

# **STRATEGIC PLAN**

**FY90-FY93**

**Southwest Texas State University**

**San Marcos, Texas**

**September 1989**

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## **EXECUTIVE SUMMARY**

The Strategic Plan FY 90-93 is the product of two years' work by the university community. It began with a reevaluation of the FY 86-88 plan and its FY 89 transition year. We have moved forward with this plan into the next two biennia.

The goals for the Strategic Plan FY 90-93 are to

- concentrate on the development of excellence in academic areas,
- develop and maintain the highest quality student body,
- progress toward becoming the premier comprehensive institution in the state,
- increase the institution's commitment to its faculty and staff,
- improve the institution's management of information, and
- reduce SWT's financial dependence on state appropriations.

The goals and objectives support SWT's central academic mission. Student achievement, enrollment management, improving working conditions and compensation for faculty and staff, upgrading the physical plant, improving information systems, and increasing access to available resources are logical and essential components in a strategy to become the best in our mission class.

Strategic planning allows us at SWT to control our fate. It is our guide into the future.

## **STRATEGIC PLANNING AT SWT**

### **Background**

The current Strategic Plan is conceived as a continuum of the Strategic Plan FY 86-88, and follows the methodology developed and refined over a period of years, and deemed appropriate for the institutional structure, function and history of SWT. Taking into account the exceptional external conditions encountered during the planning cycle, the President agreed to use FY 89 as a "buffer year", during which only minor additions and transitional measures would be added to bridge between the FY 86-88

and the FY 90-93 strategies. Moreover, the consensus was that the ambitious goals set forth by the FY 86-88 plan would in many cases be impossible to accomplish in a short timeframe.

The Strategic Plan FY 90-93 is intended to serve several purposes. The primary one is to clarify our institutional priorities for the planning period. A second purpose is to make the policymaking process coherent with the external and internal environments. The third purpose is to provide guidelines for creative but realistic decisions by managers and policymakers.

The implementation of strategic planning as a management tool at SWT is proceeding. Done in parallel with a 10-year Institutional Self-Study for the 1989 site visit and reaccreditation by the Southern Association of Colleges and Schools, this second iteration of strategic planning extends the planning horizon of the institution through two legislative biennia.

The present document will be reviewed and updated prior to the next full planning cycle, scheduled to begin in the Summer of 1990. Each iteration will bring up-to-date the current plan and extend it through another biennium.

Antecedent to the current planning cycle is the intent to institutionalize strategic planning as a management tool by refining the process through several iterations. Two significant new steps were taken in 1987-88:

First, the President named a University Planning Committee (UPC), with representatives from each division and each constituency of the Executive Council, to serve as custodians of the ongoing strategic planning process.

The UPC was given four charges: to help planners at every level by providing the University Planning Guide and other supplementary materials; to integrate the divisional plans into a university plan for review, amendment, approval and dissemination by policymakers; to formulate a planning calendar; and to assess the institution's planning activities in order to improve the procedures and outcomes for the next planning cycle.

Second, a detailed implementation plan was instituted. Planners were asked to develop specific steps or objectives to achieve their own goals, those of the next higher level, and ultimately those of the University.

Each statement of objective was designed to include an estimate of resources required, suggested evaluation criteria for monitoring progress, and a designation of the offices or persons responsible for carrying out the actions, as well as a probable timeframe for accomplishment.

In this fashion, each element of the plan could be readily monitored and updated through periodic review, thus lending elements of usefulness, immediacy and coherence to what might otherwise become a rootless and abstract archival document. Not only should the Strategic Plan FY 90-93 remain useful in

carrying out long-range initiatives, but it should drive the budget. Moreover, the Strategic Plan is expected to lend focus to the collective energies of faculty, staff and administration. Operational details are included in divisional and departmental plans.

### Constraints on the FY 1990-93 Planning Process

The planning cycle began in an atmosphere of uncertainty. Several external events combined to discourage new departures in higher education; not the least of these was the economic downturn of 1984-85. With the collapse of the traditional support of the oil industry in Texas, enormous economic pressures were brought to bear on the state budget, and consequently on higher education. The Legislature went into extensive Special Session to address the State's failing economy, facing huge deficits which required radical action.

At the beginning of the planning cycle, hiring and budget freezes were imposed by Executive Order, along with other limitations. The effect on a still-growing institution just moving into an aggressive agenda for excellence was profound.

Secondly, a comprehensive educational reform movement had begun in the 69th Legislature with extensive public school and teacher education reform. Through the recommendations of the Select Committee on Higher Education, the 70th Legislature extended the reform agenda to alter many of the traditional basic assumptions about higher education in Texas. The ensuing legislative actions profoundly affected SWT both internally and externally.

Legislation passed by the 70th Texas Legislature, while harmonious with SWT's existing plan to upgrade the quality of education available to our students, reached out to include budget allocations, construction, data processing, testing and remediation, finance and accounting, tuition and fees, and a variety of academic standards and programs. Every part of the institution and every aspect of its management were affected.

Another factor in the formulation of the Strategic Plan FY 90-93 was the necessity to prepare for a ten-year reaccreditation visit of the Southern Association of Colleges and Schools (SACS) in spring of 1989. The SACS Self-Study involved detailed scrutiny of the institution, its organization, its management, its programs, and its planning for the future. The Strategic Plan and the SACS Self-Study calendars had to be carefully coordinated to achieve the greatest efficiency with the least likelihood of conflict between these two important institution-wide efforts.

### The Planning Process

The strategic planning process used at SWT is a modified version of the classical planning model, employing a combined top-down/bottom-up approach. The broad goal areas were identified during a two-day planning retreat hosted by the President and the Executive Council for select faculty, administrators, staff and regents. These goals were used by departments and divisions to form their

plans. Then, the objectives which implement this, the FY 90-93 Strategic Plan, were drawn from the divisional plans.

The planning steps followed and the decisions which resulted from the retreat are outlined below.

- Mission Statement Review. First, the mission statement was reviewed. The exigencies of the strategic planning process, as well as the requirements of the Southern Association for Colleges and Schools accreditation visit scheduled for Spring 1989, led to a revision of the mission statement, which appears on page 1 of this document.
- Environmental Scan. Next, the current state of the institution was assessed by considering the environment within which it operates, the opportunities and threats which come from the external environment, and the internal strengths and weaknesses identified by the university community.

Those elements found during the environmental scan which were judged to have the most potential impact on SWT during the planning period are included here: There will be a shift in demographics in Texas, resulting in a greater percentage of Hispanic students among the college-going public, compounded by increased public interest in minority access and retention in higher education. Due to the State's continuing fiscal problems, the university will have to rely on other sources of funding to augment its "bare bones" budget. Public demand for measurable outcomes and accountability in higher education will continue. The Select Committee's recommendations found in House Bill 2181, especially the increased authority of the Coordinating Board, will affect all operations in public higher education.

Internally, migration to a new mainframe system will impact the institution's ability to process information. Large increases in enrollment in the recent past have put such strain on resources, that enrollment management must become a priority.

The major internal strength identified is the strong commitment of faculty and staff to students. The major internal weaknesses identified involved insufficient funding, and the lack of legislative clout which could change this situation. The major opportunities presented by the external environment involved sources of non-legislative funding. The major threats posed by the external environment were the strictures put on the institution by the legislature. Details of the environmental scan are included in Appendix A; the SWOTS analysis, in Appendix B.

- Planning Assumptions. Out of the environmental scanning, internal and external, came the assumptions SWT would use to guide in the development of goals. These included the need to achieve greater institutional self-sufficiency, to retain a degree of institutional autonomy, and to upgrade our role and scope in the face of pressure from the State. SWT's commitment to deliver the highest quality educational service within our means, while increasing visibility for our

programs and services, would remain. SWT would continue its efforts to attract and retain the best faculty, staff, and students, while assuring appropriate diversity in our population to meet changing needs and expectations.

The Strategic Plan FY 90-93 is the second full iteration of strategic planning at SWT. As we begin the next cycle in Summer 1990, we have as our goals improving the planning process itself, more successfully linking budgeting and planning, increasing feedback to planners at all levels, routinizing monitoring of the plan, and institutionalizing the concept of a four-year rolling plan, modified every two years.

## **THE UNIVERSITY AND ITS MISSION**

Southwest Texas State University was established in 1899 by the Twenty-Sixth Legislature as Southwest Texas State Normal School. Since its first full academic semester in September 1903, many changes have taken place in enrollment, curriculum and stature. Over the years, the Legislature broadened the institution's scope and changed its name to reflect its expanded program: in 1923, to Southwest Texas State Teachers College; in 1959, to Southwest Texas State College; and finally, in 1969, in recognition of its increasing role in the State's higher education system, to the present name.

Southwest Texas State University, a public coeducational institution, is a part of the Texas State University System. The System's nine-member Board of Regents governs SWT and three other institutions--Angelo State University, Sam Houston State University, and Sul Ross State University. Of these, SWT is by far the largest.

### **The Mission**

Southwest Texas State University is a comprehensive institution of higher education dedicated to the effective teaching of undergraduate and graduate students, to the advancement of knowledge and artistic expression, and to service as a resource for the surrounding region. The University believes that all students should develop broad knowledge upon which to build specialities, the ability to marshal their thoughts, and the skill to express their thoughts effectively in oral and written form. To meet these general goals, Southwest Texas State University commits itself as follows:

1. To provide undergraduate students with a broad base of communal knowledge, derived from a clearly defined sequence of courses in the freshman and sophomore years designed to build college-level competencies, complemented by specialized courses of study selected from a comprehensive range of undergraduate programs.
2. To provide graduate students the opportunity to enhance their knowledge in a variety of specialized programs through research, creative expression, or advanced study.
3. To contribute to the greater body of knowledge in specific disciplines through research, scholarship,

and creative expression.

4. To serve as a professional, educational, and cultural resource to the local area and the larger community by providing consultation, advice, and special services.
5. To provide a well-qualified faculty through effective recruiting practices, dedication to affirmative action, careful assessment of teaching effectiveness, institutional support for research activity and artistic expression, clear standards for academic advancement, and opportunities for professional development, while fostering an environment that protects academic freedom in inquiry and expression.
6. To attract an outstanding, ethnically diverse student body by presenting high standards for admission, by implementing creative strategies for recruiting and retaining a heterogeneous and qualified student body, and by maintaining adequate programs to counsel students academically and otherwise, assess academic progress, and evaluate student performance, while providing for social and professional development by offering a full range of effective student services.
7. To create an environment for learning and professional development by providing appropriate physical facilities, equipment, and educational support services for students, faculty, and staff.

### **THE GOALS FOR FY 90-93**

The Strategic Plan FY 90-93 developed from the FY 86-88 plan. The heart of the earlier plan lies in the "Nine Goals for the Nineties", developed during the Executive Council Retreat of 1984. These nine goals appear in the Strategic Plan FY 90-93 as the single overarching intent to emerge as the "finest comprehensive teaching institution in the state". Thus, much of the essence of the earlier plan found its way intact into the present document.

The six goals for FY 90-93 summarize the collective vision of those involved in each division and at every level of administration. They are SWT's organized response to an era of profound change, which promises to lead into an era of even greater change.

It is acknowledged that these individual goals, and this Strategic Plan itself, are ambitious and far-reaching. We know that we may not reach all our goals within the projected timeframe, but we will know why not. Perhaps some goals will be impossible to accomplish in their entirety, but we can trace our progress. We can act with a sense of purpose and futurity.

Again, perhaps some current goals will be supplanted or altered by subsequent events. What is important, however, is that our response to opportunities and challenges becomes focused and organized in such a way that everyday decisions may become more directed and more effective in the long-term perspective.

Also important is that this Strategic Plan provides at least a nucleus for the decision-making process.

The Strategic Plan is intended to be a working tool and thus subject to continuous amendment; yet at the same time, even as a mere artifact, it gives us a means of institutional consciousness of whence we came, where we are headed, and why we choose to commit to a course of action.

### Coordinating Planning Efforts at SWT

The Strategic Plan FY 90-93 includes objectives which implement the other major planning initiatives at SWT. Objectives which implement the recommendations of the SACS reaccreditation committee can be found in nearly every goal area, as would be expected.

Implementation of the Campus Master Plan and the Higher Education Opportunity Plan for a Multicultural Texas are addressed with separate objectives under Goal III. Completion of the Automated Information Systems Plan and the computer migration are the only objectives of Goal V. Further detail on these plans is included as Appendix C.

### The University Goals

The University's six major goals for the FY 90-93 planning period are detailed below.

#### Goal I: Concentrate on the Development of Excellence in Academic Areas.

SWT began as a teacher education institution and has retained preeminence in that area, having one of the largest teacher preparation programs in the state and the nation, as measured by the number of teachers certified each year. While it is known best for regional service and its schools of liberal arts and education, its role and scope have continued to evolve and expand.

Over the past five years, the Schools of Business and Education have declined in their proportion of total semester credit hours (SCH) generated, due to increasing GPA requirements for admission into their programs. The pattern for the Schools of Applied Arts and Technology, and Science have been fairly stable over the period. The Schools of Fine Arts and Communication, Health Professions, and Liberal Arts have increased in their proportion of credit hours. The graduate school has increased its proportion of SCH generated, from a trend in the recent past of 5.2% of annual total, to 6.1% in base year 1989.

Beginning with Fall 1986, all new students were required to fulfill the academic requirements of General Studies, which attempt to assure that every graduate can demonstrate competence in reading, writing, computation and critical thinking, as well as experience a broad range of disciplines. Therefore, in the Strategic Plan FY 90-93, the institution commits itself to ensuring that 99% of SWT students graduating pass the General Studies exams in writing (1986 catalog) and math (1988 catalog). Implementation of the state-mandated Texas Academic Skills Program and its attendant required remediation opportunities are expected to effect this objective.

Since 1986, a state-mandated outcomes assessment test for certification of teachers has been

administered in Texas. In order to assure that the quality of certified teachers produced at SWT matches our quantity, an objective of the Strategic Plan FY 90-93 is to ensure that at least 85% of SWT graduates who take the Examination for the Certification of Educators in Texas (ExCET) pass the professional education and disciplinary portions on their first try.

Other objectives under Goal I include replacing and adding capital equipment necessary for instruction and research, developing a process for using assessment results to improve academic programs, increasing the Learning Resources Center's budget for acquisitions and staffing, and increasing access for nontraditional students.

## Goal II: Develop and Maintain the Highest Quality Student Body.

At present, SWT is the seventh-largest university in Texas; the largest nondoctoral-granting institution in Texas, and the eighth largest in the nation.

The demographic profile of SWT's students changed rapidly through the 1970's and continued to change, but more slowly, in the '80's. The median age of undergraduate students has risen from 22 to 23 years old from 1983 to 1988, basically due to the fact that it now takes the average student nearly 5 years to complete a bachelor's degree. Increasing numbers of working adults, part-timers, military students, and minority students are entering both the traditional SWT programs, and the newer ones such as Allied Health Science, Computer Science, and Technology. As of Fall 1988, 55% of graduate students were over age 30. Obviously, student expectations of the institution are changing, even as SWT's expectations for its students grow.

As for the geographic origins of the student body, a large number remain local. The four counties of Harris, Bexar, Hays and Travis provide the largest percentages of students from Texas. In 1988, 39.8 percent of students were commuters from outside San Marcos. Students living in San Marcos made up 36.3 percent of enrollments, and 23.8 percent were residents on the campus. Moreover, 1.0 percent of students came from states other than Texas and 0.6 percent of students were not citizens of the United States. The states dominating out-of-state enrollment were Illinois, Colorado, California, New York, and Pennsylvania. Highest foreign enrollments were from Iran, Nigeria, Republic of China, Malaysia, and Lebanon.

Factors affecting student profiles and the overall growth pattern at SWT include the initiation of higher admission standards for first-time freshmen; stricter probation and suspension rules; the installation of a 2.5 grade point average for entry into upper division courses in the School of Business and the Teacher Education Program; grammar, spelling and punctuation entry-level tests for Journalism; the development of several new degree options; and the creation of the College of General Studies, whose requirements were put into effect beginning in Fall 1986.

These factors are elements of enrollment management. Rather than instituting policies which affect the number and types of students at SWT in a piecemeal fashion, however, the main objective of Goal II in

the Strategic Plan FY 90-93 is to implement an enrollment management plan to improve the overall quality of the student body. The other objectives of Goal II reflect specific targets for enrollment management, since they address increasing the number and retention of honors students, and increasing recruitment and retention of minority students.

### Goal III: Progress Toward Becoming the Premier Comprehensive Institution in the State.

Faculty members and administrators have a great diversity of interests and disciplinary training. While there has been an increased emphasis on research and scholarship, SWT continues to take pride in its faculty's dedication to students, for which the University is known. Faculty grew from 684 to 895 members between 1980 and 1988, a 30.8 percent increase that trails by 2.3 percent the increase in student enrollments over the same period. Forty-five percent of the faculty held tenure in 1988, but the number of part-time and nontenure track positions is a continuing concern. Recruiting and retaining the best quality faculty and staff is seen as a basic, critical goal.

Growth and budgetary pressures have challenged the faculty by restricting resources and space, increasing responsibility, and most visibly by forcing large classes and heavy teaching loads. Despite vigorous efforts, including the hiring of 62 new tenure-track faculty for the 1988-89 academic year, the full-time equivalent student-to-teacher ratio was 22.5:1 in 1988. Teaching loads are highest in the critical undergraduate service courses, especially in the departments which are growing most rapidly. The faculty is the key element in the wealth of SWT.

In order to improve the climate for recruitment and retention of faculty and staff, Goal III of the Strategic Plan FY 90-93 includes an objective for modifying faculty workloads, reducing the student: faculty ratio, increasing salaries, and increasing research and grant activity; and an objective to increase the diversity of faculty and staff in accordance with the Texas Plan for Higher Education.

Other academic objectives under Goal III include increasing the proportion of graduate education on campus, and continuing to lobby the Coordinating Board for approval of the Ed.D. in Educational Leadership. Both of these objectives will have an impact on enrollment management, described in Goal II above.

Growth has continued to stress the SWT physical plant. The Campus Facilities Master Plan was developed and approved to address needs to 1990 through an ambitious building and renovation program to be funded by the Higher Education Assistance Fund. The plan would add to recent improvements to the campus, which have included the conversion of Strahan Gymnasium to a Music Building, the completion of a new chemistry wing, and renovations to the Evans Liberal Arts building, the Agriculture Building, and Taylor-Murphy Hall.

A critical issue for SWT has been the effect of statewide economic pressure on the scheduling of desperately needed physical plant improvements. Space and facilities are high priorities in the institution's academic agenda in order to carry out its mission. In the winter of 1987-1988, the

Coordinating Board authorized construction of a new, 300,000 square foot, \$32 million Learning Resources Center; a \$1.5 million street improvement project linking the main and west campuses; and a \$15 million cogeneration facility to provide steam and electrical power at the most efficient and economical rate. January 1988 saw the approval of a new Science Building to be built near the juncture of the two campuses.

The Campus Facilities Master Plan is currently undergoing review and revision. It is to be brought up-to-date after a delay imposed by the economic downturn affecting the State and higher education resources from 1985-1988. Additional considerations are being made for a comprehensive element related to utility and energy systems efficiency management, acknowledging the significant cost-savings of energy conservation measures implemented during 1986-88.

The current construction period will continue for about four years, during which the campus landscape will change significantly. After this extremely disruptive period, campus facilities will have moved considerably from being among the most obsolete, crowded and inadequate in the state, to being among the most modern and efficient, though still overcrowded.

In order to ameliorate the space problems on campus, Goal III of the Strategic Plan FY 90-93 includes an objective which requires the implementation of the Campus Master Plan, and its attendant utilities and landscape plans.

Another objective for Goal III involves improving relationships with local constituencies. The faculty and staff affect not only the institution and its students, but also the local community. An economic impact study completed in early 1986 showed SWT directly or indirectly responsible for approximately 40% of local jobs. The FY 86 budget of \$70 million, of which \$42 million was a state appropriation, was the basis of an \$89.7 million expenditure into the economy. SWT accounted for nearly 50 percent of San Marcos business volume and a like percentage of local employment. Nearly 60 percent of the 1,596 faculty and staff resided in and took active part in the community of San Marcos proper.

Academic support objectives under Goal III call for improvements in the campus police force, and the delivery of financial aid. Improvements in the delivery of financial aid will also have an impact on the recruitment and retention objectives listed above under Goal II.

#### Goal IV: Increase the Institution's Commitment to its Faculty and Staff

The pressures on faculty have been documented above under Goal III. In order to help relieve their heavy workloads, the Strategic Plan FY 90-93 under Goal IV includes an objective for increasing computer access to faculty for instruction and research purposes, and for increasing clerical support.

Personnel shortages are a growing concern, however, as are competitive salaries and benefits. Full-time equivalent staff numbering 20.5 were hired in preparation for the 1988-89 academic year, an heroic and historical measure to relieve chronic staffing-level problems brought on by rapid growth and

exacerbated by recent statewide economic emergency measures.

However, recent surveys still have shown that SWT staff in most offices are responsible for greater workloads and at lower salaries than staff at other institutions in- and out-of-state. Therefore, an objective of Goal IV in the Strategic Plan FY 90-93 will move the institution closer to comparable workloads and compensation for staff.

#### Goal V: Improve the Institution's Management of Information.

Several initiatives included in House Bill 2181 impact computer resources. The bill suggests a uniform audit, purchasing, reporting and data processing systems, and a statewide integrated telecommunications network. In addition, the state required SWT to submit and commit to implementation of an Automated Information System Plan, which extends into the planning period through FY 92. Therefore, Goal V of the Strategic Plan FY 90-93 specifically lists implementation of this plan, and SWT's administrative computer systems migration plan as well, as its only objective.

#### Goal VI: Reduce SWT's Financial Dependence on State Appropriations.

The economic downturn of 1984-85, the collapse of the oil industry in Texas, huge state deficits, and hiring and budget freezes imposed by Executive Order seriously affected all state agencies, higher education included.

As a result, SWT, as well as other institutions in Texas, were forced to re-examine their methods for increasing their budgets. While the Texas economy was booming, state agencies routinely lobbied the Legislature for increased funds, whether through increases in the funding formulae, or additional funds for special projects or faculty and staff raises. In response to leaner state budgets, SWT's Goal VI of the Strategic Plan FY 90-93 includes objectives intended to increase the yield from endowed funds by improving our fund management, and by increasing the university's endowment by \$5 million during the planning period.

### **IMPLEMENTATION PLAN, FY 1990-93**

#### Organization

The goals following are in the general order of the University Mission Statement, which emphasizes the central nature of the academic mission. For each particular goal statement, the objectives are arranged for convenience to distinguish academic objectives from academic support objectives.

Academic objectives are typically those for which the Division of the Vice President of Academic Affairs is held responsible, although many related responsibilities may be shared by other divisions. In particular, the Division of the Vice President for Student and Institutional Relations shares some objectives in common with VPAA.

Most other operational functions of the institution are contained in the category of academic support objectives listed under each goal. Obviously, jurisdictions, responsibilities and strategic agendas overlap where they concern staffing and human resources, budget and resource allocation, physical plant operations and safety, as well as other strictly non-academic functions.

Each of the objectives listed is a simplified form of its entry in the more detailed divisional and departmental plans distributed through each administrative reporting line. For purposes of the semiannual assessment of progress and the biennial update, the divisional and departmental plans will be used to obtain an appropriate operational focus. Estimates of new resource requirements associated with each objective and assessment measures are also included in the divisional and departmental plans.

## **GOAL I: CONCENTRATE ON THE DEVELOPMENT OF EXCELLENCE IN ACADEMIC AREAS.**

### Academic Objectives:

1. Ensure that at least 85% of students receiving baccalaureate degrees at SWT, who take the professional education and disciplinary portions of the ExCET, pass on the first attempt by identifying candidates early in their degree programs, developing effective advising programs, and encouraging academic departments to review their teacher preparation programs annually in light of student success rates on standardized tests.

Responsibility: Vice President for Academic Affairs, 1991.

2. Ensure that 99% of SWT students graduating with a bachelor's degree under the 1986 and subsequent catalogs pass the General Studies Writing (1986 catalog) and Mathematics Exams (1988 catalog), by developing a comprehensive institutional remedial program for students who fail one or more portions of the TASP Test, and by maintaining testing requirements in writing and mathematics as part of the University's General Studies program.

Responsibility: Vice President for Academic Affairs, 1993.

3. Replace and add capital equipment necessary to support instructional and research programs as outlined in the annual approved Capital Acquisition Plan for academic departments.

Responsibility: Vice President for Finance and Management, and the Vice President for Academic Affairs, 1990-93.

4. Establish a mechanism for using the assessment of student outcomes to improve the quality of academic programs by evaluating the information from the present planning process, developing additional processes identified by the Council of Academic Deans, allocating funds to the review

process, and implementing the assessment plan.

Responsibility: Vice President for Academic Affairs, 1990-93.

5. Ensure that the Learning Resources Center maintains a high quality collection for student and faculty use by increasing the acquisitions budget to allow annual purchase of the same number of serials and monographs as in FY 84.

Responsibility: Vice President for Academic Affairs, 1990-93.

6. Ensure that the Learning Resources Center has the funds to provide adequate professional staff support to students and faculty, with a target goal of at least 36 professional librarians, an increase of 4 each year.

Responsibility: Vice President for Academic Affairs, 1990-93.

7. Increase access to degree programs and noncredit programs for nontraditional students by increasing the percentage of SCH in evening hours and on weekends by 2% per year, and by increasing the number of clients and the dollar volume of continuing education activity by 5% per year.

Responsibility: Vice President for Academic Affairs, 1990-93.

## **GOAL II: DEVELOP AND MAINTAIN THE HIGHEST QUALITY STUDENT BODY.**

### Academic Objectives:

1. Improve the overall quality of the student body, by implementing an enrollment management plan designed to recruit and retain qualified students to maintain a total enrollment growth of 1-2% each year, and to increase overall student retention by 1-2% each year.

Responsibility: Vice President for Academic Affairs, Vice President for Student and Institutional Relations, Executive Vice President, and Vice President for Finance and Management, 1990-93.

2. Increase the number of students pursuing honors work by reviewing honors program offerings and expanding them by up to four courses per year, and monitoring the number of students enrolled and the number of departments offering honors courses.

Responsibility: Vice President for Academic Affairs, 1990-93.

3. Improve retention of high quality students by increasing the retention rate of students with a 3.0 GPA

or better by at least 10% per year.

Responsibility: Vice President for Academic Affairs, 1990-93. See also GOAL I, Academic Objectives 1, 2, 4, and 7; and GOAL III, Academic Objectives 1 & 3.

Academic Support Objective:

1. Develop and implement a comprehensive minority student recruitment and retention program, including development and staffing of direct service programs to meet specific minority needs, with a goal of annually increasing black applications by 5% and Hispanic applications by 10% until parity in enrollment is reached with Caucasian students; and with a goal of increasing minority retention by 1% per year.

Responsibility: Vice President for Student and Institutional Relations, 1990-1993

**GOAL III: PROGRESS TOWARD BECOMING THE PREMIER COMPREHENSIVE INSTITUTION IN THE STATE.**

Academic Objectives:

1. Obtain a more appropriate balance between graduate and undergraduate course offerings, moving toward an ultimate goal of 10% of total annual SCH at the graduate level, with controlled undergraduate growth.

Responsibility: Vice President for Academic Affairs, 1990-93.

2. Modify faculty workloads, while maintaining competitive faculty salaries, by increasing the number of faculty with less than a 12 hour teaching load by 10% per year and simultaneously reducing the student-faculty ratio to 20:1; and by maintaining average faculty salaries by rank at no less than the average of the ten largest schools in Texas, not to include U. T. Austin or Texas A&M.

Responsibility: Vice President for Academic Affairs, 1990-93.

3. Obtain Coordinating Board approval for an Ed.D. by aggressively petitioning the Coordinating Board for approval of our Ed.D. degree program in Educational Leadership.

Responsibility: Vice President for Academic Affairs, 1990-93.

4. Increase research and grant activity, with the goal of increasing the percent of faculty submitting grant proposals by 5% per year, by increasing the percentage of grants that are accepted by funding agencies by 15% per year, by increasing the amount received from grant awards by 10% per year, and by

increasing budgetary support for the Office of Sponsored Projects each year during the period.

Responsibility: Vice President for Academic Affairs, 1990-93.

Academic Support Objectives:

1. Implement the Campus Facilities Master Plan, Landscape Master Plan, and the Utilities Master Plan. (Details of cost and timing available in these documents.)

Responsibility: Vice President for Finance and Management, 1990-93.

2. Move toward a campus police service which meets national standards, according to a 1988 survey conducted by Texas A&M, by increasing the ratio of sworn police officers from 0.92 per 1,000 population to 1.36 per 1,000.

Responsibility: Executive Vice President, 1990-93.

3. Strengthen the University's relationships with the citizens of San Marcos and other local constituencies.

Responsibility: Executive Vice President, and Vice President for Student and Institutional Relations, 1993.

4. Increase the diversity of faculty and staff to enrich the university educational, cultural, and social environment, in accordance with the goals in the Higher Education Opportunity Plan for a Multicultural Texas.

Responsibility: Executive Vice President, 1990-93.

5. Improve the delivery of student financial aid through provision of adequate staff, automated systems and staff training.

Responsibility: Vice President for Finance and Management, 1990-93.

**GOAL IV: INCREASE THE INSTITUTION'S COMMITMENT TO ITS FACULTY AND STAFF.**

Academic Objective:

1. Expand the availability of computers for faculty instruction and research purposes, with a target level of one terminal or personal computer for each two FTFE, by increasing the funds available for purchase

by \$25,000 each year over the prior year.

Responsibility: Vice President for Academic Affairs, and Vice President for Finance and Management, 1990-93.

Academic Support Objective:

1. Move toward adequate and appropriate levels of staffing, workload and compensation comparable to institutions of similar size and mission in all areas of the institution, including academic areas where the target level of clerical staff is 1 clerical staff position per 7.5 FTFE.

Responsibility: Vice President for Finance and Management, Executive Vice President, Vice President for Student and Institutional Relations, Vice President for Academic Affairs, and Special Assistant for External Affairs, 1990-93.

**GOAL V: IMPROVE THE INSTITUTION'S MANAGEMENT OF INFORMATION.**

Academic Support Objective:

1. Implement the administrative computer systems migration plan, and the Automated Information System Plan for September 1, 1987, to August 31, 1992.

Responsibility: Vice President for Finance and Management, 1990-93.

**GOAL VI: REDUCE SWT'S FINANCIAL DEPENDENCE ON STATE APPROPRIATIONS..**

Academic Support Objectives:

1. The yield from the endowed fund will increase as a result of improved fund management.

Responsibility: Vice President for Finance and Management, 1990-93.

2. Increase university endowment by \$5 million during the planning period through increased planned giving of \$1 million per year through improved fund raising among alumni, friends, parents, corporations and foundations; and through a plan for a major capital campaign.

Responsibility: Special Assistant for External Affairs, 1993.

**Appendix A**

## ENVIRONMENTAL PROJECTIONS

Below are the environmental factors--local, regional, state, and national--used in preparing the Strategic Plan: FY 90-93.

### Demographics

State population will be in a little or no growth phase well past 1990. By the year 2000, 40% of the State's population will be comprised of minorities; currently, 50 percent of the students in public schools are comprised of minorities.

Female, part-time and nontraditional students will increase as a percentage of the enrollment mix at a gradual but steady rate.

Texas will continue to become more urbanized. In 1987, over 80 percent of the populace lived inside one of the 26 SMSA's, with SWT's service areas rooted in the four largest. High school students will gradually show the effects of the 1985 educational reforms. Curriculum and delivery systems, pedagogy and academic standards will need to adjust to changes in student demand, ability, and preparedness.

Increased pressure is anticipated from the courts, the Legislature, the Coordinating Board, the Regents and the taxpayers to develop and implement real, significant minority access and retention initiatives.

### Technology

Texas, especially the central region, will continue to provide initiatives for and experience rapid growth in the biomedical and electronic industries.

Telecommunications technologies, robotics and automation will continue to evolve and spread rapidly, producing some demand for managerial and scientific professionals, and assembly, maintenance, sales and support workers. However, the net result will be a loss of jobs.

SWT's computing services will undergo an upgrade and conversion, which will create additional client frustration in the short term, and require a higher degree of technological sophistication from users in the long term.

Along with financial and other services, the workplace will continue to be automated at an increasing rate. Technicians and support personnel will be more in demand than operators and managers.

Environmental technologies (air pollution control, waste management, etc.) will become increasingly important as urban centers expand.

## Economics

Little real expansion will occur in the State's economy. While recovery will begin in late 1987, growth will be below 1986 levels. State funding and funding policies will continue to be conservative and restrictive.

The State's economy will more and more resemble the nation's, with more volatility, higher unemployment, and more interstate control of resources and policy.

The State's economy will continue slowly to diversify, characterized by continued decline in small agricultural concerns, manufacturing and real estate, and growth in service, managerial, health care and tourism/entertainment fields.

Pressure will continue on educational costs, state appropriations and financial aid to students. Budgets at all levels will be more closely scrutinized, and tighter.

Institutions will have to increase dependence on non-appropriated funding sources for maintenance or expansion of programs, facilities, and equipment.

## Educational Policy

Competition with "corporate education" will continue. Private sector educational enterprises spent over \$20 billion in 1986 nationwide, increasing competition for students and faculty. Texas will experience a shortage of public school teachers.

The current climate of reform, with emphasis on measurable outcomes and accountability, will continue for the foreseeable future.

National and statewide competition will intensify for the best teaching and research faculty in some areas (business, math, science, health, computer science), while net surpluses grow in others (English, the arts, social work).

Faculty will be increasingly dependent on access to specialized equipment and facilities (ex. computers, scientific test equipment).

Access for marginal achievers and low-income students will be a more significant practical and political issue, as the impact of educational reform and higher standards is felt.

The aging of the 1960's faculty cohort will create significant turbulence as appropriate replacements are needed. Pressures will affect both tenure and part-time staffing.

## Internal Factors

Competition will continue among divisions for restricted resources through most of the planning period. SWT has been operating with the anticipation of a budget about 22 percent below previously anticipated levels. While relief is possible, it will be gradual.

It will remain difficult to control enrollments, the student mix, and funding formula balance. Enrollment management systems will become the rule.

Dealing with changing student needs and demands will be a local and statewide problem.

Program expansion and development will be more difficult than in the past. More planning and justification will be needed to meet closer scrutiny.

## Politics

The impact of the Select Committee legislation included in HB2181 will be an overshadowing influence on all institutional operations, especially budgetary and resource requirements.

Forfeiture of a measure of autonomy to the Legislature and the Coordinating Board will alter basic institutional practices and assumptions, including curriculum, mission, role and scope, and administrative policy.

## Other Factors

Some disadvantage will result from the I-35 Corridor's being atypical of the rest of the State in economy, population, and other aspects. The decline in Texas's economy will discourage immigration and investment.

Some disadvantages will continue to accompany SWT's being much larger than the public institutions of higher education with whom we are compared most often.

The Tax Reform Act of 1986 is one of many national policies whose effect on higher education over time will be difficult to gauge, and therefore a response is difficult to plan. Endowments and donations will still be deductible but may lose some of their luster because they have to be included in itemized deductions.

SWT will continue to experience the negative effects of rapid turnover among faculty and staff due to economic pressure and competition from outside.

## **Appendix B**

### **SWOTS ANALYSIS**

Following are the major strengths, weaknesses, opportunities, and threats reviewed during the 1986 retreat at the division, school, and department levels for possible implication for planning at those levels, and ultimately at the University level. It must be noted that some of the issues presented were important in 1986, but have become out-dated due to circumstances beyond our control.

For clarification, these definitions of the terms are used:

**Strength** -an internal positive aspect of SWT which is under our control, and upon which we may capitalize in planning

**Weakness** -an internal negative aspect of SWT which is under our control, and which we may plan to ameliorate

**Opportunity** -a positive condition, external to SWT, which we do not control, but of which we can plan to take advantage

**Threat** -a negative condition, external to SWT, which we do not control, but the effect of which we may be able to lessen

### **Strengths**

- Faculty and staff share a sense of unity and purpose that is unique in the state.
  - Student-oriented tradition
  - Loyalty to the institution
  - Service-orientation
  - Friendly, caring, responsive attitude
- Leadership is strong, and is characterized by
  - A participative management style
  - Flexibility in policymaking
  - Willingness to experiment
  - Ability to recognize problems
  - A commitment to quality education
  - Commitment to faculty and staff development

- The University is guided by sound fiscal management.
- Improving facilities and grounds makes the campus among the most beautiful in the state.
- A relatively stable student enrollment facilitates planning.
- SWT's visibility in the state is improving.
  - Division I Athletics
  - Popularity with high school graduates
  - Good summer high school programs
  - Orientation
  - SWT's students as recruiters
- The University's academic reputation is improving.
  - Core curriculum
  - Commitment to scholarship
  - Academic quality of students
- The library collection is of high quality for our mission class.

## **Weaknesses**

- SWT has insufficient legislative clout.
- The salary structure/scale is inadequate.
  - Salaries are below market.
  - Lack of career ladder for certain staff.
  - Inadequate faculty salary spread (salary compression).
- SWT's image on-campus and off-campus needs to be improved.
  - "Party School".
  - Faculty expect students to be academically weak.
  - Comparison with dissimilar institutions.
- The faculty/staff are overworked.
  - Student/faculty ratio is high.

- Teaching load is high.
- Understaffing adversely affects morale.
- Little or no time to orient new employees to the SWT culture (student orientation, service orientation).
- Inadequate development leave programs.
  
- A lack of mutual empathy and understanding among units is counterproductive.
  
- Our endowment is inadequate to meet demand.
  - Insufficient scholarship funds and other student financial aid.
  - Insufficient discretionary and enrichment funds.
  
- We have too high a proportion of part-time and temporary faculty who generally do not contribute to departmental governance, committee work, etc.
  
- Instructional and laboratory equipment is insufficient and outmoded.
  
- Off-campus and professional programs do not receive adequate support, nor are they communicated well to potential markets.
  
- Faculty and staff excellence is not adequately rewarded.
  
- SWT needs to improve its alumni tracking system to:
  - Improve alumni perceptions and loyalty.
  - Strengthen alumni support.
  - Improve communication with alumni.
  
- SWT's funding is severely inadequate.
  - Insufficient graduate enrollment as a percentage of SCH.
  - Appropriation/SCH is the lowest in the state.
  - Lack of rewards for efficiency.
  - Inadequate research support.
  - Inadequate funding to implement initiatives.
  - Little support for graduate students.
  
- The attrition rate of good students is too high.
  
- The minority mix (faculty, staff and students) does not reflect the state population now, nor will

we meet the challenges of changing demographics.

- Resources lag behind growth, causing significant stress on facilities and equipment.
  - Inadequate computer support.
  - Insufficient and outmoded instructional and laboratory equipment.
  - Lack of large (200+) classrooms and multi-purpose rooms, and a 3000-seat auditorium.

## **Opportunities**

- The proximity of UT has advantages.
- Improves SWT's student applicant pool.
  - Supplies quality part-time/temporary faculty.
  - Provides access to high quality research library.
- HB2181 has the potential to increase income through incentive and research funding.
- External developments/realities can positively impact program development.
  - Emphasis on health care, biomedicine, and technology.
  - Shift to a service economy.
  - State needs for teachers/workers with math/science skills.
  - Large military population in San Antonio who desire post-secondary education.
  - National interest in general education.
  - Emphasis on life-long learning.
  - Accreditation visits.
  - Federal attention to alcohol and drug problems.
  - Emphasis on testing student abilities and outcomes.
  - SWT is located in a high-growth corridor.
- SWT's move into Division I athletics may open new avenues for support/visibility.
- Non-legislative funding sources are available to reduce our dependence upon state appropriations.
  - Our financial position easily justifies requests.
- The future increase in minority percent of population presents SWT with the opportunity to

improve its minority mix (faculty, staff, and students), thus overcoming one of our identified weaknesses.

- During a recession/depression enrollments in higher education increase.
- There are developments which can positively affect SWT's teacher education program.
- The state-wide teacher shortage.
  - The possibility that SWT's teachers will positively influence the current K-12 students.
  - The high schools' strong relationship with SWT.
- The national trend in increased private support for higher education can benefit SWT.

## **Threats**

- The State's legislative posture does not favor higher education.
- HB2181 may limit SWT's autonomy.
  - Expansion of Coordinating Board's authority to affect program and construction approval criteria, enrollment caps, admission standards, tuition rates, staff management policies, physical resource management policies, and revision of formula funding.
  - Possible institutional reclassification by mission and role which may limit expansion of graduate program.
  - Imposition of uniform Management Information System, auditing/ accounting systems.
- Program expansions by UTSA could draw off SWT students.
- Increased competition from industry and other states is eroding the faculty and staff.
- External financial aid for students is decreasing.
- The State economic crisis is eroding SWT's financial base.
- The number of under-prepared students entering college will continue to be a problem.
- Tax law changes may decrease contributions to SWT.

- The financial crisis in the State and elsewhere in the country increases competition for outside funding, complicated by cutbacks in federal funding.
- Enrollment may be adversely affected by:
  - A state-mandated enrollment cap.
  - Competition from other state institutions with declining enrollments.
- External accountability requires scarce staff time and threatens autonomy.
- The proximity of UT, with its political power, can have a negative effect on SWT.
  - Difficult to get new programs which replicate ones at UT.
  - Loss of the best local students and faculty.
  - Financial contributions may be diverted to UT.

## **Appendix C**

### **OTHER MAJOR PLANNING INITIATIVES AT SWT**

In an effort to coordinate the planning efforts at Southwest Texas State University, this section of the FY 90-93 Strategic Plan is included. Below are summaries of the major planning initiatives which dovetail the FY 90-93 planning period, including the link between these plans and the Strategic Plan.

#### **Southern Association of Colleges and Schools: University Self-Study 1989**

Every ten years, the University undertakes a major self-study in the broad areas of institutional purpose, the educational program, educational support services, administrative processes, and institutional effectiveness. At the 5-year midpoint in the cycle, a less-pervasive progress report is submitted. The latest 10-year study is published in the Southern Association of Colleges and Schools: University Self-Study 1989, and was submitted to SACS for purposes of reaffirmation of accreditation. SACS, in response, develops recommendations for improvement, to which the university may respond. After review, SACS issues its final report, and their recommendations become initiatives for the university, and must be included in the strategic planning process as appropriate.

The Self-Study was developed with direct input from nearly 200 faculty, staff, and students who sat on committees, and with technical support and advice from many others in the university community.

The goal areas in the SACS Self-Study are directly related to the Strategic Plan, since they restate the

elements of the mission statement, which are the guiding principles for the goal statements in the Strategic Plan.

The Strategic Plan FY 90-93 Goal I: "Concentrate on the Development of Excellence in Academic Areas" implements recommendations made by the SACS reaffirmation committee concerning review of undergraduate and graduate programs, student outcomes assessment, and library funding and staffing.

The Strategic Plan FY 90-93 Goal III: "Progress Toward Becoming the Premier Comprehensive Institution in the State" implements the recommendation made by the SACS reaffirmation committee addressing faculty salary and workload.

The Strategic Plan FY 90-93 Goal IV: "Increase the Institution's Commitment to its Faculty and Staff" implements the recommendation made by the SACS reaffirmation committee concerning comparable staffing levels.

The Strategic Plan FY 90-93 Goal VI: "Reduce SWT's Financial Dependence on State Appropriations" implements the recommendation made by the SACS reaffirmation committee regarding SWT's commitment to institutional advancement.

### Campus Master Plan

The Campus Master Plan identifies goals and objectives, explores issues of concern, explains and/or illustrates proposed solutions, and documents the activities required to implement a comprehensive design for the growth and development of the campus. Other plans which impinge on the Campus Master Plan are the Landscape Master Plan, Utilities Master Plan, and the Transportation Plan. These documents are on file in the Physical Plant administrative offices.

Recommendations made in the Campus Master Plan include both temporary and permanent departmental relocations; and redistribution of assignable administrative, auxiliary, and academic space.

The Campus Master Plan is developed by the Facilities Committee, and produced by an architectural firm, subsequent to approval by the President of the University and the Board of Regents. The plan is updated about every 5 years.

The current plan spans the years 1984-1990. The Facilities Committee is currently working on the 1991-95 plan, which is scheduled for completion in Spring 1990.

The implementation of the Campus Master Plan, with its attendant documents, is cited specifically in the FY 90-93 Strategic Plan as Academic Support Objective No. 1 for Goal III: "Progress Toward Becoming the Premier Comprehensive Institution in the State."

### Long-range Automated Information Systems Plan, FY88-FY92; VAX Migration

In accordance with Article 4413(32h), Section 2.01, Vernon's Texas Civil Statutes, SWT submitted and had approved a plan for the continued development of computing at SWT. The primary goals are to provide state-of-the-art hardware, software, and data communication abilities; to insure high availability of resources to users; to implement quality, cost-efficient services; and, in particular, to support the highest quality library service through hardware and software systems.

In addition, conversion to a new mainframe system has required a long-term computer migration plan which includes purchase, implementation and development of software for SWT's administration systems. This migration is expected to be complete in FY 91. Fulfillment of these plans comprise the only objective for the Strategic Plan FY 90-93 Goal V: "Improve the Institution's Management of Information;" and will contribute to Academic Objective No. 1 of Goal IV: "Increase the Institution's Commitment to its Faculty and Staff," which increases the number of microcomputers available for research and instruction. However, the pervasive nature of data dependency in all areas of university life ensures that the successful completion of the Automated Information Systems Plan and the migration directly or indirectly impact the implementation of all the goals in the Strategic Plan.

#### Higher Education Opportunity Plan for a Multicultural Texas

SWT's Higher Education Opportunity Plan for a Multicultural Texas is a 5-year plan which implements the state plan as mandated by the governor and the Coordinating Board. The purpose of the plan is to increase recruitment, enrollment, and retention of minority undergraduate and graduate students; and to increase the recruitment and hiring of minority faculty and professional staff at SWT, in accordance with the statewide plan.

Fulfillment of this plan is specifically referenced as Academic Support Objective No. 4 under Goal III: "Progress Toward Becoming the Premier Comprehensive Institution in the State."