STRATEGIC PRIORITIES AND GOALS

EDUCATE. DISCOVER. ACHIEVE.

Student Preparedness

1.1 Provide a transformative and experiential education that prepares students for a rapidly changing world

1.2 Pursue academic excellence, new and enhanced programs, innovative pedagogies, and an engaging environment for learning to increase student retention and success

1.3 Collaborate with internal and external partners to increase student research opportunities and career readiness

Elevate Research

2.1 Strengthen infrastructure for research and creative activity

2.2 Gain distinction as a high research activity institution by identifying and advancing targeted research initiatives

2.3 Encourage interdisciplinary and student-involved collaboration

Create an Inclusive Community Characterized by Respect and Collaboration

3.1 Enhance civility and collegiality of administrators, faculty, staff, and students

3.2 Recruit, develop, and retain diverse students, faculty, staff, and administrators

3.3 Create occasions for meaningful interactions across the university, including opportunities that enhance global awareness

Align our Initiatives to Support our Unique Rural-Urban Identity

4.1 Serve as the hub for educational opportunities in East Texas

4.2 Leverage the assets of the university for the economic, cultural, health and social benefit of the region

4.3 Cultivate and strengthen partnerships that serve regional needs

Transform Our Operations to Serve the Mission of a Contemporary University

5.1 Invest in student recruitment, retention, graduation, and continued engagement

5.2 Increase organizational effectiveness by developing sound business practices that are intentional, collaborative and data-informed

5.3 Diversify sources of funding and allocate resources strategically to promote innovation and effectiveness

1. Student Preparedness
Dr. Ray Green and Dr. Yvonne Villanueva-Russell

Goals

1.1 *Provide a transformative and experiential education that prepares students for a rapidly changing world*

1.2 *Pursue academic excellence, new and enhanced programs, innovative pedagogies, and an engaging environment for learning to increase student retention and success*

1.3 *Collaborate with internal and external partners to increase student research opportunities and career readiness*

Strategies to Track Progress

Goal 1.1 *Provide a transformative and experiential education that prepares students for a rapidly changing world*
Employability
Marketable Skills
High Impact Practices
Student Engagement

Goal 1.2 *Pursue academic excellence, new and enhanced programs, innovative pedagogies, and an engaging environment for learning to increase student retention and success*
External recognition of academic programs
Increase and enhance programs
Increase student retention and success

Goal 1.3 *Collaborate with internal and external partners to increase student research opportunities and career readiness*
Increase career readiness
Collaborate with internal and external partners to increase student research opportunities
Collaborate with internal and external partners to increase career readiness

Key Performance Indicators

Goal 1.1 *Provide a transformative and experiential education that prepares students for a rapidly changing world*

- Employability – Will use the NSSE to provide data on the % of seniors who have participated in an internship or field experience opportunity (defined as internship, co-op, field experience, student teaching, or clinical placement). This data will be compared to that from peer institutions. Additionally, the Alumni Survey provides percentages of alumni who have sought a paying job but have not yet found one. The goal will be to see continuous declines in this rate.
- Marketable Skills – The goal is for students to have a high level of confidence about their obtained marketable skills from the university. Data can be pulled from the Alumni Survey from the question that asks graduates 'How well did your academic experience at A&M-Commerce prepare you to" and then lists a number of marketable skills.
- High Impact Practices – Will use the NSSE to provide internal year-to-year data, along with a comparison to similar peer institutions.
- Student Engagement – Will use the NSSE to provide data on the percentage of seniors who say they participated in service learning at A&M – Commerce. This data will also be compared to peer institutions.

Goal 1.2 *Pursue academic excellence, new and enhanced programs, innovative pedagogies, and an engaging environment for learning to increase student retention and success*

- US News and World Report rankings – maintain or improve program ratings
- IER Database of substantive changes – continuous evidence of program addition and enhancement
- University retention and graduation data – year to year increases in student retention and graduation rates

Goal 1.3 *Collaborate with internal and external partners to increase student research opportunities and career readiness*

- Student presentations at regional and national conferences – annual increase in # of undergraduate travel grants submitted
- Employer participation in career fairs – annual increase in employer participation
- Integrate market-relevant computer applications into appropriate courses – annual increase in students receiving professional certifications as a result of CFE promoted initiatives

Responsible Persons: (*Identify those responsible for chairing the subcommittee with an asterisk)

*Dean of Honors College
*Dean of Innovation and Design
Provost
Associate Provost
Executive Director of Institutional Effectiveness and Research
Director of Career Readiness

Data Sources/Resource Holders:

Provost
Dean of Honors College
Institutional Effectiveness and Research
Quality Enhancement Plan
Intercultural Engagement and Leadership
First Year Experience
Office of Career Development
Center for Excellence

Results/Findings:

Goal 1.1 *Provide a transformative and experiential education that prepares students for a rapidly changing world*

- Employability – Will use the NSSE to provide data on the % of seniors who have participated in an internship or field experience opportunity (defined as internship, co-op, field experience, student teaching, or clinical placement). This data will be compared to peer institutions. Additionally, the Alumni Survey provides percentages of alumni who have sought a paying job but have not yet found one. The goal will be to see continuous declines in this rate.
  Results – (1) In the 2020 NSSE 35% of students at A&M-Commerce had participated in an internship or field experience. This represents a 13% decline from the 2019 data. Additionally, this % matches those of other southwest public institutions. However, the rate at our identified peer institutions was notably higher (52%). (2) In the 2019 Alumni Survey, 6.76% of respondents had not yet found a paying job.
- Marketable Skills - The goal is for students to have a high level of confidence about their obtained marketable skills from the university. Data can be pulled from the Alumni Survey from the question that asks graduates 'How well did your academic experience at A&M-Commerce prepare you to" and then lists 14 of marketable skills.
  Results – Survey respondents rated whether A&M-Commerce prepared them on 14 different

marketable skills using a 5-point scale (with 5 being excellent). Means for all 14 skills ranged from good-excellent. The three lowest-rated skills were career management (3.61), oral communication skills (3.75), and Globalization and Cultural Diversity (3.75). There was only one marketable skill where over 5% viewed their preparation as poor – career management at 7%.

- High Impact Practices – Will use the NSSE to provide internal year-to-year data, along with a comparison to peer institutions.
  Results – In the 2020 NSSE 73% of students indicated that they had participated in one or more high impact practices while at A&M-Commerce. This represents a 12% decline from 2019 and places us 16% behind our peer institutions.
- Student Engagement - Will use the NSSE to provide data on the percentage of seniors who say they participated in service learning at A&M – Commerce. This data will be compared to peer institutions.
  Results – In the 2020 NSSE 55% of seniors indicated that they had participated in service learning while at A&M-Commerce. This is represents a 6% decline from 2019 and places us 8% lower than our peer institutions.

Goal 1.2 *Pursue academic excellence, new and enhanced programs, innovative pedagogies, and an engaging environment for learning to increase student retention and success*

- US News and World Report rankings – The goal is to maintain or increase national rankings.
  Result: 2020-21 – Declined on four rankings, stayed static on one. 2021-22 – Increased in two rankings, declined in one. See IER spreadsheet for specific details.
- IER Database of substantive changes – The goal is to demonstrate continuous evidence of program addition and enhancement.
  Results – Four new programs or enhancements were submitted to SACSCOC for the 20-21 curriculum cycle. Will continue to track this for continued evidence of enhancement and innovation.
- University persistence and graduation data – The goal is to experience year-to-year increases in student retention and graduation rates.
  Result: (1) Persistence data 'same institution' show a decline from 72.6% in 18-19 to 66.2% in 20-21. However, it is worth noting that this number is higher than the persistence rates in both 17-18 (51.9%) and 16-17 (64.1%). (2) Since 2018 there is an approximate 2% decline in the four year graduation rate but 1.5% and 2.4% improvements in the five and six year graduation rates.

Goal 1.3 *Collaborate with internal and external partners to increase student research opportunities and career readiness*

- Student presentations at regional and national conferences – The goal is for there to be an annual increase in # of undergraduate travel grants submitted.
  Result: Fall 2021 – 6 undergraduate travel grants submitted. No data for Fall 2020 and Spring 2021 due to COVID-19 related suspension of student travel. Call for Spring 2022 grants is currently open and this data can be updated in February.
- Employer participation in career fairs –The goal is to experience an annual increase in employer participation.
  Result: Fall 2020 (n=193), Spring 2021 (n=175). Total AY20-21 (n=368). This baseline data will be used to assess growth in future years.
- Integrate market relevant computer applications into appropriate courses – annual increase in students receiving professional certifications as a result of CFE promoted initiatives.
  Result: To this point 50 students in the COB are SAP certified. I have requested the annual break down of that data to help us set goal.

Implications/Actions:

2. Elevate Research Goals
Dr. Brent Donham and Cece Gassner

Goals

2.1 *Strengthen infrastructure for research and creative activity*

2.2 *Gain distinction as a high research activity institution by identifying and advancing targeted research initiative*

2.3 *Encourage interdisciplinary and student-involved collaboration*

Strategies to Track Progress

Goal 2.1 *Strengthen infrastructure for research and creative activity*
Increase internal funding for resources, including for research development, equipment, and training to enable researchers to be successful in obtaining external funding.

Goal 2.2 *Gain distinction as a high research activity institution by identifying and advancing targeted research initiative*
To reach expenditures and award the minimum number of doctoral degrees annually to be recognized with Higher Research status by the Carnegie Foundation.

Goal 2.3 *Encourage interdisciplinary and student-involved collaboration*
Refine internal research incentive and award programs to place emphasis on projects that integrate interdisciplinary research and opportunities for undergraduate and graduate students to participate.

Key Performance Indicators

Goal 2.1 *Strengthen infrastructure for research and creative activity*

- Increase the Proposal Submission Incentive awards by $3,000/year compared to the prior academic year.

- Each year, a cohort of a minimum of six tenure-track and/or tenured faculty members will meet with the VPRED and their academic Dean to establish their research development plans, and each faculty member who already has established a research development plan will meet with the VPRED and their academic Dean to review progress and update their research development plan.

- Provide necessary support to ensure all early career tenure-track faculty attend a conference, workshop, or training on grant writing by the end of their second year.

Goal 2.2 *Gain distinction as a high research activity institution by identifying and advancing targeted research initiative*

- Achieve a minimum of $5,000,000 in research expenditures annually

- Confer a minimum of 20 doctoral degrees annually

Goal 2.3 *Encourage interdisciplinary and student-involved collaboration*

- A minimum of 100 undergraduate students and 75 graduate students will participate annually in the TAMUC Annual Research Symposium.

- Develop and provide an Interdisciplinary Research Award with a monetary prize at the TAMUC Research Awards Luncheon.

Responsible Persons: (*Identify those responsible for chairing the subcommittee with an asterisk)
Cece Gassner
Brent Donham

Data Sources/Resource Holders:
OSP

Results/Findings:

Goal 2.1 *Strengthen infrastructure for research and creative activity*

- Increase the Proposal Submission Incentive awards by $3,000/year compared to the prior academic year.

  This is a new performance metric. The Proposal Submission Incentive awards for FY20 were determined to establish a baseline.

  FY20: $7,850

- Each year, a cohort of a minimum of six tenure-track and/or tenured faculty members will meet with the VPRED and their academic Dean to establish their research development plans, and each faculty member who already has established a research development plan will meet with the VPRED and their academic Dean to review progress and update their research development plan.

  This is a new performance metric and was not assessed in FY20.

- Develop and present necessary support to ensure all early career faculty attend a conference or workshop on grant writing by the end of their second year.

  This is a new performance metric and was not assessed in FY20.

Goal 2.2 *Gain distinction as a high research activity institution by identifying and advancing targeted research initiative*

- Achieve a minimum of $5,000,000 in research expenditures annually

  FY20 expenditures: $4,100,000

- Confer a minimum of 20 doctoral degrees annually
  The minimum of 20 doctoral degrees awarded was exceeded in FY20

Goal 2.3 *Encourage interdisciplinary and student-involved collaboration*

- A minimum of 100 undergraduate students and 75 graduate students will participate annually in the TAMUC Annual Research Symposium.

  Due to the COVID pandemic, the TAMUC Annual Research Symposium was cancelled.

- Develop and present an Interdisciplinary Research Award with a monetary prize at the TAMUC Research Awards Luncheon.

  Due to the COVID pandemic, the TAMUC Research Awards Luncheon was cancelled.

Implications/Actions:

Goal 2.1 *Strengthen infrastructure for research and creative activity*

- Increase the Proposal Submission Incentive awards by $3,000/year compared to the prior academic year.

  The Proposal Submission Incentive (PSI) program, housed in OSP, was established to encourage faculty to submit competitive proposals to external sponsors to fund their research. For eligible proposals, the PI receives funding to be used to further support their research. The PSI amount varies depending upon the value of the requested amount of funding in the proposal. The increase of $3,000 is equivalent to two $1,000,000 or larger grants, three $500,000 - $999,999 grants or multiple other combinations.

- Each year, a cohort of a minimum of six tenure-track and/or tenured faculty members will meet with the VPRED and their academic Dean to establish their research development plans, and each faculty member who already has established a research development plan will meet with the VPRED and their academic Dean to review progress and update their research development plan.

  Reviewing research development plans will develop a higher level of awareness within the department, college, and OSP office, which will enable greater support in identifying internal and/or extramural funding opportunities. A viable research plan will help the focus of faculty rather than a "shotgun" approach in trying to obtain extramural funding. The plans will also enable a department to establish their research identity and apply resources to better the department not just individuals. This insight will allow more collaborations to be formed, which will also support Goal 2.3.

- Develop and provide necessary support to ensure all early-career faculty attend a conference or workshop on grant writing by the end of their second year.

  Through annual evaluations and mentor meetings, it was discovered many new faculty have never been trained on how to develop and author competitive proposals for extramural funding. This training will help faculty to identify grant programs that are aligned with their research interests and provide better familiarity with the required elements of proposals.

Goal 2.2 *Gain distinction as a high research activity institution by identifying and advancing targeted research initiative*

- Achieve a minimum of $5,000,000 in research expenditures annually

  Annual target to achieve and retain R2 designation by the Carnegie Foundation

- Confer a minimum of 20 doctoral degrees annually

  Annual target to achieve and retain R2 designation by the Carnegie Foundation

Goal 2.3 *Encourage interdisciplinary and student-involved collaboration*

- A minimum of 100 undergraduate students and 75 graduate students will participate annually in the TAMUC Annual Research Symposium.

  The TAMUC Annual Research Symposium is scheduled for April 19, 2022 and the attendance performance indicator will be assessed.

- Develop and present an Interdisciplinary Research Award with a monetary prize at the TAMUC Research Awards Luncheon.

  The TAMUC Research Awards Luncheon is scheduled for March 2, 2022 and the new Interdisciplinary Research Award will be presented.

3. Create an Inclusive Community Characterized by Respect and Collaboration
Dr. William Kuracina, Dr. Edward Romero, Dr. Stephen Hirst, Dr. LaVelle Hendricks

Goals

3.1 *Enhance civility and collegiality of administrators, faculty, staff, and students*
3.2 *Recruit, develop and retain diverse students, faculty, staff, and administrators*
3.3 *Create occasions for meaningful interactions across the university, including opportunities that enhance global awareness*

Strategies to Track Progress

Goal 3.1 *Enhance civility and collegiality of administrators, faculty, staff, and students*
Complaints/Grievances/Ethics Points
Employee Engagement Assessment

Goal 3.2 *Recruit, develop and retain diverse students, faculty, staff, and administrators*
Talent Acquisition
Training and Development
Market Competitiveness
Student Engagement Activity

Goal 3.3 *Create occasions for meaningful interactions across the university, including opportunities that enhance global awareness*
Inter-Cultural Engagement
Cultural Engagement

Key Performance Indicators

Goal 3.1 *Enhance civility and collegiality of administrators, faculty, staff, and students*
- Complaints/Grievances/Ethics Points – reduction in the volume of formal complaints/grievances/ethics points received through Compliance, the Dean of Students, and Human Resources
- Faculty/Staff Collaboration – Use annual evaluations to measure collaborative activity
- Civility – Measure civility of faculty interactions based on student evaluations.
- Employee Engagement Assessment – 40% of respondents will "completely agree" with items in the engagement assessment

Goal 3.2 *Recruit, develop and retain diverse students, faculty, staff, and administrators*
- Talent Acquisition – Evaluate time to hire new faculty/staff/administrators and the diversity of faculty by department by ethnicity and gender
- Training and Development – Developmental skill building courses being tracked?
- Training and Development – National Center for Faculty Development and Diversity participation rates
- Market Competitiveness – Conduct comprehensive market analysis by unit with attention to salary equity for under-represented faculty
- Student Engagement Activity – Measure 1:1 student engagement with faculty/staff through EAB data

Goal 3.3 *Create occasions for meaningful interactions across the university, including opportunities that enhance global awareness*
- Inter-Cultural Engagement – Increase student attendance with goal of each residential student attending 2 events per semester
- Cultural Engagement – Faculty/Staff/Administrators/Students will attend 1 event per year in Fine and

Performing Arts

Responsible Persons: (*Identify those responsible for steering the subcommittee with an asterisk)

*Drs. Hirst, Kuracina, Romero, Hendricks
Vice President of Student Success and Dean of Students
Provost
Associate Provost
Executive Director of Institutional Effectiveness and Research
Director of Office of Academic Technology
Director of Compliance

Data Sources/Resource Holders:

Provost
Compliance
Institutional Effectiveness and Research
Campus Life and Student Success
Intercultural Engagement and Leadership
Office of Academic Technology
Human Resources

Results/Findings:

3.1 *Enhance civility and collegiality of administrators, faculty, staff, and students*
- Number of Complaints/Grievances/Ethics Points
- 34% of Employee Engagement Assessment respondents indicated that employees are not treated with respect.
- 28% of respondents said that civility is not lived out on campus.
- 31% of respondents do not trust the university to be fair to all employees.

3.2 *Recruit, develop and retain diverse students, faculty, staff, and administrators*
- Dr. Romero's statistics
- 86 faculty, staff, and/or students have currently registered to be users of the new NCFDD platform.
- EAB student engagement data
  - 10,937 distinct students accounted for 49,097 appointments
  - Faculty/Staff sent 444,895 emails and 86,787 text messages for a total of 532,682 communications

3.3 *Create occasions for meaningful interactions across the university, including opportunities that enhance global awareness*
- IEL culturally based event attendance for 2020-2021 academic year
  - 25 events
  - 720 attendees
- Create and distribute satisfaction survey of available events and occasions.

Implications/Actions:

3.1 *Enhance civility and collegiality of administrators, faculty, staff, and students*
- Data from Employee Engagement Assessment suggests that a lack of trust, value, and respect are the two greatest impediments to enhancing civility and collegiality across campus. Identify the specific elements of civility that should be measured (i.e. Students being mistreated my faculty, willingness to approach conflict with a direct conversation, etc.). Develop measurement instruments needed.

3.2 *Recruit, develop and retain diverse students, faculty, staff, and administrators*
- Develop a comprehensive plan that addresses the results from the market salary analyses, beginning with specific attention to under-represented personnel populations.
- Identify ways in which the University can better utilize NCFDD to develop cultural competencies among faculty members.
- NSSE data demonstrates that student engagement with faculty and staff positively correlates to student persistence and successful student outcomes. The University's student retention plan must include meaningful 1:1 student interaction with faculty and staff.

3.3 *Create occasions for meaningful interactions across the university, including opportunities that enhance global awareness*
- Incorporate participant feedback from the satisfaction survey when considering the development of new occasions and interactions.
- Organized and well-funded events attract larger crowds. Evaluate need for additional resources.

4. <u>Align Our Initiatives to Support Our Unique Rural-Urban Identity</u>
Dr. William Kuracina and Cece Gassner

<u>Goals</u>
4.1 *Serve as the hub for educational opportunities in East Texas*
4.2 *Leverage the assets of the university for the economic, cultural, health, and social benefit of the region*
4.3 *Cultivate and strengthen partnerships that serve regional needs*

<u>Strategies to Track Progress</u>

Goal 4.1 *Serve as the hub for educational opportunities in East Texas*
Each academic department will provide at least one conference or one professional development opportunity for external audiences or participate in at least one activity governed by an agreement with an independent school district (ISD).

Goal 4.2 *Leverage the assets of the university for the economic, cultural, health, and social benefit of the region*
[NOTE: I am still mulling this over. My notes have "identify activities, identify funding sources," but as I think about that, that doesn't really create a goal that defines how we demonstrate we are leveraging the assets of the university to benefit the region.]

Goal 4.3 *Cultivate and strengthen partnerships that serve regional needs*
Each academic department will maintain an industry advisory board that is comprised of members from rural and urban cities/neighborhoods and that meets at least once each long semester.

<u>Key Performance Indicators</u>

Goal 4.1 *Serve as the hub for educational opportunities in East Texas*
By May 2022, each academic department has:
- hosted at least one conference or professional development opportunity for an external audience that has had at least twenty attendees, or
- has participated in at least one activity governed by an ISD that has resulted in increasing the knowledge of the participants

Goal 4.2 *Leverage the assets of the university for the economic, cultural, health, and social benefit of the region*

Goal 4.3 *Cultivate and strengthen partnerships that serve regional needs*
By May 2022:
- each academic department will form an industry advisory board (IAC)
- each academic department will perform an analysis of what cities or neighborhoods each IAC member works or resides in and assure that rural and urban areas are approximately equally represented on the IAB
- each IAB will scheduled the IAB meetings for the 2022-23 school year

<u>Responsible Persons: (*Identify those responsible for chairing the subcommittee with an asterisk)</u>

William Kuracina
Cece Gassner

<u>Data Sources/Resource Holders:</u>

Survey colleges regarding their industry advisory boards, partnerships, and MOUs

Results/Findings:
Implications/Actions:

5. Transform Our Operations to Serve the Mission of a Contemporary University
Dr. Julia Ballenger, Dr. Mario Hayek, and Sarah Baker

Goals

5.1 *Invest in student recruitment, retention, graduation, and continued engagement*

5.2 *Increase organizational effectiveness by developing sound business practices that are intentional, collaborative, and data-informed*

5.3 *Diversify sources of funding and allocate resources strategically to promote innovation and effectiveness*

Strategies to Track Progress

Goal 5.1 *Invest in student recruitment, retention, graduation, and continued engagement*

<u>Recruitment Marketing:</u> Marketing budget divided by students applied (MarComm; Michael)

<u>Marketing budget</u> (includes all marketing such as fliers, postcards etc.; excludes additional money from colleges)

- 2020-2021: $400,000 budget/ ### students applied 5,018= $80/student

<u>Recruitment Marketing:</u> Marketing budget relative to webpage clicks (MarComm; Michael)

<u>Unique website clicks</u>

- 2021: $400,000 budget/15,781,061 clicks= $.025/click
- 2020: $400,000 budget/13,980,238 clicks= $.029/click

<u>Recruitment Enrollment (undergraduate):</u> Enrollment management budget relative to undergraduate applications (Enrollment Management)

- 2021 budget: $6,689,314
- 2021 enrollment management recruitment budget: $65,000

<u>Recruitment Enrollment (undergraduate):</u> number of students enrolled divided by students applied (Enrollment Management)

- Fall 2020 Texas applicants (96.3% of total applicants): 4,657 applied; 2,748 accepted (59%); 675 enrolled (24.6%) (from txhighereddata)

<u>Recruitment Enrollment (graduate):</u> number of students enrolled divided by students applied (Graduate School)

<u>2020-2021 AY</u>

- Fall 2020: Applied 2,106; Admitted 1,379; Enrolled 909
- Spring 2021: Applied 1,829; Admitted 1,352; Enrolled 928
- Summer I 2021: Applied 930; Admitted 668; Enrolled 448
- Summer II 2021: Applied 153; Admitted 115; Enrolled 59
- **Total 2020-2021: Applied 5,018; Admitted 3,514; Enrolled 2,344**
- **Percent of applied 2020-2021: Admitted 70%; Enrolled 47%**

<u>Recruitment & Retention Scholarships:</u> scholarship budget divided by students applied (Enrollment Management)

- Total scholarship budget:
    - 2020-2021: $11,371,260; 5,552 students awarded
    - 2019-2020: $9,897,441; 5,295 students awarded

<u>Retention & graduation:</u> faculty/student ratio OR average class size

- 2022: Faculty-student ratio: 20:1
- 2022: Undergraduate median class size: 19
- 2022: Graduate median class size: 12
- 2022: Overall Median class size: 16

<u>Retention & graduation:</u> number of students registered with student organizations divided by total number of undergraduate students (Jeremy Sippel)

- Student organizations 2021: 111
- Students enrolled in a student organization 2021: 1,074

Continued engagement: alumni at events (alumni relations)
- 2021: 6 events; 176 guests
- 2020: 5 events; 365 guests

Continued engagement: number of donors (philanthropy)
- 2021: 2,416 individual donors/ total dollars raised $8,604,634
- 2020: 1,798 individual donors/ total dollars raised $2,259,715

Continued engagement: number of alumni on advisory boards (philanthropy); from the following boards Foundation Board, Alumni Board, College of Business: Business Leadership Council, CoB: Management and Economics, CoB: Marketing & Business Analytics, CASNR Dean's Council, Champions Circle - Athletic Director's Advisory Board
- 2021: 82 alums
- 2020: 71 Alums

Goal 5.2 *Increase organizational effectiveness by developing sound business practices that are intentional, collaborative, and data-informed*
Organizational effectiveness: Percent of strategic and IE plan goals achieved at departmental, college and university-level (Dan Su; IE)
- 2020-2021: met 59%; not met 17%; inconclusive 24%
- 2019-2020: met 61%; not met 21%; inconclusive 18%

Goal 5.3 *Diversify sources of funding and allocate resources strategically to promote innovation and effectiveness*
Diversity of resources: Percent of funding from state, tuition & fees, philanthropy, sponsored programs (Budgeting)
- 2021-2022: State appropriations: 25%; Tuition & Fees 46%; Gifts 1%; Contracts & Grants 3%; Other 25% (includes student financial assistance, investment income, sales and services, etc.)

Allocation to innovation: Percent of funding dedicated to innovation (Budgeting)
- 2022: $0

Key Performance Indicators
Goal 5.1
Goal 5.2
Goal 5.3

Responsible Persons (*Identify those responsible for chairing the subcommittee with an asterisk)

Data Sources/Resource Holders:
Marketing and Communications; Michael Johnson
Enrollment Management; Nechell Bonds
Graduate recruiting; Jennifer Schroeder
Institutional Effectiveness; Dan Su
Budgeting; Sarah Baker

Results/Findings:

2020-2021 Results Mapped to A&M-Commerce Strategic Plan (Nuventive Improvement Platform Data as of January 27, 2022)	Standard Met	Standard Not Met	Inconclusive
Student Preparedness	634 (75.9%)	95 (11.4%)	106 (12.7%)
1.1 Provide a transformative and experiential educationthat prepares students for a rapidly changing world	457 (77.3%)	64 (10.8%)	70 (11.8%)
1.2 Pursue academic excellence, new and enhanced programs, innovative pedagogies, and an engaging environment for learning to increase student retention and success	207 (73.7%)	32 (11.4%)	42 (14.9%)
1.3 Collaborate with internal and external partners toincrease student research opportunities and career readiness	211 (76.2%)	30 (10.8%)	36 (13.0%)
Elevate Research	215 (75.7%)	32 (11.3%)	37 (13.0%)
2.1 Strengthen infrastructure for research and creativeactivity	52 (64.2%)	14 (17.3%)	15 (18.5%)
2.2 Gain distinction as a high research activity institution by identifying and advancing targeted research initiatives	126 (82.4%)	12 (7.8%)	15 (9.8%)
2.3 Encourage interdisciplinary and student-involvedcollaboration	103 (70.1%)	18 (12.2%)	26 (17.7%)
Create an Inclusive Community Characterized byRespect and Collaboration	105 (64.0%)	25 (15.2%)	34 (20.7%)
3.1 Enhance civility and collegiality of administrators,faculty, staff, and students	40 (59.7%)	9 (13.4%)	18 (26.9%)
3.2 Recruit, develop, and retain diverse students, faculty,staff, and administrators	34 (50.7%)	14 (20.9%)	19 (28.4%)
3.3 Create occasions for meaningful interactions across theuniversity, including opportunities that enhance global awareness	68 (65.4%)	12 (11.5%)	24 (23.1%)
Align Our Initiatives to Support Our UniqueRural-Urban Identity	118 (75.6%)	17 (10.9%)	21 (13.5%)
4.1 Serve as the hub for educational opportunities in EastTexas	36 (78.3%)	5 (10.9%)	5 (10.9%)
4.2 Leverage the assets of the university for the economic,cultural, health and social benefit of the region	71 (75.5%)	8 (8.5%)	15 (16.0%)

4.3 Cultivate and strengthen partnerships that serve regional needs	78 (76.5%)	12 (11.8%)	12 (11.8%)
5. Transform Our Operations to Serve the Mission of a Contemporary University	110 (67.5%)	23 (14.1%)	30 (18.4%)
5.1 Invest in student recruitment, retention, graduation, and continued engagement	41 (64.1%)	11 (17.2%)	12 (18.8%)
5.2 Increase organizational effectiveness by developing sound business practices that are intentional, collaborative and data-informed	84 (68.9%)	16 (13.1%)	22 (18.0%)
5.3 Diversify sources of funding and allocate resources strategically to promote innovation and effectiveness	32 (56.1%)	10 (17.5%)	15 (26.3%)