Goal 1: Promote academic quality by building and supporting a distinguished faculty.

1.1 Increase average full-time faculty salaries at all ranks.

Key Performance Indicators*:
- Median salary levels for each rank including professor, associate professor, assistant professor, and lecturer

1.2 Increase number of full-time faculty as a percent of all faculty FTE.

Key Performance Indicators*:
- Number and percent of full-time faculty including tenured administrators

1.3 Provide merit increases and other recognitions based on performance in order to retain highly competent faculty.

Key Performance Indicators*:
- Merit increases awarded/not awarded
- List of new recognitions received

1.4 Provide a university infrastructure (including equipment and facilities) to support teaching, research, and scholarly and creative activity.

Key Performance Indicators*:
- Number and dollar value of facility upgrades made this year
- Major equipment purchases and acquisitions
- Number of Library expansions
- Number of Technology Resource developments
1.5 Offer academic programs that are nationally and internationally competitive.

**Key Performance Indicators**:  
- List of current national/international program recognitions  
- List of current national/international student awards and recognitions  
- Number of academic programs accredited or reaccredited

1.6 Strengthen research and scholarly/creative activity efforts through achieving increases in sponsored program expenditures including collaboration across disciplines.

**Key Performance Indicators**:  
- Current sponsored program expenditure dollars  
- List of new cross-discipline collaborative sponsored programs

1.7 Provide start-up funds in order to attract and retain distinguished faculty to conduct research and attract external grants.

**Key Performance Indicators**:  
- Academic start-up dollars awarded (division and college)  
- Library start-up funds awarded

1.8 Support faculty efforts in international research.

**Key Performance Indicators**:  
- List of new international research efforts and scholarly/creative activities  
- International travel funds provided (division and college)  
- Number of Fulbright Research Scholars and other international fellowships  
- Number of visiting scholars supported  
- List of new technology support activities for international research

1.9 Pursue National Research University Fund (NRUF) eligibility.

**Key Performance Indicators**:  
- NRUF Eligibility  
  - Total restricted research expenditures
- Total endowment funds
- Number of doctor of philosophy (PhD) degrees awarded
- Percentage of first-time entering freshmen in the top 25% of their high school class
- Average SAT and ACT scores of first-time entering freshmen
- Status as a member of the Association of Research Libraries, having a Phi Beta Kappa chapter, and Phi Kappa Phi chapter
- Number of tenured/tenure-track faculty who have achieved national or international 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.
- Number of graduate level programs and graduation rates for master’s and doctoral programs

1.10 Increase Texas Research Incentive Program (TRIP) awards.

**Key Performance Indicators**:  
- Number and total dollar amounts of TRIP-eligible submissions/awards
- Total dollar amount of matching funds received from TRIP for the year

**Goal 2: Provide opportunities for a public university education and contribute to economic and cultural development.**

2.1 Move forward on the goals of participation, success, and excellence.

**Key Performance Indicators**:  
- Freshman class size compared to prior year and percent change
- Overall enrollment compared to prior year and percent change
- Overall African American and Hispanic enrollments compared to enrollments of previous year
- Rate of participation (applications for admission) and success (freshman to sophomore retention rate and graduation rates)

2.2 Continue engagement in the economic development of the region.

**Key Performance Indicators**:  
- List of current economic collaborations with external constituents
- Number of clients in STAR Park
• Number of clients, job creation and retention, business starts and expansions, and cultural infusion in Small Business and Development Center (SBDC)
• Number of clients in the Office of Commercialization and Industry Relations (OCIR)

2.3 Continue engagement in the cultural development of the region.

Key Performance Indicators*: 
• List of current cultural collaborations with external constituents (e.g., Wittliff program development, lecture series, performance and creative arts events)

The LBJ Student Center has seven chartered student organizations that are advised within the department. Each of them has had a role in providing collaborative programming that promotes cultural understanding.

The Student Organizations Council hosted a diversity and leadership development speaker, Stan Pearson, in conjunction with several LBJ Student Center offices, Student Diversity and Inclusion, and the Equity and Access office. A new category of student organization funding was established to support Common Experience programming.

Student Involvement @ LBJSC, Retention Management and Planning and the Student Volunteer Connection collaborated to increase the volunteer agencies at the Volunteer Fair by 50%.

The Student Volunteer Connection worked with over 60 local and regional agencies to promote service and to provide opportunities for students to volunteer. The SVC itself completed over 2,000 hours of service.

'Service Saturdays' were implemented to provide service opportunities within the San Marcos area. The LBJ Student Center participates in an 'Adopt a Spot' program with the City of San Marcos' Keep San Marcos Beautiful campaign'.

Bobcat Break saw a 76% increase in applicants. Forty students, two graduate students and four full-time staff members completed 1458 hours of service throughout spring break at locations in Texas, Arkansas and Louisiana. The projects focused on homelessness, parks reclamation, community needs and children with disabilities.

Student Association for Campus Activities Culture Fest was a successful event promoting cultural understanding - including food and performances
from cultural and ethnic groups represented on campus.

Riverfest sponsorship was created to promote partnerships in the community, including off campus housing complexes, food vendors and grocery stores.

Cat Camp provided diverse experiences to incoming students including training for counselors on 'microaggressions and inclusion'.

Bobcat Build serves the SM and Hays County communities with Texas' second largest one day of service program. The participants in 2015 included 4,500 registered volunteers at 250 sites. The program built solid partnerships with local businesses for sponsorships and in-kind donations.

Bobcat Preview collaborates with a great majority of the campus with programs and services from every division. The San Marcos Police Department has been a contributor to the Alcohol 101 program to bring attention to community safety efforts. One workshop provided in this required program for all new freshmen students focuses on Diversity and provides a snapshot of the cultural and ethnic diversity experienced on campus.

Many student organizations are chartered under the Dean of Students Office and advised in the different areas of the office. These chartered student organizations with the help from the Dean of Students Office areas contributed to expanding the cultural development through the external collaborations that facilitated the following events in 2014-2015:

1) The Student Leadership Board with assistance from the Dean of Students Office Leadership Institute hosted a leadership conference at Wiley Middle School in Leander, Texas for approximately 55 students on Saturday, October 18, 2014. The conference was presented and facilitated by 14 student leaders on topics such as communication and professionalism, leadership and peer pressure, decision-making, and college preparation.

2) The Interfraternity Council with assistance from the Dean of Students Office Greek Affairs organized a canned food drive and collaborated with the Hays County Food Bank to provide over 900 lbs of canned goods to local families in Hays county in November 2014.

3) The Programming Board with assistance from the Dean of Students Office Greek Affairs collaborated with St. Jude Children's research hospital to host a 5K run for both students and community members with proceeds benefiting the hospital in April 2015.

4) The Programming Board with assistance from the Dean of Students Office Greek Affairs collaborated with the South Central Blood and Tissue center to host a blood donation drive benefiting the local community in
April 2015.
5) The National Pan-Hellenic Council with assistance from the Dean of Students Office Greek Affairs collaborated with the Stoney Brook Retirement Community to host an event entitled Senior Prom, where students were able to give back to the community and build positive relationships with local senior citizens.

2.4 Increase undergraduate student scholarships and graduate student financial support in an effort to improve recruitment and retention of students.

Key Performance Indicators*:
- Number of new scholarships awarded
- Number of new merit scholarships awarded
- Total dollar amounts of new scholarships and average award amounts
- Other dollars contributed toward undergraduate and graduate student financial support (division and college)
- Percentage increase in salary levels for graduate assistants

2.5 Internationalize the curriculum.

Key Performance Indicators*:
- Number and list of new/revised courses and programs with international content
- Number of faculty participants in globalization workshops

2.6 Encourage faculty and students in pursuing global academic experiences.

Key Performance Indicators*:
- Number of faculty-led study abroad programs
- Number of students studying abroad
- Number of Fulbright Teaching Scholars
- Number and list of student international research efforts and scholarly/creative activities (presentations, papers, etc.)
- Number and list of student international teaching activities
- Number and list of student international service activities
- Dollars contributed toward study abroad scholarships
- Number of institutionally-recognized international exchange programs
- Number and list of countries impacted
- Number and list of staff-led international experiences
Campus Recreation led a two week international trip to Peru in May 2015 for 16 students.

Two students from the Dean of Students Office Leadership Institute participated in an 11-Day International Immersion Experience from June 15-June 26, 2015 visiting Barcelona, Granada, Costa del Sol, Seville, Cordoba, Madrid, and Toledo.

Career Services: Help students apply to study abroad programs from a career perspective; provide "Going Global" online resource to facilitate study abroad program and internship options and decisions.

2.7 Maintain a vigorous, targeted recruitment and marketing campaign.

Key Performance Indicators*:
- List of new or major modifications to undergraduate and graduate recruitment initiatives
- List of new or major modifications to marketing efforts implemented

Parent and Family Relations housed in Retention Management and Planning, developed and actively maintains a Facebook site to help engage families from across the state. Currently there are over 2000 followers to their twice weekly posts. In addition, an e-newsletter is distributed to over 11,000 unique e-mail accounts each month.

Career Services: Active participation in Cats Caravans.

2.8 Recognize the role of Athletics in developing the image of the university and enhancing economic and cultural development.

Key Performance Indicators*:
- Number and list of new Texas State athletic advertisements placed
- List of all athletic events on local or national television
- Average number of athletic events each year, home and away
- Total economic impact from athletic events on local community
- Product licensing income for the year and new licenses added around the State of Texas
- Increase in membership for Bobcat Club for the year

2.9 Expand delivery of distance learning.

Key Performance Indicators*:
- Number of new online and hybrid SCH as a percent of overall offered
Goal 3: Provide a premier student-centered, educational experience that fosters retention and success.

3.1 Increase student retention and graduation rates.

Key Performance Indicators*:
- Student retention rates compared to prior year (college and institutional)
- Student graduation rates compared to prior year

3.2 Create and deliver co-curricular experiences to promote student success.

Key Performance Indicators*:
- Number and list of new co-curricular activities provided
- Number of attendees at each co-curricular event

During the 2014-2015 academic year and in collaboration with the Office of Retention Management and Planning, the Department of Housing and Residential Life implemented a new program, entitled "House Calls." The House Calls program involved the student staff in each residence hall meeting with individual students in their respective rooms during a three week period shortly after the Spring Break in 2015. RAs met with over 2,300 students (over 36% of those living in residence halls) during that time period. The RAs primarily asked students to talk with them about their personal and academic progress; if students indicated a need in a particular area, the RAs helped those students identify various support resource locations across the campus. The program is continuing into the 2015-2016 academic year.

Retention Management and Planning's Students Who Are Parents program administers events for undergraduate and graduate students with children. The objective of the program is to meet the needs of the students and provide support to the family. The monthly events are inclusive of all family members. Transfer Student Success Team completed the first year of a three-year project to identify programs to address the needs of students who transfer within the past 12 months. The team continues to develop assessments using a variety of methods to learn the needs of transfer students. Brilliant Bobcats implemented a session on financial literacy to assist students in their efforts to become more successful while at Texas State.
The LBJ Student Center hosts a wide variety of programs throughout the year. The seven chartered student organizations as well as the department itself sponsors co-curricular activities that promote student success. Of the 143 programs offered, 53 were either new or revised.

New/Revised co-curricular programs for 2014-2015 included the following:

* September 9  Musician Lyle Divinsky - 50 students in attendance
* September 15  Loteria/Bingo - 45 students attended
* September 17  Comedian Matt Broussard - 90 students attended
* September 23  Comedy "Preferred Parking Tour" - 125 students attended
* September 25  Sex in the Dark Program - 225 students attended
* September 29  Stan Pearson for Student Employees: "The Salsa Life" - 74 students attended
* September 29  Stan Pearson: "Just Because I am... Doesn't Mean" - 73 students attended

* October 4  NTSO - VATS Tailgate - 33 students attended
* October 7  Musician Robert Baker - 45 students attended
* October 9  Poet Neil Hilborn - 27 students attended
* October 28  Comedian Tracey Ashley - 77 students attended
* October 29  Trick-or-Treat for Canned Goods - 31 students attended
* November 7  Hunger Banquet - 21 students attended
* November 17  Henna Night - 20 students attended
* November 19  Found Footage Festival - 55 students attended
* November 20  Hunger Games Trivia Night - 26 students attended
* December 3  DeStress Fest - 34 students attended
* February 3  Valentine's Day Cards for Senior Citizens (Service Update) - 21 students attended
* February 10 - 13  Blood Drive - 45 students participated
* February 14  Single Mingle Game Night - 38 students attended
* February 17  The Roommate Game - 25 students attended
* February 17  Coloring Books for Boys and Girls Club (Service Update) - 22 students attended
* February 20  Tina B. - 32 students attended
* February 24  ZuZu African Acrobats - 158 students attended
* February 27  Nick Guerra - 52 students attended
* March 3  Care to Lengths (Service Update) - 10 students attended
* March 7  Culture Fest - 177 students attended
* March 10  Treat Yourself Tuesday - 25 students attended
* March 11  Emma Willmann- 57 students attended
* March 15  Service Opportunity: Hays County Food Bank - 4 students attended
* March 17  Service Opportunity: Habitat for Humanity - 5 students attended
* March 24  Want a Treat (Service Update) - 42 students attended
* March 30  Two Worlds - 36 students attended
* March 30  Hilary Corna - 22 students attended
The Dean of Students Office includes Greek Affairs and the Leadership Institute, which are two areas that host many co-curricular events each year to promote student success. The new/modified 2014-2015 co-curricular programs promoting student success included the following:

1) Greek Affairs Programming Board, a chartered student organization, hosted the Epsilon Lambda Alpha organization kick off with speaker Dr. Lori Hart from Campuspeak in October 2014. The presentation was focused on leadership skills and approximately 150 students were in attendance.

2) Greek Affairs held the Chapter Presidents retreat at T Bar M in New Braunfels focusing on leadership skills development and continued development of the Greek community on campus. A total of 40 students were in attendance, 35 participants and 5 student facilitators.

3) Greek Affairs Programming Board hosted a blood donation drive in April 2014 benefiting the South Central Texas Blood Bank. Approximately 45 students donated 90 pints of blood.

4) Greek Affairs Programming Board hosted a 5K fun run benefiting St. Jude Children’s Research Hospital in April of 2014 with approximately 100 attendees between participants and volunteers.

5) Greek Affairs held their first Risk Management training in September 2014, which included the state mandated risk management presentation and break-out sessions covering leadership skills, financial planning, business meeting etiquette, university policies, recognizing signs and available resources for students experiencing mental health challenges, and university resources available to help students improve academics. Approximately 110 student leaders were in attendance.

6) Workshops as part of the Leadership Workshop Series included:
   a) Common Cents: Making Your Money Work for You - 11 attendees on 9/24/14
   b) Leading Differently: Mindfulness as a Leadership Practice - 27 attendees on 10/20/14
   c) Forming to Performing: Understanding Group Development - 11 attendees on 11/13/14
   d) Using Body Language to Navigate Conflict - 23 attendees on 3/3/15
   e) Beginning with the Handshake: New Practices for Professionalism - 21 attendees on 3/26/15
   f) The Leadership Edge: Translating Student Involvement to the Workplace - 15 attendees on 4/14/15

7) Leadership Institute Film Series events included:
   a) The Great Debaters screened on October 7, 2014 for 63 student attendees exploring how utilizing education and communication, they can work together to create safe and more inclusive environments in their communities.
b) Monsters University was screened on April 7, 2015 for 38 student attendees who examined the importance of perseverance in establishing and revising goals, recognizing and appreciating the importance of followers, and the value of leadership risks and creativity.

8) Texas State Leadership Institute Capstone Program: Step Forward, Give Back during Fall 2014
   a) Session 1 on 9/19/14 - StrengthsQuest, presented by Dr. Ashley Spicer-Runnels and Laramie McWilliams - 21 Attendees
   b) Session 2 on 9/26/14 - Leadership Theory Overview, presented by Dr. DeAundria Bowens - 16 Attendees
   c) Session 3 on 10/10/14 - Ethics and Integrity, presented by Sylvia Holmes - 14 Attendees
   d) Session 4 on 10/17/14 - Social Justice, presented by Clint-Michael Reneau - 13 Attendees
   e) Session 5 on 10/24/14 - Managing Change, presented by Carrie Hurt - 19 Attendees
   f) Session 6 on 10/31/14 - Visionary Leadership, presented by Dr. Janet Hale - 19 Attendees
   g) Session 7 on 11/7/14 - Communication, presented by Dr. Judith Oskam - 19 Attendees

9) Texas State Leadership Institute Capstone Program: Step Forward, Give Back during Spring 2015
   a) Session 1 on 2/13/15 - StrengthsQuest and Leadership Theory Overview, presented by Dr. Ashley Spicer-Runnels and Laramie McWilliams - 19 Attendees
   b) Session 2 on 2/27/15 - Strength Deployment Inventory, presented by Lanita Legan - 18 Attendees
   c) Session 3 on 3/6/15 - Ethics and Integrity, presented by Kama Davis - 16 Attendees
   d) Session 4 on 3/13/15 - Social Justice, presented by Clint-Michael Reneau - 16 Attendees
   e) Session 5 on 3/27/15 - Managing Change, presented by Dakota Doman - 18 Attendees
   f) Session 6 on 4/10/15 - Communication, presented by Laramie McWilliams - 17 Attendees
   g) Session 7 on 4/17/15 - Visionary Leadership, presented by Dr. Janet Hale - 15 Attendees

10) Leadership Institute Pathfinder: Texas State Emerging Leaders Program during Spring 2015 (Program hosted in spring only)
    a) Session 1 on 2/10 - Social Excellence, presented by Laramie McWilliams and Iliana Melendez - 12 Attendees
    b) Session 2 on 2/24 - Define Leadership and True Colors, presented by Tony Ghinelli - 12 Attendees
    c) Session 3 on 3/3 - Life Skills: Conflict Management, presented by Eli Trenado - 9 Attendees
    d) Session 4 on 3/10 - Civic Engagement and Social Responsibility,
presented by Rigo Gutierrez - 11 Attendees
   e) Session 5 on 3/24 - Diversity and Inclusion, presented by Student Affairs in Higher Education graduate students - 10 Attendees
   f) Session 6 on 3/31 - Finding Your Passion and Leadership Styles, presented by Student Affairs in Higher Education graduate students - 12 Attendees
   g) Session 7 on 4/14 - Ethical Leadership, presented by Student Affairs in Higher Education graduate students - 11 Attendees

3.3 Enhance quality and consistency of academic advising services.

**Key Performance Indicators***:
- Number of students served (i.e., walk-in, email, phone, appointment, social media)
- List of professional development opportunities provided to academic advisors for consistent messaging
- Number of external professional development opportunities attended by how many advisors
- Number and list of current internal and external awards and recognitions received by advisors
- Advisor/student ratios compared to prior year

3.4 Enhance the Honors College to better attract and engage high achieving students.

**Key Performance Indicators***:
- Number and percent of students enrolled in Honors College compared to prior year
- Number of Honors sections offered
- Number of Honors College graduates compared to prior year

3.5 Recognize and support intercollegiate athletics and the arts as vehicles to promote a well-rounded collegiate experience for all students.

**Key Performance Indicators***:
- Number and list of events (athletic and artistic) provided for the year
- Average number of students that attend sporting events
- List of promotions and collaborations with student groups to engage them in athletics
- Number and list of new academic support initiatives provided to student athletes
The LBJ Student Center hosted six total freshmen tailgate events - one at each of the home football games averaging 600 students at each event. This positively impacted the attendance of students at the football games.

Bobcat Preview included a Stadium Spirit event that included a spirit rally, speeches by the football team and coaches, welcome by the University President and Student Body President and concluded with a professional team building event. The first home football game had over 5,000 freshmen in attendance as a result.

The Annual 'A Week in the Life" photo competition takes place each spring and showcases student photographers in a professionally juried competition. Thirty students submitted photos, with 10 selected for a year long exhibit in the LBJ Student Center. A reception announcing the winners was attended by 50 students.

3.6 Assess outcomes (student learning, administrative support, academic and student support, research, community/public service, and general education) to ensure continuous improvement and student success.

**Key Performance Indicators*:**
- Examples of new selected improvement efforts implemented as a result of assessment findings
- Number and percent of programs completing outcomes assessment
- Number and percent of completed audits

Career Services: refocused our professionalism outcomes to address career-ready competencies; all of our interactions with stakeholders are tracked and assessed.

3.7 Utilize program review and accreditation processes to improve academic, administrative, and student support programs to foster student success.

**Key Performance Indicators*:**
- Number of program reviews completed and number submitted to THECB
- Examples of selected program improvements made based on program review/accreditation findings
- Percent of academic program reviews with all items scored “acceptable” or higher

3.8 Broaden efforts to facilitate successful transition of students to the workplace and graduate/professional education.
Key Performance Indicators*:

- Number and list of career support programs provided
- Number and list of academic outreach and recruitment efforts
- Number and list of new companies recruiting at Texas State
- Number and list of employers conducting on-campus interviews
- Number and list of career fairs, including number of employers attending fairs
- Number of internships completed by students
- Number and list of programs and events to prepare students for graduate/professional education
- Number and list of alumni-supported career events and initiatives to support student networking and career success
- Number and list of on-campus student employment career preparation programs and initiatives
- Number of face-to-face career counseling appointments
- Number of PACE career counseling sessions

Campus Recreation provides student development doing on the job training for 300 student employees. The department initiated an undergraduate professional development scholarship for student employees.

The LBJ Student Center serves as an internship site for the Student Affairs in Higher Education graduate program as well as select Communication Studies and Business internships. Five interns were hosted in 2014-2015.

The Dean of Students Office through the Leadership Institute and Greek Affairs provided events during 2014-2015 that facilitated students’ success to transition to the workplace and graduate/professional education that included the following:

1) Leadership Institute Workshop Series events:
   a) “Beginning with the Handshake: New Practices for Professionalism” was hosted on Thursday, March 26th for 21 students to help them prepare for interviews for internships, jobs and graduate school.
   b) “The Leadership Edge: Translating Student Involvement to the Workplace” was hosted on Tuesday, April 14, 2015 for 15 students to assist them in developing a resume and preparing for interviews by highlighting how their leadership involvement can be beneficial in a professional career.

2) Leadership Institute Annual Conference Breakout Session “Marketing Your Transferable Leadership Skills” was hosted on February 20, 2015 as part of the Leadership Institute Annual Conference for approximately 50 student attendees to help identify what transferable skills employers are seeking when they evaluate involvement in college.

3) Greek Affairs assisted the Dean of Students Office chartered student organization the Interfraternity Council to host the first a Faculty and Staff
Mixer in December 2014 promoting networking skills for student leaders.

4) Greek Affairs assisted the Dean of Students Office chartered student organization Order of Omega to host an etiquette dinner for Greek members to prepare them for business dinners in Fall 2014.

5) The Greek Affairs Executive Council Kick off in August 2014 included a presentation from Career Services on general business etiquette.

The Office of Disability Services brought in recruiters from The Workforce Recruitment Program. The WRP is a recruitment and referral program that connects federal and private sector employers nationwide with highly motivated college students and recent graduates with disabilities who are eager to prove their abilities in the workplace through summer or permanent jobs. ODS also partnered with Bender Virtual Career Fair. The Bender Virtual Career Fair provides an opportunity for employers and job seekers with disabilities to connect online and network from the convenience of their homes or offices. For employers seeking to expand their talent pool of individuals with disabilities as a part of their diversity and Section 503 compliance outreach initiatives, the Bender Virtual Career Fair provides access for Texas State Students to engage in this unique opportunity.

Career Services: Increase in job fairs and on-campus interviews; more graduate school prep events added; more mock interviews/preps conducted; new Employer Day event; 145 employers conducted on-campus interviews; 20 career fairs held; 4915 face-to-face career counseling sessions held; 935 PACE career counseling sessions held.

3.9 Continue faculty and student information literacy initiatives that support student learning.

**Key Performance Indicators***:
- Number of literacy sessions provided
- Number of faculty and students served

3.10 Implement Personalized Academic and Career Exploration (PACE) to foster retention and success.

**Key Performance Indicators***:
- Number of freshman students served
- Number and list of support programs provided
- QEP successes based on outcomes achievement and continuous improvement
Campus Recreation developed and hosted the Bobcat Preview CARE program. All incoming new freshmen students were brought into the Student Recreation Center to connect with student organizations, Student Affairs departments, and faith related groups.

Members of the LBJ Student Center staff worked closely with the iCat co-curricular transcript program and contributed to the assessment of its impact on the QEP along with the Student Affairs Assessment Team.

Career Services: 935 student contacts in career counseling sessions; at least 100 US1100 career-related presentations offered; high outcomes ratings support QEP all 3 years.

**Goal 4: Enrich our learning and working environment by attracting and supporting a more diverse faculty, staff, and student body.**

4.1 Attract and retain a diverse faculty and staff.

**Key Performance Indicators***:
- Number and percent of female full-time faculty and staff compared to prior year
- Number and percent of African American, Hispanic, and other minority faculty and staff compared to prior year

4.2 Remain a Hispanic Serving Institution.

**Key Performance Indicators***:
- Number and percent of Hispanic student enrollment compared to prior year
- Number and percent of Hispanic student graduates compared to prior year
- Number and percent of Hispanic students retained compared to prior year

4.3 Enhance student recruitment, retention, and support programs for all racial, ethnic, gender-based, and international groups.

**Key Performance Indicators***:
- Examples of new academic, student support, and administrative programs provided
- Number of students served with support activities
- Number and list of new recruitment activities
• Number and list of new academic, student support, and administrative retention activities

Campus Recreation staff are integral members of Student Affairs Teams that support programs from teams such as Parent and Family Relations Team, Transfer Student Team, and Leadership Institute.

The LBJ Student Center Involvement Fair drew an average of 1,100 students over two days each semester to recruit student organization members. Racial, ethnic, gender-based and international groups were all participants. Student led chartered organization leadership became more diverse, representing more racial, ethnic, gender-based and international students. - diversifying our student led programs. Fifty-three percent of the chartered student organizations are led by a student who is racially, ethnically, gender-based or internationally diverse.

The Dean of Students Office Greek Affairs staff monitored 36 values-based Greek letter organizations during the 2014-2015 academic year, all of which are either racial, gender-based groups or both. These organizations had a total membership of 2,505 students at the end of the Fall 2014 semester and 2,375 students at the end of the Spring 2015 semester. Academic progress for all students who are members of one of the 36 organizations are overseen by the Dean of Students Office by Greek Affairs staff. Organization and community reports are compiled and provided to each organization, national headquarters for each organization and appropriate university administrators. The Greek Affairs staff also implemented a new academic support service in the Fall 2014 by providing organizations with monitored student GPA data for students both before and after they joined student organizations. Greek Affairs compiled a new scholarship manual to provide each of the 36 social Greek letter organizations, all of which are either gender-based groups, racial based groups or both.

Career Services: numerous events/presentations/workshops offered to diverse student populations.

4.4 Expand efforts to promote diversity and inclusion among all faculty, staff, and students.

Key Performance Indicators*:
• Examples of new/modified academic programs that added multicultural or multi-perspective content
• Number of new/revised courses with multicultural or multi-perspective content
Examples of new academic, student support, and administrative programs/activities provided (e.g., activities related to Common Experience)
Number of individuals served in academic, student support, and administrative programs/activities

The Retention Council charged Retention Management & Planning to share information with faculty throughout campus. The information is data collected through assessments as well as demographic data to create a broader understanding of the student population.

The LBJ Student Center strives to promote diversity and inclusion among its staff. Three culturally diverse applicants were selected for positions within the department, of the four full time searched conducted.

The Dean of Students Office provides many student support services through several areas of the office that include the Administrative Support for the Central Office, Attorney for Students, Alcohol and Drug Compliance, Greek Affairs, Leadership Institute, Student Emergency Services, Student Justice and Student Ombudsman Services. The services are provided each year, which is “on-going” but the amount of individuals helped by these services varies each year making them “new” in 2014-2015 and applicable for this report. Below are the numbers of individuals served by the student support provided in all Dean of Students Office areas during 2014-2015:
1) Administrative Support for the Central Office assisted a total of 9,518 students with answering questions and provided 115 students with notary services.
2) Alcohol and Drug Compliance Services provided the Marijuana 101 program for 174 students, 18 Alcohol Education Program for Minors classes educating 254 individuals.
3) Alcohol and Drug Compliance Services provided opportunities for community service to be completed by 615 individuals.
4) Attorney for Students spoke to over 2,300 students in US 1100 classes, residence halls programs and similar student organization activities.
5) Student Emergency Services provided Absence Notifications to 2,297 faculty members for 599 students and distributed emergency funding to 55 students who experienced emergencies.
6) Student Emergency Services responded to 1,395 individuals who emailed the Dean of Students Office email account.
7) Student Justice investigated and adjudicated cases involving a total of 652 students.
8) Student Ombudsman Services assisted 44 students with finding resolution to university related problems.
9) Greek Affairs assisted the councils they advise with hosting the following educational events:
   a) The Interfraternity Council hosted a new member welcome barbeque
for 50 attendees in September 2014 for new members from all councils in the Greek community to promote more inclusion and highlighted the diversity of the community.

b) The Multicultural Greek Council hosted a Heritage Fair fundraiser for 75 attendees in Spring 2015 in a collaboration with other Latino/a based student organizations that had booths at the event.

10) The Leadership Institute hosted the following educational events for individuals:

a) Screened The Great Debaters as part of the Leadership Film Series on Tuesday, October 7, 2014 for 63 student participants and was connected with the Common Experience theme. Following the film, students and staff facilitators engaged in dialogue about how using education and communication, they can work together to create safe and more inclusive environments in their communities.

b) Sessions that promoted diversity and inclusion during the 2015 Leadership Institute Annual Conference on Saturday, February 20, 2015 included the following:

i) Shatter the Glass Ceiling: Achieve Success and Pave the Way - (approx. 50 attendees)

ii) Law and Order: Implications of Civil Rights Cases in Higher Education (50 attendees)

iii) Deconstructing Disability: Looking Through a Different Lens (30 attendees)

iv) United as Dreamers: Undocumented Students (50 attendees)

v) The New Landscape: Legal Issues within the LGBTQIA Community (30 attendees)

vi) Exploring Cultural Perspectives through a News and Social Media Lens (50 attendees)

In an effort to promote diversity and inclusion around the issue of chronic illness, Disability Services hosted three HIV/AIDS "Know Your Status" programs which provided free HIV testing for students, along with educational programming and outreach. Over 300 people attended each of these the three events and testing was provided by the Bienstar grant and community outreach partners.

Career Services: new program offered - Careers in the City connected to common experience theme.

4.5 Seek historically underutilized business suppliers.

Key Performance Indicators*:

- Number of active HUB vendors compared to previous year
- Percentage of construction value issued to HUB vendors
- Number of active mentor/protégé partnerships compared to previous year
5.1 Increase average full-time staff salaries in all categories.

Key Performance Indicators*:
- Percent increase in average salary levels for all categories

5.2 Increase number of full-time staff as a percent of all staff FTE.

Key Performance Indicators*:
- Number and percent increase in full-time staff compared to prior year
- Number and list of newly-created positions

5.3 Provide merit increases and other recognitions based on performance in order to retain highly competent staff.

Key Performance Indicators*:
- Merit increases awarded/not awarded
- List of recognitions received

The Director of Campus Recreation received the Vice President for Student Affairs Leadership Award.

The LBJ Student Center merit increases were awarded to 28 full time staff members whose annual evaluations were above 300 and "Just in time" funds were distributed to custodial and administrative staff whose evaluations were above 300 and to staff who added significant responsibilities temporarily to their jobs.

5.4 Maintain a physical setting that presents Texas State as a premier institution.

Key Performance Indicators*:
The LBJ Student Center upgraded furnishings, offices and technical signage. Upgrades in 2015 include; 400 seat Teaching Theatre, Conference Services office suite, meeting room chairs, back-dock upgrades, new operations storage room, new walk-in freezer, George's games and interior finishes.

5.5 Implement the Campus Master Plan update for 2012-2017 to ensure it meets the needs of the University.

Key Performance Indicators*:
- Number and list of capital projects completed
- Total cost of capital projects completed
- Number and list of property acquisitions
- Number and list of new “gray to green” projects completed per the Campus Master Plan

5.6 Maintain compliance with Coordinating Board classroom and class lab space usage efficiency standards.

Key Performance Indicators*:
- Total hours of classroom type activity taught anywhere on campus divided by total number of classrooms must equal or exceed 45 hours per week
- Total hours of classroom lab type activity taught anywhere on campus divided by total number of class labs must equal or exceed 35 hours per week
- Total number of weekly minutes taught in classrooms divided by 50 minutes and divided by total number of classrooms must equal or exceed 38 hours per week
- Total number of weekly minutes taught in class labs divided by 50 minutes and divided by total number of class labs must equal or exceed 25 hours per week
- Student station occupancy in classrooms is 65% or above for classrooms
- Student station occupancy in class labs is 75% or above for class labs

5.7 Expand and support professional development opportunities for faculty and staff.
Key Performance Indicators*

- Examples of major new internal professional development workshops offered at main campus and Round Rock campus
- Examples of major new internal faculty development sessions offered
- Total number of faculty served through internal faculty development sessions
- Total number of staff served through internal professional development sessions
- Examples of external faculty development opportunities attended by faculty
- Examples of external professional development opportunities attended by staff
- Number of faculty developmental and supplemental leaves awarded

The LBJ Student Center hosted four Advisor Roundtables that served approximately 45 student organization advisors.

Presentations by LBJ Staff:
Undis, N. (2014) Team Building, Alpha Kappa Psi, San Marcos, Texas
Undis, N. (2014) Values-Guided Leadership, Collegiate Entrepreneur Organization, San Marcos, Texas
Undis, N. (2014) Officer Transitions – Team Building, Chi Beta Delta, San Marcos, Texas
Undis, N. (2014) Strength Deployment Inventory, Cat Camp, San Marcos, Texas
Legan, L. (2015) StrengthsQuest, Underrepresented Student Advisory Council, San Marcos, Texas
Legan, L. (2015) StrengthsQuest, Underrepresented Student Advisory Council Executive Board, San Marcos, Texas
Gutierrez, R. (2014). Vice President’s Roundtable, Student Organization Conference, San Marcos, TX.
Haber-Curran, P., & Gutierrez, R. (2014). Learner-Centered Leadership: Teaching and Facilitating an Engaging Leadership Curriculum, NASPA/ACPA/NCLP Leadership Educators Institute, Fort Worth, TX.
Gutierrez, R. (2015). The ME in Team: Values-Based Leadership, Dean of Students: Student Foundation, San Marcos, TX.
Lucht, C. (2014). Transitioning from Combat to Classroom: Helping Student Veterans Succeed at Texas State, Writing Center Staff, San Marcos, TX.
Lucht, C. (2014). Allies at Texas State University, Cat Camp Allies Training, San Marcos, TX.
Pereira, P. (2014) How to make the most out of your NACA Experience, National Association of Campus Activities – Central Region, Arlington, TX.
Legan, L., Undis, N. (2014) Fall Co-Chair Retreat, Bobcat Preview, Wimberley, TX.
5.8 Support structured, standards-driven web course development and programs that enable faculty to appropriately integrate technology into the teaching-learning process.

**Key Performance Indicators***:
- Examples of new web-based courses offered compared to prior year
- Number of faculty completing distance education training
- List and dollar amount of new resources provided to support distance learning
- List and dollar amount of new resources provided to support technology in the teaching and learning process
- Number and list of current excellence in online teaching awards

5.9 Reduce deferred maintenance in existing facilities.

**Key Performance Indicators***:
- List and total cost of deferred maintenance projects completed

5.10 Ensure compliance with SACSCOC standards to continuously improve overall institutional effectiveness.

**Key Performance Indicators***:
- Number and list of major process improvements made to address specific SACSCOC standards
- Number of IE Council meetings held and level of participation
- Number of disseminations of SACSCOC-related information

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

**Key Performance Indicators***:
- Number and list of alumni and new external constituent (parents, families, businesses) outreach activities
- Total annual value of alumni and external constituent contributions
- Number and percent of alumni donating to Texas State
- Number and percentage of alumni who have graduated in the last five years that donate to Texas State
• Number of alumni volunteering their time on behalf of Texas State (e.g., board participation, Chapter leadership, guest speakers, faculty, advisory boards, judges, research)
• List of new student and alumni collaboration efforts (e.g., conferences, mentoring)
• Number and list of recognized alumni achievements
• Number of events and total participation at Alumni Association sponsored and co-sponsored events
• Number of recognized alumni chapters, number of alumni chapter hosted events, and annual participation at these events

5.12 Assess the needs and opportunities to refine Alkek Library utilization to improve support for the achievement of faculty and student instruction and research.

Key Performance Indicators*:  
- Number and list of library assessment activities  
- Number and list of library improvements made

5.13 Ensure regulatory compliance, environmentally responsible and sustainable practices and the efficient use of energy and water resources.

Key Performance Indicators*:  
- Percent of campus electric usage per square foot increase/decrease compared to prior year  
- Percent of campus natural gas consumption per square foot increase/decrease compared to prior year  
- Number and list of awards/recognitions for environmentally responsible practices  
- Number and list of new environmentally responsible activities implemented  
- Number of new activities implemented as a result of external audit findings

5.14 Leverage Enterprise Resource Planning (ERP) and other technology investments to continually improve campus business and instructional support activities.

Key Performance Indicators*:  

- Narrative list of campus business improvements enabled or enhanced by technology
- Number and list of new and enhanced instructional support activities provided

5.15 Implement fundraising initiatives to help achieve strategic plan goals.

**Key Performance Indicators***:
- Total dollar amount raised for the year
- Total dollars raised per strategic fundraising priority area

5.16 Promote a safe and secure environment.

**Key Performance Indicators***:
- Number and list of new safety/security support activities introduced
- Increase/decrease in crime statistics
- Number of new educational activities related to applicable laws and regulations (e.g., Title IX, Campus Save Act, Violence Against Women Act)
- Percent of required policy and procedure statements updated for the year as a result of applicable laws and regulations (e.g., Title IX, Campus Save Act, Violence Against Women Act)
- Number and percent of faculty, staff, and students that have received training related to applicable laws and regulations (e.g., Title IX, Campus Save Act, Violence Against Women Act)

Student Affairs implemented "Think About It", an online educational program addressing alcohol abuse and sexual violence that all first year students are required to complete. Health Promotion Services, a component of the Student Health Center, developed a new educational program addressing Title IX and sexual misconduct that was presented to first year students during Bobcat Preview.

Several staff members in Student Affairs became Title IX investigators for Title IX cases. The Dean of Students Office coordinated an investigator training on May 12, 2015 for the Judicial Board which included members that hear Title IX cases. The training was six(6) hours and included a 30-minute section on Title IX presented by the University’s Title IX Coordinator.

The LBJ Student Center, in collaboration with the Dean of Students Office,
coordinated an Investigator Training on May 12, 2015 for the Organizational Conduct Review Board and the Judicial Hearing Board, which included members that hear Title IX cases. The training was six (6) hours and included a 30-minute section on Title IX presented by the University's Title IX Coordinator Dr. Gilda Garcia.

The Bobcat Preview program hosted 6,003 new first year students in workshops presented by staff from Counseling Center, UPD and Health Education staff at the "Protecting and Serving" and "Alcohol 101" workshops held during Bobcat Preview August 18-20, 2014. The workshops covered Title IX, Alcohol and Drug use, the Campus Save Act and relationship violence. The same workshops were presented to 125 incoming freshmen January 16, 2015.

All new students are responsible to complete the "Think about it" module on campusclarity.com website as a requirement in Bobcat Preview. This covers Title IX in detail. We had approximately a 99% completion rate by the end of the first semester.

Career Services: hosted UPD talks on safety; SRP training session; Title IX training; increased focus on safety/security for our students engaged in internships.