

Goal Accomplishments

Goal	Reporting Period	Results	Progress	New Risk
<p>1.1 Attract and admit a diverse and international student body. Strategies:</p> <p>1.1.1 Execute established and new recruitment strategies targeting all socio-economic and under-represented groups in the local area and expand recruitment efforts at the state, national, and international levels.</p> <p>1.1.2 Pursue scholarship opportunities and disseminate information to potential students and their parents, as appropriate.</p> <p>1.1.3 Encourage students to pursue scholarship opportunities.</p> <p>1.1.4 Expand faculty involvement in recruiting efforts to include information-sharing sessions and other activities with diverse students as appropriate.</p>	2010 - 2011	<p>1.1.1 As a result of established and new recruitment strategies total enrollment increased by 7% in fall 2010 for a record enrollment of 6,853 students. Enrollment of international and underrepresented groups for fall 2010 was 6340. This is 84% of the 2013 target of 7519.</p> <p>1.1.2 Scholarship search engines are available on the financial aid website. Plans are underway to implement a financial literacy program. The Office of Graduate Studies and Research (OGSR) recruiter attends campus events, local events, provides information packets at local HR agencies, and maintains contacts with school district representatives. Information on the Lamar Bruni Vergara (LBV) scholarship is provided at all OGSR events to all students. LBV information is updated regularly online and available at the OGSR office.</p> <p>1.1.3 The Financial Aid website includes links for external scholarships. Students have the opportunity to speak to LBV representatives from the OGSR at all on-campus and local events. The OGSR marketing plan includes distribution of promotional items, campus banners and newspaper ads.</p> <p>1.1.4 - Faculty lead sessions during Orientation, participate with Recruitment/School Relations and Registrar's Office Staff at Transfer Day on the Laredo Community College Campus; visit high schools with Recruitment and School Relations staff; and are program representatives at campus Graduate Fairs.</p>	Met Expectations	Lack of funding from state and philanthropic sources; lower enrollment; increase in tuition and fees.
<p>1.2 Increase enrollment, retention, and graduation rates. Strategies:</p> <p>1.2.1 Maintain outreach efforts with admitted students through enrollment to ensure continuation in higher education.</p> <p>1.2.2 Develop and implement an expanded orientation program for new students that include potential career opportunities for graduates of different degree programs.</p>	2010 - 2011	<p>1.2.1 Actual first-time in college (FTIC) enrollment for fall 2010 was 953, 99% of the 966 goal set for fall 2013. All colleges and academic support units monitor registration at the beginning of each term to assure compliance with payment of fees by 20th Class Day. Enrollment at the graduate level is 78% of the goal of 1300 set for fall 2013. The 5-year graduation rate for the 2005 cohort is 38.3%, 1.7 percentage points below the 40%</p>	Met Expectations	Faculty/student interest and time, apathy, and limited financial resources.

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<p>1.2.3 Design and implement academic support intervention programs that include tutor training and individual contracts for tutoring that outline students' responsibilities.</p> <p>1.2.4 Create, support, and implement additional learning communities involving developmental and regular college level courses.</p> <p>1.2.5 Provide professional development seminars for faculty to help them better understand and guide their students to experience academic success.</p> <p>1.2.6 Implement new packaging strategies to increase the average financial aid award for returning students.</p>	2010 - 2011	<p>target set for 2013. Each academic unit provides advising through faculty and professional staff. DegreeWorks is under development to assist advising beginning with summer 2012 enrollment.</p> <p>1.2.2 Currently developing tools to expand the orientation program to include information on career opportunities.</p> <p>1.2.3 The one year retention rate for the fall 2009 FTIC cohort is 73%, 7 percentage points below the 80% retention goal by 2013. University College expanded Supplemental Instruction (SI) from 20 in 2009 to 30 in fall 2010. SI tutor training occurs each semester. Provisional and probationary students must sign contract with the Advising and Mentoring (AMC) Retention Specialist that outlines their obligation to participate in tutoring and advising. Tutor training is ongoing. The Writing Center is certified by the Collegiate Reading and Learning Association (CRLA). Two SI leaders attended the SI Training Conference in Kansas in Spring 2011 and led a two-day workshop on campus to train tutors for Fall 2011.</p> <p>1.2.4 A total of 48 learning communities encompassing a variety of academic subject areas were provided in fall 2010. In addition, several pilot programs were implemented which combined a developmental course with a college course in order to facilitate a more timely completion of the required developmental series.</p> <p>1.2.6 The Office of Financial Aid utilizes a comprehensive awarding process to leverage scarce financial resources by systematically packaging awards through a complex (application of rules and calculations) formula. The packaging of multiple financial aid awards ensures that students get adequate aid and that funds are utilized appropriately.</p>	Met Expectations	Faculty/student interest and time, apathy, and limited financial resources.
<p>1.3 Prepare students for successful leadership roles.</p> <p>Strategies:</p> <p>1.3.1. Promote different student organizations to actively involve students in leadership activities.</p> <p>1.3.2 Provide high quality general education</p>	2010 - 2011	<p>1.3.1 Leadership TAMU is a program specifically designed for upper-division undergraduate students that are ready to take their knowledge and skills to the next level. The program assists in building leadership skills and teamwork abilities through a variety of presentations and workshops that provide</p>	Met Expectations	Potential state budget reductions.

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<p>and degree programs that develop leadership skills.</p> <p>1.3.3 Establish a university-wide program to establish students' leadership skills.</p>	<p>2010 - 2011</p>	<p>insight into how to be successful in life. Leadership TAMIU provides the opportunity to listen to proven leaders and participate in an active learning environment surrounded by other leaders at TAMIU.</p> <p>The Freshman Leader Opportunity (FLO) provides new first-time freshman an opportunity to learn basic leadership principals and skills and apply them. The program is designed in a lecture/discussion format and includes activities throughout the year. The program consists of an introspective look at students' own abilities and builds upon these strengths in order to teach the foundations of being an engaged University and community leader.</p> <p>Orientation Leaders (OLs) are students that serve as role models to help new students at TAMIU adjust to the rigors of college life. OLs are expected to demonstrate exceptional leadership skills, be good communicators, enthusiastic, creative, honest, and genuine. Orientation Leaders guide new students as they begin their studies at TAMIU. OLs interact with students, provide campus tours, answer questions, and develop new ideas for New Student Orientation: Dusty Camp.</p> <p>There are currently 60 active organizations with over 700 members on the TAMIU campus, each offering a distinct opportunity for students to become involved and develop their skills while accomplishing goals set by a group of students. Each organization has a distinct mission and as a whole, have accounted for more than 900 events including meetings, fundraisers, workshops, and community service projects.</p> <p>The Student Government Association (SGA) is an officially recognized student organization that identifies and represents student interests, promotes student participation in the overall policy and decision-making processes of the University, enhances the quality and scope of education at the University, and promotes the general welfare of the student body.</p> <p>The Campus Activities Board (CAB) brings pride, tradition and quality experiences to the</p>	<p>Met Expectations</p>	<p>Potential state budget reductions.</p>

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<p>1.3 Prepare students for successful leadership roles.</p> <p>Strategies:</p> <p>1.3.1. Promote different student organizations to actively involve students in leadership activities.</p> <p>1.3.2 Provide high quality general education and degree programs that develop leadership skills.</p> <p>1.3.3 Establish a university-wide program to establish students' leadership skills.</p>	2010 - 2011	<p>TAMIU campus. CAB is responsible for bringing entertainment for the entire campus community that informs and educates. Through its programming CAB enlightens and engages students through opportunities outside the classroom to develop leadership, diversity and life skills.</p> <p>1.3.3 A 12-hour Certificate in International Leadership is being developed with learning outcomes focusing on effective communication, creative problem solving and including a service learning component. The certificate is expected to evolve into a minor in leadership and eventually a degree program.</p>	Met Expectations	Potential state budget reductions.
<p>1.4 Engage students in activities that enrich their lives.</p> <p>Strategies:</p> <p>1.4.1 Provide opportunities for students to participate in co-curricular and extra-curricular activities that will enrich their lives.</p> <p>1.4.2 Increase student attendance and participation in co-curricular and extra-curricular activities that will enrich their lives.</p>	2010 - 2011	<p>1.4.1 The Office of Student Affairs launched the CollegiateLink website to keep track of extracurricular campus activities and student participation. The software may be used to produce a co-curricular transcript.</p> <p>1.4.2 Baseline data is still being collected on student attendance and participation in co-curricular and extracurricular activities.</p>	Met Expectations	Lack of student buy-in and active participation in the CollegiateLink system.
<p>1.5 Provide programs and services that support established student outcomes.</p> <p>Strategies:</p> <p>1.5.1 Create a university-wide culture to enhance undergraduate student writing.</p> <p>1.5.2 Enhance services that support students' educational and personal success.</p> <p>1.5.3 Inform students on the proper procedures and protocol to be taken in disciplinary and academic misconduct cases.</p>	2010 - 2011	<p>1.5.1 The First Year Writing Program (FYWP) has accumulated data from 2007 to the present on the effectiveness of undergraduate student writing. The SACS 5th Year report, submitted in Spring 2011, indicated significant improvement in student writing. Implementation of Writing Intensive (WIN) courses took place in Fall 2010 and preliminary data was gathered to establish the benchmark for future analysis.</p> <p>1.5.2 A sophomore-level career advisor will be hired in fall 2011 to provide guidance to undeclared sophomores.</p> <p>1.5.3 Orientation presentations include information on procedures and protocol to undertake in disciplinary and academic misconduct cases. The same information is included in the online student handbook and in course syllabi.</p>	Met Expectations	Budgetary constraints on hiring qualified instructors for delivery of undergraduate writing courses.
<p>1.6 Increase participation of students in study abroad programs.</p>	2010 - 2011	<p>1.6.1 Participation in Study Abroad experiences has increased by 29% from 80</p>	Met Expectations	Potential civil unrest may impact student participation.

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<p>Strategy:</p> <p>1.6.1 Work in conjunction with the colleges to develop study abroad programs that meet the needs of students and faculty</p>	2010 - 2011	students in 2009-10 to 103 students in 2010-11. Students may elect to participate in faculty-led short term programs, semester exchanges, or a full-year of study abroad. Students have participated in programs in 20 host countries.	Met Expectations	Potential civil unrest may impact student participation.
<p>2.1 Recruit and retain diverse, well-prepared and motivated faculty, staff, and visiting scholars.</p> <p>Strategies:</p> <p>2.1.1 Assure that all search committees for faculty and staff are adequately prepared to fulfill their responsibilities.</p> <p>2.1.2 Provide employee training and development (e.g., new hire orientation, IRB/Human Subjects training, TAMIU Enrichment Day, Annual Enrollment, faculty-staff assembly, teaching training, individual roles and responsibilities)</p> <p>2.1.3 Establish on-going training regarding regulations and procedures affecting international faculty, including visiting scholars.</p>	2010 - 2011	<p>2.1.1 All administrators and faculty are required to complete online training called "Effective Hiring Practices" at time of hire and every two years thereafter. Resources for hiring supervisors are available on the HR website. HR staff attend the first faculty search committee meeting to review process and online training and resources available.</p> <p>2.1.2 HR provides benefits orientation to new hires; benefits presentations during Annual Enrollment; professional development sessions at TAMIU Enrichment Day; position descriptions for new hires to supervisors with reminders to review responsibilities with new hire; and oversight of required trainings. In addition, training for responsible conduct of research is required and made available for faculty and students. Training is available through the Institutional Review Board (IRB), the Institutional Animal Care and Usage Committee (IACUC), and the Collaborative Institutional Training Institute (CITI).</p> <p>2.1.3 HR coordinates with TAMU Office of International Faculty and Scholar Services (IFSS) to provide immigration services training to appropriate TAMIU administrators; meets with the Provost and Deans twice a year to review status of all current immigration cases; sends immigration communication (news, updates, reminders) to employees.</p>	Met Expectations	Search committee members not taking training responsibilities seriously; lack of funding to provide adequate training.
<p>2.2 Provide competitive benefits and compensation.</p> <p>Strategy:</p> <p>2.2.1 Appropriate resources, including national surveys, will be consulted, as needed, in the formulation and adjustment of salaries, benefits, and compensation packages for faculty and staff.</p>	2010 - 2011	2.2.1 HR annually participates in and purchases results for national salary surveys (CUPA-HR, AAUP); maintains membership to THEHRA, a network of Texas HR professionals in higher education which addresses issues in benefits and compensation; maintains close business relationships with other A&M System HR counterparts which allows ease in reaching out for compensation information	Met Expectations	Inability to address enhanced compensation packages due to funding.
2.3 Support and enhance the professional development of faculty and staff.	2010 - 2011	2.3.1 New faculty Orientation is provided in the fall to enhance teaching and learning	Met Expectations	Scheduling conflicts preventing faculty from attending professional development activities.

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<p>Strategies:</p> <p>2.3.1 Provide a new faculty development program with an emphasis on teaching and learning.</p> <p>2.3.2 Develop and institute a mentoring process.</p> <p>2.3.3 Provide ongoing professional development and training opportunities for faculty and staff.</p> <p>2.3.4 Develop and implement an evaluation process for adjunct faculty.</p>	2010 - 2011	<p>strategies and promote deep learning.</p> <p>2.3.2 Each college pairs new faculty members with a mentor to assist with the development of teaching and learning pedagogy.</p> <p>2.3.3 For 2010-2011 the Professional Resource Opportunities for Faculty (PROF) Center provided 18 developmental opportunities. COAS funded a teaching workshop for first year faculty featuring an internationally recognized consultant on developing self-determination in college students. The College of Nursing and Health Sciences co-sponsors professional workshops and provides faculty with one day per week of clinical practice to maintain certification. University staff participate in required and optional training to keep their skills and knowledge base current.</p> <p>2.3.4 COAS adjunct evaluations are completed by department chairs or their designee and feedback is provided to the adjunct. In COED, all new adjuncts are observed and evaluated by peers.</p>	Met Expectations	Scheduling conflicts preventing faculty from attending professional development activities.
<p>2.4 Promote, recognize, and reward excellence, including international contributions, among faculty and staff.</p> <p>Strategies:</p> <p>2.4.1 Select and recognize outstanding faculty and staff.</p> <p>2.4.2 Provide information regarding applications for Regents Professor to colleges and departments.</p> <p>2.4.3 Recognize positive contributions by members of the university community.</p>	2010 - 2011	<p>2.4.1 Each academic department selects a teacher of the year and scholar of the year. Colleges then select a representative in each category (two in COAS) to compete for University honors announced at spring commencement. The winner of the Instructional Technology Excellence Award is presented at fall commencement and the International Educator of the year is recognized at Freshman Convocation. The Outstanding Administrative and Classified Staff are recognized at TAMIU Enrichment Day in the spring. Faculty also participate in other recognition programs such as the Golden Apple Award and the Minnie Stevens Piper Award.</p> <p>2.4.2 Information regarding applications for Regents Professors is provided to the Dean's Council and distributed to all academic departments.</p> <p>2.4.3 Positive contributions are recognized within the University community, in The Bridge student newspaper, the local newspaper and online. Faculty active with grants are recognized at annually for their</p>	Met Expectations	

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<p>2.5 Promote and support best practices to maintain a safe environment.</p> <p>Strategies:</p> <p>2.5.1 Consolidate and follow university-wide safety procedures.</p> <p>2.5.2 Provide safety training.</p> <p>2.5.3 Conduct regular inspections of all campus facilities to ensure compliance with local, state, and federal regulations.</p> <p>2.5.4 Enforce university safety regulations.</p>	2010 - 2011	<p>2.5.2 Safety Inspector conducts golf cart, CPR, Automated External Defibrillator (AED), Building Emergency Coordinator (BEC) and food handler's training. Bloodborne pathogens training has been added to the online training inventory in TrainTraq. Active Shooter training is provided during New Student Orientation.</p> <p>2.5.3 Fire and Life Safety training to meet National Fire Protection Association standards is completed annually. Lab, elevator, and licensed boiler inspections are conducted annually. Gas lines are inspected as required and insurance company conducts annual inspections.</p> <p>2.5.4 Safety Inspector conducts spot audits of labs, offices and other facilities throughout the year.</p>	Met Expectations	Loss of trained and experienced staff to provide adequate training.
<p>3.1 Establish and pursue student learning outcomes appropriate for each program and engage in systematic assessment and use of results for continuous quality improvement.</p> <p>Strategies:</p> <p>3.1.1 Provide ongoing training to coordinators of degree programs, faculty teams, department chairs, and deans on assessment and program reviews.</p> <p>3.1.2 Provide ongoing training to faculty teams, department chairs, and deans on conducting department self-studies.</p> <p>3.1.3 Provide ongoing training to coordinators of educational support units on assessment and unit reviews.</p>	2010 - 2011	<p>3.1.1 and 3.1.3: The Office of Institutional Effectiveness and Planning (IEP) monitors the completion and documentation of the Annual Institutional Effectiveness Review (AIER) reports. Orientation sessions are provided to assist program coordinators of academic programs and administrative/educational support units with the development of student learning outcomes and assessment plans.</p> <p>3.1.1 The Program Assessment and Review Committee (PARC) monitors the program review process. IEP provides training to departments engaged in the review process. PARC committee members are available to mentor colleagues in assessment and program review.</p> <p>3.1.2 Department self studies have been eliminated after determining that the information overlapped with the program</p>	Met Expectations	Loss of trained and experienced personnel.

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<p>3.1 Establish and pursue student learning outcomes appropriate for each program and engage in systematic assessment and use of results for continuous quality improvement. Strategies:</p> <p>3.1.1 Provide ongoing training to coordinators of degree programs, faculty teams, department chairs, and deans on assessment and program reviews.</p> <p>3.1.2 Provide ongoing training to faculty teams, department chairs, and deans on conducting department self-studies.</p> <p>3.1.3 Provide ongoing training to coordinators of educational support units on assessment and unit reviews.</p>	2010 - 2011	<p>review reports; thus, incorporating both processes.</p> <p>3.1.3 IEP provides training to all administrative/educational support units throughout the year in group sessions as well as on individual basis as deemed appropriate.</p>	Met Expectations	Loss of trained and experienced personnel.
<p>3.2 Promote excellence in learning by creating a student-focused learning environment, while incorporating service learning opportunities, where appropriate. Strategies:</p> <p>3.2.1 Provide informal and systematic opportunities for student input on decisions affecting them.</p> <p>3.2.2 Incorporate student input into educational decision-making.</p> <p>3.2.3 Provide opportunities to mentor incoming international students.</p> <p>3.2.4 Provide service learning opportunities.</p> <p>3.2.5 Use technology to enrich the curriculum.</p>	2010 - 2011	<p>3.2.1 and 3.2.2: The University President, as well as the Vice President for Student Success, meet with students throughout the year to gather student input regarding University services. In addition, formal committees provide students opportunities to participate in decision making processes. For example, the Student Fee Advisory Committee meets annually to review potential tuition and fee increases; the Student Technology Advisory Committee meets twice each long semester and once during the summer to gather input from students on campus technology issues; and the Student Textbook Committee meets once each long semester to gather input from students on academic issues regarding textbooks and learning resources. The Student Government Association President, as a member of the University Executive Committee, participates in weekly meetings and other University events.</p> <p>3.2.3: The Division of Student Success, working closely with the Association of International Students, recruits students to serve as mentors for incoming international students.</p> <p>3.2.4: The Service Learning Coordinator meets with faculty to introduce and develop service learning opportunities within their courses. Service learning was introduced through a summer seminar series and will be fully launched in the fall 2011 semester.</p> <p>3.2.5: The Office of Instructional Technology</p>	Met Expectations	<p>3.2.1 and 3.2.2 Lack of student involvement or participation in decision-making processes.</p> <p>3.2.4 Lack of faculty participation in service learning opportunities. 3.2.5 Space and budgetary limitations preventing completion of Library expansion and enhancement. 3.2.5. Lack of faculty participation in use of technology.</p>

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<p>3.3 Create and revise curricula to meet the needs of students and stakeholders, and where appropriate, incorporate cross-cultural and global perspectives.</p> <p>Strategies:</p> <p>3.3.1 Create new degree programs to meet student needs.</p> <p>3.3.2 Review degree program curricula to determine the degree to which the programs meet student needs, and where appropriate, incorporate cross-cultural and global perspectives.</p>	2010 - 2011	<p>3.3.1 COAS - Discussions are underway to develop a program in petroleum engineering. COED - The MS in Autism was developed with implementation scheduled for fall 2011. Discussions are underway to develop masters programs in Communication Disorders and in Kinesiology as well as to establish the EdD in Leadership as a stand-alone program. CNHS - A needs assessment is underway for a new MSN program. The A.R. Sanchez School of Business (SSB) will seek the development of dual/joint degree programs with international universities.</p> <p>3.3.2 COAS- Baccalaureate programs have been revised for flexibility, making the minor optional and have added a 6-hour foreign language/study abroad requirement. CNHS- Revised RN-BSN curriculum for online delivery; basic nursing curriculum undergoing total revision. SSB- Program curricula review is being conducted as part of AACSB reaccreditation process.</p>	Met Expectations	Potential state budget reductions and potential failure of partners to meet obligations.
<p>3.4 Broaden educational experiences of students through participation in student research/scholarship.</p> <p>Strategies:</p> <p>3.4.1 Encourage students and faculty to participate in joint research.</p> <p>3.4.2 Encourage faculty-student publication.</p> <p>3.4.3 Provide opportunities for students to conduct course-related or extra-curricular research and disseminate the findings of their initiatives; and participate in activities such as</p>	2010 - 2011	<p>3.4.1 Students and faculty are encouraged to collaborate on research formally and informally through class and lab projects, individualized student research, graduate research appointments and through grant funded research and internships.</p> <p>3.4.2 Faculty and students (primarily from COAS) plan and participate in the LBV-Benavides Z Spring Research Conference. Participation in the A&M System Pathways Conference is encouraged. Colleges provide</p>	Met Expectations	Limited resources to support student travel to academic conferences.

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conferences, workshops, panels and debates.	2010 - 2011	financial support for students to make joint presentations with faculty at national conferences.	Met Expectations	Limited resources to support student travel to academic conferences.
3.5 Develop international partnerships with universities and institutions around the world. Strategies: 3.5.1 Expand active engagements with international partner institutions. 3.5.2 Host forum for exchanges of ideas among universities and other organizations on issues of international interest.	2010 - 2011	3.5.1 Faculty develop relationships with international institutions through grant activities; Binational Center activities; hosting international artists and visiting scholars; participation in the Fulbright program; and the promotion of study abroad opportunities. COED faculty and students participated in a service learning project with Plazas Comunitarias; hosted Korean educators; participated in a summer study abroad program in Spain and a provided English Language Learner (ELL) training for Taiwanese educators. The College of Nursing and Health Sciences hosted MSN nursing students from Fu Jen University in Taiwan. 3.5.2 Exchange students from Neumann University in Pennsylvania and TAMU collaborate in community nursing clinical activities. The Binational Center and the Sanchez School of Business sponsored the International RACR Conference which brought representatives from 30 nations to campus in 2011 to discuss crisis management and risk analysis.	Met Expectations	Lack of funding and restrictions on travel to countries experiencing civil unrest.
3.6 Achieve and maintain accreditation from national, professional, or specialized accrediting organizations. Strategies: 3.6.1 Maintain regional accreditation for the university. 3.6.2 Achieve and maintain professional accreditation for degree programs, as appropriate.	2010 - 2011	3.6.1 The SACS 5th Year Interim Report in 2011 was accepted with no further reports required. 3.6.2 Business programs developed their self-study report in preparation for reaccreditation by AACSB in spring 2012. The Nursing program is approved by the NLNAC with the next visit in Spring 2018. The Master of Public Administration program is currently writing their self-study for accreditation by the National Association of Schools of Public Administration and Affairs. The program in Systems Engineering will seek accreditation from the Accreditation Board for Engineering and Technology in 2 years. The Music program and Criminal Justice program are exploring the possibility of accreditation.	Met Expectations	Lack of funding to support specialized accreditation. Possible placement on Continuing Review by AACSB. Unsuccessful applications for professional accreditation.
4.1 Establish the University as a primary resource for international affairs with specific emphasis on the U.S.-Mexico border.	2010 - 2011	4.1.1. International and/or U.S.-Mexico border issues were addressed at presentations at the CONAHEC conference in Puebla, Mexico and	Met Expectations	International travel may be impacted by lack of funding and/or concerns and limitations regarding travel into Mexico.

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<p>Strategies:</p> <p>4.1.1: Increase the number of research conference presentations and publications that address international and/or U.S.-Mexico border issues.</p> <p>4.1.2: Increase faculty engagement in international and/or U.S.-Mexico border issues.</p> <p>4.1.3: Develop international collaborative research partnerships.</p>	2010 - 2011	<p>the Global Education Conference in London, England. The Binational Center also presented three workshops on U.S.-Mexico relations.</p> <p>4.1.2 The Binational Center increased faculty engagement in international issues by facilitating faculty workshops in Taiwan and also by adding two institutions with prospective faculty exchange programs. The Binational Center launched a scholarship fund for Mexican students in a social event featuring a Mexican celebrity.</p> <p>4.1.3 The Binational Center became part of an NSF grant to develop RCN CA3SAR, a consortium of eight Texas universities which will facilitate engagement of U.S. and Mexican faculty in research initiatives related to sustainability.</p>	Met Expectations	International travel may be impacted by lack of funding and/or concerns and limitations regarding travel into Mexico.
<p>4.2 Increase externally funded research and scholarship.</p> <p>Strategies:</p> <p>4.2.1: Build the capacity to support faculty members' grant submission efforts.</p> <p>4.2.2: Develop workshops to assist faculty in the grant writing process.</p>	2010 - 2011	<p>4.2.1: The Office of Research and Sponsored Projects provides research support to faculty and staff. During this reporting period 74 proposals were submitted and 30 proposals were awarded for a total of \$3,556,570 in new funds. Funds from continuation grants totaled \$3,526,819.</p> <p>4.2.2: The Office of Research and Sponsored Projects implemented workshops for responsible conduct of research practices; offered webinar series on grantsmanship; conducted seminars to facilitate grant process; and trained staff members on grant regulations and procedures specific to the National Science Foundation, National Institutes of Health, Health Resources & Service Administration, and Minority Serving/Historically Black Colleges & Universities.</p>	Met Expectations	University or departmental budget cuts.
<p>4.3 Expand and develop collaborative and/or multidisciplinary research and scholarly/creative activities.</p> <p>Strategies:</p> <p>4.3.1: Operationalize a University-wide research study focusing on writing outcomes.</p> <p>4.3.2: Establish collaborative research across disciplines, and/or colleges, including other members of The Texas A&M University System.</p>	2010 - 2011	<p>4.3.1 TAMIU has established a longitudinal, cross-disciplinary research project to answer the following question: How does explicit writing instruction help students learn to write effectively for a range of purposes, content-areas, and audiences? To answer this question, a First-Year Writing Program (FYWP) was established to introduce writing effectiveness over a two-semester period. Initially, data were collected only from the</p>	Met Expectations	

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<p>4.3 Expand and develop collaborative and/or multidisciplinary research and scholarly/creative activities.</p> <p>Strategies:</p> <p>4.3.1: Operationalize a University-wide research study focusing on writing outcomes.</p> <p>4.3.2: Establish collaborative research across disciplines, and/or colleges, including other members of The Texas A&M University System.</p>	2010 - 2011	<p>FYWP. The process evolved to include a more sophisticated and complex analysis of students' writing proficiency over an extended period of time. To determine the effectiveness of explicit writing instruction, the University has established a process for collecting data from FYWP, Writing Intensive (WIN), and senior capstone courses. Instructors analyze student writing using an analytical rubric. The rubric is discipline-specific, allowing students to understand the differences in writing effectiveness per discipline. The University is currently collecting benchmark data that will be used as basis for comparison in a longitudinal study aimed at tracking how students' writing proficiency develops over the course of the program.</p> <p>4.3.2 The College of Education and the College of Arts and Sciences conduct collaborative research through the Noyce grant and cross disciplinary research ventures are being developed between Nursing and the College of Education. An interdisciplinary research project on childhood obesity is being conducted by nursing and psychology faculty.</p>	Met Expectations	
<p>4.4 Encourage, recognize, and reward research contributions by faculty.</p> <p>Strategies:</p> <p>4.4.1: Encourage research contributions at all levels of faculty development.</p> <p>4.4.2: Recognize individuals for research grant activities.</p>	2010 - 2011	<p>4.4.1 Research productivity is a requirement for tenure and promotion and a requirement for annual satisfactory performance for all tenured and tenure-track faculty.</p> <p>4.4.2 COAS publications for each year are prominently displayed on the web and distributed throughout the University; internal and external publicity is occasionally given to extraordinary achievements in both publication and grantsmanship; faculty are recognized annually for their efforts in securing grants; and faculty receive recognition through annual evaluations and subsequent merit pay increases, when available.</p>	Met Expectations	
<p>4.5 Strengthen and expand the involvement of faculty with the centers in research activities.</p> <p>Strategies:</p> <p>4.5.1: Develop a process whereby faculty and staff can become aware of the centers' scope of responsibilities.</p>	2010 - 2011	<p>4.5.1. In order to inform faculty and staff of center activities, center directors will periodically disseminate information through newsletters, informal seminars and other mechanisms deemed appropriate.</p> <p>4.5.2 The Binational Center collaborated with</p>	Met Expectations	International research initiatives may be impacted by lack of funding and/or travel to countries experiencing civil unrest.

Goal	Reporting Period	Results	Progress	New Risk
4.5.2: Identify research opportunities for faculty involvement with the centers.	2010 - 2011	faculty from the College of Arts & Sciences on two white papers, one grant proposal and initiatives with the University planetarium; with a faculty member from the A.R. Sanchez School of Business (SSB) as International Liaison for Chinese International Relations; and with the SSB to work together on outreach to Mexico, Central and South America for faculty and student exchange and collaborative research.	Met Expectations	International research initiatives may be impacted by lack of funding and/or travel to countries experiencing civil unrest.
5.1 Expand collaborative service, volunteerism, and outreach activities. Strategies: 5.1.1: Enhance faculty and staff internal service activities. 5.1.2: Enhance external service/outreach activities.	2010 - 2011	5.1.1 Faculty and staff provide internal service through committees dealing with curriculum, assessment, promotion and tenure, library, technology, First Year Experience, Core Curriculum and others. 5.1.2 Members of the University community collaborate with multiple external agencies to provide critical service needs to the local and surrounding communities.	Met Expectations	
5.2 Serve as a focal point for cultural, educational, and research activities. Strategies: 5.2.1: Expand and disseminate information on cultural activities. 5.2.2: Expand and disseminate information on educational activities beyond traditional class offerings. 5.2.3: Expand and disseminate information on research activities.	2010 - 2011	5.2.1 The University provides a bevy of activities to enhance the community and disseminates this information through the use of an online calendar as well the local media. 5.2.2 The Department of Continuing Education provided instruction to 717 students in various enrichment and paraprofessional fields in 2011. 5.2.3 Faculty present their research findings at state and national conferences. in addition, funds and opportunities for collaborative research are sought, such as participation in the RCN-CE3SAR consortium for faculty research and collaboration.	Met Expectations	
6.1 Identify, obtain, and retain financial support from a variety of sources to supplement State of Texas funding. Strategies: 6.1.1: Expand external funding sources through increased submission of grant requests. 6.1.2: Expand external funding sources through additional corporate partnerships. 6.1.3: Expand external funding through participation and philanthropic donations. 6.1.4: Recognize individuals and entities that provide support.	2010 - 2011	6.1.1. A total of 74 grant requests were submitted in FY-2011 and will serve as the submission benchmark for the next five years. A total of 30 requests were funded for a combined total of \$3,556,570. This will serve as the funding benchmark for the next five years. 6.1.2. Corporate sponsorships increased to a total of 213 this fiscal year and will serve as the benchmark for the next five years. 6.1.3. Participation in the annual fund increased by 42% this fiscal year. Alumni participation increased by 1,032 new donors. 6.1.4 Donors are recognized annually	Met Expectations	6.1.2/6.1.3/6.1.4 Non-payment of pledges; inappropriate monetary donations.

Goal	Reporting Period	Results	Progress	New Risk
<p>6.1 Identify, obtain, and retain financial support from a variety of sources to supplement State of Texas funding.</p> <p>Strategies:</p> <p>6.1.1: Expand external funding sources through increased submission of grant requests.</p> <p>6.1.2: Expand external funding sources through additional corporate partnerships.</p> <p>6.1.3: Expand external funding through participation and philanthropic donations.</p> <p>6.1.4: Recognize individuals and entities that provide support.</p>	2010 - 2011	<p>according to established giving levels. Donations up to \$10,000 are recognized in the published annual report while donations above \$25,000 are recognized individually and prominently displayed on the donor wall located at the Student Center.</p>	Met Expectations	6.1.2/6.1.3/6.1.4 Non-payment of pledges; inappropriate monetary donations.
<p>6.2 Comply with local, state, system and federal regulations and laws and utilize best business practices to ensure responsible stewardship of all financial resources.</p> <p>Strategies:</p> <p>6.2.1: Ensure that a uniform and systematic budget review process is employed.</p> <p>6.2.2: Explore potential use of shared services with other System components.</p> <p>6.2.3: Ensure compliance of all purchases with State and System regulations.</p> <p>6.2.4: Maintain accurate property inventory records.</p> <p>6.2.5: Ensure compliance of all travel requests and reimbursements with State and System regulations.</p> <p>6.2.6: Ensure compliance of all student aid transactions with State and System regulations.</p>	2010 - 2011	<p>6.2.1 The Budget Advisory Committee, consisting of faculty, administrators and staff review all budget requests and make recommendations of items with highest priority for approval. The formation of this committee has standardized a uniform and systematic review process.</p> <p>6.2.2 System-wide master contract with Higher One student refund services was created. Other business processes are being reviewed.</p> <p>6.2.3 Daily review of purchasing documents and practices to identify areas of concern are conducted. State Auditor's Office audit draft reflects existence of good controls.</p> <p>6.2.4 Annual physical inventory and monthly spot checks are conducted. New equipment meeting the State's criteria is assigned an asset number and entered into the inventory system in a timely manner.</p> <p>6.2.5 Travel requests are carefully examined prior to processing to ensure compliance. Training is provided to staff on a regular basis.</p> <p>6.2.6 Compliance of student aid transactions is ensured by setting up rules and validation tables in the student information system (Banner) to avoid manual processing and through reconciliation processes conducted on a monthly or semester basis, as appropriate.</p>	Met Expectations	6.2.2. Lack of ability of System members to react in a timely manner and agree to standardized business processes. 6.2.3/6.2.4/6.2.5 Lack of trained and experienced personnel.
<p>6.3 Update and expand campus technology to meet University needs.</p> <p>Strategies:</p> <p>6.3.1: Provide necessary technology to conduct teaching, research, and service.</p>	2010 - 2011	6.3.1 All computers are refreshed on a five-year cycle. Statistical research software is available for faculty and students. Classrooms are equipped with smart lecterns. Support is provided to faculty for research grants and	Met Expectations	Statewide budgetary limitations.

Goal	Reporting Period	Results	Progress	New Risk
6.3.2: Expand student access to computer resources.	2010 - 2011	<p>proposals.</p> <p>6.3.2 Wireless access is provided throughout the campus. Computer equipment is updated every five years. Computer lab hours are monitored and expanded if deemed necessary. Feedback from the Student Technology Advisory Committee is reviewed and recommendations are implemented, as appropriate.</p> <p>The Library staff reviewed the possibility of implementing a laptop loaner program; however, they were not able to do that due to lack of funding and a limited number of laptops. Instead, they identified an area of need and collaborated with the College of Arts & Sciences to provide laptops for specific student populations.</p>	Met Expectations	Statewide budgetary limitations.
<p>6.4 Build, maintain, and renovate facilities to meet the needs of the University.</p> <p>Strategies:</p> <p>6.4.1: Provide appropriate facilities in line with increasing enrollment.</p> <p>6.4.2: Update and implement renovation and expansion plan of Killam Library.</p> <p>6.4.3: Conduct preventive and predictive maintenance.</p>	2010 - 2011	<p>6.4.1 The food court was expanded in 2011 to provide additional space for the student body.</p> <p>6.4.2 The library space & facilities were re-painted and re-carpeted. Project is expected to be completed in December 2011.</p> <p>6.4.3 Maintenance is scheduled and conducted on a consistent and systematic basis through work orders generated utilizing a software program.</p>	Met Expectations	Lack of funding and personnel shortage.