PROGRESS REPORT FOR 2022-2023 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 Success]

> There were four new curricular and co-curricular activities specifically aimed at improving overall student experience and satisfaction with a total of 68 participants.

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

> Student Involvement and Engagement provided the following data for events that took place during Bobcat Welcome Week:
>
> Below is the Net Promoter Score (NPS) data for the required and signature event that took place during Bobcat Welcome Week. Students provided this information in a post-program survey (n=574) that asked them to reflect on their experiences and how it helped prepare them for their first semester on campus. Once students responded, "yes" to attending a given signature event, they were asked to rate their satisfaction of the event on a scale 0-10.
>
> Total % of promoters – total % of detractors = net promoter score
>
> On a scale of 0-10:
> 0-6: Detractor; 7-8: Passive; 9-10: Promoter

Event Name	Detractor %	Passive %	Promoter %	Net Promoter Score
SACA & DHRL: Outdoor Movie Night	20%	35%	45%	25
Block Party	24%	37%	39%	15

Commuter Student Welcome	30%	33%	37%	7
Jumpstart	25%	33%	42%	17
College Open Houses	15%	32%	54%	39
Fandemonium	16%	21%	62%	46
Academic Experience	28%	36%	36%	8
LBJSC Takeover	15%	32%	53%	38
Bobcat Bonanza & On-Campus Job Fair	27%	34%	39%	12
RecFest	16%	32%	52%	36
Service Saturday	6%	26%	68%	62

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

> In 2022-2023, there were 13,870,759 total screen views compared to 11,106,322 in 2021-2022. The addition of an Athletics component and QR code for event check-ins, new textbook lookup, grade point averages, and total credit hour transcript details in My Courses, and the addition of a Student Org component helped increase daily user interactions with the mobile app.

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

> Surveys were completed in fall 2022 by Dining Services via an online survey tool. Texas State's program was compared to national results compiled with other accounts. There were 772 surveyed, with 92 percent of respondents classified as students. Of those most were freshman/sophomore and split almost 50/50 on-campus vs off. Customer satisfaction remained high; however, there were areas flagged for improvement. Among those: healthier options, flexible hours, breakfast all day, more comfortable spaces. These areas will be the focus for improvement.

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 2022, 33,832 undergraduate students were enrolled compared to 33,175 in fall 2021, an increase of two percent. At the graduate level, there were 4,339 students enrolled in fall 2022 compared to 4,689 in fall 2021, a decrease of 7.7 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]

> Texas State had six new community college articulation agreements in 2022-2023 compared to four in 2021-2022.

- 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]

> There were eight 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 Success]

> 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 Success]

> There were 11 new academic initiatives 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 77 percent for the fall 2020-21 cohort to 79.6 percent for the fall 2021-22 cohort.
>
> The one-year retention rate for full-time transfer students increased slightly from 83.3 percent for the fall 2020-21 cohort to 83.5 percent for the fall 2021-22 cohort.
>
> The one-year retention rate for the Master's students declined from 84.3 percent for the fall 2020-21 cohort to 83.5 percent for the fall 2021-22 cohort.
>
> The one-year retention rate for professional students decreased from 97.7 percent for the fall 2020-21 cohort to 95.5 percent for the fall 2021-22 cohort.

At the doctoral level, one year retention decreased from 92 percent for the fall 2020-21 cohort to 88.1 percent for the fall 2021-22 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 2017 first-time, full-time undergraduate cohort increased slightly to 56.1 percent compared to 55.8 percent for the fall 2016 cohort.

The four-year graduation rate for the fall 2019 cohort of full-time undergraduate transfer students remained steady at 64.2 percent which was the same as the rate for the fall 2018 cohort.

The five-year graduation rate for first-time, full-time Master's students in the fall 2018 cohort was down slightly 84.5 percent compared to 85.6 percent for the fall 2017 cohort.

The five-year graduation rate for first-time, full-time professional students was 97.6 percent for the fall 2018 cohort which is up slightly from the rate for the fall 2017 cohort of 92.9 percent.

The 10-year graduation frate for first-time, full-time doctoral students was up to 76.1 percent for the fall 2013 cohort compared to 52.4 percent for the fall 2012 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/Vice President for Student Success]

College Retention Rates

College	Fall 2022	Fall 2021
Total	77.5%	80.0%
Applied Arts	77.6%	76.7%
Business	81.5%	83.3%
Education	74.3%	79.8%
Fine Arts & Communication	83.1%	82.1%
Health Professions	73.6%	80.7%
Liberal Arts	79.8%	81.6%
Science & Engineering	77.4%	80.7%

University College	72.2%	75.2%

- 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 remained steady at 3.7 years for students graduating in 2022-2023, the same as in 2021-2022.

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

  > In 2022-2023, 1,506 graduate degrees were awarded compared to 1,480 in 2021-2022.

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

  > In fall 2022, 1,009 students cancelled for non-payment compared to 1,243 in fall 2021.

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]

  > In 2022-2023, the university expended an additional $3.2 million in the assured freshman scholarship program to recruit incoming freshmen more competitively. This expenditure resulted in 3,136 assured freshman recipients, which is an increase of 974 (45%) compared with 2,162 recipients in the previous year.
  >
  > Overall, 12,113 academic scholarships totaling $39.7 million were awarded in 2022-2023 compared with 9,886 academic scholarships totaling $28.5 million in the previous year (an increase of 2,227 and $11.2 million, respectively).
  >
  > ** Unlike the previous year, these data reflect only academic scholarships offered by the university and no other forms of scholarships (e.g., outside scholarships offered by the Lion's Club, Wal-Mart, etc.). The examples of outside scholarships are not within university control in terms of stewardship of funds, recipient determination, etc.

- 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 $128.4 million in grants were awarded to 16,135 students in 2022-2023 compared with $126.9 million to 16,456 students in 2021-2022 (a difference of $1.5 million and 321, respectively).
>
> **The data for this year was reported in terms of students versus data on grants used in 2021-2022.

- 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 2022-2023, there were nine endowed chairs compared to seven in 2021-2022. There were a total of 2,400 endowed scholarships worth $3.9 million compared to 1,905 totaling almost $3.3 million in 2021-2022. This represents an increase of 495 and $0.6 million, respectively.
>
> The number of awarded endowed scholarships by student classification/type were: 203 (FY22) and 304 (FY23) for incoming freshmen; 105 (FY22) and 89 (FY23) for incoming transfers; 1,135 (FY22) and 1,379 (FY23) for continuing undergraduates; 126 (FY22) and 170 (FY23) for incoming graduates; 314 (FY22) and 439 (FY23) for continuing graduates; 4 (FY22) and 0 (FY23) for incoming post-baccalaureate students; and 18 (FY22) and 19 (FY23) for continuing baccalaureates.

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

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

> The undergraduate student to academic advisor ratio for 2022-2023 was 441:1, a decrease from 490:1 in 2021-2022.

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

> A total of 47,017 advising appointments (in-person, phone, and online meetings) were held by college advising centers in 2022-2023 compared to 57,439 in 2021-2022.
>
> While a greater number of advising appointments were held by college advising centers in the previous year, total contacts for advising centers were 82,253 in 2022-2023, reflecting 35,236 contacts in forms other than actual appointments, including online plans, which has become a popular avenue for students to request academic planning assistance.

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

> In 2022-2023, the Student Learning Assistance Center served a total of 7,705 students compared to 9,059 in 2021-2022. This is a decrease in unique student clients of 1,354 from 2021-2022.
>
> However, students used services 7,363 more times than the previous year. Supplemental Instruction and Tutoring each saw increases in the average number of visits per unique client.

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

> In 2022-2023, the total number of consulting appointments was 7,881 compared to 5,248 appointments held in 2021-2022.

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

> There were six new academic support programs/activities with a reported 62 participants that ensured student success in 2022-2023.
>
> In the College of Liberal Arts, the Department of Political Science Public Administration Program held a Freshmen Midterm Check-In Event to connect students with support services available in the department and university.

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

> Math CATS had 8,695 students visit in 2022-2023 compared to 1,282 in 2021-2022.

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]

> All 204 programs have identified marketable skills in 2022-2023 compared to 224 academic programs in 2021-2022.

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

> Marketable skills were newly identified for 131 continuing education courses in 2022-2023 compared to 104 in 2021-2022. This represents an increase of 26 percent over the previous year.
>
> The reported numbers were gathered using Texas ETPL reports. This is a more accurate representation of the department's activities in this area and should account for any differences in reporting from 2021-2022.

- 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 Success]

> A total of 13 new curricular and co-curricular programs and areas have incorporated marketable skills components compared to 36 in 2021-2022.

- 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 2022-2023, there were 6,880 students who used LinkedIn Learning certification programs and soft skill personal growth courses to foster individual development compared to 6,355 in 2021-2022.

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]

One new career support program was provided with 19 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 2022-2023, a total of 12,038 SCH internship/practicum courses were completed compared to 18,949 SCH in 2021-2022.

- Number of career counseling/career development appointments (including face-to-face, online, Zoom, or Skype) compared to prior year **(MODIFIED)** [Career Services]

In 2022-2023, there were 2,181 career counseling appointments compared to 2,651 in 2021-2022. This is an 18 percent decrease.

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

In 2022-2023, there were 1,025 career-advising appointments compared to 1,174 in 2021-2022. This is a 13 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 2022-2023	Number of Survey Respondents	Number Reporting Work or Continuing Education	Percentage Reporting Work or Continuing Education
Bachelor	1,166	658	68%
Master and Doctoral	313	193	76%
All Graduates	1,479	851	70%

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%

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)** [Vice Provost for Academic Innovation and Success /Deans/Dean of Students]

  There were 10 new educational programs related to service learning, financial literacy, and leadership provided in 2022-2023. The number of participants was not reported.

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

  There were 11 new co-curricular activities related to service learning, financial literacy, and leadership provided in 2022-2023.

- Number of NEW course sections transformed or created with a service learning or leadership component **(MODIFIED)** [Vice Provost for Academic Innovation and Success /Deans]

  A total of 12 new course sections were transformed or created with a service learning or leadership component in 2022-2023.

- Number of service-learning hours completed by students enrolled in service-learning designated courses compared to prior year **(MOVED FROM 1.13)** [Vice Provost for Academic Innovation and Success]

> A total of 57,029 service-learning hours were completed by students enrolled in service-learning designated courses in 2022-2023 compared to 149,837 service-learning hours in 2021-2022.

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 2022-2023, there were 2,189 students with disabilities participating in support programs and services compared to 2,039 in 2021-2022.

- 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 4,604 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 2022-2023, there were 531 ADA-related errors reported per page for university-managed websites compared to 422 in 2021-2022.

- 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 2022-2023, there were 76 software evaluations for disabilities that resulted in an ADA exception compared to 26 in 2021-2022.

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 96 repair and renovation projects completed, totaling $20,341,664.

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

> There were 33 campus enhancement projects completed, totaling $1,721,461.

- 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 was one completed facilities construction and/or renovation project in which the Department of Athletics was involved in collaborative planning, improving technology, and/or space utilization and optimization, totaling $82,634.

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 2022-2023 was 964, a decrease from the 2021-2022 average of 967.

- 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 was 76 percent compared to an 81 percent retention rate for the entire student body.

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

> The student-athlete graduation rate was 82 percent compared to a 52 percent graduation rate for the entire student body.

- 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 three 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 four 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 2022-2023, there were 167 organizations that received special recognition compared to 28 in 2021-2022.

- Number of students and their total service hours involved in verifiable community service activities compared to prior year **(MODIFIED)** [LBJ Student Center]

> In 2022-2023, the LBJ Student Center reported a total of 32 students and over 2,500 additional volunteers involved in 12,575 verifiable community service hours compared to 60 students and over 86 student organizations with 8,010 verifiable community service activities in 2021-2022.

- 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 2022-2023, 310 events were held on Texas State that allowed for student engagement, modeled the values associated with equitable competition, and engendered university pride compared to 450 in 2021-2022.

- 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)** [Vice Provost for Academic Innovation and Success /Distance and Extended Learning]

> In 2022-2023, no new grants were awarded to incentivize adoption of Open Education Resources (OER) that aligned with goals of affordability, accessibility, and student success.

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

> In 2022-2023, zero OERs and low-cost textbook options were adopted compared to two in 2021-2022.

- 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]

> There were no new information sessions offered for faculty and academic administrators describing approaches and benefits of managing costs of learning material in 2022-2023.

- 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 2022	106
Spring 2023	164
Summer 2023	11

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

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]

No new academic programs were proposed in 2022-2023.

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

No new academic programs were approved during 2022-2023.

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 nine new or modified academic programs that added multicultural perspective content in 2022-2023.

- 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 12 new or revised courses with multicultural or multi-perspective content and designation in 2022-2023.

- 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 2022-2023, 13 faculty participated in the Multicultural Curriculum Transformation and Research Institute compared to 17 in 2021-2022.

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

> There were nine 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 13 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 34.6 percent of students possessing the HONR attribute were enrolled in at least one Honors course in fall 2022 compared to 27.6 percent in fall 2021 and 28.7 percent in spring 2023 compared to 27.8 percent in spring 2022. There were 538 students in classes in fall 2022 and 428 in spring 2023 compared to 481 and 440 from the previous year. This demonstrates the importance of student registration in the fall semesters which is largely dependent on Honors College New Student Orientation access.

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

College	Fall 2022	Fall 2021	Fall 2020	Spring 2023	Spring 2022	Spring 2021
Applied Arts	0.98%	0.60%	0.66%	0.90%	0.53%	0.57%
Business Admin.	1.15%	1.08%	1.38%	0.73%	1.02%	1.23%
Education	0.58%	0.64%	0.64%	0.54%	0.48%	0.47%
Fine Arts & Comm.	2.41%	2.37%	2.43%	2.15%	2.27%	2.83%
Health Professions	0.93%	0.78%	0.82%	0.58%	0.71%	0.93%
Liberal Arts	2.92%	3.01%	3.38%	2.80%	3.21%	3.57%
Science & Eng.	1.90%	1.60%	1.80%	1.63%	1.71%	1.89%
University College	0.24%	0.20%	0.22%	0.22%	0.26%	0.28%

- Number of NEW Honors sections offered [Honors College]

  In fall 2022, four new Honors sections were offered compared to five in fall 2021. During spring 2023, there was one new Honors section offered compared to five in spring 2022.

- 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 105 students graduating in 2022-2023 compared to a total of 98 in 2021-2022. In fall 2022, the Honors College had 30 graduates compared to 35 in fall 2021. In spring 2023, there were 75 graduates compared to 63 in spring 2022.

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

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

> There were 12 new programs/activities that improved capabilities in the face-to-face learning environment in 2022-2023.
>
> In the Division of Academic Affairs, the College of Liberal Arts remodeled the lecture classroom Taylor Murphy Hall 101 to fully meet the needs of their students, and the Department of Political Science completed a technology overhaul and upgrade of its mock courtroom space to allow more classroom and role play use.

- 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 (6%) from a total of 314 classrooms in 2022-2023. This number remains the same as what was reported for 2021-2022.

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

> There were no new classroom and teaching laboratory enhancements in 2022-2023.

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

> There were 9,332 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]

> No capital projects were completed that resulted in additional square footage additions coded as "Academic."

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

> In 2022-2023, 53 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 4.62 out of 5.00. This is compared to 80 faculty responding in 2021-2022 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 years old in 2022-2023 compared to 2.19 in 2021-2022.

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

> In 2022-2023, the average age of Tier 1 classroom's infrastructure was 6.18 years compared to 5.85 in 2020-2021. The average age of equipment for Tier 2 classrooms was 6.49 years in 2022-2023 remaining unchanged from that of 2021-2022.

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 2022-2023, there were 34 faculty-led study abroad programs compared to 21 in 2021-2022.

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

> In 2022-2023, 721 students studied abroad compared to 364 in 2021-2022.

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

> There was one new institutionally recognized international exchange program in 2022-2023.

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

> In 2022-2023, 86 students participated in Study-in-America compared to 64 in 2021-2022.

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

> A total of 69 new students participated in global immersion programs in 2022-2023.

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

> Eight Study-in-America programs were offered in 2022-2023 compared to five in 2021-2022.

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]

> There were no NEW hybrid and fully online degree programs offered in 2022-2023.

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

> There were 107 new degrees awarded from online programs in 2022-2023.

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

> In fall 2022, 18.2 percent of all SCH was delivered fully online, representing 85,088 SCH. This number is up slightly from the fall 2021 percentage of 16.5 percent.

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

> In 2022-2023, four student success metrics across distance learning courses and programs 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 2022-2023, there was one distance learning professional development and instructional design engagement with faculty compared to 75 in 2021-2022.

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

> The number of new and continuing hybrid courses was 548 (1,190 sections) in 2022-2023, an increase of 7.9 percent over the previous year. The discrepancy in numbers reported for 2021-2022 might be explained by a confusion between hybrid courses and hybrid course sections. A single course can consist of two or more sections.

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 [VP for Research]

> NRUF has been abolished and replaced by the Texas University Fund (TUF). The criteria measured in TUF is federal + private research expenditures. These expenditures were $52.4 million in 2022-2023, which is a 14 percent increase over 2021-2022 expenditures of $45.9 million.

- Total endowment funds as of the end of the fiscal year compared to prior year **(MODIFIED)** [Assistant Vice President and Treasurer/UA Business Operations /Endowment Services]

> In FY23 the total endowment funds equaled $358,962,565 compared to $334,120,595 in FY22.

- Number of Ph.D. degrees awarded [Institutional Research]

  > Texas State awarded 56 Ph.D. degrees in 2022-2023 compared to 49 in 2021-2022.

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

  > In fall 2022, 41 percent of the incoming first-time freshman class was ranked in the top quarter of their high school class compared to 42 percent in fall 2021.

- 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, University Libraries reported their partnering with campus to join Phi Beta Kappa. Staff hosted a 1.5-hour VIP tour and discussion for the upcoming campus visit. This included sharing the new teaching and learning services, tools, and showing revitalized spaces of The Wittliff Collections and Alkek One emerging technologies studios.
  >
  > The Honors College reported an active chapter of Phi Kappa Phi, which held its annual induction in the fall of 2023. Their application for Phi Beta Kappa is pending two additional votes in December 2023 and July 2024.

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

  > During the 2022-2023 academic year, two Texas State faculty members were recognized with annual awards that meet NRUF eligibility criteria. These were Johanna Fauerso, School of Art and Design, Guggenheim Fellowship; and Hwa Young Lee, Department of Mathematics, NSF CAREER Award.

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

> There were no new research and professional doctorate programs in 2022-2023.

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 2022-2023.

- 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 2022-2023.

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]

> In 2022-2023, there were 11 new curricular and co-curricular programs that provided students with research opportunities.
>
> In the College of Health Professions, faculty from the Department of Health Informatics and Information Management participated in a program to develop a bridge between undergraduate and graduate programs for students demonstrating excellence in research.

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

> In fall 2022, 37 students participated in the thesis forum, a decrease from 57 in fall 2021. In spring 2023, 135 students participated in the thesis forum, a decrease from the 138 in spring 2022.

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

> In 2022-2023, 302 theses and dissertations were completed compared to 241 in 2021-2022.

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

> There were 22 new major undergraduate research opportunities provided with a reported 13 students involved. **NOTE:** Only one college reported the number of students involved.
>
> In the College of Liberal Arts, the Department of Sociology transformed space into an undergraduate research lab for use by Student Opportunities for Applied Research (SOAR) students.

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)** [VP for Research]

> Research and development expenditures totaled $141.2 million in 2022-2023 compared to $110.1 million in 2021-2022. This constitutes a 29 percent increase.

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

> In 2022-2023, 694 proposals were developed compared to 592 in 2021-2022. This is a 17 percent increase and represents a strong portfolio and researchers actively engaged in sponsored research.

- Utilization of LEAP High Performance Computing (HPC) cluster compared to prior year **(MODIFIED)** [Technology Resources]

> In 2022-2023, there were 123 servers in use on the LEAP cluster used by 354 unique customers compared to 123 HPC nodes used by 340 unique users in 2021-2022.

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

> In 2022-2023, a reported 620 people conducted research at Texas State compared to 378 in 2021-2022.

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

> No new capital projects resulting in square footage additions coded as "Research" were completed in 2022-2023.

- 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 2022-2023, seven research specific Environmental, Health, Safety, Risk and Emergency Management training courses were taught with an attendance of 3,518, compared to eight courses with the attendance of 1,261 in 2021-2022.

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

> A total of $1,430,301 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 $20,937,633 in TRIP matching funds were received by Texas State.

- Number of research professional staff compared to prior year **(NEW)** [VP for Research/Human Resources]

> The Division of Research reported 332 research professional staff in 2022-2023 compared to 27 in 2021-2022.
>
> The significant disparity in numbers between the years can be attributed to the reporting methodology. In 2021-2022, only employees from the JC Kellam building were accounted for, whereas in 2022-2023, all divisional employees were included to accurately represent the division's scope.
>
> Human Resources reported 332 new research professional staff in 2022-2023 compared to 228 in 2021-2022.

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 [VP for Research]

> A comparison of applications submitted for MIRGs was not feasible as the program was discontinued. However, there are currently five alternative internal funding programs in operation.

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 2022 were as follows:
>
> | | |
> |---|---|
> | Professor | $ 103,788 |
> | Associate Professor | $ 87,333 |
> | Assistant Professor | $ 78,013 |
> | Senior Lecturer/Lecturer | $ 50,885 |

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

Rank	Fall 2022 Median Salary	Fall 2021 Median Salary
Administrative	$ 118,404	$ 115,168
Staff Exempt (unclassified)	$ 62,237	$ 60,820
Staff Non-exempt (classified)	$ 43,043	$ 41,818

- 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 salary median data across all CIP Code rank and discipline for 2022-2023, 50 percent of faculty categories were at or above the CUPA salary medians used as benchmarks for hiring new faculty in the same rank and discipline. The university has engaged a compensation consultant to review compensation using a different model across all faculty lines for future implementation.

Human Resources reported:

Median salary levels for classified, unclassified, and administrative staff increased year over year.

Pay Plan Type	2022 Average Salary	2023 Average Salary
Admin Officer	$271,404.04	$289,454.39
Classified	$ 43,646.37	$ 46,358.96
Unclassified	$ 73,848.00	$ 77,108.17

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/ Talent Acquisition]

In 2022-2023, a total of 104 programs provided assistance in strengthening faculty/staff recruitment, hiring, development, and retention compared to 83 in 2021-2022.

The Division of Academic Affairs reported 26 new academic programs that assisted in strengthening faculty/staff recruitment, hiring, development, and retention in 2022-2023 compared to nine in 2021-2022.

The Division of Finance and Support Services reported 78 new academic programs that assisted in strengthening faculty/staff recruitment, hiring, development, and retention in 2022-2023 compared to 74 in 2021-2022.

- 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 2022, the number of employees in most areas increased compared to levels in fall 2021. See tables below for more detailed breakouts and retention rates.

Number of Faculty and Staff by Race, Ethnicity, and Gender compared to Prior Year

			2021			2022		
			Female	Male	Total	Female	Male	Total
Administrative	Exempt	Asian	4	6	10	3	8	11
		Black/Afr Am	6	8	14	7	5	12
		Hispanic	18	24	42	23	26	49
		Multi-racial		1	1			
		Unknown	4	3	7	7	1	8
		White/Non-Hispanic	81	78	159	91	81	172
Faculty	Exempt	Am-Indian		3	3	2	3	5
		Asian	45	72	117	45	86	131
		Black/Afr Am	40	37	78	36	39	76
		Hispanic	115	93	208	141	100	241
		International	47	54	101	49	56	105
		Multi-racial	10	7	17	12	10	22
		Unknown	71	75	146	96	90	186
		White/Non-Hispanic	649	572	1221	682	596	1278
Staff	Exempt	Am-Indian	1		1	1		1
		Asian	13	5	18	19	10	29
		Black/Afr Am	40	30	70	37	35	72
		Hawaiian/Pac Isd		1	1		1	1
		Hispanic	148	76	227	153	93	248

		International	3	5	8	4	7	11
		Multi-racial	8	4	13	9	5	15
		Unknown	14	11	25	40	29	69
		White/Non-Hispanic	336	255	593	349	255	607
	Non-Exempt	Am-Indian	1	2	3			
		Asian	9	6	15	11	4	15
		Black/Afr Am	28	21	49	25	19	44
		Hawaiian/Pac Isd				1		1
		Hispanic	254	217	471	269	218	487
		International		4	4	2	4	6
		Multi-racial	4	9	13	6	8	14
		Unknown	24	9	34	22	15	37
		White/Non-Hispanic	331	231	564	324	211	536

Five Year Rate of Retention

Administrative	Exempt	Asian	%	75%	75%
			N	3.0	3.0
		Black/Afr Am	%	20%	67%
			N	1.0	2.0
		Hispanic	%	44%	54%
			N	8.0	15.0
		Multi-racial	%	100%	
			N	1.0	
		Unknown	%	100%	60%
			N	1.0	3.0
		White/Non-Hispanic	%	53%	68%
			N	46.0	53.0
Faculty	Exempt	Am-Indian	%		100%
			N		2.0
		Asian	%	70%	70%
			N	23.0	39.0
		Black/Afr Am	%	52%	64%
			N	14.0	16.0
		Hispanic	%	69%	72%

			N	58.0	47.0
		International	%	55%	46%
			N	17.0	16.0
		Multi-racial	%	75%	29%
			N	3.0	2.0
		Unknown	%	67%	67%
			N	36.0	38.0
		White/Non-Hispanic	%	65%	66%
			N	317.0	312.0
Staff	Exempt	Am-Indian	%	100%	
			N	1.0	
		Asian	%	43%	29%
			N	3.0	2.0
		Black/Afr Am	%	32%	38%
			N	11.0	9.0
		Hispanic	%	46%	56%
			N	54.0	35.0
		International	%	25%	20%
			N	1.0	1.0
		Multi-racial	%	40%	25%
			N	2.0	1.0
		Unknown	%	40%	50%
			N	2.0	3.0
		White/Non-Hispanic	%	52%	53%
			N	177.0	126.0
	Non-Exempt	Asian	%	63%	60%
			N	5.0	3.0
		Black/Afr Am	%	58%	50%
			N	11.0	10.0
		Hispanic	%	59%	61%
			N	150.0	137.0
		Multi-racial	%	40%	50%
			N	2.0	3.0
		Unknown	%	40%	100%
			N	2.0	1.0
		White/Non-Hispanic	%	51%	52%
			N	160.0	122.0

- 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]

Age Group			Fall 2021	Fall 2022
Total			12.1%	14.5%
Administrative	Total		8.3%	15.9%
	Exempt	Total	8.3%	15.9%
		30-39	7.4%	32.0%
		40-49	3.9%	12.1%
		50-59	7.8%	11.6%
		60 and over	13.6%	19.0%
Faculty	Total		9.3%	10.8%
	Exempt	Total	9.3%	10.8%
		Under 30	22.0%	29.7%
		30-39	10.9%	14.4%
		40-49	6.0%	9.3%
		50-59	6.1%	5.6%
		60 and over	14.0%	11.9%
Staff	Total		14.6%	17.2%
	Exempt	Total	15.6%	18.4%
		Under 30	25.3%	32.6%
		30-39	19.2%	21.8%
		40-49	11.5%	11.3%
		50-59	6.7%	7.7%
		60 and over	10.6%	16.4%
	Non-Exempt	Total	13.7%	16.0%
		Under 30	29.7%	31.4%
		30-39	13.3%	15.2%
		40-49	8.7%	14.6%
		50-59	6.9%	10.2%
		60 and over	18.4%	15.2%

Race/Ethnicity			Fall 2021	Fall 2022
Total			12.1%	14.5%
Administrative	Total		8.3%	15.9%
	Exempt	Total	8.3%	15.9%
		Asian		10.0%
		Black/Afr Am		35.7%
		Hispanic	11.4%	14.3%
		Multi-racial		100.0%
		Unknown		28.6%

			Fall 2021	Fall 2022
		White/Non-Hispanic	9.0%	13.8%
Faculty	Total		9.3%	10.8%
	Exempt	Total	9.3%	10.8%
		Asian	13.9%	6.3%
		Black/Afr Am	6.7%	15.7%
		Hispanic	8.6%	7.2%
		International	14.3%	17.5%
		Multi-racial		25.0%
		Unknown	8.0%	9.8%
		White/Non-Hispanic	8.9%	10.8%
Staff	Total		14.6%	17.2%
	Exempt	Total	15.6%	18.4%
		Asian	8.3%	11.8%
		Black/Afr Am	20.6%	23.5%
		Hawaiian/Pac Isd	50.0%	100.0%
		Hispanic	14.8%	22.4%
		International	22.2%	25.0%
		Multi-racial		25.0%
		Unknown	33.3%	32.0%
		White/Non-Hispanic	15.1%	15.6%
	Non-Exempt	Total	13.7%	16.0%
		Am-Indian		100.0%
		Asian		22.2%
		Black/Afr Am	15.0%	25.6%
		Hawaiian/Pac Isd	100.0%	
		Hispanic	12.4%	11.1%
		International	66.7%	
		Multi-racial		9.1%
		Unknown	28.6%	46.7%
		White/Non-Hispanic	14.4%	17.1%

Gender			Fall 2021	Fall 2022
Total			12.1%	14.5%
Administrative	Total		8.3%	15.9%
	Exempt	Total	8.3%	15.9%
		Female	8.3%	16.8%
		Male	8.4%	15.0%
Faculty	Total		9.3%	10.8%

	Exempt	Total	9.3%	10.8%
		Female	9.3%	12.9%
		Male	9.4%	8.7%
Staff	Total		14.6%	17.2%
	Exempt	Total	15.6%	18.4%
		Female	17.1%	17.9%
		Male	13.6%	18.9%
		Other		50.0%
	Non-Exempt	Total	13.7%	16.0%
		Female	14.7%	17.6%
		Male	12.2%	14.1%
		Unknown	100.0%	

Division			Fall 2021	Fall 2022
Total			12.1%	14.5%
Administrative	Total		8.3%	15.9%
	Exempt	Total	8.3%	15.9%
		President's Office	33.3%	33.3%
		Provost & VP-Academic Affairs	6.6%	13.8%
		VP For Finance/Support Svcs	16.7%	18.9%
		VP For Information Technology	13.0%	4.5%
		VP Inclusive Excellence		33.3%
		VP Student Success	4.7%	20.5%
		VP University Advancement		37.5%
Faculty	Total		9.3%	10.8%
	Exempt	Total	9.3%	10.8%
		Provost & VP-Academic Affairs	9.3%	10.8%
Staff	Total		14.6%	17.2%
	Exempt	Total	15.6%	18.4%
		Athletics	28.4%	30.6%
		Provost & VP-Academic Affairs	14.3%	17.6%
		VP For Finance/Support Svcs	10.3%	12.8%
		VP For Information Technology	7.7%	6.1%
		VP Inclusive Excellence	20.7%	35.5%

		VP Student Success	28.1%	33.7%
		VP University Advancement	18.2%	21.9%
	Non-Exempt	Total	13.7%	16.0%
		Athletics	34.8%	33.3%
		President's Office		33.3%
		Provost & VP-Academic Affairs	13.8%	17.8%
		VP For Finance/Support Svcs	10.4%	9.8%
		VP For Information Technology	15.9%	12.0%
		VP Inclusive Excellence	6.7%	25.0%
		VP Student Success	15.5%	22.6%
		VP University Advancement	36.4%	25.0%

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

> For 2022-2023, there were a total of 1,744 online recruitment advertisements of job postings and advertising sources compared to 1,371 in 2021-2022. The 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]

> For 2022-2023, there were a total of 13,154 applications received for staff positions, categorized as follows: Exempt - 8,061; Non-Exempt - 4,407; Blank - 686. No data was provided for 2021-2022.

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

> In 2022-2023, there were 586 staff positions filled with an overall time to fill of 60.76 days compared to 585 staff positions with an overall time of 58.16 days in 2021-2022.
>
> Exempt positions' time to fill for 2022-2023 was 63.02 days compared to 62.72 in 2021-2022. Non-exempt positions' time to fill for 2022-2023 was 57.20 days compared to 52.26 in 2021-2022.
>
> The following information reflects the time to fill a staff position by division:

Division	2022-2023	2021-2022
Academic Affairs	63.52	55.63
Finance and Support Services	58.17	53.74
Student Success	64.41	65.99
Information Technology	62.09	72.41
University Advancement	45.30	46.25
University Administration (Office of the President)	73.18	97.67
Athletics	51.08	49.49
Institutional Inclusive Excellence	70.25	75.44
Research*	57.99	------
Marketing and Communication*	58.41	------

*New Division – no data to compare to.

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

In 2022-2023, a 2.37 percent decrease was reported over year with 1,773 out of 1,859 reviews completed compared to 1,729 out of 1,780 (97%) completed in 2021-2022.

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 2022-2023, 24 strategic plan progress reports from 24 reporting areas were submitted for a 100 percent submission rate.

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

As of August 2023, a total of 25 university policies and 31 division policies (14 in Academic Affairs, nine in Finance and Support Services, and eight in Student Success) were delinquent.

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

> In 2022-2023, no administrative peer reviews were conducted compared to three in 2021-2022.

- 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 2022-2023 academic year, 10 graduate academic program reviews were submitted to the Texas Higher Education Coordinating Board compared to 13 in 2021-2022.

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 2022-2023, the university raised $27,490,827 compared to $34,860,373 in 2021-2022.

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

> The total amount raised in 2022-2023 was $233 million and is itemized in the following strategic fundraising priorities:
>
> Student Scholarship and Enrichment Programs: $129 million
> Research and Teaching Support: $49 million
> Campus Construction and Renovation: $28 million
> Athletics: $27 million

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

> A total of $308,950 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 2022-2023, Environmental, Health, Safety, Risk and Emergency Management offered 19 safety and security programs compared to 16 in 2021-2022.
>
> In 2022-2023, the University Police Department offered 47 safety and security programs compared to 95 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/Institutional Compliance]

> In 2022-2023, there were 221 educational and/or training activities provided related to applicable laws compared to 224 in 2021-2022.

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

> In 2022-2023, there were 3,652 participants in personal and community trainings compared to 6,674 in 2021-2022.

- 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 2022-2023, there were 114 lab safety inspection violations compared to 110 in 2021-2022.

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 2022-2023, four security breaches were reported compared to two in 2021-2022.

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

  > In 2022-2023, there were 557 applications using Multi Factor Authentication compared to 512 in 2021-2022.

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

  > In 2022-2023, there were 190 recorded compromised university email accounts via malicious email techniques compared to 215 in 2021-2022.

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]

  > No construction projects were completed at Round Rock Campus in 2022-2023.

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

  > There were four new staff positions added at Round Rock Campus. These were the vice president for Round Rock, the director of Student and Academic Success, one recruiter, and an Administrative Assistant II.

- 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 2022-2023 survey regarding satisfaction with the timeliness of classroom support in Round Rock. The average score was 3.68 out of 5.00. Seven faculty responded in 2021-2022 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 2022-2023, there were 42 classes taught using the DLP-enabled classrooms at the Round Rock Campus compared to 44 in 2021-2022.

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

No data was provided for 2022-2023.

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)** [Executive Vice President for Operations and Chief Financial Officer]

There were five campus business improvement projects completed.

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

In 2022-2023, the estimated cost per electronic document processed was $1.02 compared to $0.81 in 2021-2022.

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

In 2022-2023, 62 percent of faculty and 82 percent of staff were satisfied with Information Technology services and support compared to 66.2 percent of faculty and 77.42 percent of staff in 2021-2022.

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

In 2022-2023, 83 percent of students were satisfied with Information Technology services and support compared to 84.12 percent in 2021-2022.

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

In 2022-2023, 37 percent of employees singed up to receive electronic W-2s compared to 42 percent in 2021-2022.

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

In 2022-2023, there were 40 vendors in the TSUS Marketplace compared to 38 in 2021-2022.

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

In 2022-2023, there were 8,607 individuals using Concur Travel Management tools compared to 5,304 in 2021-2022.

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 2022-2023, there were a total of 16,446 applicants compared to 11,234 in 2021-2022.

Gender	2022-2023	2021-2022
Female	8,045	5,436
Male	7,297	5,122
Blank	1,104	676

Race	2022-2023	2021-2022
American Indian or Alaskan Native	155	103
Asian	1,568	314
Black or African American	1,708	1,445
Hispanic	3,687	3,687
Native Hawaiian/Pacific Islander	32	16
White	8,601	6,109
Other	583	341
More than One	607	431
Blank	3,192	2,480

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

In 2022-2023, there were a total of 912 hires compared to 584 in 2021-2022.

Gender	2022-2023	2021-2022
Female	475	351
Male	374	194
Blank	63	39

Race	2022-2023	2021-2022
American Indian or Alaskan Native	7	4
Asian	43	13
Black or African American	74	44
Hispanic	287	214
Native Hawaiian/Pacific Islander	1	1
White	508	328
Other	39	11
More than One	28	24
Blank	212	159

- Number of non-academic cultural and diversity programs provided compared to prior year **(MODIFIED)** [Talent Acquisition/Vice President for Student Success]

In 2022-2023, zero non-academic cultural and diversity programs were provided compared to 261 in 2021-2022.

- Number of faculty and staff who participate in the internal inclusion skill certificate program compared to prior year **(NEW)** [Talent Acquisition]

The internal inclusion skill certificate program is no longer active.

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 2022-2023, 197 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 2022-2023, 2,709 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 2022-2023, 230 recent (graduated within last five years) alumni donated to Texas State compared to 222 in 2021-2022.

- 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/Vice President for Student Success]

  > There were 6,373 new alumni and external constituents that engaged in experiences 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 three new student health and wellness programs in 2022-2023 with a reported five participants compared to 18 new programs in 2021-2022 with a reported 5,144 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 2022-2023, there were 576 faculty and staff health and wellness programs provided with 4,812 participants compared to 451 programs with 2,469 participants in 2021-2022.
  >
  > The health and wellness programs for faculty and staff increased in both number of programs offered and in overall participation. The significant increase can be attributed to the increase in variety of offerings, improved communications, and removal of barriers to entry.

- Employee Assistance Program utilization rate compared to prior year [Human Resources]

> In 2022-2023, the Employee Assistance Program utilization rate was 17.11 percent compared to 3.1 percent in 2021-2022.

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 2022-2023, Athletics hosted 167 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 2022-2023, 10 deferred capital renewal projects totaling $7,544,455 were completed compared to seven projects totaling $10,069,399 in 2021-2022.

- Number and total cost of NEW infrastructure expansion, repair, and renovation projects completed **(MODIFIED)** [Facilities]

> There were 89 new infrastructure expansion, repair, and renovation projects completed for a total cost of $2,627,067.

- Number, total cost, and total square footage of NEW construction or additions completed **(MODIFIED)** [Facilities]

> No data was provided for 2022-2023.

- Number of technology access points who experience an average airtime utilization of 50 percent or greater compared to prior year **(NEW)** [Technology Resources]

> In 2022-2023, there were no technology access points that experienced an average airtime utilization of 50 percent or greater compared to 12 technology access points in 2021-2022.

- Network reliability compared to prior year **(NEW)** [Technology Resources]

> In 2022-2023, the network reliability was 99.99 percent compared to 99.72 in 2021-2022.

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

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

> In 2022-2023, there were 184 active HUB vendors compared to 162 in 2021-2022.

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

> In 2022-2023, there was a $17,608,887 construction value issued to HUB vendors compared to $13,304,574 in 2021-2022.

- Number of active mentor/*protégé* partnerships compared to prior year **(NEW)** [Financial Services]

> In 2022-2023, there were seven active mentor/*protégé* partnerships. This was the same amount as 2021-2022.

- Total university procurement with HUB vendors compared to prior year **(NEW)** [Financial Services]

> In 2022-2023, the total university procurement with HUB vendors was $35,779,415 compared to $27,832,793 in 2021-2022.