ACADEMIC AFFAIRS
PROGRESS REPORT FOR 2020-2021 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 2020, 33,193 undergraduate students were enrolled compared to 33,917 in fall 2019, a decline of 2.1 percent. At the graduate student level, 4,619 students were enrolled in fall 2020 compared to 4,270 in fall 2020, an increase of 8.2 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 19 community college articulation agreements in 2020-2021. This is the first year for reporting this data.

- 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]

> Seven new enrollment management initiatives 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]

> Twenty-five 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]

> Eight 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 increased from 75.6 percent for the fall 2018 cohort to 76.8 percent for the fall 2019 cohort.
>
> The one-year retention rate for full-time transfer undergraduates increased from 82.1 percent for the fall 2018 cohort to 83.7 percent for the fall 2019 cohort.
>
> The one-year retention rate for master's students decreased from 85.4 percent for the fall 2018 cohort to 85.1 percent for the fall 2019 cohort.
>
> The one-year retention rate for professional students increased from 97.6 percent for the fall 2018 cohort to 100 percent for the fall 2019 cohort.
>
> The one-year retention for doctoral students decreased from 94.4 percent for the fall 2018 cohort to 91.4 percent for the fall 2019 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 2015 first-time, full-time undergraduate cohort increased to 56.9 percent compared to 54.9 percent for the fall 2014 cohort. This was a 3.6 percent increase.

The four-year graduation rate for the fall 2017 cohort of full-time undergraduate transfer students increased to 62.9 percent, compared to 60.9 percent for the fall 2016 cohort. **Note:** The report no longer limits the graduation rate to students with 30 or more hours.

The five-year graduation rate for first-time, full-time master's students in the fall 2016 cohort increased to 86.1 percent compared to 84.7 percent in the fall 2015 cohort.

The five-year graduation rate for first-time, full-time professional students was 100 percent for the fall 2016 cohort, which is consistent with the rate for the fall 2015 cohort.

The 10-year graduation rate for first-time, full-time doctoral students increased to 68.0 percent for the fall 2011 cohort compared to 64.4 percent for the fall 2010 cohort. This was a 5.6 percent increase.

- 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

	Fall 2020	Fall 2019
Applied Arts	75.7%	76.3%
Business Administration	80.9%	81.3%
Education	78.5%	79.2%
Fine Arts & Communication	82.3%	83.1%
Health Professions	74.3%	72.2%
Liberal Arts	78.6%	77.0%
Science & Engineering	74.4%	75.8%
University College	74.5%	69.9%

The Peer Mentoring program provides first-year students an experienced undergraduate mentor to help new students transition academically and socially to life at Texas State. In 2020-2021, peer mentors served 2,805 first-time in college students. The retention rate of mentored students was 80 percent, an increase from

> 77.3 percent retention of mentored students in 2019-2020. Furthermore, the 80 percent retention for mentored students was much greater than the 68.6 percent retention rate for non-mentored students in their first year of college during the 2020-2021 academic year.
>
> The Academic 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. For 2020-2021, academic coaches served 2,103 first-time in college students during the fall 2020 semester. The persistence rate of first-time in college students that received coaching services was 93.4 percent, an increase from 91.2 percent in the prior year. Furthermore, the 93.4 percent persistence rate was greater than the 89.2 persistence rate for first-time in college student that did not receive academic coaching services in their first semester.

- 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 decreased 5.1 percent from 3.9 years in 2019-2020 to 3.7 years in 2020-2021.

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

  > A total of 1,402 graduate degrees were awarded in 2020-2021 compared to 1,369 in 2019-2020.

- 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 12,159 scholarships were awarded with a value of $28.7 million in 2020-2021 compared to 12,044 scholarships with a value of $28.2 million in 2019-2020. This was an increase of 115 scholarships worth $0.5 million.

- 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 33,881 grants with a value of $118.8 million were awarded in 2020-2021 compared to 37,104 grants awarded with a value of $122.5 million in 2019-2020. This represents a decrease of 3,223 grants worth $3.7 million.

- 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 2020-2021 there were 683 endowed scholarships worth $300,000,000 and 224 faculty and program support endowments, including 7 endowment chairs and 23 endowed professorships. In comparison, in 2019-2020 there were 661 endowed scholarships worth $225,519,535 and 216 faculty and program support endowments, including 7 endowed chair and 23 endowed professorships.

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 2020-2021 was 467:1, an increase from 396:1 in 2019-2020. The number of professional advisors on campus decreased in 2020-2021 because of budget reductions, the hiring freeze, and competitor's ability to offer higher salaries, creating a significant change in the student to advisor ratio. Advising ratios for the colleges were as follows: College of Applied Arts, 613:1; McCoy College of Business Administration, 659:1; College of Education, 500:1; College of Fine Arts and Communication, 589:1; College of Health Professions, 456:1; College of Liberal Arts, 566:1; College of Science and Engineering, 505:1; University College, 438:1; and PACE Academic Advising, 380:1.

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

> A total of 48,275 advising appointments were served by college advising centers in 2020-2021, reflecting an 11 percent decrease from appointments held in the previous year (N=54,389). This was due to a combination of the pandemic and the delimitation of 11 advising positions. However, Covid-19 pandemic operations

> increased other contacts for advising centers categorized as drop-in advising (e.g., requests by student for an email advising plan, etc.). Drop-in advising increased from 62,036 contacts in 2019-2020 to 75, 877 contacts in 2020-2021, a 22 percent increase.

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

> In 2020-2021, the Student Learning Assistance Center served a total of 8,778 students compared to 12,297 in 2019-2020. This decrease was due to the impact of COVID-19 pandemic and the difficulty of serving students in-person.

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

> The total number of consulting appointments was 5,500 student appointments in 2020-2021 compared to 5,242 student appointments in 2019-2020. This was an increase of 258 appointments.

- 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 13 new academic support programs/activities with a reported 7,859 participants that ensured student success in 2020-2021.
>
> In the College of Liberal Arts, the Department of Political Science and Public Administration undergraduate coordinators expanded virtual advising sessions to serve 162 students, a 28 percent increase from the previous year.

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

> Math CATS had 2,016 students who visited 8,851 times in 2020-2021 compared to 3,641 students who visited 15,746 times in 2019-2020. Due to COVID-19 restrictions, an on-line tutoring option was created for summer 2019 and that option was continued into fall 2019 with in-person tutoring offered by appointment in order to guarantee attendance did not violate reduced capacity limits in place. Although diligent work was done to advertise the on-line options, anecdotal evidence indicates that many students remained unaware of the option. Preliminary numbers for fall 2021 show a marked rebound in the use of MATH CATS coinciding with the return to a higher percentage of in-person classes.

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]

  Marketable skills have been identified for 224 academic programs in 2020-2021 compared to 220 in 2019-2020.

- 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 12 continuing education courses in 2020-2021 compared to 14 in 2019-2020.

- 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 20 new curricular and co-curricular programs and areas have incorporated marketable skills components compared to 30 new programs in 2019-2020.

- 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 21,018 SCH in internship/practicum courses were completed in 2020-2021 compared to 21,714 in 2019-2020.

- 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 nine new educational programs related to service learning, financial literacy, and leadership provided in 2020-2021 with 121 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 17 new co-curricular activities related to service learning, financial literacy, and leadership provided in 2020-2021.

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

> A total of 31 new course sections were transformed or created with a service learning or leadership component in 2020-2021.

- 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 113,890 service-learning hours were completed by students enrolled in service-learning designated courses in 2020-2021 compared to 53,096 service-learning hours in 2019-2020.

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 2020-2021 was 985, an increase from the 2019-2020 average of 977. While the national academic progress average has not been published for the academic year, the benchmark of 985 will be used to receive NCAA March Madness funds. Thus, Texas State achieved this benchmark**.**

- 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 very favorably to that of the first-time, full-time undergraduate student population. The university-wide retention rate for the fall 2019 cohort who returned in fall 2020 was 76.8 percent. The retention rate for first time freshman undergraduate student-athletes in all sports who arrived in fall 2019 and returned in fall 2020 was 95 percent. The retention rate of all student athletes who arrived in fall 2019 and returned in fall 2020 was 96.6 percent. Unfortunately, one student did not return due to his untimely passing.

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

> The graduation rates for student-athletes for 2020-2021 was 63 percent, an increase from 57 percent in 2019-2020. Note that the NCAA Graduation Success Rate (GSR) was 76 percent. The GSR differs from the federal graduation calculation in two important ways. First, the GSR holds colleges accountable for 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 14 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 14 new or modified programming 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 20 organizations with a total of 50 students that received special recognition compared to 632 in 2019-2020.

- 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]

> There were 397 events held on Texas State campuses that provide opportunities for students to engage, through observation or participation, modeled the values associated with equitable competition, and engendered university pride compared to 2,944 held in 2019-2020. The low numbers may be attributed to the COVID-19 pandemic.

- 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 2020-2021, eight 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]

> Five OERs and low-cost textbook options were adopted in 2020-2021 compared to three in 2019-2020.

- 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]

> Two new information sessions were offered for faculty and academic administrators describing approaches and benefits of managing costs of learning material in 2020-2021.

- 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 2020-2021, the Bachelor of Arts degree with a major in Education (Secondary Education; Teacher Certification with Double Major in another B.A. teacher certification degree program).

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

> One new academic program was approved during 2020-2021, the Bachelor of Arts degree with a major in Education (Secondary Education; Teacher Certification with Double Major in another B.A. teacher certification degree program).

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 15 new or modified academic programs that added multicultural or multi-perspective content in 2020-2021.

- 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 13 new or revised courses with multicultural or multi-perspective content and designation in 2020-2021.

- 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]

> Fifteen faculty participated in the Multicultural Curriculum Transformation and Research Institute in 2021. The Multicultural Curriculum Transformation and Research Institute was not implemented in 2020 due to the COVID-19 pandemic.

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

> There were 215 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 22 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 that 27.5 percent of students possessing the HONR attribute were enrolled in at least one Honors course in fall 2020, compared to 27.7 percent in fall 2019. For the spring semester, 27.4 percent were enrolled in at least one Honors course in spring 2021, compared to 24.5 percent in spring 2020. However, overall enrollment saw some declines, with 535 total Honors students enrolled in one class in fall 2020, compared to 859 in fall 2019. In spring 2021, 512 enrolled, compared to 740 in spring 2020.

> Given the unusual enrollment circumstances of the 2020-2021 school year (the COVID-19 pandemic, and the wide-scale shift to online and hybrid teaching), it is perhaps unsurprising that the Honors College witnessed both gains and losses in student engagement numbers.

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

College	Fall 2020	Fall 2019	Spring 2021	Spring 2020
Applied Arts	123	130	128	124
Business Administration	263	321	244	290
Education	163	219	149	198
Fine Arts and Comm	391	428	396	411
Health Professions	144	175	146	165
Liberal Arts	454	503	427	470
Science and Engineering	388	464	361	426
University College	16	33	19	24

- Number of NEW Honors sections offered compared to prior year [Honors College]

> In fall 2020, 58 new Honors sections were offered compared to 56 sections in fall 2019. During spring 2021, 54 new Honors sections were offered compared to 50 sections in spring 2020.

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

> The number of Honors College graduates increased in this reporting period. In fall 2020, the Honors College had 29 graduates compared to 18 in fall 2019. In spring 2021, there were 65 graduates compared to 53 in spring 2020.

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 21 new programs/activities that improved capabilities in the face-to-face learning environment.

> In 2020-2021, University Seminar (US1100) faculty received professional development related to face-to-face pedagogy. Most US1100 sections were taught synchronously online due to the pandemic, and faculty were provided with guidance and best practices for teaching in this enhanced modality.

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

> Two new programs/activities were 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 six faculty-led study abroad programs in 2020-2021 compared to two in 2019-2020. In response to COVID-19 and ongoing interest in global education and experiences, Education Abroad programs created and implemented virtual programs called Global Online International Experiences (GOLE).

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

> Two students studied abroad in 2020-2021 compared to 76 in 2019-2020. In spring 2020, there were 15 students who were abroad and returned to the United States because of program cancellations due to COVID-19, and they were not included in the count of 76.

- Number of NEW institutionally recognized international exchange programs [International Affairs]

> There were three new institutionally recognized international exchange programs in 2020-2021.

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

> A total of 55 students participated in Study-in-America in 2020-2021 compared to 32 in 2019-2020.

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

> A total of 119 new students participated in global immersion programs in 2020-2021.

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

> No Study-in-America programs were offered in 2020-2021 compared to two in 2019-2020. The lack of programs may be attributed to travel being negatively affected by the COVID-19 pandemic.

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]

> Three new hybrid and fully online degree programs were offered in 2020-2021.

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

> There were 247 new degrees awarded from online programs in 2020-2021.

- Fall SCH delivered via distance learning described as a percentage of SCH **(NEW)** [Institutional Research]

> In fall 2020, 57 percent of SCH were delivered fully online compared to six percent of SCH in fall 2019. Due to the impact of COVID-19 and need for an increase in remote learning, fall 2020 saw an unusually high percentage of SCH being taught online.

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

> In spring 2021, 1,022 Best Practice 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 292 distance learning professional development and instructional design engagements with faculty in 2020-2021 compared to 1,149 in 2019-2020. Faculty engagements were escalated during the early pandemic period by 200 as faculty pivoted courses to remote learning.

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

> There were 3,187 new and continuing hybrid course sections offered in fall 2020 compared to 586 in fall. This is the first year reporting this data.

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 $33.9 million in 2020-2021 compared to $30.9 million in 2019-2020.

- 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 37 Ph.D. degrees in 2020-2021 compared to 54 in 2019-2020.

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

> In fall 2020, 41 percent of the first-time entering freshmen class was ranked in the top 25 percent of their high school class.

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

> Texas State currently has an active chapter of Phi Kappa Phi, #325. As of 2020-2021, the chapter has 622 active members (faculty, staff, and students)—meaning membership has nearly doubled since the 2019-2020 report, when active membership stood at 350 people. Beginning in the fall of 2020, Dean Galloway spearheaded a collaborative effort to build a campus application to join Phi Beta Kappa.

- 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 Price recipients, and have received other faculty awards as designated in the NRUF eligibility criteria (include name of the award) **(MODIFIED)** [Associate Provost]

> Four Texas State faculty received notifications of prestigious CAREER awards from the National Science Foundation during 2020-2021.

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

> There were no new research or professional doctorate programs in 2020-2021.

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]

> One new research-focused graduate program was proposed in 2020-2021, the Master of Science (M.S.) Major in Computer Science (Software Engineering Concentration Thesis Option).

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

> One new research-focused graduate program was approved in 2020-2021, the Master of Science (M.S.) Major in Computer Science (Software Engineering Concentration Thesis Option).

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 11 new curricular and co-curricular programs that provide students with research opportunities in 2020-2021.
>
> Example:
> In the College of Education, the Department of Counseling, Leadership, Adult Education, and School Psychology's Dr. Cindy Faith Miller, assistant professor in School Psychology, established the Social and Academic Mindsets and Interventions (SAMI) Lab. Research in the SAMI Lab focuses on understanding and promoting diversity, equity, and inclusion within educational settings. Two research projects are underway and include three graduate students.

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

  > In fall 2020, 40 students participated in the thesis forum, an increase from the 21 in fall 2019. In spring 2021, 154 students participated in the Undergraduate Research Conference, an increase from the 137 in spring 2020, of which 60 were oral a presentations and 77 were poster presentations.

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

  > In 2020-2021, 249 theses and dissertations were completed compared to 305 in 2019-2020. The decrease is due to COVID-19 pandemic having an impact on the student's ability to conduct research.

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

  > There were 17 new major undergraduate research opportunities provided with 100 reported students involved.
  >
  > In the College of Science and Engineering, the Ingram School of Engineering co-hosted an NSF-funded Research Experience for Undergraduates in Advanced Manufacturing with the Department of Engineering Technology and offered the National Summer Transportation Institute program for Hispanic Serving Institutions to attract junior, senior, and graduate students to the field of transportation, a multi-disciplinary engineering discipline.

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 $72.5 million in 2020-2021 compared to $70.7 million in 2019-2020.

- 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 2020-2021, 648 proposals were developed compared to 667 in 2019-2020.

- 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]

> Six hundred and nine people conducted research at Texas State. This is the first year for reporting this data.

- 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)** [Human Resources]

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 2020-2021, 15 proposals were submitted compared to 13 in 2019-2020. There was no competition in 2019-2020.

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]

Rank	2020-2021
Full Professor	$99,859
Associate Professor	$78,615
Assistant Professor	$70,000
Senior Lecturer/Lecturer	$48,827

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

Rank	Fall 2020 Median Salary	Fall 2019 Median Salary
Administrative	$113,343	$115,107
Staff Exempt (unclassified)	$ 58,695	$ 57,985
Staff Non-Exempt (classified)	$ 40,528	$ 40,483

- 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]

Based on a comparison with CUPA-HR national data for 2020-2021, 53 percent of current faculty, grouped by rank and discipline, are paid at or above the CUPA salary medians used as benchmarks for hiring new faculty today in the same rank and discipline. For assistant professors, 69 percent of current faculty, grouped by rank or discipline, are paid at or above the 2020-2021 CUPA median salary benchmarks. The university is making strides in hiring and compensating new 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/Human Resources/Vice President for University Administration]

Seven new academic programs assisted in strengthening faculty/staff recruitment, hiring, development, and retention in 2020-2021 compared to 17 in 2019-2020.

- 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 2020, the number of employees in all areas declined compared to levels in fall 2019, due in part to the impact of COVID-19, the hiring freeze, and a voluntary separation incentive program implemented in summer 2020. For staff employees, the turnover rate between fall 2015 and fall 2020 was just under 50 percent.

One Year Retention

Fall 2019	Men			Women			Grand Total		
Full-time Faculty*	As of 11/1/2019	Retained 1-Nov-20	Rate of Retention	As of 11/1/2019	Retained 1-Nov-20	Rate of Retention	As of 11/1/2019	Retained 1-Nov-20	Rate of Retention
01 International	44	34	77.3%	33	27	81.8%	77	61	79.2%
02 Hispanic	65	63	96.9%	95	76	80.0%	160	139	86.9%
03 Am-Indian	3	3	100.0%				3	3	100.0%
04 Asian	57	49	86.0%	34	30	88.2%	91	79	86.8%
05 Black/Afr Am	17	15	88.2%	18	16	88.9%	35	31	88.6%
06 Hawaiian/Pac Isd									
07 White/Non-Hispanic	463	404	87.3%	480	410	85.4%	943	814	86.3%
08 Multi-racial	5	3	60.0%	8	8	100.0%	13	11	84.6%
09 Unknown	47	38	80.9%	39	37	94.9%	86	75	87.2%
Grand Total	701	609	86.9%	707	604	85.4%	1408	1213	86.2%

* Defined by EEO Category

One Year Retention

Fall 2019	Men			Women			Grand Total		
Full-time Staff Exempt (unclassified)**	As of 11/1/2019	Retained 1-Nov-20	Rate of Retention	As of 11/1/2019	Retained 1-Nov-20	Rate of Retention	As of 11/1/2019	Retained 1-Nov-20	Rate of Retention
01 International	7	4	57.1%	3	2	66.7%	10	6	60.0%
02 Hispanic	76	55	72.4%	150	107	71.3%	226	162	71.7%
03 Am-Indian	1		0.0%	1	1	100.0%	2	1	50.0%
04 Asian	3	2	66.7%	8	7	87.5%	11	9	81.8%
05 Black/Afr Am	31	17	54.8%	29	20	69.0%	60	37	61.7%
06 Hawaiian/Pac Isd				1	0	0.0%	1		0.0%
07 White/Non-Hispanic	267	200	74.9%	387	292	75.5%	654	492	75.2%
08 Multi-racial	5	4	80.0%	8	8	100.0%	13	12	92.3%
09 Unknown	2	1	50.0%	1	1	100.0%	3	2	66.7%
Grand Total	392	283	72.2%	588	438	74.5%	980	721	73.6%

** Defined by EEO Category and Contract

One Year Retention

Fall 2019	Men			Women			Grand Total		
Full-time Staff Non-Exempt (classified)**	As of 11/1/2019	Retained 1-Nov-20	Rate of Retention	As of 11/1/2019	Retained 1-Nov-20	Rate of Retention	As of 11/1/2019	Retained 1-Nov-20	Rate of Retention
01 International	2	1	50.0%				2	1	50.0%
02 Hispanic	220	176	80.0%	270	213	78.9%	490	389	79.4%
03 Am-Indian	1		0.0%	1	1	100.0%	2	1	50.0%
04 Asian	4	4	100.0%	8	6	75.0%	12	10	83.3%
05 Black/Afr Am	18	15	83.3%	20	16	80.0%	38	31	81.6%
06 Hawaiian/Pac Isd				1		0.0%	1		0.0%
07 White/Non-Hispanic	224	168	75.0%	295	220	74.6%	519	388	74.8%
08 Multi-racial	7	7	100.0%	5	4	80.0%	12	11	91.7%
09 Unknown	1		0.0%	3	2	66.7%	4	2	50.0%
Grand Total	477	371	77.8%	603	462	76.6%	1080	833	77.1%

** Defined by EEO Category and Contract

Source: SAP Database

Five Year Retention

Fall 2015	Men			Women			Grand Total		
Full-time Faculty*	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention
01 International	30	14	46.7%	20	10	50.0%	50	24	48.0%
02 Hispanic	59	42	71.2%	70	51	72.9%	129	93	72.1%
03 Am-Indian	3	2	66.7%	1		0.0%	4	2	50.0%
04 Asian	48	37	77.1%	27	20	74.1%	75	57	76.0%
05 Black/Afr Am	17	11	64.7%	14	9	64.3%	31	20	64.5%
06 Hawaiian/Pac Isd									
07 White/Non-Hispanic	434	280	64.5%	430	289	67.2%	864	569	65.9%
08 Multi-racial	8	2	25.0%	3	3	100.0%	11	5	45.5%
09 Unknown	44	35	79.5%	44	31	70.5%	88	66	75.0%
Grand Total	643	423	65.8%	609	413	67.8%	1252	836	66.8%

* Defined by EEO Category

Five Year Retention

Fall 2015	Men			Women			Grand Total		
Full-time Staff Exempt (unclassified)**	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention
01 International	3	1	33.3%	5	1	20.0%	8	2	25.0%
02 Hispanic	55	34	61.8%	119	60	50.4%	174	94	54.0%
03 Am-Indian	3		0.0%	1	1	100.0%	4	1	25.0%
04 Asian	7	3	42.9%	10	6	60.0%	17	9	52.9%
05 Black/Afr Am	24	10	41.7%	27	11	40.7%	51	21	41.2%
06 Hawaiian/Pac Isd	1		0.0%				1		0.0%
07 White/Non-Hispanic	236	112	47.5%	330	169	51.2%	566	281	49.6%
08 Multi-racial	7	3	42.9%	5	3	60.0%	12	6	50.0%
09 Unknown	2	1	50.0%	2	1	50.0%	4	2	50.0%
Grand Total	338	164	48.5%	499	252	50.5%	837	416	49.7%

** Defined by EEO Category and Contract

Five Year Retention

Fall 2015	Men			Women			Grand Total		
Full-time Staff Non-Exempt (classified)**	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention
01 International									
02 Hispanic	227	126	55.5%	255	144	56.5%	482	270	56.0%
03 Am-Indian	1		0.0%	2	1	50.0%	3	1	33.3%
04 Asian	6	3	50.0%	5	3	60.0%	11	6	54.5%
05 Black/Afr Am	24	12	50.0%	21	14	66.7%	45	26	57.8%
06 Hawaiian/Pac Isd				1		0.0%	1		0.0%
07 White/Non-Hispanic	240	117	48.8%	319	157	49.2%	559	274	49.0%
08 Multi-racial	5	3	60.0%	7	2	28.6%	12	5	41.7%
09 Unknown	1	1	100.0%	4	2	50.0%	5	3	60.0%
Grand Total	504	262	52.0%	614	323	52.6%	1118	585	52.3%

** Defined by EEO Category and Contract

- 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 turnover rate from fall 2019 to fall 2020 was 14 percent for full-time faculty, 23 percent for full-time classified staff, and 26 percent for full time unclassified staff. Percentage turnover rates were higher among staff position than faculty positions and highest among those younger than 30 for faculty and unclassified staff and those 60 and over for classified staff. For both faculty and unclassified staff, those in the 60 and over ager category experienced the second-highest turnover rate, where more retirements and voluntary separations occurred.

International employees also experienced high turnovers across all categories. Changes in turnover rates were expected due to the various effect of the COVID-19 pandemic and voluntary separation incentive program during spring and summer 2020.

Faculty 2019 by Age	1-Nov-19	Missing	Turn-
01 Less than 30	46	14	30%
02 Thirtys	362	57	16%
03 Fortys	409	27	7%
04 Fiftys	278	20	7%
05 Sixty and above	313	77	25%
Grand Total	1408	195	14%
Staff Exempt (unclassified) 2019 by Age Group			
01 Less than 30	198	87	44%
02 Thirtys	301	82	27%
03 Fortys	218	32	15%
04 Fiftys	159	25	16%
05 Sixty and above	104	33	32%
Grand Total	980	259	26%
Staff Non-exempt (classified) 2019 Age Group			
01 Less than 30	159	60	38%
02 Thirtys	230	43	19%
03 Fortys	212	24	11%
04 Fiftys	311	51	16%
05 Sixty and above	168	69	41%
Grand Total	1080	247	23%
Faculty 2019 Ethnicity			
01 International	77	16	21%
02 Hispanic	160	21	13%
03 Am-Indian	3		0%
04 Asian	91	12	13%
05 Black/Afr Am	35	4	11%
07 White/Non-Hispanic	943	129	14%
08 Multi-racial	13	2	15%
09 Unknown	86	11	13%
Grand Total	1408	195	14%
Staff Exempt (unclassified) 2019 by Ethnicity			
01 International	10	4	40%
02 Hispanic	226	64	28%
03 Am-Indian	2	1	50%
04 Asian	11	2	18%
05 Black/Afr Am	60	23	38%
06 Hawaiian/Pac Isd	1	1	100%
07 White/Non-Hispanic	654	162	25%
08 Multi-racial	13	1	8%
09 Unknown	3	1	33%
Grand Total	980	259	26%
Staff Non-exempt (classified) 2019 by Ethnicity			
01 International	2	1	50%
02 Hispanic	490	101	21%
03 Am-Indian	2	1	50%
04 Asian	12	2	17%
05 Black/Afr Am	38	7	18%
06 Hawaiian/Pac Isd	1	1	100%
07 White/Non-Hispanic	519	131	25%
08 Multi-racial	12	1	8%
09 Unknown	4	2	50%
Grand Total	1080	247	23%
Faculty 2019 by Gender			
01 Male	701	92	13%
02 Female	707	103	15%
Grand Total	1408	195	14%
Staff Exempt (unclassified) 2019 by Division			
01 Male	392	109	28%
02 Female	588	150	26%
Grand Total	980	259	26%
Staff Non-exempt (classified) 2019			
01 Male	477	106	22%
02 Female	603	141	23%
Grand Total	1080	247	23%
Faculty 2019 by Division by Division			
Academic Affairs	1408	195	14%
Staff Exempt (unclassified) 2019 by Division			
Academic Affairs	451	111	25%
Athletics	74	36	49%
Finance & Support Service	90	16	18%
Infromation Technology	180	26	14%
President's Area	6	2	33%
Student Affairs	140	58	41%
University Advancement	39	10	26%
Grand Total	980	259	26%
Staff Non-exempt (classified) 2019 by Division			
Academic Affairs	339	72	21%
Athletics	22	8	36%
Finance ~ Support Service	394	78	20%
Infromation Technology	96	24	25%
Presidents Area	5	2	40%
Student Affairs	211	59	28%
University Advancement	13	4	31%
Grand Total	1080	247	23%

- Number of online recruitment advertisements of job postings and advertising sources compared to prior year **(MODIFIED)** [Vice President for University Administration]
- Number of applications received for staff positions (total, per posting, and average by exempt and non-exempt classification) compared to prior year **(MODIFIED)** [Vice President for University Administration]
- Time to fill a staff position (overall and by division, exempt and non-exempt classification) compared to prior year **(MODIFIED)** [Vice President for University Administration]
- 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 2020-2021, 22 strategic plan progress reports from 22 reporting areas were submitted for a 100 percent submission rate.

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

> As of August 2021, a total of eight university policies and three division policies (one in Academic Affairs, one in Finance and Support Services, and one 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 2020-2021 academic year, five graduate level programs were scheduled for academic program review. Reviews for the five graduate programs were completed and submitted to the Texas Higher Education Coordinating Board in a timely manner. None were scheduled for review in 2019-2020.

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/ University Police Department]
- Number of lab safety inspection violations compared to prior year **(MODIFIED – MOVED FROM 3.4)** [Environmental, Health, Safety, Risk and Emergency Management]

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]

> One 100 percent full time equivalent position was added for the Division of Informational Technology at Round Rock Campus.

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

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 175 new alumni and external constituents engaged in 23 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 ten new student health and wellness programs in 2020-2021 with 410 participants compared to five new programs with 3,206 participants in 2019-2020.

- 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]