

DRAFT
WEST TEXAS A&M UNIVERSITY
UNIVERSITY STRATEGIC PLAN
(2007-2011)

I. Mission Statement

West Texas A&M University, a member of The Texas A&M University System, is a student-centered, learning community dedicated to educating tomorrow's leaders through innovative academic and co-curricular undergraduate and graduate programs. The University serves as the principal academic and cultural center of a multi-state region and is a significant catalyst for economic development by expanding the frontiers of knowledge through education, research, and consultation. Its faculty and staff prepare students for leadership roles both in their chosen careers and as citizens of the nation and the world. West Texas A&M University is committed to providing a technology-rich education, constantly improving its academically challenging educational experience, and engaging students through effective teaching and practical experiences involving inquiry, discussion, research, creative activities, experiential learning, and service. The University is committed to the intellectual, professional, and social growth of students by providing an education grounded in the liberal arts with opportunities to develop strong critical thinking and problem-solving skills, an understanding of cultural diversity, a commitment to ethical behavior, an appreciation for the fine arts and humanities, and a desire for life-long learning.

II. Vision Statement

West Texas A&M University is a progressive university that provides a superior academic experience in an engaged, student-centered environment supported by a pioneering spirit that fosters critical thinking and social responsibility.

WTAMU seeks to be a first choice institution – first choice for students, for faculty and staff, and for employers and graduate schools. When prospective students are thinking about pursuing a university education in a field in which WTAMU has a degree program, we want WT to be their first choice. When a prospective faculty or staff member is thinking of a university in which to be employed, we want WT to be their first choice. When an employer is looking for a graduate to hire, we want WT to be their first choice. And when graduate schools come looking for graduate students, we want WT to be their first choice.

III. Core Values

West Texas A&M University holds the following core values as those principles that the University will not compromise, even to overcome obstacles or achieve short-term gain:

- academic and intellectual freedom,
- pursuit of excellence in all endeavors,

- creativity and innovation,
- respect for the dignity of all individuals,
- cooperation and communication,
- community service and leadership,
- exceed expectations of internal and external customers,
- continuous improvement,
- integrity, and
- diversity

IV. Student Centered Philosophy

The development of a student-centered philosophy is a dominant theme in both the strategic planning and curriculum assessment processes at West Texas A&M University. Since the student-centered approach permeates and influences all aspects of the University, it is essential that the philosophy is well-defined and understood by all members of the University community.

A student-centered university community is entirely committed to ensuring that students have opportunities to succeed in their academic, co-curricular, extra-curricular, social, moral, and civic endeavors while they are enrolled as our students and throughout the remainder of their lives. All members of a student-centered university community assist students in achieving their individual academic and personal goals while meeting the goals described in the university's mission statement. The student-centered institution inspires students to develop the attitudes and skills that are essential to a rewarding life of learning, leadership and service.

West Texas A&M University exists first and foremost to provide a superb education to its students. Students and their development must be at the heart of all that we do. Furthermore, excellence in teaching is the sine qua non of our existence as an institution of higher education. In a student-centered environment, we are committed to the continuous improvement of our academic programs; we are committed to challenging students to excel; we are committed to providing students with timely feedback and assessment of their progress; we are committed to constantly adapting our pedagogy to provide a learning environment consistent with students' learning styles; and we are committed to increasing students' personal responsibility for learning by providing participatory learning opportunities. In a student-centered environment, our course schedules and classroom allocations are designed to best meet the needs of our students and maximize learning. Our student support services are accessible, inviting and structured to help students achieve their personal goals.

Although a student-centered university strives to promote student success, the relaxation or reduction of academic standards or expectations cannot be considered as being a contribution to success. Students must be held to high standards in the classroom, in performances, in exhibiting their work, on the athletic field, or in any other arena of student endeavor. Expectations and goals are important aspects of the student-centered philosophy and must be encouraged campus-wide.

A student-centered university enforces the rules, regulations, and policies fairly and consistently for all students. The interests of a single student or a group cannot outweigh the interests of the student community as a whole.

Our most important contacts with students occur in teaching and advising interactions, but critical interactions also occur in admissions, registration, financial aid, residential life, and career services offices. It is imperative that the encounters students have with all employees at West Texas A&M University be productive and pleasant. In other words, all university employees must be empowered and willing to solve the problems that students bring to their doorsteps.

The mission of West Texas A&M University is to be a student-centered learning community dedicated to educating tomorrow's leaders through innovative academic and co-curricular undergraduate programs. Our role is to provide opportunities for students to reach their personal goals in a supportive, student-centered environment. Our goal is to exceed the expectations of our students, their parents, and the community that we serve. Each member of the university community is responsible for ensuring that West Texas A&M University is student-centered.

V. Priorities of WTAMU

The University's primary responsibility is to provide a student-centered, learning community dedicated to educating tomorrow's leaders through innovative academic and co-curricular undergraduate and graduate programs, with primary emphasis placed on undergraduate education. Given the large number of first generation and minority students, emphasis is placed on providing an educational experience in which there is personalized attention given to students.

Instructional responsibilities are given a weight of between 50 and 80 percent in annual faculty evaluations, depending upon specific faculty workloads. Recognizing that the existence of an effective student-centered learning environment entails extensive interaction of students with faculty outside of the classroom, advising/mentoring comprises between 10 and 20 percent of instructional responsibilities.

Scholarly research that provides practical applications of theory through applied research, enhance the effectiveness of teaching, and advance the bounds of knowledge, are valued and encouraged by the University. In terms of priorities, a goal is for the majority of our scholarly output to be applied scholarship, with the remainder being in rough balance between basic scholarship and instructional development. Regardless of type, the primary emphasis is on high quality intellectual contributions. Scholarly research/creative activities are given a weight of between 10 and 40 percent in annual faculty evaluations, depending upon specific faculty workloads.

As a service-oriented university, we have a commitment to assist in the economic development of the region. Service responsibilities are viewed as an integral part of the

mission of the University and are given a weight of between 10 and 25 percent in annual faculty evaluations, depending upon specific faculty workloads.

Recognizing a sizable proportion of our students are commuter and/or non-traditional students, the University offers a wide range of student support services for part-time and non-traditional students in addition to being a residential campus. While traditional course delivery systems are the predominate means of offering classes and programs, WTAMU is committed to offering on-line programs and on-line courses.

VI Critical Success Factors and Key Performance Indicators

The following represent factors considered critical to the success of WTAMU:

- student learning and success,
- academic excellence,
- research, scholarship and creative work,
- fiscal responsibility, and
- catalyst for economic development in region.

Key performance indicators (KPIs) of the university are listed in Appendix A.

VII Reference Group Universities

Appalachian State University	Sonoma State University
Arkansas State University - Main Campus	Southeastern Oklahoma State Univ.
Augusta State University	Southwestern Oklahoma State Univ.
Central Missouri State University	Tennessee Tech University
East Central University	Tarleton State University
Eastern New Mexico University	Texas A&M International University
Fort Hays State University	Texas A&M Univ. – Corpus Christi
Kennesaw State University	Truman State University
McNeese State University	University of Central Oklahoma
Murray State University	University of Texas – Pan American
Northeastern State University	Western Carolina University
Shippensburg Univ. of Pennsylvania	Western Kentucky University

VIII. Context and External/Internal Assessment

A. Context

1. Historical Perspective

“An Act to Establish the West Texas State Normal College” was introduced before members of the Thirty-first Legislature on Jan. 14, 1909. The bill passed the house and the Senate and was approved by Governor Tom Campbell on March 31, 1909. The City

of Canyon submitted its proposal for the school site on Nov. 10, 1909, and was awarded rights to the first state college in Texas located west of the ninety-eighth meridian. At 9 a.m., Sept. 20, 1910, West Texas State Normal College, with 16 faculty members, enrolled its first of more than 200 students.

During the 90 year history of the institution, it has had five different names: West Texas State Normal College, 1909-23; West Texas State Teachers College, 1923-49; West Texas State College, 1949-63; and West Texas State University, beginning in 1963. The University experienced an historic milestone on Sept. 1, 1990, by entering The Texas A&M University System. Following this merger, the name of the university was then changed to West Texas A&M University effective June 1, 1993.

2. Geographic Location

West Texas A&M University is located in the heart of the Texas Panhandle in Canyon (population 12,875), approximately 20 miles south of Amarillo (population 173,627). The “Panhandle,” a region that includes the northern most 26 counties of Texas, has a total population of 371,956 and covers 25,712 square miles. The University is located in Randall County, one of the fastest growing counties in the Panhandle. The county’s population in 2003 is estimated at 107,333, a 2.9% increase over the 2000 Census population of 104,312, and 16.3% greater than the 89,673 residents in 1990.

Amarillo/Canyon, the population center of the Panhandle and geographically isolated from much of Texas, is actually closer to three neighboring state capitals (Oklahoma City, Okla.--260 miles; Santa Fe, N.M.--280 miles; and Denver, Colo.--430 miles) than to Austin. A one-way trip to the state capital is 505 miles (430 air miles) and has major implications for the University’s travel budget.

As of 2007, the Amarillo economy continues to post relatively strong economic numbers, including retail sales, job growth and building permits. Retail sales are up 7% and new car sales are up 35% over a year ago. Airline boardings are up 5% and motel occupancy is up 6%.

The energy sector continues to be quite strong with 92% more drilling rigs in operation in the Panhandle. 1,900 more people are working than a year ago. The jobless rate in Amarillo (MSA) however remains quite low. As of January 2007, the MSA unemployment rate stands at 3.1 percent, the third lowest in Texas. The Amarillo economy has had an annual increase in employment of more than 1.6 percent per year from 1994 to 1999. Over 3,000 net jobs were created in 2006 for a total employment of 134,000.

Amarillo, like other areas, continues to depend more and more on the global economy for marketing goods and services produced in the Panhandle. Our highly diversified economy enables Amarillo companies to serve customers from all parts of the globe. Companies have chosen to relocate in Amarillo because of excellent schools, medical facilities, and churches, the arts and overall quality of life, along with strong economic

forces, enhanced transportation facilities and many other factors.

Amarillo has one of the world's largest natural gas reserves and provides distribution to many large cities and thousands of towns connecting through to the Atlantic seaboard. Natural gas and petroleum industries have given rise to a number of major industries, which produce carbon black, petro-chemicals and helium.

The many state and federal highways and the major BSFN rail head make Amarillo the trade center of a five state area. The Amarillo Civic Center opened in 1968, expanded in 1978 and has currently undergone a major remodeling and expansion. It easily accommodates 12,000 people per day, hosts over 45 trade shows per year, one of which is the Farm and Ranch Show, one of the top five agriculture trade shows in the nation.

The friendly people, the thriving pioneer spirit, the strong economy and a progressive attitude make Amarillo one of the best places in Texas to live and prosper. The unhurried friendliness of Amarillo was cited when it was selected in the October 1994 issue of *Entrepreneur* magazine as one of the "25 Best Cities for Small Business". Factors such as success rates for business, payment performance of companies, personal incomes, state programs and cost of living were considered in the selection of the top cities.

In January 2000, *Outlook Texas* magazine, published by the World Economic Development Alliance, reported Amarillo as No. 1 in its Texas Star Cities rankings in a Business Development Outlook. The No. 1 ranking was based on social and economic factors, medical services, crime rates, commute times, amusements and other cultural activities, restaurants, and a total of 3,000 categories. Twenty Texas cities with populations of more than 100,000 were studied in the survey. Amarillo outranked all of the state's major metropolitan areas. The magazine ranked Waco second, followed by Abilene, Brownsville, and Irving.

Deliberate diversification efforts, financed in part by a half-cent economic development sales tax administered by the Amarillo Economic Development Corporation, have increased the continuous growth of Amarillo with a flourishing economy that finds new businesses opening every day. Major employers such as Blue Cross – Blue Shield, IBP, Inc., Affiliated Foods, Owens Corning Fiberglass, ASARCO, Inc., Sitel Telemarketing, Western Merchandisers (Hastings), Corporate Systems, Ltd., Anderson Merchandisers, Jack B. Kelley Company, Southwestern Bell Communications, and Walmart help stabilize the Amarillo economy.

The recent introduction of Bell Helicopter Tiltrotor assembly plant was intended to provide a solid push to the Amarillo economy. The new facility assembles the V-22 Osprey for military use with a smaller civilian version projected for construction in the future. However, the V-22 Osprey experienced two major crashes which resulted in the military halting production pending additional design modifications. These have been completed and the outlook for military use looks favorable. The facility is currently being expanded.

Southwestern Bell Telephone Co. recently began expansion of its Customer Care Center in Amarillo. Southwestern Bell is part of SBC Communications, a global leader in the telecommunications industry. The company considered several possible locations for establishing new customer service operations. Michelle Thomas, SBC Communications Contracts Manager said, “The community’s support made it easy to select Amarillo”.

3. Organizational Aspects

The University has one school--the Graduate School--and five colleges--the College of Agriculture, Science and Engineering; the College of Business; the College of Education and Social Sciences; the Sybil B. Harrington College of Fine Arts and Humanities; the College of Nursing and Health Sciences.

The University also serves as a regional division for the Texas Agricultural Extension Service (TAES), the Texas Engineering Experiment Station (TEES), the Texas Transportation Institute (TTI), the Texas Forest Service and the Texas Wildlife Damage Management Service. In addition, the University supports a number of active institutes, the most notable of which are the National Cattlemen’s Beef Association’s Cattlemen’s Carcass Data Service, the Dryland Agriculture Institute, and the Alternative Energy Institute. It also takes special pride in the Cornette Library and the Panhandle-Plains Historical Museum.

West Texas A&M University is one of the region’s major employers with 243 full-time faculty, 39 part-time faculty, 118 teaching assistants and graduate assistants, 455 full-time staff and 11 part-time staff.

4. Demographics

The region served by West Texas A&M University is like the rest of Texas in many ways; however, where there are differences, they are sometimes major and tend to have significant strategic implications.

The demographics in some nearby communities contrast sharply to Potter and Randall counties. The minority student populations at elementary and middle schools are increasing, and Hispanics constitute almost 50% in towns such as Hereford and Dimmitt.

These data contain a number of implications for West Texas A&M University:

- We must prepare for future increases in Hispanic enrollment.
- Almost all of these students will be first-generation college students.
- They will require more and different support services.

The population of the top 26 counties in Texas is aging. The average age of the WTAMU undergraduate student is 23.8 (up from 23.6 in 1995), and the average age of the graduate student is 33.6 (down from 34.3 in 1995).

Categorizing the campus is difficult using forced choice options. Most surveys force a choice between residential and commuter or between traditional and non-traditional students. WTAMU actually serves two distinct student bodies. The first student population is traditional and residential and enjoys on-campus student activities, residence hall programs, Greek organizations and intercollegiate athletics. About 46% of the student population lives either on-campus or in Canyon. The other student body can be categorized as non-traditional and commuting. Many students in this group have a significant daily commute, work more than 20 hours per week, have families and participate very little in campus life. A growing number of students are distance learners who have no on-campus participation.

There also may be further implications for such critical areas as residence halls and food service as the needs of these two student populations are balanced. The “non-traditional” student is far more likely to desire time/place utility advantages, i.e., courses and services via alternate delivery systems as opposed to those offered in traditional times and places. Most services can now be accessed via both traditional and on-line methods.

5. Primary Service Regions

West Texas A&M University has traditionally enjoyed a strong recruiting base, primarily regional in scope. Approximately 41 percent of the University’s students are from Randall and Potter counties, and almost 70 percent are from the Texas Panhandle. Because of the institution’s geographic location and regional demographics, West Texas A&M University must continue to broaden its recruiting base and place additional emphases on the retention of students.

B. External Assessment

National

College enrollments will continue to increase between now and 2015, but the rate of growth will decline, according to projections from the U.S. Education Department’s National Center for Education Statistics. The report projects that between 2004 and 2015, college enrollments will increase fourteen percent for undergraduate students and 19 percent for graduate students; fifteen percent in public institutions and 14 percent in privates. From 2004 to 2015, enrollment in degree-granting institutions is expected to grow 42 percent for Hispanic students, 30 percent for American Indian or Alaska Native students, 28 percent for Asian or Pacific Islander students, and 27 percent for black, non-Hispanic students. Enrollment for white, non-Hispanic students is predicted to rise 6 percent, while nonresident-alien enrollment is expected to rise 34 percent. (Chronicle of Higher Education, 15 September 2006)

Graduate-student enrollment in American colleges and universities continued to increase in 2005, thanks largely to a growing number of female and African-American students and the first gain in new international-student enrollments in four years, according to "Graduate Enrollment and Degrees: 1986 to 2005," released by the Council of Graduate Schools.

This week, the Organization for Economic Cooperation and Development (OECD) released its annual report, *Education at a Glance*, that compares indicators of educational performance of 30 OECD countries. Perhaps the most significant finding is that the United States and other developed nations are losing ground to developing countries in many educational indicators, particularly those related to college performance. Asian countries are experiencing significant growth in college graduation and are becoming more competitive, while the United States has remained relatively flat with regard to meeting the demands of high-skilled labor markets. Data from the survey and the full report can be found on the OECD website.

(From: The Associated Press Newswires (subscription) and Seattle Post-Intelligencer, 12 September 2006)

Aspiring teachers emerge from college woefully unprepared for their jobs, according to a study that depicts most teacher education programs as deeply flawed. The coursework in teacher education programs is in disarray nationwide, the report says. Unlike other professions such as law and medicine, there is no common length of study or set of required skills. Then there are a host of other problems: low admissions standards, disengaged college faculty, insufficient classroom practice and poor oversight (Fort Worth Star-Telegram © 09/20/2006)

U.S. Secretary of Education Margaret Spellings' Commission on the Future of Higher Education released their final report. Among the Commission's recommendations are: calls to reform student aid policies, increase innovation on campuses, measure student learning outcomes, improve institutional cost containment strategies, and increase college access and affordability. The final version of this report is not significantly different from the previous drafts, but it now includes "best practices" and case studies of innovative higher education reform efforts.

(From: Inside Higher Ed, 20 September 2006)

Nursing schools rejected more than 41,000 qualified applicants in 2005, up from 33,000 in 2004 and 18,000 in 2003, according to annual survey data from the American Association of Colleges of Nursing. Three out of four schools cited an insufficient number of faculty as the primary reason for rejections in 2004 and 2005.

(Nursing Schools Short on Teachers, USA Today, 10.03.06).

Educators and real estate analysts say that colleges and universities, public and private, big and small, are adding classrooms, dormitories, student centers and athletic centers at a scope and rate that have not been seen in decades. While students consider many factors when choosing a college, educators say that first-rate physical facilities are becoming increasingly important in attracting students.

(As Competition Builds, So Do Colleges, NY Times, 09.30.06)

Recent trends indicate that states have made a conscious decision to shift the financial burden of higher education toward the campuses, and away from the government. Policymakers can address the affordability issue in two ways: They can help keep tuition

low by providing more public funds for higher education, and they can target lower tuition rates with more need-based financial aid (Journalnow.com NW North Carolina, 10/10/2006).

The National Science Foundation would receive \$6.43-billion under President Bush's budget for the 2008 fiscal year, with most of the proposed increases going to bolster physical-sciences, engineering, and other research that administration officials hope will help the United States remain a global leader in innovation. (Science Foundation's Budget Calls for Increases for Research Designed to Keep America Competitive, *The Chronicle of Higher Education*, 6 February 2007)

The country's employment growth is expected to continue through the rest of this decade and into the next, with college labor market clusters (professional, management, technical and high-level sales) expected to generate about 46 percent of all job growth between 2004 and 2014. (*America's Perfect Storm: Three Forces Changing our Nation's Future*. Report by The Educational Testing Service (ETS), January 2007)

The expected lifetime earnings of males with a bachelor's degree in 1979 were 51 percent higher than their peers with only a high school diploma. By 2004, however, this difference had widened to 96 percent. The earnings premiums accruing to a particular level of educational attainment (e.g., high school diploma, bachelor's degree) are substantially larger for individuals at that level who have higher cognitive skills, indicating that *both* education *and* skills contribute to individual opportunities. These opportunities include not only higher paying jobs but also the chance for individuals to take advantage of employer-sponsored training to enhance and broaden their skills throughout their working lives. (*America's Perfect Storm: Three Forces Changing our Nation's Future*. Report by The Educational Testing Service (ETS), January 2007)

Fueled both by higher birth rates and by immigration, the Hispanic share of the population is expected to grow from 14 percent in 2005 to slightly more than 20 percent by 2030. In 2004, nearly 57 percent of the 16- to 64-year-old Hispanic population in the United States was foreign-born, up from 46 percent in 1990. More than half of these immigrant Hispanics lacked a high school diploma. The lack of a high school diploma by such a large proportion of Hispanic immigrants is of concern given the fact that almost 80 percent of immigrants who have not earned a high school diploma report not speaking English well or at all. (*America's Perfect Storm: Three Forces Changing our Nation's Future*. Report by The Educational Testing Service (ETS), January 2007)

Colleges across the country are devoting more time, money and staff power to students who can't decide on a major, concerned that many of them will leave school without graduating or will prolong their college careers and take up precious spots for prospective students. The University of South Carolina last semester more than doubled its staff of advisers focusing on undergraduates who can't settle on a major. Ohio University now

requires students to declare a major before they complete 75 credit hours, instead of 90 previously
(Colleges prod students to make major decision, Dallas Morning News © 01/07/2007).

Students entering their first year of college consider career preparation the most crucial factor in determining the value of their postsecondary education, according to a new report from Eduventures, an education consulting firm. Students said they viewed services that would assist them in career-development efforts as the most likely indicators of a college's commitment to professional preparation. The three most significant factors that convey that commitment to students are the opportunities a college provides for internships, the quality of its career office, and job-placement records of its graduates
(Freshmen Put High Value on How Well College Prepares Them for a Profession, Survey Finds, Chronicle of Higher Education © 12/12/2006).

Since the 1970s, the proportion of tenured and tenure-track faculty members in the American professoriate has dwindled from about 57 percent to about 35 percent, while the proportion of full- and part-timers working off the tenure track has grown from about 43 percent to 65 percent
(Tracking the invisible faculty, Chronicle of Higher Education © 12/15/2006).

While the business world is filled with innovations that make products better and cheaper, higher education just keeps getting more expensive — vastly outpacing all increases in the cost of living. Experts cite strong competition for faculty, student demand for state-of-the-art classrooms and facilities, and a decline in federal support for research facilities as the big cost drivers. But there's no real evidence that students are learning more, even as their parents fork over more money
(America's most expensive colleges, MSNBC © 01/25/2007)).

Nationwide, women make up about 58 percent of undergraduates, according to the U.S. Education Department's most recent statistics...Colleges are responding by trying to entice more young men to enroll — adding engineering programs and football teams, changing the color palette of their admissions brochures from pastel to primary, and quietly tweaking their standards to give male applicants a leg up
(The new gender divide, Chronicle of Higher Education © 01/22/2007).

Following the example of the University of North Carolina-Chapel Hill, the University of Louisville is joining more than two dozen other schools that have begun promising a free education — books, tuition, and room and board — to students from poor families. Students accepted at Louisville who meet income guidelines will be guaranteed that if federal aid won't cover their costs — all of them — the universities will make up the difference. Schools like Miami of Ohio and UNC-Asheville have adopted similar programs
(Colleges Boost Aid to Poor Students, Time.com © 01/11/2007).

Merit scholarships are disproportionately awarded to students from high-income families, and the percentage of merit aid colleges give out, compared to need-based aid, has increased significantly since 1994, according to report scheduled for release today. From

1994 to 2004, students from families in the top-income quartile (\$111,170 or higher annually) received three times as much merit aid as students in the lowest income quartile (\$37,745 or less). Families in the lowest quartile spend 58 percent of their income on the net price of college, compared with 12 percent of income for families in the highest income group, according to the report, which was issued by Eduventures, an education-consulting company.

(Richer Students Receive Much More Merit-Based Aid Than Do Poorer Ones, Study Finds, Chronicle of Higher Education © 01/17/2007)

From 2000 to 2005, the number of U.S. citizens earning doctorates fell nearly 6 percent. At the same time, doctorates going to noncitizens holding temporary visas climbed more than 32 percent. The drop-offs in some fields have been even sharper. In engineering, doctorates for U.S. citizens are down 10 percent over that period. The drop is 11.7 percent in the social sciences and 12.2 percent in the humanities. Put another way, in just five years, the percentage of doctorates from American universities going to U.S. citizens has fallen from 68 percent to just under 61 percent. In 1975, that number was 82 percent.

(Number of Doctoral Degrees Rose 2.9% in 2005, With Foreign Students Accounting for the Growth, Chronicle of Higher Education © 11/21/2006).

Students who participate in collaborative learning and educational activities outside the classroom and who interact more with faculty members get better grades, are more satisfied with their education, and are more likely to remain in college. But the gains from those practices are even greater for students from underrepresented racial and ethnic backgrounds, or who come to college less prepared than their peers.

(Underrepresented Students Benefit Most From 'Engagement', Chronicle of Higher Education © 11/14/2006).

The number of U.S. college students taking at least one online course surged 35% last year, amid growing concerns among faculty, according to a survey by the College Board and the Alfred P. Sloan Foundation. Only 32% of the administrators at public colleges said their faculty support online education, down from 36% the previous year

(College students click on On-line Courses, Detroit Free Press © 11/09/2006)

State

The state's main need-based aid program is the TEXAS Grant program. But it already is short on cash and could fund only 40 percent of eligible students this year. (Colleges eye ways).

Between 2002–03 and 2013–14, the number of public high school graduates in Texas is expected to increase 15 percent.

(Projections of Education Statistics to 2015, National Center for Educational Statistics, U.S. Department of Education, September 2006)

More than 10 percent of the registered-nurse slots at Texas hospitals are unfilled, according

to preliminary results of a statewide survey. An 8.6 percent vacancy was reported in 2004. Nationally, nursing schools have almost 1,400 unfilled teaching positions -- up 32 percent since 2002. The strategies local hospitals are using to lure and keep nurses include money, bonuses, flexible schedules, investment in education, training, temporary and overseas nurses, work environment, and other perks (concierge services, discounted child service, award recognition, etc.) (Fort Worth Star-Telegram © 10/08/2006).

A report by the Conference Board and others indicated the future work force of this country is not prepared and lack critical skills. “What we hear from Texas employers is that they are dissatisfied with the products coming out of our educational system...,” said Diane Rath, chair of the Texas Workforce Commission. The main complaint was the lack of good writing skills. Applied skills such as teamwork, critical thinking, and communication are also lacking (Laredo Morning Times © 10/10/2006).

Texas produces 5,500 graduates a year in electrical engineering, engineering technology and computer science while our economy produces 11,000 annual job openings in those fields. (Text of Gov. Rick Perry's 2007 State of the State Address)

House Speaker Tom Craddick, R-Midland, supports more state spending on higher education while stressing that he has no objections to colleges increasing tuition as needed. (Craddick parts ways with Dewhurst on tuition deregulation, Austin-American Statesman, 6 February 2007)

Two new studies financed by the College Board and about to be released find that students who complete Advanced Placement courses and take the tests that go with them see significant gains in their college performance. One study examined Texas public high school graduates who enrolled in public colleges and universities in Texas. Students were grouped by whether they took AP courses and exams, just the courses, or just the exams, and they were compared with students in dual-enrollment programs and those who had not taken college-level courses. Additional analysis was done based on groupings by SAT score, and by socioeconomic status, as measured by eligibility for free or reduced school lunches. The study found that students who took AP courses and exams “significantly outperformed” other students on a wide variety of measures of college-level performance. The second study looked at students in four entering classes at the University of Texas at Austin. It found that students who earned college credit through the AP program “consistently outperformed non-AP students of similar academic ability in all college outcome measures.” Further, the study found that AP exam scores are “a good predictor” of future college performance, especially in the areas that match the AP exam in question. (Studies Point to Value of AP, Inside Higher Ed © 01/30/2007)

At least half of all Texas high school students in the state's urban school districts are dropping out of school, creating a crisis that state leaders are not doing enough to address, some education experts say. Researchers generally agree that Texas' statewide dropout rate

hovers around 33 percent, which is about 20 points higher than official statistics compiled by the Texas Education Agency.

(Dropout rate a crisis for state, experts say, Houston Chronicle © 01/29/2007)

In December 2005 the California-based Hilmar Cheese Company, along with its partner Steuben Foods, announced a new cheese plant and a facility expansion at the aseptic food and dairy plant in Dalhart, Texas. The new US\$190m plant will be capable of producing about half a million pounds of cheese a day from an initial milk supply of 250,000 gallons per day and is due to begin first phase production in the third quarter of 2007. The plant is projected to employ more than 350 workers by year nine of production but will initially employ 120 people. The facility is being constructed primarily in two phases but will be expanded over a 12–15 year time scale. The plant will begin cheese production with milk in ten new independent dairies totalling 25,000 milk cows. Over the initial nine years of production, this will increase to more than 150,000 milk cows and the plant will employ more than 1,500 workers in the dairies.

(Hilmar Cheese Plant, Dallam County, Dalhart, Texas, USA, foodprocessing-technology.com)

The Economy

The Texas High Plains is one of the most unique and diversified agricultural areas in the world. The temperate weather conditions and the availability of irrigation water have made the area well suited to agriculture. The area consists of 14 million acres of agricultural land with 9 million acres in pasture and 5 million acres in crops. Approximately 40 percent of the cropland is in irrigated production.

The contribution of the agricultural industry to the area economy is immense. The total of value-added agricultural commodities, government payment to farmers, and the payroll of agribusiness firms averaged more than \$3.41 billion per year for 1995 through 1999. Another measure of the importance of area agriculture is its impact on the Texas economy. It is estimated that \$6.32 billion in economic activity and an estimated 46,875 jobs are contributed to the regional economy because of agriculture.

The economy of the Panhandle of Texas has always been dependent on oil and agriculture. Even with the retail growth of the Amarillo economy, there has still been a continued decline in rural and urban populations in the top 26 counties of the Panhandle, with a subsequent loss in the number of major employers due to the downturn in the oil and agriculture industries. The majority of the Panhandle economy has still not recovered from this downturn, even though there have been some promising areas of regional economic improvement.

Opportunities and challenges for WTAMU, as identified through a scan of the external environment include the following:

Opportunities

- There exists a vast pool of underserved minority and first generation students in the WTAMU primary market area.
- The university does not have a visible presence in Amarillo.
- There is a shortage of nurses nationwide and in the State of Texas.
- There is a shortage of engineers graduating from Texas universities.
- With the introduction of new dairy farms, the Hilmar Cheese Plant in Delhart, and new biodiesel plants across the Panhandle, the demand for new programs in dairy management and engineering has increased.

Challenges

- The population of the upper Panhandle is projected to grow at a slower rate than that for the remainder of Texas.
- Distance education from other universities and private institutions offered on the Internet provide increased competition of WTAMU.
- The public’s perception is that community colleges respond to community needs faster and more effectively than WTAMU.

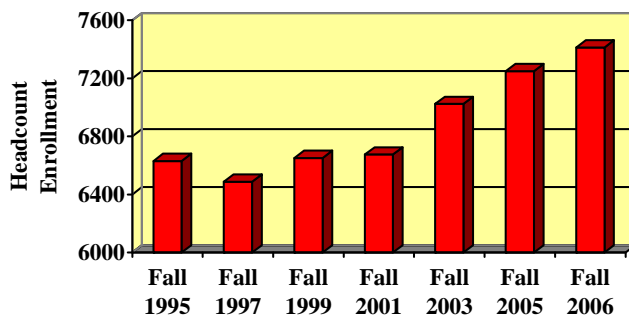
C. Internal Assessment

Data

Enrollment

WTAMU has experienced steady enrollment growth over the past decade with enrollment in Fall 2006 being the largest enrollments in the past 35 years. The figures represent a healthy, thriving university. Total enrollment in Fall 2006 was 7,412.

Total Enrollment - Fall

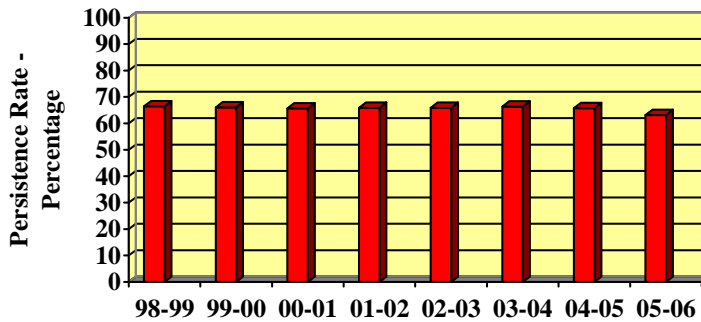


Of the 5,765 undergraduate students enrolled in Fall 2006, 1,380 were freshmen. Of these freshmen, **924 were beginning their first collegiate experience**. The student body at WTAMU is comprised of 74.6% white, 3.9% black, 15.1% Hispanic, 1.7% Asian American, 1% Native American, and 3.7% International. Admission to the university is determined through selective criteria as evident by the fact that the university only accepts 70% of its total applicants. **The university has more than 50% first-generation college students.**

Student Persistence and Graduation Rates

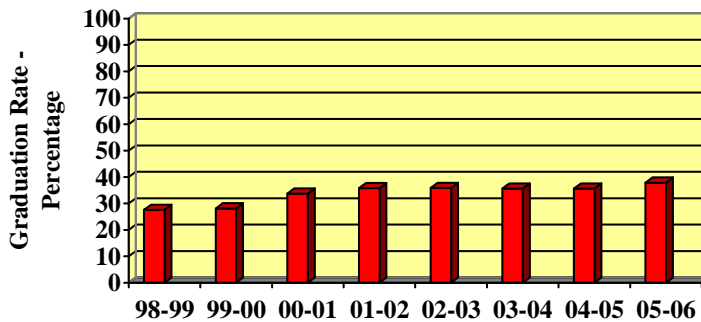
When evaluating the demographic data on our students, an important finding emerged. **WTAMU lost 421 freshmen** in 2004. The trend continued into 2005, when 37% of first year students did not return. The persistence rate for freshmen to the sophomore year has consistently been in the mid sixties for the past decade. Obviously, first year students warranted serious attention.

Freshman to Sophomore Persistence Rates



Graduation rates at WT over the past decade have been fairly low, although they are reflecting a slight upward trend.

Six Year Graduation Rates



Cooperative Institutional Research Program Survey (CIRP) Results

To better understand the students entering West Texas A&M Univ., the Cooperative Institutional Research Program Survey (CIRP) was administered in 2003. The CIRP is designed to provide universities a method of collecting comparative data on their entering student characteristics such as economic backgrounds, expectations of college, religious and political perspectives.

Family Income Levels

According to CIRP results, 72.9% of our students come from homes whose combined parental income is \$74k or lower. Of these students, over 50% of those students coming from homes with combined income below \$39k. Our students come from middle to lower socioeconomic backgrounds. **Only 29.5% of their parents have a college degree.** As a result, the majority, 58.9%, have to work 10 hours or more a week, and 54% of our first year students surveyed indicated they would have to get a job to help pay for their education. Yet, only 18% had major concerns about the ability to pay for college. These same students listed being very well off financially (80%) as important.

Religious and Political Perspectives

CIRP data indicates our first year students and their families are quite religious, with the majority of them claiming Baptist and Roman Catholic preferences. Only 3% of our students claim to have no religious affiliation, compared to the 17% national average. **In the past year, 92.7% of our first year students attended religious services.** This religious identity has not carried over to community/volunteer involvement as over 41% indicate zero volunteer hours a week, and another 25% spend less than one hour a week. Only 10% of our first year students dedicate three or more hours a week to helping others. According to CIRP, these are conservative people. Only 10% of our students identified themselves as liberal. These students indicated they expect WTAMU to help them integrate spirituality into their life and education.

Expectation of WTAMU

Our first year students were pointed in their reasons for choosing WTAMU. Only **28.9% chose WTAMU because it had a good academic reputation**, compared to 58% nationally. They did not select WTAMU to gain acceptance in top graduate/professional schools, 6.4% compared to the 29.6% national average. Nor did they select our university because its graduates get good jobs, 22% compared to the national 50% average. Generally, our first year students enrolled at WTAMU because it was affordable (59.2%), small (42%), they were offered financial assistance (34%), and it was close enough to home (29%). **Only 35% of our first year students expected to be satisfied with WTAMU** compared to the 52% national expectation. Almost 13% of our first year students began their collegiate career at WTAMU with the expectation that they would transfer to another institution. They did not have high expectations for their academic success as only 37% expected to make at least a “B” average; whereas, over 60% of their peers nationally held such expectations. A significant number of our first year students expected to change their major, 38% compared to 14% national average.

They did not expect to develop relationships with professors (9.6%) compared to the national anticipation (31.5%). Only 29% of our first year students were prepared to be involved with student organizations.

2003 Results from the National Survey of Student Engagement (NSSE)

The 2003 results from the National Survey of Student Engagement (NSSE) helped clarify the central issues concerning our first year student learning experience. NSSE assesses student learning through levels of student participation with, value for, and learning in effective educational practices. The NSSE benchmarks student educational experiences through five areas of practice:

- 1) Level of academic challenge
- 2) Active and collaborative learning
- 3) Student-faculty interactions
- 4) Enriching educational experiences
- 5) Supportive campus environment. In evaluating our NSSE scores, we gained important insights about student learning in our classrooms and on our campus. In analyzing each area of practice, we have a richer understanding of our students' educational outcomes.

Academic Challenge

In the area of academic challenge, WTAMU was significantly below the national and system averages for first year students. Specifically, NSSE indicated our students were not reading books or newspapers. Courses apparently offered discussion on theories and concepts, but students were not able or asked to synthesize or apply this learned information. The NSSE benchmark scores were particularly problematic in the areas of academic challenge in the first year of coursework. We needed to set higher expectations for student performance and promote reading and greater abilities to apply and synthesize ideas, information, or experiences into a more complex knowledge of the world.

Active and Collaborative Learning

Because students learn more when they are intensely involved in their education, the NSSE data in the area of active and collaborative learning was particularly disconcerting. NSSE indicates that once our students enter courses in their major, they experience more active learning. However, our first year students are less likely to find the same learning environments in general education core classes usually taken the first two years of enrollment. These students reported fewer class discussions, fewer presentations, and fewer class projects with other students than national averages. Because NSSE reported these students were not asked to engage in community-based learning, they were not as academically involved during the first year.

Student-Faculty Interaction

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for life-long learning (NSSE Benchmark Report, 2003). Once our students enter courses for their major, our faculty excels at developing relationships. However, the first year student does not receive those same opportunities. Our first year students are not as likely to discuss grades or assignments with their instructors, evaluate career plans, dialogue about readings, or engage in community-based or problem-based projects with faculty members. Thus, they are not benefiting enough from student-faculty interaction during the first year.

Enriching Educational Experiences

Complementary learning opportunities in and out of class augment academic programs. Diversity experiences teach students valuable lessons about themselves and others. Internships and community service opportunities facilitate student abilities to integrate and to apply knowledge (NSSE Benchmark Report, 2003). Again, our students' lived experience does not reflect the level of enrichment desired by this institution. NSSE shows WT first year students do not have experiences with community service or volunteer work, serious conversations with peers about religious and/or political beliefs, or field experiences. Survey responses indicated that the campus environment does not encourage contact with students from different economic, social, racial or ethnic backgrounds. If we want our first year students to experience greater academic and personal success while enrolled, the university must facilitate a more enriching educational environment that must also carry over into senior level courses.

Support Campus Environment

Students' performance and satisfaction is higher at colleges committed to cultivating positive working and social relationships throughout the campus (NSSE Benchmark Report, 2003). Our students need stronger, more effective relationships with faculty, staff and peers. NSSE results show WT first year students rated below national averages the following: campus helps with non academic responsibilities (work, family, etc.), support to ensure social success, and quality of relationships with students, faculty, staff, and administration.

Demographics

West Texas A&M University is predominantly Caucasian. As the table below indicates, the Black population has remained relatively stable in the past decade, and the Hispanic population, increasing on a regional level, has made an observable impact on the University's enrollment, growing from 10.2 % in 1995 to 15.1% in 2003. Total minority enrollment has grown from 16.14% in 1995 to 25.38% in 2006.

WEST TEXAS A&M UNIVERSITY MINORITY ENROLLMENT							
	Fall 1995	Fall 1997	Fall 1999	Fall 2001	Fall 2003	Fall 2005	Fall 2006
Black	160	163	191	209	235	256	290
Hispanic	678	606	662	776	920	1,046	1,119
Asian	74	82	73	87	91	104	123
Native American	34	42	44	49	51	75	76
International	124	138	184	191	210	247	273
Total Minority	1,070	1,031	1,154	1,312	1,507	1,728	1,881
Total Enrollment	6,630	6,488	6,651	6,675	7,023	7,249	7,412
Percent Minority	16.14%	15.89%	17.35%	20.0%	21.46%	23.84%	25.38%

Fiscal Aspects

The state legislature made a policy decision in 1984 that resulted in shifting more of the costs of state supported universities to the students. In 1984, 89% of the University's revenue was funded by appropriated general revenue from the state allocated by the state legislature. In 2004, 64% of the University's funding was from state general revenue appropriations. This legislative policy decision shifting the cost of higher education from the state level to the students has resulted in an increasingly larger percent of the cost to be paid by the students.

In 2003, the Texas State Legislature implemented deregulated tuition. This allowed the universities and their governing boards to set a portion of the tuition that the students pay. As a strategic decision, West Texas A&M University decided, after an analysis of its student demographic information, to modestly increase the deregulated tuition amount. As a result of this decision, in 2006 West Texas A&M University ranks 33 out of 34 in terms of tuition that students must pay. In terms of tuition and fees, WTAMU ranks 28 out of 34.

Relative to the other public universities in the State, WTAMU is under financed. Although its current tuition and fees are among the lowest in the State, its faculty salary needs are the same as those of other institutions; utility costs are increasing as are those of other institutions; funds are needed to renovate facilities and provide infrastructure for technology in the classroom; and additional funds are needed to recruit and retain students who are not a part of the traditional college bound segment of the population.

One of the legislative initiatives is an increased focus on state expenditures with historically underutilized businesses (HUBs). The University has made good progress in meeting those state initiatives.

Based upon a review of the internal scan, West Texas A&M has the following strengths and weaknesses.

Strengths

- Required tuition and fees for fall 2006 were among the lowest in the State - 29th out of the 34 public universities. An education from WT, therefore, is relatively inexpensive as compared with that of other Texas universities and colleges.
- Association with The Texas A&M University System.
- Location of WTAMU in Canyon (combining two factors: geographical proximity to other towns in the Panhandle and small town atmosphere).
- Attractive campus with space to grow.
- There are several world-class researchers on the WTAMU campus.
- WTAMU is only 4 year university in the 26 county Panhandle area.

Weaknesses

- Freshman to sophomore retention rates, and four- year and six-year graduation rates are too low.
- The university is under financed. Required tuition and fees for fall 2006 were among the lowest in the State - 29th out of the 34 public universities, annual fund raising is meager, and the size of the endowment is not large; although the endowment size is on an upward trend having tripled over the past five years. Financial resources, therefore, are not available to accomplishment much that the university wants to accomplish.
- The university does not have a comprehensive, effective marketing plan. WTAMU is little known outside of West Texas.
- Historically, the encouragement and resource support for faculty professional development activities has been inadequate.
- The university's alumni relations are weak. Only some 2,500 of the University's approximately 35,000 living alumni are actively engaged or in contact with the university.
- Salaries of WT faculty members in FY 06 at all ranks, both median and mean, are below those of faculty at Texas peer institutions. Differences for median salaries by rank range, on average, from \$2,152 for associate professors to \$1,142 for assistant professors.
- Too few of the university's learning spaces (classes, seminar rooms, and lab) are equipped with modern technology or furnishings.
- The university was once considered a leader in distance education. This is no longer the case.
- The physical plant of WTAMU is relatively old as compared with that of other Texas public universities. Age and condition of residents hall is a major detriment.
- WTAMU has lost its historic lead in Distance Education and Wind Energy Research.
- Location of WTAMU in Canyon.

Related Strategic Plans

The *Integrative Plan* for the Texas A&M University System and the *Closing the Gaps Plan* for the Texas Higher Education Coordinating Board serve as a foundation for our own University Strategic Plan. The TAMUS plan sets down a vision for its member institutions to be pre-eminent among higher education systems in certain areas. These include its core academic programs, commitment to educational opportunity and educational excellence, faculty and staff, learner-centered communities, collaboration and interdependence of the A&M System institutions, expanding partnership with business, government agencies, and public education, its global role, and dedication to service and outreach. Our own University Strategic Plan embraces these same commitments.

UNIVERSITY GOALS

- I. 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.
- II. 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.
- III. Recruit, develop, and support a faculty and staff that embody the core values of the university and support its mission and goals.
- IV. Support individual scholarly and/or creative accomplishment across the university while developing "Centers of Excellence" in select areas of particular strength and importance to the region and increasing cross-college collaboration in these and other emerging areas.
- V. Strengthen external relations and support of the university with its alumni, friends of the university, local and regional communities, and legislative and governmental entities.

Overall themes of the Strategic Plan are:

- **Academic Excellence**
- **Enrollment**
- **Learning Environment and Student Success**
- **Outreach.**

FIVE YEAR PLAN: 2006-2011
Goals, Objectives and Action Plans

GOAL 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.

Objective 1.1: Consistent with the core values of the University, develop nationally and regionally prominent academic programs and elevate the University to Tier 2 in the *U.S. News and World Report* rankings by 2011.

Tactic 1.1.1: Commencing in Fall 2007, each year revise the curricula to develop at least one unique “niche market” academic program in each college that meets workforce needs.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the average ACT score of entering freshmen will be 22 or better; 60% of full-time faculty will have peer reviewed scholarly or creative output each year.

Responsible Person: Provost and academic deans

Tactic 1.1.2: Seek the highest level of accreditation that is deemed appropriate for all programs that have accrediting bodies by 2011.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the average ACT score for the entering freshman class will be 22 or better; 60% of full-time faculty will have peer reviewed scholarly or creative output each year.

Responsible Person: Provost and academic deans

Tactic 1.1.3: 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.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the

average ACT score of entering freshmen will be 22 or better; 60% of full-time faculty will have peer reviewed scholarly or creative output each year.

Responsible Persons: President, Provost, CFO, and academic deans

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

Tactic 1.2.1: In Fall 2006, provide funding to conduct feasibility studies to offer MBA, MPA, Nursing, and/or other graduate programs and upper-level academic courses in Amarillo; consider options for purchasing or leasing classroom and office space for academic programs in Amarillo.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the average ACT scores of entering freshmen will be 22 or better; citizens of Amarillo will become more aware of the value of WTAMU to the region.

Responsible Persons: Provost and academic deans

Tactic 1.2.2: Beginning in AY 2006-07, develop plans for at least one new academic major each year.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the average ACT scores of entering freshmen will be 22 or better; 60% of full-time faculty will have peer reviewed scholarly or creative output each year; public perception of the stature and reputation of the university will be enhanced.

Responsible Persons: Provost and academic deans

Tactic 1.2.3: By Fall 2011, increase to at least twelve the number of academic programs (as opposed to stand-alone courses) offered on-line.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the average ACT scores of entering freshmen will be 22 or better.

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

Objective 1.3: Develop high quality classrooms and laboratories and other learning spaces on campus.

Tactic 1.3.1: Beginning in FY 2006-07, provide an annual budget of at least \$150,000 to refurbish teaching facilities and learning spaces on campus (new furniture, wall coverings and floor coverings).

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the headcount enrollment will be 9,000; the composite score for “supportive campus environment” will exceed 65 on the NSSE.

Responsible Persons: Provost and CIO

Tactic 1.3.2: Beginning in FY 2006-07, provide an annual budget of \$300,000 to provide a technology-rich environment in all campus facilities by adding or upgrading at least five 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.

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the headcount enrollment will be 9,000; the average ACT scores for entering freshmen will be 22 or better; the composite score for “supportive campus environment” will exceed 65 on the NSSE.

Responsible Person: Provost and CIO

Tactic 1.3.3: Beginning in FY 2007-08, provide an annual budget of \$50,000 to develop colorful and comfortable student learning areas throughout the campus.

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the headcount enrollment will be 9,000; the composite score for “supportive campus environment” will exceed 65 on the NSSE.

Responsible Persons: Provost, VPSS, CFO, and CIO

Objective 1.4: Enrich the educational experience through engaging curricular and co-curricular learning opportunities.

Tactic 1.4.1: Develop a written statement describing the purpose and philosophy of the core curriculum and place it on-line and in all appropriate campus publications by Spring 2007.

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the headcount enrollment will be 9,000; the composite score for “supportive campus environment” will exceed 65 on the NSSE.

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

Tactic 1.4.2: Revise the core curriculum to provide practical course content in all core courses and synergy between the core courses by Fall 2009.

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the headcount enrollment will be 9,000; the composite score for “supportive campus environment” will exceed 65 on the NSSE.

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

Tactic 1.4.3: Provide opportunities for receiving academic credit for experiential-learning and/or project-learning experiences in all undergraduate degree programs by Fall 2010.

Expected Outcomes: By 2011, all baccalaureate degree programs will provide academic credit for experiential-learning (i.e., internships) and/or project learning experiences (i.e., senior projects or senior theses); the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; at least 90% of baccalaureate graduates will either be employed or enrolled in a graduate or professional school within one year of graduation.

Responsible Person: Provost, VPSS and Director of Career Services

Tactic 1.4.4: Review and revise as appropriate the Faculty Workload Policy to provide appropriate released time or financial rewards to faculty who supervise students engaged in experiential learning and/or project learning courses.

Expected Outcomes: By 2011, the six-year graduation rate will be at least 54%; the headcount enrollment will be 9,000; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; at least 90% of baccalaureate graduates will either be employed or enrolled in a graduate or professional school within one year of graduation.

Responsible Persons: Provost and deans

Tactic 1.4.5: In FY 2006-2007, establish an Office of International Fellowships and provide appropriate released-time credit for a faculty member who will serve as director and who will encourage outstanding students to apply for prestigious academic opportunities such as the Rhodes or Marshall scholarship programs.

Expected Outcomes: At least two outstanding students will apply for international fellowships each year.

Responsible Person: Provost and Dean of Graduate School and Research

Objective 1.5: Improve the quality of the graduate programs offered by West Texas A&M University by Summer 2011.

Tactic 1.5.1: By FY 2007-08, begin an external review of 20% of the graduate programs each year by invited referees from benchmark academic institutions, advisory boards, and/or professional institutions; complete all first-round external reviews by FY 2011-12.

Expected Outcomes: By 2011, the GRE/GMAT scores of 60% of all graduate students will exceed the 50th percentile; the number of master’s graduates will exceed 450 each year; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year.

Responsible Persons: Provost and Dean of Graduate School and Research

Tactic 1.5.2: 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 or creative outputs; complete by Fall 2008.

Expected Outcomes: By 2011, 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M; some programs may be phased out.

Responsible Persons: Provost and Dean of Graduate School and Research

Tactic 1.5.3: By 2010 increase the stipend for graduate assistantships in each academic discipline to be competitive with stipend amounts offered by other regional Texas institutions for the same or similar academic discipline.

Expected Outcomes: By 2011, the GRE/GMAT scores of 60% of all graduate students will exceed the 50th percentile; the number of master's graduates will exceed 450 each year; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Persons: President, Provost, CIO, Dean of Graduate School and Research and Dean of Enrollment Management.

Objective 1.6: Beginning in AY 2006-07, ensure program effectiveness through the use of student learning outcomes assessments.

Tactic 1.6.1: Implement the process for annual student learning outcomes assessments and feedback processes in both graduate and undergraduate programs by August, 2006.

Expected Outcome: All academic programs use student learning outcomes assessments to improve course contents, course delivery methods, and program quality; by 2011, the six-year graduation rate will be at least 54%; the headcount enrollment will be 9,000; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students.

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

Tactic 1.6.2: Conduct an intensive assessment review of each undergraduate academic program every five years on a published schedule beginning in 2006-07.

Expected Outcomes: All academic programs use student learning outcomes assessments to improve course contents, course delivery methods, and program quality; by 2011, the six-year graduation

rate will be at least 54%; the headcount enrollment will be 9,000; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students.

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

Tactic 1.6.3: By FY 2007-08, provide an annual budget of \$50,000 to conduct an external review of 20% of the graduate programs each year by invited faculty referees from Carnegie Research I institutions; complete all first-round external reviews by FY 2011-12.

Expected Outcomes: All academic programs use student learning outcomes assessments to improve course contents, course delivery methods, and program quality; by 2011, the number of master’s graduates exceed 450 each year; the headcount enrollment is 9,000.

Responsible Persons: Provost and academic deans

Tactic 1.6.4: Beginning in AY 2007-08, phase out academic programs that have low enrollments, insufficient indicators of academic quality, or are not central to the mission of the University.

Expected Outcomes: By 2011, the six-year graduation rate will be at least 54%; the headcount enrollment will be 9,000; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students.

Responsible Persons: Provost and academic deans

Tactic 1.6.5: Beginning in FY 2007-08, 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.

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the headcount enrollment will be 9,000; the composite score for “supportive campus environment” will exceed 65 on the NSSE; faculty and staff will consistently exceed the expectations of all visitors and constituents.

Responsible Persons: President, CFO and VPSS

Objective 1.7: Beginning in AY 2006-07, provide opportunities for Study Abroad and Semester Exchanges in other countries by developing each year at least two international student exchange agreements with universities having compatible academic programs.

Tactic 1.7.1: Advertise the Study Abroad and Semester Exchange programs so that all students are aware of the opportunities.

Expected Outcomes: By 2011, 20% of all baccalaureate graduates each year will have had Study Abroad or Semester Exchange experience.

Responsible Persons: Provost, Study Abroad Coordinator and academic deans

Tactic 1.7.2: Beginning in FY 2007-08, 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.

Expected Outcomes: By 2011, 20% of all baccalaureate graduates each year will have had Study Abroad or Semester Exchange experience.

Responsible Persons: Provost, Study Abroad Coordinator, and Director of Institutional Development.

Tactic 1.7.3: Beginning in FY 2006-07, establish an annual fund of \$5,000 to allow faculty to conduct peer assessments of Study Abroad programs.

Expected Outcomes: By 2011, 20% of all baccalaureate graduates each year will have had Study Abroad or Semester Exchange experience.

Responsible Persons: Provost, Study Abroad Coordinator, and Director of Institutional Development

Objective 1.8: Establish by the beginning of 2010-11, three “Centers of Excellence” in select areas of particular strength and importance to the region.

Tactic 1.8.1: By Fall 2007, have developed and distributed to deans and department heads the draft criteria that will be used to select academic programs or units that will be designated as “Centers of Excellence.”

Expected Outcomes: By Fall 2009, at least one “Center of Excellence” will be identified; by the end of FY 2010-11, 60% of full-time faculty will have a peer-reviewed scholarly and/or creative output each year.

Responsible Persons: President, Provost and academic deans

Tactic 1.8.2: By Spring 2008, distribute to the deans and department heads an RFP that asks departments to self-nominate for “Center of Excellence” consideration based on a history of teaching, research, and service, and the potential to develop nationally prominent program(s).

Expected Outcomes: By Fall 2009, at least one “Center of Excellence” will be identified; by the end of FY 2010-11, 60% of full-time faculty will have a peer-reviewed scholarly and/or creative output each year.

Responsible Persons: President, Provost and academic deans

Tactic 1.8.3: Review the annual budget each year to appropriate adequate funds to ensure that the essential faculty, staff, facility, operations and equipment needs of each “Center of Excellence” are met.

Expected Outcomes: By Fall 2009, at least one “Center of Excellence” will be identified; by the end of FY 2010-11, 60% of full-time faculty will have a peer-reviewed scholarly and/or creative output each year.

Responsible Persons: President, Provost, and CFO

Objective 1.9: Create a student-centered campus philosophy that is accepted and practiced by all faculty and staff.

Tactic 1.9.1: By Fall 2006, develop a written statement of the WTAMU student-centered philosophy and place it on-line and in all appropriate campus publications.

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the headcount enrollment will be 9,000; the composite score for “supportive campus environment” will exceed 65 on the NSSE.

Responsible Persons: Provost, Vice President for Student Services, CFO, and Director of Quality Enhancement

Tactic 1.9.2: Beginning in Fall 2006, conduct an initial series of workshops explaining the student-centered philosophy for all faculty and staff in Fall 2006 and provide information about the student-centered philosophy in all new faculty and new staff orientations.

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the headcount enrollment will be 9,000; the composite score for “supportive campus environment” will exceed 65 on the NSSE; faculty and staff will consistently exceed the expectations of all visitors and constituents.

Responsible Persons: Provost, Vice President for Student Services, CFO, and Director of Quality Enhancement

Objective 1.10: Increase the opportunity for individual faculty attention to student learning by improving the student-faculty ratio.

Tactic 1.10.1: Decrease the FTE student to FTE faculty ratio to 18:1 or less by Fall 2011.

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the headcount enrollment will be 9,000; the composite score for “supportive campus environment” will exceed 65 on the NSSE; WTAMU will be ranked in *U.S. News and World Report* Tier 2.

Responsible Persons: President, Provost, and academic deans

Tactic 1.10.2: Increase the proportion of class sections with fewer than 20 students.

Expected Outcomes: By 2011, the proportion of class sections with fewer than 20 students will be at least 45%; the first-time undergraduate persistence rate after two years will be at least 75%; the headcount enrollment will be 9,000; the composite score for “supportive campus environment” will exceed 65 on the NSSE; WTAMU will be ranked in *U.S. News and World Report* Tier 2 by 2011.

Responsible Persons: President, Provost, and academic deans

Tactic 1.10.3: Decrease the number of classes with more than 50 students.

Expected Outcomes: By 2011, the proportion of classes with more than 50 students will be 5% or less; the first-time

undergraduate persistence rate after two years will be at least 75%; the headcount enrollment will be 9,000; the composite score for “supportive campus environment” will exceed 65 on the NSSE; WTAMU will be ranked in *U.S. News and World Report* Tier 2 by 2011.

Responsible Persons: President, Provost, and academic deans

Objective 1.11: Strengthen scholarly information resources and associated services that foster scholarly activity and academic success.

Tactic 1.11.1: By 2011, provide per-student library funding at a level commensurate with the mean for WTAMU’s peer institutions.

Expected Outcomes: By 2011, the composite score for “supportive campus environment” will exceed 65 on the NSSE; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior student; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year.

Responsible Persons: President, Provost, CIO and University Librarian.

Tactic 1.11.2: By Fall, 2009 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.

Expected Outcomes: By 2011, the composite score for “supportive campus environment” will exceed 65 on the NSSE; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior student; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year.

Responsible Persons: President, Provost, CIO and University Librarian.

GOAL 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.

Objective 2.1: Increase headcount enrollment to 9,000 and FTE enrollment to 7,000 by Fall 2011.

Tactic 2.1.1: Double freshman applications by Fall 2009 so that there is an enrollment yield of at least 1,200 freshmen of appropriate quality by Fall 2011.

Expected Outcomes: By 2011, the headcount enrollment will be 9,000 and the classroom utilization rate will exceed 35%.

Responsible Person: Dean of Enrollment Management

Tactic 2.1.2: Increase transfer applications so that the transfer student enrollment exceeds 27% of the total enrollment each year.

Expected Outcomes: By 2011, the headcount enrollment will be 9,000; the classroom utilization rate will exceed 35%.

Responsible Person: Dean of Enrollment Management

Tactic 2.1.3: Increase graduate student applications so that the rate of graduate student enrollment maintains or exceeds 23% of the total enrollment each year.

Expected Outcomes: By 2011, the number of master's graduates will exceed 450 each year; the headcount enrollment will be 9,000; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Persons: Provost and Dean of Graduate School and Research

Tactic 2.1.4: Increase ethnic diversity.

Expected Outcomes: By 2011, the ethnic diversity of the student population meets or exceeds the proportionate ethnicity in the Panhandle region; the headcount enrollment is 9,000; the university becomes the institution of choice for college-bound minority students in the five-state region.

Responsible Person: Dean of Enrollment Management

Tactic 2.1.5: Advertise graduate assistantship openings and specific thesis and research opportunities in professional newsletters, on-line outlets, and the WTAMU web site.

Expected Outcomes: By 2011, the number of master's graduates will exceed 450 each year; the headcount enrollment will be 9,000;

60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Person: Dean of Graduate School and Research

Objective 2.2: Improve the first-year student retention rate and the six-year graduation rate by AY 2010-11.

Tactic 2.2.1: Redesign the student advising process by Fall 2008 to ensure that all students are assigned a competent and engaged academic advisor.

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the six-year graduation rate will be at least 54%; the headcount enrollment will be 9,000; the composite score for “supportive campus environment” will exceed 65 on the NSSE.

Responsible Persons: Provost, Director of Quality Enhancement, and Dean of Enrollment Management

Tactic 2.2.2: Create a Student Success Center that provides “one-stop” access to academic and student success services.

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the six-year graduation rate will be at least 54%; the headcount enrollment will be 9,000; the composite score for “supportive campus environment” will exceed 65 on the NSSE.

Responsible Persons: President, Provost, VPSS, CFO and Dean of Enrollment Management

Tactic 2.2.3: By Fall 2007, establish a “First Alert Program” to require undergraduate students who are not meeting academic expectations or who are missing classes to attend personal and/or academic counseling.

Expected Outcome: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the six-year graduation rate will be at least 54%; the headcount enrollment will be 9,000; the composite score for “supportive campus environment” will exceed 65 on the NSSE.

Responsible Persons: Provost, Director of Quality Enhancement, Dean of Enrollment Management and Director of STARR Center

Tactic 2.2.4: By Fall 2007, revise the procedures for course “Drops” and for “Withdrawals” to require a form that describes a rationale for the action, provides student contact information, and approval by academic offices.

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the six-year graduation rate will be at least 54%; the headcount enrollment will be 9,000; the composite score for “supportive campus environment” will exceed 65 on the NSSE.

Responsible Persons: Provost, Director of Quality Enhancement, Dean of Enrollment Management and Director of the STARR Center

Tactic 2.2.5: Accelerate the schedule of construction and renovation of residence halls and begin construction of a new freshman residence hall with learning community facilities by or before Fall 2009.

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the six-year graduation rate will be at least 54%; the headcount enrollment will be 9,000; the composite score for “supportive campus environment” will exceed 65 on the NSSE

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

Objective 2.3: Improve student engagement in co-curricular and extra-curricular activities.

Tactic 2.3.1: Provide by FY 2009-10 at least \$20,000 per year of travel funding for students to participate in national and international professional conferences.

Expected Outcomes: By 2011, the six-year graduation rate will be at least 54%; the headcount enrollment will be 9,000; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; at least 90% of baccalaureate graduates will either be employed or enrolled in a graduate or professional school within one year of graduation.

Responsible Person: Provost and academic deans

Tactic 2.3.2: By 2011, establish an undergraduate student research program through the Office of the Dean of the Graduate School and Research to promote undergraduate participation in research and/or creative activity.

Expected Outcomes: By 2011, at least 20% of the baccalaureate graduates each year will have participated in research and/or creative activities; the six-year graduation rate will be at least 54%; the headcount enrollment will be 9,000; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; at least 90% of baccalaureate graduates will either be employed or enrolled in a graduate or professional school within one year of graduation.

Responsible Persons: Provost and academic deans

Tactic 2.3.3: Increase student engagement in student organizations, leadership development, service-learning, and community service volunteer activities by providing quality advising and opportunities for co-curricular involvement.

Expected Outcomes: By 2011, at least 75% of baccalaureate graduates will have engaged in at least one co-curricular activity; the headcount enrollment will be 9,000; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; at least 90% of baccalaureate graduates will either be employed or enrolled in a graduate or professional school within one year of graduation.

Responsible Persons: VPSS, Director of Career Services, Director of Quality Enhancement, Director of JBK Student Center

Tactic 2.3.4: Provide start-up costs (estimate: \$4,000) and annual expenses (estimate: \$500) to initiate and maintain an on-line portfolio development system through the Office of Career Services for all students beginning with first enrollment in Fall 2007.

Expected Outcome: By 2011, at least 75% of students will maintain an on-line portfolio; the six-year graduation rate will be at least 54%; the headcount enrollment will be 9,000; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; at least 90% of baccalaureate graduates will either be employed or enrolled in a graduate or professional school within one year of graduation.

Responsible Persons: Provost, VPSS, Director of Career Services and academic deans

Objective 2.4: Increase the graduation rate.

Tactic 2.4.1: Increase four- and six-year graduation rates by 1.5 percentage points each year beginning in AY 2007-08 by providing quality academic experiences and advising in an increasingly student-centered learning environment.

Expected Outcomes: By 2011, the six-year graduation rate will equal or exceed 54%; composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; at least 90% of baccalaureate graduates will either be employed or enrolled in a graduate or professional school within one year of graduation.

Responsible Persons: Provost, CFO, CIO, VPSS and Dean of Enrollment Management

Tactic 2.4.2: Increase graduation rates of college transfers by 1% per annum for each year beginning in FY 2007-08 by providing quality academic experiences and advising in an increasingly student-centered learning environment.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the University will become a first choice institution for community college transfer students.

Responsible Persons: Provost, CFO, CIO, VPSS and Dean of Enrollment Management

Objective 2.5: Increase financial support for students.

Tactic 2.5.1: By AY 2007-08, develop a scholarship strategy for the university to ensure that scholarships are attractive, competitive, and awarded in a timely and effective manner.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the average ACT score for entering freshmen will be 22 or better; the University will become a first choice institution for community college transfer students.

Responsible Persons: President, Provost and Dean of Enrollment Management

Tactic 2.5.2: 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.

Expected Outcomes: By 2011, at least 50% of all scholarships will provide a minimum of \$1,000 per year; the six-year graduation rate will equal or exceed 54%; composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; at least 90% of baccalaureate graduates will either be employed or enrolled in a graduate or professional school within one year of graduation.

Responsible Persons: President and Director of Institutional Development

Tactic 2.5.3: By 2010 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.

Expected Outcomes: By 2011, the GRE/GMAT scores of 60% of all graduate students will exceed the 50th percentile; the number of master’s graduates will exceed 450 each year; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Persons: President, Provost, and Dean of Graduate School and Research, CIO and Dean of Enrollment Management

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

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

Tactic 3.1.1: Develop a recruitment package that is sent to all professional applicants to highlight the benefits of University employment and the advantages associated with residence in the region.

Expected Outcome: By 2011, the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; 60% of full-time faculty will have peer-reviewed

scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Persons: Director of Communication Services and Marketing Committee

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

Expected Outcomes: By 2011, the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Persons: Provost and academic deans.

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

Tactic 3.2.1: Beginning in FY 2008-09, provide an annual budget of \$5,000 to fund mentor programs for new faculty and staff members.

Expected Outcomes: By 2011, the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Persons: Provost, CFO and VPSS

Tactic 3.2.2: Beginning in FY 2009-10, create an annual fund of \$15,000 for professional development grants to permit faculty and staff to attend training workshops to enhance their skills and knowledge.

Expected Outcomes: By 2011, the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Persons: Provost, CFO and VPSS

Tactic 3.2.3: Beginning in FY 2009-10, provide an annual budget of at least \$10,000 to support faculty learning communities for faculty in the first three years of the tenure-track period.

Expected Outcomes: By 2011, the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Persons: Provost and Director of Quality Enhancement

Tactic 3.2.4: Beginning in FY 2007-08, guarantee all new tenure-track faculty a 3/3 teaching load for the first three years of their contract.

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the composite score for “supportive campus environment” will exceed 65 on the NSSE; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; the headcount enrollment will be 9,000; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Person: President, Provost and academic deans

Tactic 3.2.5: Beginning in Fall 2006, provide annual funding through the QEP for a speaker who will energize, engage, and educate the faculty and staff.

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the composite score for “supportive campus environment” will exceed 65 on the NSSE; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; the headcount enrollment will be 9,000; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year.

Responsible Persons: Provost and Director of Quality Enhancement and First-Year Experience

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

Tactic 3.3.1: Beginning in FY 2007-08 and for two years thereafter, create an annual pool of funds (\$200,000) that can be for “market adjustments” to adjust faculty and staff salaries to market levels for similar positions elsewhere.

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the composite score for “supportive campus environment” will exceed 65 on the NSSE; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; the headcount enrollment will be 9,000; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year.

Responsible Persons: President

Objective 3.4: Beginning in Fall 2007, establish an annual WTAMU Leadership Program for faculty and staff.

Tactic 3.4.1: Create a “Leadership WT” Committee to design and implement an application and selection process and a 9-month course during which the selected faculty and staff participants will observe and/or experience the duties and responsibilities of the various academic, support, and administrative offices on campus.

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the composite score for “supportive campus environment” will exceed 65 on the NSSE; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; program graduates will have a better understanding of university goals, objectives, operations and how decisions are made.

Responsible Persons: President, Provost, VPSS and CFO

Objective 3.5: Beginning in Fall 2006, institute an intensive campaign to increase the ethnic diversity within the faculty and staff.

Tactic 3.5.1: Advertise each position in at least one discipline- or position-appropriate national outlet that has an ethnically diverse target audience.

Expected Outcomes: By 2011, the ethnic diversity among faculty and staff will match that of the region; the university will become the institution of choice for all college-bound minority students in the five-state region.

Responsible Persons: All VPs, deans, and department heads, and Director of Personnel Services.

GOAL 4: Support individual scholarly and/or creative accomplishment across the university while developing “Centers of Excellence” in select areas of particular strength and importance to the region and increasing cross-college collaboration in these and other emerging areas.

Objective 4.1: Increase the percentage of full-time faculty having peer-reviewed scholarly and/or creative output each year.

Tactic 4.1.1: Ensure that by the beginning of FY 2007-08 faculty policies regarding annual evaluations, promotion, tenure, merit pay, and retention reflect requirement for peer-reviewed scholarly and/or creative output each year.

Expected Outcomes: By 2011, 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Person: Provost, academic deans, and department heads.

Tactic 4.1.2: Beginning in FY 2008-09, provide additional funds in the amount of \$50,000 per year to be administered by the Provost in support of faculty research.

Expected Outcomes: By 2011, 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Persons: President, Provost and Dean of Graduate School and Research

Tactic 4.1.3: Beginning in FY 2009-10 provide an additional fund of \$100,000 each year to support graduate research assistantships.

Expected Outcomes: By 2011, the number of masters graduates will exceed 450 each year; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Person: President, Provost and Dean of Graduate School and Research

Tactic 4.1.4: By FY 2010-11, establish at least ten endowed professorships to support faculty research.

Expected Outcomes: By 2011, 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Persons: President, Provost and Director of Institutional Development

Tactic 4.1.5: By FY 2010-11, establish at least three endowed faculty chairs.

Expected Outcome: By 2011, the GRE/GMAT scores of at least 60% of all graduate students will exceed the 50th percentile; 60% of full-time faculty will have peer reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Persons: President, Provost, Dean of Graduate School and Research and Director of Institutional Development

Tactic 4.1.6: By FY 2008-09, provide at least \$50,000 each year for faculty summer research stipends.

Expected Outcomes: By 2011, 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Person: Provost and Dean of Graduate School and Research

Objective 4.2: Increase externally funded research expenditures from all sources to at least \$8 million per year by FY 2009-10.

Tactic 4.2.1: By FY 2010-11, establish at least 10 endowed professorships to support faculty research.

Expected Outcomes: By 2011, 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Persons: President, Provost, and Director of Institutional Development

Tactic 4.2.2: Establish an endowment of at least \$5M from external funding for facility and equipment improvements by Fall 2010.

Expected Outcomes: By 2011, the first-time undergraduate persistence rate after two years will be at least 75%; the composite score for “supportive campus environment” will exceed 65 on the NSSE; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Person: President and Director of Institutional Development

Tactic 4.2.3: 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.

Expected Outcomes: By 2011, 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year; research expenditures will exceed \$8M.

Responsible Persons: President and Provost.

Objective 4.3: Increase the percentage of undergraduate students involved in research projects.

Tactic 4.3.1: By 2011, establish an undergraduate student research program through the Office of the Dean of the Graduate School and Research to promote undergraduate participation in research and/or creative activity.

Expected Outcomes: By 2011, at least 20% of the baccalaureate graduates each year will have participated in research and/or creative activities; undergraduate student enrollment will be 6,500 or more; the first-time undergraduate persistence rate after two years will be at least 75%; the composite score for “supportive campus environment” will exceed 65 on the NSSE; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year.

Responsible Persons: President, Provost, and Dean of Graduate School and Research

Tactic 4.3.2: Establish, by the beginning of FY 2007-08, a pool of funds in an amount no less than \$25,000 in support of the undergraduate student research program.

Expected Outcomes: By 2011, at least 20% of the baccalaureate graduates each year will have participated in research and/or creative activities; undergraduate student enrollment will be 6,500 or more; the first-time undergraduate persistence rate after two years will be at least 75%; the composite score for “supportive campus environment” will exceed 65 on the NSSE; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year.

Responsible Persons: President, Provost, Director of Institutional Development and Dean of Graduate School and Research

Tactic 4.3.3: By 2011, at least 10% of the baccalaureate graduates each year will have participated in WTAMU’s Student Research Conference.

Expected Outcomes: By 2011, at least 20% of the baccalaureate graduates each year will have participated in research and/or creative activities; undergraduate student enrollment will be 6,500 or more; the first-time undergraduate persistence rate after two years will be at least 75%; the composite score for “supportive campus environment” will exceed 65 on the NSSE; the composite score for “enriching educational experience” will exceed 44 on the NSSE for senior students; 60% of full-time faculty will have peer-reviewed scholarly and/or creative output each year.

Responsible Persons: Provost and academic deans

Objective 4.4: Establish by the beginning of FY 2010-11, three “Centers of Excellence” in select areas of particular strength and importance to the region.

Tactic 4.4.1: By Fall 2007, have developed and distributed to deans and department heads the draft criteria (based upon a history of excellence in teaching, research, and service and the potential to develop a nationally prominent program) that will be used to select academic programs or units that will be designated as “Centers of Excellence.”

Expected Outcomes: By Fall 2009, at least one “Center of Excellence” will be identified; by the end of FY 2010-11, 60% of full-time faculty will have a peer-reviewed scholarly and/or creative output each year.

Responsible Persons: President, Provost and academic deans

Tactic 4.4.2: By Spring 2008, distribute to deans and departments an RFP that asks departments to self-nominate for “Center of Excellence” consideration based on a history of teaching, research, and service, and the potential to develop nationally recognized program(s).

Expected Outcomes: By Fall 2009, at least one “Center of Excellence” will be identified; by the end of FY 2010-11, 60% of full-time faculty will have a peer-reviewed scholarly and/or creative output each year.

Responsible Persons: President, Provost and academic deans

GOAL 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.

Objective 5.1: Review and improve communication and coordination among all constituents by establishing or revising advisory group composition and function by the end of FY 2006-07.

Tactic 5.1.1: During Spring 2007, develop a set of guidelines for the establishment and review of advisory committees for academic and non-academic units.

Expected Outcomes: By 2011, all academic departments and select non-academic units will have functioning advisory committees.

Responsible Persons: President, Director of Alumni Relations and Director of Institutional Development

Tactic 5.1.2: By Fall 2007, establish formal academic advisory committees that support the activities of all colleges and departments and selected non-academic programs.

Expected Outcomes: By 2011, all academic departments and select non-academic units will have functioning advisory committees.

Responsible Persons: President, Provost, deans and department heads

Objective 5.2: Increase WTAMU’s “presence” and impact in the region commencing Spring 2007.

Tactic 5.2.1: Develop a comprehensive marketing plan for the University that would increase public awareness of WTAMU and enhance its reputation.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the annual participation rate of employee giving will be 70%; annual giving will be \$800,000 per year; using FY 2005-06 as the base year, the number of donors will increase by 15% each year and major gift income will increase 20% each year.

Responsible Persons: President, Director of Communication Services and Marketing Committee

Tactic 5.2.2: Implement an aggressive marketing campaign beginning in FY 2006-07.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000.

Responsible Persons: President, Director of Communication Services and Marketing Committee

Tactic 5.2.3: Develop a community-wide calendar of events to provide employees and students opportunities to represent WTAMU at community events by September 2006.

Expected Outcome: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the annual participation rate of employee giving will be 70%; annual giving will be \$800,000 per year; using FY 2005-06 as the base year, the number of donors will increase by 15% each year and major gift income will increase 20% each year.

Responsible Person: Director of Communication Services

Tactic 5.2.4: Develop and initiate in Fall, 2006, a systematic process for obtaining regular inputs of “bragging point” information from all units on the campus and ensuring that the pertinent information is distributed widely to all parts of the university, local and state leaders, legislators, system officials, and public outlets as appropriate.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the annual participation rate of employee giving will be 70%; annual giving will be \$800,000 per year; using FY 2005-06 as the base year, the number of donors will increase by 15% each year and major gift income will increase 20% each year.

Responsible Persons: President, all VPs, all deans, all faculty and staff department heads, and Director of Communication Services.

Tactic 5.2.5: Provide “added value” to the *West Texan* as the University’s primary publication by expanding its content and circulation.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the annual participation rate of employee giving will be 70%; annual giving will be \$800,000 per year; using FY 2005-06 as the base year, the number of donors will increase by 15% each year and major gift income will increase 20% each year; by 2011, WTAMU will be ranked in *U.S. News and World Report* Tier 2;

Responsible Persons: President, Director of Alumni Relations, and Director of Institutional Development

Tactic 5.2.6: By September 2006, develop a website listing of regional volunteer opportunities for faculty, staff, and students to increase “presence” in the region through service.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the annual participation rate of employee giving will be 70%; annual giving will be \$800,000 per year; using FY 2005-06 as the base year, the number of donors will increase by 15% each year and major gift income will increase 20% each year.

Responsible Person: Director of Communication Services

Tactic 5.2.7: 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 beginning with AY 2006-07.

Expected Outcome: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the annual participation rate of employee giving will be 70%; annual giving will be \$800,000 per year; using FY 2005-06 as the base year, the number of donors will increase by 15% each year and major gift income will increase 20% each year.

Responsible Persons: President, VPs, and Director of Communication Services

Tactic 5.2.8: Establish by the end of AY 2006-07 a “Speakers Bureau” and actively market speakers to regional organizations.

Expected Outcome: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the annual participation rate of employee giving will be 70%; annual giving will be \$800,000 per year; using FY 2005-06 as the base year, the number of donors will increase by 15% each year and major gift income will increase 20% each year.

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

Tactic 5.2.9: Beginning in Fall 2006, increase external participation in University activities and increase awareness of the value of the university through increased marketing, communication, service and consultation activities.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the annual participation rate of employee giving will be 70%; annual giving will be \$800,000 per year; using FY 2005-06 as the base year, the number of donors will increase by 15% each year and major gift income will increase 20% each year; by 2011, WTAMU will be ranked in *U.S. News and World Report* Tier 2.

Responsible Persons: President, President’s Executive Committee, Deans and Department Heads

Objective 5.3: Restructure the area of external university relations.

Tactic 5.3.1: By the beginning of Fall 2007 create a division of university relations to include the following offices: development, annual fund, alumni relations, communications and public relations.

Expected Outcomes: By 2011, annual giving will be \$800,000 per year; using FY 2005-06 as the base year, the number of donors will increase by 15% each year.

Responsible Persons: President, Director of Institutional Development, Director of Communication Services, and Director of Alumni Relations.

Tactic 5.3.2: By Spring 2007, create a financial plan for raising external funds, thereby ensuring the success of the University Strategic Plan.

Expected Outcomes: By 2011, all expected outcomes of the Strategic Plan will be achieved.

Responsible Persons: President, CFO and Director of Institutional Development

Tactic 5.3.3: Establish an Annual Fund Office in FY 2006-07 and develop an aggressive annual giving campaign through the addition of an annual giving officer, installation of a call center, and direct mail and e-mail campaigns.

Expected Outcomes: By 2011, annual giving will be \$800,000 per year; using FY 2005-06 as the base year, the number of donors will increase by 15% each year.

Responsible Persons: President and Director of Institutional Development

Tactic 5.3.4: By Spring 2007, establish an annual giving program for faculty and staff and provide better methods of accounting for the total number of faculty and staff who give to the University.

Expected Outcomes: By 2011, the annual participation rate of employee giving will be at least 70%.

Responsible Persons: President and Director of Institutional Development

Tactic 5.3.5: During 2007, provide funding for a third Senior Development Officer (SDO) and assign the resulting three SDOs to work with specific colleges.

Expected Outcomes: By 2011, annual giving will be \$800,000 per year; using FY 2005-06 as the base year, the number of donors will increase by 15% each year and major gift income will increase 20% each year.

Responsible Persons: President and Director of Institutional Development

Tactic 5.3.6: Create a new position in Fall 2006 entitled “Special Events Coordinator” to plan and assist with University-sponsored events.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the annual participation rate of employee giving will be 70% by; annual giving will be \$800,000 per year; using FY 2005-06 as the base year, the number of donors will increase by 15% each year and major gift income will increase 20% each year.

Responsible Persons: President and Director of Institutional Development

Objective 5.4: Commencing FY 2006-07 expand significantly the activities of alumni relations.

Tactic 5.4.1: By the end of CY 2007, establish new alumni chapters in Albuquerque, Austin, Dallas - Ft. Worth Metroplex, Houston, Lubbock, Oklahoma City, San Antonio and various locations in the Panhandle.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the annual participation rate of employee giving will be 70% by; annual giving will be \$800,000 per year; using FY 2005-06 as the base year, the number of donors will increase by 15% each year and major gift income will increase 20% each year.

Responsible Persons: President, Director of Institutional Development, and Director of Alumni Relations

Tactic 5.4.2: Beginning in Fall 2006, cultivate alumni and engage them in University activities by increasing the number of communications with them and the opportunities to interact with faculty, staff and alumni in the region, state, and nation.

Expected Outcomes: Using FY 2005-06 as the base year, increase alumni giving by 10% each year and reach an alumni participation rate of at least 8% by 2011.

Responsible Persons: President, Director of Alumni Relations, and Director of Institutional Development

Tactic 5.4.3: Through surveys of and focus group meetings with alumni, determine “value added” services that can be provided to alumni in their home region.

Expected Outcomes: Using FY 2005-06 as the base year, increase alumni giving by 10% each year and reach an alumni participation rate of at least 8% by 2011.

Responsible Persons: Director of Alumni Relations and Director of Institutional Development

Objective 5.5: Revise the University website and develop the processes, funding, and support mechanisms necessary to ensure that the content is consistently current, accurate, appealing, engaging and user-friendly.

Tactic 5.5.1: During Spring 2007, provide funding for the hire of a Web Coordinator and two Web Designers.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the annual participation rate of employee giving will be 70%; annual giving will be \$800,000 per year; using FY 2005-06 as the base year, the number of donors will increase by 15% each year and major gift income will increase 20% each year; by 2011, WTAMU will be ranked in *U.S. News and World Report* Tier 2.

Responsible Persons: President, CFO, Director of Communication Services, and Director of Institutional Development.

Tactic 5.5.2: During Spring 2007, develop a revised process for web content management.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the annual participation rate of employee giving will be 70%; annual

giving will be \$800,000 per year; using FY 2005-06 as the base year, the number of donors will increase by 15% each year and major gift income will increase 20% each year; by 2011, WTAMU will be ranked in *U.S. News and World Report* Tier 2.

Responsible Persons: President and Director of Communication Services.

Tactic 5.5.3: By the beginning of Fall 2007, re-engineer the University’s website to make it more appealing, engaging, and user-friendly.

Expected Outcomes: By 2011, at least 30% of the students enrolled at WTAMU will come from outside the 26-county area of the Texas Panhandle; the headcount enrollment will be 9,000; the annual participation rate of employee giving will be 70%; annual giving will be \$800,000 per year; using FY 2005-06 as the base year, the number of donors will increase by 15% each year and major gift income will increase 20% each year; by 2011, WTAMU will be ranked in *U.S. News and World Report* Tier 2.

Responsible Persons: Director of Communication Services, CIO, Webmaster, Provost, and deans.

Appendix A

Key Performance Indicators

KPI - General

Total Headcount Enrollment
White Headcount Enrollment
African-American Headcount Enrollment
Hispanic Headcount Enrollment
Asian Headcount Enrollment
Undergraduate Headcount Enrollment
Graduate Headcount Enrollment

Total FTE Enrollment
White FTE Enrollment
African-American FTE Enrollment
Hispanic FTE Enrollment
Asian FTE Enrollment
Undergraduate FTE Enrollment
Graduate FTE Enrollment

SCH (semester credit hour) Generation

Undergraduate
Graduate

Application to Acceptance Ratio
Admit to Enroll Ratio

ACT/SAT Scores of Entering Freshmen
Percent of First-time Freshmen from the top ten of their Texas High School Class

Total Four-Year Graduation Rate
White Four-Year Graduation Rate
African-American Four-Year Graduation Rate
Hispanic Headcount Four-Year Graduation Rate
Asian Headcount Four-Year Graduation Rate

Total Six-Year Graduation Rate
White Six-Year Graduation Rate
African-American Six-Year Graduation Rate
Hispanic Headcount Six-Year Graduation Rate
Asian Headcount Six-Year Graduation Rate

Graduation Rate for two-year college students who completed at least 30 SCH before transferring to WTAMU

First-time Freshman Persistence Rate After One Year
First-time Freshman Persistence Rate After One Year - White
First-time Freshman Persistence Rate After One Year – African American
First-time Freshman Persistence Rate After One Year - Hispanic
First-time Freshman Persistence Rate After One Year - Asian

Percent of Baccalaureate Graduates Employed within 12 Months of Graduation
Percent of Baccalaureate Graduates Enrolled in Graduate or Professional Schools within 12 Months of Graduation

Pass Rates on Exit Exams
Education Certification
Nursing Certification
CPA

Average Class Size
Percent of Undergraduate Classes with Less Than 20 Students
Percent of Undergraduate Classes with More Than 50 Students

FTE Student/FTE Faculty Ratio

Proportion of Faculty Engaged in Research (per year)

Proportion of Faculty Engaged in Service (per year)

Total Revenue

Appropriate Funds

Designated Tuition Revenue

Fees

External Grants Received

External Research Grants Received

External Non-research Grants Received

Annual Fund Giving Total

Alumni Annual Giving Participation Rate

Student satisfaction with education received as measured by responses on the National Survey for Student Engagement (NSSE).

Ranking in US News and World Report

KPI - Learning Assurance

Percentile score of WTAMU Seniors on California Critical Thinking Test

Improvement in Critical Thinking Skills as measured on California Critical Thinking Test from freshman to senior year.

Provost to provide additional Learning Assurance assessment measures.

Appendix B

SUMMARY OF SURESH GOPALAN AND BEN NEELY 1997 STUDY

A 1997 study by two WTAMU College of Business faculty on assessing the strategic role of WTAMU in serving the present and future community needs identified the following issues:

Principal Strengths

- Location of WTAMU in Canyon (combining two factors: geographical proximity to other towns in the Panhandle and small town atmosphere)
- Qualified and dedicated faculty
- High quality of education
- Low student-faculty ratio (small class size and interaction between students and faculty)
- Association with The Texas A&M University System
- Relatively low cost of tuition and other costs at WTAMU

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Principal Weaknesses

- Image of WTAMU as a less eminent institution
- Lack of visibility of WTAMU personnel (staff and faculty) in the community
- Lack of adequate and/or effective marketing of WTAMU to the community
- Indifferent community support of WTAMU
- Lack of support from WTAMU's alumni
- Small size of WTAMU limits its ability to offer a wide variety of courses

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Principal Opportunities

- Should offer courses through Distance Education
- Should get involved with continuing education/training for area professionals
- Should target increasing Hispanic population
- Should increase internship/cooperative with local businesses programs for WTAMU students

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Principal Threats

- Distance education from other universities and private institutions offered on the Internet
- Public's perception that community colleges respond to community needs faster and more effectively than WTAMU

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Recommendations

- Priority should be given to boosting WTAMU's image in the community. This can be done only when a consensus has been reached on a positioning objective for the university. Successful future strategies rely on a clearly defined positioning objective.
- Along with other strengths, WTAMU's core competencies, such as location and low student-faculty ratio, should serve as the foundation of future strategy.

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- WTAMU must redefine its marketing approach and commit resources to develop a more effective marketing strategy.