



**Texas State University
2017-2023 University
Plan**

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Message from President Trauth



Now more than ever, articulation of our mission, values, and goals plays an invaluable role in directing our actions and leading the university toward continued success amidst uncertain times. The mid-cycle update of the Texas State University 2017-2023 University Plan serves as a guide to our envisioned future.

As we move into the last three years of the 2017-2023 University Plan, we should pause to reflect on the many accomplishments already achieved. Through the plan, we added marketable degree programs, enhanced delivery of student support services, and expanded innovative research opportunities.

The updated 2017-2023 University Plan continues to build on the momentum we experienced, provides a path for achieving academic success, and will help us achieve even greater heights as we progress toward our goal of becoming a National Research University. We are committed to increasing student retention and graduation rates, expanding graduate programming, adding more opportunities for undergraduate and graduate research, and significantly increasing funding for scholarships.

Because of your dedicated efforts, we have made great strides in becoming a world-class institution and I am confident that we will ultimately achieve our vision. We have proven that, through a purposeful and focused planning process, Texas State continues to provide an outstanding educational experience that opens the door to endless possibilities and future career opportunities for our growing population of diverse students. Working together, we clearly demonstrate that the successful education of our students is our primary purpose. I thank you all for everything that you do to make Texas State the great place that it is.

I look forward to working with my Texas State colleagues to successfully pursue and achieve our strategic plan initiatives over the last three years of this cycle.

Denise M. Trauth

President

Texas State University

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I. Introduction

Texas State University created the 2017-2023 University Plan building on the many successes of the 2012-2017 University Plan. Over the course of the 2012-2017 University Plan, Texas State has added numerous academic programs at the undergraduate, masters and doctoral levels. In addition, we have vastly improved our undergraduate retention and graduation rates, established and implemented an Honors College and the University PACE Center, and achieved Carnegie R-2 Doctoral University-High Research Activity status, among many other successes.

As we developed this new plan, we were guided by the fundamental principle that our students must be the primary beneficiaries of the university goals we define, as well as the initiatives supporting those goals. Within this framework, we sought to balance a complex variety of goals that address, not only student success while at Texas State, but success after graduation. Goals also include promoting academic quality through new academic and educational programs; achieving significant progress in advancing our research and creative activities; and providing the necessary services, resources, and infrastructure needed to successfully move us forward.

At the core of the University Plan is the Academic Plan, which identifies a number of initiatives we have and will continue to pursue and actions we have taken and will continue to take to accomplish these goals. The academic plan emphasizes Texas State's intention to become a National Research University by enhancing and expanding our graduate education programs, as well as increasing student research, creative, and innovation opportunities. The university will have to continue to increase our restricted research expenditures to at least \$45 million annually for two consecutive years, and meet at least four of the following six other measures of excellence:

1. Endowment equal to or greater than \$400 million.
2. Total Ph.D.s awarded equal to or greater than 200 in each of the previous two years.
3. High achievement of freshmen classes for two years as determined by the THECB and a commitment to improving the participation and success of underrepresented students.
4. Institutional recognition of research capabilities and scholarly attainment (e.g., Association of Research Libraries membership or a chapter of the honor society Phi Beta Kappa on campus).
5. High-quality faculty for two years (e.g., national academy members or Nobel Prize recipients; other national or international distinction for a minimum of 7 faculty).
6. High-quality graduate-level programs and competitive doctoral programs, including doctoral assistant stipend.

We recognize that while this plan will primarily serve as a guide for action, we will continue to scan the environment and make adjustments when necessary. The goal of this plan is to provide a template to help establish priorities for the future but not to restrict us from seizing opportunities or responding to external challenges and threats as they arise. It is intentionally perceived as a living plan that can and should be adjusted throughout the years.

As with previous plans, we have conducted a formal mid-cycle review of the University Plan through revisiting division, college, and department plans to determine what possible new initiatives should be included in the University Plan. During the mid-cycle review, departments, schools, colleges, and divisions had the opportunity to reprioritize and add or delete goals and related initiatives to better address changing needs.

Related Links

[Institutional Effectiveness](#)

Online Resources

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II. Planning Process

Related Links

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Planning at Texas State is undertaken with many purposes in mind. These include:

- To guide us toward achieving our mission and shared values through identified goal statements;
- To reflect our university goals and initiatives in the development of the university budget;
- To assess our progress toward achieving these goals at all levels of the institution through identified key performance indicators;
- To support the integration of planning, budgeting, and assessment at the department, school, college, division, and university levels;
- To allow for responsiveness in intervening and adapting to unforeseen catastrophic events;
- To continually involve the entire university community in the development of plans at various levels of the institution;
- To direct the use of assessment results to improve processes and revise plans; and
- To regularly provide feedback to the community on the progress made toward achieving our goals.

As Texas State began developing our 2017-2023 University Plan, we wanted to ensure that the university conducted a thorough review of the mission statement to determine if there were critical areas where we should make changes. Based on the new mission statement, goals and initiatives were created to narrow our focus and guide us in our desired direction.

The review process took nearly two years to complete. In order to prepare for this review, in early spring 2016, President Trauth announced the launching of the 2017-23 planning process, beginning with a university-wide review of the Texas State mission and value statements. All faculty, staff, and students had the opportunity to respond to an online questionnaire containing eight questions: 1) What commitments, emphases, directions, or actual statements contained in the current mission statement remain critical to our university mission? 2) What situational elements (history, place, demographic, traditions) should be included in our mission statement? 3) What philosophical elements (beliefs and/or values) should be included in our mission statement? 4) What aspirational elements (“hopes and dreams”) should be included in our mission statement? 5) What operational elements (actualization and/or implementation of aspirations) should be included in our mission statement? 6) What would be the top five priorities? 7) What sets Texas State apart from other universities? 8) List any other comments concerning the mission statement review that you would like to include. Once feedback was received, the President appointed a committee to review the feedback and to draft a new university mission statement. Once the mission statement was completed, four university goal statements were developed, along with corresponding initiatives for each, at the President’s Cabinet annual planning retreat.

In summer 2016, the President’s Cabinet reviewed a list of ongoing potential environmental impacts prepared by University Planning and Assessment. From that list, the Cabinet created a document entitled “Challenge and Change: Background Briefs to assist with Planning Efforts” This document focused on ten priority topics forecasted to have the greatest potential impact on Texas State during this planning cycle. These topics included: 1) College Affordability & State Funding; 2) Changes in Students; 3) Student Life; 4) Student Success; 5) Engaging Alumni; 6) Create, Understand, Reveal, Teach; 7) Hire, Inspire, Retain; 8) Charting a Path to NRUF; 9) Emerging Technologies and Digital Learning Environments; and 10) The Space Deficit. Key stakeholders were identified for each topic and were charged with drafting and submitting 2-3 page briefs. The completed document was distributed to all faculty and staff in order to aid the planning process.

In fall 2016, the President introduced the 2017-2023 draft university mission, values, goals, and initiatives to the university community via e-mail to again solicit feedback. Once this feedback was reviewed by the President’s Cabinet, minor changes were made and the draft was given final approval by the President’s Cabinet, Texas State University System Board of Regents, and the Texas Higher Education Coordinating Board. Most suggestions that were not incorporated into university initiatives seemed more appropriate for department, school, college, and division plans that would be developed in spring 2017.

By January 2017, Texas State had produced the 2017-2023 university mission statement, goals, and initiatives to achieve those goals. Using this information, all academic and administrative units created draft plans that directly linked to the university goals and initiatives. In March and April, academic deans and vice presidents presented in open forums an overview of 2017-2023 planning priorities developed within colleges and divisions. In addition, the President appointed three committees to read across college plans to gather information for special initiatives to be addressed in our new plan. These initiatives included *Graduate Education, the Honors College Experience, and Innovation*. As a follow-up to the final submitted reports, the Cabinet conducted interviews with chairs of the “read-across” committees to discuss and clarify information provided in the reports. Colleges and divisions were given the opportunity to revise plans using information from the “read-across” committees.

In summer 2017, the President’s Cabinet officially endorsed and approved all college and division plans. The plan was launched September 1, 2017. In early September, the Cabinet also identified and approved key performance indicators (KPIs) for each goal and initiative in the 2017-2023 University Plan to allow for better assessment of annual progress toward accomplishing these goals. Each KPI also includes primary assignments of responsibility for tracking progress.

As is our tradition, Texas State began a formal mid-cycle review of 2017-2023 University Plan in April 2019. The mid-cycle review occurred in four phases: the Preparation Phase, the Communication Phase, the Development Phase, and the Implementation Phase.

During the *Preparation Phase*, which occurred from April through August 2019, supporting documents used in the initial development of the 2017-2023 plans were revisited. The university Planning Background Briefs were reviewed by the President’s Cabinet and key stakeholders for continued relevance and potential modification, including topic deletions and/or additions. Proposed topics were submitted to University Planning and Assessment by each Cabinet member and a consolidated list was then presented to the President’s Cabinet for review and consideration. Upon identification of a final list of proposed topics, with appropriate authors identified, new and/or revised reports were submitted and a formal revised document entitled “Meeting the Challenge and Affecting Change: Revised Background Briefs to assist with Mid-Cycle Planning Efforts” was drafted. This revised document focused on eleven select priority topics forecasted to have the greatest potential impact on Texas State for the remainder of this planning cycle. These topics included: 1) College Affordability & State Funding; 2) Student Life; 3) Student Success; 4) Engaging Alumni; 5) Competing for and Supporting Quality Faculty; 6) Hiring, Inspiring, and Retaining Outstanding Staff; 7) Charting a Path to NRUF Eligibility; 8) Emerging Technologies and Digital Learning Environments; 9) The Intentional shift from Diversity to Inclusion; 10) Utility Infrastructure; and 11) Fundraising. The revised Background Briefs were formally approved by the President’s Cabinet for use in the mid-cycle review process.

The approved Mission Statement, Core Values, and Goals remained the same, only initiatives and key performance indicators were modified. Cabinet members individually reviewed the current Plan initiatives and key performance indicators for possible modification, including proposed new initiatives and key performance indicators, proposed deletion of existing initiatives and key performance indicators, as well as modifications and revisions to existing initiatives and key performance indicators. Suggested modifications to the Plan were collected and a consolidated draft was submitted to the President’s Cabinet for review and approval for use in the planning mid-cycle review process. Upon approval by the President’s Cabinet, the draft revisions to the 2017-2023 University Plan and the revised University Planning Background Briefs were published for use in the formal mid-cycle review of all department, school, college, unit, and division plans.

The *Communication Phase*, which took place from September through October 2019, focused on communication and feedback from the university community. Beginning with the President’s announcement of the formal mid-cycle review of the 2017-2023 planning process during the fall 2019 Convocation, university constituents were encouraged to collaboratively participate and provide feedback regarding proposed changes to the 2017-2023 University Plan. As an additional means of communication, the director of University Planning and Assessment visited with all college and division councils, as well as the Council of Chairs, Council of Academic Deans, and the Institutional Effectiveness Council to announce planned community feedback solicitation, which was later distributed by email to the entire university community. Additional proposed University Plan modifications were collected and considered by the President’s Cabinet in a second revised draft of the 2017-2023 University Plan, which was approved in early November 2019 for use in the mid-cycle revision of all department, school, college, unit, and division plans.

During the *Development Phase*, from November 2019 through April 2020, academic and administrative department heads, academic assistant/associate vice presidents, and administrative unit heads developed their own revised 2017-2023 plans as part of the mid-cycle review process. Using detailed instructions provided, as well as the Revised Planning Background Briefs and the second draft of the revised 2017-2023 University Plan, each of these areas completed their own mid-cycle plan review and submitted their revised plans to their respective dean or vice president for consideration in development of revised college and division plans. These final revised 2017-2023 college and division plans were submitted to University Planning and Assessment by January 2020. Upon receipt and review of all college and academic AVP plans, the Provost and Vice President for Academic Affairs revised the Academic Plan.

In early May 2020, the *Implementation Phase* of the mid-cycle review of 2017-2023 plan was executed. The President’s Cabinet, at their annual retreat, reviewed and formally approved all revised college and division plans. The Cabinet also discussed any additional necessary modifications to the revised 2017-2023 University Plan, and with the caveat that these changes be incorporated, formally approved the Plan. For assessment purposes, Cabinet members also collaborated with their direct reports to identify and assign responsibility for key performance indicators developed to measure annual progress towards achievement of university goals and initiatives, beginning at the end of fiscal year 2021.

Upon approval, all revised college and division plans, as well as the revised 2017-2023 University Plan and revised Planning Priorities, were published on the planning website and formally announced via email to the university community. During the fall 2020 Convocation, President Trauth officially launched all revised and formally approved 2017-2023 college, division and university plans to be effective in September 2020 and remain in effect through August 2023.

III. Texas State Mission, Goals, and Initiatives

[Related Links](#)
[Institutional Effectiveness](#)

The mission statement serves as a clear link to strategic planning, illustrates to external audiences our unique place among public universities, and reaffirms our university identity. This approved mission statement, along with our shared values, remain in effect throughout the six-year planning cycle.

Our Mission:

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

Our Shared Values:

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

Approved by the President's Cabinet on October 3, 2016 and revised on December 19, 2016 (Approved by the Board of Regents on February 16, 2017 and by the Texas Higher Education Coordinating Board on February 24, 2017)

Introduction to University Goals

The university goals and related initiatives outlined below reflect the Texas State philosophy that a successful university plan must be driven by the academic endeavor. The success of the plan is also dependent on the ability of all divisions to support that endeavor. A broad range of initiatives are implemented and regularly assessed to determine progress we have made toward achieving university goals. Others were added or modified as necessary, during the formal mid-cycle review of this plan. Additional goals and associated initiatives are contained throughout division and college plans that also assist in achieving overall university goals.

Texas State University

2017-2023 University Goals and Initiatives

(2020 Mid-Cycle Revisions, approved by the President's Cabinet May 7, 2020)

1. Promote the success of all students.

- 1.1 Plan and implement activities aimed at improving the overall student experience and satisfaction.
- 1.2 Manage student enrollment, both at the graduate and undergraduate level.
- 1.3 Increase student retention and graduation rates.
- 1.4 Increase scholarship and grant resources to enhance recruitment, retention, and graduation of students.
- 1.5 Enhance advising, academic support programs and services to ensure student success.
- 1.6 Ensure marketable skills are incorporated into curricular and co-curricular experiences.
- 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)**
- 1.8 Provide educational programs and co-curricular activities that foster community, service learning, financial literacy, and leadership. **(MODIFIED)**
- 1.9 Establish the appropriate processes, procedures, and tools to support the necessary accommodations for constituents with disabilities.
- 1.10 Support the success of students by continuously improving the function, condition, reliability, and aesthetics of the facilities and grounds of the university.
- 1.11 Provide a supportive environment for student athletes that encourages academic excellence, character development, and respectful interaction with others. **(MODIFIED)**
- 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)**
- 1.13 Enhance affordability, accessibility, and student success through management of the cost of textbooks and other learning materials. **(NEW)**

2. Offer high quality academic and educational programming.

- 2.1 Introduce new academic programs that meet the economic and cultural needs of the region and the state.
- 2.2 Provide quality educational programming that leverages diverse perspectives embedded in an inclusive learning environment.
- 2.3 Enhance and expand the Honors College experience to attract high-achieving students.
- 2.4 Improve the capabilities in our learning spaces and learning environments to better foster creativity, enable collaboration, and encourage discovery.
- 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.
- 2.6 Increase national and international visibility and presence by supporting curricular and co-curricular initiatives that prepare students to be responsible citizens.
- 2.7 Provide high quality distance learning programs and courses. **(NEW)**

3. Achieve significant progress in research and creative activity as measured by national standards.

- 3.1 Achieve National Research University Fund (NRUF) Eligibility.
- 3.2 Develop new graduate programs to advance the university's research goals.
- 3.3 Encourage and promote student research opportunities.
- 3.4 Expand support to the research community by enhancing resources of faculty while developing a staff of research professionals to assist researchers. **(MODIFIED)**
- 3.5 Foster a university-wide culture that promotes, rewards, and celebrates interdisciplinary research, scholarship, creative activity, innovation, and community engagement.

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.
- 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.
- 4.3 Promote excellence through effective planning, policy development, assessment, and reporting to ensure the continuous improvement of programs and services.
- 4.4 Implement fundraising initiatives in support of the university's strategic direction.
- 4.5 Provide training and educational resources to enhance personal and community safety.
- 4.6 Enhance information security practices to better predict, prevent, detect, and respond to threats to Texas State's information systems and data.
- 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)**
- 4.8 Enhance the satisfaction and experience of the university community by continuously improving processes and interfaces. **(MODIFIED)**
- 4.9 Provide a diverse and inclusive environment of support to achieve the highest level of performance for all members of the campus community.
- 4.10 Effectively engage alumni and external constituents to influence and generate human and financial capital opportunities.
- 4.11 Provide programs and services that support and enhance the health and wellness of the university community.
- 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.
- 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.
- 4.14 Seek historically underutilized business (HUB) suppliers. **(NEW)**

Online Resources

[Academic Calendar](#)
[Bobcatmail](#)
[CANVAS](#)
[Catsweb](#)
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IV. Institutional Effectiveness Plan

A responsible plan takes key stakeholders into consideration as part of defining the planning environment. Key stakeholders are defined as those who are significantly affected by the initiative and whose participation is essential to make the initiative a success. Stakeholders are considered to be of two principal types: internal and external. Internal stakeholders include students, faculty, staff, administrators, volunteers, guests and visitors, as well as on-site vendors, contractors, service providers, and immediate neighbors. External stakeholders encompass other individuals, organizations, and communities.

Crucial to the effective implementation of the University Plan is an understanding among stakeholders of the connectedness between department, school, college, and division plans and the University Plan. The planning process has called for prioritization at all university levels, with ongoing conversations and feedback between academic departments, schools, and colleges, administrative directors, unit heads, and vice presidents. These discussions have ensured a “living” plan where the best information and insight are available for the President’s Cabinet to make decisions about new initiatives and budget allocations. At Texas State, the budget process is driven by the University Plan.

As a part of the implementation of the plan, the university moves into the assessment phase. We maintain our overall philosophy of open communication and dialog. We realize that assessment is critical to the successful implementation of strategic plans. However, we also believe that the point of assessment is not to gather data and return “results” that support our goals; rather, it is a process where stakeholders and decision makers begin by asking questions, become involved in the gathering and interpreting of data, and use that information to guide the process of continuous improvement. Each college and division submits an annual plan progress report to University Planning and Assessment outlining unit progress toward each of the university goals, initiatives, and key performance indicators. Plans at all levels are reviewed and revisited on an ongoing basis.

A formal review of the University Plan is conducted every three years to reassess the university’s initiatives and priorities in light of ongoing changes in the higher education environment.

In an effort to assure that all areas of the university have an opportunity to review and assess plan progress, as well as to share useful feedback, the following calendar for planning, assessment, and feedback is implemented across all departments. It should be noted that all activities listed in the calendar are ongoing and flexible.

Planning and Assessment Calendar

See [Annual Planning and Assessment Calendar](#).

Integrating Planning, Budgeting, and Assessment

An important aspect of integrating planning, budgeting, and assessment is to provide enough information to ensure that all of these processes work well together and support each other. The strategic plan charts a department’s direction, while the budget provides the resources to implement the plan. A strategic plan that ignores fiscal reality will not be realized. Conversely, resource allocation without strategic thinking is shortsighted and will be unresponsive to future conditions.

Related Links

[Institutional Effectiveness](#)

Online Resources

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V. University Master Plan

The University Master Plan is a living document that results from a dynamic process of a full examination of the university from the ground up, addressing existing and anticipated conditions, desires, programs, and space demands. It quantifies the campus' ability to accommodate physical expansion and provide a flexible "blueprint" to guide this growth, tempered by limited financial resources and the university's ability to secure external funding. A ten-year plan identifies those new construction, renovation, and infrastructure improvement projects the university hopes will be funded over the next decade. Additionally, the University Master Plan suggests the university can grow incrementally to become a more functional, sustainable, and beautiful place; therefore, a long-term vision is included in the University Master Plan and identifies several sites for academic and research buildings and residence halls that can be accommodated beyond 2027. The plan may be accessed via the following link:

<http://masterplan.fss.txstate.edu/>

Related Links

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Meeting the Challenge and Affecting Change: Revised Background Briefs to Assist with Mid-Cycle Planning Efforts

Compiled here is a series of 11 planning background briefs, with nine revisions to earlier submissions and three new reports(*). Material for each was contributed by key stakeholders at the university who are the most familiar with the individually-approved topics. The environment within which higher education, particularly Texas State University, operates is a challenging maze of constantly changing influences. The President's Cabinet has chosen select topics that are most likely to affect and inform the remaining three years of this strategic planning cycle.

These brief documents are designed to support you as you revisit your plans for mid-cycle adjustments by providing a general assessment of a specific environmental facet that should give some sense of the present "lay of the land" and the anticipated changes and other challenges. Though they are mostly separate topics, they should not be viewed or consumed as independent vertical "smokestacks." There are many overlaps and cross-influences apparent here and it is recommended that you consider all of the topics as potentially useful. For instance, the National Research University Fund (NRUF) Eligibility brief has as many implications for undergraduate admission, graduate program development, and faculty development as it does for direct research areas. The same is true for the other topics, as well.

Though the variations in topics mean variations in content, each brief starts with a concise overall concept of what is included, followed by an **Overview** summarizing the state of affairs in general. The **Status** section then specifically addresses where Texas State is in the context of the overall environment, and **Implications** cover what the expected ramifications are for the university over the remaining term of the strategic plan. Finally, the contributors include some additional resource material/websites, and contact information for the contributors.

The approved brief topics for the remainder of the 2017-2023 planning cycle include:

- **College Affordability & State Funding**
- **Student Life**
- **Student Success**
- **Engaging Alumni**
- **Competing for and Supporting Quality Faculty**
- **Hiring, Inspiring, and Retaining Outstanding Staff**
- **Charting a Path to NRUF Eligibility**
- **Emerging Technologies and Digital Learning Environments**
- **The Intentional Shift from Diversity to Inclusion***
- **Utility Infrastructure***
- **Fundraising***

Please view these briefs as a resource to be used by all involved in the planning process in your unit.

College Affordability & State Funding

Balancing Economic Means, Educational Costs, and Academic Excellence

Texas State University should continue to place college affordability among its highest priorities in order to make progress towards the Texas Higher Education Coordinating Board's 60x30TX plan to have sixty percent of Texas' 25- to 34-year-old workforce holding postsecondary credentials by 2030. This will require achieving a delicate equilibrium among student finances, external funding, costs, and time to degree.

Overview

The economic resources of college-bound Texas students are forecast to decline over the coming decade. That prediction is compounded by the expectation that state funding of higher education will continue to shrink as a percentage of the revenue necessary to run the university, as it has for the past two decades.

This convergence of factors places the university in a challenging position. It needs to remain focused on providing a first-rate education and advancing its own strategic goals, but that cannot come at the expense of unsustainable increases in the cost of attendance.

While the goal of student affordability is sometimes portrayed as incompatible with the pursuit of excellence, these two goals can be aligned. Texas State's plans and processes can allow progress on both.

Status

The notion of providing an affordable college education is hardly new. Indeed, President Lyndon Johnson confronted it head on when he signed the Higher Education Act 51 years ago right here on the Texas State campus. In his remarks that day, President Johnson said that the Act, "means that a high school senior anywhere in this great land of ours can apply to any college or any university in any of the 50 States and not be turned away because his family is poor."

Despite the progress made since 1965, the financial challenges facing families and students seeking to complete a college degree remain daunting. In fact, the distance between affordability and financial

ability has perhaps increased. Not only poverty, but even lower income status has become a barrier to higher educational opportunity. The largest federal aid program, Pell Grants, maximum award covers only approximately 28 percent of the cost of a four-year public college education in 2018 for the neediest students – the lowest proportion in history and less than half of what it covered in 1980.¹

The effect of affordability on ability to access higher education is stark: while 54 percent of Americans from high-income families hold a bachelor's degree by age 25, just 39 percent from Pell-eligible families attain that level of education.²

The patterns at Texas State mirror national trends – student financial support has not increased as a percentage of costs of college attendance. In 2008, tuition, fees, room and board added up to \$12,414 while student aid averaged roughly 60 percent of that (\$7,456). By 2018, costs totaled \$19,883 while student aid still only met 55 percent (\$10,856). The fact that 62 percent of that student aid is in the form of loans that must be repaid can place an extra burden on the initial income years of Texas State grads. So not only support, but the form of support becomes a critical factor.

Data back the contention that a university degree is becoming not merely desirable, but a necessity for success. College graduates will earn, on average, more than a million dollars more in their lifetimes than non-graduates. Perhaps more importantly, nearly 60 percent or more of all new jobs in the State of Texas (and nationally) are projected to require some form of higher education by 2030. Unfortunately, 58 percent of prime working-age Texans lack an associate's degree or higher. That ranks Texas 43rd in the nation in educational attainment and 29th for high school degree holders which creates a significant impediment to the state's future prosperity.³

Implications

How can the university help?

Revised 2019

~While affordability has often been tied to access in the past, it is also linked to degree completion. Students with some college education really do not do perceptibly better from a financial standpoint than those with no college at all. It is the completion of a degree program that brings meaningful rewards and job eligibility.

Therefore, programs and processes that help to retain students and move them toward completion can be productive targets for consideration. A student who manages to complete only two or three years of college with very little or even no debt is not better off financially than the student who borrows an average amount in order to complete a degree on time.

~Discussions about living-learning communities and initiatives tied to affinity groups can be useful because these are good examples of programs that enhance student engagement – an important factor in progress toward a degree.

~ Developing a scholarship optimization model that strategically expands the reach of aid in order to more efficiently utilize the limited financial resources available.

~Creating a recruiting plan specifically designed for stop-outs to return to the university and complete their degree programs.

~Academic support services that include academic advising and career counseling, tutoring, supplemental instruction, and peer-assisted learning enhance student success and may also be considered.

~Careful scheduling of classes, particularly required classes, can afford students optimal opportunities to complete required courses in sequence and on time. Creative packaging of degree offerings that shorten the time spent in earning a degree can reduce costs while increasing degree completion. These are but a few examples of programs and processes that improve student success and could be considered and discussed during the planning process.

In addition to making sure that students are getting both financial and academic support, the university can ensure that it is a responsible steward of costs.

~Not only is it important for deans, chairs, directors, supervisors, administrative assistants, and accounting clerks to carefully scrutinize every expense, it can be productive to consider cost reduction during the planning process and to suggest initiatives whose prime purpose is to either reduce costs or shift costs from needs of lesser priority to those more likely to affect the university's strategic needs.

~Finally, ensuring student success and being efficient in fiscal operations does not preclude excellence. While it may be true that Texas State has already raised *doing more with less* to an art form, there is also room to make what is better into best. Is there a better and more efficient way to deliver a service? Is there a more appropriate way to deliver or schedule a course? Is technology being used to lower the cost of services, course materials, products, and supplies? These are all questions that can be an important part of any planning process.

Affordability doesn't just mean becoming less expensive, for students or the rest of the university, it means becoming better and then best.

Further Reading

¹Trends in Student Aid 2018

<https://trends.collegeboard.org/sites/default/files/2018-trends-in-student-aid.pdf>

²New Insights into Attainment for Low-Income Students

<https://www.americanprogress.org/issues/education-postsecondary/reports/2019/02/21/466229/new-insights-attainment-low-income-students/>

³The Case for a Postsecondary Credential

<http://60x30tx.com/why-60x30tx/>

Texas Higher Education Strategic Plan 2015-2030

<http://www.thecb.state.tx.us/reports/PDF/6862.PDF>

State of Student Aid and Higher Education in Texas

<https://www.trelliscompany.org/state-of-student-aid-2019/>

College Affordability and Completion: Ensuring a Pathway to Opportunity

<http://www.ed.gov/college>

How three higher education leaders think about Student Success

<https://www.eab.com/daily-briefing/2015/08/25/how-three-higher-ed-leaders-think-about-student-success?>

Keeping College Within Reach

http://forabettertexas.org/images/EO_2015_04_KeepingCollegeWithinReach.pdf

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Student Life

Understanding Students and Adapting to Changes in Attitudes, Behaviors, and Perspectives

Texas State University continues to move towards a more diverse composition of its freshman class, and across everything that is Texas State. Even the nature of that diversity will keep changing. College students are changing, not only in diversity and socioeconomic makeup, but also in the ways in which they interact with each other, the university, and eventually, the world. This is the largest and most diverse generation in U.S. history. Its members boast eclectic interests and complex characteristics, ranging from social identities and student activism to political ideas and workplace behaviors. They are attracted to the social sciences and applied fields, and are activists, socially conscious, self-promoting, and report more disabilities than previous generations. Since employers of recent college graduates lament that many new hires are not ready for the workforce, universities and employers are collaborating to determine and define career readiness. Much of this and other adaptations necessary to accommodate and serve this changing clientele fall in the realm of student life: a dynamic menu of activities and opportunities that supplements and informs the academic experience.

Overview

The changes in college freshmen begin with changes in the pipeline – national and state high school graduates. Three interrelated demographic themes will influence the composition of higher education over the next decade – growth in the number of public high school graduates, their increasing diversity, and their changing socioeconomic makeup.

According to a study by the Western Interstate Commission for Higher Education (WICHE), the annual number of high school graduates is expected to increase from 3.45 million in 2019 to 3.56 million by 2025. But those national figures mask the fact that graduation rates have declined in the Northeast and much of the Midwest, while growing in many southern and western states. Texas, in fact, is expected to have a significant increase in high school graduates, from 348,578 in 2019, to a projected 374,687 by 2025. That's 7.4 percent growth.

(Note: In the December 2016 edition of [Knocking at the College Door](#), WICHE projected that the U.S. is headed into a period of stagnation in the overall number of high school graduates it produces and declining numbers of

graduates from private religious and nonsectarian schools.)

Those graduates will be increasingly nonwhite nationally, a trend that is already well underway at Texas State. Statewide, the number of Hispanic graduates is expected to fuel most of the state's high school graduate growth and will represent 52 percent of all Texas high graduates by 2025. African American and Non-Hispanic White graduates will remain flat from 2019 to 2025, while Asian/Pacific Islander graduates are expected to increase by 18 percent during the same period.

An increasing number of college-bound students, and their families, will have insufficient financial resources to meet increasing educational costs. In 2017, Texas had the fourteenth highest poverty rate in the nation (13.6 percent) and a higher rate than the national average. Between 2005 and 2018, the percentage of undergraduates receiving Pell Grants, rose from 26.1 percent to 38.8 percent.

Students like to receive (and give) constant feedback and consider their education to be a cooperative venture between the institution and themselves. Colleges are expected to provide resources any time students wish to access them, 24/7, because they like to communicate frequently, needing either face-to-face or technological connection much of the time.

Student activism has been a part of higher education for some time, but in late 2015, the upsurge of student activism on campus surprised university leaders, and the current wave is expected to intensify due to changing demographics on campus and increasingly high expectations from students. Student activism may have an impact on those other than activists themselves, including the greater student body, university community, and alumni.

Students are also facing significant health challenges. Survey data indicate that they are less healthy and experiencing higher levels of distress than students in previous years. The percentage of students who are overweight or obese continues to increase. Almost half of students do not exercise and very few eat a healthy diet. They have inadequate coping skills and they do

not know how to manage their health. Their parents have been making those decisions for them. A significant number of students have already been diagnosed with a mental health disorder before coming to college. Many students will experience a mental health problem for the first time while in college.

Status

Given Texas State's cost of attendance, which is a relative bargain compared to other public institutions, current federal, state and institutional financial aid programs may be insufficient to meet the needs, particularly of low-income students. Students dependent on grants and loans will need to be more financially literate. Nor will the impact be entirely on students. Current rates of enrollment, retention, and graduation may be affected.

For the past six years, Texas State has experienced record freshman classes and graduates fueled by sustained increases in the size of the freshman class and stable retention.

- In fall 2018, the university enrolled 38,644 students. Of these, 37 percent were Hispanic, and 11 percent were African American.
- That figure included a record 6,084 freshmen of whom 41 percent were Hispanic and 13 percent African American.
- 46.7 percent of entering freshmen graduated in the top 25 percent of their class.
- The mean SAT was 1098, and the mean ACT was 22.9.

Students view higher education as an investment and a direct link to employment. While the current six million job vacancies, is a near historic high, and having many job openings is certainly better than no job openings, it is best to know what career competencies are sought. The National Association of Colleges and Employers (NACE) found these included:

Critical Thinking/Problem Solving
Oral/Written Communications
Teamwork/Collaboration
Digital Technology
Leadership
Professionalism/Work Ethic
Career Management

Note that many of these, particularly the first four, are among the outcomes incorporated in Texas State's general education core curriculum.

In addition, increasing awareness and articulation of career readiness competencies and marketable skills will not only address the job vacancy and talent gap that currently exists,

but also aid in marketing and recruiting. A dedicated focus on promoting experiential learning through co-operative education and internship opportunities will yield excellent avenues for students to become more marketable to employers. Recent college graduates with real-world work experience in their career of choice are candidates of choice to recruiters.

International students are also highly attuned to the need for return on their high education investment. They view employment opportunities – both during the program of academic study (Curricular Practical Training Program) and immediately after graduation under the Occupational Training Program – to be vital aspects of studying in the U.S. Increasingly, highly attentive student services are expected from an international community that shares and receives information through social media and readily connects with counterparts in the States all over the world. Support services such as “intrusive” or proactive advising are increasingly perceived as expectations by service-minded international students.

Increasing numbers of domestic students are adopting the view that global engagement through study abroad opportunities or interacting with international platforms, research projects, student groups or activities are also part of optimizing the education résumé. Experiential learning that includes international contexts are desirable to both domestic and international students.

The effects of advancing technology and computing innovation go beyond the potential impact on students' academic activities. Parents or other significant adults are a part of their lives in ways not seen for several generations, and this too is due at least in part to the pervasiveness of technology. Many report that their parents are their best friends – through technology, they readily access and enjoy staying in constant contact with them. Parents, like never before, are part of the college experience. They are likely to email the university president, board of regents, or state representative directly about a professor they don't like, a program they don't agree with, or to share some other idiosyncratic displeasure, idea, or opinion. However, parents are not the only influential force. Because of their technological bent and electronic savvy, students claim friendships and relationships with millions of acquaintances and communities they have contacted through social media.

Institutions are not prepared to manage today's student activism. There are some unique factors to activism that

make it very challenging to address, including a value conflict among the higher education community and the public, a broad set of activist issues, social media, and mismatched realities between students and administrators. Many student activists are also issuing demands to the institution, and they expect to see immediate and significant change.

When the Americans with Disabilities Amendments Act of 2008 made significant changes to the definition of the term *disability*, medical conditions not previously protected were now included – because of this, there will be a continuing increase of college students in need of academic and housing-related accommodations. Furthermore, because students have had very actively involved parents as their advocates, they have the expectation that institutions will readily accommodate them in a seamless and convenient manner, through the use of technology.

Students are dealing with a variety of health issues that have the potential to negatively impact their academic success, retention, and quality of life. The National College Health Assessment (NCHA) conducted in the spring of 2019 shows that only 45 percent of students endorse having “very good or excellent” health. Students are experiencing higher levels of distress. Seventy-four percent felt overwhelming anxiety during the past 12 months. Sixty percent felt things were hopeless. Forty-eight percent felt so depressed that it was difficult to function. Seventeen percent seriously considered suicide, and 1.6 percent attempted suicide. Obesity increases the risk for heart disease, hypertension, stroke, diabetes, lipid disorders, and cancer. Forty-three percent of students report they are overweight or obese. Only five percent of students eat the recommended servings of fruits and vegetables daily. Forty-seven percent of students report not exercising at all. Unvaccinated students pose a risk to the campus community. Outbreaks of vaccine-preventable diseases such as measles and mumps are being reported on college campuses across the country. Only 68 percent of students report being vaccinated against measles, mumps and rubella, and 60 percent report being vaccinated against chickenpox.

Additionally, perhaps due to reliance on technology, students have a highly sedentary life style, which contributes to increases in obesity rates. This is considered to be a relatively unhealthy generation. While rates of drug use are lower than those of previous generations, technology addiction may replace substance addiction as a leading concern. They have been exposed vicariously via social media to numerous instances of violence, economic recession, and war, all of which have contributed to stress.

Where and how they live while on campus can contribute both cause and solution to many of these issues. Until recently, the most important thing college students wanted was privacy. But the emphasis on privacy carried with it the potential to foster isolation, particularly if the residence hall had limited common areas for socializing. Today, some colleges and universities are reverting to an older university housing model: double rooms with bathrooms and common areas shared by larger groups of students. Residence hall design is also being jolted by technology. Mobile computing, ubiquitous internet connectivity, and distance learning - including massive open online courses – are having a profound effect on how, when, and where students learn. Design features that reduce isolation and promote socialization are also helping resident assistants gain more opportunities to interact with their charges, particularly important for those responsible for freshmen. Additionally, holding down costs is the primary motivator for shared bath facilities.

Implications

Given their potential impact on student recruitment and student success and its trickle down effects on enrollment, retention, and graduation, the growth of increasingly diverse and increasingly financially stressed freshmen is a broad area that could yield productive consideration.

The vision of more incoming students who are more diverse, but have fewer financial resources suggests several related topics for discussion.

~The consideration of anticipated resources versus anticipated growth for the university and constituent academic programs, leading to potential growth targets.

~The not unrelated issues of freshman retention and graduation rates since the overall capacity of the university is partially determined not only by the number coming in, but also by the number staying and the number earning degrees. Methods could include changes in academic and other student support services to match the profile of entering freshmen.

~The larger proportion of lower socioeconomic status students (and their supporting families) may lead to consideration of economically-efficient changes in academic programs, more available financial or financial literacy support. These involve reacting to the incoming pool but there are also potentials to shape it, keeping in mind other aspects of the planning process.

Revised 2019

~Making progress toward the NRUF freshman class metric of 50 percent in top 25 percent of their high school graduating class (or average SAT/ACT score at least 1210/26), suggests discussions about attracting higher-ability students. The success will depend on the refinement of scholarship optimization model and expansion of merit-based scholarship opportunities, availability of individual scholarly activities or a number of other actions.

~Texas ranked fifth in the nation for school graduation rate in 2017, but only 50 percent of graduates enroll in college immediately after high school. Creating a going-to-college culture will be critical for Texas to remain competitive in the global economy.

~Curricular and co-curricular efforts may be able to collaborate in identifying and articulating how students can acquire career readiness competencies and marketable skills. And considerations could be given to encouraging them to infuse their academic experience with co-curricular experiences that will enhance their competencies and skills. Documenting the results may be also considered. Not surprisingly, parents' expectations demand more evident results pertaining to graduates getting a satisfying job. Not only the university, but individual programs, may want to consider how to support documenting graduating students' success in this regard, and equally to support their family's sense of *Return on Investment*.

~Support services for international students that provide relational customer service features such as proactive advising may be augmented to events that honor and focus on cultural groups, international holidays and other activities tailored to specific populations.

~Increased development of service learning and experiential learning in international contexts may be developed in the area of study abroad.

~Students' desire for more entrepreneurial skills suggests consideration of additions to academic programs, including more experiential learning opportunities.

~Responding to student activism is an institution-wide priority. The university may face possible reputational consequences, declining donations and support from alumni and friends, and decreased interest from prospective students, and their families. There can also be increased pressure from outsiders and possible legal action. It will be important for university leaders to communicate information about long-term change and building mechanisms for long-term progress.

~While students and parents may not consider the importance of mental and physical health, it is important for institutions to acknowledge their importance in student academic success and retention. Data from the NCHA makes it clear that more students are coming to college with an established mental health diagnosis and increasing numbers of students are experiencing overwhelming distress. Mental health resources must be increased and new delivery models explored. Students value convenience and access. Medical and counseling services must work on making services available when students need them – same day, after hours and via telehealth.

~Dining services on campus must do a better job of educating students about healthy foods and promoting proper portion size and recommended servings of protein, grains, fruits and vegetables. With almost half of all students reporting no exercise at all, Campus Recreation and other campus partners must collaborate to promote exercise and develop new strategies for teaching students who have no experience with exercise to learn how to make it a part of a healthier lifestyle. Misinformation about the effectiveness and safety of vaccines has led to lower levels of immunization. New strategies must be developed to promote accurate information and encourage students to protect themselves and the campus community by complying with CDC-recommended vaccinations.

~The 24/7 expectations of all students may lead to discussions about similar expansion of other resources (e.g., academic advisors, financial aid counselors, etc.).

In summary, the increase in the number of high school graduates over the next decade, their increasing diversity, and the rising number from low income families present predictable challenges, which can and should be viewed as opportunities.

The growth in applicant pool will allow the achievement of enrollment growth goals, but the increasing size of freshman classes suggests that consideration could also be given to the potential impact on retention, and graduation benchmarks. As family means are increasingly stretched to meet college costs, this too can have an effect on recruitment, retention and graduation without proactive planning. NRUF goals related to freshman class quality may lead to more competition for high ability students, which may in turn suggest not only financial, but imaginative and innovative academic incentives.

Revised 2019

The impact of the new generation of freshmen on strategic planning is clear, inescapable, and in many ways, can be a catalyst to desirable change.

The emerging and future generations of college students will change and provide a constant challenge for Texas State's academic and student services. But it is important to remember that these changes are mostly predictable, allowing for **proaction**, which is always more effective than **reaction**.

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Student Success

Encouraging Growth in Learning, Understanding, and Living

Student success is an integral part of the Texas State University culture. People and programs are focused on the needs of an ethnically and socioeconomically diverse student body. Academic programs are developed that respond to workforce needs. Simply stated, Texas State is committed to helping students succeed within and outside of the classroom, with the goal of educating students to be productive citizens with successful careers and fulfilling lives beyond the university.

Overview

Texas State is committed to student success and the development of learner-centered and student-focused academic programs and services that will lead to career and life success after graduation. Academic achievement, co-curricular involvement, and the development of skills leading to successful careers and fulfilling lives are foundational to the university's mission. These learning outcomes are especially important given the university's commitment to serving students traditionally under-served by higher education.

Given this focus, increasing student retention and graduation rates are outcomes valued by students, families, and a variety of audiences beyond the university. Achieving goals for student success in a timely and cost-effective manner, while avoiding unnecessary accumulation of student loan debt, are additional metrics that are used to measure Texas State's impact and overall effectiveness.

Student success is a focus of strategic importance to Texas. Development of the 2017-2023 Texas State strategic plan began as the State of Texas implemented its new strategic plan for higher education, 60X30TX. Goals and outcomes of Texas State's strategic plan support the university's achievement of 60X30TX goals, including:

- By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree;
- By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas;

- By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills; and
- By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

Student success is a focus of strategic importance to Texas State. Texas State is also pursuing National Research University Fund (NRUF) eligibility, and student success plays a role in the achievement of that designation. Examples of student success-related outcomes of importance to Texas State's future status as a National Research University include:

- Number of Doctor of Philosophy (Ph.D.) degrees awarded;
- Institutional commitment to improving the participation and success of underrepresented students; and
- Master's and doctoral graduation rates.

Student success is a focus of strategic importance during a time of growth and change. Woven throughout 60X30TX and NRUF goals is the understanding that Texas is experiencing a time of significant and dramatic change. Both plans include expectations for improving the achievement of, and subsequently socioeconomic status of, historically underserved populations. Texas State is a Hispanic serving institution and has observed substantial increases in Hispanic and African American student populations over the past decade. On the horizon lies the growth of America's fastest growing minority group, Asian Americans, which represent 4.42 percent of Texans according to the Pew Research Center. Demographic change has implications for student success over the timeframe for our strategic plan and it is essential that programs and services support the achievement of all Texas State students.

Founded as a normal school, Texas State is rapidly becoming more STEM-focused as an Emerging Research University. Success rates in the College of Science and Engineering (e.g., retention and graduation) typically trail those of the other colleges. As such, developing programs enhancing student

access and success in STEM disciplines will be vital to achieving institutional student success goals.

Status

There are several general trends in student success. In response to changing student demographics and increasing demand for services, the following general areas are often identified as valuable in increasing student success.

- Improving path and transition to college
 - Admissions processes
 - Freshman seminars
 - New student convocations
 - New student orientations
 - Welcome week activities
- Advisement
 - Academic advising
 - Academic coaching
 - Career and marketable skills counseling
 - Early alert systems
 - Mental health counseling
 - Mentoring (faculty and staff)
 - Peer mentoring
- Engaged learning
 - Common experience and reading programs
 - Content-specific discussion groups
 - Freshman interest groups (FIGs)
 - Learning communities (LLCs)
 - On-campus employment
 - Peer-led team learning
 - Study abroad
 - Study-in-America
 - Service learning
 - Supplemental instruction
 - Tutoring
 - Undergraduate research
- Instruction and pedagogy
 - Collaborative learning
 - Active learning
 - Developmental education
 - Early and regular feedback
 - Faculty training and development
 - Leadership development
 - Technology/online instruction
 - Open educational resources
- Campus climate
 - Assessment for continuous improvement
 - Diversity and inclusion initiatives
 - Residential experience
 - Student activities and engagement
 - Student perception of instruction

Important challenges must continue to be addressed in our 2017-2023 strategic plan if Texas State is to achieve goals of strategic importance to the university. This plan must address the academic and social needs of a variety of populations with the shared goal of improving academic achievement, persistence, retention, and graduation rates, including but not limited to:

- New freshmen and transfer undergraduate students;
- New graduate students;
- Continuing students at all educational levels;
- Students from underrepresented populations, in general, and male students of color, more specifically;
- Students at risk of attrition due to socioeconomic factors; and
- Increasing enrollment in STEM disciplines relative to other majors.

Implications

It is expected that Texas State will continue to improve in all student success outcomes, even given the challenges identified to continued improvement over time. Generally speaking, aspirational goals for undergraduate students include:

- Successful completion of 15 degree-applicable semester credit hours each long semester;
- Freshman retention rates increasing over time to 85 percent or greater;
- Four- and six-year graduation rates for native freshmen increasing by 1.5 percent annually;
- Three- and five-year graduation rates for transfer students increasing by 1.5 percent annually;
- Reduction and elimination of achievement gaps existing between major and minority students; and
- Improved student debt to income ratios upon graduation.

As our Texas State strategic plan is updated, there are several near-term priorities that may be worthy of consideration by departments, colleges, and divisions.

~In 2018, Texas State was selected by the Association of Public Land-grant Universities as a participant in a new initiative, Powered by Publics: Scaling Student Success. This collaborative effort of 130 institutions has been developed to increase college access, success, and postsecondary attainment. Texas State is a member of a “transformational cluster” of ten public universities focusing on strategies enhancing the success of under-

resourced learners on campuses with large numbers of Pell grant-eligible students. A primary goal of this group is to eliminate the achievement gap existing between the socioeconomically disadvantaged student and his or her non-disadvantaged peers. Further, as studies suggest, students could be more successful in courses that choose to use open educational resources and therefore provide sure access to learning materials while eliminating the costs of those materials for students.¹

~Stop-out students may drop out of the university for a host of reasons. One of these includes a difficult work/life balance. For students faced with this issue, attendance at the university in traditional face-to-face classes during the typical 8-5 schedule may prove challenging. Online and hybrid course offerings could facilitate the success of stop-out students. In a 2018 study, *Making Digital Learning Work*, researchers found that students “who took at least a portion of their degree program online” earned their degrees faster at a lower cost, driving down the some factors that lead to student stop-out and drop-out.

~Today’s first-generation college student arrives facing a number of different challenges. Research indicates that first-generation students arrive on campus less prepared for the college curriculum, facing financial challenges, working more hours than their peers, and experiencing a lack of self-esteem during the transition to college due to the lack of family support. According to the Higher Education Research Institute at the University of California – Los Angeles, median family income for freshmen whose parents didn’t attend college was \$37,665 in 2014, compared to \$99,635 for those who did. As a result, a recent report from the Institute of Education Sciences indicated that only 20 percent of first-generation students obtained a four-year college degree 10 years after the sophomore year in high school, while 42 percent of continuing generation students achieved this goal in the same timeframe. In fall 2018, 46 percent of new first-year students at Texas State were first-generation, and students from all backgrounds are represented within this population. Eliminating achievements gaps between first-generation students and their non-first-generation peers is key to achievement of overarching student success goals.

As one considers the economic landscape, it should be generally understood that improvements should be achieved in a fiscally responsible manner. The likelihood that substantial increases in funding and

space will be available in the near term is minimal. As such, strategies for improving outcomes should be targeted, specific, and scalable. Collaboration across divisions, colleges, departments, and programs will be key to achieving student success goals. Online and hybrid instruction and technology resources may be leveraged and be included as a part of the comprehensive solution to student success issues. Additionally, open educational resources may be explored as a method to increase student success, while helping students manage overall cost of attendance and debt.

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Engaging Alumni

Providing Opportunities to Become Part of the Strategic Future

Much of the focus of strategic planning for a university, and particularly Texas State University, is on predicting, anticipating, and adapting to change – change in students, change in career markets and demands, change in technology, change in physical facilities and needs, changes in ways the university serves its communities. That change can be both a challenge and an opportunity when making plans to engage alumni.

Retaining or re-establishing contact with graduates beyond their college years is a key to engagement. Though methods of engagement and communication, have changed, alumni engagement has traditionally focused on reminding them of the past – of their college days, lifelong friendships, following the fortunes of Bobcat athletic teams, and emphasizing the value of their degree. Inviting alumni to “come home again” was also fairly feasible given their limited career and/or address changes.

Today, alumni are much more mobile, seeking faster, more frequent, and real-time information. Returning to campus is only one way of keeping them engaged and, in fact, only a somewhat low percentage visit in any year. Since change is at the hub of the university environment, and strategic plans are all about change, it’s time to expand opportunities for alumni to experience and participate in the changes taking place at their alma mater, as well as savor the familiarities and comfort of the past. Today, alumni are much more likely to contribute and be engaged, if they are encouraged to cherish the past, while also being given the opportunity to be involved with, and make a difference in, the strategic future.

Overview

As of 2019, there are nearly 200,000 Bobcat alumni, many of whom show an increased sense of pride and connection that can be measured by their growing culture of philanthropy regarding Texas State.

More than 46,000 alumni contributed to the eight-year *Pride in Action* fundraising campaign that ran between 2006 and 2014. Their gifts were critical to the transformational impact of this historic campaign, funding 19 new buildings and providing nearly \$120 million for student scholarships, programs, and faculty research. This philanthropic support helped

the university to earn state designation as an Emerging Research University (ERU), a significant step on the path to eventual Carnegie R1 ranking.

In fiscal year 2015, Texas State began a new fundraising campaign to support the university on our path to National Research University Fund (NRUF) eligibility. In the first five years, over 35,000 alumni have given in support of the campaign. Strong alumni support will continue to play a central role in supporting the growth of Texas State.

The percent of alumni giving to their alma mater has been the standard metric for alumni engagement used for university rankings and benchmarking for decades. However, recently, the Council for the Advancement and Support of Education (CASE is the primary Advancement professional association) has begun to align around new engagement metrics, detailed in a white paper from August 2018 (*CASE Alumni Engagement Metrics*). This shift reflects a national trend in which alumni associations transition from the traditional membership-based models to more inclusive approaches that seek to broaden engagement of alumni across four focus areas:

- **Communications** with alumni that are interactive, meaningful and informative, and that support the institution’s mission, strategic goals and reputation.
- **Experiences** that inspire alumni, are valued by the institution, and support its mission and strategic goals.
- Diverse opportunities for alumni to make **philanthropic** investments that are meaningful to the donor and support the institution’s mission and strategic goals.
- Rewarding **volunteer** roles that are endorsed and valued by the institution and support its mission and strategic goals.

In 2019, CASE will launch a new benchmarking survey for all higher education institutions to use to report on alumni engagement and benchmark against peer institutions. University Advancement has worked with the Texas State University Alumni Association to adjust programming around this framework for alumni engagement.

Status

In FY 2019, the Alumni Association worked with an external consultant to evaluate alumni relations programming. Based on the findings and recommendations of that assessment, the Association developed a new strategic direction to broaden alumni engagement across each of the four CASE categories. Key components of the new direction include:

- Discontinue the annual dues-paying membership program and reframe communications and programming to underscore that the Alumni Association promotes the engagement of all alumni, not just “members.”
- Implement a targeted communications strategy to inform alumni about university news, including new follower acquisition campaigns, identification and engagement of social media influencers, and targeted messaging.
- Launch a new texting platform to facilitate broad outreach to alumni with interactive and personalized communication.
- Develop an annual calendar of events with consistent presence in specific geographic areas based on concentrations of alumni.
- Tailor events to engage new groups of alumni based on life stage, industry, college, or purpose.
- Partner with academic units and Athletics to promote alumni engagement events on campus.
- Identify and promote opportunities across campus to engage volunteers in support of the university.
- Continue to engage students through Alumni Association-sponsored programs to build pride in the university and encourage lifelong engagement with the university.

Implications

~ In FY 2018, University Advancement recorded approximately 48,000, or 1/4 of all alumni, as having engaged in at least one of the four CASE engagement areas, which presents opportunities for academic programs to become involved in engaging their own alumni.

~ Texas State will participate in the new CASE Alumni Engagement survey to track alumni engagement

annually and use peer benchmarking to set goals and inform adjustments to programming.

~ University Advancement Communications has partnered with an external consulting firm on a national public relations campaign to promote media coverage of the research conducted at Texas State. The Communications department will partner with the Alumni Association to promote awareness of national news coverage among alumni and engage them as ambassadors for the institution.

As part of implementing the new strategic direction, University Advancement is reorganizing staffing across departments. This includes a reallocation of staff time previously assigned to support the membership-dues marketing and fulfillment to focus on other forms of engagement programming. Additionally, the utilization of clear alumni engagement metrics will inform strategic planning and collaboration across units around common objectives.

These efforts, to create a bond with current students, link with recent graduates, and attract alumni support for the university’s increasing needs, recognize that Texas State’s alumni are changing as Texas State changes. The challenge and opportunity is to bring them into the future together.

Further Reading

100 Years of Alumni Relations

http://www.case.org/About_CASE/CASE_History/100AnniversaryAS.html

CASE Alumni Engagement Metrics

https://www.case.org/system/files/media/file/CASEWhitePaper_AlumniMetrics.pdf

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Competing for and Supporting Quality Faculty

Providing Resources and Support to Attract Talented and Diverse Faculty

A vital component of Texas State University's past and present has always been a student-centered, intellectually vigorous professoriate. An equally compelling need for the university's strategic future is the ability to expand the current capacity of its faculty by adding talented researchers and scholars who will help the university achieve National Research University Fund (NRUF) eligibility status and recognition as a Research University through the Carnegie R1 ranking.

Adding such faculty is not a simple task. Texas State, other universities, and the entire industry are competing for these diverse and talented researchers. Successful competition requires significant resources such as start-up packages, career development, and competitive salaries, as well as a supportive environment – one that includes a current faculty eager to collaborate and open to participating in the intellectual synergy that is Texas State. In turn, new researchers and scholars from diverse backgrounds stimulate creative approaches and provide different perspectives and critical inquiry, all of which are necessary to challenge and fulfill the needs of new generations of students.

This scan describes the challenges, efforts, and resources, both financial and environmental, needed to hire and retain a talented group of teachers, researchers, and scholars.

Overview

Texas State's steady increase in full-time and part-time faculty has accompanied its growth in student enrollment. In fall 2018, total faculty numbered 2,087, up by 15 percent since 2015. Of this number, 70 percent were full-time faculty. Tenure-line faculty (tenured and tenure-track) represented 57 percent of full-time faculty. When funding is available, a call is made for net new tenure-track positions. Since 2015, 44 new tenure-track positions have been funded to address enrollment increases and to support new academic programs.

Texas State has been successful in retaining a significant percentage of tenure-line hires. Retention rates for tenure-line faculty during the last three

fiscal years averaged 95.3 percent. Excluding retirements, the average was 97.9 percent.

In fall 2018, 23 percent of full-time faculty were from underrepresented ethnic and racial groups. Among tenure-line faculty, the percentage was 27 percent. The percentage of underrepresented groups among all faculty was 31 percent. Although there have been increases in the number of underrepresented faculty, the concurrent increase in the overall faculty has kept the percentages relatively unchanged.

Status

Competitive market data for faculty salaries is derived from College and University Professional Association for Human Resources (CUPA) surveys and is tied to discipline-specific medians from comparable institutions. Periodically, the comparison group used to benchmark faculty salary medians at Texas State is revised so that the university is being compared to institutions similar in enrollment and mission. CUPA provides a starting point for negotiations that may be affected by a discipline-specific labor market, size, and quality of the applicant pool, number of doctoral graduates, number of faculty job openings in the discipline, and the unique qualifications of applicants.

Senior leadership has sought to encourage a culture of shared governance and transparency. The president, as well as the provost and vice president for Academic Affairs, speak frequently of their commitment to this important value. They meet once a month with the Faculty Senate to address faculty concerns and issues. The provost reiterates this message to new academic administrators, with academic departments during regular visits, and in workshops with new faculty.

Texas State encourages innovation and interdisciplinary approaches. Faculty have the opportunity to engage in interdisciplinary collaboration through centers, degree programs, internal research initiatives, and other partnerships. Innovation and entrepreneurship are the focus of programs in a variety of colleges and at Texas State's STAR Park technology incubator.

Faculty at Texas State are offered multiple opportunities for enhancing both teaching and research proficiencies. These include the Scholarship and Teaching Excellence Program for new tenure-track faculty, and ongoing workshops sponsored by Faculty Development, Organizational Development and Communication, and other offices. University support of development leaves, fellowship leaves, and workload releases also plays a strong role in retaining faculty and enhancing their effectiveness and productivity.

Faculty are recognized and rewarded for their work. The administration is committed to providing regular merit salary increases in an effort to remain competitive. Faculty are eligible for an array of awards and honors, many of which are recognized at annual convocation each fall semester.

Recruitment and retention of faculty from underrepresented groups receives institutional engagement and support. The Office of Equity and Inclusion, the Council on Inclusive Excellence, the Office of the Provost and Vice President for Academic Affairs, and the special assistant to the provost for Inclusion and Diversity provide programs and resources to ensure the effective hiring and retention of diverse faculty. Academic administrators stay mindful of the national pipeline of candidates and the importance of encouraging diverse students to pursue graduate education.

Implications

In order to attract and retain high quality, diverse faculty, Texas State continues to employ a diversified strategy that includes adequate financial resources and a welcoming cultural and environmental context. The following general statements are intended to spark ideas and more specific approaches for implementation during the planning process.

~Competing in a national and international market often requires hiring at a senior level or offering incentives to keep current faculty. Excellence requires competitive salaries, as well as research support incentives. Pre-emptive and counter offers are designed to match or exceed those of others attempting to recruit an outstanding faculty member. Suggestions or consideration of specific incentive ideas could be a focus of departmental implementation.

~Hiring and retaining high quality faculty also includes fostering an environment of empowerment and engagement. This environment includes opportunities to grow and nurture new perspectives, pursue knowledge, and collaborate with others. It means that research and scholarship should not be viewed as restricted to designated individuals or groups or disciplines. Consideration of additional cross-disciplinary initiatives could foster increased productivity.

~Attracting top researchers in many disciplines requires comprehensive start-up packages that allow new hires to establish productive labs and purchase necessary equipment. Total university start-up funding has averaged \$3,798,690 annually for the last three years. The increasing number of start-up packages supports scholarly work across the entire campus and is intended to bolster efforts to meet the metrics of NRUF status. Discussion of implementation strategies and specific programs should be ongoing.

Texas State's success and impact is directly tied to the dedication and accomplishments of faculty in their roles as teachers, scholars, and academicians. Successful strategies to recruit and retain faculty require the participation of the entire campus and the recognition that NRUF status and Carnegie R1 status will only happen through effective strategic planning and resource allocation.

Further Reading

College of University Professional Association (CUPA), *Diversity, Equity and Inclusion*

<https://www.cupahr.org/knowledge-center/toolkits/diversity-equity-and-inclusion/>

Kafka, Alexander C., "Diversity is Central to This Research Program. How Does Yours Compare?," *The Chronicle of Higher Education*, March 24, 2019

<https://www.chronicle.com/article/Diversity-Is-Central-to-This/245959?cid=wcontentarid>

Masterson, Kathryn, "Want to Keep Your Talented Professors? Sponsor Their Professional Development" *The Chronicle of Higher Education*, October 28, 2018

<https://www.chronicle.com/article/Want-to-Keep-Your-Talented/244925>

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Hiring, Inspiring, and Retaining Outstanding Staff

The Challenge of Attracting and Keeping Exceptional Staff

Ensuring that Texas State University has a diverse, stable, motivated, and productive workforce requires a challenging balance of resource uses. Though a number of factors, both local and national, are straining resources and forcing hard decisions, the challenge remains the same for Texas State as for any university: attracting and retaining highly qualified and effective staff that are representative of our student body is necessary for the university to reach the potential envisioned in our strategic plan.

Overview

Even given the fact that many areas of the university have fewer positions than they would like, perhaps even fewer than they need, Texas State is still a very large employer with over 2,200 benefits-eligible, plus an additional 250 non-benefits eligible, staff positions spread across 735 job titles. Assuming normal turnover, simply maintaining current employee levels means filling hundreds of vacancies annually.

The difficulty in finding highly qualified staff that reflect the diversity of our student body to fill each of those vacancies continues to increase. Therefore, efforts to retain existing employees pay significant dividends as opposed to the challenges of hiring in a tight job market. Furthermore, retaining current personnel is often less resource-intensive than training and otherwise bringing a new hire up to speed.

It should be kept in mind that pay is not the only factor that motivates staff. Some incentives that can motivate staff to stay with the university may come in terms of promotion, training opportunities, increased responsibility, professional development, amenities, and other non-monetary rewards.

Status

A number of metrics show the depth of staffing challenges the university faces:

- The number of staff job postings is increasing each year, but applicant pools are shrinking.
- Fiscal year (FY) 2018 saw 17 percent of all postings closed as **no hire** due primarily to the unacceptable quality of the applicant pool.

- The 401 staff job postings in FY 2013 drew 17,890 applicants, or 44.6 applicants per posting. The 533 postings for FY 2018 drew only 13,373 applicants, or 25.1 applicants per posting. That is a decrease of over 4,500 total applicants, which represents a 45 percent decrease.

The impact of these challenges is not equally spread across all divisions or all types of employment. The division of Finance and Support Services (FSS), for example, has seen a 43 percent drop in nonexempt applicants, but only a two percent drop in applicants for exempt positions. FSS applicants to positions requiring a degree have dropped by 62 percent versus 37 percent for non-degree positions.

Compounding our hiring challenges is the fact that almost 25 percent of Texas State's current employees will be eligible to retire in the next five years. This figure is significantly greater in support positions where 36 percent will be eligible to retire. Once again, this is not equally distributed across the divisions. More than one-third of FSS employees will be eligible to retire over the next five years, with the number evenly distributed between exempt and nonexempt positions. Information Technology and Student Affairs potential retirements are closer to one-fourth of all employees. Academic Affairs is slightly over one-fifth of all employees.

Highlighting our retention challenge, for the five-year period ending in 2018, about 1,870 benefits-eligible staff employees were hired. Of those, 48 percent subsequently left the university with an average employment time of only 1.6 years. Though a significant minority of these departures were for poor performance, a point which underscores the difficulty of making qualified and capable hires from shrinking applicant pools, exit interviews suggest that over 33 percent left for a promotion or a higher paying position.

The university pay plan structure that we use as the

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basis for benchmarking has not been adjusted based on market forces since May 2008. This fact has led to 82 percent of current pay plan minimums being below their market benchmarks in FY 2018.

Implications

The university's past approach to staff recruitment has been primarily passive and needs to change. Human Resources currently routinely places job vacancy notices on its website plus an additional 52 resource sites through outside contracts. Departments must tell Human Resources when they want notices placed outside of these sites. This approach is about to change with two additional positions, including our first full-time recruiting position, being assigned to the staff employment function. These positions will enable a more active and aggressive recruiting approach to be implemented that will target increasing both the total number within and the diversity of job applicants in applicant pools, as well as the identification and exploitation of more productive applicant sources locally, regionally, or nationally, as appropriate.

The university remains committed to making progress on the competitiveness of compensation, even though obtaining adequate funding to do so will remain a challenge. A project was launched at the beginning of 2019 that is designed to result in a restructure of the staff pay plan, permit a more accurate comparison to market rates, increase the flexibility and opportunity for pay movement within grades, and better align pay relationships among titles. Efforts such as this must continue.

Non-salary actions can also show employees that they are valued members of the university community and help to mitigate our employment, compensation, and retention challenges. Actions recently implemented or under development include increased emphasis on the benefits of working at Texas State, publishing these benefits in job vacancy notices and on the Human Resources website, revamping the new employee onboarding process to emphasize the pride, history, traditions, and benefits of working at the university (including a formal follow-up program at regular intervals through the first year of employment), and an individualized annual total value compensation statement for each employee. Actions such as these should be integrated in an organized manner into division and department strategic plans.

A few examples of these types of actions might include:

~Creating and maintaining a positive workplace culture within individual offices and across the university;

~Ensuring that we have challenging, inclusive, and satisfying work environments;

~Taking a holistic approach to employee wellness;

~Providing a comprehensive professional development program that includes strong mentoring and coaching; and

~Equipping those who supervise with the knowledge, tools, and skills needed to do so effectively.

Further Reading

Texas State Compensation Philosophy

<http://www.hr.txstate.edu/compensation/Philosophy.html>

Addressing Compensation Rates Below Market Value

<https://www.eab.com/research-and-insights/business-affairs-forum/custom/2012/05/addressing-compensation-rates-below-market-value>

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Charting a Path to NRUF Eligibility

The Metrics of National Research University Funding

One significant institutional goal as an Emerging Research University (ERU) under the Texas Higher Education Coordinating Board (THECB) Accountability System is gaining access to National Research University Funding (NRUF). This scan provides information on where Texas State University is in regard to each of the NRUF eligibility metrics, where it needs to be to earn NRUF status, and what intermediate measures could indicate satisfactory progress toward the ultimate goal.

Overview

Since 2012, Texas State has been a THECB Emerging Research University under the THECB Accountability System. As an ERU, the university is responsible for developing a long-term strategic plan for research and updating it every five years. That plan recognizes that ERU status is not a static achievement, but the beginning of a journey leading to a Carnegie classification of R1: Doctoral University – Very high research activity and NRUF eligibility.

One of the major goals outlined in the research strategic plan is meeting the THECB metrics necessary to be eligible for National Research University Funding. NRUF is a pool of money designed to enable the eight ERUs to achieve national prominence in research.

There are two mandatory metrics. The first is **designation as an ERU**. The second is **minimum expenditure of \$45 million in restricted research** for two consecutive years before NRUF eligibility is established.

In addition, there are six optional metrics of which the university must achieve four. One of these, **recognition of scholarly attainment and research capability**, measured by the presence of a Phi Kappa Phi academic honor society chapter on campus, has been met.

The other metric options (must achieve three) are:

•A minimum endowment of \$400 million for two consecutive years before NRUF eligibility is established.

•Awarding of at least 200 Ph.D. degrees in two consecutive years before NRUF eligibility is established.

•Entering freshman class demonstrates high academic achievement for two consecutive years before NRUF eligibility is established. (At least 50 percent are in top 25 percent of their high school class **or** average SAT score is equal to or greater than 1210/average ACT score is equal to or greater than 26) **and** composition of class shows progress toward reflecting the population of the state or region with respect to underrepresented students and shows a commitment to improving the academic performance of these students [i.e., TRIO programs, McNair Scholars]).

•Demonstrated faculty of high quality for two consecutive years before NRUF eligibility is established. (At least five annual recognitions as members of National Academies or Nobel Prize recipients; **or** seven annual awards of national/international distinction from 25 exemplary organizations, including Cottrell Scholars, National Science Foundation CAREER Awards, National Endowment for the Humanities Fellows, Woodrow Wilson Fellows, Guggenheim Fellows, etc.).

•Demonstrated high quality graduate education. (At least 50 graduate-level programs; master's graduation rate of at least 56 percent, and doctoral graduation rate of at least 58 percent; demonstrate that commitment to five doctoral programs [including financial support for doctoral students] is competitive with comparable Association of American Universities public institution programs.)

Status

Texas State's Executive Research Planning Committee determined in 2018 that meeting certain individual NRUF eligibility criteria was possible by 2026, while others had a higher degree of uncertainty that prevented establishment of a realistic timeline. Summaries of the metrics remaining to be achieved include:

Minimum \$45 million annual research expenditure. Restricted research expenditures in FY 2018 were \$35.6 million, which represents a 7.6 percent increase over the previous year and a net increase of \$2.5 million. In comparison with the other ERUs

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during FY 2014-FY 2018, Texas State had the largest five-year percentage increases and third largest dollar increase.

Minimum endowment of \$400 million. Texas State had an approximate \$205 million in its endowment as of 2018. This represents an increase of \$98 million since 2008. The university's 2018 endowment growth of \$18.3 million in fundraising was the third highest of the five ERU's who have not yet achieved all NRUF metrics.

Awarding at least 200 Ph.D. degrees. As of 2018, the university has 13 Ph.D. programs that yielded 40 graduates in 2018. As part of its strategic plan, the university is planning to add Ph.D. programs in the coming years based on workforce needs analyses and feasibility studies. However, this metric is not likely to be met within the same time frame as some other optional criteria.

Entering freshman class demonstrates high academic achievement. Although the 2018 freshman class was comprised of 46.8 percent from the top 25 percent of their high school class, this figure does not meet the NRUF metric of 50 percent. The alternative metric of a 1210 average SAT score is above Texas State's 1098 (2018). The class is, however, representative of the state's ethnic/racial composition, consisting of 45 percent first generation, and 60 percent minority. While the university has met this criteria in the recent past, it is subject to fluctuation.

Demonstrated faculty of high quality. In 2018, two Texas State faculty have been recognized by NSF CAREER awards.

Demonstrated high quality graduate education. Texas State houses 107 graduate programs, greatly exceeding the NRUF metric of 50. In addition, the master's graduation rate of 76 percent within five years percent average over the past six years (metric = 58 percent) and doctoral rate of 61 percent within 10 years (metric = 56 percent) exceeds the NRUF requirement.

Implications

Minimum \$45 million annual research expenditure. Based on FY 2018 expenditures and a simple linear model, it is predicted that this metric could be met by 2024 assuming a seven percent rate of annual

increase or by 2026 with an annual rate of increase of 4.5 percent. However, there are several factors that affect the rate of sponsored programs expenditures in more complex ways than can be described by a simple linear model. For example, state funding historically received via a competitive grant is being restructured as a state appropriation, which are exempt from counting toward restricted research expenditures. Another critical factor is the high percentage of federal awards received by Texas State, which are influenced by priority decisions made by funding agencies or when there is interruption of funding resulting from government shutdowns. Finally, the research portfolio is very dynamic with initiation and termination of awards occurring throughout the fiscal year that also impact research expenditures. Therefore, the Office of Research and Sponsored Programs is developing a comprehensive analysis across the funded portfolio to better understand the performance. Opportunities that support growth include:

~The Science, Technology and Advanced Research (STAR) Park research incubator offers expanded opportunities to accommodate a variety of start-up companies, particularly those that mesh with Texas State areas of growth, emphasis, or potential.

~University criteria allow for centers of excellence that can serve as innovation leaders, contribute to economic development, catalyze trans-disciplinary efforts, generate knowledge, and enhance student opportunities in many fields.

~In addition to enhancing current partnerships with industry and business, Texas State's areas of academic emphasis and expansion offer opportunities to develop new partnerships with industry.

~New research priorities like the Translational Health Research Initiative seek to transcend existing disciplines and boundaries to create and apply new knowledge that will improve health outcomes for our students, community, and the world.

Minimum endowment of \$400 million. To achieve the target by the end of 2026, the endowment will need to grow at an annual rate of approximately nine percent including a combination of new money and market returns.

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Potential endowment-increasing actions include:

~Academic Affairs partnering with the Division of University Advancement, which can yield opportunities for endowed chairs and endowed professorships associated with key research programs and programs with which donors have a special relationship. Endowed scholarships are also a potential expansion area. This effort is being supported by the Big Ideas Initiative launched in 2019.

~The Texas Research Incentive Program (TRIP) is restricted to ERUs. It matches gifts from foundations, corporations, and private donors intended for research support. Carefully tailoring gift solicitations to support the university's areas of expansion and concentration can potentially double the impact on endowment growth.

Awarding at least 200 Ph.D. degrees. Achieving this NRUF metric will require a significant increase in doctoral graduates per year. That growth is dependent on accompanying growth in programs, reduction in time to degree, and increased student financial support. At this time, there is no reliable method for estimating the date of when this metric might be achieved, however areas of planning include:

~Continuing efforts to include doctoral student support in grant applications. This not only increases the number and amount of fellowships available, but maximizes the university's funds.

~Donor solicitations should be mindful that doctoral student tuition fellowships are a useful and marketable investment incentive. (Note: These are also eligible for TRIP-matching funds.)

~Opportunities exist for doctoral programs that align with faculty strengths and market needs.

Entering freshman class demonstrates high academic achievement. Since one of the elements of this metric is improving the academic performance of underrepresented students, enrollment in TRIO programs and Student Support Services is significant, but other program ideas could also be valuable.

~Expanded merit-based scholarship funds could lead to increasing percentages of high ability students from upper high school ranks and with accompanying higher SAT/ACT scores.

~Increasing funding for the Undergraduate Research Fellowship program could serve as a targeted marketing strategy for high achieving students.

Demonstrated faculty of high quality. Since the NRUF metrics for this area involve the quantity of faculty who achieve national academic recognition (five per year) or are awarded by one or more of 25 organizations (seven per year), initiatives might focus on those providing grooming, opportunities for current faculty or recruitment resources, and techniques for promising new faculty.

~New staff and faculty position descriptions might be developed with a view toward complementing existing research expertise or building capacity in growth areas or adding unique new areas of potential and expertise.

~Organized and coordinated college-level programs could be implemented to encourage, highlight, and promote the research activities of promising faculty members and facilitate their nomination for appropriate recognition and awards. This might include publicizing the availability of these recognition programs and actively matching them with qualified faculty.

Demonstrated high quality graduate education. Since this includes financial support for doctoral students, there is overlap with the metric regarding number of Ph.D. degrees awarded. See also suggestions for student support under that section.

~Additionally, since complete evaluation/assessments of five doctoral programs are part of the metric, initiatives that embody these comprehensive examinations could be useful within the 2014-2024 NRUF window.

Further Reading

Texas Administrative Code describing the National Research University Fund

[http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=15&sch=C&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=15&sch=C&rl=Y)

Texas State University's Strategic Plan for Research

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<http://gato-docs.its.txstate.edu/jcr:fb0942be-ec0c-4150-81db-ac2fe4ca1584/Strategic%20Plan%20for%20Research.pdf>
Texas Higher Education Coordinating Board's website on
the National Research University Fund
<http://www.thecb.state.tx.us/index.cfm?objectid=0BFA90B1-E0AF-4768-F7F2C724B47B209D&flushcache=1&showdraft=1>

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Emerging Technologies and Digital Learning Environments

Meeting the Technological Challenge for More Effective Teaching/Learning and Better Prepared Graduates

Technological innovation is changing the career world Texas State University's graduates will enter, and it is also diversifying the ways in which they learn. Therefore, the integration of technology into the learning process should be a vital element of the university's planning; but only effective and widespread use of technology's teaching and learning potentials will make the most of this strategic investment. The ultimate goal is implementing technology as a campus-wide booster and multiplier of teaching effectiveness.

Overview

Annually, **EDUCAUSE** announces its Top 10 Information Technology (IT) issues for the year based on surveys from higher education IT leaders across the country. While the 2016 list contains information security and funding models, most of it focuses on student success technologies, business intelligence and analytics, optimizing educational technology, e-learning, and online education.

Additionally, **EDUCAUSE** publishes its *Horizon Report* for higher education and categorizes issues by *when* (time frames) or *how* (difficulty in solving). Important developments in educational technology in particular have the greatest potential to change how Texas State continues to implement its core mission. In the most recent *Horizon Report*, redesigning learning spaces, growing measurements of learning and analytics, blended learning designs (combining the best of face-to-face and online learning), collaborative learning, deeper learning approaches, evolution of online learning, the proliferation of Open Educational Resources (text, media, and other resources that are openly licensed and freely available), and advancing cultures of innovations are at the top of the list.

Coupled with the inevitable trend of nearly all key services moving to cloud-based services, the future of education delivery and student engagement looks very different from what exists today. The IT organization that supports these architectures will be equally transformed.

Additionally, consumers of higher education (especially incoming tech-savvy students) are not only more and more dependent on these services, but expect them to

be more intelligent personal, and match what they are familiar with. For example, mobile devices are steadily becoming a smart endpoint where service providers can push information to consumers based on their geographic location and that location, on or off a college campus, is often beyond the traditional confines of the classroom or lab. While the higher education industry has not yet seen this become pervasive across campuses, it is expected to become a key strategy for making Texas State and other universities more efficient and effective. In addition, increasing competitive pressure for enrollment and demand from students for flexible, accessible, and affordable degree program options has created a strategic space for distance learning and open educational resources (OER) as planning tools. Much of this can be expected during the second half of the current strategic plan.

Status

The campus network, while in good condition, has just not kept pace with technology in some areas – affordable refresh cycles are quite lengthy compared to evolving industry standards. The standard today in wired network switching is **1 Gigabit** to the desktop, the university still has a many of switches at the **10/100 Mbps level** (orders of magnitude slower), and many are over 10 years old. The university wireless infrastructure is production-ready so that it can be used in classrooms or in applications where reliability and coverage are necessary.

This is not to say that Texas State hasn't made significant advances in the applications of technology over the past several years. It has, but the appetite for technology is high in academic, research, and administrative units; and the university is hitting a tipping point regarding resources (human and financial) available to both support existing technology and implement emerging and new technologies.

An area of concern is the feasibility of remaining on the existing Learning Management System (LMS), known better as TRACS. TRACS is an implementation of Sakai, an open source LMS that started in 2004. Over the past several years, the Sakai community has seen a decline in

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membership, with members opting for commercial LMS's such as Blackboard or Canvas. To mitigate this risk, the university has chosen Canvas as the new learning management platform at Texas State. Canvas has proven to be more extendable and able to reach the learners at the university where they are. Canvas will be made available to the Texas State community in spring 2020.

While overall enrollment and headcount have been flat at Texas State, distance learning credit hour production has been rising among all student demographics by double digit percentages since 2014. Significant investments have been made in technology and course and program development for distance learning. Additionally, recent structural reorganizations have provided the potential for a more centralized, strategic approach to distance learning fully aligned with Academic Affairs goals. Despite the launch of several new graduate programs since 2017, Texas State has not performed comparably in key performance indicators to peers within the state and nation. Few Texas State programs are listed as fully online and marketing support for individual academic programs is typically restricted to program launch only. These challenges present growth opportunities in distance education which may be leveraged to meet student demand and facilitate student success.

Comparison with its peers in implementation of open educational resources (OER) reveals that Texas State has opportunities for growth in this area as well. A landscape survey on OER was initiated by the Texas Higher Education Coordinating Board (THECB) in 2018 to explore how institutions are making use of OER in courses and academic programs. Our institutional response revealed almost no activity regarding OER among faculty, little professional development activity about it, and no institution-wide measurement of impact implemented or planned

Recently published results from a large-scale research project at the University of Georgia, demonstrate that use of OER can improve student achievement. The THECB has created a grant program and started a process for securing a state-wide OER repository to encourage adoption. Thus, opportunities abound for making headway regarding OER implementation.

Implications

Technology for instruction or general communication significantly changes every three to four years. Consequently, in the life of our current strategic plan

there will be major change. Compounding the challenge are other major variables: changes in students, somewhat slower adaptability of faculty, and the rate of content change specific to each academic discipline.

~Evaluating which educational technology trends the university chooses to align itself with, is a major commitment to a moving target. Discussions at all levels may be needed to contribute to thoughtful and deliberate evaluation of which technologies will provide the greatest return for varied purposes in different disciplines.

~Academic programs will also face consideration of the supporting technologies that facilitate learning interactions including flipped classrooms (where homework and lecture material is accessed by students outside of class, leaving class for discussion, activities, etc.), active learning environments, online education, and multi-way interactive video.

~The sophisticated capabilities of mobile computing have not become pervasive across campuses, but will become so and programs may want to set up mechanisms to address this.

~Creating an institutional-level strategic framework and direction that academic units may access when implementing distance learning programming will leverage our significant investments in technologies and new organizational structure, while enhancing Texas State's competitive position for new enrollments and ensuring student success, quality, and compliance with an increasingly complex set of federal, state, and accreditation standards.

~Developing additional awareness among faculty about OER and encouraging its use should be undertaken with strategic goals set to enhance student learning, make learning materials more accessible, and increase affordability in courses and programs for students.

In general, the use of technology outside the university will continue to have a significant influence on the technology landscape inside the university as expectations of students, faculty, and staff grow and Texas State seeks to fulfill this and future strategic plans.

Revised 2019

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Robert J. Beichner, "The SCALE-UP Project: A Student-Centered, Active Learning Environment for Undergraduate Programs," *National Academy of Sciences* (September 2008)

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The Intentional Shift from Diversity to Inclusion

Valuing, Leveraging, and Welcoming Diversity among University Constituents

Diversity is defined as “the presence of difference within a given setting;” whereas, inclusion is defined as “the process of different identities feeling and/or being valued, leveraged, and welcomed within a given setting.” (Bolder, n.d.) While Texas State University has experienced significant growth in diversity among its faculty, staff, and students, there is considerable work to be done in creating a university that embraces, values, and practices inclusive dialogue, interaction and support.

Overview

Over the past several years, many college and university campuses have faced turmoil around questions of fairness, inclusion, equity, and diversity. Texas State is among them.

Since the decision was made for Texas State to actively pursue Hispanic Serving Institution (HSI) status, the overall expansion of a diverse student body has been realized. Currently, Texas State not only maintains HSI status, but is also a majority/ minority university. In addition to race and ethnicity, Texas State continues to be a top, “veteran friendly” university according to the *Military Times*, a campus with an active and vibrant LGBTQIA student body, and a campus with a similar representation of between students from rural and urban locations. In addition, recent efforts have been made to increase the diversity of faculty, staff, and administration on campus. One result is that the university was recently named by Forbes magazine as one of the nation’s “Best Employers for Diversity.”

Conversely, while some efforts have been made to shift Texas State from a diverse campus to a campus that actively, thoughtfully, and critically pursues inclusion, ample opportunities remain for faculty, staff, and students to pursue reasons to:

- consistently acknowledge the diversity of the university as a viable and realistic preparation for students to real-world diversity;
- hire faculty that can provide diverse and inclusive curriculum, programming, and mentoring;
- actively encourage students to participate in university- and community-related activities that expand their knowledge and practice of inclusivity; and
- brand the university as “one Texas State,” where students challenge the privilege of “choosing not to enter into other’s forms of oppression.”

Status

Over the past couple of years, Texas State has sought to reinforce its message and unwavering commitment to listening, improving, and acting as a truly inclusive university. Members of the Bobcat community have already begun to forge pathways through crucial conversations, new staff positions, artistic displays, dialogue sessions, demonstrations, process improvements, poetry, music, and other forms of expression.

The current status of student diversity at Texas State, as well as the efforts to increase diverse faculty and staff is “high;” whereas, ample opportunity exists to establish a level of **inclusiveness** that is congruent with our diversity efforts.

Centered upon the basic goals of effectiveness, coupled with some of the issues raised by students, faculty, and staff, there are two broad concepts that Texas State is currently focused on in order to become a more inclusive campus.

- Increasing the participation of faculty, staff, students, and administration in programs, events, presentations, and dialogues, where

they do not belong to the groups or ideologies being presented.

- Creating a campus where, despite differences in background, ideology, nationality, etc., *all* students feel safe, valued, and included.

Implications

Texas State is guided by a commitment to shared values, including a spirit of inclusiveness, the free exchange of ideas, and a sense of community. To achieve these ideals, it is imperative that all members of the university are made to feel welcome, embrace a diversity of people and ideas, and ensure that all voices are heard.

The path to inclusive excellence will be as varied as the faculty, staff, and students who make up our vibrant institution. While there is no limit to the efforts and opportunities to increase inclusivity at Texas State, there are several specific opportunities to intentionally demonstrate impactful inclusion. Some of these include:

~ Establish a “One Bobcat” campaign that is designed to specifically reinforce the importance of inclusion at Texas State. This effort would include marketing both on campus and for the overall present and future Bobcat community, creating paraphernalia (e.g., t-shirts, posters, giveaways) to promote the campaign, and university programming.

~ Ensure that the annual *Common Experience* programming includes specific presentations and events that directly support diversity and inclusion – particularly praxis-driven inclusion.

~ Through the leadership of the college deans, department chairs, and school directors, encourage departments and schools to actively offer programs, events, dialogues, and speakers that promote diverse people, diverse issues, and inclusive participation.

These first steps towards intentionally shifting from a merely **diverse** institution to an **inclusive** one recognizes and acknowledges that Texas State’s faculty, staff, and students are changing, and the university environment needs to strategically meet the changing needs of its constituents.

Further Reading

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Utility Infrastructure

Replacing, Upgrading, and Advancing for a Growing University

A reliable and resilient campus infrastructure provides the groundwork for Texas State University to achieve its mission and goals. The utility infrastructure, which includes the core networking and data center infrastructure, plays an important role in campus operations, as outages of any of these services cause disruption to the university's ability to effectively deliver its overall mission.

Overview

The *University Master Plan*, updated in 2017, identifies the need to improve infrastructure to support the university's goal of becoming a National Research University. That plan recognizes the need for the campus to have reliable and resilient utility infrastructure in place.

The City of San Marcos is responsible for delivery of electrical power to the San Marcos campus and for receipt and treatment of the campus sanitary sewer effluent. Centerpoint Energy is responsible for delivery of natural gas. For the Round Rock campus, Oncor and the City of Round Rock are responsible for delivery of electrical power potable water, and for receipt of the campus sanitary sewer effluent. Atmos is responsible for delivery of natural gas.

The utility infrastructure owned and operated by Texas State, found on the San Marcos campus consists of: medium voltage (MV) electrical distribution system, medium pressure steam (MPS) generation and distribution system, chilled water (CW) generation and distribution system, potable well-water production and distribution system, sanitary and storm sewer systems, a reclaimed water system, and building automation systems located inside campus buildings. The Outside Plant (OSP) consists of the pathways, spaces, and media that provide telecommunications external to buildings. OSP is used to support voice, data, video, electronic security, building automation, fire, life, safety, and other low voltage systems as they evolve.

Status

The 2017 master plan identified several utility infrastructure items that should be addressed soon to ensure resiliency and reliability of the university's utility systems.

On the San Marcos campus:

- Portions of the electrical distribution system are approaching the end of their useful life. Further, the campus' underground (UG) parallel radial systems are becoming increasingly prohibitive to maintain because the parallel circuits are run through shared manholes with other utilities. The existing UG electrical distribution system is being re-configured to segregate the two parallel feeders into separate manholes, thus promoting more resilient and reliable system configuration. Much work is still required to completely replace all aging electrical infrastructure on campus and finish segregating the parallel radial feed system. The university is also working with San Marcos Electric Utilities to bring reliable and redundant electrical capacity commensurate with our research needs to the San Marcos campus.
- The steam generation system has exceeded its firm capacity. There is uncertainty in the steam flow meter data used to analyze actual campus loads, and a new project is underway to replace sensors with more reliable units that will provide credible and repeatable data that can then be used to guide decisions regarding future assets.
- The chilled water generation system consists of five separate plants throughout campus, each operating in 'island mode;' however, loads can be shifted across plants to accommodate plant operational changes. Recent upgrades to the campus distribution system have furthered the ability of the system to move building loads from plant to plant. Continual review of campus load versus available assets will guide when and where the next chilled water asset is implemented.
- The water production and distribution systems have multiple single points of failure. The grid configured campus water distribution system is aging but has built-in redundancies to minimize outages due to line breaks. There is a need to evaluate and design a new cross-connection with the City of San Marcos to allow for water towers to be taken offline for maintenance.
- The sanitary and storm water systems throughout campus are designed to convey effluent to associated outfalls. There are known concerns regarding the size and, in some areas, location of these systems that need to be addressed.

- The reclaimed water system on campus will be used for irrigation purposes to help reduce the quantity of water withdrawn from the aquifer.
- Portions of the telecommunications network use outdated fiber for connections between buildings which does not support high-speed connections. Additionally, many buildings on campus only have one fiber connection to the network, with no backup in the event of a fiber cut.
- The network switches and routers that comprise the campus data network do not have reliable power. Uninterruptable Power Supply (UPS) units are commonly installed with new network switches during upgrades, but these units can occasionally fail and cause unscheduled outages.
- Most of the wireless access points (WAPs) that comprise the outdoor Wi-Fi network are mounted to building exteriors, causing interference with WAPs inside the buildings and does not provide optimal placement for many outdoor areas that need Wi-Fi service.
- Some buildings on campus utilize fiber optic cable provided by a local cable TV company. When this contract expires, these fiber connections may become expensive or unavailable.
- All three data centers and many buildings on the San Marcos campus utilize diesel generators for emergency power, which must be manually re-filled during operation. Availability of diesel fuel in a major disaster scenario places our data centers at risk in the case of an extended disaster scenario.

On the Round Rock campus:

- All the existing utility infrastructure on the Round Rock campus is relatively new and can be expanded to meet the needs of campus as it continues to grow. The existing Central Utility Building (CUB) on campus has space to support future buildout of both hot and chilled water generation assets to support up to a total of five academic buildings of similar size as the existing structures.
- The underground cable pathways on the Round Rock campus comprise single points of failure, including a single pathway for access to the campus from the right-of-way.
- The network switches and routers that comprise the campus data network do not have reliable power.
- The network on the Round Rock campus is not designed to run the campus independently in the case

of a network failure between San Marcos and Round Rock, as it depends on numerous services provided at the San Marcos campus for normal operation.

- The Round Rock campus does not have proper data center.

Implications

Given these challenges, how can a manageable and appropriate growth rate be sustained from a utilities infrastructure standpoint?

On the San Marcos campus:

~The electrical infrastructure will need major replacements of underground cables within the next 10-20 years. While replacing cables, attention should be paid to segregating the parallel radial feeds to allow for maintenance to occur on one set of cables, while keeping the parallel feed energized.

~The steam infrastructure will also require further analysis to determine when additional heating assets need to be installed. There are known deficiencies at the Central Plant.

~The chilled water infrastructure will require further analysis as the East Plant approaches the end of its useful life (circa 2025). New production assets should be added to ensure firm capacity is available.

~The analysis and design of the cross-connection of the water system should be implemented.

~The sanitary system should be inspected and modeled to verify age and capacity. The storm systems should be maintained and upgraded in accordance with the campus MS4 program.

~The use of reclaimed water on campus may cost the university more money in operating costs, but will help the university become more sustainable by reducing withdrawal rates from the Edwards Aquifer.

~A new campus utility masterplan is needed.

~All remaining outside plant multimode fiber on campus should be replaced with single-mode fiber in the next three years. Multiple strands of single-mode fiber should be run to all buildings that currently have only a single pair to provide redundancy.

NEW 2019

~Old and failing copper telephone cabling between buildings should be removed and replaced with fiber-optic cables.

~Reliable power should be provided to data closets in all buildings, including emergency power generation and UPS.

~Power and data cabling should be provided on light poles and other outdoor structures in future construction.

~Dark fiber provided by the local cable TV company should be replaced with university-owned fiber.

~Diesel emergency power generators should be replaced with natural gas units.

On the Round Rock Campus:

~As the campus grows, the infrastructure should be expanded within the footprint of the existing CUB, as needed. Once it is no longer feasible to continue to add or upsize assets within the existing CUB, the campus should add a separate CUB facility to support the additional growth on campus. The new and existing CUB should be hydraulically connected and operate in unison.

~Redundant campus entry pathways for data providers should be installed in order to eliminate single points of failure.

~Future buildings should include redundant outside plant pathways to interconnect with existing facilities.

~As the campus is expanded, data center space (including power distribution, cooling, rack space, and emergency power) should be included in one or more buildings in order to host any on-premises computing hardware that may be required.

Implemented carefully, none of these measures should come at the expense of the traditional academic experience or quality that has long been a deserved part of the university's reputation.

Further Reading

The University Master Plan,

<https://masterplan.fss.txstate.edu/>

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<https://www.facilities.txstate.edu/utilities.html>

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Fundraising

Supporting the University's Strategic Priorities

Texas State University has set a goal of becoming a National Research University in order to help meet educational workforce demands and contribute to innovation in the economy through research. In support of this goal, the university has added students and degree programs, built state-of-the-art facilities, and raised its research profile. Our athletic programs continue to reach new heights, as well. The university has launched a fundraising campaign to support investments in each of these areas and to drive the continued growth of Texas State.

Overview

In the eight-year period during the Pride in Action campaign, the university averaged \$19 million annually in philanthropic gifts. The campaign ended in 2014 with \$152 million raised in support of the university, exceeding the original goal of \$110 million. Following the close of the campaign, University Advancement began preparing for the next comprehensive campaign to support the university in achieving eligibility for the National Research University Fund (NRUF).

In May 2015, Texas State engaged a fundraising strategy consultant to conduct a campaign planning study. The study included strategic conversations with 89 internal and external stakeholders, three focus groups, and an online survey sent to over 16,000 recent donors. Based on analysis of historical giving and feedback collected through the campaign planning study, the consultant recommended moving forward with a seven- to nine-year campaign and suggested fundraising targets, timelines, and provided strategic guidance.

During the initial campaign planning period, University Advancement put a strategic focus on implementing new systems, refining processes, and hiring experienced fundraising staff in key positions. These investments have contributed to growth in the fundraising capability of the university. The university finished FY 2015 with the strongest fundraising results ever, raising over \$24.4 million from nearly 13,000 donors. This momentum has continued each fiscal year since, with average annual fundraising of \$27.5 million between FY 2015 and FY 2018.

Status

Texas State has implemented a number of initiatives to enhance fundraising outcomes since 2015. These include:

Growing the major gifts team. In April 2017, the Texas State University Development Foundation approved a strategic plan that allocated Foundation resources in support of fundraising and communications to support the university in achieving NRUF targets. In the two years since, the university has added six major gift officers, bringing the total to 17, with a plan to expand the number of major gift officers to 24 by 2022. University Advancement will continue to hire additional gift officers and support staff during the campaign, as funds become available.

Building a culture of giving among students and alumni. The Annual Giving department implemented new initiatives to engage first-time donors in support of the university. On October 3-4, 2018, the university held our third annual Step Up for State day of giving event. For 1,899 minutes, in honor of the university's founding year, the Texas State community came together to support 51 projects from across the university. In total, 3,250 donors contributed over \$250,000, including more than 1,000 who made their first-ever gift to the university. University Advancement has partnered with Student Affairs and the colleges on Step Up for State and other crowdfunding initiatives to engage the current student population with fundraising in ways that will strengthen their contributions as alumni of Texas State.

Fundraising with international reach. In 2015, the university began assigning major gift officers to "out-of-state" regions, with a focus on major metropolitan areas with clusters of Bobcat alumni. As of 2019, gift officer portfolios include Bobcats across nine states. The first international alumni event was held in 2017 in Mexico City. In 2019, the university expanded its international outreach to alumni with events in Hong Kong and Japan.

Engaging donors in support of Big Ideas. In preparation for the launch of the public phase of the campaign, University Advancement partnered with the Office of the Provost and Vice President for Academic Affairs to source visionary ideas from faculty and staff for the next comprehensive fundraising campaign. "Big Ideas" align philanthropic

support with innovative research in areas that build on existing strengths and can make a significant contribution to an important social issue or creative endeavor. Five projects were selected out of 36 proposals submitted. These projects will receive dedicated fundraising support to raise lead gifts for the campaign, with a focus on gifts of \$1 million or more. University Advancement anticipates additional opportunities to submit or resubmit Big Ideas on a regular basis throughout the campaign.

Focus on endowments. The university has continued to put an emphasis on endowment gifts in support of our goal to reach the \$400 million endowment criterion for NRUF eligibility. The university endowment has grown from approximately \$47 million at the start of the Pride in Action campaign in 2006 to over \$205 million in 2019. In FY 2018, the university added 66 new endowments, with total endowment contributions of \$8 million.

Building university's profile through branding and national media outreach. In 2018, the university engaged the branding firm One Sixty Over Ninety to conduct research directed at measuring Texas State University brand awareness and perception. The report of findings informed the development of messaging to position the university to future students, alumni, and the general public. Additionally, the university and the Texas State University Development Foundation have partnered to engage One Sixty Over Ninety to assist with planning and implementing a national public relations campaign to promote the university in the national media.

Legacy gifts to support the future of Texas State. In FY 2015, Texas State had a three-year average of approximately \$1 million in planned gifts annually. Since that time, planned giving has increased to an average of approximately \$5 million per year, not including a planned gift of \$15 million received in FY 2017. This increase is largely attributable to investments made in the university's planned giving program, including a contract with Thompson & Associates for estate planning services and The Stelter Company to produce and distribute over 5,500 planned giving newsletters twice per year.

Implications

~In preparing for the public phase of the campaign, University Advancement will partner with University Marketing to develop a campaign brand and marketing materials in preparation for the launch of the public phase of the campaign; building upon the branding work of One Sixty Over Ninety.

~In an effort to broaden outreach through new technology, new software will be used to broaden alumni engagement efforts and will also support the Annual Giving and Development teams.

~Colleges, schools, and departments will have the opportunity to support this new fundraising campaign by helping to build a culture of giving among their current students and alumni, as well as by reaching out to other program supporters.

With this solid foundation in place for effective fundraising to support university Big Ideas, Texas State is set to publicly introduce its new campaign, which is anticipated to be our most successful ever, and should move us closer to achieving our university strategic priorities.

Further Reading

Step Up for State

<http://donate.txstate.edu/StepUp>

Big Ideas

<https://www.ua.txstate.edu/bigideas.html>

Texas Higher Education Coordinating Board's website on the National Research University Fund

<http://www.theccb.state.tx.us/index.cfm?objectid=0BFA90B1-E0AF-4768->

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2017-2023 Texas State University Plan

Mid-Cycle Review

Final Approval by the President's Cabinet (5/7/2020)

1. Promote the success of all students.

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

- ~~Number of students in the current year involved in curricular and co-curricular activities that indicate high levels of satisfaction or have received special recognitions (DELETED)~~
- ~~Number of students in the current year involved in activities aimed at improving student experiences (DELETED)~~
- Number of NEW curricular and co-curricular activities specifically aimed at improving overall student experience and satisfaction and total participation (NEW)
- Results from student satisfaction surveys assessing these NEW curricular and co-curricular activities (NEW)
- ~~Number of TxState Mobile Application downloads in the current year (DELETED)~~
- Number of interactions with the TxState Mobile Application in the current compared to prior year (MODIFIED)
- ~~Number and total cost of NEW campus enhancement projects completed (DELETED)~~
- ~~Number of NEW voluntary meal plans purchased by students (DELETED)~~
- ~~Total dining and vending sales volume compared to prior year (DELETED)~~
- Student satisfaction with dining and vending experiences (NEW)
- ~~Bookstore sales volume other than course materials compared to prior year (DELETED)~~
- ~~Decrease in pPercentage of students cancelled for non-payment by payment due date through census date for the fall semester compared to prior year (MODIFIED)~~
(MOVED to 1.3)

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

- Graduate and undergraduate enrollment figures compared to prior year

- Number of community college articulation agreements compared to prior year that allow for better transfer recruitment, enhance degree completion, and reduces time to degree (NEW)
- 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)

1.3 Increase student retention and graduation rates.

- Number of NEW initiatives implemented to increase student retention (NEW)
- Number of NEW initiatives implemented to increase graduation rates (NEW)
- Student retention rates for ~~all~~various levelscategories (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)
- Student graduation rates for ~~all~~various levelscategories (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)
- Student retention rate and/or persistence rate increases in academic or support services department-identified retention programs ~~for the current~~compared to prior year (MODIFIED)
- The time-to-degree for all undergraduates (first-time undergraduates and new transfers) by comparison of cohort each year (NEW)
- Number of graduate degrees awarded compared to prior year (MOVED FROM 3.2)
- Number of students cancelled for non-payment through census date for the fall semester compared to prior year (MODIFIED – MOVED FROM 1.1)

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)
- Number and total dollar amount of all grant resources ~~for the current~~compared to prior year (categorized by purpose: recruitment, retention, and graduation) (MODIFIED)
- Number of endowed chair, scholarship, etc. break down of scholarships by students' classification (incoming freshmen, transfer, graduate, etc.) compared to prior year (NEW)

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
- Number of students served by advising centers compared to prior year
- Number of students served by the Student Learning Assistance Center compared to prior year
- Number of students served by the Writing Center compared to prior year
- Number of NEW academic support programs/activities and number of participants that ensure student success; provide one example **(MODIFIED)**
- Number of students served by MathCats compared to prior year (NEW)

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
- Number of continuing education courses for which marketable skills have been identified compared to prior year
- Number of NEW curricular and co-curricular programs and experiences-areas that have incorporated marketable skills components in the current compared to prior year (MODIFIED)
- Utilization of LinkedIn Learning certification programs and soft skill personal growth courses to foster individual development of students compared to prior year (NEW)

1.7 Prepare **all** 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)
- Number of academic credit internships/practica completed by students in the current compared to prior year as measured by Semester Credit Hour (SCH) in sources as coded **(MODIFIED)**
- Number of face-to-face career counseling/career development appointments (including face-to-face, online, Zoom or Skype) for the current compared to prior year (MODIFIED)
- Number of and career advising appointments for the current compared to prior year (MODIFIED)

- ~~Percentage~~Number of students ~~in the current year~~ who report employment or graduate/professional school plans in the Graduating Student Outcomes-First Destination survey compared to prior year (MODIFIED)

1.8 Provide educational programs and co-curricular activities that foster community, service learning, financial literacy, and leadership, ~~career exploration, and personal development.~~ (MODIFIED)

- Number of NEW educational programs related to service learning, financial literacy, and leadership provided and total number of participants (MODIFIED)
- Number of NEW co-curricular activities related to service learning, financial literacy, and leadership provided ~~and total number of participants~~ (MODIFIED)
- Number of NEW course sections transformed or created with a service learning or leadership component (MODIFIED)
- Number of service-learning hours completed by students enrolled in service-learning designated courses compared to prior year (MOVED FROM 1.13)

~~1.9 Leverage data and analytics to support growth in student success and institutional processes. (DELETED)~~

- ~~Number of NEW enrollment management (e.g., recruitment, admissions, financial aid, retention) policies initiatives that result from the use of actionable data (MOVED TO 1.2)~~
- ~~Number of NEW dashboards, data and analytical reports published (DELETED)~~

1.109 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 ~~in the current year~~ and types of disabilities compared to prior year (MODIFIED)
- Number of NEW electronic and/or physical ADA compliance ~~projects processes, procedures and tools~~ completed/available (MODIFIED)
- Number of ADA-related errors per page for university-managed websites compared to prior year (NEW)
- Number of software evaluations for disabilities that result in an ADA exception compared to prior year (NEW)

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

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

- Academic progress rate (APR) of student-athletes ~~for the current reporting compared to prior~~ year ~~compared to NCAA national average~~ **(MODIFIED)**
- Student-athlete retention rates (i.e., first-time undergraduate, transfer undergraduate, first-time master's) compared to entire student body
- Student-athlete graduation rates (i.e., first-time undergraduate, transfer undergraduate, first-time master's) compared to entire student body
- Number of NEW or modified programming for student-athletes that encourage 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

1.132 Provide ~~all~~ 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 service learning hours completed by students enrolled in service learning designated courses compared to prior year~~ **(MOVED TO 1.8)**
- ~~Number of NEW curricular and co-curricular programs/activities that provide students with quality engagement opportunities (provide one example)~~ **(DELETED)**
- Number of student curricular and co-curricular competitions ~~in the current~~ compared to ~~prior~~ year that receive special recognition **(MODIFIED)**
- Number of students and their total service hours ~~in the current~~ compared to ~~prior~~ year involved in verifiable community service activities **(MODIFIED)**
- ~~Number of events held on Texas State campuses~~ ~~for the current~~ compared to ~~prior~~ year 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.) (MODIFIED)

- Number of NEW training resources available for students related to First Amendment/Free Speech (NEW)

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)
- Number of OERs and low-cost textbook options adopted compared to prior year (NEW)
- Number of NEW information sessions offered for faculty and academic administrators describing approaches and benefits of managing costs of learning materials (NEW)
- Number of course resources maintained on reserve at the library compared to prior year (NEW)

2. Offer high quality academic and educational 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
- NEW academic programs approved during the current academic year
- ~~Online and hybrid SCH as a percent of overall SCH offered (DELETED)~~

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
- Number of NEW or revised courses with multicultural or multi-perspective content and designation (MODIFIED)
- ~~Number of educational or training sessions held in the current year for members or groups within the Texas State campus community that contain information concerning the value of diverse perspectives (DELETED)~~

- Number of faculty who participate in the Multicultural Curriculum Transformation & Research Institute compared to prior year (NEW)
- Number of NEW initiatives designed to help students understand and appreciate diverse perspectives (NEW)
- 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)

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

- Number ~~and percent~~ of students enrolled in Honors College courses offered compared to prior year (MODIFIED)
- ~~Percent~~ Number of students in each college participating in the Honors College compared to prior year (MODIFIED)
- Number of NEW Honors sections offered
- Number of Honors College graduates compared to prior year

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)
- Number of NEW programs/activities that improve capabilities in hybrid and fully online learning environments (MODIFIED)
- ~~Number, percentage, and capacity of active classrooms (DELETED)~~
- Number of active classrooms compared to the prior year (NEW)
- ~~Number and capacity of diverse learning environments in the university libraries (DELETED)~~
- Number and total cost of NEW classroom and teaching laboratory enhancement projects
- Number of course offerings considered “Technologically Enhanced” based on usage of learning management system (LMS) feature set (NEW)

~~**2.5 Transition Texas State’s Learning Management System environment to a more integrated, robust, and modern integrated learning system. (DELETED)**~~

- ~~Number of NEW transitional learning management system (LMS) activities implemented (DELETED)~~
- ~~Percentage of courses being taught in the new LMS (DELETED)~~

2.65 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 total cost of NEW capital projects resulting in square footage additions coded as “Academic” **(MODIFIED)**
- ~~Number of NEW technology initiatives implemented during the current year and total cost (DELETED)~~
- ~~Percentage of classrooms upgraded technologically for the current year (DELETED)~~
- ~~Average age of computers in computer labs (includes learning commons) (DELETED)~~
- Number of faculty satisfied with the timeliness of classroom support compared to prior year (NEW)
- Average age of computers in open computer labs compared to prior year (NEW)
- Average age of a classroom’s infrastructure compared to prior year (NEW)

2.76 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 ~~for the current~~ compared to prior year **(MODIFIED)**
- Number of students studying abroad ~~for the current~~ compared to prior year **(MODIFIED)**
- Number of NEW institutionally recognized international exchange programs
- Number of students participating in Study-in-America ~~for the current~~ compared to prior year **(MODIFIED)**
- ~~Number of NEW curricular and co-curricular service learning programs that prepare students to be responsible citizens (provide one example) (DELETED)~~
- Number of NEW students participating in global immersion programs (MODIFIED)
- Number of Study-in-America programs compared to prior year (NEW)

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

- Number of NEW hybrid and fully online degree programs (NEW)

- Number of NEW degrees awarded from online programs (NEW)
- Fall SCH delivered via distance learning described as a ratio to total SCH (NEW)
- Student success metrics across distance learning courses and programs for continuous improvement (NEW)
- Number of distance learning professional development and instructional design engagements with faculty compared to prior year (NEW)
- Number of NEW and continuing hybrid courses compared to prior year (NEW)

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
- Total endowment funds as of the end of the fiscal year compared to prior year (MODIFIED)
- Number of Ph.D. degrees awarded
- ~~5-year master's graduation rate (DELETED)~~
- ~~10-year doctoral graduation rate (DELETED)~~
- Percent of first-time entering freshman class in top 25 percent of high school class
- Status as member of Association of Research Library membership, Phi Beta Kappa Chapter, or Phi Kappa Phi Chapter
- Association of Research Libraries (ARL) Library Investment Index ranking
- 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, including name of the award (MODIFIED)
- Number of Ph.D.-research and professional doctorate programs (MODIFIED)

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)
- Number of NEW research-focused graduate programs approved during the current year (MODIFIED)
- ~~Number of graduate students enrolled compared to prior year (DELETED)~~
- ~~Number of graduate degrees awarded compared to prior year (MOVED TO 1.3)~~

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)
- Number of students participating in the Undergraduate Research Conference and Honors Thesis Forum compared to prior year
- Number of graduate students completing thesis or dissertation projects compared to prior year
- Number of NEW major undergraduate research opportunities provided, and number of students involved (provide one example) (NEW)

3.4 Expand support to the research community by enhancing resources ~~to support the evolving requirements of faculty~~ while developing a staff of research professionals to ~~support and~~ assist researchers. (MODIFIED)

- Total research and development expenditures compared to prior year (MODIFIED)
- Number of proposals developed with the assistance of Research and Sponsored Programs staff and grant writing contractors compared to prior year
- ~~Total number and~~ Utilization of LEAP High Performance Computing (HPC) ~~nodes~~ cluster compared to prior year (MODIFIED)
- ~~Number of technology mitigation plans for research grants (DELETED)~~
- ~~Number of NEW research job postings along with average time to fill (DELETED)~~
- Number of people conducting research at Texas State compared to prior year (NEW)
- Number and square footage of completed total cost of NEW capital projects resulting in square footage additions coded as “Research” (MODIFIED)
- ~~Increase in~~ Number of research-specific Environmental Health, Safety and Risk Management training courses taught compared to prior year (including attendance); explain changes (MODIFIED)
- ~~Decrease in the number of lab safety inspection violations compared to prior year (MOVED TO 4.5)~~
- Total value of eligible gifts submitted to the Texas Research Incentive Program (TRIP) for a match (NEW)
- Total value of TRIP matching funds received by Texas State (NEW)
- Number of research professional staff compared to prior year (NEW)

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

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
- ~~Percent increase in average~~ Median staff salary levels for ~~all ranks~~ classified, unclassified, and administrative officer staff compared to prior year (MODIFIED)
- ~~Comparison of m~~ Median salary by position at Texas State compared with median salary in the ~~local~~ appropriate market for faculty and staff and to CUPA-HR national data or appropriate peer set for faculty (MODIFIED)
- ~~Percentage of positions with an identified market benchmark (DELETED)~~

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 ~~NEW~~ programs and activities that provide assistance in strengthening faculty/staff recruitment, hiring, development, and retention compared to prior year; explain differences (MODIFIED)
- ~~Number and percent of African American, Hispanic, and other diverse~~ faculty and staff by race, ethnicity, and gender compared to prior year and five-year rate of retention (MODIFIED)
- Annual turnover ~~percentage~~ rate of regular faculty and staff (~~FLSA exempt and non-exempt~~ classification, ~~years of service~~, age, diversity, and division) compared to prior year (MODIFIED)
- Number of online recruitment advertisements of job postings and advertising sources ~~for the current~~ compared to prior year (MODIFIED)
- Number of applications received for staff positions (total, per posting, and average by ~~FLSA exempt and non-exempt~~ classification) ~~for the current~~ compared to prior year (MODIFIED)

- Time to fill a staff position (overall and by division, ~~FLSA~~exempt and non-exempt classification) ~~for the current~~compared to prior year **(MODIFIED)**
- ~~Time to complete staff new position and reclassification job audits for the current year~~ **(DELETED)**
- ~~Percentage~~Number of Performance Management assessments completed by annual May 31 due date ~~compared to prior year~~ **(MODIFIED)**
- ~~Number of WellCats members, events, and participation for the current year~~ **(DELETED)**

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

- Number of ~~involvement and contribution levels in~~ annual plan progress reportings ~~submitted~~ **(MODIFIED)**
- Number of university and division policies that are current/delinquent
- ~~Number of NEW policies developed or updated~~ **(DELETED)**
- ~~Number of responsible areas that are completing assessments and demonstrating continuous improvement for the current year~~ **(DELETED)**
- Number of administrative peer reviews conducted ~~for the current~~compared to prior year **(MODIFIED)**
- Number of graduate academic program reviews completed/submitted to the Texas Higher Education Coordinating Board ~~for the current~~compared to prior year **(MODIFIED)**
- ~~Number of required major state and national reports completed and submitted for the current year~~ **(DELETED)**

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

- Total dollar amount raised ~~for the current~~compared to prior year **(MODIFIED)**
- ~~Total dollar amount raised per strategic fundraising priority area~~
- Total amount of dollars raised by students for philanthropic projects **(NEW)**

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

- Number of ~~NEW~~safety and security programs offered compared to prior year; explain differences ~~support activities introduced~~ **(MODIFIED)**

- Number of ~~NEW~~ educational and/or training activities provided compared to prior year related to applicable laws (e.g., Title IX, Campus Savefety Act, Violence Against Women Act) (MODIFIED)
- Number of participants in personal and community safety training compared to prior year (NEW)
- Number of lab safety inspection violations compared to prior year (MODIFIED – MOVED FROM 3.4)

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 ~~in the current~~ compared to prior year (MODIFIED)
- Number of applications using ~~Two~~ Multi Factor Authentication compared to prior year (MODIFIED)
- ~~Number of reported security incidents for the current year (DELETED)~~
- Number of recorded compromised university email accounts via malicious email techniques compared to prior year (NEW)

~~4.7 Continue to improve strategies and models for governance and planning that are transparent and inclusive. (DELETED)~~

- ~~List of NEW published models or processes to support governance and planning decisions (DELETED)~~

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

- List of ~~NEW capital~~ completed construction projects completed at Round Rock Campus and total cost (MODIFIED)
- ~~Dining and vending sales volume at Round Rock Campus compared to prior year (DELETED)~~
- Number of ~~NEW non-faculty~~ staff positions added at Round Rock Campus by division (MODIFIED)
- Number and total cost of ~~NEW technology~~ initiatives implemented at Round Rock Campus during the current year (DELETED)
- ~~Total technology expenditures for the current year at Round Rock Campus (DELETED)~~

- Number of faculty satisfied with the timeliness of classroom support on Round Rock Campus compared to prior year (NEW)
- Utilization of distance learning platform (DLP)-enabled classrooms on the Round Rock Campus compared to prior year (NEW)
- List of completed construction and renovation projects (NEW)

~~4.9 Increase the utilization and effectiveness of available technologies through more impactful implementations, education, training, marketing, and communications. (DELETED)~~

- ~~Number of IT-related communication and marketing events for the current year (DELETED)~~
- ~~Adoption rates of new technology implementations/upgrades (DELETED)~~

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

- Number of ~~NEW~~ campus business improvements projects completed (MODIFIED)
- ~~Number of electronic documents processed through Adobe Sign- (DELETED)~~
- ~~Number of NEW functionalities implemented via mobile technology- (DELETED)~~
- ~~Number of NEW cloud solutions vetted and approved (DELETED)~~
- Estimated cost per electronic document processed compared to prior year (NEW)
- Faculty and staff overall satisfaction with Information Technology services and support compared to prior year (NEW)
- Student overall satisfaction with Information Technology services and support compared to prior year (NEW)
- Percentage~~Number~~ of employees signed up to receive electronic W-2s compared to prior year (MODIFIED)
- ~~Decrease in percentage of Outstanding Charges Receivable compared to prior year (DELETED)~~
- ~~Increase in a~~Number of vendors in the TSUS Marketplace compared to prior year (MODIFIED)
- ~~Increase in percentage of automatically paid invoices using 2-way match compared to prior year (DELETED)~~
- ~~Increase in utilization~~Number of individuals using Concur Travel Management tools compared to prior year (MODIFIED)

4.119 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)
- Number of new hires of ethnically diverse faculty and staff by federally defined categories compared to prior year (MODIFIED)
- Number of NEW non-academic cultural and diversity programs provided compared to prior year (MODIFIED)
- Number of faculty and staff who participate in the internal inclusion skill certificate program compared to prior year (NEW)

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

- Number of NEW alumni and external constituents outreach (parents, families, businesses) activities and number of participants engaged in volunteer roles endorsed by Texas State (MODIFIED)
- Number and percent of NEW alumni (undergraduate degree holders) and external constituents donating to that engage with Texas State by making philanthropic investments compared to prior year (MODIFIED)
- Number and percent of recent (graduated within last five years) alumni donating to Texas State compared to prior year (MODIFIED)
- Number of NEW alumni achievement awards for the current year (DELETED)
- Number of NEW Alumni Association sponsored and co-sponsored events and number of participants (DELETED)
- Number of NEW recognized alumni chapters (DELETED)
- Number of NEW alumni chapter hosted events and number of participants (DELETED)
- 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)

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

- Number of NEW student health and wellness activities programs provided, and number of participants as compared to prior year; explain differences. (MODIFIED)
- Number of NEW faculty and staff health and wellness activities programs provided, and number of participants as compared to prior year; explain differences (MODIFIED)
- Employee Assistance Program utilization rate compared to prior year

4.142 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

4.153 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 maintenancecapital renewal projects completed ~~for the current~~ compared to prior year **(MODIFIED)**
- Number and total cost of NEW infrastructure expansion, repair and renovation projects completed **(MODIFIED)**
- ~~Number, total cost, and~~ total square footage of NEW construction or additions completed **(MODIFIED)**
- ~~Percentage of data switches less than five years old~~ **(DELETED)**
- ~~Percentage of servers in the data center running under virtual machines~~ **(DELETED)**
- Number of technology access points who experience an average airtime utilization of 50 percent or greater compared to prior year **(NEW)**
- Network reliability compared to prior year **(NEW)**

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

- Number of active HUB vendors compared to prior year **(NEW)**
- Construction value issued to HUB vendors compared to prior year **(NEW)**
- Number of active mentor/protégé partnerships compared to prior year **(NEW)**
- Total university procurement with HUB vendors compared to prior year **(NEW)**

Challenge and Change: Background Briefs to assist with Planning Efforts

Compiled here is a series of 10 background briefs, with material for each contributed by key stakeholders at the university who are the most familiar with the individual topics. The environment within which higher education, particularly Texas State, operates is a challenging maze of constantly changing influences. The President's Cabinet has chosen select topics mostly likely to affect and inform this cycle of strategic planning.

These two- or three-page documents are designed to support you in your planning by providing a general assessment of a specific environmental facet that should give some sense of the "lay of the land" and the anticipated changes and other challenges. Though they are mostly separate topics, they should not be viewed or consumed as independent vertical "smokestacks." There are many overlaps and cross-influences apparent here and it is recommended that you consider all of the topics as potentially useful. For instance, the National Research University Fund (NRUF) brief has as many implications for undergraduate admission, graduate program development and faculty development as it does for direct research areas. And the same is true for the other topics, too.

Though the variations in topics mean variations in content, each brief starts with a concise overall concept of what is included, followed by an **Overview** summarizing the state of affairs in general. The **Status** section then talks specifically about where Texas State is in the context of the overall environment and **Implications** covers what the expected ramifications are for the university over the term of the next strategic plan. Finally, the contributors include some additional resource material/websites, and contact information for the contributors themselves is included.

The brief topics include:

- **College Affordability & State Funding**
- **Changes in Students**
- **Student Life**
- **Student Success**
- **Engaging Alumni**
- **Create, Understand, Reveal, Teach**
- **Hire, Inspire, Retain**
- **Charting a Path to NRUF**
- **Emerging Technologies and Digital Learning Environments**
- **The Space Deficit**

Please view these briefs as a resource to be used by all involved in the planning process in your unit.

College Affordability & State Funding

Balancing Economic Means, Educational Costs and Academic Excellence

Texas State should continue to place college affordability among its highest priorities in order to make progress towards the Texas Higher Education Coordinating Board's plan to have sixty percent of Texas' 25- to 34-year-old workforce holding postsecondary credentials by 2030. This will require achieving a delicate equilibrium among student finances, external funding, costs and time to degree.

Overview

The economic resources of college-bound Texas students are forecast to decline over the coming decade. That prediction is compounded by the expectation that state funding of higher education will continue to shrink as a percentage of the revenue necessary to run the university, as it has for the past two decades.

This convergence of factors places the university in a challenging position. It needs to remain focused on providing a first-rate education and advancing its own strategic goals, but that cannot come at the expense of unsustainable increases in the cost of attendance.

While the goal of student affordability is sometimes portrayed as incompatible with the pursuit of excellence, these two goals can be aligned. Texas State's plans and processes can allow progress on both.

Status

The notion of providing an affordable college education is hardly new. Indeed, President Lyndon Johnson confronted it head on when he signed the Higher Education Act 51 years ago right here on the campus of Texas State University. In his remarks that day, President Johnson said that the Act, "means that a high school senior anywhere in this great land of ours can apply to any college or any university in any of the 50 States and not be turned away because his family is poor."

Despite the progress made since 1965, the financial challenges facing families and students

seeking to complete a college degree remain daunting. In fact, the distance between affordability and financial ability has perhaps increased. Not only poverty, but even lower income status has become a barrier to higher educational opportunity. The largest federal aid program, Pell Grants, today covers only approximately 30 percent of the cost of a four-year public college education for the neediest students - the lowest proportion in history and less than half of what it covered in 1980.¹

The effect of affordability on ability to access higher education is stark: while half of Americans from high-income families hold a bachelor's degree by age 25, just 1 in 10 people from low-income families attain that level of education.¹

The patterns at Texas State mirror national trends – student financial support has not increased as a percentage of costs of college attendance. In 2005, tuition, fees, room and board added up to \$10,142 while student aid averaged roughly 75 percent of that (\$7,554). By 2015, costs totaled \$17,356 while student aid still only met 75 percent (\$12,952). The fact that 76 percent of that student aid is in the form of loans that must be repaid can place an extra burden on the initial income years of Texas State grads. So not only support, but the form of support becomes a critical factor.

Data back the contention that a university degree is becoming not merely desirable but a necessity for success. College graduates will earn, on average, more than a million dollars more in their lifetimes than non-graduates. Perhaps more importantly, nearly two-thirds of the jobs in the State of Texas (and nationally) are projected to require the completion of a program of higher education by 2020. Unfortunately, two-thirds of prime working-age Texans lack an associate's degree or higher. That ranks Texas 40th in the nation and creates a significant impediment to the state's future prosperity.²

Implications

How can the university help?

~While affordability has often been tied to access in the past, it is also linked to degree completion. Students with some college education really do not do perceptibly better from a financial standpoint than those with no college at all. It is the completion of a degree program that brings meaningful rewards and job eligibility.

Therefore, programs and processes that help to retain students and move them toward completion can be productive targets for consideration. A student who manages to complete only two or three years of college with very little or even no debt is not better off financially than the student who borrows an average amount in order to complete a degree on time.

~Discussions about living-learning communities and initiatives tied to affinity groups can be useful because these are good examples of programs that enhance student engagement - an important factor in progress toward a degree.

~Academic support services that include academic advising and career counseling, tutoring, supplemental instruction, and peer-assisted learning enhance student success and may also be considered.

~Careful scheduling of classes, particularly required classes, can afford students optimal opportunities to complete required courses in sequence and on time. Creative packaging of degree offerings that shorten the time spent in earning a degree can reduce costs while increasing degree completion. These are but a few examples of programs and processes that improve student success and could be considered and discussed during the planning process.

In addition to making sure that students are getting both financial and academic support, the university can ensure that it is a responsible steward of costs.

~Not only is it important for deans, chairs, directors, supervisors, administrative assistants and accounting clerks to carefully scrutinize every expense, it can be productive to consider cost reduction during the planning process and to suggest initiatives whose prime purpose is to either reduce costs or shift costs from needs of lesser priority to those more likely to affect the university's strategic needs.

~Finally, ensuring student success and being efficient in fiscal operations does not preclude excellence. While it may be true that Texas State has already raised *doing more with less* to an art form, there is also room to make what is better into best. Is there a better and more efficient way to deliver a service? Is there a more appropriate way to deliver or schedule a course? Is technology being used to lower the cost of services, course materials, products and supplies? These are all questions that can be an important part of any planning process.

Affordability doesn't just mean becoming less expensive, for students or the rest of the university, it means becoming better and then best.

Further Reading

¹*Keeping College Within Reach*

http://forabettertexas.org/images/EO_2015_04_KeepingCollegeWithinReach.pdf

²*College Affordability and Completion: Ensuring a Pathway to Opportunity*

<http://www.ed.gov/college>

Texas Higher Education Strategic Plan 2015-2030

<http://www.theccb.state.tx.us/reports/PDF/6862.PDF>

How three higher education leaders think about student success

<https://www.eab.com/daily-briefing/2015/08/25/how-three-higher-ed-leaders-think-about-student-success?>

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Changes in Students

Anticipating the Characteristics of Future Freshmen

The university has become, is becoming and will continue to become more diverse in the composition of its freshman class, and eventually across everything that is Texas State. Even the nature of that diversity will keep changing. But changing freshmen cannot be looked upon as an isolated challenge separate from other elements of strategic planning. A diversifying and changing freshman class is linked to National Research University Funding (NRUF), and to college affordability, space and faculty/staff needs, scholarship resources, alumni engagement, student success and student life, etc.

Overview

The changes in freshmen start with changes in the pipeline – national and state high school graduates. Three interrelated demographic themes will influence the composition of higher education over the next decade – growth in the number of public high school graduates, their increasing diversity, and their changing socioeconomic makeup.

According to a study by the Western Interstate Commission for Higher Education (WICHE), the annual number of high school graduates is expected to increase from 2.97 million in 2015 to 3.26 million by 2025. But those national figures mask the fact that graduation rates have declined in the Northeast and much of the Midwest, while growing in many southern and western states. Texas, in fact, is expected to have a significant increase in high school graduates, from 287,749 in 2015, to a projected 348,466 by 2025. That's 21 percent growth.

(Note: WICHE will release an updated version of this study later this year or early in 2017. The new edition is expected to provide important information about the number of immigrant students that have entered the kindergarten-12th grade pipeline.)

Those graduates will be increasingly nonwhite nationally, a trend that is already underway at Texas State. Statewide, the number of Hispanic graduates is expected to considerably more than double by 2025, African American graduates to grow slightly, and Asian/Pacific Islander graduates to more than double.

An increasing number of college-bound students, and their families, will have insufficient financial resources to meet increasing educational costs. Between 1999 and 2010, the number and proportion of Texas Whites, Hispanics, African Americans and Asian-Pacific Islanders living below the poverty line all increased. And this translates to college attendance. Between 2005 and 2015, the percentage of undergraduates receiving Pell Grants, rose from 26.1 percent to 37.4 percent.

Status

Given even Texas State's cost of attendance, which is a relative bargain compared to other public institutions, current federal, state and institutional financial aid programs may be insufficient to meet the needs, particularly of low income students. Students dependent on grants and loans will need to more financially literate. Nor will the impact be entirely on students. Current rates of enrollment, retention and graduation may be affected.

For more than a decade, Texas State has experienced record enrollment growth, fueled by sustained increases in the size of the freshman class.

- In Fall 2015, the university enrolled 37,979 students. Of these, 32 percent were Hispanic and nine percent were African American.
- That figure included a record 5,724 freshmen of whom 38 percent were Hispanic and 13 percent African American.

- 48.5 percent of entering freshmen graduated in the top 25 percent of their class.
- The mean SAT was 1028.2 and the mean ACT was 23.

Implications

Given their potential impact on student recruitment and student success and its trickle down effects on enrollment, retention and graduation, the growth of increasingly diverse and increasingly financially stressed freshmen is a broad area that could yield productive consideration.

The vision of more incoming students who are more diverse, but have fewer financial resources suggests several related topics for discussion.

~The consideration of anticipated resources versus anticipated growth for the university and constituent academic programs, leading to potential growth targets.

~The not unrelated issues of freshman retention and graduation rates since the overall capacity of the university is partially determined not only by the number coming in, but also by the number staying and the number earning degrees. Methods could include changes in academic and other student support services to match the profile of entering freshmen.

~The larger proportion of lower socioeconomic status students (and their supporting families) may lead to consideration of economically-efficient changes in academic programs, more available financial or financial literacy support.

These involve reacting to the incoming pool but there are also potentials to shape it, keeping in mind other aspects of the planning process.

~Making progress toward the National Research University Fund (NRUF) freshman class metric of 50 percent in top 25 percent of their high school graduating class (or average SAT/ACT score at least 1210/26), suggests discussions about attracting higher-ability students. This could be

via expansion of merit-based scholarship opportunities, availability of individual scholarly activities or a number of other actions.

In summary, the significantly increased number of high school graduates over the next decade (+21 percent), their increasing diversity, and the rising number from low income families present predictable challenges, which can and should be viewed as opportunities.

The growth in applicant pool will allow the achievement of enrollment growth goals, but the increasing size of freshman classes suggests that consideration could also be given to the potential impact on retention and graduation benchmarks. As family means are increasingly stretched to meet college costs, this too can have an effect on recruitment, retention and graduation without proactive planning. NRUF goals related to freshman class quality may lead to more competition for high ability students, which may in turn suggest not only financial, but imaginative and innovative academic incentives.

The impact of the new generation of freshmen on strategic planning is clear, inescapable, and in many ways, can be a catalyst to desirable change.

Further Reading

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Student Life

Understanding and Adapting to Changes in Attitudes, Behaviors and Perspectives

College students are changing, not only in diversity and socioeconomic makeup, but also in the ways in which they interact with each other, the university, and eventually, the world. This is the largest and most diverse generation in U.S. history and one of the most disenchanted with the American Dream. Its members boast eclectic interests and complex characteristics, ranging from religious beliefs and social identities to political ideas and workplace behaviors. They are attracted to the social sciences and applied fields, and are activists, socially conscious, less religious, self-promoting and report more disabilities than previous generations. Since employers of recent college graduates lament that many new hires are not ready for the workforce, universities and employers are collaborating to determine and define career readiness. Much of this and other adaptations necessary to accommodate and serve this changing clientele fall in the realm of student life: a dynamic menu of activities and opportunities that supplements and informs the academic experience.

Overview

Traditional students who enter college over the next 5-7 years are truly digital creatures, subconsciously viewing technology and social media as integral and necessary parts of their lives, much as their grandparents accepted electricity as a given. They like to receive (and give) constant feedback and consider their education to be a cooperative venture between the institution and themselves. Colleges are expected to provide resources when they wish to access them, 24-7, because they like to communicate frequently, needing either face-to-face or technological connection much of the time. Despite this, these students like to learn on their own at their own pace. They have a preference for learning through video, rather than through words alone, and that means lectures alone are not well received. Basic or foundational information is tuned out because they believe they can always *Google* it. A tendency toward innovation and entrepreneurial activity, leads them to respond to problem solving and critical analysis opportunities better than answering

conventional test questions. Despite this, the ease of information access may have decreased their tendency to question things, as well as shortened their attention span, both key to critical analysis. Many of them want their college to help them master the entrepreneurial skills needed to start and run their own business, meshing well with experiential learning activities.

Economic concerns related to the recession have influenced a trend among these students to want to save more than to spend. This trend, along with the increasing cost of higher education, has resulted in anxiety over the cost of college and their ability to afford it. Students with financial concerns indicate a preference to pay only for direct education/classes while accessing other services (housing, health, recreation, etc.) on their own.

Status

•The preceding characteristics mean that students view higher education as an investment and a direct link to employment. While the current 5.5 million job vacancies, is a near historic high, and having many job openings is certainly better than no job openings, it is best to know what career competencies are sought. The National Association of Colleges and Employers (NACE) found these included:

*Critical Thinking/Problem Solving
Oral/Written Communications
Teamwork/Collaboration
Information Technology Application
Leadership
Professional/Work Ethic
Career Management*

Note that many of these, particularly the first four, are among the outcomes incorporated in Texas State's general education core curriculum.

In addition, increasing awareness and articulation of career readiness competencies and marketable skills will not only address the

job vacancy and talent gap that currently exists, but also aid in marketing and recruiting.

- The effects of advancing technology and computing innovation go beyond the potential impact on students' academic activities. Parents or other significant adults are a part of their lives in ways not seen for several generations, and this too is due at least in part to the pervasiveness of technology. Many report that their parents are their best friends - through technology, they readily access and enjoy staying in constant contact with them. Parents, like never before, are part of the college experience. They are likely to email the university president, board of regents or state representative directly about a professor they don't like, a program they don't agree with, or to share some other idiosyncratic displeasure, idea, or opinion. However, parents are not the only influential force. Because of their technological bent and electronic savvy, students claim friendships and relationships with millions of acquaintances and communities they have contacted through social media.

- In contrast to increased social engagement, this generation of students is less religious. According to the data, students are not only much less interested in organized religion, but also less interested in spirituality in general. The research found that religious involvement is low when individualism is high, and individualism places less emphasis on social rules. Religion, for example, tends to frown upon such things as queer identity, which is something most of the current generation accepts. This decreasing religious affiliation has curiously coincided with an increasing activism. There are even activist terms for engaging in organizing through social media. Not only do students feel compelled to organize but to support their peers in organizing, i.e. *#blacklivesmatter*.

- When the Americans with Disabilities Amendments Act of 2008 made significant changes to the definition of the term *disability*, this meant that medical conditions not previously protected are now included - there will be a continuing increase of college students in need of academic and housing-related accommodations. Furthermore, because students have had very actively involved parents as their advocates, they have the expectation that institutions will readily accommodate them in a seamless and convenient manner, through the use of technology.

- Mental health can have a significant impact on academic performance. The National College Health Assessment, conducted during the spring of 2014, asked Texas State students what factors they felt had impacted their academic performance during the past year. Fifty-three point one percent of students indicated they felt overwhelming anxiety and 31.2 percent felt so depressed it was difficult to function during the past year. Of even greater concern is that 9.2 percent of students indicated they had seriously considered suicide and 1.4 percent had attempted suicide during the past year. Undiagnosed and untreated mental health disorders are likely to continue to have a significant impact on student academic performance and retention.

- Additionally, perhaps due to reliance on technology, students have a highly sedentary life style, which contributes to increases in obesity rates. This is considered to be a relatively unhealthy generation. While rates of drug use are lower than those of previous generations, technology addiction may replace substance addiction as a leading concern. They have been exposed vicariously via social media to numerous instances of violence, economic recession, and war, all of which have contributed to stress.

- Where and how they live while on campus can contribute both cause and solution to many of these issues. Until recently, the most important thing college students wanted was privacy. But the emphasis on privacy carried with it the potential to foster isolation, particularly if the residence hall had limited common areas for socializing. Today, some are reverting to an older university housing model: double rooms with bathrooms and common areas shared by larger groups of students. Residence hall design is also being jolted by technology. Mobile computing, ubiquitous Internet connectivity, and distance learning - including massive open online courses - are having a profound effect on how, when, and where students learn.

Design features that reduce isolation and promote socialization are also helping resident assistants gain more opportunities to interact with their charges, particularly important for those responsible for freshmen. Additionally,

holding down costs is the primary motivator for shared bath facilities.

Designers are starting to see hallways as social spaces, not just conduits. They're bringing in creating nooks and crannies for students to use as impromptu study areas, or just to *chill*.

Implications

~In view of changing student demands and interests, consideration could be given to making on-campus residences flexible spaces - featuring common areas with large, open spaces that could easily be repurposed to meet tomorrow's needs. Also, the emphasis of the on-campus experience can only partially counter the creature comforts offered by off-campus private housing, but the integration with the academic experience can be a powerful marketing and student development tool that can be discussed.

~Curricular and co-curricular efforts may be able to collaborate in identifying and articulating how students can acquire career readiness competencies and marketable skills. And considerations could be given to encouraging them to infuse their academic experience with co-curricular experiences that will enhance their competencies and skills.

And, documenting the results may be also considered. Not surprisingly, parents' expectations demand more evident results pertaining to graduates getting a satisfying job. Not only the university, but individual programs, may want to consider how to support documenting graduating students' success in this regard, and equally to support their family's sense of *Return on Investment*.

~New students with new demands suggest other areas for expansion. More students with mental health issues lead to possible consideration of more mental health services available and extended over time (e.g., evenings and weekends) and online via technology. Additionally, screening for mental health disorders and to ensure that those with a diagnosed mental health disorder seek care might be expanded. Such efforts may themselves lead to an increased demand for mental health services.

~The 24/7 expectations of all students may lead to discussions about similar expansion of other resources (e.g., academic advisors, financial aid counselors, etc.).

~The move of more Health Professions academic programs to the Round Rock campus may suggest consideration of the impact on academic and student services there.

~Students' desire for more entrepreneurial skills suggests consideration of additions to academic programs, including more experiential learning opportunities.

The emerging and future generations of college students will change and provide a constant challenge for Texas State's academic and student services. But it is important to remember that these changes are mostly predictable, allowing for **proaction**, which is always more effective than **reaction**.

Further Reading

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Student Success

Encouraging Growth in Learning, Understanding, and Living

Student success stems not merely from a student's individual ability, motivation and effort, but also from an environment that nurtures and encourages success and teaches students how to be successful. Stimulating that environment is an integral part of the Texas State University culture. The university is committed to helping students succeed within and outside the classroom on the way to productive citizenship, successful careers and fulfilled lives. But what constitutes student success and what it takes to nurture this success is a moving target. Students are becoming more numerous, more diverse, less financially able, and the university must realize that though the goal – success – remains unchanged, the environment must continually adapt.

Overview

Academic achievement, co-curricular involvement, and the development of skills leading to successful careers and fulfilling lives are foundational to the university's student-centered mission. These learning outcomes are especially important given the university's commitment to serving an increasingly diverse student body, including those traditionally under-served by higher education.

Although increased retention and graduation rates are direct measures of student success valued by students, families, and a variety of audiences beyond the university, increasing costs and decreasing family financial resources provide other constraints. Student success must also be measured by degree completion in a timely and cost-effective progression while avoiding unnecessary accumulation of student debt.

Development of the 2017-2023 Texas State strategic plan begins as the State of Texas has implemented its new strategic plan for higher education, **60X30TX**. Goals and outcomes of this new plan will affect the university's planning.

- By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree;
- By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas;
- By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills; and
- By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

In addition to the state's framework, Texas State is pursuing National Research University Fund (NRUF) eligibility as an Emerging Research University, and student success plays a role in the achievement of that designation. Metrics for eligibility include the number of doctoral (Ph.D.) degrees awarded, institutional commitment to improving the participation and success of underrepresented students, and master's and doctoral graduation rates.

Status

Texas is experiencing a time of significant and dramatic growth and other change. Plans include expectations for improving the success of historically under-served populations, some of the fastest-growing groups in the state. Furthermore, Texas State is an Hispanic-serving institution and has observed substantial increases in Hispanic and African American student populations over the past decade, to the point at which these two groups together formed a slight majority of the most recent freshman class. And Asian American high school graduates in Texas (combined with Pacific Islanders in Western Interstate Commission for Higher Education data), will more than double in the next decade.

This demographic change has implications for the student success environment over the timeframe of the new strategic plan and it is

essential that programs and services support the achievement of all Texas State students.

These general areas are often identified as valuable targets for increasing student success. (See resources listed at the end of this document).

- Transition to college: admission processes, freshman seminars, new student convocations, orientations, welcome weeks.
- Advisement: academic advising and coaching, career counseling, early alert systems, mental health counseling, financial counseling, faculty/staff/peer mentoring.
- Learning engagement: common experience/reading, content-specific discussion groups, freshman interest groups, learning communities, on-campus employment, peer-led team learning (i.e. supplemental instruction), service learning, tutoring, undergraduate research.
- Instruction: collaborative learning, developmental education, early and regular feedback, faculty development, leadership development, technology.
- Campus climate: assessment for continuous improvement, diversity and inclusion initiatives, residential experiences, student activities and engagement, student perceptions of instruction, etc.

Implications

The 2017-2023 university plan will address the academic and social needs of a variety of populations while seeking to improve academic achievement, persistence, retention, and graduation rates. Although efforts should not be limited, groups particularly in need of emphasis are: entering freshman and transfer undergraduate students; entering graduate students; continuing students at all educational levels; students from underrepresented populations (*particularly subgroups that are more vulnerable, such as male students of color*); students at risk of attrition due to socioeconomic factors; and new Science, Technology, Engineering and Mathematics (STEM) majors.

General aims for undergraduate students that may be considered include:

- ~Successfully complete 15 degree-applicable semester credit hours each long semester.
- ~Increase freshman retention rates over time.
- ~Increase four- and six-year graduation rates for native freshmen.
- ~Increase three- and five-year graduation rates for transfer students.
- ~Reduce and eventually eliminate achievement gaps among all student groupings.

Other areas that could be the topics of planning discussions include:

- ~Increased emphasis and rapid growth in the STEM disciplines, plus lagging retention and graduation rates there, indicate that discussions about student access and success in that area could be productive.
- ~The predicted increased proportion of entering freshmen from financially-stressed circumstances, are a sign that not only increased financial support, but consideration of how to best integrate financial literacy into the array of student support services could be considered.
- ~Special academic and student support mechanisms targeted at minority students, who are no longer a minority of Texas State's entering freshmen, may also be a topic of consideration.

These are not challenges isolated to particular departments or offices or disciplines. Collaboration across divisions, colleges, departments, and programs will be key to achieving success for all students.

Further Reading

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Engaging Alumni

Providing Opportunities to Become Part of the Strategic Future

Much of the focus of strategic planning for a university, and particularly Texas State University, is on predicting, anticipating and adapting to change – change in students, change in career markets and demands, change in technology, change in physical facilities and needs, changes in ways the university serves its communities. That change can be both a challenge and an opportunity when making plans to engage alumni.

Retaining, or re-establishing, contact with graduates beyond their college years is a key to engagement. And, though methods of engagement, and communication, have changed, alumni engagement has traditionally focused on reminding them of the past – of their college days, lifelong friendships, following the fortunes of Bobcat athletic teams, and emphasizing the value of their degree. Inviting alumni to “come home again” was also fairly feasible given their limited career and/or address changes.

Today, alumni are much more mobile, seeking faster, more frequent, and real-time information. Returning to campus is only one way of keeping them engaged and in fact only a somewhat low percentage visit in any year. Since change is at the hub of the campus environment, and strategic plans are all about change, it’s time to expand opportunities for alumni to experience, and participate in, the changes taking place at their alma mater, as well as savor the familiarities and comfort of the past. Today, alumni are much more likely to contribute, and be engaged, if they are encouraged to cherish the past, while also being given the opportunity to be involved with, and make a difference in, the strategic future.

Overview

As of 2016, there are more than 170,000 living Bobcat alumni, many of whom show an increased sense of pride and connection that can be measured by their growing culture of philanthropy regarding Texas State.

More than 46,000 alumni contributed to the university’s *Pride in Action* campaign that ended in 2014. Their gifts were critical to the transformational impact of this historic campaign, funding 19 new buildings and providing nearly \$120 million for student scholarships, programs, and faculty research.

This philanthropic support helped the university to earn state designation as an Emerging Research University (ERU), a significant step on the path to eventual Carnegie Tier One status. As an ERU, Texas State now aims for National Research University Fund (NRUF) eligibility. Strong alumni support can be crucial to this and play a central role in supporting the growth of Texas State as the university launches a new fundraising campaign.

According to the Council for the Advancement of Education, growth in alumni giving at public universities averaged nine percent at large public universities in 2015. The total growth in the value of contributions from Texas State alumni far exceeded this national average, growing by 40 percent from 2012-2014 over the prior three-year period, and by over 200 percent in fiscal year 2015. Overall fundraising has followed a similar upward trend, with record years for philanthropic support in fiscal years 2015 and 2016.

Status

A number of strategic investments have undergirded the increase in alumni contributions over the past five years. These have included improvements in alumni engagement efforts, strengthened fundraising activity, and new software and systems. Each has played a role in building relationships between Texas State and its alumni, and enlarging the capacity to engage alumni and other donors.

The Alumni Association has introduced a number of new and enhanced programs and communication efforts, some in partnership with the Athletics Department. Many of these concentrate on current students, attempting to foster the loyalties that will keep them engaged as alumni.

- **Trade Up** offers current students an opportunity to exchange t-shirts from other universities for a Texas State shirt so they can demonstrate their loyalty.
- The Student Bobcat Club, which has grown to over 200 members in 2016, provides an avenue for Bobcat athletic team support, establishing a pattern that should last after graduation.

- The **Gold Book** program leads students through activities to become familiar with Texas State history, landmarks, and traditions.
- A partnership between the Athletics Department and the Alumni Association hosts *tailgates* at all football games and select other sporting events.
- The incoming freshman class poses for a picture in the football stadium as part of the Bobcat Preview portion of New Student Orientation.
- The **Ring Ceremony**, continues to set annual attendance records, as graduates dip their class rings in water from the San Marcos River.
- New software has improved the tools available to manage alumni information and communication, including a new Alumni Association website (<http://alumni.txstate.edu/>).
- **Hillviews** magazine began publishing three issues per year in 2013 and is mailed to approximately 20,000 alumni and donors.

But particular efforts have been started to bring back alumni, particularly recent ones, and involve them in the dynamic life of today's evolving campuses and involve them in the university's strategic future.

- **Recent Grad Weekend** brings Bobcat grads from the last five years back to campus.
- A **Young Alumni Leadership Council**, convened by the Alumni Association, assists with developing and implementing a plan to connect recent graduates back with the university, and each other.
- **Cats Caravan** events take university leadership and representatives from across campus to five of the largest Texas cities to share university updates and future plans with alumni each spring.

Strategic investments in fundraising have also been made.

- The firm of Ruffalo Noel Levitz has been contracted to manage the call center. This has contributed to updating contact information for over 35,000 alumni and doubling phone-a-thon giving since 2012.
- Increased major gift fundraising activity has yielded a 100 percent increase in the value of proposals submitted from fiscal year 2014 to fiscal year 2015.
- New development officers have focused on foundation and corporate relations, helping establish and increase philanthropic partnerships.
- Thompson & Associates was engaged to provide confidential estate planning services to alumni and has contributed to an increase in planned gifts from

14 valued at \$1.4 million in calendar year 2014 to 24 valued at \$5.5 million in 2015.

Implications

~In 2015, an outside consultant was contracted to complete a campaign feasibility study to test future fundraising priorities with alumni and donors. Parts of the campaign planning could also be integrated with college and department/school planning. For example, there will be a special appeal to more recent alumni, featuring *crowdfunding* and an annual *day of giving*. Also, an expansion of corporate fundraising efforts may be a useful topic for discussion, particularly for programs that have continuing contacts with different industries and businesses.

~Establishing loyalties and affinities among current students is an effort by the alumni association that could benefit from academic program participation. Programs that create a group spirit and interest among students in various majors could then be linked to program alumni efforts.

~The Young Alumni Leadership Council may provide a springboard for departmental/school and college efforts to involve more recent graduates via membership in advisory boards, as guest speakers, etc. Organized and regular guest alumni lecturerships could be expanded to cross-campus availability, especially if the speaker covers a topic of interdisciplinary importance and interest.

~Cats Caravan could be a potential link between cutting-edge scholars and alumni, bringing them back into the action of today's campus.

These efforts, to create a bond with current students, link with recent graduates, and attract alumni support for the university's increasing needs, recognize that Texas State's alumni are changing as Texas State changes. The challenge and opportunity is to bring them into the future together.

Further Reading

100 Years of Alumni Relations

http://www.case.org/About_CASE/CASE_History/100AnniversaryAAS.html

Alumni Association 2013-2018 Strategic Plan

http://alumni.txstate.edu/file/documents/financials/Alumni_Association_Strategic_Plan_2013-2018_FINAL.pdf

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Create, Understand, Reveal, Teach

Competing for and Supporting Quality Faculty

A vital component of Texas State's past and present has always been a student-centered, intellectually vigorous professoriate. An equally vital component of its strategic future is expanding upon the capacity of that faculty by adding both young and established talented researcher/scholars who will help the university achieve National Research University Fund (NRUF) eligibility, a significant step on the road from the current Emerging Research University status to eventual Carnegie Tier One ranking.

Adding such faculty is not a simple task since Texas State is hardly the only university or even industry competing for these diverse and talented researchers. Successfully competing means providing resources (graduate students, lab facilities, career development, salaries, etc.). But it also means offering a supportive environment – one that includes a current faculty eager to collaborate, even across disciplines, and those who seek new ways to participate in the intellectual synergy that is Texas State. In turn, new active researcher/scholars from diverse backgrounds will stimulate creative approaches and provide different perspectives, competing ideas, and critical inquiry – much of which will be necessary to challenge and fulfill the needs of new generations of students.

This scan describes the challenges, efforts, and resources, both financial and environmental, needed to hire, and retain, this new talented group of teacher/researchers.

Overview

Texas State's steady increase in full-time and part-time faculty has accompanied its growth in students enrolled. In fall 2015, total faculty numbered 1,815, up by 21 percent since 2010. Of this number, 72 percent were full-time faculty, an institutional high point. Tenure-line faculty (both tenured and tenure-track) represented 44 percent of full-time faculty. When funding is available, a call is made for net new tenure-track positions. The 21 percent growth in the last five years (320 new positions) has come from this, annual funding of new positions to address enrollment increases, and positions added to support new academic programs.

Not only hiring, but also retaining, high quality faculty is important, and Texas State has been successful in retaining a significant percentage of tenure-line hires. Retention rates for tenure-line faculty during the last three fiscal years averaged 95.2 percent. Excluding retirements, the average was 97.8 percent.

In terms of faculty diversity, in fall 2015, 26 percent of full-time faculty were from underrepresented ethnic and racial groups. Among tenure-line faculty, the percentage was 31 percent. Currently, the percentage of underrepresented groups among all faculty is 21 percent. Although there have been increases in the number of underrepresented faculty (275 in fall 2011 to 382 in fall 2015), the increase in the number of faculty overall has kept the percentage relatively unchanged.

Status

- *Faculty salaries at Texas State are tied to medians derived from College and University Professional Association (CUPA) surveys. Periodically, the comparison group used to benchmark faculty salary medians at Texas State is revised so that the university is being compared to those with similar missions. As Texas State has changed, becoming an Emerging Research University, for instance, its peer group has been adjusted. However, the context may also vary based on the size of hiring pools, the competitive nature of the process, programmatic needs that are time-sensitive, and variations in academic disciplines. Thus, though CUPA provides a framework, these and other factors necessitate flexibility in salary offers.*

- *Senior Leadership has sought to encourage a culture of shared governance. The president, as well as the provost and vice president for Academic Affairs, speak frequently of their commitment to this important value; they meet once a month with the Faculty Senate to address faculty concerns and issues. The provost reiterates this message to new academic administrators, with academic departments during regular visits, and in workshops with new faculty.*

- *Texas State University encourages entrepreneurship and innovation.* Faculty have the opportunity to engage in interdisciplinary collaboration through centers, degree programs, initiatives, and informal partnerships.

Entrepreneurship and commercialization are at the focus of new doctoral programs in the College of Science and Engineering, an undergraduate program in the McCoy College of Business Administration, and at Texas State's STAR Park technology incubator. This campus-wide identity has led the university to seek Innovation and Economic Prosperity Designation from the Association of Public and Land-Grant Universities.

- *Faculty at Texas State are offered multiple opportunities for development of both teaching and research proficiencies.* These include the Program in Teaching and Learning for new tenure-track faculty; workshops throughout the school year sponsored by the Information Technology Division, the Office of Academic Development, and the Office of Research and Federal Relations; Fulbright workshops; professional development through Human Resources; grant workshops; multiple training through Institutional Technology Services (ITS), distance education training, and others. These opportunities are important to retaining faculty and enhancing their effectiveness and productivity.

- *Faculty are recognized and rewarded for their work.* The administration is committed to providing regular merit salary increases and has awarded them annually since 2002. These regular raises are a key factor in helping to be competitive with universities within and outside Texas. Recognition of faculty includes Presidential Awards for teaching, scholarship, and service, and awards for nontenure-line faculty, part-time faculty, and online teaching. These awards include public recognition, a symbolic commemoration, and compensation.

- *Recruitment and retention of faculty from underrepresented groups receives institutional engagement and support.* Texas State's Office of Equity and Access, a component of the division of the President, includes the diversity of faculty in its strategic plan. This office, as well as the Office of the Provost and Vice President for Academic Affairs, encourages and supports and regularly meets with the Hispanic Policy Network and the Coalition of Black Faculty and Staff. Additionally, administrators stay mindful of the national pipeline of candidates and make sure that colleges, departments and

schools have that information available to inform interview/hire decisions.

Implications

In order to attract and retain high quality, diverse faculty, Texas State needs to employ a diversified strategy that consists of both adequate financial resources and a cultural/environmental context that encourages and promotes teaching, research and shared governance. The following hiring statements are intended to provide suggestions that may point to more specific ideas for implementation during the planning process.

~Competing in a national and international market often requires hiring at a senior level (sometimes with tenure) or offering incentives to keep those already here. Competition requires competitive salaries as well as research support incentives. And, sometimes counteroffers must be designed to match or exceed those of others attempting to recruit a promising or established Texas State researcher. Suggestions or consideration of specific incentive ideas could be a focus of departmental implementation.

~Hiring and retaining high quality faculty also includes fostering an environment where they can feel empowered and engaged in academic life. It means offering them the opportunities to grow and nurture new perspectives, pursue knowledge, and collaborate with others. It means that research and scholarship should not be viewed as restricted to designated individuals or groups or disciplines. Consideration of cross-disciplinary initiatives could be productive.

~Attracting top researchers in many disciplines requires comprehensive start-up packages that allow new hires to establish labs and purchase necessary equipment. Total university start-up funding from both the Higher Education Fund (HEF) and Core Research Funding has averaged \$2,683,430 annually for the last three years. These recruitment, hiring and retention strategies are increasingly costly in each case, but the number of cases should also increase as efforts to meet the metrics of National Research University Funding become more intense. Again, discussion of implementation strategies and programs could be useful.

However, faculty recruiting, hiring and retention is not just the responsibility of a few specialized offices or departments, it requires the participation of the entire campus and the recognition that neither National Research University Fund eligibility nor Carnegie Tier One Status happen by chance, but by plan.

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Doctorates by Discipline, Fall 2014

(available as Excel spreadsheet from the Office of Institutional Research)

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Hire, Inspire, Retain

The Challenge of Attracting & Keeping Outstanding Staff

Staffing a business effectively so that it houses a stable, motivated and productive workforce takes a challenging balance of resource use against profit. Doing so for a nonprofit such as a large university can take even more creative balancing of scarce resources. Though a number of factors, both local and national, are straining resources, and forcing hard decisions, the challenge remains the same for Texas State as for any organization: attracting and retaining a highly qualified and effective staff is necessary to help the university reach the potentials envisioned in its strategic plan.

Overview

Even given the fact that many areas of the university have fewer positions than they would like, perhaps even fewer than they need, Texas State is still a very large employer with over 3,100 staff positions spread across 734 job titles. Assuming normal turnover, simply maintaining current employment levels means filling hundreds of vacancies annually.

The difficulty in finding highly qualified people to fill each of those vacancies continues to increase. Therefore, efforts to retain existing employees pay significant dividends as opposed to the challenges of hiring in the existing job market. Furthermore, retaining current personnel is often less resource-intensive than training and otherwise bringing a new hire up to speed.

It should be kept in mind that resources are not limited to pay or other monetary benefits. The incentives that motivate staff to stay with the university often may come in terms of promotion, training opportunities, increased responsibility, special classes, amenities, or other nonmonetary rewards.

Status

A number of metrics show the depth of personnel challenges the university faces.

- *The number of staff job postings is increasing each year, but applicant pools are shrinking.*

*While it is difficult to discern clear patterns, the generally smaller applicant groups have a clear impact. Fiscal year 2015 saw 14.5 percent of all postings closed as **no hire** due primarily to the unacceptable quality of the applicant pool.*

Further numbers flesh out these conclusions. Postings for fiscal year 2012 totaled 373 and drew 18,667 applicants, while postings for fiscal year 2015 totaled 468 but only drew 14,178 applicants. That is a decrease of almost 4,500 applicants overall (24 percent) and an average decrease from 50 applicants per posting to 30 applicants per posting (40 percent). This is due, in large part, to competition – an improved job market and many job opportunities in central Texas.

The impact is not equally spread across all divisions or all types of employment. Though the division of Finance and Support Services has seen a 73 percent decrease in applicant pools over the 2012-2015 period, the decrease has been 58 percent in nonexempt and 44 percent in exempt positions, while the difference between degree-required (89 percent) and nondegree (47 percent) is even more pronounced. Information Technology shows a similar pattern with an overall 56 percent shrinkage in applicants with 72 percent fewer in nonexempt and 34 percent in exempt applicants. The degree/nondegree split is more even with a 61 percent drop in degree-required and 55 percent in nondegree positions. Academic Affairs, on the other hand, is only down one percent overall. But even here, exempt applicants are up 23 percent while nonexempt are down 23 percent. Similarly, degree-required applicant pools are down 62 percent while nondegree pools are up 17 percent.

- *Compounding this challenge is the fact that almost 25 percent of Texas State's current employees will be eligible to retire in the next five years. This figure is significantly greater in support positions where 33 percent will be eligible to retire.*

Once again, this is not equally distributed across the divisions. Nearly one-third (33.1 percent) of Finance and Support Services employees will be eligible to retire over the next five years, with the number fairly evenly distributed between exempt and nonexempt positions. Information Technology and Student Affairs potential retirements are closer to one-fourth (approximately 24 percent in both cases) with exempt and nonexempt not notably different from one another. Academic Affairs is slightly below 20 percent with again no significant difference between exempt and nonexempt positions. (Note that in all cases the number of degree-required positions that are retirement-eligible is extremely small, so percentages are not reported.)

•*Highlighting the retention portion of the hiring/retaining process, for the five-year period ending in 2015, about 930 benefits-eligible staff employees were hired; 44 percent of these employees subsequently left the university after an average employment time of only 1.6 years. Though significant portions were terminated due to poor performance, underscoring the difficulty of making qualified and capable hires from shrinking applicant pools, exit interviews suggest that over 40 percent left for higher paying positions.*

•*Related to that, the pay plan structure has not been adjusted based on market forces since May 2008. Seventy-nine percent of pay plan minimums are currently below their market benchmarks and 40 percent of staff employees are paid below their respective market benchmark.*

Implications

Although the university remains committed to making progress on the competitiveness of compensation, raising all employee salary levels to their market benchmark in the near future is not likely. However, there are many things that can be considered to help mitigate these employment/retirement/retention challenges.

Non-salary actions can show employees that they are valued members of the university community and these actions can be integrated in an organized manner into the strategic planning process.

A few examples of these types of actions might include:

- ~Considering ways to establish a culture of professional respect as well as a challenging, inclusive, and satisfying work environment;
- ~Encouraging employee wellness in its most holistic interpretation;
- ~Thinking of ways to implement mentoring and coaching as a foundation for performance reviews;
- ~Remembering that every interview offers an opportunity to sell the university as a career home.
- ~Considering low-investment, high-return ways to recognize, reward and appreciate employees and to offer them opportunities for self-improvement.
- ~Perhaps asking those who supervise what knowledge, tools, and skills they need in order to help foster growth and promote retention of employees; and using that as a base for division/office planning.
- ~And it can be helpful to remain aware of salary benchmarks when allocating increases and awards. This same information is useful in planning projects and programs so that they include salary expectations that are market-based and competitive.

Hiring and retention are challenges, but establishing and maintaining a rewarding environment can solve both.

Further Reading

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Charting a Path to NRUF

The Metrics of National Research University Funding

One significant signpost along the path from Emerging Research University (ERU) status to major Research University status is gaining access to National Research University Funding (NRUF). This document provides information on where the university is in regard to each of the NRUF eligibility metrics, where it needs to be to earn NRUF status, and what intermediate measures could indicate satisfactory progress toward the ultimate goal.

Overview

Since 2012, Texas State University has been a Texas Higher Education Coordinating Board Emerging Research University. As an ERU, the university is responsible for developing a long-term strategic plan for research and updating it every five years. That plan recognizes that ERU status is not a static achievement, but the beginning of a journey leading to major Research University status.

One of the significant “mile markers” along that path is meeting the Texas Higher Education Coordinating Board (THECB) metrics necessary to be eligible for National Research University Funding. NRUF is a pool of money designed to enable ERU’s (there are seven others in addition to Texas State) to achieve national prominence as major research universities.

There are two mandatory metrics. The first is **designation as an ERU**. The second is **minimum expenditure of \$45 million in restricted research** for each of two years before NRUF eligibility is established.

In addition, there are six further metrics of which the university must achieve four. One of these, **recognition of scholarly attainment and research capability**, measured by the presence of a Phi Kappa Phi academic honor society chapter on campus, has been met.

The other metrics (must achieve three) are:

- **A minimum endowment of \$400 million for each of two years before NRUF eligibility is established.**
- **Awarding of at least 200 Ph.D. degrees in each of two years before NRUF eligibility is established.**
- **Entering freshman class demonstrates high academic achievement for each of two years before NRUF eligibility is established.** (At least 50 percent are in top 25 percent of their high school class **or** average SAT score is equal to or greater than 1210/average ACT score is equal to or greater than 26) **and** composition of class shows progress toward reflecting the population of the state or region with respect to underrepresented students and shows a commitment to improving the academic performance of these students [i.e. TRIO programs, McNair Scholars]).
- **Demonstrated faculty of high quality in each of two years before NRUF eligibility is established.** (At least five annual recognitions as members of National Academies or Nobel Prize recipients; **or** seven annual awards of national/international distinction from 25 exemplary organizations, including Cottrell Scholars, National Science Foundation CAREER Awards, National Endowment for the Humanities Fellows, Woodrow Wilson Fellows, Guggenheim Fellows, etc.).
- **Demonstrated high quality graduate education.** (At least 50 graduate-level programs; master’s graduation rate of at least 56 percent and doctoral graduation rate of at least 58 percent; demonstrate that commitment to five doctoral programs [including financial support for doctoral students] is competitive with comparable Association of American Universities public institution programs.)

Status

Texas State’s Executive Research Planning Committee determined in 2013 that NRUF eligibility was possible within a 2014-2024 time frame. Summaries of the metrics remaining to be achieved include:

•*Minimum \$45 million annual research expenditure.* Restricted research expenditures in FY2015 were \$27.2 million, which represents a 30 percent increase over the previous year and a net increase of \$6.28 million. In comparison with the other ERUs during FY2011-FY2015, Texas State had the largest one- and five-year percentage increases and second largest net increases.

•*Minimum endowment of \$400 million.* Texas State had an approximate \$159 million in its endowment as of 2016. This represents an increase of \$32.5 million since 2012. The University's 2015 fundraising of \$7.7 million was the highest of the six ERU's who have not yet achieved all NRUF metrics.

•*Awarding at least 200 Ph.D. degrees.* As of 2016, the University has 10 Ph.D. programs that yielded 53 graduates in 2015.

•*Entering freshman class demonstrates high academic achievement.* Although the 2015 freshman class was comprised of 48.5 percent from the top 25 percent of their high school class, this figure has not met the NRUF metric of 50 percent since 2010. The alternative metric of a 1210 average SAT score is above Texas State's 1028 (2015). The class is, however, representative of the state's ethnic/racial composition, consisting of 37 percent first generation, 43.3 percent minority and seven percent *other*.

•*Demonstrated faculty of high quality.* In the last two years, two Texas State faculty have been recognized by NSF CAREER awards, plus one as a Cottrell Scholar and one as a NEH Fellow.

•*Demonstrated high quality graduate education.* Texas State houses 100 graduate programs, greatly exceeding the NRUF metric of 50. In addition, the master's graduation rate of 68 percent average over the past six years (metric = 58 percent) and doctoral rate of 65 percent over the past seven years (metric = 56 percent) exceeds the NRUF requirement. This leaves the demonstrated commitment to five doctoral programs.

Implications

•**Minimum \$45 million annual research expenditure.** Based on FY2015 expenditures, Texas State can meet the \$45 million mandatory metric in 2024 by maintaining an average annual research expenditure growth rate of 5.5 percent. Opportunities to support that growth include:

~*The Science, Technology and Advanced Research (STAR) Park research incubator offers expanded opportunities to accommodate a variety of startup companies, particularly those that mesh with Texas State areas of growth, emphasis or potential.*

~*University criteria allow for centers of excellence that can serve as innovation leaders, contribute to economic development, catalyze trans-disciplinary efforts, generate knowledge and enhance student opportunities in many fields.*

~*In addition to enhancing current partnerships with industry and business, Texas State's areas of academic emphasis and expansion offer opportunities to develop new partnerships with industry.*

•**Minimum endowment of \$400 million.** Meeting the NRUF endowment metric by 2024 will require an annual increase in endowment of 14 percent, assuming a seven percent annual market growth for investments. Achieving this annual growth rate will require more than doubling the current pace of endowment contributions. Potential endowment-increasing actions include:

~*Academic Affairs partnering with the Division of University Advancement, which can yield opportunities for endowed chairs and endowed professorships associated with key research programs and programs with which donors have a special relationship. Endowed scholarships are also a potential expansion area.*

~*The Texas Research Incentive Program (TRIP) is restricted to ERU's. It matches gifts from foundations, corporations, and private donors intended for research support. Carefully tailoring gift solicitations to support the university's areas of expansion and concentration can potentially double the impact on endowment growth.*

•Awarding at least 200 Ph.D. degrees.

Achieving the NRUF metric by 2024 will require an increase of 18-20 doctoral graduates a year. That growth is dependent on accompanying growth in programs, reduction in time to degree, and increased student financial support. Areas of planning potential include:

~Continuing efforts to include doctoral student support in grant applications. This not only increases the number and amount of fellowships available, but maximizes the university's funds.

~Donor solicitations should be mindful that doctoral student tuition fellowships are a useful and marketable investment incentive. (Note: These are also eligible for TRIP-matching funds.)

~Opportunities exist for doctoral programs that align with faculty strengths and market needs.

•Entering freshman class demonstrates high academic achievement. Since one of the elements of this metric is improving the academic performance of underrepresented students, enrollment in TRIO programs and Student Support Services is significant, but other program ideas could also be valuable.

~Expanded merit-based scholarship funds could lead to increasing percentages of high ability students from upper high school ranks and with accompanying higher SAT/ACT scores.

~Credit based on experiential/internship learning could draw higher ability students as could more use of SURF (Student Undergraduate Research Fund) which supports research and creative project proposals.

•Demonstrated faculty of high quality. Since the NRUF metrics for this area involve the quantity of faculty who achieve national academic recognition (five per year) or are awarded by one or more of 25 organizations (seven per year), initiatives might focus on those providing grooming, opportunities for current faculty or recruitment resources, and/or techniques for promising new faculty.

~New staff and faculty position descriptions might be developed with a view toward complementing existing research expertise and/or building capacity in growth areas and/or adding unique new areas of potential and expertise.

~Organized and coordinated college-level programs could be implemented to encourage, highlight, and promote the research activities of promising faculty members and facilitate their nomination for appropriate recognition and awards. This might include publicizing the availability of these recognition programs and actively matching them with qualified faculty.

•Demonstrated high quality graduate education. Since this includes financial support for doctoral students, there is overlap with the metric regarding number of Ph.D. degrees awarded. See also suggestions for student support under that section.

~Additionally, since complete evaluation/assessments of five doctoral programs are part of the metric, initiatives that embody these comprehensive examinations could be useful within the 2014-2024 NRUF window.

Further Reading

Texas Administrative Code describing the National Research University Fund

[http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=15&sch=C&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=15&sch=C&rl=Y)
Texas State University's Strategic Plan for Research
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Emerging Technologies and Digital Learning Environments

Meeting the Technological Challenge for More Effective Teaching/Learning and Better Prepared Graduates

Technological innovation is changing the career world Texas State's graduates will enter, and it is also diversifying the ways in which they learn. Therefore, the integration of technology into the learning process should be a vital element of the university's planning; but only effective and widespread use of technology's teaching and learning potentials will make the most of this strategic investment. The ultimate goal is implementing technology as a campus-wide booster and multiplier of teaching effectiveness.

Overview

Each year, **EDUCAUSE** announces its Top 10 Information Technology (IT) issues for the year based on surveys from higher education IT leaders across the country. While the 2016 list contains information security and funding models, the majority of it focuses on student success technologies, business intelligence and analytics, optimizing educational technology, e-learning and online education.

Additionally, the New Media Consortia publishes its Horizon Report for higher education and categorizes issues by *when* (time frames) or *how* (difficulty in solving). Important developments in educational technology in particular have the greatest potential to change how Texas State continues to implement its core mission. In the most recent Horizon Report, learning analytics (data about learners and their contexts), adaptive learning, augmented and virtual reality, makerspaces (physical spaces supplied with 3D printers, software, electronics, craft and hardware supplies and tools), affective computing (systems that can simulate human affects, spanning computer science, psychology, and cognitive science), and robotics are at the top of the list.

Coupled with the inevitable trend of nearly all key services moving to cloud-based services, the future of education delivery and student engagement looks very different from what

exists today. And the IT organization that supports these architectures will be equally transformed.

Additionally, consumers of higher education (especially incoming tech-savvy students) are not only more and more dependent on these services, but expect them to be more intelligent personal, and match what they are familiar with. For example, mobile devices are steadily becoming a smart endpoint where service providers can push information to consumers based on their geographic location and that location, on or off a college campus, is often beyond the traditional confines of the classroom or lab. While the higher education industry has not yet seen this become pervasive across campuses, it is expected to become a key strategy for making Texas State and other universities more efficient and effective. Much of this can be expected during the term of the upcoming strategic plan.

Status

The campus network, while in good condition, in some areas has just not kept pace with technology – affordable refresh cycles are quite lengthy compared to evolving industry standards. The standard today in wired network switching is **1 Gigabit** to the desktop, the university still has a large number of switches at the **10/100 Mbps level** (orders of magnitude slower) and many are over 10 years old. The university wireless infrastructure is not production-ready so that it can be used in classrooms or in applications where reliability and coverage are necessary.

This is not to say that Texas State hasn't made significant advances in the applications of technology over the past several years. It has. But, the appetite for technology is high in academic, research, and administrative units; and the university is hitting a tipping point in regard to resources (human and financial)

available to both support existing technology and implement emerging and new technologies.

An area of concern is the feasibility of remaining on the existing Learning Management System (LMS), known better as TRACS. TRACS is an implementation of Sakai, an open source LMS that started in 2004. Over the past several years, the Sakai community has seen a decline in membership, with members opting for commercial LMS's such as Blackboard or Canvas. This poses a risk to future support and innovation in the platform. Additionally, other component options for the learning management ecosystem are somewhat limited due to lack of integration with Sakai.

Implications

Technology for instruction or general communication significantly changes every three to four years. Consequently, in the life of the next strategic plan there will be major change. Compounding the challenge are other major variables: changes in students, somewhat slower adaptability of faculty, and the rate of content change specific to each academic discipline.

~Evaluating which educational technology trends the university chooses to align itself with, is therefore a major commitment to a moving target. Discussions at all levels may be needed to contribute to thoughtful and deliberate evaluation of which technologies will provide the greatest return for varied purposes in different disciplines.

~Academic programs will also face consideration of the supporting technologies that facilitate learning interactions including flipped classrooms (where homework and lecture material is accessed by students outside of class, leaving class for discussion, activities, etc.), active learning environments, online education, and multi-way interactive video.

~The sophisticated capabilities of mobile computing have not become pervasive across campuses, but will become so and programs may want to set up mechanisms to address this.

In general, the use of technology outside the university will continue to have a significant

influence on the technology landscape inside the university as expectations of students, faculty, and staff grow and Texas State seeks to fulfill this and future strategic plans.

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- "The Predictive Learning Analytics Revolution: Leveraging Learning Data for Student Success," *EDUCAUSE Center for Analysis and Research* (6 October 2015)
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The Space Deficit

Preserving, Repurposing, and Building for a Growing University

The Texas Higher Education Coordinating Board's Space Planning Model (SPM) estimates the difference between an institution's predicted space needs and its actual space, regardless of condition. That model shows Texas State University has the most severe space deficit of any public college or university in Texas. The university's actual teaching space, for instance, is only 54 percent of the predicted need, for a space deficit of 46 percent; and the research space is 60 percent of the predicted need, for a space deficit of 40 percent. The SPM is used to assess the need for new construction; but the university also pays careful attention to maintenance, renovation and space reassignment in dealing with the space pressures created by a growing institution with an ambitious strategic plan.

Overview

In October 1992, the Texas Higher Education Coordinating Board (THECB) approved a Space Projection Model for Higher Education Institutions in Texas. The model predicts the net assignable square feet (NASF) of educational and general (E&G) space an institution needs in five categories: teaching, library, research, office, and support. Auxiliary space, such as residence halls, bookstores, athletics, or other auxiliary enterprises, is not included.

In 1997, the Legislature incorporated the model into the funding formulas for general academic institutions. It is also used in the legislative Higher Education Fund allocation formula. The model is under review by an advisory committee and changes will have an impact on what Texas State's space deficit will be and will ultimately impact the allocation of Higher Education Funds and Tuition Revenue Bonds.

The base unit of the model is room types that are grouped into five categories and are associated with specific data that drive each particular type of space. For example, to calculate predicted research space, the model looks at both the number of and the NASF of

non-class laboratories and service rooms available and the average of the last three years' research expenditures at the university. These numbers are compared to the actual space each institution has to determine the overall need and the need by category. Since the data are developed from institutionally-provided information and certified state reports, it is very important that the building and room inventory reports submitted to the THECB are accurate.

Status

Texas State has been considered a *space deficit* institution since the model's creation. In fall 2015, the university reported 1,936,678 NASF in E&G space and THECB projected that the university should have 3,292,226 NASF, resulting in an overall adjusted *space deficit* of 1,366,011 NASF, or 41.5 percent even though space currently under construction, but not in the inventory, is taken into consideration in the formula.

Space deficits for each category in fall 2015 were: teaching (46 percent), library (39 percent), research (40 percent), office (31 percent), and support (51 percent).

Texas State's growing enrollment is an opportunity, but also a challenge not faced by most universities. The university started fall 2015 with roughly 38,000 students and has experienced a double-digit percentage increase in freshmen applications for 2016, giving every indication that another enrollment record will be set for the 19th straight year.

Texas State's enrollment meshes well with the THECB's strategic plan for state higher education which states that by 2030, at least 60 percent of Texans ages 25-34 will have a college-level certificate or degree. Also, enrollment growth helps fund salary increases for faculty and staff, new academic programs, and critical university operations, in the face of decreasing state support for ongoing needs.

However, enrollment growth is not a zero sum game; it does present many challenges. More students require more faculty and also more students require more staff to provide the array of services required to help make them successful and to maintain and operate the university.

Furthermore, growth is also occurring in grant-funded research programs. While the issue of having adequate personnel is a challenge, physical space is a significant constraint both in being able to serve more students, faculty and staff and also to increase research programs in order to achieve National Research University Funding and Tier One Research University status.

Despite the fact that the campus total square footage has grown from 4.6 million in fiscal year 2004 to 8.1 million in fiscal year 2015, Texas State still has the largest teaching space deficit of any school in the state of Texas, nearly three-quarters of a million square feet, and a total space deficit of over 1.3 million square feet.

While in-progress projects such as the Engineering and Science Building and the Health Professions #1 Building in Round Rock will add to the E&G space totals, they will only slightly improve the space deficit as enrollment grows, faculty and staff are added, and research programs increase.

Implications

Given these challenges, how can a manageable and appropriate growth rate be sustained from a physical plant standpoint?

~First is the consideration of steps to properly maintain the facilities already here. Because they are used more often and by more students than at any other university in the state, Texas State's existing facilities require a great deal of maintenance, repair and renovation.

~Next is examining and proposing ways to make better and more creative use of existing space. There are many possibilities, but among them are: shared research facilities, classroom and office space; innovative scheduling so that classrooms are continually in use from 8 a.m. to

10 p.m. Monday-Friday; linking curriculum so that classes are offered in sequence by time and space and do not conflict with each other; scheduling coursework such as tests online so that class space is not used and making sure that space is used for something else during that time; and offering more courses online or in hybrid format to minimize classroom usage.

~Departments/schools may also consider offering courses (and programs) in intensive formats, perhaps even offering two linked courses in a Saturday a.m./p.m format. This compression of time, not only maximizes classroom efficiency, but also has the potential to deal with affordability, time to degree, student success and graduation rate issues.

Implemented carefully, none of these measures should come at the expense of the traditional academic experience or quality that has long been a deserved part of the university's reputation.

So, though expansion into more buildings and other spaces is certainly supported by the deficits revealed by the Space Projection Model, creative and judicious use of the current campus facilities is a more feasible route that, by stretching resources, will reduce costs for Texas State and its students.

Further Reading

Space Projection Model Instructions published by The Texas Higher Education Coordinating Board

<http://www.theccb.state.tx.us/reports/pdf/1215.PDF>

The Texas Higher Education Coordinating Board – Academic Space Projection Model – Fall 2015

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2017-2023 Texas State University Plan

Approved by the President's Cabinet on October 3, 2016 and Revised on December 19, 2016
(Approved by the Board of Regents on February 16, 2017 and by the Texas Higher Education Coordinating Board on February 24, 2017)

Our Mission:

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

Our Shared Values:

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

1. Promote the success of all students.

- 1.1 Plan and implement activities aimed at improving the overall student experience and satisfaction.
- 1.2 Manage student enrollment, both at the graduate and undergraduate level.
- 1.3 Increase student retention and graduation rates.
- 1.4 Increase scholarship and grant resources to enhance recruitment, retention and graduation of students.
- 1.5 Enhance advising, academic support programs and services to ensure student success.
- 1.6 Ensure marketable skills are incorporated into curricular and co-curricular experiences.
- 1.7 Prepare all 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.
- 1.8 Provide educational programs and co-curricular activities that foster community, service learning, leadership, career exploration, and personal development.
- 1.9 Leverage data and analytics to support growth in student success and institutional processes.
- 1.10 Establish the appropriate processes, procedures, and tools to support the necessary accommodations for constituents with disabilities.
- 1.11 Support the success of students by continuously improving the function, condition, reliability, and aesthetics of the facilities and grounds of the university.
- 1.12 Provide a supportive environment for students, including student athletes, that encourages academic excellence, character development, and respectful interaction with others.
- 1.13 Provide all 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.

2. Offer high quality academic and educational programming.

- 2.1 Introduce new academic programs that meet the economic and cultural needs of the region and the state.
- 2.2 Provide quality educational programming that leverages diverse perspectives embedded in an inclusive learning environment.
- 2.3 Enhance and expand the Honors College experience to attract high-achieving students.
- 2.4 Improve the capabilities in our learning spaces and learning environments to better foster creativity, enable collaboration, and encourage discovery.
- 2.5 Transition Texas State's Learning Management System environment to a more integrated, robust, and modern integrated learning system.
- 2.6 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.
- 2.7 Increase national and international visibility and presence by supporting curricular and co-curricular initiatives that prepare students to be responsible citizens.

3. Achieve significant progress in research and creative activity as measured by national standards.

- 3.1 Achieve National Research University Fund (NRUF) Eligibility:
 - \$45 million in restricted research expenditures
 - \$400 million in endowments
 - Number of Ph.D. degrees awarded (200 per year)
 - Freshman class of high academic achievement (at least 50 percent of first-time entering freshmen in top 25 percent of high school class)
 - Recognition of research capabilities and scholarly attainment (Association of Research Library membership, Phi Beta Kappa Chapter, or Phi Kappa Phi Chapter)
 - High-quality faculty (reflected in the number of faculty with various international and nationally recognized awards)
 - High-quality graduate education (reflected in the number of programs and graduation rates)
- 3.2 Develop new graduate programs to advance the university's research goals.

- 3.3 Encourage and promote student research opportunities.
- 3.4 Expand support to the research community by enhancing resources to support the evolving requirements while developing a staff of research professionals to support and assist researchers.
- 3.5 Foster a university-wide culture that promotes, rewards, and celebrates interdisciplinary research, scholarship, creative activity, innovation, and community engagement.

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.
- 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.
- 4.3 Promote excellence through effective planning, policy development, assessment, and reporting to ensure the continuous improvement of programs and services.
- 4.4 Implement fundraising initiatives in support of the university's strategic direction.
- 4.5 Provide training and educational resources to enhance personal and community safety.
- 4.6 Enhance information security practices to better predict, prevent, detect, and respond to threats to Texas State's information systems and data.
- 4.7 Continue to improve strategies and models for governance and planning that are transparent and inclusive.
- 4.8 Expand Round Rock Campus resources and space to support the move of the College of Health Professions and growth of other academic offerings at this location.
- 4.9 Increase the utilization and effectiveness of available technologies through more impactful implementations, education, training, marketing, and communications.
- 4.10 Enhance the experience of the university community by continuously improving processes and interfaces.
- 4.11 Provide a diverse and inclusive environment of support to achieve the highest level of performance for all members of the campus community.

- 4.12 Effectively engage alumni and external constituents to influence and generate human and financial capital opportunities.
- 4.13 Provide programs and services that support and enhance the health and wellness of the university community.
- 4.14 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.
- 4.15 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.

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]

There were seven new curricular and co-curricular activities specifically aimed at improving overall student experience and satisfaction. Participation was not reported.

- Results from student satisfaction surveys assessing NEW curricular and co-curricular activities **(NEW)** [Vice President for Student Affairs]

There were seven new curricular and co-curricular activities surveyed in 2021-2022.

Event Name	Detractor NPS	Passive NPS	Promoter NPS
Residence Life Welcome Back Block Party	46%	33%	21%
College Open Houses	18%	38%	44%
Academic Experience	29%	40%	31%
Bobcat Bonanza	26%	36%	38%
On-Campus Job Fair	28%	28%	44%
RecFest	21%	27%	51%
Women's Soccer vs. UIW	10%	26%	64%

The NPS results help inform the satisfaction of the experience each event provided. The highlighted events have promoter scores higher than 40 percent, which indicates that attendees are more likely to recommend other students to attend similar events

in the future, or even come back themselves. This information is used to inform the program managers of each program how they may be able to improve the overall experience of their events.

- Number of interactions with the TxState Mobile Application compared to prior year **(MODIFIED)** [Technology Resources]

In 2021-2022, there were 11,106,322 total screen views compared to 5,547,544 in 2020-2021. The addition of a digital ID and KTSW stream helped increase daily user interactions with the mobile app.

- Student satisfaction with dining and vending experiences **(NEW)** [Auxiliary Services]

Student surveys were distributed over a two-day period with a total of 40 participants. Results were positive, but students did have complaints about venue's hours of operation. Issues included venues being completely closed or being closed too early, but volume of business did not warrant normal hours of operation.

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 33,197 in fall 2020, a decline of less than 0.1 percent. At the graduate 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]

There were 10 new enrollment management initiatives 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]

There were 37 new academic initiatives 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

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 with 40.3 percent (364) of students returning 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]

In 2021-2022, 1,480 graduate degrees were awarded 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]

In fall 2021, 1,243 students cancelled for non-payment compared to 912 in fall 2020.

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, the Division of Academic Affairs' Financial Aid and Scholarships Office reported 1,905 endowed scholarships worth \$3.3 million compared to 1,783 totaling almost \$3.1 million in 2020-2021. This represents an increase of 122 and \$0.2 million, respectively. The difference in reporting from 2020-2021 to 2021-2022 is due to reporting being limited to academic scholarships (i.e., exclusion of outside scholarships and athletic scholarships) that had been previously included.

The number of awarded endowed scholarships by student classification/type were: 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.

In the Division of University Advancement, Business Operation and Endowment Services reported seven endowed chairs for 2021-2022

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 served by college advising centers in 2021-2022, reflecting an almost 19 percent increase from 48,275 appointments held

in 2020-2021. Advising appointments included 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.

- 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 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 visit 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 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)** [\[IT Assistance Center\]](#)

In 2021-2022, there were 6,355 students who used LinkedIn Learning certification programs and soft skill personal growth courses to foster individual development of students compared to 5,682 in 2020-2021.

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)** [\[Career Services\]](#)

Two new career support programs were provided with 7,145 participants.

- 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)** [\[Institutional Research\]](#)

In 2021-2022, a total of 18,949 SCH internship/practicum courses were completed compared to 21,018 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]

In 2021-2022, there were 2,651 career counseling appointments compared to 2,324 in 2020-2021.

- Number of career-advising appointments compared to prior year **(MODIFIED)** [Career Services]

In 2021-2022, there were 1,174 career-advising appointments compared to 1,145 in 2020-2021.

- 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]

Class of 2021-2022	Number of Survey Respondents	Number Reporting Work or Continuing Education	Percentage Reporting Work or Continuing Education
Bachelor	1,756	1,118	64%
Master and Doctoral	506	377	75%
All Graduates	2,262	1,495	66%
Class of 2020-2021	Number of Survey Respondents	Number Reporting Work or Continuing Education	Percentage Reporting Work or Continuing Education
Bachelor	1,476	908	62%
Master and Doctoral	430	285	66%
All Graduates	1,906	1,193	63%

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 18 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 15 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]

In 2021-2022, there were 2,039 students with disabilities participating in support programs and services compared to 1,897 in 2020-2021.

- Number of NEW electronic and/or physical ADA compliance projects completed or available **(MODIFIED)** [Facilities/Special Assistant to the Vice President for Information Technology]

There were a total of 3,653 new electronic and/or physical ADA compliance projects completed or available.

- 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]

In 2021-2022, there were 422 ADA-related errors reported per page for university-managed websites compared to 976 in 2020-2021.

- 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]

In 2021-2022, there were 26 software evaluations for disabilities that resulted in an ADA exception compared to 10 in 2020-2021.

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]

There were 113 repair and renovation projects completed, totaling \$18,906,933.

- Number and total cost of completed campus enhancement projects **(MODIFIED)** [Facilities]

There were 31 campus enhancement projects completed, totaling \$1,511,373.

- 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)** [\[Facilities\]](#)

There were three 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, totaling \$745,813.

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]

In 2021-2022, there were 28 organizations that received special recognition compared to 21 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]

In 2021-2022, the LBJ Student Center reported a total of 60 students and over 86 student organizations involved in 8,010 verifiable community service activities compared to 1,971 students with 6,967 in 2020-2021.

- 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]

There were no new training resources available for students related to First Amendment/Free Speech.

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]

In 2021-2022, two OERs and low-cost textbook options were adopted 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]

Semester (Alkek Library Only)	Items on Reserve
Fall 2021	412
Spring 2022	363
Summer 2022	372
Semester (Alkek Library Only)	Items on Reserve
Fall 2020	411
Spring 2021	431
Summer 2021	327

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.

- 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.

- 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]

In 2021-2022, 17 faculty participated in the Multicultural Curriculum Transformation & Research Institute compared to 15 in 2020-2021.

- 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 that 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](#)

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

In 2021-2022, the Division of Inclusive Excellence, Student Initiatives implemented a Top Scholars project. Top Scholars provides students support and guidance during their time at Texas State. This includes mentorship, academic and financial aid guidance, building and developing connections, assisting in transition into and out of college, among other needs that students may have. Through conversations and community, Top Scholars provides students a network of peers who advocate and support one another. Program events are designed to build support and prepare students for the year and for the next continuation of their academic and professional journey. Through Top Scholars, students are supported and provided the tools needed to complete their college education. Top Scholars Program supports and guides Texas State students who are recipients of the LBJ Achievement Scholarship.

- 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]

There were 19 active classrooms (6%) from a total of 318 classrooms in 2021-2022. This number remains the same as what was reported for 2020-2021.

- Number and total cost of NEW classroom and teaching laboratory enhancement projects [Facilities]

There was one new classroom and teaching laboratory enhancement project, totaling \$23,085,000.

- Number of course offerings considered “Technologically Enhanced” based on usage of learning management system (LMS) feature sets **(NEW)** [IT Assistance Center]

There were 10,124 course offerings considered “Technologically Enhanced” based on usage of learning management system (LMS) feature sets.

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]

There were two completed capital projects that resulted in additional 21,761 square feet coded as “Academic.”

- Number of faculty satisfied with the timeliness of classroom support compared to prior year **(NEW)** [IT Assistance Center]

In 2021-2022, 80 faculty responded to the survey regarding timeliness of classroom-related support in the San Marcos Campus. The average score for timeliness of classroom support was 4.45 out of 5.00. This is compared to 85 faculty responding in 2020-2021 with a 4.45 out of 5.00 average score.

- Average age of computers in open computer labs compared to prior year **(NEW)** [University Libraries]

The average age of computers in open computer labs was 2.19 years old in 2021-2022 compared to 1.93 in 2020-2021.

- Average age of a classroom’s infrastructure compared to prior year **(NEW)** [IT Assistance Center]

In 2021-2022, the average age of Tier 1 classroom's infrastructure was 5.85 years compared to 5.84 in 2020-2021. The average age of equipment for Tier 2 classrooms was 6.49 years in 2021-2022 compared to 6.40 in 2020-2021.

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)** [\[International Affairs\]](#)

In 2021-2022, there were 21 faculty-led study abroad programs compared to six in 2020-2021.

- 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)** [\[Distance and Extended Learning\]](#)

In 2021-2022, 64 students participated in Study-in-America 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.

- 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]

In 2021-2022, there were 75 distance learning professional development and instructional design engagements with faculty 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)** [\[Treasurer/UA Business Operations/Endowment Services\]](#)

In FY22 the total endowment funds equaled \$334,120,595 compared to \$299,205,865 in FY21.

- 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 25 percent of their high school class.

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

In the Division of Information Technology, University Libraries reported their partnering with campus to join Phi Beta Kappa. Staff are preparing for the Feb. 5-8, 2023 campus visit.

- Association of Research Libraries (ARL) Library Investment Index ranking [\[University Libraries\]](#)

The ARL Library Investment Index ranking was used when tracking acceptance into ARL. Texas State is now a member in full, and this metric is no longer applicable.

- 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 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 43 reported students involved.

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 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]

In 2021-2022, there were 123 servers in use on the LEAP cluster used by 340 unique customers compared to 123 HPC nodes used by 310 unique users in 2020-2021.

- Number of people conducting research at Texas State compared to prior year **(NEW)** [Provost/Deans]

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

- Number and square footage of completed capital projects resulting in square footage additions coded as “Research” **(MODIFIED)** [Facilities]

One capital project resulting in 11,471 square footage addition coded as “Research” was completed.

- 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]

In 2021-2022, eight research-specific Environmental, Health, Safety, Risk and Emergency Management training courses were taught with an attendance of 1,261 compared to six courses with the attendance of 1,710 in 2020-2021.

- Total value of eligible gifts submitted to the Texas Research Incentive Program (TRIP) for a match **(NEW)** [UA Business Operations]

A total of \$936,209 eligible gifts were submitted to TRIP for a match.

- Total value of TRIP matching funds received by Texas State **(NEW)** [UA Business Operations]

A total of \$250,000 in TRIP matching funds were received by Texas State.

- 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.

Human Resources reported 228 new research professional staff in 2021-2022 compared to 178 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

Human Resources reported the following median salary levels for classified, unclassified and administrative staff increased year over year.

<u>Pay Plan Type</u>	<u>2021 Average Salary</u>	<u>2022 Average Salary</u>
Admin Officer	\$264,116	\$271,404
Classified	\$42,839	\$43,646
Unclassified	\$73,301	\$73,848

- 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.

Human Resources reported:

2020-2021

Percent above market: 36.6%
 Percent below market: 64.4%
 Average variance to market: 8.1%

2021-2022

Percent above market: 32.1%
Percent below market: 67.9%
Average variance to market: 9.2%

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]

In 2021-2022, a total of 83 programs provided assistance in strengthening faculty/staff recruitment, hiring, development, and retention compared to 87 in 2020-2021.

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.

The Division of University Administration reported zero new programs that assisted in strengthening faculty/staff recruitment, hiring, development, and retention in 2021-2022 compared to two in 2020-2021.

The Division of Finance and Support Services reported 74 new academic programs that assisted in strengthening faculty/staff recruitment, hiring, development, and retention in 2021-2022 compared to 78 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
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			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	46	95	465	44	90
		Multi-racial	14	22	36	17	19	36
		Unknown	33	33	66	43	47	90
		Staff	EXEMPT	International	3	6	9	3
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			25	59	323	25	57
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	20	43	220	19	41
	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	19	47	258	18	44
	Multi-racial		7	9	6	8	6	14
	Unknown		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	
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- 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 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	23	21	44	28	23	51
		Am						
		White/Non-Hispanic	489	46	95	465	44	90
		Multi-racial	14	22	36	17	19	36
		Unknown	33	33	66	43	47	90
		Staff	EXEMPT	International	3	6	9	3
Hispanic	133			75	208	144	78	222
Am-Indian	1				1	1		1
Asian	8			4	12	13	4	17
Black/Afr	37			31	68	39	29	68
Am								
White/Non-Hispanic	342			25	59	323	25	57
Multi-racial	11			7	18	18	10	28
Unknown				2	2	4	5	9
Hawaiian/Pacific Isd	1			1	2		1	1
NON-EXEMPT	International		1	2	3		2	2
	Hispanic		236	20	436	220	19	415
				0	6		0	6

		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	19	47	258	18	44
				9	6		8	6
		Multi-racial	7	8	15	16	12	28
		Unknown	6	2	8	8	5	13
		Hawaiian/Pa c 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	15	78	75	15
					2			3
		Multi-racial	1	2	3	1	2	3
		Unknown		2	2	3	2	5

Human Resources reported the following:

Annual turnover rate of regular faculty and staff decreased by 5.82 percent year over year.

9/1/2020-8/31/2021: 12.21%

9/1/2021-8/31/2022: 14.68%

	Exempt Positions	Non-Exempt Positions
9/1/2020-8/31/2021:	9.15%	20.97%
9/1/2021-8/31/2022:	13.37%	17.78%

Age bracket:	<30	30-39	40-49	50-59	60+
9/1/2020-8/31/2021:	29.60%	14.90%	6.43%	5.44%	14.52%
9/1/2021-8/31/2022 :	37.52%	17.72%	9.68%	8.37%	13.21%

Race category:	AI/AK	AP	BA	HL	HIP	W	UK
2+							
9/1/2020-8/31/2021:	40%	11.76%	17.71%	9.18%	100%	11.68%	11.76%
13.86%							
9/1/2021-8/31/2022:	40%	13.30%	22.93%	8.61%	100%	14.02%	13.50%
17.48%							

Gender	Male	Female	Unknown
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9/1/2020-8/31/2021:	10.32%	13.80%	0
9/1/2021-8/31/2022:	13.42%	15.55%	0

- Number of online recruitment advertisements of job postings and advertising sources compared to prior year **(MODIFIED)** [Talent Acquisition]

For 2021-2022, there were a total of 1,371 online recruitment advertisements of job posting across 67 unique advertising sources compared to 655 across 29 unique advertising sources reported by University Administration in 2020-2021. The 2021-2022 data reflects job postings published through JobElephant hiring departments.

- 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]

No data was provided for 2021-2022. In 2020-2021, University Administration reported a total of 11,937 application received.

- Time to fill a staff position (overall and by division, exempt and non-exempt classification) compared to prior year **(MODIFIED)** [Talent Acquisition]

No data was provided for 2021-2022. For 2020-2021, University Administration reported 387 staff positions filled with an overall time to fill of 52.67, and a time to fill of 54.38 for exempt positions.

- Number of Performance Management assessments completed by annual May 31 due date compared to prior year **(MODIFIED)** [Talent Acquisition]

In 2021-2022, a 9.7 percent improvement was reported over year compared to 1,669 out of 1,912 (87.3 %) reported by Human Resources in 2020-2021.

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, 22 strategic plan progress reports from 22 reporting areas submitted for a 100 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]

In 2021-2022, there were three administrative peer reviews conducted compared to five in 2020-2021.

- 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]

For 2021-2022, the university raised \$34,860,373 compared to \$18,796,233 in 2020-2021.

- Total dollar amount raised per strategic fundraising priority area [AVP for University Advancement]

The total amount raised in 2021-2022 was \$34,860,372 and is itemized in the following strategic fundraising priorities:

Student Scholarship and Enrichment Programs: \$20,178,291
Research and Teaching Support: \$5,805,750

Campus Construction and Renovation: \$1,654,091
Athletics: \$7,222,240

- Total amount of dollars raised by students for philanthropic projects **(NEW)** [Dean of Students]

A total of \$79,350 was raised by students for philanthropic projects.

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]

In 2021-2022, Environmental, Health, Safety, Risk and Emergency Management offered 16 safety and security programs compared to 15 in 2021-2022.

In 2021-2022, the University Police Department offered 95 safety and security programs compared to zero in 2021-2022.

- 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]

In 2021-2022, there were 224 educational and/or training activities provided related to applicable laws compared to 77 in 2020-2021.

- Number of participants in personal and community safety trainings compared to prior year **(NEW)** [Environmental, Health, Safety, Risk and Emergency Management/Human Resources]

In 2021-2022, there were 6,674 participants in personal and community trainings compared to 1,627 in 2020-2021.

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

In 2021-2022, there were 110 lab safety inspection violations compared to 243 in 2020-2021.

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]

In 2021-2022, two security breaches were reported. The same amount was reported in 2020-2021.

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

In 2021-2022, there were 512 applications using Multi Factor Authentication compared to 367 in 2020-2021.

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

In 2021-2022, there were 215 recorded compromised university email accounts via malicious email techniques compared to 159 in 2020-2021.

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]

There was one construction project completed at Round Rock Campus, totaling \$649,189.

- Number of staff positions added at Round Rock Campus by division **(MODIFIED)** [AVP for Round Rock Campus]

No data was provided for 2021-2022.

- Number of faculty satisfied with the timeliness of classroom support on Round Rock Campus compared to prior year **(NEW)** [IT Assistance Center]

Seven faculty responded to the 2021-2022 survey regarding satisfaction with the timeliness of classroom support in Round Rock. The average score was 5.00 out of 5.00. Three faculty responded in 2020-2021 with a 5.00 out of 5.00 average score.

- Utilization of distance learning platform (DLP)-enabled classrooms on the Round Rock Campus compared to prior year **(NEW)** [IT Assistance Center]

In 2021-2022, there were 44 classes taught using the DLP-enabled classrooms at the Round Rock Campus compared to 15 in 2020-2021.

- List of completed construction and renovation projects **(NEW)** [Facilities]

No data was provided for 2021-2022.

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]

There were three campus business improvement projects completed.

- Estimated cost per electronic document processed compared to prior year **(NEW)** [IT Business Office]

In 2021-2022, the estimated cost per electronic document processed was \$0.81 compared to \$1.49 in 2020-2021.

- Faculty and staff overall satisfaction with Information Technology services and support compared to prior year **(NEW)** [IT Business Office]

In 2021-2022, 66.2 percent of faculty and 77.42 percent of staff were satisfied with Information Technology services and support compared to 66 percent of faculty and 82 percent of staff in 2020-2021.

- Student overall satisfaction with Information Technology services and support compared to prior year **(NEW)** [IT Business Office]

In 2021-2022, 84.12 percent of students were satisfied with Information Technology services and support compared to 83 percent in 2020-2021.

- Percent of employees signed up to receive electronic W-2s compared to prior year **(MODIFIED)** [Financial Services]

In 2021-2022, 42 percent of employees signed up to receive electronic W-2s compared to 43 in 2020-2021.

- Number of vendors in the TSUS Marketplace compared to prior year **(MODIFIED)** [Financial Services]

In 2021-2022, there were 38 vendors in the TSUS Marketplace compared to 31 in 2020-2021.

- Number of individuals using Concur Travel Management tools compared to prior year **(MODIFIED)** [Financial Services]

In 2021-2022, there were 5,304 individuals using Concur Travel Management tools compared to zero in 2020-2021. The tool did not go live until October 2021 which explains the zero reported engagement for 2020-2021.

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]

In 2021-2022, there were a total of 11,234 applicants compared to 11,165 in 2020-2021.

Gender	2021-2022	2020-2021
Female	5,436	5,917
Male	5,122	4,546
Blank	676	702
<hr/>		
Race	2021-2022	2020-2021
American Indian or Alaskan Native	103	87
Asian	314	314
Black or African American	1,445	1,272
Hispanic	3,687	3,530
Native Hawaiian/Pacific Islander	16	30
White	6,109	6,132
Other	341	361
More Than One	431	396
Blank	2,480	2,573

- Number of new hires by federally defined categories compared to prior year
(MODIFIED) [Talent Acquisition]

In 2021-2022, there were a total of 584 new hires compared to 408 in 2020-2021.

Gender	2021-2022	2020-2021
Female	351	237
Male	194	139
Blank	39	32
<hr/>		
Race	2021-2022	2020-2021

American Indian or Alaskan Native	4	2
Asian	13	11
Black or African American	44	32
Hispanic	214	133
Native Hawaiian/Pacific Islander	1	0
White	328	217
Other	11	12
More Than One	24	12
Blank	159	122

- Number of non-academic cultural and diversity programs provided compared to prior year **(MODIFIED)** [Vice President for Inclusive Excellence]

In 2021-2022, there were 261 non-academic cultural and diversity programs provided compared to 119 in 2020-2021.

- Number of faculty and staff who participate in the internal inclusion skill certificate program compared to prior year **(NEW)** [Talent Acquisition]

In 2021-2022, there were 270 faculty and staff who participated in the internal inclusion skill certificate program compared to 234 in 2020-2021.

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]

In 2021-2022, 112 alumni and external constituents engaged in volunteer roles endorsed by Texas State.

- Number of NEW alumni and external constituents that engage with Texas State by making philanthropic investments **(MODIFIED)** [UA Business Operations]

In 2021-2022, 2,412 alumni and external constituents engaged with Texas State by making philanthropic investments.

- Number of recent (graduated within last five years) alumni donating to Texas State compared to prior year **(MODIFIED)** [UA Business Operations]

In 2021-2022, 222 recent (graduated within the last five years) alumni donated to Texas State compared to 266 in 2020-2021.

- 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]

There were 3,156 new alumni and external constituents engaged in 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 18 new student health and wellness programs in 2021-2022 with a reported 5,144 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]

In 2021-2022, there were 451 faculty and staff health and wellness programs provided with 2,469 participants compared to 424 programs with 2,676 participants in 2020-2021.

The health and wellness programs for faculty and staff increased in the number of programs offered and had very slight decrease in participation rates. The slight

decrease is attributed to slowly transitioning back from virtual to in-person events due to COVID-19.

- Employee Assistance Program utilization rate compared to prior year **[Human Resources]**

In 2021-2022, the Employee Assistance Program utilization rate was 3.1 percent compared to 3.9 percent in 2020-2021.

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]**

In 2021-2022, Athletics hosted 154 NCAA Division I Athletic Events.

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]**

In 2021-2022, seven deferred capital renewal projects totaling \$10,069,399 were completed compared to five projects totaling \$4,362,470 in 2020-2021.

- Number and total cost of NEW infrastructure expansion, repair, and renovation projects completed **(MODIFIED) [Facilities]**

There were 142 new infrastructure expansion, repair, and renovation projects completed for a total cost of \$902,930.

- Number, total cost, and total square footage of NEW construction or additions completed **(MODIFIED)** [Facilities]

No data was provided for 2021-2022.

- Number of technology access points who experience an average airtime utilization of 50 percent or greater compared to prior year **(NEW)** [Technology Resources]

In 2021-2022, there were 12 technology access points that experienced an average airtime utilization of 50 percent or greater compared to 22 technology access points in 2020-2021.

- Network reliability compared to prior year **(NEW)** [Technology Resources]

In 2021-2022, the network reliability was 99.72 percent compared to 99.49 in 2020-2021.

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

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

In 2021-2022, there were 162 active HUB vendors compared to 185 in 2020-2021.

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

In 2021-2022, there was a \$13,304,574 construction value issued to HUB vendors compared to \$10,961,266 in 2020-2021.

- Number of active mentor/protégé partnerships compared to prior year **(NEW)** [Financial Services]

In 2021-2022, there were seven active mentor/protégé partnerships. This was the same amount as 2020-2021.

- Total university procurement with HUB vendors compared to prior year **(NEW)** [Financial Services]

In 2021-2022, the total university procurement with HUB vendors was \$27,832,793 compared to \$21,822,778 in 2020-2021.

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]

There were five new curricular and co-curricular activities specifically aimed at improving overall student experience and satisfaction with a total of 9,304 participants. The spike in attendance compared to 2019-2020 was due to one of the activities being held virtually.

- Results from student satisfaction surveys assessing NEW curricular and co-curricular activities **(NEW)** [Vice President for Student Affairs]

There were five new curricular and co-curricular activities surveyed in 2020-2021.

The Telehealth Visit Survey scored a 4.5 or higher on average.

Three new activities, Sewell Splash, Living Like Boko, and Healthy Living in College had an average 4.52 student satisfaction.

The Virtual Student Organization Fair survey indicated 64 percent satisfaction.

- Number of interactions with the TxState Mobile Application compared to prior year **(MODIFIED)** [Technology Resources]

In 2020-2021, there were 5,547,544 total screen views compared to 9,361,106 in 2019-2020. There was a significant decrease in total TXST Mobile app screen views due to COVID-19. The most popular component was Shuttles, which often drives students to the app several times a day.

- Student satisfaction with dining and vending experiences **(NEW)** [Auxiliary Services]

There were no student satisfaction surveys conducted in 2020-2021 due to low on-campus student population. The impacts of COVID-19 caused many dining locations to be closed. Surveys will begin again in 2021-2022.

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

- Undergraduate and graduate 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 level, 4,619 students were enrolled in fall 2020 compared to 4,270 in fall 2020, an increase of 8.2 percent.

- 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. 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]

There were seven new enrollment management initiatives 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]

There were 28 new academic initiatives 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]

In 2020-2021, the Division of Academic Affairs reported eight new academic initiatives implemented to increase graduation rates. The Division of Student Affairs did not report any new initiatives.

- 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]

<u>College</u>	<u>Semester</u>	
	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 college students. The retention rate of mentored students was 80 percent, an increase from 77.3 percent 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 college students during the fall 2020 semester. The persistence rate of first-time 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 college students 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]

In 2020-2021, 1,402 graduate degrees were awarded 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**]

In fall 2020, 912 students cancelled for non-payment compared to 1,093 in fall 2019.

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, the Division of Academic Affairs' Financial Aid and Scholarships Office reported 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.

In the Division of University Advancement, Business Operation and Endowment Services reported 956 endowments for 2020-2021 compared to 918 for 2019-2020.

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 54,389 appointments held in 2019-2020. 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 was 75, 877 contacts in 2020-2021 compared to 62,036 contacts in 2019-2020, 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 [\[College of Liberal Arts/Writing Center\]](#)

There was a total of 5,500 student consulting appointments in 2020-2021 compared to 5,242 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 the College of Liberal Arts, the Department of Political Science and Public Administration undergraduate coordinators expanded virtual advising sessions to serve 162 students. This was a 28 percent increase from the previous period.

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

In 2020-2021, Math CATS had 2,016 students visit 8,851 times 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 2020, and that option was continued into fall 2020 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]

There were 5,682 students who used LinkedIn Learning certification programs and soft skill personal growth courses to foster individual development of students. This is the first year reporting this data.

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]

Two new career support programs were provided with 691 participants.

- 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]

In 2020-2021, a total of 21,018 SCH internship/practicum courses were completed 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]

In 2020-2021, there were 2,324 career counseling appointments compared to 3,081 in 2019-2020. This constitutes a 25 percent decrease.

- Number of career-advising appointments compared to prior year **(MODIFIED)** [Career Services]

In 2020-2021, there were 1,145 career counseling appointments compared to 1,659 in 2019-2020. This constitutes a 31 percent decrease.

- 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]

Class of 2020-2021	Number of Survey Respondents	Number Reporting Work or Continuing Education	Percentage Reporting Work or Continuing Education
Undergraduate	1476	908	62%
Graduate	430	285	66%
All Graduates	1906	1193	63%

Class of 2019-2020	Number of Survey Respondents	Number Reporting Work or Continuing Education	Percentage Reporting Work or Continuing Education
Undergraduate	1735	988	57%
Graduate	406	272	67%
All Graduates	2141	1260	59%

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 2020-2021 with 154 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 19 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]

In 2020-2021, there were 1,897 students with disabilities participating in support programs and services compared to 1,554 in 2019-2020.

- Number of NEW electronic and/or physical ADA compliance projects completed/available **(MODIFIED)** [Facilities/Special Assistant to the Vice President for Information Technology]

There were a total of 1,109 new electronic and/or physical ADA compliance projects completed/available.

- 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]

In 2020-2021, there were 976 ADA-related errors per page for university-managed websites compared to 1,834 in 2019-2020.

- 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]

In 2020-2021, there were 10 software evaluations for disabilities that resulted in an ADA exception. This is the first year reporting this data.

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]

There were 211 repair and renovation projects completed, totaling \$21,767,135.

- Number and total cost of completed campus enhancement projects **(MODIFIED)**
[Facilities]

There were 44 campus enhancement projects completed, totaling \$783,472.

- 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]

There were four 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, totaling \$59,544,171.

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 APR 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.

- 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)** [\[Deans/Campus Recreation\]](#)

In 2020-2021, there were 21 organizations 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]

In 2020-2021, the LBJ Student Center reported a total of 1,971 students involved in 6,967 verifiable community service activities compared to 384 students with 26,111 in 2019-2020.

- 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 2020-2021, 397 events were held on Texas State campuses that provide opportunities for students to engage, through observation or participation, that modeled the values associated with equitable competition, and engendered university pride compared to 2,944 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]

There were two new training resources available for students related to First Amendment/Free Speech.

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 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]

In 2020-2021, five OERs and low-cost textbook options were adopted 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.

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

Semester	Number of Items in Reserve (Alkek Library Only)
Fall 2020	411
Spring 2021	431
Summer 2021	327
Fall 2019	467
Spring 2020	460
Summer 2020	406

The numbers of resources on reserve decreased due to the COVID-19 pandemic.

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.

- 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.

- 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]

In 2020-2021, 15 faculty participated in the Multicultural Curriculum Transformation and Research Institute in 2021. The Multicultural Curriculum Transformation and Research Institute was not implemented in 2019-2020 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 25 new programs/activities that improved capabilities in the face-to-face learning environment.

In the Division of Academic Affairs, faculty received professional development related to face-to-face pedagogy for 2020-2021 University Seminar (US1100). 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]

There were 19 active classrooms. This number remained the same as last year due to budget reduction caused by COVID-19 during the academic year.

- Number and total cost of NEW classroom and teaching laboratory enhancement projects [Facilities]

There was one new classroom and teaching laboratory enhancement project, totaling \$8,219,000.

- Number of course offerings considered “Technologically Enhanced” based on usage of learning management system (LMS) feature set **(NEW)** [IT Assistance Center]

There were 9,114 course offerings considered “Technologically Enhanced” based on usage of learning management system (LMS) feature sets.

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]

There were two completed capital projects that resulted in additional 3,651 square feet coded as “Academic.”

- Number of faculty satisfied with the timeliness of classroom support compared to prior year **(NEW)** [IT Assistance Center]

In 2020-2021, 85 faculty responded to the survey regarding timeliness of classroom support in the San Marcos Campus. The average score for timeliness of classroom support was 4.45 out of 5.00. This is the first year reporting this data.

- Average age of computers in open computer labs compared to prior year **(NEW)** [University Libraries]

The average age of computers in open computer labs was 1.93 years.

- Average age of a classroom’s infrastructure compared to prior year **(NEW)** [IT Assistance Center]

In 2020-2021, the average age of Tier 1 classroom’s infrastructure was 5.84 while the average age of Tier 2 classroom’s infrastructure was 6.40. This is the first year reporting this data.

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]

In 2020-2021, there were six faculty-led study abroad programs 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)** [\[International Affairs\]](#)

In 2020-2021, two students studied abroad 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 for 2019-2020.

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

There were three new institutionally recognized international exchange programs.

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

In 2020-2021, 55 students participated in Study-in-America 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.

- 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]

In 2020-2021, there were 292 distance learning professional development and instructional design engagements with faculty compared to 1,149 in 2019-2020. Faculty engagements (200) were escalated during the early pandemic period 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 2019.

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)** [\[Treasurer/UA Business Operations/Endowment Services\]](#)

In FY21 the total endowment funds totaled \$299,205,865 compared to \$225,519,535 in FY20.

- 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 [\[Honors College/University Libraries\]](#)

In the Division of Academic Affairs, Honors College reported 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. In the fall of 2020, a collaborative effort to build a campus application to join Phi Beta Kappa was spearheaded.

In the Division of Information Technology, University Libraries gained ARL membership in October 2020 and is in good standing.

- Association of Research Libraries (ARL) Library Investment Index ranking [\[University Libraries\]](#)

The ARL Library Investment Index ranking was used when tracking acceptance into ARL. Texas State is now a member in full, and this metric is no longer applicable.

- 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]

Four Texas State faculty received notifications of prestigious CAREER awards from the National Science Foundation.

- 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, 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, 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 provided students with research opportunities.

In the College of Education, the Department of Counseling, Leadership, Adult Education, and 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 21 in fall 2019. In spring 2021, 154 students participated in the Undergraduate Research Conference, an increase from 137 in spring 2020.

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

In 2020-2021, 249 theses and dissertation projects were completed compared to 305 in 2019-2020. The decrease was due to the 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]

In 2020-2021, there were 123 servers in use on the LEAP cluster used by 310 unique users compared to 123 HPC nodes used by 221 unique users in 2019-2020.

- Number of people conducting research at Texas State compared to prior year (NEW) [Provost/Deans]

In 2020-2021, 609 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]

One capital project resulting in 1,825 square footage addition coded as “Research” was completed.

- 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]

In 2020-2021, six research-specific Environmental, Health, Safety, Risk and Emergency Management training courses were taught with an attendance of 1,710 compared to eight courses with the attendance of 1,800 in 2019-2020. This decrease was due to two in-person courses not being held due to COVID-19.

- Total value of eligible gifts submitted to the Texas Research Incentive Program (TRIP) for a match (NEW) [UA Business Operations]

A total of \$3,170,500 eligible gifts were submitted to TRIP for a match.

- Total value of TRIP matching funds received by Texas State (NEW) [UA Business Operations]

A total of \$400,000 in TRIP matching funds were received by Texas State.

- Number of research professional staff compared to prior year **(NEW)** [Human Resources]

In 2020-2021, there were 178 research professional staff. This is the first year reporting on this data.

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	\$264,116	\$258,812
Staff Exempt (unclassified)	\$ 73,301	\$ 70,185
Staff Non-Exempt (classified)	\$ 42,839	\$ 41,389

The administrative officer salaries were pulled by Human Resources using the job codes provided in the Texas State Administration Officer Pay Plan.

- 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]

<u>Rank</u>	<u>Texas State</u>	<u>Peer</u>	<u>Comparison</u>
Professor	\$99,859	\$112,778	88.5%
Associate Professor	\$78,615	\$ 86,841	90.5%
Assistant Professor (excl new)	\$70,000	\$ 77,599	90.2%
Assistant Professor (incl new)	\$70,000	\$78,095	89.6%
Assistant Professor (new only)	\$70,000	\$78,320	89.4%
Senior Lecturer/Lecturer	\$48,827	\$56,108	87.0%

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]

In 2020-2021, a total of 87 programs that provide assistance in strengthening faculty/staff recruitment, hiring, development, and retention compared to prior year (explain differences) compared to 17 in 2019-2020.

The Division of Academic Affairs reported seven new academic programs that assisted in strengthening faculty/staff recruitment, hiring, development, and retention in 2020-2021 compared to 17 in 2019-2020.

The Division of Finance and Support Services reported 78 new academic programs that assisted in strengthening faculty/staff recruitment, hiring, development, and retention in 2020-2021 compared to 65 in 2019-2020.

The Division of University Administration reported two new programs that provided assistance in strengthening faculty/staff recruitment, hiring, development, and retention compared to prior year. This is the first time the team has developed search

profiles for the university to recruit for executive positions without the need for executive search firms.

- 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 the numbers reported 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)** [Human Resources]

The annual turnover rate of regular faculty and staff decreased by 5.82 percent year over year.

9/1/2019-8/31/2020: 18.03%

(NOTE: Texas State implemented a Voluntary Separation Incentive Program in FY20, and 99 employees took advantage of the program).

9/1/2020-8/31/2021: 12.21%

	<u>Exempt Positions</u>		<u>Non-Exempt Positions</u>					
9/1/19-8/31/20	10.99%		36.88%					
9/1/20-8/31/21	9.15%		20.97%					
<u>Age Bracket:</u>	<u><30</u>	<u>30-39</u>	<u>40-49</u>	<u>50-59</u>	<u>60+</u>			
9/1/2019-8/31/2020	30.77%	16.67%	9.06%	13.8%	28.94%			
9/1/2020-8/31/2021	29.60%	14.90%	6.43%	5.44%	14.52%			
<u>Race Category:</u>	<u>AI/AK</u>	<u>AP</u>	<u>BA</u>	<u>HL</u>	<u>HIP</u>	<u>W</u>	<u>UK</u>	<u>2+</u>
2020/2021	40%	11.76%	17.71%	9.18%	100%	11.68%	11.76%	13.86%
2019/2020	31.58%	13.67%	19.35%	14.24%	0	18.44%	18.52%	18.44%
<u>Gender</u>	<u>Male</u>		<u>Female</u>		<u>Unknown</u>			
0/1/2019-8/31/2020	17.07%		18.61%		18.18%			
9/1/2020-8/31/2021	10.32%		13.8%		0			

- Number of online recruitment advertisements of job postings and advertising sources compared to prior year **(MODIFIED)** [Vice President for University Administration]

For 2020-2021, there were a total of 655 online recruitment advertisements of job postings across 29 unique advertising sources compared to 672 across 16 unique advertising sources reported by Human Resources in 2019-2020.

- 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]

In 2020-2021, a total of 11,937 applications were received – 7,119 exempt and 4,818 non-exempt. In 2019-2020, a total of 11,165 applications were received – 6,117 exempt and 4,766 non-exempt.

- 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]

For 2020-2021, there were 387 staff positions filled with an overall time to fill of 52.67 compared to 326 staff positions filled with an overall time to fill of 65.23 in 2019-2020.

Exempt positions' time to fill for 2020-2021 was 54.38 days compared to 56.39 in 2019-2020.

Non-exempt positions' time to fill for 2020-2021 was 50.53 days compared to 61.14 in 2019-2020.

The following information reflects the time to fill a staff position by division:

<u>Division</u>	<u>2020-2021</u>	<u>2019-2020</u>
Academic Affairs	49.93	56.01
Finance and Support Services	58.13	92.51
Student Affairs	57.96	53.22
Information Technology	64.44	84.67
University Advancement	51.43	90.8
University Administration	54.47	68.36
Athletics	36.82	53.65

- Number of Performance Management assessments completed by annual May 31 due date compared to prior year **(MODIFIED)** [Human Resources]

In 2020-2021, 1,669 out of 1,912 (87.3%) Performance Management assessments were completed by the annual May 31 due date compared to 1,372 out of 1,752 (78.3%) in 2019-2020. The completion rate by due date improved nine percent year over year.

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]

There were 22 strategic plan progress reports from 22 reporting areas 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, 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]

In 2020-2021, there were five administrative peer reviews conducted compared to 13 in 2019-2020.

- 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]

For 2020-2021, the university raised \$18,796,233 compared to \$18,503,288 in 2019-2020.

- Total dollar amount raised per strategic fundraising priority area [AVP for University Advancement]

The total amount, \$18,796,233, raised in 2020-2021 is itemized in the following strategic fundraising priorities:

Student Scholarships and Engagement Programing = \$9,571,587
Research and Endowed Faculty Positions = \$4,199,250
Athletics = \$4,170,538
Facilities = \$854,859

- Total amount of dollars raised by students for philanthropic projects **(NEW)** [Dean of Students]

A total of \$8,250 was raised by students for philanthropic projects.

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]

In 2020-2021, Environmental, Health, Safety, Risk and Emergency Management offered 15 safety and security programs. This is the first year reporting this data.

- 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]

In 2020-2021, there were 77 educational and/or training activities provided related to applicable laws compared to one in 2019-2020.

- Number of participants in personal and community safety trainings compared to prior year **(NEW)** [Environmental, Health, Safety, Risk and Emergency Management/University Police Department]

In 2020-2021, there were 1,627 participants in personal and community safety trainings. This was the first year reporting this data.

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

In 2020-2021, there were 243 lab safety inspection violations compared to 232 in 2019-2020.

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]

In 2020-2021, there were two security breaches compared to three in 2019-2020.

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

In 2020-2021, there were 367 applications using Multi Factor Authentication compared to 301 in 2019-2020.

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

In 2020-2021, there were 159 recorded compromised university email accounts via malicious email techniques. This is the first year reporting this data.

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]

There was one construction project completed at Round Rock Campus, totaling \$2,294,000.

- 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 the 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]

Three faculty responded to the 2020-2021 survey regarding satisfaction with the timeliness of classroom support at the Round Rock Campus. The average score was 5.00 out of 5.00. This is the first year reporting this data.

- Utilization of distance learning platform (DLP)-enabled classrooms on the Round Rock Campus compared to prior year **(NEW)** [IT Assistance Center]

In 2020-2021, there were 15 classes taught using the DLP-enabled classrooms at the Round Rock Campus. This is the first year reporting this data.

- List of completed construction and renovation projects **(NEW)** [Facilities]

The following construction and renovation projects were completed in 2020-2021:

- A campus recreation space was added on the first floor of Avery Building at the Round Rock Campus.
- The Department of Health Information Management and the Radiation Therapy Program were relocated from the San Marcos Campus to the Nursing and Avery Buildings at the Round Rock Campus.

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]

There were 11 campus business improvement projects completed.

- Estimated cost per electronic document processed compared to prior year (NEW) [IT Business Office]

In 2020-2021, the estimated cost per electronic document processed was \$1.49 compared to \$1.73 in 2019-2020.

- Faculty and staff overall satisfaction with Information Technology services and support compared to prior year (NEW) [IT Business Office]

In 2020-2021, 66 percent of faculty and 82 percent of staff were satisfied with Information Technology services and support. This is the first year reporting this data.

- Student overall satisfaction with Information Technology services and support compared to prior year (NEW) [IT Business Office]

In 2020-2021, 83 percent of students were satisfied with Information Technology services and support. This is the first year reporting this data.

- Percentage of employees signed up to receive electronic W-2s compared to prior year (MODIFIED) [Financial Services]

In 2020-2021, 43 percent of employees signed up to receive electronic W-2s compared to 45 percent in 2019-2020.

- Number of vendors in the TSUS Marketplace compared to prior year **(MODIFIED)** [Financial Services]

In 2020-2021, there were 31 vendors in the TSUS Marketplace compared to 29 in 2019-2020.

- Number of individuals using Concur Travel Management tools compared to prior year **(MODIFIED)** [Financial Services]

In 2020-2021, there were zero individuals using Concur Travel Management tools. This is due to the fact that it did not go live until October 2021.

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]

In 2020-2021, there were a total of 11,165 applicants compared to 12,211 in 2019-2020.

<u>Gender</u>	<u>2020-2021</u>	<u>2019-2020</u>
Female	5,917	6,316
Male	4,546	5,237
Blank	702	658
<u>Race</u>	<u>2020-2021</u>	<u>2019-2020</u>
American Indian or Alaska Native	87	78
Asian	314	316
Black or African American	1,272	1,373
Hispanic	3,530	3,784
Native Hawaiian/Other Pacific Islander	30	17
White	6,132	6,861
Other	361	321
More Than One	396	400
Blank	2,573	2,845

- Number of new hires by federally defined categories compared to prior year **(MODIFIED)** [Vice President for University Administration]

In 2020-2021, there were a total of 408 new hires compared to 325 in 2019-2020.

<u>Gender</u>	<u>2020-2021</u>	<u>2019-2020</u>
Female	237	179
Male	139	132
Blank	32	14
<u>Race</u>	<u>2020-2021</u>	<u>2019-2020</u>
American Indian or Alaska Native	2	1
Asian	11	8
Black or African American	32	29
Hispanic	133	112
Native Hawaiian/Other Pacific Islander	0	0
White	217	173
Other	12	9
More Than One	12	7
Blank	122	98

- Number of non-academic cultural and diversity programs provided compared to prior year **(MODIFIED)** [Vice President for University Administration]

In 2020-2021, there were 119 non-academic cultural and diversity programs provided compared to 131 in 2020-2021. This decrease was due to the need to transition programs to online or to cancel them because of the pandemic.

- Number of faculty and staff who participate in the internal inclusion skill certificate program compared to prior year **(NEW)** [Vice President for University Administration]

In 2020-2021, there were 234 faculty and staff who participate in the internal inclusion skill certificate program. This is the first year reporting this data.

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]

In 2020-2021, 188 alumni and external constituents engaged in volunteer roles endorsed by Texas State.

- Number of NEW alumni and external constituents that engage with Texas State by making philanthropic investments **(MODIFIED)** [UA Business Operations]

In 2020-2021, 1,776 alumni and external constituents engaged with Texas State by making philanthropic investments.

- Number of recent (graduated within last five years) alumni donating to Texas State compared to prior year **(MODIFIED)** [UA Business Operations]

In 2020-2021, 266 recent (graduated within the last five years) alumni donated to Texas State compared to 487 in 2019-2020.

- 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]

There were 896 new alumni and external constituents engaged in 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]

In 2020-2021, there were 424 faculty and staff health and wellness programs provided with 2,676 participants compared to 869 programs with 5,089 participants in 2019-2020.

The reason for the decline was due to COVID 19 causing all services to transition from in-person classes to virtual. Budget cuts also decreased the number of instructors available to teach classes, which in turn affected the number of programs offered. Employees were trying to adjust to the lifestyle changes brought on by the pandemic, so their focus changed from focusing on their health and wellness to

adjusting to remote work, learning technology, managing family dynamics, etc., which also decreased participation numbers.

- Employee Assistance Program utilization rate compared to prior year [Human Resources]

In 2020-2021, the Employee Assistance Program utilization rate was 3.9 percent compared to 4.4 percent in 2019-2020.

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]

In 2020-2021, Athletics successfully implemented COVID-19 safety protocols and hosted 135 NCAA Division I Athletic Events.

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]

In 2020-2021, five deferred capital renewal projects totaling \$4,362,470 were completed compared to 10 capital renewal projects totaling \$8,336,467 in 2019-2020.

NOTE: Projects were placed on hold in FY21 due to COVID-19.

- Number and total cost of NEW infrastructure expansion, repair, and renovation projects completed (MODIFIED) [Facilities]

There were 125 new infrastructure expansion, repair, and renovation projects completed for a total cost of \$1,390,499.

- Number, total cost, and total square footage of NEW construction or additions completed **(MODIFIED)** [Facilities]

One new construction project was completed at a cost of \$5,100,000, creating an additional 3,500 square feet.

- Number of technology access points who experience an average airtime utilization of 50 percent or greater compared to prior year **(NEW)** [Technology Resources]

In 2020-2021, there were 22 technology access points that experienced an average airtime utilization of 50 percent or greater. This is the first year reporting on this data.

- Network reliability compared to prior year **(NEW)** [Technology Resources]

In 2020-2021, the network reliability was 99.49 percent. This is the first year reporting on this data.

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

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

In 2020-2021, there were 185 active HUB vendors compared to 183 in 2019-2020.

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

In 2020-2021, there was a \$10,961,266 construction value issued to HUB vendors compared to \$14,937,153 in 2019-2020.

- Number of active mentor/protégé partnerships compared to prior year **(NEW)** [Financial Services]

In 2020-2021, there were seven active mentor/protégé partnerships compared to five in 2019-2020.

- Total university procurement with HUB vendors compared to prior year **(NEW)** [Financial Services]

In 2020-2021, the total university procurement with HUB vendors was \$21,822,778 compared to \$28,900,542 in 2019-2020.

2017-2023 Texas State University Plan

2019-2020 Plan Progress Report

1. Promote the success of all students.

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

- Number of students in the current year involved in curricular and co-curricular activities that indicate high levels of satisfaction or have received special recognitions [[Student Affairs](#)]

In the current year, 1,259 students were involved in curricular and co-curricular activities that indicated high levels of satisfaction or have received special recognitions. In addition, 20 students received the Medal of Hope, an honor awarded to students who have demonstrated a commitment to leadership and personal development, involvement in the Texas State community, and demonstrated service.

- Number of students in the current year involved in activities aimed at improving student experiences [[Student Affairs](#)]

In 2019-2020, there were a reported 15,619 students involved in activities aimed at improving student experiences.

- Number of Texas State Mobile Application downloads in the current year [[Technology Resources](#)]

The Texas State Mobile Application was downloaded 19,765 times from September 9, 2019, to August 31, 2020.

- Number of interactions with the Texas State Mobile Application in the current year [[Technology Resources](#)]

There were 7,321,646 interactions with the Texas State Mobile Application in 2019-2020.

- Number and total cost of NEW campus enhancement projects completed [[Facilities Office](#)]

In 2019-2020, 82 new campus enhancement projects were completed totaling \$40,927,450.

- Number of NEW voluntary meal plans purchased by students [[FSS Auxiliaries](#)]

In 2019-2020, there were 2,278 new voluntary meal plans purchased by students.

- Increase in total dining and vending sales volume compared to prior year [[FSS Auxiliaries](#)]

In 2019-2020, there was an increase of \$233,136 in total dining and vending sales volume compared to 2018-2019's increase of \$347, 853.13.

- Increase in bookstore sales volume other than course materials compared to prior year [[FSS Auxiliaries](#)]

In 2019-2020 Follett's commissions totaled \$820,564.22 a sizeable increase from \$402,990.56 in 2018-2019.

- Decrease in percentage of students cancelled for non-payment by payment due date compared to prior year [[Student Business Services](#)]

Student Business Services cancelled 173 fewer students (14.9%) on the first cancel date of fall 2020 (990) vs. fall 2019 (1,163). In addition, there was a substantial decrease in the number of students extended. The number of students extended decreased 29.7 percent from fall 2019 (302) vs. fall 2020 (214). The total for all three cancels for fall 2020 decreased by 217 from fall 2019.

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 2019, there were 33,197 enrolled undergraduate students compared to 34,187 students in fall 2018, a decline of 0.8 percent.

At the graduate student level, there were 4,270 enrolled graduate students in fall 2019 compared to 4,457 students in fall 2018, a decline of 4.2 percent overall.

1.3 Increase student retention and graduation rates.

- Student retention rates for all levels (i.e., first-time undergraduate, transfer undergraduate, first-time master's, first-time professional, and first-time doctoral) compared to prior year [[Institutional Research](#)]

The one-year retention rate for first-time, full-time undergraduates fell from 77.1 percent for the fall 2017 cohort to 75.6 percent for the fall 2018 cohort.

The one-year retention rate for full-time transfer undergraduates increased slightly from 81.3 percent for the fall 2017 cohort to 82.1 percent for the fall 2018 cohort.

The one-year retention rate for master's students increased from 83.7 percent for the fall 2017 cohort to 85.4 percent for the fall 2018 cohort.

The one-year retention rate for professional students increased from 90.5 percent for the fall 2017 cohort to 97.6 for the fall 2018 cohort. (NOTE: Due to the low number of students in the program, one student represents 2.4 percent in the fall 2018 cohort).

At the doctoral level, one-year retention increased from 92.8 percent for the fall 2017 cohort to 94.4 percent for the fall 2018 cohort.

- Student graduation rates for all levels (i.e., first-time undergraduate, transfer undergraduate, first-time master's, first-time professional, and first-time doctoral) compared to prior year [[Institutional Research](#)]

The six-year graduation rate for the fall 2014 first-time, full-time undergraduate cohort was up slightly to 54.9 percent compared to 54.3 percent for the fall 2013 cohort.

The four-year graduation rate for the fall 2016 cohort of full-time undergraduate transfer students with 30 or more hours was up slightly to 63.8 percent compared to 63.2 percent for the fall 2015 cohort.

The five-year graduation rate for first-time, full-time master's students in the fall 2015 cohort was up slightly to 84.7 percent compared to 83.2 percent in the fall 2014 cohort.

The five-year graduation rate for first-time, full-time professional students was 100 percent for the fall 2015 cohort, which is consistent with the rate for the fall 2014 cohort.

The 10-year graduation rate for first-time, full-time doctoral students was down slightly to 64.4 percent for the fall 2010 cohort compared to 69.1 percent for the fall 2009 cohort.

- Student retention rate increases in academic or support services department-identified retention programs for the current year [[Deans/Academic Services/Student Affairs](#)]

In the Division of Student Affairs, the First-Year Commuter Program reported a student retention rate of 87.9 percent. This is a baseline number, and no change in persistence can be demonstrated for 2019-2020.

The Dean of Students Office, Student Emergency Services provided \$190,613 to 513 students who experienced emergencies which could have caused them to "STOP-OUT." Student Emergency Services coordinated the distribution of

\$3,750,000 to 6,469 students through the Bobcat Cares Program to assist students impacted by COVID-19, which could have caused them to “STOP-OUT.” Attorney for Students Office provided 1,005 clients legal services at an equivalency rate of \$356,283 which could have adversely impacted a student’s ability to afford tuition and fees.

The College of Applied Arts undergraduate enrollment increased from 4,045 students in fall 2018 to 4,054 in fall 2019. Full-time, first time undergraduate retention rate increased from 75 percent to 77 percent.

In the College of Education, a new pilot support program was developed for undergraduate students on academic probation. The Department of Health and Human Performance saw 48 percent (165 of 342) of students enrolled in ESS 3317-Exercise Physiology participate in the SLAC SI Program.

In the College of Liberal Arts, the Department of Geography hosted a series of events during 2019-2020 aimed at improving retention.

The College of Science and Engineering reported that the Department of Computer Science completed the National Center for Women and Information Technology-sponsored project to retain female students. Ingram School of Engineering participated in the supplemental instruction program to combat attrition in MATH 3323 Differential Equations and CHEM 1335 Engineering Chemistry, which affects engineering students. During 2018-2019, the Department of Mathematics fully implemented co-requisite teaching for all students enrolled in developmental mathematics, adding MATH 1300 to the list of co-enrollment classes.

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 [[Institutional Research](#)]

A total of 12,044 scholarships were awarded with a value of \$28.2 million in 2019-2020 compared to 9,959 scholarships with a value of \$25.9 million in 2018-2019. This was an increase of 2,085 scholarships worth \$2.3 million.

- Number and total dollar amount of all grant resources for the current year [[Institutional Research](#)]

A total of 37,104 grants with a value of \$122.5 million were awarded in 2019-2020 compared to 35,759 grants awarded with a value of \$119.1 in 2018-2019. This represents an increase of 1,345 grants worth \$3.4 million.

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 campus undergraduate student to academic advisor ratio for 2019-2020 was 396:1, an increase from 387:1 in 2018-2019. College enrollments remained consistent year to year, as did staffing, creating only minor changes in most college-specific student to advisor ratios. The College of Education and the McCoy College of Business Administration saw reductions in enrollment of 209 (4.5 percent) and 335 (7.2 percent), respectively, decreasing student to advisor ratios. The College of Health Professions and the University College saw increases in enrollment of approximately 100 students, increasing their fall-to-fall enrollments by 3.8 percent and 4.5 percent, respectively, increasing student to advisor ratios.

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

A total of 54,389 advising appointments were served by college advising centers in 2019-2020, reflecting a 3.2 percent increase from appointments held the previous year (N=53,852).

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

In 2019-2020, the Student Learning Assistance Center served 12,297 students, compared to 13,402 students in 2018-2019. The decrease in students served may be attributed to COVID-19 implications and students attending most classes remotely.

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

For 2019-2020, the total number of consulting appointments for the Writing Center was 5,242 (up from 2,762 in 2018-2019), and the total number of workshops was 1,462 (up from 1,432 in 2018-2019). The total number of appointments for 2019-2020 was 6,704 (up from 4,194 in 2018-2019), based on units of 25-minute slots. Despite COVID-19, the filled 2019-2020 appointment slots increased from the previous two years.

- Number of NEW programs/activities and number of participants that ensure student success [[Deans/Vice Presidents/Round Rock Campus](#)]

Texas State provided 35 new programs/activities that ensure student success, with a reported 28,414 participants.

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](#)]

During the first year of using the online marketable tool, marketable skills have been identified for 220 academic programs.

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

Marketable skills have been identified for 14 continuing education courses in 2019-2020, in addition to the 37 courses in the prior year.

- Number of NEW curricular and co-curricular programs and experiences that have incorporated marketable skills components in the current year [[Deans/Student Affairs](#)]

A total of 49 new curricular and co-curricular programs and experiences have incorporated marketable skills components.

1.7 Prepare all 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.

- Number of NEW career support programs provided and number of participants [[Career Services](#)]

In 2019-2020, three reported events were provided, with 138 participants. These three new programs included: Career Planning Support Group for Women of Color, Career Planning Support Group for Students with Social Anxiety, and Career Peer Advising Program.

- Number of academic credit internships/practica completed by students in the current year as measured by Semester Credit Hour (SCH) in sources as coded [[Institutional Research](#)]

A total of 21,714 SCH in internship/practicum courses were completed in 2019-2020.

- Number of face-to-face career counseling and career advising appointments for the current year [[Career Services](#)]

There were 4,740 face-to-face career counseling and career advising appointments for the current year; 3,885 were in person and 855 were virtual.

- Percentage of students in the current year who report employment or graduate/professional school plans in the Graduating Student Outcomes-First Destination survey [[Career Services](#)]

Thirty-seven percent of bachelor's degree graduates indicated full-time employment as their next destination post-graduation. Thirteen percent of bachelor's degree graduates indicated graduate or professional school as next destination.

Fifty percent of bachelor's degree graduates indicated full-time employment or graduate or professional school as their next destination.

1.8 Provide educational programs and co-curricular activities that foster community, service learning, leadership, career exploration, and personal development.

- Number of NEW educational programs provided and total number of participants [[Deans/Student Affairs](#)]

A total of 29 new educational programs were provided in 2019-2020, with 403 participants.

- Number of NEW co-curricular activities provided and total number of participants [[Deans/Student Affairs](#)]

A total of 25 new co-curricular activities, with 3,367 participants were reported in 2019-2020.

- Number of NEW course sections transformed or created with a service-learning component [[Service Learning](#)]

A total of 13 course sections were transformed or created with a service-learning component in 2019-2020. The majority of these new sections were a result of presentations with education abroad faculty and staff.

1.9 Leverage data and analytics to support growth in student success and institutional processes.

- Number of NEW enrollment management (e.g., recruitment, admissions, financial aid, retention) policies that result from the use of actionable data [[Enrollment Management and Marketing](#)]

The Office of Enrollment Management and Marketing adopted the New Test Optional Admission Policy due to the College Board (SAT) and American College Testing (ACT) agencies being concerned about meeting demand for students wishing to test.

The Office of Enrollment Management and Marketing raised the adjusted gross income cap from \$35,000 to \$50,000 for the Bobcat Promise Program in May 2020 to go into effect in fall 2020 to help low-income first-time freshmen by providing full-tuition and mandatory fees for eight semesters.

The Financial Aid Advisory, Appeals, and Scholarship Awards Committee added two new freshmen merit scholarship bands to increase fall 2019 enrollment. These bands expanded eligibility by providing different set of criteria, which allowed for a more diverse group of applicants.

- Number of NEW dashboards, data and analytical reports published [[Institutional Research/Technology Resources](#)]

Overall, a total of 18 new dashboards, data and analytical reports were published in 2019-2020.

- **In the Division of Academic Affairs, the Office of Institutional Research published a total of eight new dashboards, data and analytical tools in 2019-2020.**
- **The Division of Information Technology reported a total of 10 new dashboards published in 2019-2020.**

1.10 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 in the current year [[Office of Disability Services](#)]

In 2019-2020, 1,554 students with disabilities participated in support programs and services.

- Number of NEW electronic and/or physical ADA compliance processes, procedures and tools completed/available [[Vice Presidents/Round Rock Campus](#)]

Texas State completed 23 new ADA compliance processes, procedures, and tools in 2019-2020.

1.11 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 NEW space repair and renovation projects completed [[Facilities Office](#)]

In 2019-2020, two space repair and and renovation projects were completed, totaling \$10,814,495.

- Number and total cost of NEW campus enhancement projects completed [[Facilities Office](#)]

In 2019-2020, there were two new campus enhancement projects completed, totaling \$4,097,952.

- Number of NEW or modified facilities construction and/or improvement projects in which the Department of Athletics was involved in collaborative planning, improving technology, and/or space utilization and optimization [[Athletics](#)]

In 2019-2020, there were 11 new or modified facilities construction and/or improvement projects in which the Department of Athletics was involved in collaborative planning, improving technology, and/or space utilization and optimization.

1.12 Provide a supportive environment for students, including student athletes, that encourages academic excellence, character development, and respectful interaction with others.

- Academic progress rate (APR) of student-athletes for the current year compared to NCAA national average [[Athletic Academic Center](#)]

The academic progress rate (APR) for 2019-2020 was not made public owing to the effects of COVID-19. The APR average for the 2018-2019 academic year was 989 compared to 975 for 2017-2018.

- Student-athlete retention rates (i.e., first-time undergraduate, transfer undergraduate, first-time master's) compared to entire student body [[Athletic 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 2018 was 75.6 percent. The persistence rate for freshman student-athletes in all sports who arrived in fall 2018 and returned in fall 2019 was 100 percent. The retention rate of all student athletes who arrived in fall 2018 and returned in 2019 was 88 percent. Two students who did not return to campus became professional athletes.

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

NCAA provides the Federal Graduation Rate (FGR) measures for all Division I programs annually. The FGR assesses only first-time, full-time freshmen in a given cohort and only counts them as academic successes if they graduate from their institution of initial enrollment within a six-year period.

In 2019-2020, the FGR for Texas State was 57 percent, a drop from 61 percent in 2018-2019. However, this rate compared favorably to the overall Texas State six-year graduation rate of 54 percent.

Texas State's NCAA Graduation Success Rate (GSR) was 77 percent. The GSR differs from the FGR in two important ways. First, the GSR holds institutions accountable for those student-athletes who transfer into their institutions. Second, the GSR does not penalize colleges whose student-athletes transfer in good academic standing.

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

There were eight 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 [\[Athletics\]](#)

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

1.13 Provide all 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.

- Number of service-learning hours completed by students enrolled in service learning designated courses compared to prior year [\[Service Learning\]](#)

A total of 53,096 service-learning hours were completed by students enrolled in service-learning course sections in 2019-2020. This number represents a 24.3 percent increase over the 42,723 service-learning hours in 2018-2019.

- Number of NEW curricular and co-curricular programs/activities that provide students with quality engagement opportunities [\[Deans/Student Affairs\]](#)

A total of 47 student curricular and co-curricular programs/activities were provided in 2019-2020.

- Number of student curricular and co-curricular competitions in the current year that received special recognition [\[Deans/Student Affairs\]](#)

A total of 632 student curricular and co-curricular competitions received special recognition in 2019-2020.

- Number of students and their total service hours in the current year involved in verifiable community service activities [\[Student Affairs\]](#)

In 2019-2020, 384 students were involved in verifiable community service activities, not including the many students who participated through Student Involvement and different fraternity and sorority activities. Together the students served a total of 26,111 service hours.

- Number of events held on Texas State campuses for the current year that provide opportunities for students to engage, through observation or participation, that model the values associated with equitable competition and engender university pride [[Athletics/Student Affairs](#)]

The Division of Student Affairs reported the following number of events held on Texas State campus for 2019-2020 that provide opportunities for students to engage, through observation or participation, that model the values associated with equitable competition and engender university pride: the Office of Disability Services conducted 47 presentations; and the LBJ Student Center conducted 257 presentations, programs, and events and 34 browse sessions. Additionally, over 2,204 meetings for student organizations were scheduled at the LBJ Student Center. The New Student Convocation was coordinated by Retention Management and Planning, and the Department of Housing and Residential Life held 36 events; Campus Recreation held 361 events; and the Dean of Students office held the Veteran’s Day Program, Student Government, Greek Week, FSL Basketball Challenge, and Community Services programs.

Athletics reported 208 service hours completed by 68 students that modeled the values associated with equitable competition and engendered university pride.

2. Offer high quality academic and educational 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](#)]

Three new academic programs were proposed in 2019-2020. These included the B.S. in mechanical engineering; a graduate certificate in psychiatric mental health nurse practitioner; and a D.N.P. in nursing practice.

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

Three new academic programs were approved in 2019-2020. These included the M.S. in construction management; the M.S. in quantitative finance and economics; and a B.A. in religious studies.

- Online and hybrid SCH as a percent of overall SCH offered [[Institutional Research](#)]

For 2019-2020, SCH generated from online and hybrid course offerings comprised 18.7 percent of the overall SCH offered. A portion of the increase

from previous years was the result of online courses being offered in response to COVID-19 during summer 2020.

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 50 new or modified academic programs that added multicultural or multi-perspective content in 2019-2020.

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

There were 27 new or revised courses with multicultural or multi-perspective content in 2019-2020.

- Number of educational or training sessions held in the current year for members or groups within the Texas State campus community that contain information concerning the value of diverse perspectives [[Equity and Inclusion/Student Affairs](#)]

A total of 69 educational or training sessions were held in 2019-2020 for members and groups within the Texas State campus community that contained information concerning the value of diverse perspectives.

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

- Number and percent of students enrolled in Honors College courses offered compared to prior year [[Honors College](#)]

The Honors College reported: 859 seats registered in fall 2019 compared to 751 seats registered in fall 2018; 740 seats registered in spring 2020 compared to 681 seats registered in spring 2019; 27.7 percent of Honors College students enrolled in an honors course in fall 2019 compared to 29.8 percent in fall 2018; and 24.5 percent of Honors College students enrolled in an honors course in spring 2020 compared to 26.5 percent in spring 2019.

- Percent of students in each college participating in the Honors College compared to prior year [[Honors College](#)]

Semester	Fall 2019	Fall 2018	Spring 2020	Spring 2019
Applied Arts	0.54%	0.62%	0.70%	0.32%
Business Administration	2.02%	1.90%	1.12%	1.79%
Education	0.67%	0.74%	0.68%	0.48%
Fine Arts and Comm.	2.62%	2.57%	2.42%	2.47%

Health Professions	1.64%	1.49%	1.22%	0.82%
Liberal Arts	3.74%	3.38%	3.95%	3.74%
Science and Engineering	2.31%	2.11%	1.95%	1.76%
University College	0.39%	0.42%	0.22%	0.27%

- Number of NEW Honors sections offered [[Honors College](#)]

In fall 2019, 56 Honors sections were offered compared to 47 in fall 2018 (four new classes in fall 2019 included HON 3399A, 3399C, 3399D, and a departmental section of COMM 2330). In spring 2020, 50 sections were offered compared to 47 sections offered in spring 2019 (two new classes in spring 2020 included HON 3399B and HON 3399F).

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

In fall 2019, the Honors College had 18 graduates compared to 24 in fall 2018. In spring 2020, the Honors College had 53 graduates compared to 51 in spring 2019.

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 learning environment (provide one example) [[Vice Presidents/Round Rock Campus](#)]

Texas State provided 50 programs/activities that improved capabilities in the learning environment.

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

The Office of the Associate Vice President for Academic Affairs reported two new programs/activities that improved capabilities in online learning environments. Two new distance learning classrooms at \$93,000 total expense and a request for proposals for online proctoring were initiated in order to provide additional options for faculty and students that potentially reduces technical overhead and expands access.

- Number, percentage, and capacity of active classrooms [[Information Technology Assistance Center](#)]

In 2019-2020, there were 19 active classrooms (6%) available, with a total capacity of 1,031.

- Number and capacity of diverse learning environments in the university libraries [[University Libraries](#)]

In 2019-2020, there were 13 diverse learning environments in the university libraries with a capacity of 3,686.

- Number and total cost of NEW classroom and teaching laboratory enhancement projects [[Facilities Office](#)]

In 2019-2020, there were seven new classroom and teaching laboratory enhancement projects, totaling \$3,306,255.

2.5 Transition Texas State’s Learning Management System environment to a more integrated, robust, and modern integrated learning system.

- Number of NEW transitional learning management system (LMS) activities implemented [[Technology Resources](#)]

In 2019-2020, there were 19 new transitional LMS activities implemented.

- Percentage of courses being taught in the new LMS [[Technology Resources](#)]

Eighty-five percent of courses were being taught in the new LMS in 2019-2020.

2.6 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 total cost of NEW capital projects resulting in square footage additions coded as “Academic” [[Facilities Office](#)]

In 2019-2020, one new capital project resulting in square footage additions coded as “Academic” was completed for a total cost of \$1,611,000.

- Number of NEW technology initiatives implemented during the current year and total cost [[Information Technology](#)]

One new technology initiative, from ITAC Learning Spaces, was implemented on both campuses, putting video and audio capabilities in over 331 instructional spaces with a cost of \$125,000.

- Percentage of classrooms upgraded technologically for the current year [[Information Technology Assistance Center](#)]

In 2019-2020, 24 of 309 (8%) classrooms were technologically upgraded.

- Average age of computers in computer labs (includes learning commons) [[University Libraries](#)]

The average age of computers in computer labs was 1.33 years for 2019-2020.

2.7 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 for the current year [[International Affairs](#)]

Texas State offered two faculty-led programs in January 2020. Programs planned for the remainder of the year were cancelled after March 2020 due to COVID-19 and associated travel restrictions.

- Number of students studying abroad for the current year [[International Affairs](#)]

Ninety-one students participated in study abroad programs in 2019-2020. This number included students who participated in exchange, affiliated, and faculty-led programs that were conducted between September 2019 and February 2020, before the cancellation of all programs that took place after March 2020.

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

Texas State had no new institutionally recognized international exchange programs in 2019-2020.

- Number of students participating in Study-in-America for the current year [[Distance and Extended Learning](#)]

A total of 32 students participated in Study-in-America in 2019-2020. Enrollment was negatively impacted by COVID-19 and subsequent travel restrictions.

- Number of NEW curricular and co-curricular service-learning programs that prepare students to be responsible citizens [[Service Learning](#)]

In 2019-2020, 13 new curricular service-learning programs that prepare students to be responsible citizens were implemented. The majority of these courses were in the education abroad program.

- Number of students participating in NEW global immersion programs [[International Affairs/Student Affairs](#)]

A total of 197 students participated in new global immersion programs in 2019-2020.

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 [\[Research and Sponsored Programs\]](#)

Restricted research expenditures totaled \$30.9 million in 2019-2020.

- Total endowment funds [\[Treasurer\]](#)

Endowment funds totaled \$225,519,534.83 in 2019-2020.

- Number of Ph.D. degrees awarded [\[Institutional Research\]](#)

Texas State awarded 54 Ph.D. degrees in 2019-2020.

- 5-year master's graduation rate [\[Institutional Research\]](#)

The 5-year master's graduation rate for first-time, full-time master's degree students in the fall 2015 cohort was up slightly to 84.7 compared to 83.2 percent in the fall 2014 cohort.

- 10-year doctoral graduation rate [\[Institutional Research\]](#)

The 10-year doctoral graduation rate for first-time, full-time doctoral students was 64.4 percent for the fall 2010 cohort compared to 69.1 percent for the fall 2009 cohort.

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

For the fall 2019 incoming class, which includes students who started in the summer, 46.3 percent of those reporting a high school rank were in the top 25 percent of their high school class.

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

In the Division of Information Technology, an informal site visit with Joe Lucia, Dean of Libraries, Temple University, Representative of Association of Research Library Membership Committee, was conducted on March 5, 2020.

A formal (virtual) site visit with the Association of Research Library Membership Committee was conducted on June 23-25, 2020.

In the Honors College, the Phi Kappa Phi chapter was awarded platinum status for 2019-2020. Mael Le Noc won a \$10,000 national dissertation award, and there were five Love of Learning awards given to Texas State students. In addition, the NASA FAMA team, led by Dr. Araceli Martinez Ortiz, won the \$100,000 Excellence in Innovation Award.

The next opportunity to apply for a Phi Beta Kappa chapter is in fall 2021.

- Association of Research Libraries (ARL) Library Investment Index ranking [[University Libraries](#)]

The 2017-2018 (most recent available) Investment Index ranking for Texas State was 94. The index score is -0.7022817.

- 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 [[Academic Affairs/Deans](#)]

The Office of the Provost and Vice President for Academic Affairs reports two faculty awards during 2019-2020 that qualify under the NRUF eligibility criteria – Cyrus Cassells received the Guggenheim Fellowship, and Dr. Valentina Glajar was named an American Council of Learned Societies Fellow.

- Number of Ph.D. programs [[Curriculum Services](#)]

Texas State had 12 Ph.D. programs in 2019-2020.

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

- Number of NEW graduate programs proposed during the current year [[Curriculum Services](#)]

Two new graduate programs were proposed in 2019-2020: graduate certificate in psychiatric mental health nurse practitioner and D.N.P. in nursing practice.

- Number of NEW graduate programs approved during the current year [[Curriculum Services](#)]

Two new graduate programs were approved in 2019-2020: M.S. in construction management and M.S. in quantitative finance and economics.

- Number of graduate students enrolled compared to prior year [[Institutional Research](#)]

There were 4,270 graduate students in fall 2019 compared to 4,457 in fall 2018.

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

There were 1,369 graduate degrees awarded in 2019-2020, compared to 1,467 graduate degrees awarded in 2018-2019.

3.3 Encourage and promote student research opportunities.

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

The colleges reported 15 new curricular and co-curricular programs that provided students with research opportunities.

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

There were 137 oral and poster presentations in the Undergraduate Research Conference for spring 2020 compared to 160 presentations in spring 2019. There were 21 presentations in the Honors Thesis Forum for fall 2019 compared to 30 presentations in fall 2018.

- Number of graduate students completing thesis or dissertation projects compared to prior year [\[The Graduate College\]](#)

In 2019-2020, 305 theses and dissertations were submitted, compared to 266 in 2018-2019.

3.4 Expand support to the research community by enhancing resources to support the evolving requirements while developing a staff of research professionals to support and assist researchers.

- Total research and development expenditures [\[Research and Sponsored Programs\]](#)

Research and development expenditures totaled \$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 [\[Research and Sponsored Programs\]](#)

In 2019-2020, 667 proposals were developed with the assistance of the Office of Research and Sponsored Program's staff and grant writing contractors, compared to 631 in 2018-2019.

- Total number and utilization of High-Performance Computing (HPC) nodes [\[Technology Resources\]](#)

In 2019-2020, there were 123 HPC nodes in use on the LEAP cluster utilized by 221 unique users, representing 18 academic departments.

- Number of technology mitigation plans for research grants [[Information Security Office](#)]

There were 36 technology mitigation plans developed and authorized for research-related grants in 2019-2020.

- Number of NEW research job postings along with average time to fill [[Human Resources](#)]

In the current year, the total number of research job postings is 46. The average time to fill for the research job posting is 58 days.

- Number and total cost of NEW capital projects resulting in square footage additions coded as “Research” [[Facilities Office](#)]

In 2019-2020, one new capital project resulting in square footage additions coded as “Research” was completed for a total cost of \$3,941,300.

- Increase in number of research-specific Environmental Health, Safety and Risk Management training courses taught compared to prior year (including attendance) [[Environmental Health, Safety and Risk Management](#)]

There was no increase in the number of research-specific Environmental Health, Safety and Risk Management training courses taught compared to prior year.

**2019-2020 Courses Offered = 8, attendance = 1,800
2018-2019 Courses Offered = 9, attendance = 2,136**

- Decrease in the number of lab safety inspection violations compared to prior year [[Environmental Health, Safety and Risk Management](#)]

There was no decrease of lab safety inspection violations in 2019-2020 compared to 2018-2019. Rather, the violations increased from 101 in 2018-2019 to 232 in 2019-2020.

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 [[Research and Sponsored Programs](#)]

No MIRG proposals were received, but three were funded, in 2019-2020, compared to 13 proposals in 2018-2019.

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](#)]

<u>Rank</u>	<u>2019-2020</u>
Full Professor	\$98,484
Associate Professor	\$80,068
Assistant Professor	\$69,700
Lecturer	\$49,453

- Percent increase in average staff salary levels for all ranks [[Institutional Research](#)]

<u>EEOC</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>Percent Increase</u>
Administrative	\$91,943	\$95,880	4.3%
Professional	\$55,529	\$57,907	4.3%
Secretarial	\$38,400	\$39,541	3.0%
Service	\$26,400	\$27,373	3.7%
Skilled	\$43,393	\$45,566	5.0%
Technical	\$46,008	\$48,336	5.1%

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

Percent above benchmark local - 33.5%
 Percent below benchmark local - 66.5%
 Percent above benchmark CUPA - 36.6%
 Percent below benchmark CUPA - 64.4%

Average Percent Difference (Market Median to Texas State Incumbents): 8.2%

In the Office of the Provost and Vice President for Academic Affairs, Academic Resources reported, 39 of 40 new tenure-line faculty (97.5 percent) were hired at or above the CUPA medians for their respective disciplines and rank in 2019-2020.

Based on a comparison with CUPA data for 2019-2020, approximately 58 percent of existing faculty groups are paid at or above the appropriate CUPA medians set for today's new hires.

- Percentage of positions with an identified market benchmark [[Human Resources](#)]

In 2019-2020, 63 percent of positions had an identified market benchmark.

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 NEW programs and activities that provide assistance in strengthening faculty/staff recruitment, hiring, and retention [[Human Resources/Equity and Inclusion/Faculty and Academic Resources](#)]

Seventeen new programs and activities were provided to assist in strengthening faculty and staff recruitment, hiring, and retention.

- Number and percent of African-American, Hispanic, and other diverse faculty and staff compared to prior year [[Institutional Research](#)]

In fall 2019, African-American employees comprised 4.3 percent (n=160) of fulltime employees, compared to 4.2 percent (n=157) in fall 2018.

In fall 2019, Hispanic employees comprised 21.6 percent (n=810) of full-time employees, compared to 22.5 percent (n=841) in fall 2018.

In fall 2019, employees of other minority ethnicities (including those with unknown ethnicities) comprised 11.2 percent (n=437) of full-time employees compared to 8.9 percent (n=333) in fall 2018.

- Annual turnover percentage of regular faculty and staff (by title, FLSA classification, years of service, age, diversity, division) [[Human Resources/Faculty and Academic Resources](#)]

	<u>Turnover Percentage</u>
<u>Total Number of Employees:</u>	14.60 Percent Average
Exempt:	12.77 Percent
Non-Exempt:	19.13 Percent
<u>Division:</u>	
Academic Affairs	12.79 Percent
Finance and Support Services	16.76 Percent
Information Technology	11.13 Percent
Student Affairs	23.01 Percent
University Advancement	18.35 Percent
Office of the President	31.48 Percent
Athletics	24.64 Percent
<u>Ethnicity:</u>	

American Indian or Alaska Native	23.53 Percent
Asian	11.14 Percent
Black or African American	13.68 Percent
Hispanic/Latino	13.84 Percent
Native Hawaiian or Pacific Islander	0.00 Percent
White	15.03 Percent
Unknown or All Fields Blank	8.75 Percent
Two or More Races	15.88 Percent
<u>Gender:</u>	
Male	14.51 Percent
Female	14.75 Percent
Unknown	0.00 Percent
<u>Age Brackets:</u>	
<30	27.89 Percent
30-39	12.60 Percent
40-49	5.87 Percent
50-59	10.75 Percent
60+	26.77 Percent
<u>Length of Service:</u>	
<2 years	22.07 Percent
2-5	13.84 Percent
5-10	8.08 Percent
10-15	9.07 Percent
15-20	11.29 Percent
20-25	13.26 Percent
25-30	28.16 Percent
30-35	27.66 Percent
35+	33.80 Percent

- Number of online recruitment advertisements of job postings and advertising sources for the current year [[Human Resources](#)]

In 2019-2020, the total number of recruitment advertisements for job postings was 672. There was a total of 16 unique advertising sources published.

- Number of applications received for staff positions (total, per posting, and average by FLSA classification) for the current year [[Human Resources](#)]

**Total number of applications received for exempt job postings was 7,119.
Number of exempt job postings was 193.
Average number of applications per job posting was 36.88.**

**Total number of applications received for non-exempt job postings was 4,818.
Number of non-exempt job postings was 215.
Average applications per job postings was 22.40.**

Total number of applications received for all job postings was 11,937.

**Total number of job postings was 408.
Average number of applications per job posting was 29.25.**

- Time to fill a staff position (overall and by division, FLSA classification) for the current year [[Human Resources](#)]

The overall university average time to fill staff exempt positions was 121 days.

Average Time to Fill Exempt Positions per Division:

**Academic Affairs - 104
Finance and Support Services - 159
Information Technology - 151
Student Affairs - 106
University Advancement - 93
President's Office - 93
Athletics - 54**

The average time to fill non-exempt positions per division was 108 days.

Average Time to Fill Non-exempt Positions per Division:

**Academic Affairs - 80
Finance and Support Services - 133
Information Technology - 54
Student Affairs - 82
University Advancement - 289
President's Office - 28
Athletics - 93**

The overall average time to fill positions was 113 days.

Overall Average per Division:

**Academic Affairs - 148
Finance and Support Services - 137
Information Technology - 120
Student Affairs - 92
University Advancement - 130
President's Office - 28
Athletics - 63**

- Time to complete staff new position and reclassification job audits for the current year [[Human Resources](#)]

The average time to complete staff new position and reclassification job audits for 2019-2020 was three days.

- Percentage of Performance Management assessments completed by annual May 31 due date [[Human Resources](#)]

In 2019-2020, 76.6 percent of Performance Management assessments were completed by the annual May 31 deadline.

- Number of WellCats members, events, and participation for the current year [[Human Resources](#)]

**WellCats Members: 491
Events Offered: 869
Total Participation: 5,089**

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

- Number of involvement and contribution levels in annual plan progress reporting [[University Planning and Assessment](#)]

All responsible areas completed their annual plan progress reports.

- Number of university and division policies that are current/delinquent [[University Planning and Assessment/Vice Presidents](#)]

As of August 2020, three university policies, one Academic Affairs policy, three Finance and Support Services policies, and one Student Affairs policy were delinquent.

- Number of NEW policies developed or updated [[Vice Presidents/University Planning and Assessment](#)]

The Office of University Planning and Assessment reported six new university policies and two new divisional policies developed in 2019-2020.

- Number of responsible areas that are completing assessments and demonstrating continuous improvement for the current year [[Assessment/University Planning and Assessment](#)]

All administrative units expected to complete outcomes assessment and provide reports, including results, action plans, and evidence of improvement did so in 2019-2020. All administrative units also revised their respective strategic plan and provided a list of five priorities during the mid-cycle review.

- Number of administrative peer reviews conducted for the current year [[Vice Presidents/Round Rock Campus](#)]

Divisions conducted 13 administrative peer reviews in 2019-2020.

Administrative peer reviews were conducted by Dr. Lisa Lloyd and Dr. Mary Ellen Cavitt to assess the organizational structure, business operations, programs, and services at the Round Rock Campus.

- Number of program reviews completed/submitted to the Texas Higher Education Coordinating Board for the current year [[Institutional Effectiveness](#)]

During the 2019-2020 academic year, no programs were scheduled for academic program review. The three units scheduled for review in 2020-2021 developed self-studies during 2019-2020 for their upcoming reviews.

- Number of required major state and national reports completed and submitted for the current year [[Institutional Research](#)]

A total of 56 state and national reports were completed and submitted in 2019-2020 by the Office of Institutional Research. The vast majority of these reports are mandated by state and federal agencies.

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

- Total dollar amount raised for the current year [[University Advancement](#)]

A total of \$18,503,289 was raised in 2019-2020 through fundraising initiatives.

- Total dollar amount raised per strategic fundraising priority area [[University Advancement](#)]

The total amount raised in 2019-2020 of \$18,503,289 is itemized in the following strategic fundraising priorities:

**Academic Excellence = \$11,814,856
Athletics = \$5,634,979
Facilities = \$666,087
Student Programs = \$387,367**

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

- Number of NEW safety support activities introduced [[University Police Department](#)]

There were two new safety support activities introduced by the University Police Department (UPD):

UPD launched a virtual, monthly Community Forum that provided crime data updates and discussions about timely, relevant topics. It is currently in a virtual format but will move to in-person when possible.

UPD began a student police academy that included classroom instruction and a ride along program.

- Number of NEW educational activities related to applicable laws (e.g., Title IX, Campus Save Act, Violence Against Women Act) [[Equity and Inclusion](#)]

One educational activity was updated to address changes in applicable law: Title IX trainings were updated for employees and students to include information regarding the updated Texas State University System policy.

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 in the current year [[Information Security Office](#)]

Three incidents occurred resulting in breach of university information in 2019-2020.

- Number of applications using Two Factor Authentication [[Information Security Office](#)]

There were 301 applications that required multi-factor authentication in 2019-2020.

- Number of reported security incidents for the current year [[Information Security Office](#)]

Twelve security incidents with a moderate or high impact were investigated in 2019-2020.

4.7 Continue to improve strategies and models for governance and planning that are transparent and inclusive.

- List of NEW published models or processes to support governance and planning decisions [[Institutional Effectiveness](#)]

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Compliance Certification report was completed, and a wiki site with all standards, narratives, and documentation was made available to those authoring or contributing to narratives.

4.8 Expand Round Rock Campus resources and space to support the move of the College of Health Professions and growth of other academic offerings at this location.

- List of NEW capital projects completed at Round Rock Campus and total cost [[Facilities Office](#)]

One new capital project was completed at the Round Rock Campus: Avery Building improvements, with a total cost of \$1,240,338.

- Dining and vending sales volume at Round Rock Campus compared to prior year [[FSS Auxiliaries](#)]

Total vending and dining sales were \$68,020.79 in 2019-2020, compared to \$71,689.70 in 2018-2019.

- Number of NEW non-faculty positions added at Round Rock Campus [[Human Resources](#)]

No new positions were created for the Round Rock Campus in 2019-2020; however, several Students Affairs and Campus Recreation staff positions were permanently transferred to the Round Rock campus from the San Marcos campus.

- Number and total cost of NEW technology initiatives implemented at Round Rock Campus during the current year [[Information Technology](#)]

A technology initiative from ITAC Learning Spaces was implemented on both campuses, providing video and audio capabilities in over 331 instructional spaces with a cost of \$125,000.

- Total technology expenditures for the current year at Round Rock Campus [[IT Business Operations](#)]

Total technology expenditures for 2019-2020 at the Round Rock Campus were \$640,198.78, including staff salaries, student wages, travel, print maintenance, and general operations.

4.9 Increase the utilization and effectiveness of available technologies through more impactful implementations, education, training, marketing, and communications.

- Number of IT-related communication and marketing events for the current year [[IT Business Operations](#)]

In the Division of Information Technology, Marketing and Communication published more than 180 stories to the Division of Information Technology blog, posted hundreds of posts to social media, sent more than 50 emails to students, faculty, and staff; created videos, print items, and digital signs in support of important communications, such as the implementation of TXST Canvas; and created a faculty-led Canvas Champions campaign to help university leaders in the new learning management tool talk to their peers about experiences and best practices.

- Adoption rates of new technology implementations/upgrades [[Technology Resources/Information Technology Assistance Center/Information Security Office](#)]

There was an 85 percent adoption rate for the New LMS (Canvas), and an 86 percent adoption rate for Zoom Video Conferencing.

4.10 Enhance the experience of the university community by continuously improving processes and interfaces.

- Number of NEW campus business improvements [[Vice Presidents/Round Rock Campus](#)]

A total of 34 new campus business improvements were completed in 2019-2020. Electronic file storage and review processes for high-level awards were substantially enhanced to accommodate award selection due to COVID-19.

- Number of electronic documents processed through Adobe Sign [[Technology Resources](#)]

There were 28,280 documents delivered for signature in the Adobe Sign system during 2019-2020.

- Number of NEW functionalities implemented via mobile technology [[Technology Resources](#)]

There were 12 new functionalities implemented via mobile technology.

- Number of NEW cloud solutions vetted and approved [[Information Security Office](#)]

There were 216 new cloud solutions evaluated and authorized.

- Increase in percentage of employees signed up to receive electronic W-2s compared to prior year [[Payroll Office](#)]

There was a four percent increase (45% compared to 41%) in the number of employees signed up to receive electronic W-2s compared to prior year.

- Decrease in percentage of Outstanding Charges Receivable compared to prior year [[Student Business Services](#)]

Outstanding receivables decreased from 0.83 percent in 2018-2019 to 0.66 percent in 2019-2020 due to students continuing to pay previous bills. Sum of charges increased by \$4.5 million, or almost one percent, from the previous fiscal year. The recovery rate remains consistent at over 99 percent.

- Increase in number of vendors in the TSUS Marketplace compared to prior year [[Procurement and Strategic Sourcing](#)]

There were 169 vendors added to the TSUS Marketplace in 2019-2020 compared to six new vendors in 2018-2019. This increase is due to a change in the

university's standard operating procedure where all new vendors were added to the TSUS Marketplace and where current vendors are currently being populated.

- Increase in percentage of automatically paid invoices using 2-way match compared to prior year [[Procurement and Strategic Sourcing](#)]

The 2019-2020 volume of automated invoice payment was 18,490 and down from 22,547 in 2018-2019. The decline may be explained as related to university staff working remotely and requiring fewer office supply orders (COVID-19 effect); reduced budgets resulting in fewer orders; and some vendors who left the electronic invoicing process and reverted to traditional invoicing practices.

- Increase in utilization of Concur Travel Management tools compared to prior year [[Travel Office](#)]

The Concur Travel Management tool is projected to be available for campus travel requirements in April 2021. Due to COVID-19 most travel was restricted in 2019-2020.

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

- Number and percent of ethnically diverse faculty and staff compared to prior year [[Institutional Research](#)]

In fall 2019, 33.9 percent (n=1,206) of full-time employees were minorities, compared to 32.2 percent (n= 1,203) in fall 2018. Those minority percentages and counts exclude international employees and those whose ethnicity is unknown.

- Number of NEW cultural and diversity programs [[Student Affairs](#)]

There were seven new cultural and diversity programs provided in 2019-2020, as reported by Student Affairs.

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

- Number of NEW external constituent outreach (parents, families, business) activities and number of participants [[Deans/Student Affairs/Finance and Support Services](#)]

Texas State implemented 31 new external constituent outreach activities with 8,210 reported participants.

- Number and percent of alumni (undergraduate degree holders) donating to Texas State compared to prior year [[University Advancement](#)]

A total of 3,322 undergraduate degree holders out of 182,843 undergraduate alumni donated in 2019-2020 (1.8%), compared to 5,721 donating out of 177,264 in 2018-2019.

- Number and percent of recent (graduated within last five years) alumni donating to Texas State compared to prior year [[Alumni Relations](#)]

A total of 383 recently graduated undergraduate degree holders donated in 2019-2020 out of 34,902 recent graduates (1.1%) compared to 530 out of 27,738 (1.9 percent) in 2018-2019.

- Number of NEW alumni achievement awards for the current year [[Alumni Relations](#)]

No new awards were created in 2019-2020. The number of alumni recognized with existing awards included five Distinguished Alumni and four Young Alumni Rising Stars.

- Number of NEW Alumni Association sponsored and co-sponsored events and number of participants [[Alumni Relations](#)]

Three new events (with a total of 127 attendees) were held including: staff-led regional events such as the Big Ideas events with the provost and vice president for Academic Affairs in Austin (77 attendees), Houston (29 attendees), and in an alumnus' home in Laredo (21 attendees). All other events in 2019-2020 were "static" programs repeated year after year, such as home and away tailgates (even if moved to other locations, as with Bobcat Pride Weekend), and the Distinguished Alumni Gala.

- Number of NEW recognized alumni chapters [[Alumni Relations](#)]

No new alumni chapters were created in 2019-2020, per the change referenced in the 2018-2019 plan progress report and the re-launch of networks to officially begin September 1, 2020. Networks re-launched from former chapters were rebranded in August 2020 (Austin, Houston, San Antonio, Dallas, Strutters Always, African-American, and Hispanic Alumni Networks).

- Number of NEW alumni chapter-hosted events and number of participants [[Alumni Relations](#)]

Per the Alumni Association Board of Directors-led change referenced in the 2018-2019 plan progress report, no new chapter events were hosted by chapter leadership between September 1, 2019, and August 31, 2020. A few staff-led events began in early 2020 to align with the new regional alumni engagement strategy but were halted in March 2020 due to COVID-19 restrictions.

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

- Number of NEW student health and wellness activities provided and number of participants [[Deans/Student Affairs](#)]

Texas State provided five new student health and wellness activities with 3,206 reported participants.

- Number of NEW faculty and staff health and wellness activities provided and number of participants [[Human Resources](#)]

The University Police Department added one new wellness activity, the Personal Safety and Security Committee, with 12 participants.

- Employee Assistance Program utilization rate compared to prior year [[Human Resources](#)]

In 2019-2020, the Employee Assistance Program utilization rate was 4.4 percent, compared to 5.7 percent in 2018-2019.

4.14 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](#)]

In 2019-2020, there were approximately 92 contests, games, tournaments, and matches held. Due to COVID-19, the Department of Athletics had to suspend the baseball and softball seasons, but was still able to host 19 baseball and softball games prior to the spring semester cancellation.

4.15 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 of deferred maintenance projects completed for the current year and total cost [[Facilities Office](#)]

In 2019-2020, 21 deferred maintenance projects were completed for a total cost of \$16,171,936.

- Number and total cost of NEW infrastructure repair and renovation projects completed [[Facilities Office](#)]

Nine infrastructure and renovation projects were completed for a total cost of \$5,218,862 in 2019-2020.

- Total square footage of NEW construction or additions completed [[Finance and Support Services Planning](#)]

A total of 68,970 square feet of new construction or additions were completed in 2019-2020.

- Percentage of data switches less than five years old [[Technology Resources](#)]

In 2019-2020, 54.82 percent of data switches in place were less than five years old.

- Percentage of servers in the data center running under virtual machines [[Technology Resources](#)]

In 2019-2020, 92.3 percent of servers in the data center were running under private cloud virtual machines.

2017-2023 Texas State University Plan

2018-2019 University Plan Progress

1. Promote the success of all students.

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

- Number of students in the current year involved in curricular and co-curricular activities that indicate high levels of satisfaction or have received special recognitions [[Student Affairs](#)]

In the current year, 61,481 students reported high levels of satisfaction with curricular and co-curricular activities provided. Additionally, 233 students involved in curricular and co-curricular activities have received special recognitions.

- Number of students in the current year involved in activities aimed at improving student experiences [[Student Affairs](#)]

In FY 2019, there were a reported 803,820 students involved in activities aimed at improving student experiences.

- Number of TxState Mobile Application downloads in the current year [[Technology Resources](#)]

The Texas State Mobile Application was downloaded 26,798 times during FY 2019.

- Number of interactions with the TxState Mobile Application in the current year [[Technology Resources](#)]

Data prior to 7/25/2019 is not available; however from 7/25/2019 through 9/1/2020, there were 2,501,419 unique screen views.

- Number and total cost of NEW campus enhancement projects completed [[Facilities Office](#)]

In FY 2018-2019, 26 new campus enhancement projects were completed totaling \$4,316,883.

- Number of NEW voluntary meal plans purchased by students [[FSS Auxiliaries](#)]

In FY 2019 3,162 Voluntary/Commuter Meal Plans were sold, compared to 2,671 in FY 2018.

- Increase in total dining and vending sales volume compared to prior year [[FSS Auxiliaries](#)]

In FY 2019, there was an increase of \$347,853.13 in dining and vending sales volume.

- Increase in bookstore sales volume other than course materials compared to prior year [[FSS Auxiliaries](#)]

In November 2018 (FY 2019), Follett Higher Education started managing the bookstore, and this is no longer tracked institutionally. However, in FY 2019, the university earned \$402,990.56 and will continue to report annual commissions earned from this point forward.

- Decrease in percentage of students cancelled for non-payment by payment due date compared to prior year [[Student Business Services](#)]

Student Business Services cancelled 120 more students (11.5 percent) on the first cancel date of fall 2019 (1,163) vs. fall 2018 (1,043); however, there was a substantial decrease in the number of students extended. The number of students extended decreased 31 percent from fall 2018 (440) vs. fall 2019 (302). The increase in cancellations resulted from a more robust confirmation system which does not automatically confirm students who paid enough for the current term but owed over \$200 from a previous term.

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

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

In fall 2018, there were 34,187 undergraduate students and 4,457 graduate students, with 3,956 of them being degree-seeking graduate students. This was about the same as the fall 2017 undergraduate enrollment of 34,180 and graduate enrollment of 4,486, with 3,937 degree-seeking graduate students.

1.3 Increase student retention and graduation rates.

- Student retention rates for all levels (i.e., first-time undergraduate, transfer undergraduate, first-time master's, first-time professional, and first-time doctoral) compared to prior year [[Institutional Research](#)]

The one-year retention rate for first-time, full-time undergraduates was 77.1 percent from fall 2017 to fall 2018, down slightly from the 77.7 percent one-year retention rate from fall 2016 to fall 2017.

The one-year retention rate for full-time undergraduate transfers was 81.3 percent from fall 2017 to fall 2018, up slightly from the 80.0 percent one-year retention rate from fall 2016 to fall 2017.

The one-year retention rate for first-time, full-time master's students was 83.7 percent from fall 2017 to fall 2018, up slightly from the 81.3 percent one-year retention rate from fall 2016 to fall 2017.

The one-year retention rate for first-time, full-time professional students was 90.5 percent from fall 2017 to fall 2018, down from the 100.0 percent one-year retention rate from fall 2016 to fall 2017. (NOTE: This percent difference equates to approximately four students.)

The one-year retention rate for first-time, full-time doctoral students was 92.8 percent from fall 2017 to fall 2018, up from the 81.4 percent one-year retention rate from fall 2016 to fall 2017.

- Student graduation rates for all levels (i.e., first-time undergraduate, transfer undergraduate, first-time master's, first-time professional, and first-time doctoral) compared to prior year [[Institutional Research](#)]

The six-year graduation rate for first-time, full-time undergraduates was 54.1 percent from fall 2013 through summer 2019, down slightly from the 55.4 percent six-year graduation rate from fall 2012 through summer 2018.

The four-year graduation rate for full-time undergraduate transfers was 60.8 percent from fall 2015 through summer 2019, up slightly from the 59.8 percent four-year graduation rate from fall 2014 through summer 2018.

The five-year graduation rate for first-time, full-time master's students was 82.8 percent from fall 2014 through summer 2019, up slightly from the 79.7 percent five-year graduation rate from fall 2013 through summer 2018.

The five-year graduation rate for first-time, full-time professional students was 100.0 percent from fall 2014 through summer 2019, the same as the 100.0 percent graduation rate from fall 2013 through summer 2018.

The ten-year graduation rate for first-time, full-time doctoral students was 69.1 percent from fall 2009 through summer 2019, up from the 63.0 percent graduation rate from fall 2008 through summer 2018.

- Student retention rate increases in academic or support services department-identified retention programs for the current year [[Deans/Academic Services/Student Affairs](#)]

Freshmen retention rates by academic college are compared each year. The rates for FY 2019 are as follows:

76.76 percent - Applied Arts

80.61 percent - Business Administration

77.53 percent - Education

78.98 percent - Fine Arts
73.28 percent - Health Professions
76.91 percent - Liberal Arts
74.58 percent - Science and Engineering
70.17 percent - University College

Retention per location is as follows:

76.61 percent - On Campus
72.47 percent - Bobcat Village
73.15 percent - Off Campus

Retention by Gender:

77.01 percent - Females
74.04 percent - Males

Retention by Ethnicity:

77.22 percent - White
75.26 percent - Hispanic
71.50 percent - African American
85.71 percent - Asian
81.02 percent - Other

The College of Health Professions reports that in the Department of Communication Disorders, the number of first-year graduate students enrolled in the academic program who returned as second-year graduate students provided the data to assess retention. In this program, 33 of the 34 first-year graduate students in fall 2017 returned as second-year graduate students in fall 2018 for a one year retention rate of 97.1 percent, exceeding the university average of 89.9 percent in the same cohort which enrolled or graduated 777 out of 864 in fall 2018, exceeding the expected target.

In the College of Liberal Arts, International Studies saw retention rates for first-time MA students go up from 64 percent in fall 2017 to 70 percent in fall 2018. Retention rates for first-time freshmen went from 79 percent to 86 percent from fall 2017 to fall 2018.

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 [\[Institutional Research\]](#)

There were a total of 9,959 scholarships with a value of \$25.9 million in FY 2019, compared to 9,082 scholarships with a value of \$23.8 million in FY 2018 for \$2.1 million new dollars, with an increase of 877 awards.

- Number and total dollar amount of all grant resources for the current year [\[Institutional Research\]](#)

There were 35,759 grants with a value of \$119.1 million awarded in FY 2019 compared to 34,836 grants with a value of \$118.1 million awarded in FY 2018, for \$1 million new dollars, with an increase of 923 awards.

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 campus student : advisor ratio declined from 386 students : advisor in 2017-2018 to 387 students : advisor in 2018-2019, with the greatest magnitude of change occurring for the College of Applied Arts and McCoy College of Business Administration advising centers, where the student : advisor ratio dropped markedly as two academic advisors from the PACE Center were transferred to the two centers. In addition, two academic advisors funded by a federal grant program were added to the College of Education advising center in 2018-2019. As the overall number of students served by each academic advisor declined from year-to-year, the student : advisor ratio increased for three advising centers: Health Professions, University College, and the PACE Advising Center.

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

A total of 53,852 advising appointments were served by college advising centers in 2018-2019, reflecting a modest 1.7 percent reduction in appointments served the previous year (N=54,810). Appointments served by three advising centers – Fine Arts & Communication, Health Professions, and University College – increased in 2018-2019 relative to 2017-2018. It should be noted that while this overall reduction in advising appointments served was observed, the number of graduation applications received by college advising centers increased each year, and required individual attention to process for candidacy and to confirm eligibility to graduate.

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

In FY 2019, there were 13,402 students served by the Student Learning Assistance Center, compared to 13,635 students in FY 2018.

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

The total number of appointments in the Writing Center for AY 2018-2019 was 2,762 based on 25-minute slots, and 1,432 who attended workshops, for an overall total of 4,194. The total number of appointments for AY 2017-2018 was 7,786 based on units of 25-minutes for 6,026 filled appointment slots with tutors and 880

who attended workshops. The drop in numbers is due to fewer qualified tutors available and, thus, fewer appointment slots available and the loss of the scheduling system.

- Number of NEW programs/activities and number of participants that ensure student success (provide one example) [\[Deans/Vice Presidents\]](#)

Texas State provided 21 new programs/activities with a reported 1,969 participants. As an example, the Counseling Center provided a session titled, "Desserts is Stressed Spelled Backwards."

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 220 academic programs in 2018-2019, compared to three programs in 2017-2018.

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

Marketable skills have been identified for 37 continuing education courses, compared to 27 in the prior year.

- Number of NEW curricular and co-curricular programs and experiences that have incorporated marketable skills components in the current year [\[Deans/Student Affairs\]](#)

A reported total of 135 new curricular and co-curricular programs and experiences were reported that have incorporated marketable skills components.

1.7 Prepare all 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.

- Number of NEW career support programs provided and number of participants [\[Career Services\]](#)

In FY 2019, there were 23 reported events provided, with 7,017 participants.

- Number of academic credit internships/practica completed by students in the current year as measured by Semester Credit Hour (SCH) in sources as coded [\[Institutional Research\]](#)

A total of 24,285 SCH in internship/practicum courses were completed in FY 2019.

- Number of face-to-face career counseling and career advising appointments for the current year [[Career Services](#)]

There were 5,811 face-to-face career counseling or career advising appointments in FY 2019.

- Percentage of students in the current year who report employment or graduate/professional school plans in the Graduating Student Outcomes-First Destination survey [[Career Services](#)]

Forty two percent of bachelor's degree graduates indicated full-time employment as their next destination post-graduation.

Eleven percent of bachelor's degree graduates indicated graduate/professional school as next destination.

Fifty-three percent of bachelor's degree graduates indicated full-time employment or graduate/professional school as their next destination.

1.8 Provide educational programs and co-curricular activities that foster community, service learning, leadership, career exploration, and personal development.

- Number of NEW educational programs provided and total number of participants [[Deans/Student Affairs](#)]

A total of 27 new educational programs provided in FY 2019, with 753 participants.

- Number of NEW co-curricular activities provided and total number of participants [[Deans/Student Affairs](#)]

A total of 38 new co-curricular activities, with 900 participants were reported in FY 2019.

- Number of NEW course sections transformed or created with a service learning component [[Associate Provost](#)]

A total of 29 course sections were transformed or created with a service learning component in FY 2019.

1.9 Leverage data and analytics to support growth in student success and institutional processes.

- Number of NEW enrollment management (e.g., recruitment, admissions, financial aid, retention) policies that result from the use of actionable data [[Enrollment Management and Marketing](#)]

One new enrollment management policy was deployed, involving a new scholarship optimization model in FY 2019. The freshman class of 6,314 set a new enrollment record and increased by 3.7 percent or 234 more freshmen. Merit scholarship recipients increased by 1.5 percent or 158.

- Number of NEW dashboards, data and analytical reports published [[Institutional Research/Technology Resources](#)]

The Office of Institutional Research published a total of six new dashboards, data and analytical reports in FY 2019; while the Information Technology division published 17 new dashboards. This is an overall total of 23 new dashboards, data and analytical reports published in FY 2019.

1.10 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 in the current year [[Office of Disability Services](#)]

The Office of Disability Services reports 1,553 students registered in services. Additionally, 112 students with disabilities were served through accommodations in on-campus housing.

- Number of NEW electronic and/or physical ADA compliance processes, procedures and tools completed/available [[Vice Presidents](#)]

Texas State completed 48 new ADA compliance processes, procedures, and tools in FY 2019.

1.11 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 NEW space repair and renovation projects completed [[Facilities Office](#)]

In FY 2019, 26 space repair and renovation projects were completed, totaling \$5,777,244.

- Number and total cost of NEW campus enhancement projects completed [[Facilities Office](#)]

There were 26 new campus enhancement projects completed, totaling \$4,316,883.

- Number of NEW or modified facilities construction and/or improvement projects in which the Department of Athletics was involved in collaborative planning, improving technology, and/or space utilization and optimization [[Athletics](#)]

In FY 2019, the Department of Athletics was involved in seven new or modified facilities construction and improvement projects.

1.12 Provide a supportive environment for students, including student athletes, that encourages academic excellence, character development, and respectful interaction with others.

- Academic progress rate (APR) of student-athletes for the current year compared to NCAA national average [[Athletic Academic Center](#)]

The APR for 2018-2019 will be made public in April or May, and this report will be updated accordingly. However, the efforts of Athletic Academic Center staff and their work with our NCAA student athletes have resulted with an improvement over the 2017-2018 APR of 975 and the 2016-2017 APR of 990.

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

As has been reported at Texas State and elsewhere, the retention rate for student-athletes compares favorably to that of the first-year student population. The university freshman retention rate for the fall 2018 cohort was 75.7 percent. The retention rate for freshman student athletes in all sports who arrived in fall 2018 was 82.50 percent.

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

The NCAA provides Federal Graduation Rate (FGR) measures for all Division I programs annually. The FGR assesses only first-time full-time freshmen in a given cohort and only counts them as academic successes if they graduate from their institution of initial enrollment within a six-year period. In 2018-2019, the FGR for Texas State was 61 percent, compared to the Texas State six-year graduation rate of 55.4 percent. However, this result reflects a modest drop in the FGR from the previous year (64 percent), while the overall Texas State six-year graduation rate improved from year to year (53.9 percent for the previous cohort).

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

In FY 2019, there were six new or modified programs for student-athletes that encourage 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](#)]

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

1.13 Provide all 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.

- Number of service learning hours completed by students enrolled in service learning designated courses compared to prior year [[Associate Provost](#)]

A total of 42,723 service learning hours were completed by students enrolled in service learning course sections in FY 2019. This number represents a 24 percent increase over last year's service learning hours of 34,438.7.

- Number of NEW curricular and co-curricular programs/activities that provide students with quality engagement opportunities (provide one example) [[Deans/Student Affairs](#)]

A total of 39 new curricular and co-curricular programs/activities were provided, such as "Celebrate First Gen."

- Number of student curricular and co-curricular competitions in the current year that receive special recognition [[Deans/Student Affairs](#)]

A total of 93 student curricular and co-curricular competitions received special recognition in 2018-2019.

- Number of students and their total service hours in the current year involved in verifiable community service activities [[Student Affairs](#)]

In the current year, 1,586 students were involved in 10,163.5 services hours of verifiable community service activities.

- Number of events held on Texas State campuses for the current year that provide opportunities for students to engage, through observation or participation, that model the values associated with equitable competition and engender university pride [[Athletics/Student Affairs](#)]

In FY 2019, there were 364 events held that provided opportunities for students to engage.

2. Offer high quality academic and educational 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](#)]

Three new academic programs were proposed in 2018-2019. These include the MS Construction Management; MS Quantitative Finance and Economics; and BA Religious Studies.

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

Eight new academic programs were approved in 2018-2019. These include the MS in Data Analytics and Information Systems; MS in Public Health Education and Promotion; BS in Civil Engineering; BS in Health Services; BS in Public Health; Graduate Minor in Public Health Education and Promotion; Undergraduate Minor in African American Studies; and Undergraduate Minor in Public Health.

- Online and hybrid SCH as a percent of overall SCH offered [[Institutional Research](#)]

A total of 108,238 online and hybrid SCH contributed 11 percent of 971,743 total SCH in FY 2019.

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](#)]

The colleges reported 24 new or modified academic programs that added multicultural or multi-perspective content in FY 2019.

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

There were 18 new or revised courses with multicultural or multi-perspective content in FY 2019.

- Number of educational or training sessions held in the current year for members or groups within the Texas State campus community that contain information concerning the value of diverse perspectives [[Equity and Inclusion/Student Affairs](#)]

In FY 2019, there were 108 total training sessions held that contained information concerning the value of diverse perspectives.

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

- Number and percent of students enrolled in Honors College courses offered compared to prior year [[Honors College](#)]

The Honors College reports: 751 seats registered in fall 2018 compared to 687 seats registered in fall 2017; 681 seats registered in spring 2019 compared to 650 seats registered in spring 2017; 29.8 percent of Honors College students enrolled in an Honors course in fall 2018 compared to 24.7 percent in fall 2017; and 26.5 percent of Honors College students enrolled in an Honors course in spring 2019 compared to 21 percent in spring 2018.

- Percent of students in each college participating in the Honors College compared to prior year [[Honors College](#)]

	Fall 2018	Fall 2017	Spring 2019	Spring 2018
Applied Arts	0.62%	0.40%	0.32%	0.34%
Business Administration	1.90%	1.54%	1.79%	1.46%
Education	0.74%	0.61%	0.48%	0.46%
Fine Arts & Comm.	2.57%	2.42%	2.47%	2.29%
Health Professions	1.49%	1.18%	0.82%	0.86%
Liberal Arts	3.38%	2.71%	3.74%	2.93%
Science & Engineering	2.11%	1.82%	1.76%	1.64%
University College	0.42%	0.57%	0.27%	0.42%

- Number of NEW Honors sections offered [[Honors College](#)]

In fall 2018, 47 sections were offered compared to 38 sections in fall 2017(two new classes in fall 2018 included HON 3398V and 2309Q). In spring 2019, 46 sections were offered compared to 40 sections in spring 2018, six new classes in spring 2019 included HON 3398W, 3398X, 3398Y, 3398Z, 3395S and Honors section of MGT 3453.

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

In fall 2018, the Honors College had 24 graduates, compared to 30 in fall 2017. In spring 2019, there were 51 Honors College graduates, compared to 48 in spring 2018.

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 learning environment (provide one example) [[Vice Presidents](#)]

Texas State provided three new program/activity that improve capabilities in the learning environment. For example, the Division of IT's implementation of Zoom Pro for students allows them to meet with one another, and their instructor, from remote locations.

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

The Academic Affairs Division provided four new programs/activities that improve capabilities in the online learning environment.

- Number, percentage, and capacity of active classrooms [[Information Technology Assistance Center](#)]

In FY 2019, there were 15 active classrooms (4.9 percent) available, with a total capacity of 807.

- Number and capacity of diverse learning environments in the university libraries [[University Libraries](#)]

In FY 2019, there were 24 learning environments with a capacity of 3,455.

- Number and total cost of NEW classroom and teaching laboratory enhancement projects [[Facilities Office](#)]

In FY 2019, there were 17 new classroom and teaching laboratory enhancement projects, totaling \$5,098,944.

2.5 Transition Texas State's Learning Management System environment to a more integrated, robust, and modern integrated learning system.

- Number of NEW transitional learning management system (LMS) activities implemented [[Technology Resources](#)]

There were no new transitional learning management system activities implemented. RFP and pilot testing/assessment were conducted in FY 2019. No transitional activities are set to occur until after the new LMS has been adopted.

- Percentage of courses being taught in the new LMS [[Technology Resources](#)]

Less than one percent of courses were taught in the new LMS in FY 2019 (four courses were taught as part of the LMS pilot in spring 2019, prior to the official adoption and release).

2.6 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 total cost of NEW capital projects resulting in square footage additions coded as “Academic” [[Facilities Office](#)]

In FY 2019, one project, the Archives Research Center, was completed for a total cost of \$15,415,900.

- Number of NEW technology initiatives implemented during the current year and total cost [[Information Technology](#)]

Seventeen new technology initiatives were implemented in FY 2019 for a total cost of \$880,561.73.

- Percentage of classrooms upgraded technologically for the current year [[Information Technology Assistance Center](#)]

In FY 2019, 43 of 301 (14.2 percent) of classrooms were technology upgraded.

- Average age of computers in computer labs (includes learning commons) [[University Libraries](#)]

The average age of computers in computer labs was 3.2 years in FY 2019.

2.7 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 for the current year [[International Affairs](#)]

Texas State offered 42 faculty-led study abroad programs in FY 2019.

- Number of students studying abroad for the current year [[International Affairs](#)]

The total study abroad participation in 2018-2019 included 862 students.

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

Texas State had zero new institutionally-recognized international exchange programs in FY 2019.

- Number of students participating in Study-in-America for the current year [[Distance and Extended Learning](#)]

A total of 94 students participated in Study-in-America in 2018-2019.

- Number of NEW curricular and co-curricular service learning programs that prepare students to be responsible citizens (provide one example) [[Associate Provost/Student Affairs](#)]

In FY 2019, 12 new curricular service learning programs (departments with a new service learning course) were implemented. As an example, in spring 2019 MC4320 - Public Relations Campaigns, instructor Paul D. Villagran had his students work with a non-profit to develop a Public Relations Campaign. Texas State students are assisting non-profits to increase the awareness of the non-profit's focus, allowing the students to build marketable skills (build their portfolio for future job searches), and instills a sense of giving back to the community where they go to school.

- Number of students participating in NEW global immersion programs [[International Affairs/Student Affairs](#)]

A total of 175 students participated in new global immersion programs in FY 2019.

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 [[Research and Sponsored Programs](#)]

Restricted research expenditures totaled \$34,914,946 in 2018-2019.

- Total endowment funds [[Treasurer](#)]

Endowment funds totaled \$208,459,066.91 in 2018-2019.

- Number of Ph.D. degrees awarded [[Institutional Research](#)]

Texas State University awarded 66 Ph.D. degrees in 2018-2019.

- 5-year master's graduation rate [[Institutional Research](#)]

Using the Institutional Research method, 83 percent of master's students at Texas State graduated within five years in FY 2019. THECB method available in January will differ.

- 10-year doctoral graduation rate [[Institutional Research](#)]

Using the Institutional Research method, 69 percent of doctoral students at Texas State graduated within 10 years in FY 2019. THECB method available in January will differ.

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

The percent of first-time undergraduates from the top 25 percent of their high school class was 46.8 percent in summer/fall 2018.

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

Phi Beta Kappa - The next application cycle will be in fall 2021.

Phi Kappa Phi - The chapter is active and in good standing. In fall 2018, 271 students were initiated and 170 students in spring 2019. Eleven Texas State graduate students were named recipients of the Honor Society Phi Kappa Phi's Love of Learning Awards, compared to four in the the previous year, and Chisom Ogoke won the Undergraduate Fellowship Award in 2019.

- Association of Research Libraries (ARL) Library Investment Index ranking [[University Libraries](#)]

The 2017-2018 (most recent available) Investment Index ranking for Texas State University was 94. This was an improvement from the 2016-2017 ranking for Texas State which was 99 (a lower rank is better).

- 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 [[Academic Affairs/Deans](#)]

For the "other faculty awards," NRUF criteria mandate that at least several faculty members receive these awards in the two academic years preceding the state fiscal year in which appropriation is made. Texas State reports four faculty award recipients or notifications during the 2018 and 2019 fiscal years.

- Number of Ph.D. programs [[Curriculum Services](#)]

Texas State had 12 Ph.D. programs in 2018-2019 (not including 1 Ed.D. and 1 D.P.T.).

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

- Number of NEW graduate programs proposed during the current year [[Curriculum Services](#)]

Two new graduate programs were proposed in 2018-2019: MS Construction Management; MS Quantitative Finance and Economics.

- Number of NEW graduate programs approved during the current year [[Curriculum Services](#)]

Three new graduate programs were approved in 2018-2019: MS Data Analytics and Information Systems; MS Public Health Education and Promotion; and Minor in Public Health Education and Promotion.

- Number of graduate students enrolled compared to prior year [[Institutional Research](#)]

There were 4,457 graduate students in fall 2018, with 3,956 being degree-seeking, compared to 4,486 in fall 2017, with 3,937 being degree-seeking.

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

There were 1,467 graduate degrees awarded in FY 2019, compared to 1,376 graduate degrees in FY 2018.

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](#)]

The colleges reported 13 new curricular and co-curricular programs providing students with research opportunities. For example, in the College of Liberal Arts, Anthropology created a new archaeological field school focusing on the prehistory and rock art of south Texas.

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

**Spring 2019 URC - 53 Oral Presentations, 107 Poster Presentations
Spring 2018 URC - 48 Oral Presentations, 118 Poster Presentations
Fall 2018 Thesis Forum - 30 Presentations
Fall 2017 Thesis Forum - 27 Presentations**

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

In 2018-2019, 266 theses and dissertations were submitted, compared to 222 in 2017-2018.

3.4 Expand support to the research community by enhancing resources to support the evolving requirements while developing a staff of research professionals to support and assist researchers.

- Total research and development expenditures [[Research and Sponsored Programs](#)]

Research and development expenditures totaled \$64,553,997 in 2018-2019.

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

In FY 2019, 631 proposals were developed with the assistance of Research and Sponsored Program staff, compared to 622 in FY 2018.

- Total number and utilization of High Performance Computing (HPC) nodes [[Technology Resources](#)]

In FY 2019, there were 123 nodes in use by 226 unique users, representing 17 academic departments.

- Number of technology mitigation plans for research grants [[Information Security Office](#)]

There were ten mitigation plans created in FY 2019 for research grants.

- Number of NEW research job postings along with average time to fill [[Human Resources](#)]

In the current year, the total number of new research job postings is 53. The average time to fill for the research job posting is 88 days.

- Number and total cost of NEW capital projects resulting in square footage additions coded as “Research” [[Facilities Office](#)]

In FY 2019, one project was completed, the Archives Research Center, for a total cost of \$15,415,900.

- Increase in number of research-specific Environmental Health, Safety and Risk Management training courses taught compared to prior year (including attendance) [[Environmental Health, Safety and Risk Management](#)]

FY 2018 Courses Offered = 11 with attendance = 1,830
FY 2019 Courses Offered = 9 with attendance = 2,136

- Decrease in the number of lab safety inspection violations compared to prior year [[Environmental Health, Safety, and Risk Management](#)]

FY 2018 = 76 safety inspection violations from a total of 546 inspections
FY 2019 = 101 safety inspection violations from a total of 576 inspections

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 [[Research and Sponsored Programs](#)]

In 2018-2019, there were 13 MIRG proposals, compared to 11 in 2017-2018.

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	FY 2019
Professor	\$99,230
Associate Professor	\$76,420
Assistant Professor	\$65,522
Instructor	None
Lecturer	Not reported

- Percent increase in average staff salary levels for all ranks [[Institutional Research](#)]

EEO Category	FY 2019	FY 2018
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Administrative	\$95,880	\$91,943 (increase of 4.3 percent)
Professional	\$57,377	\$55,199 (increase of 3.9 percent)
Secretary/Clerical	\$39,080	\$38,000 (increase of 2.8 percent)
Service	\$27,151	\$26,226 (increase of 3.5 percent)
Skilled	\$45,566	\$43,393 (increase of 5.0 percent)
Technical/Paraprofessional	\$48,448	\$46,008 (increase of 5.3 percent)

Median salaries increased in all of the six EEO categories from 2018 to 2019.

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

In FY 2019, 57.58 percent of staff were above the local benchmark and 32.28 percent were above the CUPA benchmark, while 42.42 percent of staff were below the local benchmark and 67.72 percent were below the CUPA benchmark. The average percent difference (Market Median to Texas State incumbents) was 8.5 percent.

In FY 2019, 41 of 43 new tenure track faculty members (95.4 percent) were hired at or above the CUPA medians for their respective disciplines. Based on a comparison with CUPA data for FY 2018, approximately 49 percent of existing Texas State faculty members are paid at or above the CUPA medians set for today's new hires.

- Percentage of positions with an identified market benchmark [[Human Resources](#)]

In FY 2019, 29 percent of positions had an identified market benchmark.

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 NEW programs and activities that provide assistance in strengthening faculty/staff recruitment, hiring, and retention [[Human Resources/Equity and Inclusion/Faculty and Academic Resources](#)]

Four new programs and activities were provided to assist in strengthening faculty and staff recruitment, hiring and retention.

- Number and percent of African American, Hispanic, and other diverse faculty and staff compared to prior year [[Institutional Research](#)]

In fall 2018, 166 African American employees comprised 4.2 percent (n=157) of full-time, non-student employees, compared to 4.4 percent (n=161) in fall 2017.

In fall 2018, 854 Hispanic employees comprised 22.5 percent (n=841) of full-time,

non-student employees, compared to 23.5 percent (n=859) in fall 2017.

In fall 2018, employees of other minority ethnicities comprised 5.5 percent (n=205) of full-time, non-student employees compared to 5.7 percent (n=207) in fall 2017.

* These figures exclude international employees and those whose ethnicity is unknown.

- Annual turnover percentage of regular faculty and staff (by title, FLSA classification, years of service, age, diversity, division [[Human Resources/Faculty and Academic Resources](#)])

Turnover Percentage	
Total Number Employees:	15.60 Percent Average
Exempt:	16.13 Percent
Non-Exempt:	14.98 Percent
Division	
1100 Office of the President	33.33 Percent
1200 Information Technology	9.66 Percent
1300 Academic Affairs	16.03 Percent
1400 Finance/Support Services	16.24 Percent
1500 Student Affairs	14.25 Percent
1600 University Advancement	20.00 Percent
1700 Athletics	25.12 Percent
Ethnicity	
American Indian or Alaska Native:	18.18 Percent
Asian	8.57 Percent
Black or African American:	18.91 Percent
Hispanic/Latino:	9.59 Percent
Native Hawaiian or Pacific Islander:	0.00 Percent
White:	16.47 Percent
Unknown or All Field Blank:	26.32 Percent
Two or More Races:	16.28 Percent
Gender	
Male:	15.69 Percent
Female:	15.46 Percent
Unknown:	0.00 Percent
Age Brackets	
< 30	26.95 Percent
30-39	18.01 Percent

40-49	7.62 Percent
50-59	10.85 Percent
60+	18.55 Percent
Length of Service	
< 2 years	23.69 Percent
2-5	18.55 Percent
5-10	10.58 Percent
10-15	8.44 Percent
15-20	10.40 Percent
20-25	14.35 Percent
25-30	8.00 Percent
30-35	11.43 Percent
35+	11.76 Percent

- Number of online recruitment advertisements of job postings and advertising sources for the current year [\[Human Resources\]](#)

In FY 2019, the total number of recruitment advertisements for job postings is 731. The number of publications is 47 unique advertising sources.

- Number of applications received for staff positions (total, per posting, and average by FLSA classification) for the current year [\[Human Resources\]](#)

FY 2019

Total number of applications received for exempt job postings is 7,052
Number of exempt job postings is 292
Average number of applications per job posting is 24.15.

Total number of applications received for non-exempt job postings is 6,897
Number of non-exempt job postings is 299
Average application per job posting is 23.06.

Total number of applications received for all job postings is 13,953
Total number of job postings is 591
Total average number of applications per job posting is 23.61.

- Time to fill a staff position (overall and by division, FLSA classification) for the current year [\[Human Resources\]](#)

FY 2019

The overall university average time to fill for staff exempt positions is 91 days.

The average time to fill for exempt positions per division is as follows:
Athletics is 97 days
President is 61 days

**VPAA is 85 days
VPUA is 82 days
VPFSS is 95 days
VPIT is 116 days
VPSA is 101 days**

The overall university average time to fill non-exempt positions is 81 days.

The average time to fill for non-exempt positions per division is as follows:

**Athletics is 85 days
President is 35 days
VPAA is 63 days
VPUA is 63 days
VPFSS is 85 days
VPIT is 109 days
VPSA is 81 days**

The overall university average time to fill for all staff positions is 87 days.

The overall average for all staff positions per division is as follows:

**Athletics is 95 days
President is 51 days
VPAA is 80 days
VPUA is 79 days
VPFSS is 87 days
VPIT is 114 days
VPSA is 87 days**

- Time to complete staff new position and reclassification job audits for the current year [[Human Resources](#)]

The average time to complete staff new position and reclassification audits for FY 2019 is three days.

- Percentage of Performance Management assessments completed by annual May 31 due date [[Human Resources](#)]

In FY 2019, 99.5 percent (1,947 of 1,964) of performance management assessments were completed by the deadline.

- Number of WellCats members, events, and participation for the current year [[Human Resources](#)]

**WellCats Members: 1,226
Events Offered: 1,171
Total Participation: 10,658**

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

- Number of involvement and contribution levels in annual plan progress reporting [[University Planning and Assessment](#)]

Annual plan progress reports for 2018-2019 were submitted by six division vice presidents, 10 college deans, and seven academic assistant/associate vice presidents, as well as three individual departments/units, for a total of 26 report submissions.

- Number of university and division policies that are current/delinquent [[University Planning and Assessment/Vice Presidents](#)]

In FY 2019, there were 13 of 200 delinquent university policies; four of 92 delinquent AA/PPSs; two of 61 delinquent FSS/PPSs; and one of 26 delinquent SA/PPSs.

- Number of NEW policies developed or updated [[Vice Presidents](#)]

There were a total of nine new polices developed in 2018-2019.

- Number of responsible areas that are completing assessments and demonstrating continuous improvement for the current year [[University Planning and Assessment/Institutional Effectiveness](#)]

All 254 educational programs, general education courses and academic and student services departments completed assessments in 2018-2019. Of that number, 225 (85 percent) demonstrated continuous improvement. All 79 administrative programs completed assessments in 2018-2019. Of that number 62 (79 percent) demonstrated continous improvement.

- Number of administrative peer reviews conducted for the current year [[Vice Presidents](#)]

Divisions conducted six administrative peer reviews in FY 2019.

- Number of program reviews completed/submitted to the Texas Higher Education Coordinating Board for the current year [[Institutional Effectiveness](#)]

The last academic program review cycle, 2019, the last year of the cycle, was designated as a year for academic programs that were unable to complete their reviews as scheduled to catch-up. In the last academic program review cycle, all programs completed their reviews on schedule, leaving no programs to be reviewed in 2019. No academic program reviews were conducted in 2019.

- Number of required major state and national reports completed and submitted for the current year [[Institutional Research](#)]

A total of 45 state and national reports were completed and submitted in FY 2019.

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

- Total dollar amount raised for the current year [[University Advancement](#)]

A total of \$24,976,869 was raised in FY 2019.

- Total dollar amount raised per strategic fundraising priority area [[University Advancement](#)]

The \$24,976,869 raised in FY 2019 was broken out into the following strategic fundraising priority areas:

**Academic Excellence - \$21,375,439
Athletics - \$2,721,414
Facilities - \$629,704
Student Programs - \$250,312**

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

- Number of NEW safety support activities introduced [[University Police Department](#)]

None reported.

- Number of NEW educational activities related to applicable laws (e.g., Title IX, Campus Save Act, Violence Against Women Act) [[Equity and Inclusion](#)]

None reported.

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 in the current year [[Information Security Office](#)]

There were no security breaches reported in FY 2019.

- Number of applications using Two Factor Authentication [[Information Security Office](#)]

There were 194 applications using multi-factor authentication in FY 2019.

- Number of reported security incidents for the current year [[Information Security Office](#)]

There were 14 security incidents reported in FY 2019.

4.7 Continue to improve strategies and models for governance and planning that are transparent and inclusive.

- List of NEW published models or processes to support governance and planning decisions [[Institutional Effectiveness](#)]

None reported.

4.8 Expand Round Rock Campus resources and space to support the move of the College of Health Professions and growth of other academic offerings at this location.

- List of NEW capital projects completed at Round Rock Campus and total cost [[Facilities Office](#)]

None reported.

- Dining and vending sales volume at Round Rock Campus compared to prior year [[FSS Auxiliaries](#)]

In FY 2018, total vending and dining sales were \$71,689.70. In FY 2019, the total was \$85,963.94 with the addition of Houston Street Subs.

- Number of NEW non-faculty positions added at Round Rock Campus [[Human Resources](#)]

In FY 2019, four new non-faculty positions were added at the Round Rock Campus.

- Number and total cost of NEW technology initiatives implemented at Round Rock Campus during the current year [[Information Technology](#)]

In FY 2019, three circulating laptops were acquired for the Round Rock Campus Library at a total cost of \$3,744.

- Total technology expenditures for the current year at Round Rock Campus [[IT Business Operations](#)]

A total of \$631,480.65 was spent in FY 2019 on technology at the Round Rock Campus, including staff salaries, student wages, travel, print maintenance, and general operating funds.

4.9 Increase the utilization and effectiveness of available technologies through more impactful implementations, education, training, marketing, and communications.

- Number of IT-related communication and marketing events for the current year [[IT Business Operations](#)]

The Division of Information Technology's Marketing and Communication office posted more than 1,000 posts to social media, sent 75 emails, held 15 public outreach events, moved three websites into the new mobile-first template, and posted 70 stories on the division's blog.

- Adoption rates of new technology implementations/upgrades [[Technology Resources/Information Technology Assistance Center/Information Security Office](#)]

In FY 2019, there was a 100 percent adoption rate for new SAP Fiori. Windows Defender ATP rolled out to and monitoring 8,766 unique desktops and servers. Azure ATP was running on seven domain controllers, monitoring 15,062 computer accounts and 149,272 user accounts. There was a 100 percent adoption rate for the Technology Resources Change Management application. There were 5,129 active accounts in Zoom, of which 1,367 were Texas State faculty and staff accounts.

4.10 Enhance the experience of the university community by continuously improving processes and interfaces.

- Number of NEW campus business improvements [[Vice Presidents](#)]

A total of 14 new campus business improvements were completed in 2018-2019.

- Number of electronic documents processed through Adobe Sign [[Technology Resources](#)]

There were 14,146 documents delivered for signature through Adobe Sign in FY 2019.

- Number of NEW functionalities implemented via mobile technology [[Technology Resources](#)]

There were 20 new features released as part of the SAP Fiori roll out, 19 new features implemented in the TXST mobile app, and seven new features implemented in the TRACS mobile application in FY 2019, for an overall total of 46 new functionalities.

- Number of NEW cloud solutions vetted and approved [[Information Security Office](#)]

The Information Security Office vetted and approved 83 cloud solutions in FY 2019.

- Increase in percentage of employees signed up to receive electronic W-2s compared to prior year [[Payroll Office](#)]

There was a two percent increase in the number of employees signed up to receive electronic W-2s with 41 percent compared to 39 percent last year.

- Decrease in percentage of Outstanding Charges Receivable compared to prior year [[Student Business Services](#)]

Outstanding charge receivables increased from .71 percent in FY 2018 to .83 percent in FY 2019, for an overall increase of .12 percent. Charges assessed increased by 2.05 percent for the same time period. The recovery rate remains consistently over 99 percent, which is respectable given the continued financial challenges our students encounter.

- Increase in number of vendors in the TSUS Marketplace compared to prior year [[Procurement and Strategic Sourcing](#)]

There were six new vendors added in the TSUS Market place (Peterson Bros. Nursery, Ag-Pro Companies, Power Haus Equipment, Mortellaro's, Howard Technology, and CDW-G) in FY 2019. This is compared to one new vendor added in FY 2018.

- Increase in percentage of automatically paid invoices using 2-way match compared to prior year [[Procurement and Strategic Sourcing](#)]

There were 22,547 automatically paid invoices using 2-way match for FY 2019 compared to 17,831 in FY 2018, for an increase of 26 percent.

- Increase in utilization of Concur Travel Management tools compared to prior year [[Travel Office](#)]

The Concur project has made significant process, but still pending Information Technology to complete SAP integration and provide the IT security clearance in order to go live.

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

- Number and percent of ethnically diverse faculty and staff compared to prior year [[Institutional Research](#)]

In fall 2018, 32.2 percent (n=1,203) of full-time, non-student employees were

minorities, compared to 33.5 percent (n=1,227) in fall 2017.

* These minority percentages and counts exclude international employees and those whose ethnicity is unknown.

- Number of NEW cultural and diversity programs [[Student Affairs](#)]

There were 14 new cultural and diversity programs provided in FY 2019.

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

- Number of NEW external constituent outreach (parents, families, business) activities and number of participants [[Deans/Student Affairs/Finance and Support Services](#)]

Texas State implemented 36 new external constituent outreach activities with 2,100 reported participants.

- Number and percent of alumni (undergraduate degree holders) donating to Texas State compared to prior year [[University Advancement](#)]

A total of 5,721 undergraduate degree holders donated in FY 2019 out of 177,264 total undergraduate alumni (3.2 percent), as compared to 5,361 donating out of 164,525 in FY 2018 (3.3 percent).

- Number and percent of recent (graduated within last five years) alumni donating to Texas State compared to prior year [[Alumni Relations](#)]

A total of 530 recently graduated undergraduate degree holders donated in FY 2019 out of 27,738 total undergraduate alumni (1.9 percent).

- Number of NEW alumni achievement awards for the current year [[Alumni Relations](#)]

No new awards were created in FY 2018-2019. The number of alumni recognized for the first time with existing awards includes five Distinguished Alumni and three Young Alumni Rising Stars.

- Number of NEW Alumni Association sponsored and co-sponsored events and number of participants [[Alumni Relations](#)]

Six new events (a total of 453 attendees) were held including: the Young Alumni Council Mentoring Event "Bobcat Bridges," (50 attendees); three regional events to meet new head football Coach Jake Spavital (Austin - 121 attendees, Houston - 104 attendees, San Antonio - 63 attendees); a reception in Corpus Christi hosted by Board Member Cleo Rodriguez (29 attendees); and the Alumni Center Grand Opening (86 attendees).

***Note - this information does not include static programs that are simply moved from one location to the other such as football watch parties or away-game tailgates.**

- Number of NEW recognized alumni chapters [[Alumni Relations](#)]

No new alumni chapters were created in FY 2018-2019.

- Number of NEW alumni chapter-hosted events and number of participants [[Alumni Relations](#)]

Between September 1, 2018 to August 31, 2019, chapters reported hosting 33 events. The university received attendance records from chapter leaders for six of the 33 events, with a total reported attendance of 98. During a period of organizational assessment by the Alumni Association Board of Directors in 2018-2019, the number of chapter events reduced significantly. Additionally, after careful consideration of all aspects of alumni engagement, the Board determined a volunteer-driven chapter program was no longer meeting the needs of the growing alumni population, nor was it providing relevancy or successfully engaging alumni who were not already heavily involved. The reduction in chapter events and ultimate elimination of the regional chapter program now matches the new priorities of the Alumni Association, which includes broadening alumni engagement and serving all 200,000+ graduates.

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

- Number of NEW student health and wellness activities provided and number of participants [[Deans/Student Affairs](#)]

Texas State provided nine new student health and wellness activities with 3,258 reported participants.

- Number of NEW faculty and staff health and wellness activities provided and number of participants [[Human Resources](#)]

One new wellness activity was added, chair massages, with 178 reported participants.

- Employee Assistance Program utilization rate compared to prior year [[Human Resources](#)]

In FY 2019, the Employee Assistance Program utilization rate was 5.7 percent, compared to 6.3 percent last year.

4.14 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](#)]

In FY 2019, there were approximately 100 contests, games, tournaments, and matches held, with approximately 100 auxiliary or associated events.

4.15 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 of deferred maintenance projects completed for the current year and total cost [[Facilities Office](#)]

In FY 2019, ten projects were completed for a total cost of \$8,336,467.

- Number and total cost of NEW infrastructure repair and renovation projects completed [[Facilities Office](#)]

In FY 2019, two new infrastructure repair and renovation projects were completed for a total cost of \$2,500,919.

- Total square footage of NEW construction or additions completed [[Finance and Support Services Planning](#)]

A total of 248,133 square footage of new constructions or additions were completed.

- Percentage of data switches less than five years old [[Technology Resources](#)]

In FY 2019, 44 percent of data switches were less than five years old.

- Percentage of servers in the data center running under virtual machines [[Technology Resources](#)]

In FY 2019, 93 percent of servers in the data center were running under virtual machines.

2017-2023 Texas State University Plan

2017-2018 University Plan Progress

1. Promote the success of all students.

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

- Number of students in the current year involved in curricular and co-curricular activities that indicate high levels of satisfaction or have received special recognitions [[Student Affairs](#)]

An estimated 44,399 students were involved in curricular and co-curricular activities in FY 2018.

- Number of students in the current year involved in activities aimed at improving student experiences [[Student Affairs](#)]

A reported 14,658 students were involved in activities aimed at improving student experiences.

- Number of TxState Mobile Application downloads in the current year [[Technology Resources](#)]

The TXST Mobile App was downloaded 20,668 times in FY 2018.

- Number of interactions with the TxState Mobile Application in the current year [[Technology Resources](#)]

There were 9,361,106 screen views in the TXST Mobile App in FY 2018.

- Number and total cost of NEW campus enhancement projects completed [[Facilities Office](#)]

There were 452 Capital, Special, and Infrastructure projects completed with a total cost of \$337 million.

- Number of NEW voluntary meal plans purchased by students [[FSS Auxiliaries](#)]

Students purchased 2,671 voluntary meal plans in FY 2018.

- Increase in total dining and vending sales volume compared to prior year [[FSS Auxiliaries](#)]

There was a \$678,795 increase in total dining and vending sales volume from FY 2017 to FY 2018.

- Increase in bookstore sales volume other than course materials compared to prior year [[FSS Auxiliaries](#)]

There was a \$547,872 decrease in bookstore sales volume other than course materials from FY 2017 to FY 2018.

- Decrease in percentage of students cancelled for non-payment by payment due date compared to prior year [[Student Business Services](#)]

Due to hurricane Harvey's impact in our region, the actions taken to extend all students through our regular payment deadline skewed the baseline measurement year. Student Business Services was able to reduce student cancellations from 2.92 percent (N = 1,160) in fall 2016 to 1.54 percent (N = 606) of students in fall 2017, a decrease of 1.38 percent.

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

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

In fall 2017, there were 34,180 undergraduate students and 4,486 graduate students with 3,937 of them being degree-seeking graduate students. This was about the same as the fall 2016 undergraduate enrollment of 34,244 and graduate enrollment of 4,564 with 4,001 degree-seeking graduate students.

1.3 Increase student retention and graduation rates.

- Student retention rates for all levels (i.e., first-time undergraduate, transfer undergraduate, first-time master's, first-time professional, and first-time doctoral) compared to prior year [[Institutional Research](#)]

The one-year retention rate for first-time, full-time undergraduates was 77.7 percent from fall 2016 to fall 2017, up slightly from the 77.4 percent one-year retention rate from fall 2015 to fall 2016.

The one-year retention rate for full-time undergraduate transfers was 80.0 percent from fall 2016 to fall 2017, down slightly from the 81.3 percent one-year retention rate from fall 2015 to fall 2016.

The one-year retention rate for first-time, full-time master's students was 81.3 percent from fall 2016 to fall 2017, down slightly from the 83 percent one-year

retention rate from fall 2015 to fall 2016. (NOTE: There was a 1.6 percent increase in Master's students graduating within one year between these two cohorts.)

The one-year retention rate for first-time, full-time professional students was 100 percent from fall 2016 to fall 2017, matching the 100 percent one-year retention rate from fall 2015 to fall 2016.

The one-year retention rate for first-time, full-time doctoral students was 81.4 percent from fall 2016 to fall 2017, down from the 86.8 percent one-year retention rate from fall 2015 to fall 2016. (Note: This percent difference equates to approximately three students.)

- Student graduation rates for all levels (i.e., first-time undergraduate, transfer undergraduate, first-time master's, first-time professional, and first-time doctoral) compared to prior year [[Institutional Research](#)]

The six-year graduation rate for first-time, full-time undergraduates was 55.4 percent from fall 2012 through summer 2018, up slightly from the 53.9 percent six-year graduation rate from fall 2011 through summer 2017.

The four-year graduation rate for full-time transfer undergraduates was 59.8 percent from fall 2014 through summer 2018, up slightly from the 59.4 percent four-year graduation rate from fall 2013 through summer 2017.

The five-year graduation rate for first-time, full-time master's students was 79.7 percent from fall 2013 through summer 2018, down slightly from the 80.5 percent five-year graduation rate from fall 2012 through summer 2017.

The five-year graduation rate for first-time, full-time professional students was 90.2 percent from fall 2013 through summer 2018, the same as the 90.2 percent graduation rate from fall 2012 through summer 2017.

The ten-year graduation rate for first-time, full-time doctoral students was 61.7 percent from fall 2008 through summer 2018, down from the 73.7 percent graduation rate from fall 2007 through summer 2017.

- Student retention rate increases in academic or support services department-identified retention programs for the current year [[Deans/Academic Services/Student Affairs](#)]

The First Year Commuter Program through Retention Management and Planning introduced social media and a newsletter communication to first year commuter students. The retention rate for the first year commuters has remained above the university average for the past three years (FY 2016 - 78.2 percent, FY 2017- 81.1 percent, and FY 2018 - 79.5 percent), with an average of 340 students each year.

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 [[Institutional Research](#)]

There were a total of 9,082 scholarships with a value of \$23,845,819 awarded in AY 2018 compared to 8,895 scholarships with a value of \$23,368,481 in AY 2017, representing a 2.1 percent increase in the number of scholarships and a 2.0 percent increase in the value of scholarships.

- Number and total dollar amount of all grant resources for the current year [[Institutional Research](#)]

There were 34,836 grants with a value of \$118,116,325 awarded in AY 2018.

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 ratio of all undergraduate students to academic advisor remained flat from the prior year, with 389 students: academic advisor on campus. Differences observed at the college level include:

College	AY 2017 Student: Advisor Ratio	AY 2018 Student: Advisor Ratio
Applied Arts	479	469
Business Admin	467	471
Education	419	400
Fine Arts & Comm	389	381
Health Professions	347	364
Liberal Arts	377	365
Science & Engineering	459	485
University College	320	294
PACE Center	361	371

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

The number of advising appointments met in AY 2018 (N=56,343), which describes student access of advising services throughout the year, declined by 0.4 percent relative to the number of appointments met in AY 2017 (N=56,575).

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

In FY 2018, there were 13,635 students served by the Student Learning Assistance Center, compared to 14,086 students in FY 2017.

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

The total number of students served by the Writing Center in AY 2017-2018 was 6,906, which is based on 6,026 filled 25-minute appointment slots with tutors and 880 attendees of 50-minute workshops. This is the first year of data collection and will serve as baseline for future data comparison.

- Number of NEW programs/activities and number of participants that ensure student success (provide one example) [[Deans/Vice Presidents](#)]

There were 34 new programs/activities with a reported 8,073 participants. As an example, the McCoy College of Business Administration initiated the Living Mental Wellness program, which provided participating students with eight hours of focused discussion and application to assist with prioritization, decision making, and coping skills, all of which are necessary for achieving success in school and in life.

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 three academic programs in AY 2018, which will serve as baseline for future data comparison.

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

Marketable skills have been identified for 27 continuing education courses compared to 20 in the prior year.

- Number of NEW curricular and co-curricular programs and experiences that have incorporated marketable skills components in the current year [[Deans/Student Affairs](#)]

A total of 472 new curricular and co-curricular programs and experiences were reported by the colleges for FY 2018.

1.7 Prepare all 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.

- Number of NEW career support programs provided and number of participants [[Career Services](#)]

There were two new programs provided, with 68 total participants reported.

- Number of academic credit internships/practica completed by students in the current year as measured by Semester Credit Hour (SCH) in sources as coded [[Institutional Research](#)]

A total of 21,439 SCH, equaling 2.2 percent of the total SCH attempted by Texas State University students in FY 2018 were in practicum courses.

- Number of face-to-face career counseling and career advising appointments for the current year [[Career Services](#)]

Career Services completed 4,439 face-to-face career counseling appointments and 1,380 career advising face-to-face appointments.

- Percentage of students in the current year who report employment or graduate/professional school plans in the Graduating Student Outcomes-First Destination survey [[Career Services](#)]

Following the first full year of the First Destination survey, (N=1,887, with a 21.2 response rate), 51 percent of new graduates reported being employed, with 15 percent planning to attend post-graduation programs.

1.8 Provide educational programs and co-curricular activities that foster community, service learning, leadership, career exploration, and personal development.

- Number of NEW educational programs provided and total number of participants [[Deans/Student Affairs](#)]

There were 40 new educational programs provided, with 3,559 reported participants.

- Number of NEW co-curricular activities provided and total number of participants [[Deans/Student Affairs](#)]

There were 25 new co-curricular activities provided with 1,758 participants.

- Number of NEW course sections transformed or created with a service learning component [[Associate Provost](#)]

A total of 147 course sections were transformed or created with a service learning component in AY 2018.

1.9 Leverage data and analytics to support growth in student success and institutional processes.

- Number of NEW enrollment management (e.g., recruitment, admissions, financial aid, retention) policies that result from the use of actionable data [[Enrollment Management and Marketing](#)]

Two new enrollment management policies were implemented from the use of actionable data.

- Number of NEW dashboards, data and analytical reports published [[Institutional Research/Technology Resources](#)]

A total of 17 new dashboards, data and analytical reports were published in FY 2018.

1.10 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 in the current year [[Office of Disability Services](#)]

The Office of Disability Services served 1,500 students from various disability categories during the academic year.

- Number of NEW electronic and/or physical ADA compliance processes, procedures and tools completed/available [[Vice Presidents](#)]

There were 89 new ADA compliance processes completed and 58 ADA compliance tools (e.g., site licenses, headphones, chairs) acquired.

1.11 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 NEW space repair and renovation projects completed [[Facilities Office](#)]

There were 152 projects completed for a total cost of \$61,623,000.

- Number and total cost of NEW campus enhancement projects completed [[Facilities Office](#)]

Four projects were completed for a total cost of \$259,000,000.

- Number of NEW or modified facilities construction and/or improvement projects in which the Department of Athletics was involved in collaborative planning, improving technology, and/or space utilization and optimization [[Athletics](#)]

The Department of Athletics was involved in nine facilities construction and/or improvement projects.

1.12 Provide a supportive environment for students, including student athletes, that encourages academic excellence, character development, and respectful interaction with others.

- Academic progress rate (APR) of student-athletes for the current year compared to NCAA national average [[Athletic Academic Center](#)]

Due to the timing of report receipt from the NCAA, results for the prior two academic years are provided:

2016-2017 Average Institutional APR: 990

2015-2016 Average Institutional APR: 969

APRs for both years were above the 930 threshold, when if below, penalties apply. NCAA national averages are not made available.

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

First-year student athletes in the fall 2017 cohort (N=95) were retained at a rate of 86.3 percent, compared to the overall First Time in College (FTIC) retention rate of 77.4 percent.

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

Four- and six-year graduation rates for student athletes arriving as freshmen and graduating in AY 2018 were 45.6 percent and 57.8 percent, respectively, compared to 31.3 percent and 55.4 percent for first-time freshmen at the university.

The two- and four-year graduation rates for student athletes arriving as transfer students and graduating in AY 2018 were 33.3 percent and 50.0 percent, respectively, compared to 29.9 percent and 62.9 percent for transfer student peers at the university.

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

Five programs were provided for student-athletes that encourage 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](#)]

There were six programs provided for student-athletes promoting their emotional, physical, and intellectual well-being.

1.13 Provide all 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.

- Number of service learning hours completed by students enrolled in service learning designated courses compared to prior year [[Associate Provost](#)]

A total of 35,323.42 service learning hours were completed by students enrolled in service learning course sections in FY 2018, which is an increase from 25,395.58 hours in FY 2017 (39 percent increase).

- Number of NEW curricular and co-curricular programs/activities that provide students with quality engagement opportunities (provide one example) [[Deans/Student Affairs](#)]

There were 19 reported new curricular and co-curricular programs/activities. One example includes the first annual Off-Campus Work Study Employer Symposium hosted by Career Services for off-campus employers with a new handbook to educate partners and develop meaningful student work experiences.

- Number of student curricular and co-curricular competitions in the current year that receive special recognition [[Deans/Student Affairs](#)]

There were 55 reported student curricular and co-curricular competitions that received special recognition in 2017-2018.

- Number of students and their total service hours in the current year involved in verifiable community service activities [[Student Affairs](#)]

A reported 18,591 students participated in 10,976.50 hours of community service activities.

- Number of events held on Texas State campuses for the current year that provide opportunities for students to engage, through observation or participation, that model the values associated with equitable competition and engender university pride [[Athletics/Student Affairs](#)]

There were 228 events held on Texas State campuses that provided opportunities for students to engage that model the values associated with equitable competition and engender university pride.

2. Offer high quality academic and educational 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](#)]

Eight new academic programs were proposed in 2017-2018. These include the MS in Data Analytics and Information Systems; MS in Public Health Education and Promotion; BS in Civil Engineering; BS in Health Services; BS in Public Health; Graduate Minor in Public Health Education and Promotion; Undergraduate Minor in African American Studies; and Undergraduate Minor in Public Health.

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

Five new academic programs were approved in 2017-2018. These include the PhD in Applied Anthropology; MS in Integrated Agricultural Sciences; MS in Marketing Research and Analysis; MSN in Psychiatric Mental Health Nurse Practitioner; and Undergraduate Minor in Latina/o Studies.

- Online and hybrid SCH as a percent of overall SCH offered [[Institutional Research](#)]

A total of 91,341 online and hybrid SCH contributed 9.4 percent of 973,622 total SCH in FY 2018.

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](#)]

The colleges reported 13 new or modified academic programs that added multicultural or multi-perspective content.

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

There were 40 new or revised courses with multicultural or multi-perspective content.

- Number of educational or training sessions held in the current year for members or groups within the Texas State campus community that contain information concerning the value of diverse perspectives [[Equity and Inclusion/Student Affairs](#)]

One hundred twenty-seven educational or training sessions were presented this year that contain information concerning the value of diverse perspectives.

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

- Number and percent of students enrolled in Honors College courses offered compared to prior year [[Honors College](#)]

The Honors College reports: 687 seats registered in fall 2017 compared to 617 seats registered in fall 2016; 650 seats registered in spring 2018 compared to 542 seats registered in spring 2017; 24.71 percent of Honors College students enrolled in an Honors course in fall 2017 compared to 21.92 percent in fall 2016; and 20.98 percent of Honors College students enrolled in an Honors course in spring 2018 compared to 19.82 percent in spring 2017.

- Percent of students in each college participating in the Honors College compared to prior year [[Honors College](#)]

	Fall 2017/Fall 2016		Spring 2018/Spring 2017	
Applied Arts	0.40%	0.29%	0.34%	0.34%
Business Administration	1.54%	0.97%	1.46%	0.78%
Education	0.61%	0.65%	0.46%	0.38%
Fine Arts & Communication	2.42%	2.02%	2.29%	2.10%
Health Professions	1.18%	0.41%	0.86%	0.31%
Liberal Arts	2.71%	2.30%	2.93%	2.58%
Science & Engineering	1.82%	1.55%	1.64%	1.37%
University College	0.57%	0.18%	0.42%	0.42%

- Number of NEW Honors sections offered [[Honors College](#)]

In fall 2017, seven classes were offered as departmental honors sections for the first time and an additional four courses were added as departmental classes for the first time in spring 2018. Under the HON prefix, four classes were offered for the first time in fall 2017 and five in spring 2018.

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

In fall 2017 the Honors College had 30 graduates, compared to 18 in fall 2016. In spring 2018, there were 48 Honors College graduates, compared to 51 in spring 2017.

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 learning environment (provide one example) [[Vice Presidents](#)]

Institutionally, there were eight new programs/activities that improve capabilities in the learning environment. As an example, the associate vice president for Academic Affairs is leading a committee to oversee the development and implementation of technology-enhanced, active learning spaces (TEALS) and distance learning classrooms. Proposals for strategic investments in these spaces are vetted by the committee, which includes representation from Finance and Support Services Planning, Information Technology, Distance and Extended Learning, Facilities, and academic units.

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

There were three new reported programs/activities that improve capabilities in online learning environments.

- Number, percentage, and capacity of active classrooms [[Information Technology Assistance Center](#)]

Three active classrooms (one percent) were available, with a capacity of 302.

- Number and capacity of diverse learning environments in the university libraries [[University Libraries](#)]

There were 24 learning environments in the university libraries, with a capacity of 3,552.

- Number and total cost of NEW classroom and teaching laboratory enhancement projects [[Facilities Office](#)]

Five projects were developed at a total cost of \$1,583,000.

2.5 Transition Texas State’s Learning Management System environment to a more integrated, robust, and modern integrated learning system.

- Number of NEW transitional learning management system (LMS) activities implemented [[Technology Resources](#)]

None reported

- Percentage of courses being taught in the new LMS [[Technology Resources](#)]

None reported

2.6 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 total cost of NEW capital projects resulting in square footage additions coded as “Academic” [[Facilities Office](#)]

Four new capital projects were implemented at a total cost of \$265,400,000.

- Number of NEW technology initiatives implemented during the current year and total cost [[Information Technology](#)]

None reported

- Percentage of classrooms upgraded technologically for the current year [[Information Technology Assistance Center](#)]

A reported 72 of 302 (24 percent) of classrooms were technologically upgraded in FY 2018.

- Average age of computers in computer labs (includes learning commons) [[University Libraries](#)]

The average age of computers in all department labs was five years, while the average age of computers in Information Technology labs only was 3.5 years.

2.7 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 for the current year [[International Affairs](#)]

Texas State offered 34 faculty-led study abroad programs, including six new faculty-led programs/destinations: Cuenca, Spain; Georgetown and Linden, Guyana; Huancayo, Peru; Lima and Machu Pichu, Peru; London, England; and Punta Arenas, Costa Rica.

- Number of students studying abroad for the current year [[International Affairs](#)]

The total study abroad participation in AY 2018 included 806 students.

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

Two new institutionally-recognized international exchange programs were implemented. These include the University of New York in Prague, Czech Republic and Universidad Externado, Colombia.

- Number of students participating in Study-in-America for the current year [[Distance and Extended Learning](#)]

A total of 96 students participated in Study-in-America in AY 2018.

- Number of NEW curricular and co-curricular service learning programs that prepare students to be responsible citizens (provide one example) [[Associate Provost/Student Affairs](#)]

In FY 2018, one new curricular and seven co-curricular service learning programs were implemented. As an example, the Service Learning Excellence program hosted its first annual celebration to honor service learning students, faculty fellows, and community partners. The event allowed faculty fellows and community partners to identify needs in the community that could result in new service learning courses and included poster presentations and awards for student-developed videos of the service-learning experience.

- Number of students participating in NEW global immersion programs [[International Affairs/Student Affairs](#)]

A total of 3,538 students participated in 43 new global immersion programs.

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 [[Research and Sponsored Programs](#)]

Restricted research expenditures totaled \$35,509,540 in FY 2018.

- Total endowment funds [[Treasurer](#)]

Total endowments funds for FY 2018 were \$204,939,246.98.

- Number of Ph.D. degrees awarded [[Institutional Research](#)]

Texas State University awarded 40 Ph.D. degrees in AY 2018.

- 5-year master's graduation rate [[Institutional Research](#)]

Using the Texas Higher Education Coordinating Board method, 78.5 percent of master's students at Texas State graduated within 5 years in FY 2017.

- 10-year doctoral graduation rate [[Institutional Research](#)]

Using the Texas Higher Education Coordinating Board method, 62 percent of doctoral students at Texas State graduated within 10 years in FY 2018, compared to 75.7 percent in FY 2017.

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

The percent of first-time undergraduates from the top 25 percent of their high school class was 50.8 percent in summer/fall 2017.

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

Milestones are being achieved towards applying for membership in the Association of Research Libraries: Texas State joined Hathi Trust in spring 2018; and applied to and underwent site visit for membership in Greater Western Library Alliance in summer 2018. The next application cycle for Phi Beta Kappa will be in fall 2021. In consultation with the provost's office, it was decided to not submit during the fall 2018 cycle. The Phi Kappa Phi chapter is active and in good standing. In fall 2017, 447 students were initiated and 336 students in spring 2018. Four Texas State graduate students were named recipients of the Honor Society Phi Kappa Phi's Love of Learning Awards in fall 2017.

- Association of Research Libraries (ARL) Library Investment Index ranking [[University Libraries](#)]

Texas State is ranked at 95 as of FY 2016 (latest available).

- 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 [[Academic Affairs/Deans](#)]

For the "other faculty awards," Texas State reports three faculty award recipients for AY 2018.

- Number of Ph.D. programs [[Curriculum Services](#)]

Texas State offered 12 Ph.D. programs in AY 2018.

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

- Number of NEW graduate programs proposed during the current year [[Curriculum Services](#)]

Two new graduate programs were proposed in FY 2018.

- Number of NEW graduate programs approved during the current year [[Curriculum Services](#)]

Four new graduate programs were approved in FY 2018.

- Number of graduate students enrolled compared to prior year [[Institutional Research](#)]

There were 4,486 graduate students enrolled in fall 2017, with 3,937 being degree-seeking, compared to 4,564 in fall 2016, with 4,001 being degree-seeking.

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

There were 1,376 graduate degrees awarded in FY 2018 for a decline of six percent from the 1,470 graduate degrees awarded in FY 2017.

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](#)]

The colleges reported 34 new curricular and co-curricular programs providing students with research opportunities. For example, in the College of Education, the Grant Development Scholars Program is a new initiative that will employ 20

new graduate research assistants to work with faculty on research activities and receive research mentoring.

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

**Spring 2018 URC - 48 oral presentations, 118 poster presentations
Spring 2017 URC - 49 oral presentations, 90 poster presentations
Fall 2017 Thesis Forum - 27 presentations
Fall 2016 Thesis Forum - 23 presentations**

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

In AY 2018, 41 dissertations were submitted compared to 50 in the prior year, and 183 theses were submitted compared to 216 in the prior year.

3.4 Expand support to the research community by enhancing resources to support the evolving requirements while developing a staff of research professionals to support and assist researchers.

- Total research and development expenditures [[Research and Sponsored Programs](#)]

Research and development expenditures totaled \$64,322,320.

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

In the first year of this planning cycle, 622 proposal were developed with the assistance of Research and Sponsored Programs staff. This number will serve as baseline for future data comparisons.

- Total number and utilization of High Performance Computing (HPC) nodes [[Technology Resources](#)]

A reported 154 nodes were in use on the LEAP cluster utilized by 195 unique users, representing 14 academic departments.

- Number of technology mitigation plans for research grants [[Information Security Office](#)]

There were 19 technology mitigation plans for research grants.

- Number of NEW research job postings along with average time to fill [[Human Resources](#)]

In the current year, the total number of research job postings is 59. The average time to fill for research job postings is 67 days.

- Number and total cost of NEW capital projects resulting in square footage additions coded as “Research” [[Facilities Office](#)]

Three new capital projects were developed at a cost of \$202,900,000.

- Increase in number of research-specific Environmental Health, Safety and Risk Management training courses taught compared to prior year (including attendance) [[Environmental Health, Safety and Risk Management](#)]

**FY 2017 Courses Offered = 7; Attendance = 1,379
FY 2018 Courses Offered = 11; Attendance = 1,830**

- Decrease in the number of lab safety inspection violations compared to prior year [[Environmental Health, Safety, and Risk Management](#)]

**FY 2018 = 76 safety inspection violations; Total # inspections for FY 2018 = 546
FY 2017 = 111 safety inspection violations; Total # inspections for FY 2017 = 546
Total decrease of 65 violations**

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 [[Research and Sponsored Programs](#)]

In FY 2018, there were 11 MIRG applications. This number will serve as baseline for future data comparisons.

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	2018
Professor	\$103,307
Associate Professor	\$ 75,861
Assistant Professor	\$ 67,000
Lecturer	\$ 46,353

- Percent increase in average staff salary levels for all ranks [[Institutional Research](#)]

EEO Category	2017	2018
Administrative	\$94,523	\$91,283 (decrease of .97 percent)
Professional	\$55,000	\$55,000 (no change)
Secretary/Clerical	\$37,961	\$38,097 (increase of 1.00 percent)
Service	\$25,724	\$26,253 (increase of 1.02 percent)
Skilled	\$43,094	\$43,592 (increase of 1.01 percent)
Technical/Paraprofessional	\$46,008	\$45,864 (decrease of .99 percent)

Median salaries increased in 3 of 6 EEO categories from 2017 to 2018, stayed the same in one EEO category, and decreased in two EEO categories.

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

<p><u>Faculty</u> In FY 2018, 55 of 62 new tenure track faculty members (88.71 percent) were hired at or above the CUPA medians for their respective disciplines. Based on a comparison with CUPA data for FY 2017, approximately 60 percent of existing Texas State faculty members are paid at or above the CUPA medians set for today's new hires.</p> <p><u>Staff</u> Percent Above Market Median: 37.06 percent Percent Below Market Median: 62.94 percent Average Percent Difference (Market Median to Texas State Incumbents): 6.84 percent</p>
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- Percentage of positions with an identified market benchmark [[Human Resources](#)]

23.51 percent

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 NEW programs and activities that provide assistance in strengthening faculty/staff recruitment, hiring, and retention [[Human Resources/Equity and Inclusion/Faculty and Academic Resources](#)]

Two new programs/activities were developed in the Academic Affairs Division to provide assistance in strengthening faculty/staff recruitment, hiring, and retention.

- Number and percent of African American, Hispanic, and other diverse faculty and staff compared to prior year [[Institutional Research](#)]

In fall 2017, African American employees comprised 4.4 percent (n=161 of full-time, non-student employees compared to 4.6 percent (n=166) in fall 2016.

In fall 2017, Hispanic employees comprised 23.5 percent (n=859) of full-time, non-student employees compared to 23.7 percent (n=854) in fall 2016.

In fall 2017, employees of other minority ethnicities comprised 5.7 percent (n=207) of full-time, non-student employees compared to 5.3 percent (n=191) in fall 2016.

*** These figures exclude international employees and those whose ethnicity is unknown.**

- Annual turnover percentage of regular faculty and staff (by title, FLSA classification, years of service, age, diversity, division [[Human Resources/Faculty and Academic Resources](#)]

Faculty

In FY 2018, the overall annual turnover percentage of regular faculty was 6.5 percent (N=92).

By gender

6.4 percent female (N=45)

6.7 percent male (N=47)

By tenure status

4.1 percent (N=24) tenured

6.7 percent (N=16) tenure-track

8.8 percent (N=52) non-tenure

By rank

5.3 percent (N=17) full professors

3.4 percent (N=10) associate professors

6.2 percent (N=17) assistant professors

9.1 percent (N=48) lecturers

By Texas State category
6.7 percent (N=90) regular faculty
3.3 percent (N=2) tenured administrators.

By diversity
6.5 percent (N=7) Asian
7.4 percent (N=4) Black/African American
7.9 percent (N=12) Hispanic
4.2 percent (N=2) Unknown
6.3 percent (N=64) White/Non-Hispanic
10.7 percent (N=3) Other

Staff

	Turnover Pct
Total	14.09%
Exempt	13.54%
Non-Exempt	14.62%
Finance/Support Services	11.04%
Information Technology	7.78%
Academic Affairs	15.92%
Student Affairs	17.89%
Office of President	25.81%
University Advancement	6.00%
Athletics	20.00%
American Indian/Alaskan	31.58%
Asian or Pacific Islander	23.08%
Black/Not Hispanic origin	25.47%
Hispanic	13.70%
White/Not Hispanic origin	13.76%
Female	13.61%
Male	15.59%

- Number of online recruitment advertisements of job postings and advertising sources for the current year [[Human Resources](#)]

In the current year, the total number of recruitment advertisements for job postings is 1,215 ads. The number of publications is 56 unique advertising sources.

- Number of applications received for staff positions (total, per posting, and average by FLSA classification) for the current year [[Human Resources](#)]

In the current year, the total number of applications received for exempt job postings is 6,152 applications, the number of exempt job postings is 236 postings, the average number of applications per job posting is 26.07.

The total number of application received for nonexempt job postings is 6,866, the number of nonexempt job postings is 295, and the average applications per job posting is 23.27.

The total number of applications received for all job postings is 13,018, the total number of job postings is 531, and the average of applications per job posting is 24.52.

- Time to fill a staff position (overall and by division, FLSA classification) for the current year [[Human Resources](#)]

The university average time to fill for staff exempt positions is 103 days, the average time to fill for exempt positions per divisions is as follows; Athletics is 53 days, President is 184 days, Academic Affairs is 84 days, University Advancement is 81 days, Finance and Support Services is 86 days, Information Technology is 120 days, and Student Affairs is 113 days.

The university average time to fill for nonexempt positions is 73 days. The average time to fill for nonexempt positions per divisions is as follows; Athletics is 71 days, President 55 days, Academic Affairs is 69 days, University Advancement is 57 days, Finance and Support Services is 80 days, Information Technology is 86 days, and Student Affairs is 98 days.

The overall university average time to fill is 63 days. The overall average per division is as follows; Athletics is 61 days, President is 67 days, Academic Affairs is 68 days, University Advancement is 53 days, Finance and Support Services is 74 days, Information Technology is 77 days, and Student Affairs is 71 days.

- Time to complete staff new position and reclassification job audits for the current year [[Human Resources](#)]

<u>Division</u>	<u>Average Days to Complete</u>
President	2
Athletics	3
AA	4
FSS	3
IT	4
SA	4
UA	4
Overall Average:	3

- Percentage of Performance Management assessments completed by annual May 31 due date [[Human Resources](#)]

Overall, 78.7 percent of Performance Management assessments were completed by the required deadline.

- Number of WellCats members, events, and participation for the current year [[Human Resources](#)]

**WellCats members = 1,269
Events offered = 1,100
Total participation = 12,894**

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

- Number of involvement and contribution levels in annual plan progress reporting [[University Planning and Assessment](#)]

Annual plan progress reports for FY 2018 were submitted by five division vice presidents, the special assistant to the president, the director of Athletics, 10 college deans, and seven academic assistant/associate vice presidents for a total of 24 report submissions. Individually, 53 departments/units had assigned reporting responsibility for specific plan initiatives.

- Number of university and division policies that are current/delinquent [[University Planning and Assessment/Vice Presidents](#)]

In FY 2018, there were eight of 200 delinquent university policies. In FY 2018, there were two division policies that were delinquent: one of 92 in Academic Affairs; one of 62 in Finance and Support Services; 0 of 10 in Information Technology; 0 of 26 in Student Affairs; 0 of one in University Advancement; 0 of 15 in Athletics; and 0 of three in the President's Office.

- Number of NEW policies developed or updated [[Vice Presidents](#)]

There were four new university policies, three new Information Technology policies, and one new Finance and Support Services policy developed in FY 2018.

- Number of responsible areas that are completing assessments and demonstrating continuous improvement for the current year [[University Planning and Assessment/Institutional Effectiveness](#)]

Outcomes assessment reports including reported outcomes, results of assessment, and evidence of improvement were reported for 75 administrative units; student success outcomes for educational programs including 87 undergraduate and 85 graduate programs; 63 general education courses; and 24 academic and student services reported outcomes.

- Number of administrative peer reviews conducted for the current year [[Vice Presidents](#)]

A total of seven offices were reviewed across the institution.

- Number of program reviews completed/submitted to the Texas Higher Education Coordinating Board for the current year [[Institutional Effectiveness](#)]

During FY 2018, a total of 15 graduate programs were reviewed. The self-study (internal review), program review team report (independent review), and the response and action plan (institution response) for each of the 15 graduate programs were submitted via the electronic portal to the Texas Higher Education Coordinating Board.

- Number of required major state and national reports completed and submitted for the current year [[Institutional Research](#)]

A total of 44 state and national reports were completed and submitted in FY 2018.

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

- Total dollar amount raised for the current year [[University Advancement](#)]

A total of \$20,810,398 raised in FY 2018.

- Total dollar amount raised per strategic fundraising priority area [[University Advancement](#)]

The \$20,810,398 raised in FY 2018 was broken out into the following strategic fundraising priority areas:

**\$ 14,039,411 for Academic Excellence
 \$ 4,395,507 for Athletics
 \$ 1,939,829 for Facilities
 \$ 435,651 for Student Programs**

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

- Number of NEW safety support activities introduced [[University Police Department](#)]

A total of 11 new safety support activities were introduced in FY 2018.

- Number of NEW educational activities related to applicable laws (e.g., Title IX, Campus Save Act, Violence Against Women Act) [[Equity and Inclusion](#)]

None reported

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 in the current year [[Information Security Office](#)]

There was one security breach reported for FY 2018.

- Number of applications using Two Factor Authentication [[Information Security Office](#)]

There were 81 applications requiring use of Two Factor Authentication.

- Number of reported security incidents for the current year [[Information Security Office](#)]

A total of 14 security incidents were reported.

4.7 Continue to improve strategies and models for governance and planning that are transparent and inclusive.

- List of NEW published models or processes to support governance and planning decisions [[Institutional Effectiveness](#)]

The oversight and structure of review and publication of Academic Affairs Policy and Procedure Statements (AA/PPS) moved to University Planning and Assessment creating a more uniform and transparent process.

Co-chairs were named and a representative task force began work on developing the Quality Enhancement Plan as a key component of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation.

4.8 Expand Round Rock Campus resources and space to support the move of the College of Health Professions and growth of other academic offerings at this location.

- List of NEW capital projects completed at Round Rock Campus and total cost [[Facilities Office](#)]

One new capital project was completed at the Round Rock Campus for a total cost of \$67,500,000.

- Dining and vending sales volume at Round Rock Campus compared to prior year [[FSS Auxiliaries](#)]

The total dining and vending sales volume at the Round Rock Campus was a loss of (\$2,284.38). This figure will serve as baseline for future data comparison.

- Number of NEW non-faculty positions added at Round Rock Campus [[Human Resources](#)]

A total of nine positions were added at the Round Rock Campus, including two new positions and seven transferred positions.

- Number and total cost of NEW technology initiatives implemented at Round Rock Campus during the current year [[Information Technology](#)]

Two new technology initiatives from Network Operations were implemented at the Round Rock Campus for a total cost of \$696,443.87.

- Total technology expenditures for the current year at Round Rock Campus [[IT Business Operations](#)]

Total technology expenditures for FY 2018 were \$545,593.32, including staff salaries, student wages, travel, print maintenance, and general operating.

4.9 Increase the utilization and effectiveness of available technologies through more impactful implementations, education, training, marketing, and communications.

- Number of IT-related communication and marketing events for the current year [[IT Business Operations](#)]

The Information Technology Division's Marketing and Communication office posted hundreds of posts to social media, sent more than 50 emails, held more than a dozen public outreach events, and built two new websites offering services and support to the university community.

- Adoption rates of new technology implementations/upgrades [[Technology Resources/Information Technology Assistance Center/Information Security Office](#)]

The Banner 9 migration is 83 percent adopted. There are more than 3 million files stored in Microsoft Office 365's OneDrive service as of August 2018, up from about 895,000 on June 1, 2017. More than 2,000 faculty, staff, and students follow the new IT Division social media account. The pages on the division's new services and support website were viewed more than 200,000 times in the first month after their August 2018 launch.

4.10 Enhance the experience of the university community by continuously improving processes and interfaces.

- Number of NEW campus business improvements [[Vice Presidents](#)]

There were 35 new campus business improvements introduced in FY 2018.

- Number of electronic documents processed through Adobe Sign [[Technology Resources](#)]

There were 5,284 documents delivered for signature in the Adobe Sign system in FY 2018.

- Number of NEW functionalities implemented via mobile technology [[Technology Resources](#)]

There were seven new functionalities implemented via mobile technology for FY 2018.

- Number of NEW cloud solutions vetted and approved [[Information Security Office](#)]

A total of 102 new cloud solutions were vetted and approved.

- Increase in percentage of employees signed up to receive electronic W-2s compared to prior year [[Payroll Office](#)]

There was a 39 percent increase in employees signed up to receive electronic W-2s.

- Decrease in percentage of Outstanding Charges Receivable compared to prior year [[Student Business Services](#)]

Outstanding receivables decreased from .83 percent in FY 2017 to .71 percent in FY 2018, a decrease of .12 percent, even though charges assessed increased 4.04 percent for that time period.

- Increase in number of vendors in the TSUS Marketplace compared to prior year [[Procurement and Strategic Sourcing](#)]

There was one new vendor added in the TSUS Market place, Apple Inc.

- Increase in percentage of automatically paid invoices using 2-way match compared to prior year [[Procurement and Strategic Sourcing](#)]

There were 17,831 automatically paid invoices using 2-way match for FY 2018, which is the baseline year for measuring paid invoices using 2-way matching.

- Increase in utilization of Concur Travel Management tools compared to prior year [[Travel Office](#)]

The Concur project has made significant process and only needs for Information Technology to complete SAP integration and provide the IT security clearance in order to go live.

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

- Number and percent of ethnically diverse faculty and staff compared to prior year [[Institutional Research](#)]

In fall 2017, 33.5 percent (n=1,227) of full-time, non-student employees were minorities, compared to 33.6 percent (n=1,211) in fall 2016.

*** These minority percentages and counts exclude international employees and those whose ethnicity is unknown.**

- Number of NEW cultural and diversity programs [[Student Affairs](#)]

There were a total of seven new cultural and diversity programs presented.

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

- Number of NEW external constituent outreach (parents, families, business) activities and number of participants [[Deans/Student Affairs/Finance and Support Services](#)]

Texas State introduced 462 new external constituent outreach activities with 8,544 reported participants.

- Number and percent of alumni (undergraduate degree holders) donating to Texas State compared to prior year [[University Advancement](#)]

A total of 5,361 undergraduate degree holders donated in FY 2018 out of 164,525 total undergraduate alumni (3.3 percent), as compared to 7,126 donating out of 159,533 total in FY 2017 (4.5 percent).

- Number and percent of recent (graduated within last five years) alumni donating to Texas State compared to prior year [[Alumni Relations](#)]

A total of 981 recently graduated undergraduate degree holders donated in FY 2018 out of 37,556 total undergraduate alumni (2.6 percent).

- Number of NEW alumni achievement awards for the current year [[Alumni Relations](#)]

The Alumni Association presented the Distinguished Alumni Award to five Texas State alumni and the Young Alumni Rising Star Award to three alumni.

- Number of NEW Alumni Association sponsored and co-sponsored events and number of participants [[Alumni Relations](#)]

The Alumni Association sponsored and co-sponsored 83 events with 4,378 attending.

- Number of NEW recognized alumni chapters [[Alumni Relations](#)]

There were six new or emerging chapters (Mexico, Rio Grande Valley, Williamson County, LBGTQIA, Corpus Christi, and Laredo) in FY 2018.

- Number of NEW alumni chapter-hosted events and number of participants [[Alumni Relations](#)]

There were 22 recognized alumni chapters that hosted 45 events with 720 participants attending.

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

- Number of NEW student health and wellness activities provided and number of participants [[Deans/Student Affairs](#)]

Thirty-six new student health and wellness activities were provided by Texas State with 11,835 reported participants.

- Number of NEW faculty and staff health and wellness activities provided and number of participants [[Human Resources](#)]

One new health and wellness activity was provided, the 'Walk with Ease' to the WellCats program which included 496 participants.

- Employee Assistance Program utilization rate compared to prior year [[Human Resources](#)]

In FY 2018, the Employee Assistance Program utilization rate was 6.3 percent, compared to 5.7 percent in FY 2017.

4.14 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](#)]

Athletics held approximately 100 contests, games, tournaments, and matches with approximately 200 auxiliary or associated events.

4.15 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 of deferred maintenance projects completed for the current year and total cost [[Facilities Office](#)]

There were 22 deferred maintenance projects completed for a total cost of \$11,921,772.

- Number and total cost of NEW infrastructure repair and renovation projects completed [[Facilities Office](#)]

A total of 290 new infrastructure repair and renovation projects were completed at a total cost of \$1,186,353.

- Total square footage of NEW construction or additions completed [[Finance and Support Services Planning](#)]

New construction projects added 274,559 square feet, while new additions added 81,282 square feet. Two residence properties were acquired (5,347 square feet) and will be renovated when an appropriate use is identified. Total additional square footage for the year was 361,188 square feet.

- Percentage of data switches less than five years old [[Technology Resources](#)]

Forty percent of the data switches in place are less than five years old.

- Percentage of servers in the data center running under virtual machines [[Technology Resources](#)]

Ninety percent of servers in the data center are running under virtual machines.