes.

Goal 1.7: Annually expand programs in support of veterans and other military personnel.

Cornette Library has supported veterans by assisting with the Military Veterans Scholarship Ball and a raffle to help raise scholarship funds for veterans and their dependents and through hosting a monthly lunch.

Strategy 1.7.1: Continually enhance services provided in the newly established "Veterans Resource Center."

Responsible Person: Vice President for Student Affairs

FY 2013 – 2014

Veterans Services provided free Red, White, and Blue "Patriot Cords" to all graduating veterans. Six new computers and a new printer have been placed in the Veterans Lounge for student use. Veterans Services was actively involved in all Transfer Orientation events. The Office of Veterans Services also participates in meetings and events held/promoted by the Veterans Network Student Organization.

Strategy 1.7.2: Commencing Fall 2011, expand acceptance of credit given for military

coursework and occupational specialties. New credit acceptance rules will be published in the University Catalog and the practice of awarding of credit adopted by the Office of Undergraduate Admissions.

Responsible Persons: Provost and Vice President for Enrollment Management

FY 2013 - 2014

Completed. Transfer credit from the military is now granted on the basis of recommendations from the American Council on Education (ACE) publication for an undergraduate baccalaureate degree program WTAMU offers, including vocational credit recommendations for BAAS degrees.

Strategy 1.7.3: By the commencement of Fall 2011, establish a textbook resource library (loan) and assistance fund.

Responsible Person: Vice President for Enrollment Management

FY 2013 – 2014

There is not a textbook resource library, with the exception of textbook rentals through the bookstore, but an assistance fund has been established in the Scholarship Office and supplemented with an additional $15,000.

Goal 1.8: Increase the opportunity for individual faculty attention to student learning by improving the student-faculty ratio.

Strategy 1.8.1: Decrease the FTE student to FTE faculty ratio to 19:1 or less by Fall 2011.

Responsible Persons: President, Provost, and academic deans

FY 2013 – 2014

This needs to be re-evaluated in light of our enrollment growth over the last two years.

	Fall 07	**Fall 08**	**Fall 09**	**Fall 10**	**Fall 11**	**Fall 12**	**Fall 13**
12 hrs. = 1 UG/GR FTE	**23.98**	**23.12**	**23.27**	**23.82**	**23.99**	**25.18**	**25.63**
15 hrs. = 1 UG; 12 hrs. GR	**19.8**	**19**	**19.1**	**19.5**	**19.6**	**20.6**	**21.0**

Strategy 1.8.2: Increase the proportion of class sections with fewer than 20 students.

Responsible Persons: President, Provost, and academic deans

FY 2013 – 2014

This needs to be re-evaluated in light of our enrollment growth over the last two years.

	Fall 2011	%	Fall 2012	%	Fall 2013	%
UG Class Sections	816		830		853	
UG Class Sections < 20	302	37.0%	294	35.4%	304	35.6%
UG Class Sections > 50	68	8.3%	73	8.8%	72	8.4%

	Fall 2011	%	Fall 2012	%	Fall 2013	%
GR Class Sections	111		109		117	
GR Class Sections < 20	94	84.7%	94	86.2%	99	84.6%
GR Class Sections > 50	0	0.0%	0	0.0%	0	0.0%

Strategy 1.8.3: Decrease the number of classes with more than 50 students.

Responsible Persons: President, Provost, and academic deans

FY 2013 – 2014

This needs to be re-evaluated in light of our enrollment growth over the last two years.

	Fall 2011	%	Fall 2012	%	Fall 2013	%
UG Class Sections	816		830		853	
UG Class Sections < 20	302	37.0%	294	35.4%	304	35.6%
UG Class Sections > 50	68	8.3%	73	8.8%	72	8.4%

	Fall 2011	%	Fall 2012	%	Fall 2013	%
GR Class Sections	111		109		117	
GR Class Sections < 20	94	84.7%	94	86.2%	99	84.6%
GR Class Sections > 50	0	0.0%	0	0.0%	0	0.0%

Goal 1.9:   Strengthen scholarly information resources and associated services that foster scholarly activity and academic success.

The museum collaborated closely with WTAMU faculty on the Remnant Trust program through exhibit space, lectures, receptions, and tours.

The museum and WTAMU faculty published the scholarly journal PPHMReview. The review is now a peer-reviewed journal with an editorial board composed of WTAMU faculty and academics in the southwest.

The museum is working with WTAMU on the Center for Southwest Studies.

The museum provided on-campus visitors considering WTAMU enrollment a positive and engaging learning experience.

Strategy 1.9.1:   Provide per-student library funding at a level commensurate with the mean for WTAMU's peer institutions.

Responsible Persons: President, Provost, Chief Information Officer and University Librarian.

FY 2013 – 2014

According to the FY 2012 NCES report, Cornette Library spent $332.61 per student in FY 2012 and the mean for our peer group that year was $367.12 per student. NCES will not be collecting FY 2014 data until FY 2015.

Strategy 1.9.2:   All Core Curriculum courses and at least 25% of all upper-level courses in each baccalaureate degree curriculum will require students to use the University Library or library resources for successful course completion.

Responsible Persons: President, Provost, Chief Information Officer and University Librarian.

FY 2013 – 2014

Fall 2013:
• **13% of core curriculum courses had a library component; an additional 12% of core curriculum courses had a possible library component**

- **13% of upper level courses had a library component; an additional 6% of upper level courses had a possible library component**

Spring 2014:
- **11% of core curriculum courses had a library component; an additional 10% of core curriculum courses had a possible library component**
- **10% of upper level courses had a library component; an additional 1% of upper level courses had a possible library component**

A substantial portion of the honors freshman seminar is the completion of a literature review research project, requiring at least seven academic journal references and a formal poster presentation of the results. Honors students are then prepared for future honors core courses and seminars, most with a research component.

Goal 1.10:   Develop and maintain appropriate processes and procedures to ensure effective and efficient provision of a student oriented education to students and business operations.

The University has invested in a campus-wide scheduling program in which the entire university community will be able to find co-curricular activities that are scheduled throughout the campus.

Over the last year, Residential Living reviewed their housing assignment process using the Lean Six Sigma model. We were able to develop a better understanding of this process, where we could make it more efficient, and made effective changes. Through the implementation of the StarRez housing management system, we will now be able to make housing assignments quicker, notify students of their assignments immediately, facilitate the roommate pairing process electronically and better meet the needs and demands of a growing and changing (more learning community needs) residential population.

Strategy 1.10.1:   Continue to provide for faculty and staff developmental opportunities to enhance knowledge of process management.

Responsible Persons: Staff Council

FY 2013 - 2014

During 2013-14, a total of 11 staff members and one faculty member enrolled in Lean Six Sigma Green Belt training.

Strategy 1.10.2: Each division's/department's key processes will be reviewed and revised, as appropriate, on a three-year basis.

Responsible Persons: President and Vice Presidents

FY 2013 – 2014

Key processes for Academic Affairs were updated in May 2014.

All key processes within Student Affairs reviewed and revised yearly and updated on a three-year basis.

VPRC/DGS: Reviewed and revised processes/standard operating procedures

Research/Research Compliance:
- **Phlebotomy Procedure;**
- **Institutional Animal Care and Use;**
- **Potential Noncompliance in the Course of Vertebrate Animal Care and Use Research;**
- **Ethics in Research, Scholarship and Creative Work: Research Misconduct;**
- **Respiratory Protection Program;**
- **Institutional Review Board (Use of Human Subjects)**
- **Institutional Biosafety Committee;**
- **Bloodborne Pathogens Exposure Control Plan;**
- **Agricultural Safety Procedure;**

Sponsored Research:
- **Pre and Post award sponsored projects procedures manual;**
- **Export Controls 2014-2015**

Graduate School:
- **Electronic submission of graduate thesis and dissertations in coordination with Texas Digital Library**

Goal 1.11: Develop a comprehensive disaster recover/business continuity plan to guide the university through the recovery of essential business processes and critical information and communication systems.

Strategy 1.11.1: Identify and document critical business processes, procedures, personnel, and information resources necessary to restore services in

the event of a disaster such as a fire, loss of electrical power, loss of commodity internet connectivity, or a catastrophic storm or flood.

The disaster recovery plan was updated to include additional information systems required to restore critical services in the event of a disaster based on feedback from the annual risk assessment process

Campus departments have provided Continuity of Operations Plans and emergency contacts as of spring 2014. The Information Technology disaster recovery plan has also been updated.

Responsible Persons: Chief Information Officer, Chief Financial Officer and Vice President for Enrollment Management

FY 2013 – 2014

Enrollment Management Division has a continuation plan in each unit for periods of one day, one week, one month or longer.

Strategy 1.11.2: Provide an annual budget of $35,000 to implement a supplementary internet connection at the Amarillo Center to serve as a redundant link in the event of a service interruption at the Canyon campus.

Responsible Persons: Chief Information Officer and Chief Financial Officer

FY 2013 – 2014

Expanded redundant services and increased capacity at the Amarillo Center to accommodate faculty and staff in both Canyon and Amarillo, as well as remote locations that include the Enterprise Network, the Health Partners Nursing Clinic, and the SBDC.

Strategy 1.11.3: Expand the technology infrastructure at the Amarillo Center to serve as a fully redundant and mirrored hot-site for the primary data center located at the Canyon campus.

Responsible Persons: Chief Information Officer and Chief Financial Officer

FY 2013 - 2014

Added additional data center network components and server equipment to the Amarillo Center's disaster recovery facility to aid in recovery efforts during a disaster.

IMPERATIVE 2: **Recruit, retain, and develop increasing numbers of students who will graduate from our programs, assume leadership roles in society, and meet the workforce needs of the region and state.**

Goal 2.1: Increase headcount enrollment to 10,000 and FTE enrollment to 7,775 by Fall 2014.

Headcount enrollment for Fall 2013 was 8,388 on the twelfth class day and FTE enrollment was 6,730. Spring 2014 headcount was 7,985 and FTE was 6,296.

Proportion of New FTFT Freshman		Fall 2005	Fall 2012	Fall 2013
	From Top 26 Counties	**56.6%**	**42.5%**	**43.1%**
	Texas other than Top 26 Counties	**32.0%**	**45.2%**	**44.6%**
	Domestic Outside of Texas	**10.2%**	**11.3%**	**10.8%**
	International	**1.2%**	**1.0%**	**1.4%**

Proportion of Undergraduates		Fall 2005	Fall 2012	Fall 2013
	From Top 26 Counties	**66.8%**	**57.7%**	**54.9%**
	Texas other than Top 26 Counties	**23.6%**	**31.5%**	**32.7%**
	Domestic Outside of Texas	**7.9%**	**9.4%**	**10.5%**
	International	**1.7%**	**1.5%**	**1.8%**

College of ASE has grown by 513 students (25.6%) since fall 2009.

The Honors Program conducted a focus group with honors students with ACT scores of 32 or higher in fall 2013 to ask them why they chose WT and why they stayed. These results are being utilized in a recruitment initiative with high school counselors across the region to recruit more top students.

Strategy 2.1.1: Increase freshman applications by Fall 2012 so that there is a pool of 4,800 applications and enrollment yield of at least 1,750 freshmen of appropriate quality.

Responsible Person: Vice President for Enrollment Management

FY 2013 - 2014

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Freshman applications for Fall 2013 numbered 4,699, an increase of 591 or 14.39% over the previous year (4,108). New freshman enrollment for Fall 2013 was 1,307 on the 12th class day.

Strategy not yet achieved.

Strategy 2.1.2: Increase transfer applications so that there is a pool of 2,400 applications and the transfer student enrollment reaches 1,450 new students each year and exceeds 45% of the total undergraduate enrollment each year.

Responsible Person: Vice President for Enrollment Management

FY 2013 - 2014

Transfer applications for Fall 2013 numbered 1,427, an increase of 54 or 3.93% over the previous year (1,373). New transfer enrollment for Fall 2013 was 973 on the 12th class day, which represented 43% of new undergraduates. Total transfer enrollment was 2,420, representing 35% of all undergraduates in Fall 2013.

Strategy not yet achieved.

Strategy 2.1.3: Increase graduate student applications of highly qualified students so that graduate student enrollment reaches 20% of the total enrollment by Fall 2014.

Responsible Persons: Provost and Dean of Graduate School

FY 2013 – 2014

State Authorization – During 2013 Authorizations were obtained in the following states: Florida, Georgia, Idaho, Kansas, Maine, Maryland, Montana, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, and Tennessee. This process requires monitoring, and updating and reapplication to renew authorization.

ESLI Accreditation – ESLI plays a significant role in recruiting international students to WT. Approximately 85-90% of ESLI students matriculate to the university.

Enrollment in MBA program is very strong with the potential for sustainable long-run growth given the strong reputation of the program.

We had 200 applicants for the graduate Communication Disorders program and 45 qualified applicants for the Nursing FNP graduate program.

Graduate enrollment increased 16.9% from 1,244 to 1,454 from spring 2013 to spring 2014.

Graduate student credit hours increased 15.3% from 9,117 to 10,511 from spring 2013 to spring 2014.

In spring 2014 graduate students represented 18.2% of total enrollment. Summer and fall 2014 preliminary numbers suggest the graduate enrollment will increase at a greater rate than undergraduate enrollment. If that trend continues, the 20% mark is probable.

There were 1,886 applications for fall 2014 admission as of May 1, 2014. As of May 5, 2014, graduate applications are up 58.61% for Fall 2014. This is an increase of 269 compared with last year (728 this year vs. 459 last year).

Admits are up 31.88%, an increase of 51 compared with last year (May 5, 2014).

Summer figures: 452 applications for SU1 2014 compared with 340 for 2013 (May 5, 2014).

Graduate School applications for Fall 2013 numbered 916, an increase of 103 or 17.13% over the previous year (numbered 782). Graduate student enrollment constituted 16.45% of the student body for Fall 2013 and 16.88% for Spring 2014.

Strategy 2.1.4: Increase by 2012 the ethnic diversity of the student body. Increase the diversity of the freshman application pool to 10% African American and 35% Hispanic. Increase the diversity of the admitted freshman class to 8% African American and 30% Hispanic. Increase the diversity of the enrolled freshman and transfer classes to 8% African American and 25% Hispanic.

Responsible Person: Vice President for Enrollment Management

FY 2013 - 2014

Hispanic freshman applications for Fall 2013 numbered 1,468 or 31.2% of the total freshman applicant pool (4,699). Hispanic

freshman admits for Fall 2013 numbered 981, or 31.2% of the total freshman admit pool (3,143). Hispanic freshman enrollment for Fall 2013 numbered 356, or 27.2% of the total (1,307).

Hispanic transfer enrollment (new students) for Fall 2013 was 190 or 19.5% of the total transfer enrolled pool (973).

African American freshman applications for Fall 2013 numbered 559, or 11.9% of the total freshman applicant pool (4,699). African American freshman admits for Fall 2013 numbered 288, or 9.2% of the total freshman admit pool (3,143). African American freshman enrollment for Fall 2013 numbered 123, or 9.4% of the total (1,307).

African American transfer enrollment (new students) for Fall 2013 was 63 or 6.5% of the total transfer enrolled pool (973).

Orientations designed specifically for Spanish-speaking guests will be offered twice in the summer of 2014 in an effort to improve the overall experience of the students and to gain parent/guest involvement. Materials designed for Spanish-speaking participants have been used and progress has been made toward a Spanish-friendly orientation website as well.

Strategy 2.1.5: Become a Hispanic Serving Institution (HSI) by 2014.

Responsible Person: Vice President for Enrollment Management

FY 2013 - 2014

Not yet accomplished. For Fall 2013 undergraduates by a) ethnicity and b) number of credit hours to determine FTE, using 12 credit hours as one FTE, Hispanic students account for 23.83% of the undergraduate student body (1606.41 FTE for UG Hispanics compared with total undergraduate student body of 6739.83 FTE).

Strategy 2.1.6: Increase enrollments of veterans and active duty military personnel.

Responsible Person: Vice President for Enrollment Management

FY 2013 - 2014

We continue to follow/implement recommendations submitted to the President in April 2009. These recommendations were

intended to recruit, retain, and graduate veterans and active duty military personnel more effectively and were divided into five sections: Improvement of outreach and recruitment; improvement of existing resources; development of new programs; improvement of facilities; and improvement of faculty and staff training.

There are 250 veterans identified on campus as of Fall 2013, based on usage of benefits. There are an additional 56 dependents identified, also based on usage of benefits.

Veteran and active duty student enrollment has continued to increase each year, from 87 in the Fall 2008 semester to 260 (including 10 T/A recipients) in the Fall of 2013. Total number of individual veterans, active duty and dependents utilizing educational benefits (Federal and/or State) during the 2014 Spring enrollment was 459.

Strategy 2.1.7: By 2011 organize graduate assistantships, scholarships, and other university graduate student incentives (e.g., research grants, conference travel, teaching opportunities, study abroad) for promoting in appropriate venues so as to improve recruitment and enrollment of high quality graduate students.

Responsible Person: Dean of Graduate School

FY 2013 – 2014

Scholarships and outreach efforts have resulted in the enrollment growth in the MBA program, which includes an average undergraduate GPA of the incoming class of approximately 3.5 plus a nationwide draw with students coming from 32 different states.

Implemented International Student Mentoring Program to support the recruitment and retention of international students.

Strategy has been completed but continues.
- Graduate School provided $360,000 in graduate assistantships and scholarships
- Implemented internal grant funding programs to support faculty and student researchers: a) President's Summer Undergraduate Program (Awarded 18 undergraduates - $34,971), b) Killgore Research Grants (11 Faculty $45,037), c) Graduate School Graduate Student Internal Grants (14 Graduate Students $46,036.00), Student Research Presentation

Travel Grants (19 students $10,000), and McNair Scholars Program (supports underrepresented students toward graduate study and research) ($231,448). Total internal research grant funding: $367,492.00

- Conducted or sponsored research conferences: Annual WTAMU Student Research Conference, Texas A&M University System Annual Pathways Research Conference, Cornette Library Faculty Research Presentations

Goal 2.2: Increase utilization of programs, services and facilities that promote student success.

Developed and implemented Living Learning Communities and expanded the use of Learning Communities. In 2013-2014, 7.8% of core curriculum classes included a learning community.

Early Alerts have developed and improved communication back to professors and evolved in pertinent communication with students and a more collaborate working relationship with Residential Living.

Survey conducted in Spring 2014 gathered insight from faculty about Early Alert program; focus groups still planned with goal of continued improvement of this program.

Collaborative effort with Developmental Education Committee to rollout new TSI policy and requirements, developmental education plan, and intervention options.

In 2013-2014 Honors provided tutoring in key road block courses in mathematics and the sciences, initiated for honors students, but open to all students enrolled in the courses.

Student Government asked that library hours be increased during finals. Library hours were increased during spring finals and stats were kept on use of the library during the additional hours. The stats show that a permanent increase in library hours during finals would be a good idea.

The museum hosted 1,683 students for events such as the *Remnant Trust* lectures, *Collecting Art History, Constitution Day, Celebrating Cowboys, Written in Bone, Forward Momentum: A Conversation on Women;* and *Dias de los Muertos* as part of their campus life experience.

Strategy 2.2.1: Promote the Student Success Center, which provides "one-stop" access to academic and student success services.

Responsible Persons: President, Provost, Vice President for Student Affairs, and Vice President for Enrollment Management

FY 2013 - 2014

Continue to pursue.

Strategy 2.2.2: Increase the percentage of students living on campus to 30% of the total undergraduate student population by 2014.

Responsible Persons: President, Provost, Chief Financial Officer and Vice President for Student Affairs

FY 2013 – 2014

In an effort to increase student retention within the on-campus population, Residential Living (RL) implemented a *"Stay on Campus"* campaign during the 2012-2013 academic year. RL reached out to students using online social media to identify "best reasons" for staying on campus. RL received 200 submissions and selected a top ten list from those submissions. Their reasons for staying on campus were utilized on posters that were placed all around campus, encouraging all students to live and stay on campus. With the addition of Founders Hall in the Fall 2013 semester, our new designated occupancy went from 2032 to 2435. By the twelfth class day of the Fall 2013 semester, our occupancy was 1978 students – roughly 29% of the reported undergraduate student population.

	1st Year Cohort Semester					
	Fall 2013	**Fall 2012**	**Fall 2011**	**Fall 2010**	**Fall 2009**	**Fall 2008**
Fall to Spring Retention (in residence hall)	90.5%	89.6%	87.2%	88.9%	82.8%	86.6%
Fall to Spring Retention (not in residence hall)	73.3%	81.5%	82.2%	81.8%	70.2%	79.4%
Fall to Fall Retention (in residence hall)	n/a	65.5%	62.5%	66.0%	63.4%	64.9%
Fall to Fall Retention (not in residence hall)	n/a	65.9%	59.3%	58.9%	55.0%	61.9%

Goal 2.3: Enhance student engagement by providing additional curricular and co-curricular opportunities for students to achieve their educational goals.

Cornette Library continues to add resources and provide programming and exhibits to try and meet students curricular and co-curricular needs. We are currently looking at expanding our selection of books for recreational reading and plan to purchase the OverDrive database that will allow students access to popular e-books, audiobooks, and a collection of videos.

Student Disability Services hosted Ability Awareness Week consisting of presentations and hands-on activities designed to create awareness and an appreciation for the challenges facing students with disabilities.

The overall usage of the Jack B. Kelley Student Center increased by 25-30% across all categories (student organizations, departments, and outside groups).

Orientation provided an opportunity for student organizations to interact with incoming students through a variety of structured and non-structured activities such as Night at the AC and the Campus and Community Fair.

Student Activities has created a programming team that specifically works to create programming that is tied to Academic Affairs. These include programs that include professors/instructors, as well as, programs that feature an expert helping students improve their academic skillset. Further, Student Activities hosts leadership training and professional speaker events through our leadership honors society, The National Society of Leadership & Success, that currently had over 1,800 attend a leadership and educational development program during the 2013/14 academic year.

Strategy 2.3.1: Continue to provide at least $20,000 per year of travel funding for students to participate in national and international professional conferences.

        Responsible Persons: Provost and academic deans

        FY 2013 – 2014

        Strategy Accomplished. Continue to pursue.

Strategy 2.3.2: Promote undergraduate participation in research and/or creative activity through the undergraduate student research program established in the Office of VP of Research

        Responsible Persons: Provost, VP of Research, and academic deans

        FY 2013 – 2014

        The Honors Program is promoting building a resume of research and creative works while pursuing their degree. This year 20 Attebury Honors students participated in the Pathways and WTAMU Student Research Conferences. Five Attebury Honors

Students received the 2014 President's Undergraduate Summer Research Award. Additional funds were awarded from Honors to support undergraduate research projects.

Halie Horton in the SES department received the TACSM Award as Undergraduate of the Year for her research at WTAMU.

Strategy completed but continues:

- Implemented internal grant funding program to support undergraduate student researchers: President's Summer Undergraduate Program (Awarded 18 undergraduates - $34,971), Student Research Presentation Travel Grants (19 students $10,000), and McNair Scholars Program (supports underrepresented students toward graduate study and research) ($231,448).
- Conducted or sponsored research conferences: Annual WTAMU Student Research Conference and Texas A&M University System Annual Pathways Research Conference. WTAMU students were awarded two of the top three research awards at the 2013 TAMUS Pathways Conference.

Strategy 2.3.3:   Increase student engagement in student organizations, leadership development by providing quality advising and opportunities for co-curricular involvement.

Responsible Persons: Vice President for Student Affairs, Associate Vice President for Academic Affairs, Director of Career Services, Director of Student Activities

FY 2013 - 2014

Student engagement of Hispanic and Black/African American students increased during the 2013-2014 academic year. The leadership of undergraduate students from these two minority groups was enhanced through participation in CDIO leadership training on best practices for conducting meetings and parliamentary procedure.

A newly created academic persistence program, EXCEL, to begin in Fall 2014, will help Black/African American and Hispanic freshmen and transfers become more successful in college. Accountability for student success, student engagement and student services, and leadership development is stated in the Excellence with People 2013-2018 Diversity and Inclusion Strategic Action Plan and through student admissions procedures

and processes. The Chief Diversity and Inclusion Officer encourages and markets University programs and activities to currently enrolled Hispanic and Black/African American students by telephone, weekly multicultural planning meetings, emails, flyers, and through announcements on the Diversity and Inclusion Office website. The CDIO participated in over 30 meetings with undergraduate and graduate Hispanic and Black/African American students for multicultural and intercultural programs, activities, and events and planning.

The University's Social Justice Conference in April 2014 featured a Hispanic speaker, the Director of the U.S. Migrant Workers Program. The Chair of the University's Diversity Committee was the Master of Ceremonies for the Donning of the Sarape and the Donning of the Kente, ceremonies celebrating graduating undergraduate and graduate Hispanic and Black/African American student attainment of a degree, and was sponsored by the Faculty and Staff Diversity and Inclusion Council. The Donning celebrations are available for these students at each graduation, beginning in Spring 2014.

LEAD WT is an academic certificate program focused on developing the leadership potential of WT students. LEAD WT combines academic coursework with student service and real-world application.

The Experiential Education facilitated 71 placements during the first 9 months of the academic year.

Student Activities had 144 campus organizations, as well as several hundred campus activities during the 2013/14 academic year. Approximately 2,500 unique students participated during the year encompassing close to 28% of the total student body population.

Strategy 2.3.4: Increase student engagement in service-learning and community service volunteer activities by providing quality advising and opportunities for co-curricular involvement.

Responsible Persons: Vice President for Student Affairs, Associate Vice President for Academic Affairs, Director of Career Services, Director of Student Activities

FY 2013 – 2014

LEAD WT Scholars are required to participate in service learning projects and volunteer activities throughout the course of the two-

year program. This experience is documented on the leadership certificate checklist, and students that successfully completed the program will receive a leadership certificate on their transcript.

Career Services maintained the infrastructure to make volunteer opportunities available to students 24/7 through its PartTimeJobs database.

Work-A-Thon provided the students with the opportunity to participate in community service both on campus and in the Canyon community the Saturday before WTAMU's Homecoming. Approximately 400 students, faculty, and staff participated.

Student Activities had close to 1,000 students engaged in community service opportunities that could be easily adapted to be service learning programs.

The Student Government Association, as a result of the vision of a senior nursing student, established a Food Pantry on campus. While currently in its infancy, the future of the pantry includes opportunities for students to serve.

Strategy 2.3.5: Develop and maintain an on-line portfolio development system for all students by 2012.

Responsible Persons: Provost, Vice President for Student Affairs, Chief Information Officer, and academic associate deans

FY 2013 – 2014

Implemented an on-line student portfolio in education in connection with accreditation requirements to be funded from accreditation enhancement fees in education.

All students in the department of Communication use an on-line portfolio.

Blackboard Learn, the replacement for the Angel Learning Management System, includes online student portfolios. Pilot programs are launching in the fall of 2014 with full campus adoption expected in fall of 2015.

Strategy 2.3.6: Expand an undergraduate student research program through the Office of the VP of Research to promote undergraduate participation in research and/or creative activity.

Responsible Persons: Provost, VP of Research

<u>**FY 2013 – 2014**</u>

Strategy completed but continues:
- **Implemented internal grant funding program to support undergraduate student researchers: President's Summer Undergraduate Program (Awarded 18 undergraduates - $34,971), Student Research Presentation Travel Grants (19 students $10,000), and McNair Scholars Program (supports underrepresented students toward graduate study and research) ($231,448).**
- **Conducted or sponsored research conferences: Annual WTAMU Student Research Conference and Texas A&M University System Annual Pathways Research Conference. WTAMU students were awarded 2 of the top 3 research awards at the 2013 TAMUS Pathways Conference.**

Goal 2.4: Improve four-year and six-year graduation rates.

Strategy 2.4.1: Increase four- and six-year graduation rates by 1.5 percentage points each year beginning in AY 2009-10 by providing quality academic experiences and advising in an increasingly student-centered learning environment.

Responsible Persons: Provost, Chief Financial Officer, Chief Information Officer, Vice President for Student Affairs, and Vice President for Enrollment Management

<u>**FY 2013 – 2014**</u>

A slight increase of 3.8 percentage points was observed in the first year persistence rate of first-time, full-time students for the Fall 2012 incoming freshmen cohort class.

Fall to Fall Persistence Rates (first-time, full-time, degree seeking)	Overall
Freshman Cohort Year	% returning next fall
2008 FA	63.7%
2009 FA	61.4%
2010 FA	64.1%
2011 FA	61.3%
2012 FA	65.1%

Fall to Fall Persistence Rates (first-time, full-time, degree seeking)	White, non-Hispanic
Freshman Cohort Year	% returning next fall
2008 FA	65.4%
2009 FA	63.2%
2010 FA	69.8%
2011 FA	64.5%
2012 FA	67.1%

Fall to Fall Persistence Rates (first-time, full-time, degree seeking)	African American
Freshman Cohort Year	% returning next fall
2008 FA	63.1%
2009 FA	53.8%
2010 FA	47.6%
2011 FA	51.1%
2012 FA	55.3%

Fall to Fall Persistence Rates (first-time, full-time, degree seeking)	Hispanic
Freshman Cohort Year	% returning next fall
2008 FA	59.5%
2009 FA	60.6%
2010 FA	55.6%
2011 FA	56.1%
2012 FA	63.6%

Graduation rates, however measured, are too low, especially for African American and Hispanic students.

Graduation Rates	Overall	
Freshman Cohort Year	% grad in 4 years	% grad in 6 years
2004 FA	19.2%	39.2%
2005 FA	21.9%	41.1%
2006 FA	23.0%	42.9%
2007 FA	24.5%	39.7%
2008 FA	22.3%	
2009 FA	21.6%	

Graduation Rates	White, non-Hispanic	
Freshman Cohort Year	% grad in 4 years	% grad in 6 years
2004 FA	21.9%	42.3%
2005 FA	24.5%	43.0%
2006 FA	26.9%	47.1%
2007 FA	28.8%	42.8%
2008 FA	25.8%	
2009 FA	25.9%	

Graduation Rates	African American	
Freshman Cohort Year	% grad in 4 years	% grad in 6 years
2004 FA	3.2%	16.1%
2005 FA	15.2%	21.2%
2006 FA	11.1%	20.6%
2007 FA	14.8%	29.5%
2008 FA	7.7%	
2009 FA	4.4%	

Graduation Rates	Hispanic	
Freshman Cohort Year	% grad in 4 years	% grad in 6 years
2004 FA	11.6%	32.3%
2005 FA	14.4%	36.5%
2006 FA	17.0%	36.0%
2007 FA	15.0%	34.1%
2008 FA	17.1%	
2009 FA	16.4%	

Expansion of Learning Communities and Living Learning Communities in 2014-2015 will improve both retention and graduation rates.

Implementation of new Learning Assessment Plan and mapping of Global Learning Outcomes will improve graduation rate.

Implementation of Student Planning Module for new freshmen this Fall will aid in student engagement in their progress towards degree completion. Advising Services will be a key contributor to putting Student Planning Module into action.

Transfer Coordinator continues to foster success of our transfer student population. Increased enrollment, in part, is due to

relationships that Brandy Carr has built with community college partners through regular campus visits, hosting workshops for advisors, and monthly newsletter. Transfer Student Mentors continue to positively influence relationships with new transfers through phone call campaigns, events for transfers and starting new organization for transfer students (T.O.S.S.).

Revamped the entire Degree Audit System (Program Evaluation) and provided professional training for all of the academic colleges, the registrar's office, and student advising services.

Implemented a fully integrated Student Planning Module to help students better understand pre-requisites, course sequencing, and degree plans that help students understand which courses are required as well as when they should be taken.

Student Disability Services provided individualized academic accommodations to 160 students in the fall and 144 students in the spring.   Through intentional interventions, these students persisted at a rate of 78% from fall to fall.

Student Counseling Services provided 2048 counseling and psychological services appointments in support of 539 unique students throughout the academic year. 56% of the students who responded to the client survey indicated that the services received helped them to remain in school.

Educational Services provided 1,326 hours of tutoring which represented a 19% increase over the previous year.

Due to a significant increase in daily usage of the Jack B. Kelley Student Center, additional seating has been ordered and will arrive prior to the fall semester.

Beginning the 2012-2013 academic year, Residential Living offered incentives for Resident Assistant student staff to promote academic engagement in the residence halls through faculty participation in residence hall programming.   While the participation was low (15), several members of the faculty enthusiastically participated in the programming. In the 2013-2014 year, a goal was set for each of the 74 Resident Assistants to have at least *one* program that involved faculty in some capacity. While the task was difficult at times, with several cancellations from invited faculty, a total of 57 programs with faculty involvement were offered. This provided students with the opportunity to align academic and non-academic interests, as well

as develop meaningful relationships with faculty outside of the classroom.

In addition, Residential Living assisted in the housing and residence hall programming of several new Living-Learning Communities in Founders Hall during the 2013-2014 academic year. In the coming year (14-15), several more LLC's have been added in three residence halls.

Student Activities helped to create one of the first living/learning groups on campus with our L3 (Lead, Live, Learn) program. This was a leadership living/learning group that included 48 students.

Strategy 2.4.2:   Utilize predictive modeling to identify attrition risk factors in order to inform and support academic advising services.

> **Responsible Persons:** Vice President for Enrollment Management and Enrollment Management Committee

> **FY 2013 - 2014**

> **No new action taken since 2010-2012 when a model was commissioned and utilized.**

Goal 2.5:   Increase financial support for students.

Strategy 2.5.1:   Secure new student scholarship funds and increase the fund balances of existing student scholarship accounts to provide larger scholarship awards that offset the rising costs of higher education.

> **Responsible Persons:** President and Vice President for Institutional Advancement

> **FY 2013 – 2014**

> **CNHS has generated $467,000 in new scholarship dollars for students since 2010.**

> **190 new student scholarships have been established since January 1, 2009 totaling $1,776,416.84 in new scholarship endowments. The amount of scholarship dollars awarded (2013-2014) was $3,687,694.15. The total amount raised for scholarships through the Share Your Pride campaign is $10,519,071.96.**

> **Over $25,000 of funding was secured by Student Disability Services to provide scholarships to eligible students with**

disabilities. The scholarship funds are distributed through the Eric Lathrop Memorial Scholarship for Students with Disabilities.

Student Activities is working with numerous organizations to help them to create and/or increase their scholarship programs and fundraising. The department currently works with 17 different scholarships that are distributed each year through the various campus organizations.

Strategy 2.5.2: By 2012 increase the stipend for graduate assistantships in each academic discipline to be competitive with amounts offered by other regional Texas institutions for the same or similar academic discipline.

Responsible Persons: President, Provost, and Dean of Graduate School, Chief Information Officer and Vice President for Enrollment Management

FY 2013 - 2014

Stipend amounts are increasing, progress continues.

The Office of Research and Graduate School are working with peer institutions to develop a shared database to determine competitive graduate stipend/assistantships amounts for each academic discipline. This database will be utilized for comparative purposes. It has been difficult to obtain this information.

For 2013/2014, the average yearly salary of master's level graduate assistants with 12 month support ranged from a low of $5,814 in MA Counseling to $16,000 in Agriculture. The PHD stipends were $19,889. Overall, the average yearly graduate stipend increased 3.25% from 2013-2014. Total number of Graduate Assistantships is consistent between 2013 and 2014: 161 (2014) (as of May 1 and not including summer 2014 hires) and 169 (2013).

Strategy 2.5.3: Maintain summer financial aid to student-athletes as allowed by the Lone Star Conference and NCAA.

Responsible Person: Athletic Director

FY 2013 – 2014

Due to financial constraints, limited financial aid was available for summer courses in 2014. Additional aid is planned for 2015.

Strategy 2.5.4: Continue to provide sufficient scholarship funding each year for all men's and women's varsity sports that is equal to or greater than 80 percent of the maximum number of scholarship equivalencies allowed by the NCAA.

Responsible Person: Athletic Director

FY 2013 – 2014

All sports are funded to the maximum number of scholarship equivalencies as allowed by the NCAA.

Goal 2.6: Expand enrollment opportunities for students.

Strategy 2.6.1: Expand Pre-University Program (PUP) to additional school districts.

Responsible Persons: Provost and Vice President for Enrollment Management

FY 2013 – 2014

Talks underway with CISD to expand PUP offerings at Randall High School.

Two more districts signed agreements during FY 2013-14: Shallowater ISD and Ascension Academy.

Strategy 2.6.2: Seek approval and begin offering dual credit courses.

Responsible Persons: Provost and Vice President for Enrollment Management

FY 2013 – 2014

Talks underway with CISD and AISD about offering dual credit courses.

No new action taken beyond the dual credit courses we already offer through agreements with three school districts. This goal sounds like an initiative to offer dual credit courses on site at the high schools, which we have not pursued.

IMPERATIVE 3: **Recruit, develop, and support a faculty and staff that embody the core values of the university and support its mission and Imperatives.**

Goal 3.1: Maximize the effectiveness of all faculty and staff recruiting initiatives ensuring advertising and recruiting efforts are optimized.

Strategy 3.1.1: Develop a recruitment brochure that could be utilized to highlight the benefits of WTAMU employment and the advantages associated with residence in the region.

Responsible Person: Director of Communication and Marketing Services

FY 2013 - 2014

No progress.

Strategy 3.1.2: Maximize the exposure for all targeted positions by optimizing the advertising timeline for faculty and staff positions in appropriate national markets.

Responsible Persons: Provost and academic deans

FY 2013 - 2014

Authorization to advertise faculty positions is now being approved in a timelier manner.

Goal 3.2: Increase professional development opportunities for faculty and staff.

Strategy 3.2.1: Beginning in FY 2010-2011, provide an annual budget of $5,000 to fund mentor programs for new faculty and staff members.

Responsible Persons: Provost, Chief Financial Officer and Vice President for Student Affairs

FY 2013 – 2014

Mentoring and training of new faculty members takes place through the Teaching Excellence Center and in some departments and colleges. This is a year-long process.

No budget has been created.

Strategy 3.2.2:   Provide reduced teaching loads (to 3/3) for faculty with exceptionally high levels of research/creative productivity.

Responsible Person: President, Provost and academic deans

FY 2013 – 2014

All doctorate College of Business faculty members with active research portfolios (e.g., three peer-reviewed journal articles within a five-year window) teach a 3/3 load.

Strategy 3.2.3:   Continue funding through the Quality Enhancement Program for a speaker who will energize, engage, and educate the faculty and staff.

Responsible Persons: Provost and Teaching Excellence Center Director

FY 2013 – 2014

Doc Hendley, founder of Wine to Water, spoke at the 2013 Freshman Convocation.

The spring Distinguished Lecture Series speaker was Jackie Joyner Kersee among a number of other speakers who were brought to campus.

The Guest Artist Series featured:
- **Spanish pianist Maria Garzon**
- **Vocal artist Joseph Gaines from the Metropolitan Opera**
- **British violinist Simon Fischer, among others.**

Strategy 3.2.4:   The Office of Academic Affairs annually will coordinate at least 8 significant faculty development opportunities each academic year, generally one per month of each long semester. As part of this development effort, at least one trainer/speaker with special expertise needed by our faculty will be brought in each semester for a significant faculty development event.

Responsible Persons: Provost and Teaching Excellence Center Director

FY 2013 – 2014

In 2013-2014, there were fewer faculty development opportunities due to the in-progress selection of the TEC Director as Associate

Provost. There was a significant faculty development event in the fall semester, but not in the spring.

Recognizing the emerging relationship of faculty and diversity, the University's Chief Diversity and Inclusion Officer conducted diversity and inclusion training for faculty during the 2013-2014 academic year. This two-part program on "Teaching Diverse Students" in spring 2014, attended by twenty-eight faculty and one administrator, featured seminars on cultural awareness and a review of literature topics on diversity and faculty in higher education. With a survey response rate of over 70 percent and a rating of a 4 or 5 on all survey questions (1 being the lowest and 5 being the highest), the survey validated the relevance and timeliness of the topics discussed.

Strategy 3.2.5: Instructional Technology Services, in cooperation with the Office of Academic Affairs, annually will make available frequent faculty development opportunities (generally, held weekly), specific to the use of technology in instruction.

Responsible Persons: Provost, Director of Instructional Technology Services, and Teaching Excellence Center Director

FY 2013 - 2014

Multiple faculty development opportunities specific to the use of technology in instruction were provided by Instructional Technology Services throughout the year.

Strategy 3.2.6: Annually, the Office of Sponsored Research Services will make available to all faculty, staff, administration, and students at least two workshops each year focused on developing skills and capabilities in obtaining and managing external funding.

Responsible Persons: Provost and Director of OSRS

FY 2013 – 2014

Strategy completed and continuing annually.

Training was provided on the PIVOT Community of Science (COS) external funding opportunities database for university researchers. Pivot combines the most comprehensive, editorially maintained database of funding opportunities worth an estimated $33 billion with our unique database of three million pre-

populated scholar profiles, drawing from Community of Scholars and Community of Science profiles.

Through a collaborative effort with the Business Office a pre and post award sponsored projects procedures manual was developed and distributed to all faculty and staff involved in externally sponsored projects. This was the first time these processes and procedures were documented for faculty and staff. Comprehensive training sessions for all administration, faculty and staff involved in external sponsored projects were conducted to explain the procedures in the procedures manual and to answer questions.

Contracted with Hanover Grant Development Solutions to assist with developing long-term strategies for pursuing competitive grant funding and to assist with grant writing. They have met with 7 different teams of investigators interested in pursuing external funding for their projects and have assisted several research teams in developing their proposals, including two NSF Major Research Instrument grants – (Clewitt - $566,726) and Parker (Core Lab $160,000) –pending.

As of May 1, 2014, finalizing an on campus workshop with Hanover Research to conduct external funding workshop for all faculty, staff, and administration. Workshop date is TBD.

Strategy 3.2.7: Annually, the Division of Institutional Advancement will provide training in development, open to all employees but with special focus on administrators' (directors, deans, department heads, and vice presidents) roles in fund raising.

Responsible Person: Vice President of Institutional Advancement.

FY 2013 - 2014

Accomplished. Continue to pursue.

Strategy 3.2.8: Each division of the university will have in place a systematic plan for the identification and development of future and current leaders among faculty, staff, and students, with a special focus on identifying undiscovered talent and developing new leaders.

Responsible Persons: Provost and academic deans

FY 2013 – 2014

College of Business administrative structure includes a pyramid approach with dean, two associate deans, three directors, and seven coordinators. The system minimizes total administrative cost but provides clear points of entry for administrative development.

Professional development opportunities are provided to library staff through online webcasts and/or travel to conferences. Amy Pajewski, Reference Librarian, applied for and got the opportunity to attend the Leadership Institute for Academic Librarians at Harvard last summer.

An Emerging Leaders Institute will begin in Fall 2014.

During the 2013-2014 academic year, the University identified and developed previously unknown current and future leaders among faculty, staff, and students. Four staff, one faculty, and four students attended the Texas Association of Chicanos in Higher Education. One faculty and three staff attended the Texas Association of Black Personnel in Higher Education, which included a faculty institute and a staff development institute.

Goal 3.3: Raise the salary levels for faculty and staff to competitive levels for similar ranks and positions in the WTAMU peer institutions.

Strategy 3.3.1: Continue annual allocations for "market adjustments" to adjust faculty and staff salaries to market levels for similar positions.

Responsible Person: President

FY 2013 - 2014

A total of $200,000 was set aside for market adjustment for FY14.

Strategy 3.3.2: Improve compensation packages for head coaches whose teams have achieved notable results, in order to be consistent with their peers in the Lone Star Conference.

Responsible Persons: President and Athletic Director

FY 2013 – 2014

The LSC Financial Survey indicates all head coaches and assistant coaches who have won championships and met academic

expectations are compensated with the top 3 of their peers in the LSC and region.

Goal 3.4: Continue our intensive campaign to increase ethnic diversity within the faculty and staff.

Strategy 3.4.1: Advertise each position in at least one discipline- or position-appropriate national outlet that has an ethnically diverse target audience.

Responsible Persons: All vice presidents, deans, and department heads, and Director of Personnel Services

FY 2013 - 2014

Full- and Part-time Faculty

SEMESTER	FT/PT	FACULTY	African American	American Indian	Asian	Hispanic	Multiple Races Reported	Unknown	White
Fall 2011	Full-time	264	1.9%	0.8%	5.7%	3.4%	0.0%	1.9%	86.4%
	Part-time	138	0.7%	0.7%	1.4%	6.5%	0.0%	3.6%	87.0%
Fall 2012	Full-time	270	1.9%	0.7%	6.3%	3.3%	0.0%	1.5%	86.3%
	Part-time	119	0.8%	0.0%	0.8%	6.7%	0.0%	2.5%	89.1%
Fall 2013	Full-time	281	2.1%	1.1%	5.0%	4.6%	0.4%	1.8%	85.1%
	Part-time	126	0.0%	0.8%	0.8%	7.1%	0.0%	2.4%	88.9%

Full-time Staff

SEMESTER	FT Staff	African American	American Indian	Asian	Hispanic	Multiple Races Reported	Unknown	White
Fall 2011	557	1.1%	0.7%	4.1%	9.7%	0.0%	0.0%	84.4%
Fall 2012	557	1.6%	1.1%	4.1%	9.2%	0.2%	0.0%	83.8%
Fall 2013	284	2.1%	1.1%	4.9%	4.6%	0.4%	1.8%	85.2%

The Chief Diversity and Inclusion Officer met in Fall 2013 with the Provost and Dean's Council frequently and interacted individually and with groups of senior administrators, deans, and assistant/associate deans to review and discuss recruitment strategies for faculty and staff diversity.

The Chief Diversity and Inclusion Officer presented training to the Dean's Council-five deans, three administrators, and the Provost- to assist in the recruitment efforts for increasing the headcount of Black/African American and Hispanic faculty. The Office of Human Resources' EEO Officer and the 2013-2014

Excellence with People Diversity and Inclusion Strategic Action Plan confirm the University's commitment to accountability for diversity in all employee searches. The Chief Diversity and Inclusion Officer collaborated with the Director of the Teaching Excellence Center for faculty development on teaching diverse students. All of these actions prepare the University climate to be more welcoming to diversity as well as provide the university with strategies for increasing ethnic diversity among faculty and staff.

Strategy 3.4.2   Transform the website to highlight our diversity by featuring minority faculty, staff, and students, and by providing a Spanish language version of selected pages.

Responsible Persons: All web content managers; Director of Communication and Marketing Services

FY 2013 - 2014

Accomplished. Continue to pursue.

Goal 3.5:   Increase the percentage of full-time faculty having peer-reviewed scholarly and/or creative output each year.

Strategy 3.5.1:   Beginning in FY 2010-2011, provide additional funds in the amount of $50,000 per year to be administered by the VP of Research and Compliance in support of faculty research.

Responsible Persons: President, Provost and VP of Research and Compliance

FY 2013 – 2014

Internal grant funding programs to support faculty and faculty associated student researchers:
a) President's Summer Undergraduate Program (Awarded 18 undergraduates - $34,971)
b) Killgore Research Grants (11 Faculty $45,037)
c) Graduate School Graduate Student Internal Grants (14 Graduate Students $46,036.00), Student Research Presentation Travel Grants (19 students $10,000), and McNair Scholars Program (supports underrepresented students toward graduate study and research) ($231,448). Total internal research grant funding: $367,492.00

Summer Faculty Development Grants are provided and awarded from the Provost Office. Each spring semester, the Summer

Faculty Development Grant provides financial assistance to enable faculty members to attend workshops, seminars, and other educational opportunities to improve their effectiveness as faculty members at WTAMU.

The WTAMU Foundation accepts applications for faculty development grants in the spring semester. These funds are available to all University teaching staff and faculty for professional development, including tenure, non-tenure, and adjunct faculty. Allowable uses of funds include: travel for conferences, conference fees, research materials, publication needs, technology, and curriculum support.

Strategy 3.5.2: By FY 2014, establish at least 15 endowed "professorships," five endowed "distinguished professorships," and three endowed "chairs" to support faculty research.

Responsible Persons: President, Provost and Vice President of Institutional Advancement

FY 2013 – 2014

Received the first installment ($150,000) of a $1.5 million grant that established a chair in Cow/Calf Nutrition and Management.

The College of Business is home to 14 professorships as of the summer of 2014.

CONHS has the Stephens Professorship in Communications Disorders and is well on the way to funding the Eunice King Professorship in Nursing.

Twenty-six endowed professorships have been established

Strategy 3.5.3: Provide at least $50,000 each year for faculty summer research stipends.

Responsible Persons: President, Provost, and VP of Research and Compliance

FY 2013 – 2014

Summer Faculty Development Grants are provided and awarded from the Provost Office. Each spring semester, the Summer Faculty Development Grant provides financial assistance to enable faculty members to attend workshops, seminars, and other

educational opportunities to improve their effectiveness as faculty members at WTAMU.

The WTAMU Foundation accepts applications for faculty development grants in the spring semester. These funds are available to all University teaching staff and faculty for professional development, including tenure, non-tenure, and adjunct faculty. Allowable uses of funds include: travel for conferences, conference fees, research materials, publication needs, technology, and curriculum support.

Killgore Faculty Grants are provided by the Office of the VPRC. Early each fall semester the Killgore Research Committee requests proposals for the Killgore Faculty Research grant program. Generally, faculty awards are made in the amount of $5,000 or less, are available for all disciplines, and are geared toward the discovery of new knowledge leading to publication, performance or exhibition appropriate to the applicant's discipline.

Goal 3.6: Increase total external funding from all sources to at least $12 million per year by FY 2014.

Research and Compliance has not made sufficient progress toward achieving this goal. In an effort to increase the WTAMU sponsored research portfolio, the Office of Research and Sponsored Research Services Office has provided faculty a high-end database for finding areas of external funding (Community of Science), a professional grant writing company to support their proposal efforts (Hanover), and a very user-friendly Sponsored Research Services office that provides support along every proposal component. We have provided incentives, mentors, and trainings, including sending faculty to federal workshops and NSF. We identify young investigators and work with them to help support their labs/research (HEAF funds, indirect funds, RDF), provided internal grant funding for them (or their students) to garner preliminary research results (Killgore Research Grants), and are currently building up the research capacity in the Core Lab to provide needed research equipment. Yet, we are still struggling to increase our faculty/staff participation. Additionally, most of our new laboratory science hires are developing researchers. It takes several years for them to develop a strong research/sponsored research portfolio. To help resolve the issue, we are partnering with Dr. Topliff, COASE Dean, to help find new pathways to increase sponsored research. His college has high potential for sponsored research dollars. Hanover Grant Development Solutions is assisting us with developing long-term

strategies for pursuing competitive grant funding and assisting with grant writing. They have met with seven different teams of investigators interested in pursuing external funding for their projects and have assisted several research teams in developing their proposals, including two NSF Major Research Instrument grants – (Clewitt - $566,726) and Parker (Core Lab $160,000)– pending.

Research Expenditures per year - As reported to the THECB under the RDF program using the Standards and Accounting Methods (SAM definition: "*Research* is defined as a systematic study directed toward fuller scientific knowledge or understanding of the subject studied. *Development* is the systematic use of knowledge and understanding gained from the research directed toward the production of useful materials, devices, systems, or methods, including design and development of prototypes and processes. The term research also includes activities involving the training of individuals in research techniques where which activities utilize the same facilities as other research and development activities and where such activities are not included in the instruction function."

- **FY10 = $3,266,683**
- **FY11 = $2,514,296**
- **FY12 = $2,843,120**
- **FY13 = $2,173,475**

Total External Funding: Both the research and the non-research grants make up the total external funding figures.

- **FY10 = $8,030,227**
- **FY11 = $4,236,351**
- **FY12 = $6,772,964**
- **FY13 = $5,187,668**

Strategy 3.6.1: By FY 2014, establish at least 15 endowed "professorships," five endowed "distinguished professorships," and three endowed "chairs" to support faculty research.

Responsible Persons: President, Provost and Vice President for Institutional Advancement

FY 2013 – 2014

Received the first installment ($150,000) of a $1.5 million grant that established a chair in Cow/Calf Nutrition and Management.

The College of Business is home to 14 professorships as of the summer of 2014.

CONHS has the Stephens Professorship in Communications Disorders and is well on the way to funding the Eunice King Professorship in Nursing.

26 endowed professorships have been established

Strategy 3.6.2: Establish an endowment of at least $5M from external funding for facility and equipment improvements by Fall 2014.

Responsible Person: President and Vice President for Institutional Advancement

FY 2013 – 2014

$350,000 has been received and designated for facility and equipment improvements.

Strategy 3.6.3: Increase graduate student participation in research by providing twelve-month graduate research assistantships for selected students who are in thesis programs and working with graduate faculty in strategic and cross-collaboration areas.

Responsible Persons: President and Provost, and VP of Research and Compliance

FY 2013 – 2014

Total number of Graduate Assistantships is consistent between 2013 and 2014: 161 (2014) (as of May 1 and not including summer 2014 hires) and 169 (2013).

IMPERATIVE 4: Create a safe, comfortable, effective learning and living environment for students.

Goal 4.1: Develop high quality classrooms and laboratories and other learning spaces on campus.

Strategy 4.1.1: Continue to provide an annual budget of at least $100,000 to refurbish teaching facilities and learning spaces on campus (new furniture, wall coverings and floor coverings).

Responsible Persons: Provost and Chief Information Officer

FY 2013 – 2014

Fully implemented Williams Reading Room and Children's Literature Collection; secured funding for Williams Early Childhood Education Laboratory (construction 2014); currently, developing STEM Education Laboratory.

The library was able to fund new furniture for the atrium and foyer of the library, add needed electrical plugs, create a book repair lab, add art to library public and classroom spaces, add new water fountains, and add new countertops to two library service desks with HEAF and library fee funds.

Renovated the entire Hastings Electronic Learning Center with new furniture, chairs, end tables, artwork, and mobile device charging units to enhance the overall student experience in the center.

Established a new training room in the Hastings Electronic Learning Center for small, group oriented sessions.

Strategy 4.1.2: Continue to provide an annual budget of $300,000 to provide a technology-rich environment in all campus facilities by adding or upgrading at least ten smart classrooms and/or laboratories each year and training for faculty and staff to ensure that the technology is used to the greatest advantage in student engagement.

Responsible Persons: Provost and Chief Information Officer

FY 2013 – 2014

Implemented six new digital smart classrooms in ANS 316, ANS 320, Nance Ranch, FAC 175, Library 130, and MMNH 265.

Installed seven standard smart classrooms in ANS 214, ANS 218, ANS 219, JBK 12, JBK 14, MMNH 185, and ANS 318.

Installed SMART interactive digital displays in forty smart classrooms throughout the campus.

Expanded the smart classroom inventory with lecture capture capabilities by 20 additional rooms.

Strategy 4.1.3:   Establish a fully integrated web 2.0 portal for students that pushes relevant, event driven, and personalized information to students through an integrated web-based framework.

Responsible Persons: Provost and Chief Information Officer

FY 2013 - 2014

Accomplished.

Goal 4.2:   Continue with the planning, renovation and construction of facilities.

Strategy 4.2.1:   **Capital Plan FY 2011**

	FY 2011
Estimated Capital Budget	79,040,000
Major Projects:	
Student Center Expansion	10,900,000
Hospital Renovation - Research	2,000,000
Classroom Renovation and Furniture	100,000
Smart Classrooms	300,000
Food Court Renovation	150,000
Land Acquisition	350,000
Campus Signage	360,000
ANS Phase 4	1,850,000
Sports Complex	21,800,000
Parking Lot Construction	980,000
MMNH Interior Renovations	1,750,000
Underclassman Residence Hall	32,500,000
Ag/Nursing - Engineering Renovation	4,000,000
AC Renovation - Phase 4	2,000,000

Strategy 4.2.2:   **Capital Plan FY 2012**

	FY 2012
Estimated Capital Budget	26,865,645
Major Projects:	
Classroom Renovation and Furniture	100,000
Smart Classrooms	300,000
Ag Nursing-Engineering	5,000,000
PPHM Petroleum Wing Roof Replacement	557,000
PPHM Conservation Center Roof Replacement	1,908,645
MMNH Renovation	2,000,000
Old Education Exterior Preservation Work	2,000,000
Health Sciences Building	15,000,000

Strategy 4.2.3:   Capital Plan FY 2013

	FY 2013
Estimated Capital Budget	40,300,000

Major Projects:

Classroom Renovation and Furniture	100,000
Smart Classrooms	200,000
Activity Center Renovation – Phase 5	2,500,000
ANS Renovation – Phase 5	2,500,000
Underclassman Residence Hall	35,000,000

Strategy 4.2.4:   Capital Plan FY 2014

	FY 2014
Estimated Capital Budget	12,953,381

Major Projects:

Campus Signage	460,381
Infrastructure Projects	443,000
Miscellaneous Renovation Projects	4,000,000
Classroom Renovation/Furniture	100,000
PPHM Roof	750,000
Victory Circle Drive	700,000
Land Acquisitions	2,000,000
Nursing Learning Center	1,500,000
Bain Team Sports Center	3,000,000

Completed Projects:
Student Center Expansion
Hospital Renovation - Research
Classroom Renovation and Furniture–FY11, FY12 FY14, & FY14
Smart Classrooms–FY11, FY12 FY14, & FY14
Food Court Renovation
Land Acquisition
Campus Signage
ANS Phase 4
Parking Lot Construction
MMNH Interior Renovations
Underclassman Residence Hall
Victory Circle Drive
Underclassman Residence Hall
Ag/Nursing - Engineering Renovation
AC Renovation - Phase 4

Since the VHAC Phase 4 renovations there have been several things that have happened that caused Phase 5 to be delayed. The

VHAC has had several issues with roof damage over the last few years. The All-Purpose Room lost a third of its roof because of high winds. The same thing occurred over the main part of the building causing the new Game Room and the Rec Sports offices to flood when there was rain. The problem has been repaired.

There has also been work completed in the VHAC Pool. The water slide steps have been replaced as well as a new floor surface surrounding the pool.

A Starbuck's will be installed in the Jack B. Kelley Student Center during the summer of 2014. This will significantly increase traffic in the student center. Couple that project with our new seating being provided; it should be a good environment for the university community.

The VHAC has several projects that are being considered. These projects include new restrooms on the first floor and renovation of the Ballroom. $200,000 of new equipment has been purchased for the weight room in 2014. Repairs and renovations for the VHAC will be planned and completed so our students will be provided the best facilities available.

Student Affairs staff are in discussions with a local architect in an effort to improve and increase utilization of JBK suites 101 and 102. The goal is to have modifications completed by December 2014.

PPHM planning and design continues for the Don D. Harrington Petroleum Wing renovation.

Strategy 4.2.5:   **Future Capital Plan FY 2015**

	Future FY 2015
Estimated Capital Budget	100,000,000
Major Projects:	
Field House	25,000,000
Enrichment Center	25,000,000
Visitor Center	15,000,000
Underclassman Residence Hall	35,000,000
Meat Science Lab & Livestock Education	12,000,000
Amarillo Center Phase II	10,000,000
Engineering Building Phase II	6,000,000
Nursing & Health Science Building	15,000,000

Goal 4.4:   Continually improve facilities for persons with disabilities.

Strategy 4.4.1: Increase the number of ADA compliant parking spaces near buildings and improve space design.

      Responsible Persons: President and Chief Financial Officer

      <u>**FY 2013 – 2014**</u>

      The number of ADA compliant parking spaces has increased annually:

FY 2012	**109 spaces**
FY 2013	**137 spaces**
FY 2014	**154 spaces**

Strategy 4.4.2: Update restrooms for accessibility compliance and review and add family ADA accessible restrooms where possible.

      Responsible Persons: President and Chief Financial Officer

      <u>**FY 2013 – 2014**</u>

      New construction projects, including Centennial Hall, Founders Hall and the JBK expansion included ADA accessible restrooms. Renovations of existing buildings however, have not included changes or additions of ADA accessible restrooms.

Strategy 4.4.3: Identify buildings/locations that would allow for a covered area for drop off/pick up and buildings that would allow for automatic door openers.

      Responsible Persons: President and Chief Financial Officer

      <u>**FY 2013 – 2014**</u>

      Current buildings/locations with electronic doors include the Virgil Henson Activities Center, Founders Hall, Centennial Hall, Cornette Library, Classroom Center, Jack B. Kelley Student Center, Mary Moody Northern Hall, Old Main, First United Bank Center, Jones Hall and Buff Hall. Recent renovations have not added new electronic doors.

Strategy 4.4.4: Develop an Electronic and Information Resources (EIR) accessibility policy, plan, and workgroup team to ensure that such resources that are developed, procured, or modified by the University are accessible and that all users, regardless of disability, can obtain the same information and perform the same functions.

Responsible Persons: Chief Information Officer and Chief Financial Officer

FY 2013 - 2014

Published new draft standard administrative procedure for the "Accessibility of EIR", pending final approvals.

Drafted a new standard administrative procedure and online request form template for "Request for Video Captioning", both pending final approvals and publishing.

Developed "WCAG 2.0 Accessibility Template", a form for WTAMU to use as an alternative to the VPAT form.

Goal 4.5: Provide an effective and reliable campus emergency notification system by which university officials can communicate health, safety, and emergency information quickly.

Strategy 4.5.1: Continue to expand the number of information kiosks by at least five per year to provide enhanced coverage of emergency notification in public access areas throughout campus.

    Responsible Persons: President, Chief Financial Officer and Chief Information Officer

    FY 2013 - 2014

    Added 10 additional kiosk style computer stations, with printers, throughout the campus to enhance emergency notification.

Strategy 4.5.2: Enhance Buff Alert by fully integrating the emergency notification system with the university's official Facebook site to future enhance coverage and notification to students.

    Responsible Persons: President, Chief Financial Officer and Chief Information Officer

    FY 2013 – 2014

    The Buff Alert system was reprogrammed to include the option for social networking alerts. If desired, the alert can be sent to the university's Twitter and Facebook accounts.

Strategy 4.5.3:   Continue to develop (video analytics capabilities to report suspicious behavior) and expand the video surveillance infrastructure by increasing the number of cameras and centralized storage by ten percent each year.

Responsible Persons: Chief Information Officer and Chief Financial Officer

FY 2013 - 2014

There are now 500 video surveillance cameras throughout the campus that provide 30 full days of video retention for the University Police Department.

A total of 69 additional cameras have been added since 2010 bringing the total camera count to 540. Future additions will be based on any new areas of concern or new construction or property additions.

Strategy 4.5.4   Continue to utilize the Behavioral Intervention Team to intervene when a disruption is not manageable by faculty and staff and to document/track disruptive incidents.

Responsible Persons: Vice President for Student Affairs

FY 2013 – 2014

Student Affairs continues to use the BIT to respond when students of concern are brought to their attention. Composition of the team has been changed to insure a separation of duties specific to the BIT as a "support mechanism" that functions independent of judicial affairs. The addition of a Health Integration Specialist (grant funded), a position that aligns with medical services and counseling and psychological services, has allowed us to address some students of concern in a more comprehensive way. Moving forward we intend to refine the "messaging" associated with the BIT when educating the campus community about its role on campus.

IMPERATIVE 5: Strengthen external relations and support of the university with its alumni, friends of the university, local and regional communities, and legislative and governmental entities.

Goal 5.1:   Continue to enhance the communication and coordination among all university constituencies by integrating advisory group activities with discussion and planning of university goals.

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Strategy 5.1.1: Engage the college based advisory boards as well as support boards (alumni association, foundation, friends of fine arts, buffalo club, etc.) in both discussions and activities designed to develop their understanding, support and enthusiasm for the academic, social and fund-raising activities of the University.

Responsible Persons: President, Vice President for Institutional Advancement, and Director of Alumni Services

FY 2013 - 2014

Accomplished. Continue to pursue.

Strategy 5.1.2: Continue to engage the academic advisory committees in the academic and fundraising priorities of the colleges.

Responsible Persons: President, Provost, deans and department heads

FY 2013 – 2014

The College of Business Advisory Board was established in 2008 and meets regularly.

Continued active involvement of COESS advisory councils, including expanded membership and targeted involvement by discipline.

FAH has an active Fine Arts and Humanities Advisory Board which has helped with fundraising for the theatre program and other endeavors.

Library continues to work with the University Library Committee and the Friends of the Cornette Library. The University Library Committee makes suggestions for resources and services. Friends of the Cornette Library fund resources and library events. The library also has a new student advisory group that offers suggestions and assistance with library student events such as "Back to the Library Movie Night" and "Kick Back @ the Cornette Library." The Chair of this committee also serves on the board of the Friends of the Cornette Library and the student committee has plans to assist the Friends with their social media presence.

Goal 5.2: Continue to increase WTAMU's "presence" and impact in the region.

Strategy 5.2.1:   Develop a comprehensive mass media advertising plan that will increase public awareness and enhance the reputation of WTAMU.

Responsible Persons: President, Vice President for Institutional Advancement, Director of Communication and Marketing Services, and University Marketing Committee

FY 2013 - 2014

WTAMU seeks to become a University where diversity and inclusion are seen as important elements of the culture, climate, and daily operations of the university. To publicize MLK celebrations and a speaker series for Black History Month, the Chief Diversity and Inclusion Officer, the Black Student Union Association, and Faculty and Staff Diversity and Inclusion Council collaborated with the Director of Communications for CDIO radio and television interviews and local newspaper articles about the speaker series. A WTAMU graphic artist collaborated with the Black Student Union Association on flyers to distribute on campus, to local African American churches, and in the Amarillo and Canyon communities about the programs. These programs and activities promoted campus involvement and student retention for University students and resulted in members from the local Black community attending the MLK birthday celebrations as well as the Black History Month speaker series.

Strategy 5.2.2:   Develop an advertising and marketing campaign designed to increase enrollment from both inside and outside our traditional service area.

Responsible Persons: President, Vice President for Institutional Advancement, Director of Communication and Marketing Services, and University Marketing Committee

FY 2013 - 2014

Accomplished. Continue to pursue.

Strategy 5.2.3:   Implement an internal campus marketing strategy designed to promote campus involvement, student retention and increased revenue for campus services.

Responsible Persons: Vice President for Institutional Advancement and Director of Communication and Marketing Services
FY 2013 - 2014

A website to advertise diversity and inclusion events and opportunities and online submission for diversity requests and information was developed by the Chief Diversity and Inclusion Officer. The Chief Diversity and Inclusion Officer received three IDS faculty requests for cultural awareness workshops. The CDIO received five requests from the members of the Hispanic Student Association to plan for more opportunities for information in English and Spanish for the parents of students attending WTAMU, more Hispanic cultural awareness programs, and more Spanish translation of information on the WTAMU website. The CDIO held five meetings with the Hispanic Student Association (HSA) advisor, HSA Officers, and HSA members.

Goal 5.3: Beginning in Fall 2009, encourage and support leadership in community events and activities.

Strategy 5.3.1: Provide support for Faculty and Staff participation in community organizations through sponsorships and marketing support to highlight the involvement of University personnel in the communities, professional organizations and service organizations of our traditional service area.

Responsible Persons: President, Vice President for Institutional Advancement, President's Executive Committee, deans and department heads

FY 2013 – 2014

Some community organizations that our faculty participates in include: CISD; AISD; Panhandle 20/20; No Limits No Excuses; Teen Pregnancy Prevention; Juvenile Diabetes Research Foundation; TTUHSC Nurse – Family Partnership; and the Texas Panhandle Nursing Coalition.

Cornette Library and the WTAMU Veterans Network continue to have a Relay for Life team called "Books and Boots." The team raised approximately $10,000 in FY 13 and $7,700 in FY 14 for the American Cancer Society. Beth Vizzini, Head of Circulation at the Cornette Library, currently serves as Chair of Relay for Life of Canyon.

The Chief Diversity and Inclusion Officer collaborated with the Office of Institutional Advancement and faculty and staff and students to sponsor two WTAMU tables at the following community events:

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1. **NAACP Freedom Fund Banquet**
2. **NAACP Scholarship Banquet**
3. **Los Barrios Scholarship Banquet**

The following University personnel participated in community, professional organizations, and service organizations:

1. **Chief Diversity and Inclusion Officer-Keynote Speaker for NAACP Freedom Fund Banquet**
2. **Instructor for Criminal Justice and Social Work-Keynote Speaker for NAACP Scholarship Banquet**
3. **Assistant Professor for Political Science and Criminal Justice-Master of Ceremonies for Donning of the Sarape and the Donning of the Kente and Social Justice Conference Lecture**
4. **Student Success Center Academic Advisor-Chaired Los Barrios Scholarship Banquet**
5. **Chief Diversity and Inclusion Officer-NAACP Community Relations Committee Meetings-8**
6. **Chief Diversity and Inclusion Officer –Leadership Amarillo and Canyon training-6**
6. **Chief Diversity and Inclusion Officer- Amarillo Community Relations Committee meeting-2**
7. **Assistant Vice President for Learning Assessment participated in over 15 meetings on campus and off campus related to activating the graduate chapter of Alpha Phi Alpha Fraternity, Inc., establishing a Black fraternity, with an expected Fall 2014 implementation of an undergraduate chapter on campus.**
8. **The President of TACHE, Director of TACHE Operations, Assistant Professor of Education, four students and the CDIO attended the Texas Association for Chicanos in Higher Education (TACHE)**
9. **Conference in Fort Worth. The Office Manager for Psychology, Sociology, and Social Work, Outreach Coordinator for Talent Search, Assistant Professor of Education, and the Chief Diversity and Inclusion Officer attended the Texas Association for Black Personnel in Higher Education (TABPHE) in San Antonio.**

Strategy 5.3.2:   Develop a website listing of regional volunteer opportunities for faculty, staff, and students to increase "presence" in the region through service.

Responsible Person: Vice President for Institutional Advancement and Director of Communication and Marketing Services

FY 2013 – 2014

In progress. Anticipate that this web page will go live in the Fall 2014.

Strategy 5.3.3: Each year, prepare and distribute widely, an annual report of the service activities and the number of "volunteer hours" provided to the region, state and nation by faculty, staff, and students.

Responsible Persons: President, vice presidents, and Director of Communication and Marketing Services

FY 2013 – 2014

Library staff contributed more than 1,000 volunteer hours to service in our local community in FY 14.

Staff within the division of Student Affairs participated in numerous community service activities totaling over 3,000 hours for the academic year.

Goal 5.4: Continue to develop and enhance both traditional hard copy and electronic publications to communicate with constituent groups that support WTAMU.

CNHS publishes and distributes a newsletter twice per year called Health Beat.

The library will begin sending an e-newsletter to members of the Friends of the Cornette Library in the fall.

The Department of Communication created an electronic newsletter to send to alumni of the program.

Strategy 5.4.1: Electronic Newsletter - Continue to expand the distribution list for this publication to include all constituencies of the university, local and state leaders, legislators, system officials, and public outlets as appropriate.

Responsible Persons: President, all vice presidents, all deans, all faculty and staff department heads, and Director of Communication and Marketing Services

FY 2013 – 2014

The Alumni e-newsletter has gone out monthly since June 2013. We have increased the monthly e-newsletter circulation to 6,228

(as of 4/28/14). *email mailing list was 4,300 in 2011 but no e-newsletter was available.

Strategy 5.4.2: University website – Continue to design applications and interfaces that will make the University website more interactive for visitors.

Expected Outcomes: By 2015, the University website will provide visitors with a more enjoyable customer experience and will encourage repeat visits.

FY 2013 – 2014

The CDIO collaborated with the Webmaster on interactive forms for requesting diversity workshops or seminars and the submission of diversity programs and activities by units to the CDIO. The CDIO also participated in training conducted by the Webmaster.

Launched the popular 'tuition calculator estimator' in 2013. Working to implement an online virtual map later this year.

Strategy 5.4.3: University website – Continue to implement a strategy to increase the amount of university information that is made available in both English and Spanish.

Responsible Persons: Vice President for Institutional Advancement and Director of Communication and Marketing Services

FY 2013 - 2014

College of Education and Social Sciences web site is in English and Spanish.

Strategy 5.4.4: University website – Expand the use of and relationship between the University website and expanding social networking opportunities.

Responsible Persons: Vice President for Institutional Advancement and Director of Communication and Marketing Services

FY 2013 - 2014

Twitter and Instagram have been added to communication network.

Strategy 5.4.5: Continue to write, design and publish the *West Texan* as the University's primary publication and expand its circulation beyond

members of the WTAMU Alumni Association to university supporters through the creation of an electronic format.

Responsible Persons: Vice President for Institutional Advancement, Director of Alumni Relations, and Director of Communication and Marketing Services

FY 2013 - 2014

The West Texan **is available online to anyone. Alumni are directed to it in the e-newsletter and via the WTAMU website when a new edition is available. Distribution of the print edition has increased to include community leaders and a one-time edition to new graduates with a letter welcoming them as an alumnus.**

Strategy 5.4.6: Extend the distribution of the WT "Speakers Bureau" to community service organizations and actively market speakers to regional organizations.

Responsible Persons: Provost, Director of Communication and Marketing Services, deans, and department heads

FY 2013 - 2014

No progress.

Goal 5.5: Increase private, government and foundation support for WTAMU.

Strategy 5.5.1: Campaign – Beginning June 2011, initiate the silent phase of a comprehensive campaign. Finalize fund-raising priorities, identify campaign volunteer leadership and secure leadership gifts.

Responsible Persons: President, Vice President for Institutional Advancement and Director of Development

FY 2013 - 2014

Completed

Strategy 5.5.2: Enhance the campus-wide faculty and staff annual fund campaign.

Responsible Persons: President, Vice President for Institutional Advancement and Director of Alumni Services and Annual Giving

FY 2013 - 2014

The "I Am WT" Faculty and Staff campaign raised $1,135,000 since January 1, 2009 and maintains a 60%

Strategy 5.5.3: Engage in efforts to write and secure federal and private foundation funding for university priorities.

Responsible Persons: President and Vice President for Institutional Development

FY 2013 – 2014

Ongoing

Goal 5.6: Continue to expand the activities of WTAMU alumni services office and the WTAMU Alumni Association.

Strategy 5.6.1: Continue to work on the development of new alumni chapters that are either geographically based, professional interest based, or based on shared experiences at the university.

Responsible Persons: President, Vice President for Institutional Advancement, and Director of Alumni Services and Annual Giving

FY 2013 - 2014

Opportunities for cultivating current and new alumni association members and engaging them in University activities occurred at the NAACP Community Relations meetings, the NAACP Freedom Fund Banquet, the NAACP Scholarship Banquet, the Hispanic Chamber of Commerce Banquet, Los Barrios Scholarship Banquet, and the Amarillo Community Relations meetings by University faculty, staff, and student interactions with WTAMU alumni who attend these events.

Our Asst. Dir. for Regional Development is working primarily in Dallas/Fort Worth, Midland/Odessa, Lubbock and Houston and has grown our list of contacts and potential leaders from about 20 in 2013 to more than 60. In the past year, WT has hosted or assisted in planning more than two dozen alumni events or activities outside of the Amarillo/Canyon area.

Strategy 5.6.2: Continue to cultivate current and new Alumni Association members and engage them in University activities by increasing the number and quality of communications and the opportunities to interact with faculty, staff and fellow alumni.

Responsible Persons: President, Vice President for Institutional Advancement, and Director of Alumni Services and Annual Giving

FY 2013 – 2014

The Alumni Association department has increased activities with our alumni, increased the number of alumni we are inviting to events and has increased our presence on social media. In addition to the chapter activities, we hosted more than a dozen activities in the Amarillo/Canyon area. Since January 2013, more than 2,200 general members have been added and are now receiving regular communication from us.

Strategy 5.6.3: Through surveys of and focus group meetings with alumni, determine "value added" services or membership benefits that can be provided to alumni in their home region.

Responsible Persons: President, Vice President for Institutional Advancement, and Director of Alumni Services and Annual Giving

FY 2013 – 2014

The WT Alumni Association Board of Directors is reviewing our membership benefits and what services would be helpful to our alumni. We anticipate having a plan in motion by Fall 2014.

Goal 5.7: Continue to develop services and responsibilities of the Advancement Services department to support the fund-raising activities of the University.

Strategy 5.7.1: Constantly work to improve the information contained within the database while adding additional records and information that will be helpful in identifying donors.

Responsible Persons: Vice President for Institutional Advancement and Director of Advancement Services

FY 2013 – 2014

Ongoing and the return rate continues to be at less than 10%. Contracted with Sync-Results in Arlington, Texas to perform a Raiser Edge Database audit and clean database records.

Strategy 5.7.2: Develop a prospective donor research protocol to identify the appropriate gift levels for individual donors.

Responsible Persons: Vice President for Institutional Advancement, Director of Development and Director of Advancement Services

FY 2013 – 2014

Contracted with WealthEngine Donor prospect and wealth identification services to access public records indicating wealth and potential giving amounts. The total amount of contributors to WT is 9,383.

Strategy 5.7.3: Maintain gift processing procedures that allow for accurate reporting of WTAMU Foundation activities.

Responsible Persons: Vice President for Institutional Advancement, Director of Development and Director of Advancement Services.

FY 2013 – 2014

Ongoing- provide monthly reports for the WTAMU Foundation and hired a full-time advancement services assistant to help maintain 48-hour gift process and receipting standards.