

PROGRESS REPORT FOR 2020-2021 OF THE 2017-2023 TEXAS STATE UNIVERSITY PLAN

1. PROMOTE THE SUCCESS OF ALL STUDENTS

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

- Number of NEW curricular and co-curricular activities specifically aimed at improving overall student experience and satisfaction and total participation **(NEW)** [Vice President for Student Affairs]

There were five new curricular and co-curricular activities specifically aimed at improving overall student experience and satisfaction with a total of 9,304 participants. The spike in attendance compared to 2019-2020 was due to one of the activities being held virtually.

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

There were five new curricular and co-curricular activities surveyed in 2020-2021.

The Telehealth Visit Survey scored a 4.5 or higher on average.

Three new activities, Sewell Splash, Living Like Boko, and Healthy Living in College had an average 4.52 student satisfaction.

The Virtual Student Organization Fair survey indicated 64 percent satisfaction.

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

In 2020-2021, there were 5,547,544 total screen views compared to 9,361,106 in 2019-2020. There was a significant decrease in total TXST Mobile app screen views due to COVID-19. The most popular component was Shuttles, which often drives students to the app several times a day.

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

There were no student satisfaction surveys conducted in 2020-2021 due to low on-campus student population. The impacts of COVID-19 caused many dining locations to be closed. Surveys will begin again in 2021-2022.

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

- Undergraduate and graduate enrollment figures compared to prior year [\[Institutional Research\]](#)

During fall 2020, 33,193 undergraduate students were enrolled compared to 33,917 in fall 2019, a decline of 2.1 percent. At the graduate level, 4,619 students were enrolled in fall 2020 compared to 4,270 in fall 2020, an increase of 8.2 percent.

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

Texas State had 19 community college articulation agreements. This is the first year for reporting this data.

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

There were seven new enrollment management initiatives that resulted from the use of actionable data.

1.3 Increase student retention and graduation rates.

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

There were 28 new academic initiatives implemented to increase student retention.

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

In 2020-2021, the Division of Academic Affairs reported eight new academic initiatives implemented to increase graduation rates. The Division of Student Affairs did not report any new initiatives.

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

The one-year retention rate for first-time, full-time undergraduates increased from 75.6 percent for the fall 2018 cohort to 76.8 percent for the fall 2019 cohort. The one-year retention rate for full-time transfer undergraduates increased from 82.1 percent for the fall 2018 cohort to 83.7 percent for the fall 2019 cohort.

The one-year retention rate for master's students decreased from 85.4 percent for the fall 2018 cohort to 85.1 percent for the fall 2019 cohort.

The one-year retention rate for professional students increased from 97.6 percent for the fall 2018 cohort to 100 percent for the fall 2019 cohort.

The one-year retention for doctoral students decreased from 94.4 percent for the fall 2018 cohort to 91.4 percent for the fall 2019 cohort.

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

The six-year graduation rate for the fall 2015 first-time, full-time undergraduate cohort increased to 56.9 percent compared to 54.9 percent for the fall 2014 cohort. This was a 3.6 percent increase.

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

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

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

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

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

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

The Peer Mentoring program provides first-year students an experienced undergraduate mentor to help new students transition academically and socially to life at Texas State. In 2020-2021, peer mentors served 2,805 first-time college students. The retention rate of mentored students was 80 percent, an increase from 77.3 percent in 2019-2020. Furthermore, the 80 percent retention for mentored students was much greater than the 68.6 percent retention rate for non-mentored students in their first year of college during the 2020-2021 academic year.

The Academic Coaching program empowers students to take an active approach to their own learning by using intentional methods to help students develop essential skills to improve overall success. For 2020-2021, academic coaches served 2,103 first-time college students during the fall 2020 semester. The persistence rate of first-time college students that received coaching services was 93.4 percent, an increase from 91.2 percent in the prior year. Furthermore, the 93.4 percent persistence rate was greater than the 89.2 persistence rate for first-time college students that did not receive academic coaching services in their first semester.

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

The median time to degree for undergraduates who graduated decreased 5.1 percent from 3.9 years in 2019-2020 to 3.7 years in 2020-2021.

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

In 2020-2021, 1,402 graduate degrees were awarded compared to 1,369 in 2019-2020.

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

In fall 2020, 912 students cancelled for non-payment compared to 1,093 in fall 2019.

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

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

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

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

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

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

In 2020-2021, the Division of Academic Affairs' Financial Aid and Scholarships Office reported 683 endowed scholarships worth \$300,000,000 and 224 faculty and program support endowments, including 7 endowment chairs and 23 endowed professorships. In comparison, in 2019-2020 there were 661 endowed scholarships worth \$225,519,535 and 216 faculty and program support endowments, including 7 endowed chair and 23 endowed professorships.

In the Division of University Advancement, Business Operation and Endowment Services reported 956 endowments for 2020-2021 compared to 918 for 2019-2020.

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

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

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

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

A total of 48,275 advising appointments were served by college advising centers in 2020-2021, reflecting an 11 percent decrease from 54,389 appointments held in 2019-2020. This was due to a combination of the pandemic and the delimitation of 11 advising positions. However, Covid-19 pandemic operations increased other contacts for advising centers categorized as drop-in advising (e.g., requests by student for an email advising plan, etc.). Drop-in advising was 75, 877 contacts in 2020-2021 compared to 62,036 contacts in 2019-2020, a 22 percent increase.

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

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

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

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

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

There were 13 new academic support programs/activities with a reported 7,859 participants that ensured student success.

In the College of Liberal Arts, the Department of Political Science and Public Administration undergraduate coordinators expanded virtual advising sessions to serve 162 students. This was a 28 percent increase from the previous period.

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

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

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

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

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

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

Marketable skills have been newly identified for 12 continuing education courses in 2020-2021 compared to 14 in 2019-2020.

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

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

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

There were 5,682 students who used LinkedIn Learning certification programs and soft skill personal growth courses to foster individual development of students. This is the first year reporting this data.

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

- Number of NEW career support programs provided and number of participants in these new programs **(MODIFIED)** [Career Services]

Two new career support programs were provided with 691 participants.

- Number of academic credit internships/practicums completed by students compared to prior year as measured by Semester Credit Hour (SCH) in sources as coded **(MODIFIED)** [Institutional Research]

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

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

In 2020-2021, there were 2,324 career counseling appointments compared to 3,081 in 2019-2020. This constitutes a 25 percent decrease.

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

In 2020-2021, there were 1,145 career counseling appointments compared to 1,659 in 2019-2020. This constitutes a 31 percent decrease.

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

Class of 2020-2021	Number of Survey Respondents	Number Reporting Work or Continuing Education	Percentage Reporting Work or Continuing Education
Undergraduate	1476	908	62%
Graduate	430	285	66%
All Graduates	1906	1193	63%

Class of 2019-2020	Number of Survey Respondents	Number Reporting Work or Continuing Education	Percentage Reporting Work or Continuing Education
Undergraduate	1735	988	57%
Graduate	406	272	67%
All Graduates	2141	1260	59%

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

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

There were 10 new educational programs related to service learning, financial literacy, and leadership provided in 2020-2021 with 154 reported participants.

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

There were 19 new co-curricular activities related to service learning, financial literacy, and leadership provided in 2020-2021.

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

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

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

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

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

- Number of students with disabilities participating in support programs and services and types of disabilities compared to prior year **(MODIFIED)** [Disability Services]

In 2020-2021, there were 1,897 students with disabilities participating in support programs and services compared to 1,554 in 2019-2020.

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

There were a total of 1,109 new electronic and/or physical ADA compliance projects completed/available.

- Number of ADA-related errors per page for university-managed websites compared to prior year **(NEW)** [Special Assistant to the Vice President for Information Technology]

In 2020-2021, there were 976 ADA-related errors per page for university-managed websites compared to 1,834 in 2019-2020.

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

In 2020-2021, there were 10 software evaluations for disabilities that resulted in an ADA exception. This is the first year reporting this data.

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

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

There were 211 repair and renovation projects completed, totaling \$21,767,135.

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

There were 44 campus enhancement projects completed, totaling \$783,472.

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

There were four completed facilities construction and/or renovation projects in which the Department of Athletics was involved in collaborative planning, improving technology, and/or space utilization and optimization, totaling \$59,544,171.

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

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

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

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

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

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

The graduation rates for student-athletes for 2020-2021 was 63 percent, an increase from 57 percent in 2019-2020. Note that the NCAA Graduation Success Rate (GSR) was 76 percent. The GSR differs from the federal graduation calculation in two important ways. First, the GSR holds colleges accountable for student-athletes who transfer into their school. Second the GSR does not penalize colleges whose student-athletes transfer in good academic standing. Essentially, those student-athletes are moved into another college's cohort.

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

There were 14 new or modified programs for student-athletes that encouraged academic excellence, character development, and respectful interaction with others.

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

There were 14 new or modified programming for student-athletes that promoted their emotional, physical, and intellectual well-being.

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

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

In 2020-2021, there were 21 organizations that received special recognition compared to 632 in 2019-2020.

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

In 2020-2021, the LBJ Student Center reported a total of 1,971 students involved in 6,967 verifiable community service activities compared to 384 students with 26,111 in 2019-2020.

- Number of events held on Texas State campuses that provide opportunities for students to engage, through observation or participation, that model the values associated with equitable competition and engender university pride (e.g., athletic competitions, musical performances, etc.) compared to prior year **(MODIFIED)** [Deans]

In 2020-2021, 397 events were held on Texas State campuses that provide opportunities for students to engage, through observation or participation, that modeled the values associated with equitable competition, and engendered university pride compared to 2,944 in 2019-2020. The low numbers may be attributed to the COVID-19 pandemic.

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

There were two new training resources available for students related to First Amendment/Free Speech.

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

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

In 2020-2021, eight new faculty grants were awarded to incentivize adoption of OER aligned with goals of affordability, accessibility, and student success.

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

In 2020-2021, five OERs and low-cost textbook options were adopted compared to three in 2019-2020.

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

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

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

Semester	Number of Items in Reserve (Alkek Library Only)
Fall 2020	411
Spring 2021	431
Summer 2021	327
Fall 2019	467
Spring 2020	460
Summer 2020	406

The numbers of resources on reserve decreased due to the COVID-19 pandemic.

2. OFFER HIGH QUALITY ACADEMIC AND EDUCATION PROGRAMMING.

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

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

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

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

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

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

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

Colleges reported 15 new or modified academic programs that added multicultural or multi-perspective content.

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

There were 13 new or revised courses with multicultural or multi-perspective content and designation.

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

In 2020-2021, 15 faculty participated in the Multicultural Curriculum Transformation and Research Institute in 2021. The Multicultural Curriculum Transformation and Research Institute was not implemented in 2019-2020 due to the COVID- 19 pandemic.

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

There were 215 new initiatives designed to help students understand and appreciate diverse perspectives.

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

Academic units designed 22 new initiatives to help faculty create a learning environment that engages all students and enhances their learning where diverse perspectives are welcome.

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

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

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

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

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

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

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

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

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

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

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

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

There were 25 new programs/activities that improved capabilities in the face-to-face learning environment.

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

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

Two new programs/activities were offered to improve capabilities in hybrid and fully online learning environments.

- Number of active classrooms compared to the prior year **(NEW)** [IT Assistance Center]

There were 19 active classrooms. This number remained the same as last year due to budget reduction caused by COVID-19 during the academic year.

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

There was one new classroom and teaching laboratory enhancement project, totaling \$8,219,000.

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

There were 9,114 course offerings considered “Technologically Enhanced” based on usage of learning management system (LMS) feature sets.

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

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

There were two completed capital projects that resulted in additional 3,651 square feet coded as “Academic.”

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

In 2020-2021, 85 faculty responded to the survey regarding timeliness of classroom support in the San Marcos Campus. The average score for timeliness of classroom support was 4.45 out of 5.00. This is the first year reporting this data.

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

The average age of computers in open computer labs was 1.93 years.

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

In 2020-2021, the average age of Tier 1 classroom’s infrastructure was 5.84 while the average age of Tier 2 classroom’s infrastructure was 6.40. This is the first year reporting this data.

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

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

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

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

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

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

There were three new institutionally recognized international exchange programs.

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

In 2020-2021, 55 students participated in Study-in-America compared to 32 in 2019-2020.

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

A total of 119 new students participated in global immersion programs.

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

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

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

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

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

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

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

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

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

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

In spring 2021, 1,022 Best Practice Checklists, measuring student success, were collected and reviewed.

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

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

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

There were 3,187 new and continuing hybrid course sections offered in fall 2020 compared to 586 in fall 2019.

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

3.1 Achieve National Research University Fund (NRUF) eligibility.

- Total restricted research expenditures [\[AVP for Research and Sponsored Programs\]](#)

Restricted research expenditures totaled \$33.9 million in 2020-2021 compared to \$30.9 million in 2019-2020.

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

In FY21 the total endowment funds totaled \$299,205,865 compared to \$225,519,535 in FY20.

- Number of Ph.D. degrees awarded [\[Institutional Research\]](#)

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

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

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

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

In the Division of Academic Affairs, Honors College reported an active chapter of Phi Kappa Phi, #325. As of 2020-2021, the chapter has 622 active members (faculty, staff, and students)—meaning membership has nearly doubled since the 2019-2020 report, when active membership stood at 350 people. In the fall of 2020, a collaborative effort to build a campus application to join Phi Beta Kappa was spearheaded.

In the Division of Information Technology, University Libraries gained ARL membership in October 2020 and is in good standing.

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

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

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

Four Texas State faculty received notifications of prestigious CAREER awards from the National Science Foundation.

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

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

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

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

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

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

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

3.3 Encourage and promote student research opportunities.

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

There were 11 new curricular and co-curricular programs that provided students with research opportunities.

In the College of Education, the Department of Counseling, Leadership, Adult Education, and School Psychology established the Social and Academic Mindsets and Interventions (SAMI) Lab. Research in the SAMI Lab focuses on understanding

and promoting diversity, equity, and inclusion within educational settings. Two research projects are underway and include three graduate students.

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

In fall 2020, 40 students participated in the thesis forum, an increase from 21 in fall 2019. In spring 2021, 154 students participated in the Undergraduate Research Conference, an increase from 137 in spring 2020.

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

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

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

There were 17 new major undergraduate research opportunities provided with 100 reported students involved.

In the College of Science and Engineering, the Ingram School of Engineering co-hosted an NSF-funded Research Experience for Undergraduates in Advanced Manufacturing with the Department of Engineering Technology and offered the National Summer Transportation Institute program for Hispanic Serving Institutions to attract junior, senior, and graduate students to the field of transportation, a multi-disciplinary engineering discipline.

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

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

Research and development expenditures totaled \$72.5 million in 2020-2021 compared to \$70.7 million in 2019-2020.

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

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

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

In 2020-2021, there were 123 servers in use on the LEAP cluster used by 310 unique users compared to 123 HPC nodes used by 221 unique users in 2019-2020.

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

In 2020-2021, 609 people conducted research at Texas State. This is the first year for reporting this data.

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

One capital project resulting in 1,825 square footage addition coded as “Research” was completed.

- Number of research-specific Environmental, Health, Safety, Risk and Emergency Management training courses taught compared to prior year (including attendance) (explain changes) (MODIFIED) [Environmental, Health, Safety, Risk and Emergency Management]

In 2020-2021, six research-specific Environmental, Health, Safety, Risk and Emergency Management training courses were taught with an attendance of 1,710 compared to eight courses with the attendance of 1,800 in 2019-2020. This decrease was due to two in-person courses not being held due to COVID-19.

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

A total of \$3,170,500 eligible gifts were submitted to TRIP for a match.

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

A total of \$400,000 in TRIP matching funds were received by Texas State.

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

In 2020-2021, there were 178 research professional staff. This is the first year reporting on this data.

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

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

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

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

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

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

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

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

Rank	Fall 2020 Median Salary	Fall 2019 Median Salary
------	-------------------------	-------------------------

Administrative	\$264,116	\$258,812
Staff Exempt (unclassified)	\$ 73,301	\$ 70,185
Staff Non-Exempt (classified)	\$ 42,839	\$ 41,389

The administrative officer salaries were pulled by Human Resources using the job codes provided in the Texas State Administration Officer Pay Plan.

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

<u>Rank</u>	<u>Texas State</u>	<u>Peer</u>	<u>Comparison</u>
Professor	\$99,859	\$112,778	88.5%
Associate Professor	\$78,615	\$ 86,841	90.5%
Assistant Professor (excl new)	\$70,000	\$ 77,599	90.2%
Assistant Professor (incl new)	\$70,000	\$78,095	89.6%
Assistant Professor (new only)	\$70,000	\$78,320	89.4%
Senior Lecturer/Lecturer	\$48,827	\$56,108	87.0%

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

- Number of programs that provide assistance in strengthening faculty/staff recruitment, hiring, development, and retention compared to prior year (explain differences) **(MODIFIED)** [Faculty and Academic Resources/Faculty Development/Human Resources/Vice President for University Administration]

In 2020-2021, a total of 87 programs that provide assistance in strengthening faculty/staff recruitment, hiring, development, and retention compared to prior year (explain differences) compared to 17 in 2019-2020.

The Division of Academic Affairs reported seven new academic programs that assisted in strengthening faculty/staff recruitment, hiring, development, and retention in 2020-2021 compared to 17 in 2019-2020.

The Division of Finance and Support Services reported 78 new academic programs that assisted in strengthening faculty/staff recruitment, hiring, development, and retention in 2020-2021 compared to 65 in 2019-2020.

The Division of University Administration reported two new programs that provided assistance in strengthening faculty/staff recruitment, hiring, development, and retention compared to prior year. This is the first time the team has developed search

profiles for the university to recruit for executive positions without the need for executive search firms.

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

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

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

* Defined by EEO Category

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

** Defined by EEO Category and Contract

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

** Defined by EEO Category and Contract

Source: SAP Database

Five Year Retention									
Fall 2015	Men			Women			Grand Total		
Full-time Faculty*	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention
01 International	30	14	46.7%	20	10	50.0%	50	24	48.0%
02 Hispanic	59	42	71.2%	70	51	72.9%	129	93	72.1%
03 Am-Indian	3	2	66.7%	1		0.0%	4	2	50.0%
04 Asian	48	37	77.1%	27	20	74.1%	75	57	76.0%
05 Black/Afr Am	17	11	64.7%	14	9	64.3%	31	20	64.5%
06 Hawaiian/Pac Isd									
07 White/Non-Hispanic	434	280	64.5%	430	289	67.2%	864	569	65.9%
08 Multi-racial	8	2	25.0%	3	3	100.0%	11	5	45.5%
09 Unknown	44	35	79.5%	44	31	70.5%	88	66	75.0%
Grand Total	643	423	65.8%	609	413	67.8%	1252	836	66.8%
* Defined by EEO Category									
Five Year Retention									
Fall 2015	Men			Women			Grand Total		
Full-time Staff Exempt (unclassified)**	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention
01 International	3	1	33.3%	5	1	20.0%	8	2	25.0%
02 Hispanic	55	34	61.8%	119	60	50.4%	174	94	54.0%
03 Am-Indian	3		0.0%	1	1	100.0%	4	1	25.0%
04 Asian	7	3	42.9%	10	6	60.0%	17	9	52.9%
05 Black/Afr Am	24	10	41.7%	27	11	40.7%	51	21	41.2%
06 Hawaiian/Pac Isd	1		0.0%				1		0.0%
07 White/Non-Hispanic	236	112	47.5%	330	169	51.2%	566	281	49.6%
08 Multi-racial	7	3	42.9%	5	3	60.0%	12	6	50.0%
09 Unknown	2	1	50.0%	2	1	50.0%	4	2	50.0%
Grand Total	338	164	48.5%	499	252	50.5%	837	416	49.7%
** Defined by EEO Category and Contract									
Five Year Retention									
Fall 2015	Men			Women			Grand Total		
Full-time Staff Non-Exempt (classified)**	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention	As of 11/1/2015	Retained 1-Nov-20	Rate of Retention
01 International									
02 Hispanic	227	126	55.5%	255	144	56.5%	482	270	56.0%
03 Am-Indian	1		0.0%	2	1	50.0%	3	1	33.3%
04 Asian	6	3	50.0%	5	3	60.0%	11	6	54.5%
05 Black/Afr Am	24	12	50.0%	21	14	66.7%	45	26	57.8%
06 Hawaiian/Pac Isd				1		0.0%	1		0.0%
07 White/Non-Hispanic	240	117	48.8%	319	157	49.2%	559	274	49.0%
08 Multi-racial	5	3	60.0%	7	2	28.6%	12	5	41.7%
09 Unknown	1	1	100.0%	4	2	50.0%	5	3	60.0%
Grand Total	504	262	52.0%	614	323	52.6%	1118	585	52.3%
** Defined by EEO Category and Contract									

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

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

9/1/2019-8/31/2020: 18.03%

(NOTE: Texas State implemented a Voluntary Separation Incentive Program in FY20, and 99 employees took advantage of the program).

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

	<u>Exempt Positions</u>		<u>Non-Exempt Positions</u>					
9/1/19-8/31/20	10.99%		36.88%					
9/1/20-8/31/21	9.15%		20.97%					
<u>Age Bracket:</u>	<u><30</u>	<u>30-39</u>	<u>40-49</u>	<u>50-59</u>	<u>60+</u>			
9/1/2019-8/31/2020	30.77%	16.67%	9.06%	13.8%	28.94%			
9/1/2020-8/31/2021	29.60%	14.90%	6.43%	5.44%	14.52%			
<u>Race Category:</u>	<u>AI/AK</u>	<u>AP</u>	<u>BA</u>	<u>HL</u>	<u>HIP</u>	<u>W</u>	<u>UK</u>	<u>2+</u>
2020/2021	40%	11.76%	17.71%	9.18%	100%	11.68%	11.76%	13.86%
2019/2020	31.58%	13.67%	19.35%	14.24%	0	18.44%	18.52%	18.44%
<u>Gender</u>	<u>Male</u>		<u>Female</u>		<u>Unknown</u>			
0/1/2019-8/31/2020	17.07%		18.61%		18.18%			
9/1/2020-8/31/2021	10.32%		13.8%		0			

- Number of online recruitment advertisements of job postings and advertising sources compared to prior year **(MODIFIED)** [Vice President for University Administration]

For 2020-2021, there were a total of 655 online recruitment advertisements of job postings across 29 unique advertising sources compared to 672 across 16 unique advertising sources reported by Human Resources in 2019-2020.

- Number of applications received for staff positions (total, per posting, and average by exempt and non-exempt classification) compared to prior year **(MODIFIED)** [Vice President for University Administration]

In 2020-2021, a total of 11,937 applications were received – 7,119 exempt and 4,818 non-exempt. In 2019-2020, a total of 11,165 applications were received – 6,117 exempt and 4,766 non-exempt.

- Time to fill a staff position (overall and by division, exempt and non-exempt classification) compared to prior year **(MODIFIED)** [Vice President for University Administration]

For 2020-2021, there were 387 staff positions filled with an overall time to fill of 52.67 compared to 326 staff positions filled with an overall time to fill of 65.23 in 2019-2020.

Exempt positions' time to fill for 2020-2021 was 54.38 days compared to 56.39 in 2019-2020.

Non-exempt positions' time to fill for 2020-2021 was 50.53 days compared to 61.14 in 2019-2020.

The following information reflects the time to fill a staff position by division:

<u>Division</u>	<u>2020-2021</u>	<u>2019-2020</u>
Academic Affairs	49.93	56.01
Finance and Support Services	58.13	92.51
Student Affairs	57.96	53.22
Information Technology	64.44	84.67
University Advancement	51.43	90.8
University Administration	54.47	68.36
Athletics	36.82	53.65

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

In 2020-2021, 1,669 out of 1,912 (87.3%) Performance Management assessments were completed by the annual May 31 due date compared to 1,372 out of 1,752 (78.3%) in 2019-2020. The completion rate by due date improved nine percent year over year.

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

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

There were 22 strategic plan progress reports from 22 reporting areas submitted for a 100 percent submission rate.

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

As of August 2021, eight university policies and three division policies (one in Academic Affairs, one in Finance and Support Services, and one in Student Affairs) were delinquent.

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

In 2020-2021, there were five administrative peer reviews conducted compared to 13 in 2019-2020.

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

During the 2020-2021 academic year, five graduate level programs were scheduled for academic program review. Reviews for the five graduate programs were completed and submitted to the Texas Higher Education Coordinating Board in a timely manner. None were scheduled for review in 2019-2020.

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

- Total dollar amount raised compared to prior year **(MODIFIED)** [AVP for University Advancement]

For 2020-2021, the university raised \$18,796,233 compared to \$18,503,288 in 2019-2020.

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

The total amount, \$18,796,233, raised in 2020-2021 is itemized in the following strategic fundraising priorities:

Student Scholarships and Engagement Programing = \$9,571,587

Research and Endowed Faculty Positions = \$4,199,250

Athletics = \$4,170,538

Facilities = \$854,859

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

A total of \$8,250 was raised by students for philanthropic projects.

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

- Number of safety and security programs offered compared to prior year (explain differences) **(MODIFIED)** [Environmental, Health, Safety, Risk and Emergency Management/University Police Department]

In 2020-2021, Environmental, Health, Safety, Risk and Emergency Management offered 15 safety and security programs. This is the first year reporting this data.

- Number of educational and/or training activities provided compared to prior year related to applicable laws (e.g., Title IX, Campus Safety Act, Violence Against Women Act) **(MODIFIED)** [Environmental, Health, Safety, Risk and Emergency Management/University Police Department/Vice President for University Administration]

In 2020-2021, there were 77 educational and/or training activities provided related to applicable laws compared to one in 2019-2020.

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

In 2020-2021, there were 1,627 participants in personal and community safety trainings. This was the first year reporting this data.

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

In 2020-2021, there were 243 lab safety inspection violations compared to 232 in 2019-2020.

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

- Number of security breaches compared to prior year **(MODIFIED)** [Information Security]

In 2020-2021, there were two security breaches compared to three in 2019-2020.

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

In 2020-2021, there were 367 applications using Multi Factor Authentication compared to 301 in 2019-2020.

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

In 2020-2021, there were 159 recorded compromised university email accounts via malicious email techniques. This is the first year reporting this data.

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

- List of completed construction projects completed at Round Rock Campus and total cost **(MODIFIED)** [Facilities]

There was one construction project completed at Round Rock Campus, totaling \$2,294,000.

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

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

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

Three faculty responded to the 2020-2021 survey regarding satisfaction with the timeliness of classroom support at the Round Rock Campus. The average score was 5.00 out of 5.00. This is the first year reporting this data.

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

In 2020-2021, there were 15 classes taught using the DLP-enabled classrooms at the Round Rock Campus. This is the first year reporting this data.

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

The following construction and renovation projects were completed in 2020-2021:

- A campus recreation space was added on the first floor of Avery Building at the Round Rock Campus.
- The Department of Health Information Management and the Radiation Therapy Program were relocated from the San Marcos Campus to the Nursing and Avery Buildings at the Round Rock Campus.

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

- Number of campus business improvement projects completed **(MODIFIED)** [Vice President for Finance and Support Services]

There were 11 campus business improvement projects completed.

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

In 2020-2021, the estimated cost per electronic document processed was \$1.49 compared to \$1.73 in 2019-2020.

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

In 2020-2021, 66 percent of faculty and 82 percent of staff were satisfied with Information Technology services and support. This is the first year reporting this data.

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

In 2020-2021, 83 percent of students were satisfied with Information Technology services and support. This is the first year reporting this data.

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

In 2020-2021, 43 percent of employees signed up to receive electronic W-2s compared to 45 percent in 2019-2020.

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

In 2020-2021, there were 31 vendors in the TSUS Marketplace compared to 29 in 2019-2020.

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

In 2020-2021, there were zero individuals using Concur Travel Management tools. This is due to the fact that it did not go live until October 2021.

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

- Number of applicants by federally defined categories as compared to prior year **(NEW)** [Vice President for University Administration]

In 2020-2021, there were a total of 11,165 applicants compared to 12,211 in 2019-2020.

<u>Gender</u>	<u>2020-2021</u>	<u>2019-2020</u>
Female	5,917	6,316
Male	4,546	5,237
Blank	702	658
<u>Race</u>	<u>2020-2021</u>	<u>2019-2020</u>
American Indian or Alaska Native	87	78
Asian	314	316
Black or African American	1,272	1,373
Hispanic	3,530	3,784
Native Hawaiian/Other Pacific Islander	30	17
White	6,132	6,861
Other	361	321
More Than One	396	400
Blank	2,573	2,845

- Number of new hires by federally defined categories compared to prior year **(MODIFIED)** [Vice President for University Administration]

In 2020-2021, there were a total of 408 new hires compared to 325 in 2019-2020.

<u>Gender</u>	<u>2020-2021</u>	<u>2019-2020</u>
Female	237	179
Male	139	132
Blank	32	14
<u>Race</u>	<u>2020-2021</u>	<u>2019-2020</u>
American Indian or Alaska Native	2	1
Asian	11	8
Black or African American	32	29
Hispanic	133	112
Native Hawaiian/Other Pacific Islander	0	0
White	217	173
Other	12	9
More Than One	12	7
Blank	122	98

- Number of non-academic cultural and diversity programs provided compared to prior year **(MODIFIED)** [Vice President for University Administration]

In 2020-2021, there were 119 non-academic cultural and diversity programs provided compared to 131 in 2020-2021. This decrease was due to the need to transition programs to online or to cancel them because of the pandemic.

- Number of faculty and staff who participate in the internal inclusion skill certificate program compared to prior year **(NEW)** [Vice President for University Administration]

In 2020-2021, there were 234 faculty and staff who participate in the internal inclusion skill certificate program. This is the first year reporting this data.

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

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

In 2020-2021, 188 alumni and external constituents engaged in volunteer roles endorsed by Texas State.

- Number of NEW alumni and external constituents that engage with Texas State by making philanthropic investments **(MODIFIED)** [UA Business Operations]

In 2020-2021, 1,776 alumni and external constituents engaged with Texas State by making philanthropic investments.

- Number of recent (graduated within last five years) alumni donating to Texas State compared to prior year **(MODIFIED)** [UA Business Operations]

In 2020-2021, 266 recent (graduated within the last five years) alumni donated to Texas State compared to 487 in 2019-2020.

- Number of NEW alumni and external constituents engaged in experiences that are valued by Texas State, promote its mission, celebrate its achievements, and strengthen its reputation **(NEW)** [Deans/UA Business Operations]

There were 896 new alumni and external constituents engaged in experiences that are valued by Texas State, promote its mission, celebrate its achievements, and strengthen its reputation

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

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

Academic units provided ten new student health and wellness programs in 2020-2021 with 410 participants compared to five new programs with 3,206 participants in 2019-2020.

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

In 2020-2021, there were 424 faculty and staff health and wellness programs provided with 2,676 participants compared to 869 programs with 5,089 participants in 2019-2020.

The reason for the decline was due to COVID 19 causing all services to transition from in-person classes to virtual. Budget cuts also decreased the number of instructors available to teach classes, which in turn affected the number of programs offered. Employees were trying to adjust to the lifestyle changes brought on by the pandemic, so their focus changed from focusing on their health and wellness to

adjusting to remote work, learning technology, managing family dynamics, etc., which also decreased participation numbers.

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

In 2020-2021, the Employee Assistance Program utilization rate was 3.9 percent compared to 4.4 percent in 2019-2020.

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

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

In 2020-2021, Athletics successfully implemented COVID-19 safety protocols and hosted 135 NCAA Division I Athletic Events.

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

- Number and total cost of deferred capital renewal projects completed compared to prior year (MODIFIED) [Facilities]

In 2020-2021, five deferred capital renewal projects totaling \$4,362,470 were completed compared to 10 capital renewal projects totaling \$8,336,467 in 2019-2020.

NOTE: Projects were placed on hold in FY21 due to COVID-19.

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

There were 125 new infrastructure expansion, repair, and renovation projects completed for a total cost of \$1,390,499.

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

One new construction project was completed at a cost of \$5,100,000, creating an additional 3,500 square feet.

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

In 2020-2021, there were 22 technology access points that experienced an average airtime utilization of 50 percent or greater. This is the first year reporting on this data.

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

In 2020-2021, the network reliability was 99.49 percent. This is the first year reporting on this data.

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

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

In 2020-2021, there were 185 active HUB vendors compared to 183 in 2019-2020.

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

In 2020-2021, there was a \$10,961,266 construction value issued to HUB vendors compared to \$14,937,153 in 2019-2020.

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

In 2020-2021, there were seven active mentor/protégé partnerships compared to five in 2019-2020.

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

In 2020-2021, the total university procurement with HUB vendors was \$21,822,778 compared to \$28,900,542 in 2019-2020.