

# ACADEMIC AFFAIRS

## PROGRESS REPORT FOR 2021-2022 OF THE 2017-2023 TEXAS STATE UNIVERSITY PLAN

### 1. PROMOTE THE SUCCESS OF ALL STUDENTS

#### 1.1 Plan and implement activities aimed at improving the overall student experience and satisfaction.

- Number of NEW curricular and co-curricular activities specifically aimed at improving overall student experience and satisfaction and total participation **(NEW)** [Vice President for Student Affairs]
- Results from student satisfaction surveys assessing NEW curricular and co-curricular activities **(NEW)** [Vice President for Student Affairs]
- Number of interactions with the TxState Mobile Application compared to prior year **(MODIFIED)** [Technology Resources]
- Student satisfaction with dining and vending experiences **(NEW)** [Auxiliary Services]

#### 1.2 Manage student enrollment, both at the graduate and undergraduate level.

- Graduate and undergraduate enrollment figures compared to prior year [Institutional Research]

During fall 2021, 33,175 undergraduate students were enrolled compared to 33,193 in fall 2020, a very small decline of less than 0.1 percent. At the graduate student level, there were 4,689 students enrolled in fall 2021 compared to 4,619 in fall 2020, an increase of 1.5 percent overall.

- Number of community college articulation agreements compared to prior year that allow for better transfer recruitment, enhance degree completion, and reduce time to degree **(NEW)** [AVP for Enrollment Management & Marketing]

Texas State had four new community college articulation agreements in 2021-2022 compared to 19 in 2020-2021.

- Number of NEW enrollment management (e.g., recruitment, admissions, financial aid, retention) initiatives that result from the use of actionable data **(MOVED FROM 1.9)** [AVP for Enrollment Management & Marketing]

Ten new enrollment management initiatives were started that resulted from the use of actionable data.

### 1.3 Increase student retention and graduation rates.

- Number of NEW initiatives implemented to increase student retention **(NEW)** [AVP for Academic Success/Deans/Vice President for Student Affairs]

Thirty-three new academic initiatives were implemented to increase student retention.

- Number of NEW initiatives implemented to increase graduation rates **(NEW)** [AVP for Academic Success/Deans/Vice President for Student Affairs]

Eleven new academic initiatives were implemented to increase graduation rates.

- Student retention rates for various categories (i.e., gender, race/ethnicity, first-time undergraduate, transfer undergraduate, first-time master's, first-time professional, and first-time doctoral) compared to prior year **(MODIFIED)** [Institutional Research]

The one-year retention rate for first-time, full-time undergraduates rose from 76.8 percent for the fall 2019-20 cohort to 77.0 percent for the fall 2020-21 cohort.

The one-year retention rate for full-time, transfer students decreased slightly from 83.7 percent for the fall 2019-20 cohort to 83.3 percent for the fall 2020-21 cohort.

The one-year retention rate for the master's students declined from 85.1 percent for the fall 2019-20 cohort to 84.3 percent for the fall 2020-21 cohort.

The one-year retention rate for professional students decreased from 100 percent for the fall 2019-20 cohort to 97.7 percent for the fall 2020-21 cohort.

At the doctoral level, one year retention decreased from 91.4 percent for the fall 2019-20 cohort to 87.7 percent for the fall 2020-21 cohort.

- Student graduation rates for various categories (i.e., gender, race/ethnicity, first-time undergraduate, transfer undergraduate, first-time master's, first-time professional, and first-time doctoral) compared to prior year **(MODIFIED)** [Institutional Research]

The six-year graduation rate for the fall 2016 first-time, full-time undergraduate cohort fell slightly to 55.8 percent compared to 56.9 percent for the fall 2015 cohort.

The four-year graduation rate for the fall 2018 cohort of full-time undergraduate transfer students was up slightly to 64.2 percent compared to 62.9 percent for the fall 2017 cohort.

The five-year graduation rate for first-time, full-time master's students in the fall 2017 cohort was down slightly 85.6 percent compared to 86.1 percent for the fall 2016 cohort.

The five-year graduation rate for first-time, full-time professional students was 100 percent for the fall 2017 cohort which is consistent with the rate for the fall 2016 cohort.

The 10-year graduation rate for first-time, full-time doctoral students was down to 52.4 percent for the fall 2012 cohort compared to 68.0 percent for the fall 2011 cohort.

- Student retention rate and/or persistence rate in academic or support services department-identified retention programs compared to prior year **(MODIFIED)** [AVP for Academic Success/Deans]

#### College Retention Rates

Major College	Fall 2021	Fall 2020
Total	80.0%	77.0%
Applied Arts	76.7%	75.7%
Business	83.3%	80.9%
Education	79.8%	78.5%
Fine Arts & Communication	82.1%	82.3%
Health Professions	80.7%	74.3%
Liberal Arts	81.6%	78.6%
Science & Engineering	80.7%	74.4%
University College	75.2%	74.5%

The Success Coaching program empowers students to take an active approach to their own learning by using intentional methods to help students develop essential skills to improve overall success and focus on recovery efforts. During the fall 2021 semester, success coaches served 301 students on academic probation. During the spring 2022 semester, success coaches increased the number of students served to 901 students– 40.3 percent (364) of students returned to good academic standing. Further, 76.7 percent of students that met with a success coach three or more times improved their Texas State grade point average.

- The time-to-degree for all undergraduates (first-time undergraduates and new transfers) by comparison of cohort each year **(NEW)** [[Institutional Research](#)]

The median time to degree for undergraduates who graduated remained steady at 3.7 years for students graduating in 2021-2022, the same as in 2020-2021.

- Number of graduate degrees awarded compared to prior year **(MOVED FROM 3.2)** [[Institutional Research](#)]

A total of 1,480 graduate degrees were awarded in 2021-2022 compared to 1,402 in 2020-2021.

- Number of students cancelled for non-payment through census date for the fall semester compared to prior year **(MODIFIED – MOVED FROM 1.1)** [[Treasurer/ Student Business Services](#)]

#### **1.4 Increase scholarship and grant resources to enhance recruitment, retention, and graduation of students.**

- Number and dollar amount of NEW and total scholarships awarded, including merit scholarships (categorized by purpose: recruitment, retention, and graduation) **(MODIFIED)** [[Financial Aid and Scholarships](#)]

A total of 14,117 scholarships were awarded with a value of \$39.7 million in 2021-2022 compared to 12,159 scholarships with a value of \$28.7 million in 2020-2021. This constitutes an increase of 1,958 scholarships and \$11 million respectively.

- Number and total dollar amount of all grant resources compared to prior year (categorized by purpose: recruitment, retention, and graduation) **(MODIFIED)** [[Financial Aid and Scholarships](#)]

A total of 34,979 grants with a value of \$126.9 million were awarded in 2021-2022 compared to 33,881 with a value of \$118.8 million in 2020-2021. This constitutes an increase of 1,098 grants and \$8.1 million respectively.

- Number of endowed chairs, scholarships, and break down of scholarships by student classification (incoming freshmen, transfer, graduate, etc.) compared to prior year **(NEW)** [Financial Aid and Scholarships/UA Business Operations/Endowment Services]

In 2021-2022 there were 1,905 endowed scholarships worth \$3.3 million compared to 1,783 totaling almost \$3.1 million in 2020-2021.

The number of awarded endowed scholarships by student classification/type are: 298 (FY21) and 203 (FY22) for incoming freshmen; 71 (FY21) and 105 (FY22) for incoming transfers; 1,003 (FY21) and 1,135 (FY22) for continuing undergraduates; 123 (FY21) and 126 (FY22) for incoming graduates; 276 (FY21) and 314 (FY22) for continuing graduates; 2 (FY21) and 4 (FY22) for incoming post-baccalaureate students; and 10 (FY21) and 18 (FY22) for continuing baccalaureates.

## 1.5 Enhance advising, academic support programs, and services to ensure student success.

- Undergraduate student to academic advisor ratios at university and college level compared to prior year [University College]

The undergraduate student academic advisor ratio for 2021-2022 was 490:1, an increase from 467:1 in 2020-2021.

- Number of students served by advising centers compared to prior year [University College]

A total of 57,439 advising appointments were held by college advising centers in 2021-2022, serving 29,006 unique students and reflecting an almost 19 percent increase in advising appointments compared to 48,275 in 2020-2021. Advising appointments include in-person, phone, and online meetings with individual students.

- Number of students served by the Student Learning Assistance Center compared to prior year [Student Learning Assistance Center]

In 2021-2022, the Student Learning Assistance Center served a total of 9,059 students compared to 8,778 in 2020-2021. This demonstrates an increase of 3.2 percent.

- Number of students served by the Writing Center compared to prior year [College of Liberal Arts/Writing Center]

In 2021-2022, the total number of consulting appointments was 5,248, with 602 taking place in workshop attendance and 4,646 taking place in individualized writing consultations. This is compared to 5,500 appointments held in 2020-2021.

- Number of NEW academic support programs/activities and number of participants that ensure student success (provide one example) (MODIFIED) [AVP for Academic Success/Deans]

There were 18 new academic support programs/activities with a reported 3,002 participants that ensured student success in 2021-2022.

The McCoy College of Business participated in the International Accreditation Forum to early identify students experiencing academic difficulty. The college reached out to these students to encourage them to seek assistance with student success coaching. A total of 87 business students were contacted.

- Number of students served by Math CATS compared to prior year (NEW) [College of Science and Engineering/Mathematics]

Math CATS had 1,282 students who visited in 2021-2022 compared to 2,016 in 2020-2021.

## 1.6 Ensure marketable skills are incorporated into curricular and co-curricular experiences.

- Number of academic programs for which marketable skills have been identified compared to prior year [Curriculum Services]

There were no changes in the number of academic programs for which marketable skills have been identified. Marketable skills were identified for 224 academic programs in 2021-2022 and 2020-2021.

- Number of continuing education courses for which marketable skills have been identified compared to prior year [Distance and Extended Learning]

Marketable skills have been newly identified for five continuing education courses in 2021-2022 compared to 12 in 2020-2021.

- Number of NEW curricular and co-curricular programs and areas that have incorporated marketable skills components compared to prior year **(MODIFIED)** [Deans/Vice President for Student Affairs]

A total of 36 new curricular and co-curricular programs and areas have incorporated marketable skills components compared to 20 new programs in 2020-2021.

- Utilization of LinkedIn Learning certification programs and soft skill personal growth courses to foster individual development of students compared to prior year **(NEW)** [IT Assistance Center]

### **1.7 Prepare students to achieve their career goals and make positive and meaningful contributions as they interact in a diverse and increasingly global society through an inclusive program of learning and engagement, rich with diverse perspectives. (MODIFIED)**

- Number of NEW career support programs provided and number of participants in these new programs **(MODIFIED)** [Career Services]
- Number of academic credit internships/practicums completed by students compared to prior year as measured by Semester Credit Hour (SCH) in sources as coded **(MODIFIED)** [Institutional Research]

A total of 18,949 SCH were taken in internship/practicum courses during 2021-2022 compared to 21,018 SCH in 2020-2021.

- Number of career counseling/career development appointments (including face-to-face, online, Zoom, or Skype) compared to prior year **(MODIFIED)** [Career Services]
- Number of career-advising appointments compared to prior year **(MODIFIED)** [Career Services]
- Number of students who report employment or graduate/professional school plans in the Graduating Student Outcomes-First Destination survey compared to prior year **(MODIFIED)** [Career Services]

### **1.8 Provide educational programs and co-curricular activities that foster community, service learning, financial literacy, and leadership. (MODIFIED)**

- Number of NEW educational programs related to service learning, financial literacy, and leadership provided and total number of participants **(MODIFIED)** [AVP for Academic Affairs/Deans/Dean of Students]

There were 10 new educational programs related to service learning, financial literacy, and leadership provided in 2021-2022 with 32 reported participants.

- Number of NEW co-curricular activities related to service learning, financial literacy, and leadership provided **(MODIFIED)** [AVP for Academic Affairs/Deans/Dean of Students/LBJ Student Center]

There were 13 new co-curricular activities related to service learning, financial literacy, and leadership provided in 2021-2022.

- Number of NEW course sections transformed or created with a service learning or leadership component **(MODIFIED)** [AVP for Academic Affairs/Deans]

A total of 59 new course sections were transformed or created with a service learning or leadership component in 2021-2022.

- Number of service-learning hours completed by students enrolled in service-learning designated courses compared to prior year **(MOVED FROM 1.13)** [AVP for Academic Affairs]

A total of 149,837 service-learning hours were completed by students enrolled in service-learning designated courses in 2021-2022 compared to 113,890 service-learning hours in 2020-2021.

## 1.9 Establish the appropriate processes, procedures, and tools to support the necessary accommodations for constituents with disabilities.

- Number of students with disabilities participating in support programs and services and types of disabilities compared to prior year **(MODIFIED)** [Disability Services]
- Number of NEW electronic and/or physical ADA compliance projects completed/available **(MODIFIED)** [Facilities/Special Assistant to the Vice President for Information Technology]
- Number of ADA-related errors per page for university-managed websites compared to prior year **(NEW)** [Special Assistant to the Vice President for Information Technology]



- Number of software evaluations for disabilities that result in an ADA exception compared to prior year **(NEW)** [Special Assistant to the Vice President for Information Technology]

### 1.10 Support the success of students by continuously improving the function, condition, reliability, and aesthetics of the facilities and grounds of the university.

- Number and total cost of completed repair and renovation projects **(MODIFIED)** [Facilities]
- Number and total cost of completed campus enhancement projects **(MODIFIED)** [Facilities]
- Number and total cost of completed facilities construction and/or renovation projects in which the Department of Athletics was involved in collaborative planning, improving technology, and/or space utilization and optimization **(MODIFIED)** [Facilities]

### 1.11 Provide a supportive environment for student athletes that encourages academic excellence, character development, and respectful interaction with others. **(MODIFIED)**

- Academic progress rate (APR) of student-athletes compared to prior year **(MODIFIED)** [Athletics Academic Center]

The academic progress rate for 2021-2022 was 967, a decrease from the 2020-2021 average of 985.

- Student-athlete retention rates (i.e., first-time undergraduate, transfer undergraduate, first-time master's) compared to entire student body [Athletics Academic Center]

The retention rate for student-athletes compared favorably to that of the first-year student population. The university-wide freshman retention rate for fall 2021 cohort was 78.1 percent and transfer retention was 81.4 percent. The retention rate for first-time freshman undergraduate student-athletes in all sports who arrived in fall 2020 and returned in fall 2021 was 86.9 percent. The retention rate of all student athletes who arrived in fall 2021 and returned in 2022 was 92.1 percent.

- Student-athlete graduation rates (i.e., first-time undergraduate, transfer undergraduate, first-time master's) compared to entire student body [Athletics Academic Center]

The federal graduate rates for student-athletes for 2021-2022 was 56 percent. The student body federal graduation rate for this same time was 57 percent.

Note that the Graduation Success Rate (GSR) was 78 percent. This is an increase from 76 percent in 2020-2021. The NCAA GSR differs from the federal calculation in two important ways. First, the GSR holds colleges accountable for those student-athletes who transfer into their school. Second, the GSR does not penalize colleges whose student-athletes transfer in good academic standing. Essentially, those student-athletes are moved into another college's cohort.

- Number of NEW or modified programming for student-athletes that encourage academic excellence, character development, and respectful interaction with others [\[Athletics Academic Center\]](#)

There were 12 new or modified programs for student-athletes that encouraged academic excellence, character development, and respectful interaction with others.

- Number of NEW or modified programming for student-athletes that promote their emotional, physical, and intellectual well-being [\[Athletics Academic Center\]](#)

There were eight new or modified programs for student-athletes that promoted their emotional, physical, and intellectual well-being.

### **1.12 Provide students with quality engagement opportunities that model the values associated with equitable competition, engender university pride, positive community relations, institutional prestige, and promote student well-being and development. (MODIFIED)**

- Number of student curricular and co-curricular competitions that receive special recognition compared to prior year **(MODIFIED)** [\[Deans/Campus Recreation\]](#)

There were 21 organizations that received special recognition compared to 20 in 2020-2021.

- Number of students and their total service hours involved in verifiable community service activities compared to prior year **(MODIFIED)** [\[LBJ Student Center\]](#)
- Number of events held on Texas State campuses that provide opportunities for students to engage, through observation or participation, that model the values associated with equitable competition and engender university pride (e.g., athletic

competitions, musical performances, etc.) compared to prior year **(MODIFIED)**  
[Deans]

In 2021-2022, 450 events were held on Texas State that allowed for student engagement, modeled the values associated with equitable competition, and engendered university pride compared to 397 in 2020-2021.

- Number of NEW training resources available for students related to First Amendment/Free Speech **(NEW)** [Associate Director for Student Involvement]

### 1.13 Enhance affordability, accessibility, and student success through management of the cost of textbooks and other learning materials. **(NEW)**

- Number of NEW faculty grants awarded to incentivize adoption of Open Education Resources (OER) aligned with goals of affordability, accessibility, and student success **(NEW)** [AVP for Academic Affairs/Distance and Extended Learning]

In 2021-2022, five new faculty grants were awarded to incentivize adoption of Open Education Resources (OER) aligned with goals of affordability, accessibility, and student success.

- Number of OERs and low-cost textbook options adopted compared to prior year **(NEW)** [AVP for Academic Affairs/Distance and Extended Learning]

Two new OERs and low-cost textbook options were adopted in 2021-2022 compared to five in 2020-2021.

- Number of NEW information sessions offered for faculty and academic administrators describing approaches and benefits of managing costs of learning materials **(NEW)** [Distance and Extended Learning]

One new information session was offered for faculty and academic administrators describing approaches and benefits of managing costs of learning materials in 2021-2022.

- Number of course resources maintained on reserve at the library compared to prior year **(NEW)** [University Libraries]

## 2. OFFER HIGH QUALITY ACADEMIC AND EDUCATION PROGRAMMING.

### 2.1 Introduce new academic programs that meet the economic and cultural needs of the region and the state.

- NEW academic programs proposed during the current academic year [Curriculum Services]

One new academic program was proposed in 2021-2022, the Master of Long Term Care Administration with a major in Long Term Care Administration.

- NEW academic programs approved during the current academic year [Curriculum Services]

One new academic program was approved during 2021-2022, the Bachelor of Science with a major in Mechanical Engineering.

### 2.2 Provide quality educational programming that leverages diverse perspectives embedded in an inclusive learning environment.

- Number of NEW or modified academic programs that added multicultural or multi-perspective content [Deans]

Colleges reported eight new or modified academic programs that added multicultural perspective content in 2021-2022.

- Number of NEW or revised courses with multicultural or multi-perspective content and designation (**MODIFIED**) [College of Liberal Arts/Center for Diversity and Gender Studies]

There were five new or revised courses with multicultural or multi-perspective content and designation in 2021-2022.

- Number of faculty who participate in the Multicultural Curriculum Transformation & Research Institute compared to prior year (**NEW**) [College of Liberal Arts/Center for Diversity and Gender Studies]

Seventeen faculty participated in the Multicultural Curriculum Transformation and Research Institute in 2022 compared to 15 in 2021.

- Number of NEW initiatives designed to help students understand and appreciate diverse perspectives **(NEW)** [Deans]

There were 14 new initiatives designed to help students understand and appreciate diverse perspectives.

- Number of NEW initiatives designed to help faculty create a learning environment that engages all students and enhances their learning where diverse perspectives are welcome **(NEW)** [Deans/Faculty Development/Distance and Extended Learning]

Academic units designed 14 new initiatives to help faculty create a learning environment that engages all students and enhances their learning where diverse perspectives are welcome.

### 2.3 Enhance and expand the Honors College experience to attract high-achieving students.

- Number of students enrolled in Honors College courses offered compared to prior year **(MODIFIED)** [Honors College]

The Honors College reported 27.6 percent of students possessing the HONR attribute were enrolled in at least one Honors course in fall 2021, compared to 27.5 percent in fall 2020. For the spring semester, 27.8 percent were enrolled in at least one Honors course in spring 2022, compared to 27.4 percent in spring 2021. However, overall enrollment saw some declines, with 481 total Honors students enrolled in one class in fall 2021, compared to 535 in fall 2020. In spring 2022, 440 enrolled, compared to 512 in spring 2021.

- Number of students in each college participating in the Honors College compared to prior year **(MODIFIED)** Honors College]

The number of students participating from each college saw declines except for the percentage of Education majors. This was also due to the declining number of Honors College students. Three years of data is provided below.

College	Fall 2021	Fall 2020	Fall 2019	Spring 2022	Spring 2021	Spring 2020
Applied Arts	0.60%	0.66%	0.54%	0.53%	0.57%	0.70%
Business Admin.	1.08%	1.38%	2.02%	1.02%	1.23%	1.12%
Education	0.64%	0.64%	0.67%	0.48%	0.47%	0.68%
Fine Arts & Comm.	2.37%	2.43%	2.62%	2.27%	2.83%	2.42%
Health Professions	0.78%	0.82%	1.64%	0.71%	0.93%	1.22%
Liberal Arts	3.01%	3.38%	3.74%	3.21%	3.57%	3.95%
Science & Eng.	1.60%	1.80%	2.31%	1.71%	1.89%	1.95%
University College	0.20%	0.22%	0.39%	0.26%	0.28%	0.22%

- Number of NEW Honors sections offered [Honors College]

In fall 2021, five new Honors sections were offered compared to 58 in fall 2020. During spring 2022, there were five new Honors sections offered compared to 54 in spring 2021.

- Number of Honors College graduates compared to prior year [Honors College]

The number of Honors College graduates increased in this reporting period with a total of 98 students graduating in 2021-2022. In fall 2021, the Honors College had 35 graduates compared to 29 in fall 2020. In spring 2022, there were 63 graduates compared to 65 in spring 2021.

## 2.4 Improve the capabilities in our learning spaces and learning environments to better foster creativity, enable collaboration, and encourage discovery.

- Number of NEW programs/activities that improve capabilities in the face-to-face learning environment (provide one example) (MODIFIED) [Deans/Vice Presidents]

There were 12 new programs/activities that improved capabilities in the face-to-face learning environment.

In the College of Health Professions, the School of Nursing provided the following improvements: Equipment was added to the lab with a THECB grant, such as medication scanning ability to reflect actual practice. Telemedicine carts were added for simulation use for the MSN/NP programs. GoPro video cameras were added to allow students immediate feedback as to how the patient would view them in their interaction (the GoPro tapes the student not the patient--different perspective).

- Number of NEW programs/activities that improve capabilities in hybrid and fully online learning environments **(MODIFIED)** [Distance and Extended Learning]

One new program/activity was offered to improve capabilities in hybrid and fully online learning environments.

- Number of active classrooms compared to the prior year **(NEW)** [IT Assistance Center]
- Number and total cost of NEW classroom and teaching laboratory enhancement projects [Facilities]
- Number of course offerings considered “Technologically Enhanced” based on usage of learning management system (LMS) feature set **(NEW)** [IT Assistance Center]

## 2.5 Support the growing academic requirements of the university by improving the condition and reliability of academic facilities and technology, creatively assisting departments in optimizing their use of space, and collaboratively planning and constructing new facilities.

- Number and square footage of completed capital projects resulting in square footage additions coded as “Academic” **(MODIFIED)** [Facilities]
- Number of faculty satisfied with the timeliness of classroom support compared to prior year **(NEW)** [IT Assistance Center]
- Average age of computers in open computer labs compared to prior year **(NEW)** [University Libraries]
- Average age of a classroom’s infrastructure compared to prior year **(NEW)** [IT Assistance Center]

## 2.6 Increase national and international visibility and presence by supporting curricular and co-curricular initiatives that prepare students to be responsible citizens.

- Number of faculty-led study abroad programs compared to prior year **(MODIFIED)** [\[International Affairs\]](#)

There were 21 faculty-led study abroad programs in 2021-2022 compared to six in 2020-2021. In response to COVID-19, Education Abroad created and implemented a virtual format version of its faculty-led programs called Global Online International Experiences (GOLE).

- Number of students studying abroad compared to prior year **(MODIFIED)** [\[International Affairs\]](#)

In 2021-2022, 364 student studied abroad compared to two in 2020-2021.

- Number of NEW institutionally recognized international exchange programs [\[International Affairs\]](#)

There was one new institutionally recognized international exchange program in 2021-2022.

- Number of students participating in Study-in-America compared to prior year **(MODIFIED)** [\[Distance and Extended Learning\]](#)

A total of 64 students participated in Study-in-America in 2021-2022 compared to 55 in 2020-2021.

- Number of NEW students participating in global immersion programs **(MODIFIED)** [\[International Affairs\]](#)

A total of 92 new students participated in global immersion programs in 2021-2022.

- Number of Study-in-America programs compared to prior year **(NEW)** [\[Distance and Extended Learning\]](#)

Five Study-in-America programs were offered in 2021-2022 compared to zero in 2020-2021.

## 2.7 Provide high quality distance learning programs and courses. **(NEW)**



- Number of NEW hybrid and fully online degree programs **(NEW)** [Distance and Extended Learning]

One new hybrid and fully online degree program was offered in 2021-2022.

- Number of NEW degrees awarded from online programs **(NEW)** [Distance and Extended Learning]

There were 270 new/additional degrees awarded from online programs in 2021-2022.

- Fall SCH delivered via distance learning described as a ratio to total SCH **(NEW)** [Institutional Research]

In fall 2021, 16.5 percent of all SCH were delivered fully online, representing 74,589 SCH. This number is down from previous years as more classes return to in person instruction following the impact of COVID-19 in recent years.

- Student success metrics across distance learning courses and programs for continuous improvement **(NEW)** [Distance and Extended Learning]

In 2021-2022, 814 Best Practices Checklists, measuring student success, were collected and reviewed.

- Number of distance learning professional development and instructional design engagement with faculty compared to prior year **(NEW)** [Distance and Extended Learning]

There were 75 distance learning professional development and instructional design engagements with faculty in 2021-2022 compared to 292 in 2020-2021.

- Number of NEW and continuing hybrid courses compared to prior year **(NEW)** [Distance and Extended Learning]

There were 1,142 new and continuing hybrid courses in 2021-2022 compared to 3,187 in 2020-2021.

### **3. ACHIEVE SIGNIFICANT PROGRESS IN RESEARCH AND CREATIVE ACTIVITY AS MEASURED BY NATIONAL STANDARDS.**

### 3.1 Achieve National Research University Fund (NRUF) eligibility.

- Total restricted research expenditures [AVP for Research and Sponsored Programs]

Restricted research expenditures totaled \$41.0 million in 2021-2022 compared to \$33.9 million in 2020-2021.

- Total endowment funds as of the end of the fiscal year compared to prior year **(MODIFIED)** [Treasurer/UA Business Operations/Endowment Services]
- Number of Ph.D. degrees awarded [Institutional Research]

Texas State awarded 49 Ph.D. degrees in 2021-2022 compared to 37 in 2020-2021.

- Percent of first-time entering freshman class in top 25 percent of high school class [Institutional Research]

In fall 2021, 42 percent of the incoming first-time entering freshman class was ranked in the top quarter of their high school class compared to 41 percent in fall 2020.

- Status as member of Association of Research Library, Phi Beta Kappa Chapter, or Phi Kappa Phi Chapter [Honors College/University Libraries]

No data provided.

- Association of Research Libraries (ARL) Library Investment Index ranking [University Libraries]
- Number of tenured/tenure-track faculty who have achieved international and national distinction through recognition as a member of one of the national academies, are Nobel Prize recipients, and have received other faculty awards as designated in the NRUF eligibility criteria (include name of the award) **(MODIFIED)** [Associate Provost]

During the 2021-2022 academic year, two Texas State faculty members were recognized with annual awards that meet NRUF eligibility criteria, including Justin Randolph (History, American Council of the Learned Societies Fellow, 2022) and Nestor Guillen (Mathematics, NSF CAREER Award, 2022).

- Number of research and professional doctorate programs **(MODIFIED)** [Curriculum Services]

There were no new research or professional doctorate programs in 2021-2022.

### 3.2 Develop new graduate programs to advance the university's research goals.

- Number of NEW research-focused graduate programs proposed during the current year **(MODIFIED)** [Curriculum Services]

There were no new research-focused graduate programs proposed during 2021-2022.

- Number of NEW research-focused graduate programs approved during the current year **(MODIFIED)** [Curriculum Services]

There were no new research-focused graduate programs approved during 2021-2022.

### 3.3 Encourage and promote student research opportunities.

- Number of NEW curricular and co-curricular programs that provide students with research opportunities (provide one example) [Deans]

There were 27 new curricular and co-curricular programs that provided students with research opportunities in 2021-2022.

Example:

In the College of Applied Arts, the Department of Organization, Workforce, and Leadership Studies (OWLS)'s ACCEYSS Research Group provided community-engaged research opportunities for two doctoral students, four graduate students, two non-Texas State community members, two high school students, nine community partners, and 162 K-12 students from the local community.

- Number of students participating in the Undergraduate Research Conference and Honors Thesis Forum compared to prior year [Honors College]

In fall 2021, 57 students participated in the thesis forum, an increase from the 40 in fall 2020. In spring 2022, 138 students participated in the thesis forum, a decrease from the 154 in spring 2021.

- Number of graduate students completing thesis or dissertation projects compared to prior year [Graduate College]

In 2021-2022, 241 theses and dissertations were completed compared to 249 in 2020-2021.

- Number of NEW major undergraduate research opportunities provided, and number of students involved (provide one example) **(NEW)** [Deans/Honors College]

There were 12 new major undergraduate research opportunities provided with a reported 43 students involved.

Example:

In the College of Health Professions, the School of Communication Disorders reported student Lois Umali received The Nina Vaca Innovation and Entrepreneurship Award at the SXSW Innovation Lab. The same student obtained a grant (with faculty member) through NSF-iCorp, expanding the original research agenda, and had a poster accepted to SACNAS (Society for Advancement of Chicanos/Hispanics & Native Americans in Science) National Diversity in STEM Conference.

### 3.4 Expand support to the research community by enhancing resources of faculty while developing a staff of research professionals to assist researchers. **(MODIFIED)**

- Total research and development expenditures compared to prior year **(MODIFIED)** [AVP for Research and Sponsored Programs]

Research and development expenditures totaled \$110,102,359 million in 2021-2022 compared to \$72.5 million in 2020-2021.

- Number of proposals developed with the assistance of Research and Sponsored Programs staff and grant writing contractors compared to prior year [AVP for Research and Sponsored Programs]

In 2021-2022, 592 proposals were developed compared to 648 in 2020-2021.

- Utilization of LEAP High Performance Computing (HPC) cluster compared to prior year **(MODIFIED)** [Technology Resources]
- Number of people conducting research at Texas State compared to prior year **(NEW)** [Provost/Deans]

In 2021-2022, a reported 378 people conducted research at Texas State compared to 609 in 2020-2021. This measure is likely underreported.

- Number and square footage of completed capital projects resulting in square footage additions coded as “Research” **(MODIFIED)** [Facilities]
- Number of research-specific Environmental, Health, Safety, Risk and Emergency Management training courses taught compared to prior year (including attendance) (explain changes) **(MODIFIED)** [Environmental, Health, Safety, Risk and Emergency Management]
- Total value of eligible gifts submitted to the Texas Research Incentive Program (TRIP) for a match **(NEW)** [UA Business Operations]
- Total value of TRIP matching funds received by Texas State **(NEW)** [UA Business Operations]
- Number of research professional staff compared to prior year **(NEW)** [AVP for Research and Sponsored Programs/Human Resources]

Research and Sponsored Programs reported 27 research professional staff in 2021-2022 compared to 30 in 2020-2021.

### **3.5 Foster a university-wide culture that promotes, rewards, and celebrates interdisciplinary research, scholarship, creative activity, innovation, and community engagement.**

- Number of applications for Multidisciplinary Internal Research Grants (MIRG) compared to prior year [AVP for Research and Sponsored Programs]

In 2021-2022, 17 proposals were submitted compared to 15 in 2020-2021.

## **4. Provide the necessary services, resources, and infrastructure to support the university’s strategic direction.**

### **4.1 Offer competitive salaries to attract and retain highly qualified faculty and staff.**

- Median salary levels for each faculty rank including professor, associate professor, assistant professor, and lecturer [Institutional Research]

Based on CUPA-HR definitions, the median salary for all faculty based on rank for fall 2021 were as follows:

Professor	\$102,447
Associate Professor	\$ 79,907
Assistant Professor	\$ 71,797
Senior Lecturer/Lecturer	\$ 49,917

- Median staff salary levels for classified, unclassified, and administrative staff compared to prior year **(MODIFIED)** [[Institutional Research/Human Resources](#)]

<u>Rank</u>	<u>Fall 2021 Median Salary</u>	<u>Fall 2020 Median Salary</u>
Administrative	\$115,168	\$113,343
Staff Exempt (unclassified)	\$ 60,820	\$ 59,695
Staff Non-Exempt (classified)	\$ 41,818	\$ 40,528

- Median salary by position at Texas State compared with median salary in the appropriate market for faculty and staff and to CUPA-HR national data or appropriate peer set for faculty **(MODIFIED)** [[Faculty and Academic Resources/Human Resources](#)]

Faculty and Academic Resources reported:

Based on a comparison with CUPA-HR national data for 2021-2022 (used for fall 2022 start dates), 56 percent of faculty categories, grouped by rank and discipline, were at or above the CUPA salary medians used as benchmarks for hiring new faculty in the same rank and discipline. The university is making strides in hiring and compensating faculty at market-driven rates.

**4.2 Plan and implement programs to help improve faculty and staff recruitment, hiring, and retention in order to support a highly qualified, diverse, motivated, and satisfied workforce.**

- Number of programs that provide assistance in strengthening faculty/staff recruitment, hiring, development, and retention compared to prior year (explain differences) **(MODIFIED)** [[Faculty and Academic Resources/Faculty Development/Talent Acquisition](#)]

The Division of Academic Affairs reported nine new academic programs that assisted in strengthening faculty/staff recruitment, hiring, development, and retention in 2021-2022 compared to seven in 2020-2021.

- Number of faculty and staff by race, ethnicity, and gender compared to prior year and five-year rate of retention **(MODIFIED)** [[Institutional Research](#)]

In fall 2021, the number of employees in most areas increased compared to levels in fall 2020, due in part to lessening impact of COVID-19.

Number of Faculty and Staff by Race/Ethnicity and Gender compared to previous year.

			2020			2021		
			Female	Male	Total	Female	Male	Total
Faculty	EXEMPT	International	37	47	84	45	52	97
		Hispanic	78	56	134	72	64	136
		Am-Indian		3	3		3	3
		Asian	39	69	108	37	58	95
		Black/Afr Am	23	21	44	28	23	51
		White/Non-Hispanic	489	461	950	465	443	908
		Multi-racial	14	22	36	17	19	36
		Unknown	33	33	66	43	47	90
Staff	EXEMPT	International	3	6	9	3	5	8
		Hispanic	133	75	208	144	78	222
		Am-Indian	1		1	1		1
		Asian	8	4	12	13	4	17
		Black/Afr Am	37	31	68	39	29	68
		White/Non-Hispanic	342	251	593	323	252	575
		Multi-racial	11	7	18	18	10	28
		Unknown		2	2	4	5	9
		Hawaiian/Pac Isd	1	1	2		1	1
		NON-EXEMPT	International Hispanic	1	2	3		2
			236	200	436	220	190	410

		Am-Indian	1	1	2	1	2	3
		Asian	7	4	11	5	4	9
		Black/Afr Am	21	16	37	27	14	41
		White/Non- Hispanic	277	199	476	258	188	446
		Multi-racial	7	8	15	16	12	28
		Unknown	6	2	8	8	5	13
		Hawaiian/ Pac Isd	1		1			
Administrative	EXEMPT	Hispanic	18	26	44	18	24	42
		Asian	5	6	11	4	6	10
		Black/Afr Am	6	6	12	6	8	14
		White/Non- Hispanic	76	76	152	78	75	153
		Multi-racial	1	2	3	1	2	3
		Unknown		2	2	3	2	5

- Annual turnover rate of regular faculty and staff (exempt and non-exempt classification, age, diversity, and division) compared to prior year **(MODIFIED)** [[Institutional Research/Human Resources](#)]

The annual turn-over rate from fall 2020 to fall 2021 declined in most areas; however, the rate increased slightly among exempt staff. International employees also experienced higher turnovers across all categories.

Number of Faculty and Staff by Race/Ethnicity and Gender compared to previous year.

			2020			2021		
			Female	Male	Total	Female	Male	Total
Faculty	EXEMPT	International	37	47	84	45	52	97
		Hispanic	78	56	134	72	64	136
		Am-Indian		3	3		3	3
		Asian	39	69	108	37	58	95



		Black/Afr Am	23	21	44	28	23	51
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		Am-Indian	1		1	1		1
		Asian	8	4	12	13	4	17
		Black/Afr Am	37	31	68	39	29	68
		White/Non-Hispanic	342	251	593	323	252	575
		Multi-racial	11	7	18	18	10	28
		Unknown		2	2	4	5	9
		Hawaiian/Pac Isd	1	1	2		1	1
	NON-EXEMPT	International	1	2	3		2	2
		Hispanic	236	200	436	220	190	410
		Am-Indian	1	1	2	1	2	3
		Asian	7	4	11	5	4	9
		Black/Afr Am	21	16	37	27	14	41
		White/Non-Hispanic	277	199	476	258	188	446
		Multi-racial	7	8	15	16	12	28
		Unknown	6	2	8	8	5	13
		Hawaiian/Pac Isd	1		1			
Administrative	EXEMPT	Hispanic	18	26	44	18	24	42
		Asian	5	6	11	4	6	10
		Black/Afr Am	6	6	12	6	8	14
		White/Non-Hispanic	76	76	152	78	75	153

Multi-racial	1	2	3	1	2	3	
Unknown		2	2	3	2	5	

- Number of online recruitment advertisements of job postings and advertising sources compared to prior year **(MODIFIED)** [Talent Acquisition]
- Number of applications received for staff positions (total, per posting, and average by exempt and non-exempt classification) compared to prior year **(MODIFIED)** [Talent Acquisition]
- Time to fill a staff position (overall and by division, exempt and non-exempt classification) compared to prior year **(MODIFIED)** [Talent Acquisition]
- Number of Performance Management assessments completed by annual May 31 due date compared to prior year **(MODIFIED)** [Human Resources]

#### 4.3 Promote excellence through effective planning, policy development, assessment, and reporting to ensure the continuous improvement of programs and services.

- Number of annual plan progress reports submitted **(MODIFIED)** [AVP for Institutional Effectiveness]

For 2021-2022, 20 strategic plan progress reports of 22 were submitted for a 90.9 percent submission rate.

- Number of university and division policies that are current/delinquent [AVP for Institutional Effectiveness]

As of August 2022, a total of six university policies and six division policies (one in Academic Affairs and five in Student Affairs) were delinquent.

- Number of administrative peer reviews conducted compared to prior year **(MODIFIED)** [All Vice Presidents]

No data was provided.

- Number of graduate academic program reviews completed/submitted to the Texas Higher Education Coordinating Board compared to prior year **(MODIFIED)** [AVP for Institutional Effectiveness]

During the 2021-2022 academic year, 13 graduate level programs were scheduled for academic program review. Reviews for the 13 graduate programs were

completed and submitted to the Texas Higher Education Coordinating Board in a timely manner. In 2021-2022, more than twice as many reviews were completed compared to the five that were scheduled for review, completed, and submitted in 2020-2021.

#### 4.4 Implement fundraising initiatives in support of the university's strategic direction.

- Total dollar amount raised compared to prior year **(MODIFIED)** [AVP for University Advancement]
- Total dollar amount raised per strategic fundraising priority area [AVP for University Advancement]
- Total amount of dollars raised by students for philanthropic projects **(NEW)** [Dean of Students]

#### 4.5 Provide training and educational resources to enhance personal and community safety.

- Number of safety and security programs offered compared to prior year (explain differences) **(MODIFIED)** [Environmental, Health, Safety, Risk and Emergency Management/University Police Department]
- Number of educational and/or training activities provided compared to prior year related to applicable laws (e.g., Title IX, Campus Safety Act, Violence Against Women Act) **(MODIFIED)** [Environmental, Health, Safety, Risk and Emergency Management/University Police Department/Vice President for University Administration]
- Number of participants in personal and community safety trainings compared to prior year **(NEW)** [Environmental, Health, Safety, Risk and Emergency Management/Human Resources]
- Number of lab safety inspection violations compared to prior year **(MODIFIED – MOVED FROM 3.4)** [Environmental, Health, Safety, Risk and Emergency Management/Human Resources]

#### 4.6 Enhance information security practices to better predict, prevent, detect, and respond to threats to Texas State's information systems and data.

- Number of security breaches compared to prior year **(MODIFIED)** [Information Security]
- Number of applications using Multi Factor Authentication compared to prior year **(MODIFIED)** [Information Security]

- Number of recorded compromised university email accounts via malicious email techniques compared to prior year **(NEW)** [Information Security]

#### **4.7 Expand Round Rock Campus resources and space to support the move of the College of Health Professions, growth of other academic offerings, and student services at this location. (MODIFIED)**

- List of completed construction projects completed at Round Rock Campus and total cost **(MODIFIED)** [Facilities]
- Number of staff positions added at Round Rock Campus by division **(MODIFIED)** [AVP for Round Rock Campus]

No data was provided.
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- Number of faculty satisfied with the timeliness of classroom support on Round Rock Campus compared to prior year **(NEW)** [IT Assistance Center]
- Utilization of distance learning platform (DLP)-enabled classrooms on the Round Rock Campus compared to prior year **(NEW)** [IT Assistance Center]
- List of completed construction and renovation projects **(NEW)** [Facilities]

#### **4.8 Enhance the satisfaction and experience of the university community by continuously improving processes and interfaces. (MODIFIED)**

- Number of campus business improvement projects completed **(MODIFIED)** [Vice President for Finance and Support Services]
- Estimated cost per electronic document processed compared to prior year **(NEW)** [IT Business Office]
- Faculty and staff overall satisfaction with Information Technology services and support compared to prior year **(NEW)** [IT Business Office]
- Student overall satisfaction with Information Technology services and support compared to prior year **(NEW)** [IT Business Office]
- Number of employees signed up to receive electronic W-2s compared to prior year **(MODIFIED)** [Financial Services]
- Number of vendors in the TSUS Marketplace compared to prior year **(MODIFIED)** [Financial Services]
- Number of individuals using Concur Travel Management tools compared to prior year **(MODIFIED)** [Financial Services]

#### 4.9 Provide a diverse and inclusive environment of support to achieve the highest level of performance for all members of the campus community.

- Number of applicants by federally defined categories as compared to prior year **(NEW)** [Talent Acquisition]
- Number of new hires by federally defined categories compared to prior year **(MODIFIED)** [Talent Acquisition]
- Number of non-academic cultural and diversity programs provided compared to prior year **(MODIFIED)** [Vice President for Inclusive Excellence]
- Number of faculty and staff who participate in the internal inclusion skill certificate program compared to prior year **(NEW)** [Talent Acquisition]

#### 4.10 Effectively engage alumni and external constituents to influence and generate human and financial capital opportunities.

- Number of NEW alumni and external constituents (parents, families, businesses) engaged in volunteer roles endorsed by Texas State **(MODIFIED)** [UA Business Operations]
- Number of NEW alumni and external constituents that engage with Texas State by making philanthropic investments **(MODIFIED)** [UA Business Operations]
- Number of recent (graduated within last five years) alumni donating to Texas State compared to prior year **(MODIFIED)** [UA Business Operations]
- Number of NEW alumni and external constituents engaged in experiences that are valued by Texas State, promote its mission, celebrate its achievements, and strengthen its reputation **(NEW)** [Deans/UA Business Operations]

A reported 2,146 new alumni and external constituents engaged in 20 experiences that are valued by Texas State, promote its mission, celebrate its achievements, and strengthen its reputation.

#### 4.11 Provide programs and services that support and enhance the health and wellness of the university community.

- Number of NEW student health and wellness programs provided, and number of participants as compared to prior year (explain differences) **(MODIFIED)** [Deans/Campus Recreation/Student Health Center]

Academic units provided eight new student health and wellness programs in 2021-2022 with a reported 96 participants compared to 10 new programs in 2020-2021 with a reported 410 participants.

- Number of faculty and staff health and wellness programs provided, and number of participants compared to prior year (explain differences) **(MODIFIED)** [Human Resources]
- Employee Assistance Program utilization rate compared to prior year [Human Resources]

#### **4.12 Provide a competitive, high-profile, diverse, equitable athletics program, in compliance with applicable rules and regulations, which increases university prestige and creates exciting engagement opportunities.**

- Number of NCAA Division I events held for the current year that provided engagement opportunities for faculty, staff, students, alumni, and the community-at-large [Athletics]

#### **4.13 Support the growing requirements of the university by enhancing the condition and reliability of the university infrastructure, creating redundancy to support essential building operating systems, and collaboratively planning and constructing new facilities.**

- Number and total cost of deferred capital renewal projects completed compared to prior year **(MODIFIED)** [Facilities]
- Number and total cost of NEW infrastructure expansion, repair, and renovation projects completed **(MODIFIED)** [Facilities]
- Number, total cost, and total square footage of NEW construction or additions completed **(MODIFIED)** [Facilities]
- Number of technology access points who experience an average airtime utilization of 50 percent or greater compared to prior year **(NEW)** [Technology Resources]
- Network reliability compared to prior year **(NEW)** [Technology Resources]

#### **4.14 Seek historically underutilized business (HUB) suppliers. (NEW)**

- Number of active HUB vendors compared to prior year **(NEW)** [Financial Services]
- Construction value issued to HUB vendors compared to prior year **(NEW)** [Financial Services]

- Number of active mentor/protégé partnerships compared to prior year **(NEW)**  
[Financial Services]
- Total university procurement with HUB vendors compared to prior year **(NEW)**  
[Financial Services]