

TXST GLOBAL 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]
- Results from student satisfaction surveys assessing NEW curricular and co-curricular activities **(NEW)** [Vice President for Student Success]
- Number of interactions with the TxState Mobile Application compared to prior year **(MODIFIED)** [Technology Resources]
- Student satisfaction with dining and vending experiences **(NEW)** [Auxiliary Services]

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

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

During fall 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]

In the past year, we have developed six new articulation agreements with Austin Community College, Coastal Bend College, Laredo College, and three program-level agreements with Houston Community College (RRT to BS in Respiratory Care), Alamo Colleges, and Texas Southmost College (Bachelor of Arts in Applied

Arts and Sciences.) There are fifteen total agreements with community colleges. TSUS limits transfer agreements to 5-year maximum terms.

- 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]

- Hire an external firm to provide scholarship optimization strategies and to determine the funding needed to hit enrollment targets.
- Used predictive modeling to identify at-risk first-year students registered in new student orientation, and one-time financial grants were targeted to those associated with reducing summer melt.
- Transfer admission requirements were changed to better align with a new Texas House Bill 8 that aims to give money to 2-year colleges based on the number of students who earn "credentials of value," complete at least 15-course hours, and transfer to a four-year university, enroll in dual credit courses, or take courses that "apply toward academic or workforce program requirements."
- We have added a new "Bats to Cats" transfer award program to increase enrollment from Austin Community College. In addition, the new grant was designed to boost enrollment in new degree programs offered at the TXST Round Rock Campus.
- After extensive research, the recruitment task force requested additional university funding to add extra international recruitment agents to increase new international student enrollment.
- Yield enhancement – Undergraduate Admissions added new "admitted student receptions" during two Bobcat Days to increase student engagement and higher yield rates.
- One Stop Center – The Enrollment management team did an extensive assessment to determine the peak enrollment support months, reviewed the technology needs, and required staffing to develop a new one-stop center. The new center proposal was approved, and staffing has been hired. The new center will directly support the Office of Undergraduate Admissions, Student Business Services, Financial Aid and Scholarships, and the University Registrar.
- The university added the Common App as a secondary app in 2022-23. The university dropped the other secondary Coalition Application and adopted the Common App in 2022-23. This strategic shift led to a 25% increase in first-year applications for fall 2023.

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]

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

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.

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.

- 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 rate 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]
- 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 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]

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]

For FY23, 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 FY23 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]

Overall, \$128.4 million in grants were awarded to 16,135 students in FY23 compared with \$126.9 million to 16,456 students in the previous year (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 FY23 and FY22, the number of endowed chairs was 9 and 7, respectively. In FY23, the number of disbursed endowed scholarships (i.e., Development Foundation, McCoy Foundation and University endowed funds) was 2,400 totaling approximately \$3.9 million as opposed to FY22 awards of 1,905 totaling almost \$3.3 million. This represents an increase of 495 and \$0.6 million, respectively.

The number of awarded endowed scholarships by student classification/type are: 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]
- Number of students served by advising centers compared to prior year [University College]
- Number of students served by the Student Learning Assistance Center compared to prior year [Student Learning Assistance Center]
- Number of students served by the Writing Center compared to prior year [College of Liberal Arts/Writing Center]

- Number of NEW academic support programs/activities and number of participants that ensure student success (provide one example) **(MODIFIED)** [AVP for Academic Success/Deans]
- Number of students served by MathCats compared to prior year **(NEW)** [College of Science and Engineering/Mathematics]

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

Continuing Education offerings totaled 131 courses for AY 2022-23. This represented an increase of 26% over the previous year.

Using Texas ETPL reports, it was determined that TXST offered 131 courses in 2022-2023, and 104 in 2021-2022, which accounts for the increase. 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]
- Utilization of LinkedIn Learning certification programs and soft skill personal growth courses to foster individual development of students compared to prior year **(NEW)** [IT Assistance Center]

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

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

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

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

- Number of NEW educational programs related to service learning, financial literacy, and leadership provided and total number of participants **(MODIFIED)** [Vice Provost for Academic Innovation and Success /Deans/Dean of Students]
- 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]
- Number of NEW course sections transformed or created with a service learning or leadership component **(MODIFIED)** [Vice Provost for Academic Innovation and Success /Deans]
- 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]

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

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

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

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

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

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

- Academic progress rate (APR) of student-athletes compared to prior year **(MODIFIED)** [Athletics Academic Center]
- Student-athlete retention rates (i.e., first-time undergraduate, transfer undergraduate, first-time master's) compared to entire student body [Athletics Academic Center]
- Student-athlete graduation rates (i.e., first-time undergraduate, transfer undergraduate, first-time master's) compared to entire student body [Athletics Academic Center]
- Number of NEW or modified programming for student-athletes that encourage academic excellence, character development, and respectful interaction with others [Athletics Academic Center]
- Number of NEW or modified programming for student-athletes that promote their emotional, physical, and intellectual well-being [Athletics Academic Center]

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]
- Number of students and their total service hours involved in verifiable community service activities compared to prior year **(MODIFIED)** [LBJ Student Center]
- Number of events held on Texas State campuses that provide opportunities for students to engage, through observation or participation, that model the values associated with equitable competition and engender university pride (e.g., athletic competitions, musical performances, etc.) compared to prior year **(MODIFIED)** [Deans]
- Number of NEW training resources available for students related to First Amendment/Free Speech **(NEW)** [Associate Director for Student Involvement]

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

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

Management of OER grants was transitioned to University Libraries in the Spring of 2023 prior to grants being awarded in the 2022-2023 AY. No grants were awarded by ODEL in AY 2021-2022. In AY 2020-2021, ODEL awarded five THECB OER grants totaling \$25,000 and three TXST OER grants totaling \$9,000.

- 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]

N/A

- 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]

N/A

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

2. OFFER HIGH QUALITY ACADEMIC AND EDUCATION PROGRAMMING.

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

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

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

ODEL redesigned the Summer Institute, making it shorter and more focused on designing effective, accessible, and inclusive learning environments in online courses.

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

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

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]

N/A

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

ODEL redesigned the Summer Institute, making it shorter and more focused on designing effective, accessible, and inclusive learning environments in online courses. Instructional Design Services also redesigned the course development process for greater effectiveness and efficiency, and this new process will be deployed in 2024. Online correspondence courses continue to be redesigned and updated for greater effectiveness with completion expected by the end of AY 2023-24.

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

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

- Number and square footage of completed capital projects resulting in square footage additions coded as “Academic” (MODIFIED) [Facilities]
- Number of faculty satisfied with the timeliness of classroom support compared to prior year (NEW) [IT Assistance Center]

- Average age of computers in open computer labs compared to prior year **(NEW)** [University Libraries]
- Average age of a classroom's infrastructure compared to prior year **(NEW)** [IT Assistance Center]

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

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

34 compared to 23 in AY 22

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

721 compared to 408 in AY 22

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

1, Mälardalen University (Sweden)

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

In AY 2022-2023, 86 students participated in Study-in-America programs, an increase of 40.9% increase, from the prior year.

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

69 students

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

Extension offered 8 Study-in-America programs in AY 2022-2023, the same number as in the prior year. Up to 5 new programs will be added in AY 2023-2024.

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]

ODEL did not support NEW hybrid or fully online degree programs in 2022-2023. We continue to support 3 graduate and 16 undergraduate programs. Up to 36 new degree programs are slated for launch in August 2023.

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

TXST awarded 107 new degrees from entirely online programs in AY 2022-2023 (9 UG, 98 GRAD), an increase of 4.9% over the previous year. The Office of Distance and Extended Learning consulted with Institutional Research to define online degrees more strictly as those students who graduated after taking online courses exclusively for the year prior to degree completion. The reporting for 2022-2023 only considered the degree data as estimates. Improved Banner coding was implemented this year to better distinguish between online and on-campus student populations to ensure more accurate data.

- 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]

4 ODEL reviewed data from student evaluations and qualitative input from the faculty to assist the faculty in improving the design of their individual courses.

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

One distance learning professional development and instructional design engagement with faculty took place in 2022-2023. The Intensive Summer Institute

program engaged 48 faculty over 5 weeks of professional development focusing on effective, accessible, and inclusive online course design.

- 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 AY 2022-2023, an increase of 7.9% over the previous year.

The discrepancy in numbers reported numbers 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.

HYBRID Courses

Row Labels	Sum of SECTIONS
2022	508
2023	548
Grand Total	1056

HYBRID Course Sections

Row Labels	Sum of SECTIONS
2022	1134
2023	1190
Grand Total	2324

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]

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

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

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]
- Number of students participating in the Undergraduate Research Conference and Honors Thesis Forum compared to prior year [Honors College]
- Number of graduate students completing thesis or dissertation projects compared to prior year [Graduate College]

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

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]
- Number of proposals developed with the assistance of Research and Sponsored Programs staff and grant writing contractors compared to prior year [VP for Research]
- Utilization of LEAP High Performance Computing (HPC) cluster compared to prior year **(MODIFIED)** [Technology Resources]
- Number of people conducting research at Texas State compared to prior year **(NEW)** [Provost/Deans]
- Number and square footage of completed capital projects resulting in square footage additions coded as “Research” **(MODIFIED)** [Facilities]
- Number of research-specific Environmental, Health, Safety, Risk and Emergency Management training courses taught compared to prior year (including attendance) (explain changes) **(MODIFIED)** [Environmental, Health, Safety, Risk and Emergency Management]
- Total value of eligible gifts submitted to the Texas Research Incentive Program (TRIP) for a match **(NEW)** [UA Business Operations]
- Total value of TRIP matching funds received by Texas State **(NEW)** [UA Business Operations]
- Number of research professional staff compared to prior year **(NEW)** [VP for Research]

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]

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)** [\[Faculty and Academic Resources/Human Resources\]](#)

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)** [\[Faculty and Academic Resources/Faculty Development/Talent Acquisition\]](#)
- 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 increase compared to levels in fall 2021. See below for more detailed breakouts and retention rates.

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

			2021			2022			
			Femal e	Mal e	Tota l	Femal e	Mal e	Tota l	
Administrative	Exempt	Asian	4	6	10	3	8	11	
		Black/African American	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/African American	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/African American	40	30	70	37	35	72	
		Hawaiian/Pacific Islander		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/African American			28	21	49	25	19	44
	Hawaiian/Pacific Islander						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 2020	Fall 2021
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 2020	Fall 2021	
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%
	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%	

		Fall 2020	Fall 2021	
Gender				
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 2020	Fall 2021	
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%
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- Number of online recruitment advertisements of job postings and advertising sources compared to prior year **(MODIFIED)** [Talent Acquisition]
- Number of applications received for staff positions (total, per posting, and average by exempt and non-exempt classification) compared to prior year **(MODIFIED)** [Talent Acquisition]
- Time to fill a staff position (overall and by division, exempt and non-exempt classification) compared to prior year **(MODIFIED)** [Talent Acquisition]
- Number of Performance Management assessments completed by annual May 31 due date compared to prior year **(MODIFIED)** [Human Resources]

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

- Number of annual plan progress reports submitted **(MODIFIED)** [AVP for Institutional Effectiveness]
- Number of university and division policies that are current/delinquent [AVP for Institutional Effectiveness]
- Number of administrative peer reviews conducted compared to prior year **(MODIFIED)** [All Vice Presidents]

N/A

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

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

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

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

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

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

- Number of security breaches compared to prior year **(MODIFIED)** [Information Security]
- Number of applications using Multi Factor Authentication compared to prior year **(MODIFIED)** [Information Security]
- Number of recorded compromised university email accounts via malicious email techniques compared to prior year **(NEW)** [Information Security]

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

- List of completed construction projects completed at Round Rock Campus and total cost **(MODIFIED)** [Facilities]
- Number of staff positions added at Round Rock Campus by division **(MODIFIED)** [VP for Round Rock Campus]
- Number of faculty satisfied with the timeliness of classroom support on Round Rock Campus compared to prior year **(NEW)** [IT Assistance Center]
- Utilization of distance learning platform (DLP)-enabled classrooms on the Round Rock Campus compared to prior year **(NEW)** [IT Assistance Center]
- List of completed construction and renovation projects **(NEW)** [Facilities]

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

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

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

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

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

- Number of NEW alumni and external constituents (parents, families, businesses) engaged in volunteer roles endorsed by Texas State (MODIFIED) [UA Business Operations]
- Number of NEW alumni and external constituents that engage with Texas State by making philanthropic investments (MODIFIED) [UA Business Operations]

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

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

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

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

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

- Number and total cost of deferred capital renewal projects completed compared to prior year **(MODIFIED)** [Facilities]
- Number and total cost of NEW infrastructure expansion, repair, and renovation projects completed **(MODIFIED)** [Facilities]
- Number, total cost, and total square footage of NEW construction or additions completed **(MODIFIED)** [Facilities]

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

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

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