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

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

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

1.2 Increase number of full-time faculty.

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

1.3 Attract and retain highly competent faculty by providing annual merit increases based on performance.

Indicators*: 
- Merit increases awarded/not awarded

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

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

- Installed 12 strands of fiber providing high capacity network connection from RDC to STAR-Park including a metro Ethernet ring around San Marcos
• Established 10-Gigabit network connection to Dallas
• Established 10-Gigabit network connection to San Antonio
• Upgraded CISCO outdoor wireless mesh to latest 802.11-n technology
• Prototype spaces on the 2nd and 4th floors of the Alkek Library were designed and equipped to test and assess the learning commons service model. In response to changes in course assignments calling for creative and/or collaborative components, the learning commons provides areas for group meetings, tools to support creative work, and staff specialists to provide help. The learning commons reflects a shift in the library service model meshing traditional reference and research services while supporting new technologies in an integrated environment. Prototypes include: Technology tables, Collaboration Center (equipped for video conferencing and practicing presentations), digital editing workstations, Instant Theatre, whiteboards and furnishings. $200,000+ investment.

1.5 Offer academic programs that are nationally and internationally competitive.

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 grant expenditures and increasing collaboration across disciplines.

Indicators*:
• Current grant expenditure dollars
• List of new cross-discipline collaborative grants

1.7 Provide reasonable start-up funds in order to attract and retain distinguished faculty and to provide the essential equipment to conduct research and attract external grants.

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

• Library start-up funds provided:
- New Academic Program Library start-up funds for collection development- $115,700 (BSN, Nursing; PhD Materials Science, Engineering & Commercialization; BS, Concrete Industry Management)
- New Faculty start-up funds for library materials - $7,250 expended

1.8 Support faculty efforts in international research.

**Indicators***:
- List of new international research efforts and scholarly 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

- Developed a secure high speed data transfer node to enhance research collaboration
- Library collection additions supporting international research:
  - Hispanic American Newspapers (database) – Dr. McKiernan-Gonzales online resource grant
  - Confidential Print, Latin America 1833-1969 – Dr. Romo online resource grant
  - Records of Iraq primary document collection – Dr. Bishop research grant
  - Latin American salsa/jazz recordings – Dr. Pedroza research grant
  - Books on German contemporary film – Dr. Bach research grant
  - Institute of Turkish Studies grant for Ottoman and post-Ottoman books, Dr. Bishop
  - Victorian Popular Culture collection
  - Rosetta Stone – foreign language learning database, multiple languages and ESL for multiple languages
  - Spanish language materials acquired at Guadalajara Book Fair
  - Foreign language DVDs from Criterion Collection
  - Cuban history collection
  - English government historical papers - Tudor and Stuart periods

1.9 Maintain Emerging Research University status and pursue the Texas Research Incentive Program (TRIP).

**Indicators***:
- Number and total dollar amounts of TRIP eligible submissions/awards
• Total dollar amount of matching funds received from TRIP for the year
• NRUF Eligibility
  o Total restricted research expenditures
  o Total endowment funds
  o Number of doctor of philosophy (PhD) degrees awarded
  o Percentage of first-time entering freshmen in the top 25% of their high school class
  o Average SAT and ACT scores of first-time entering freshmen
  o Status as a member of the Association of Research Libraries, having a Phi Beta Kappa chapter, and Phi Kappa Phi chapter
  o 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.
  o Number of graduate level programs and graduation rates for master’s and doctoral programs

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

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

Indicators*:
• Freshman class size compared to prior year and percent change
• Overall enrollment compared to prior year and percent change
• Level of achievement compared to CTG enrollment target: overall, African American, and Hispanic
• Level of achievement compared to goals CTG goals and to prior year: participation (recruitment), success (retention), excellence (graduation), and research

2.2 Continue engagement in the economic and cultural development of the region.

Indicators*:
• List of current cultural collaborations with external constituents (e.g., Wittliff Program Development)
• List of current economic collaborations with external constituents
• Number of clients in STAR Park
• Number of clients in Small Business & Development Center (SBDC)
• Number of clients in the Office of Commercialization and Industry Relations (OCIR)

• $25,000 gift to establish Visiting Researcher travel grants for the Wittliff Collections
• Partnered with Humanities Texas on a teacher workshop on Texas literature, and co-sponsored *Vaquero: Genesis of the Texas Cowboy*, a free-standing traveling exhibition
• $10,000 grant from the Texas Historical Foundation to acquire the Santiago Tafolla papers
• $2,000 gift from CFAN supporting a photography exhibition FINE LINE (Mental Health/Mental Illness)
• Wittliff Collection staff presentations at the Texas Book Festival, San Antonio Book Festival, the Sixth Floor Museum in Dallas, the Tuesday Club in Austin, TV appearances with KVUE Austin, CSPAN Book TV, and various radio interviews

2.3 Increase student scholarships and graduate student financial support in an effort to improve recruitment and retention of high achieving students.

**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)

2.4 Internationalize the curriculum.

**Indicators***:
- Number of new/revised courses with international content
- Number of faculty participants in globalization workshops

2.5 Support faculty and students in pursuing global academic experiences, e.g. study abroad, internships, field placement, research, service learning.

**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 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

2.6 **Maintain a vigorous, targeted recruitment and marketing campaign.**

**Indicators***:
- List of new undergraduate and graduate recruitment initiatives introduced
- List of new marketing efforts implemented

2.7 **Recognize the role of moving to the FBS in developing the image of the university and enhancing economic and cultural development.**

**Indicators***:
- Number and list of new Texas State FBS advertisements placed
- Average number of attendees at home football games
- Total economic impact from athletic events on local community
- Product licensing income for the year
- Dollar amount and membership increase in Bobcat Club for the year

2.8 **Enhance and support distance learning and Friday/Saturday course delivery.**

**Indicators***:
- Number of new online and hybrid SCH as a percent of overall offered
- Number of SCH enrolled in Friday/Saturday courses offered
Goal 3: Provide a premier student-centered, educational experience that fosters retention and success.

3.1 Increase student retention through collaborative programs across the university.

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

3.2 Enhance quality and consistency of academic advising services.

**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

3.3 Develop an Honors College to better attract and engage high achieving students.

**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

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

**Indicators***:
- Number and list of events (athletic and artistic) provided for the year
- Number of attendees at each event provided
- Number and list of new academic support initiatives provided to student athletes
3.5 Refine student learning outcomes and appropriate assessment measures within each academic program and general education curriculum to ensure program improvement and provide evidence of student success.

Indicators*:
- Description of outcomes assessment process improvements
- Examples of new major program improvement efforts implemented as a result of assessment findings
- Number and percent of programs completing outcomes assessment
- Number and percent of completed audits
- Number and percent of programs showing improvement

3.6 Refine administrative and educational support, research, and public service outcomes and appropriate assessment measures within identified departments to ensure improvement and provide evidence of success.

Indicators*:
- Description of outcomes assessment process improvements
- Examples of new major service improvement efforts implemented as a result of assessment findings
- Number and percent of departments completing outcomes assessment
- Number and percent of completed audits
- Number and percent of departments showing improvement

- A SACS Accreditation and Outcomes Assessment tool has been used for many years to facilitate the submission, review and reporting of these elements. Current enhancements include requirements for expanded reporting below the department level.

3.7 Recognize the importance of academic and administrative program review processes to facilitate program improvement in support of the University mission.

Indicators*:
- Number of program reviews completed and number of academic program reviews submitted to THECB
- Examples of major program improvements made based on program review/accreditation findings
- Percent of academic reviews with all items scored “acceptable” or higher
• Contributed library assessments to seven academic programs reviews (Anthropology, Computer Science, Criminal Justice, General Studies, Health and Human Performance, Modern languages, and Music)
• Completed library collection analysis for five new academic program proposals (MS/BS Technology Management, MS Sustainable Food Systems, HIM Dementia and Aging, HIM Master, DNP Nursing)
• Conducted library assessments for seven accreditation reviews (ABET Computer Science, Radiation Therapy, Nursing MSN, Music, Criminal Justice, and CCNE Board of Nursing).

3.8 Foster an environment that cultivates students to become successful, engaged alumni.

**Indicators***:
• Number and list of new academic-sponsored alumni outreach activities (e.g., guest speakers, faculty, advisory boards, judges, research)
• Number and list of new community outreach activities (e.g., Bobcat Build)
• List of new student and alumni collaboration efforts (e.g., conferences, mentoring)
• Number and list of recognized alumni achievements
• Number and percentage of graduating seniors and alumni who have graduated in the last five years who join the Alumni Association this year

3.9 Broaden efforts to facilitate successful transition of students to the workplace and graduate/professional education.

**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

3.10 Continue faculty and student information literacy initiatives that support achievement of student learning outcomes.

**Indicators***:
• Number of literacy sessions provided
• Number of faculty and students served
3.11 Implement Personalized Academic and Career Exploration (PACE) to foster retention and success.

**Indicators**:  
- Number of freshman students served  
- Number and list of support programs provided  
- QEP successes based on outcomes achievement and continuous improvement

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**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.

**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  
- Number of new external position postings advertised, including those targeting diverse candidates

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4.2 Remain a Hispanic Serving Institution that emphasizes retention and graduation.

**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

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4.3 Enhance recruitment, retention, and support programs for all racial, ethnic, and international groups.

**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

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

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

4.5 Seek historically underutilized business suppliers.

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
• Percent of total university procurement with HUB vendors compared to previous year

Goal 5: Develop and manage human, financial, physical, and technological resources effectively, efficiently, and ethically to support the university’s mission.

5.1 Increase average full-time staff salaries at all ranks.

Indicators*:
• Percent increase in average salary levels for all categories
5.2 Increase number of full-time staff.

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

5.3 Attract and retain highly competent staff by providing annual merit increases based on performance.

**Indicators***: 
- Merit increases awarded/not awarded

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

**Indicators***: 
- Number and list of new repair and renovation projects completed
- Number and list of new campus enhancement projects completed
- Number and list of new ADA modification projects completed

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

**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 Expand and support professional development opportunities for faculty and staff.
**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

- Lynda.com online training available for all faculty and staff
- Training for staff and faculty by Instructional Technologies Support (ITS) included the University Events Calendar Training, ADA for GATO (Web CMS) and three GATO Training levels. The open source program, Magnolia, the core of our GATO program had a major upgrade creating the need for a new course. Those trained on the previous version typically use the online video vignettes for just-in-time support to complete their work in GATO. These classes were offered in 49 session with 449 faculty and staff attending.
- ITS offered 26 regular workshops and three custom workshops for faculty. This year, due to major changes in our open source software and new tools, there have been 11 new courses added to the inventory. These courses range from ePortfolio Training for Student Teaching Supervisors to TRACS (LMS): Lessons for Basic and Advanced Online Course Design and Development. The increase in embedded synchronous tools in our LMS precipitated classes on TRACS: Communicate and Disseminate and TRACS: Meetings. These two classes supported the integration of **Big Blue Button**. These workshops were in 32 sessions and included 259 faculty. The online video vignettes were identified as enough just-in-time help for those who might have been to previous workshops for older systems. Distance education training and technology integration workshops for faculty are identified separately under 5.7.
- The total number of faculty served in formal classes by ITS was 259, not including those who took GATO training and another 62 who came into or called the service center and were tutored individually. That is a total of 321 faculty directly supported.

**5.7** Continue support for structured, standards-driven web course development and programs that enable faculty to appropriately integrate technology into the teaching-learning process.
Indicators*:
- Examples of new web-based courses offered compared to prior year
- Number of faculty completing distance education training
- List and/or dollar amount of new resources provided to support distance learning
- List and/or 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

- Instructional Technologies Support provided instructional design and media productions support for 22 new courses this past year while doing annual upgrades and evaluations on 55 previously developed courses. These courses are graduate courses and include streaming video, online support material, online embedded librarians, and online quizzes and testing. The courses range from Classroom Management in Curriculum and Instruction to Introduction to Dementia Studies and from Diagnostic Assessment in Social Work to Pediatric & Adolescent Primary Care in Nursing. For example, the Commission on Collegiate Nursing Education (CCNE) reviewed the MSN degree that uses the new nursing courses developed this year. The reviewers noted how “absolutely impressed” they were with the process and products produced by the faculty and the Instructional Systems Design team. All three reviewers planned to take the documentation back to their home institutions as models of best practice.

- ITS provided faculty development opportunities to help faculty build online courses. The 10-day course, How to Build and Online Course, was offered in three sessions to 61 faculty. The longer Technology Integration Workshop, offered only in the summer, prepared another 20 faculty for developing online instruction. The feedback from faculty has precipitated two changes to be implemented this year. The online course will be extended into two courses, Foundations of Online Course Design and Development and Advanced Online Course Design and Development.

5.8 Reduce deferred maintenance in existing facilities.

Indicators*:
- List and total cost of deferred maintenance projects completed
5.9 Improve processes outlined in SACS *Principles of Accreditation* to ensure ongoing compliance with standards, while continuously improving overall educational quality.

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

5.10 Maintain coordinated assessment processes that assist university stakeholders in multiple assessment activities, including strategic planning, student learning and success, and program excellence.

**Indicators***:
- Examples of new assessment-related process improvements made

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

**Indicators***:
- Number and list of alumni and new external constituent (parents, family, businesses) outreach activities
- Number and list of alumni and other external constituents (parents, family, businesses) involved with Texas State
- Total dollar amount of alumni and external donor contributions
- Number and percent of alumni and external donors

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

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

- Learning Commons prototypes included: student feedback survey, student discussion boards, staff reports, area use photographic
study, usage statistics for scheduled areas

- Information Literacy assessment of class participants (skills needed to effectively locate, evaluate, and use information resources):
  - English 1320 (Freshman Composition) Post-test Mastery, US1100 (University Seminar) Post-test Mastery, Freshman Orientation Class Mastery, Upper-Level Class Mastery
  - Continued extensive analysis of 2013 LibQUAL customer satisfaction survey results, including longitudinal analysis (results for the five years the survey has been administered), top priorities by user group, comparison with peer institutions, and recurring themes in comments
  - Revised formula for allocating acquisitions funds to academic disciplines
  - Implemented central subscription fund for renewing subscriptions and standing orders
  - Implemented new faculty start-up fund
  - Established licenses for new online resources including BioOne.2; Black Abolitionist Papers, 1830-1865; CAB Abstracts & Archive, JSTOR Arts & Science XII; Lippincott Video Series: Nursing Procedures; Natural Standard; Nursing Education in Video; Periodicals Archive Online Foundation Collection; Popular Culture in Britain and America, 1950-1975; PsycTESTS; Serial Set Digital Collection II, Part A, 1970-1979; SPIE Digital Library; Statistical Abstract of the United States; Taylor & Francis Social Sciences & Humanities journal package; and Tumble Book Library
  - Upgraded existing Ebsco database subscriptions to newest, most complete Ebsco Source databases: Art source, APPLIED Science & Technology Source, Education Source, Humanities Source, Library & Information Science Source, Legal Source
  - Supported an increasing number of e-resources: 457 databases, 115,306 e-journals, and 541,906 e-books
  - Implemented short-term loans for patron-driven e-books
  - 428 patron-driven titles purchased supporting various disciplines
  - Modified Research and Information Desk staffing as part of movement to Learning Commons model with goal of providing easy and streamlined answers to patron questions
  - Debuted Instant Theatre workshop series
  - Increased online tutorials to assist remote library users
  - Enhanced user experience through development of mobile friendly website
  - Expanded Sunday service hours by one hour in response to patron comments on LibQUAL survey
  - Implemented Graduate Student Article Delivery Service
  - Relocated Reserve collection to more central location
  - Completed cataloging for all government maps
• Provided 402 instructional sessions, 47 workshops, 239 individual consultations, and 17 freshman orientation (PAWS Preview) sessions, reaching a total of 5,481 individuals
• Embedded librarians in 125 courses through TRACS, the university learning management system, reaching 2,817 students

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

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.

Indicators*:
• Narrative list of campus business improvements enabled or enhanced by technology
• Number and list of new/enhanced instructional support activities provided

• Developed a personalized Transfer Course Equivalency report where current students or applicants can authenticate and see their personal transfer courses translated into Texas State curriculum, including the number or hours they will receive credit and the associated Transfer GPA
• Short Term Loan Application allows any student who has registered and selected a class to be eligible for additional loans
• Provided enhancements to the Student Application for Graduation system to provide a list of addresses to select where the transcript will be sent
• Enhanced the online tool for Class Roster certification. Enhancements provided to the Registrar's office to allow them to email non-certified course instructors to promote timely submission.
• Provided funding and technical resources for Ellucian Recruiter
Provided an online tool called Check Registration Eligibility for advisors to have one location to view all relevant information for their students and determine their eligibility to register.

Provided a Degree Program online tool which captures unique details governing excess hours for students. This information helps assist advisors to determine the total number of hours required for a degree program plan completion in which a student is enrolled.

Implemented an enhancement to the College Schedular application providing degree audit information when selecting course schedule. This module includes an interface to Banner Degreeworks to assure up to the minute and accurate advising and degree plan information.

Defined the current scholarship award processes used across campus and created a comprehensive requirement listing for a new scholarship application system. Coordinated the RFP review of potential systems against those requirements leading to the purchase of FluidReview software.

Created an online application system for the Emergency Loan Plan. This provides students an opportunity to apply for additional funds to help with the minimum down payment to enroll in the standard payment plan.

Development of a new Study Abroad Faculty Led web application. This tool allows the automated submission, review and approval of all faculty led study abroad programs.

During the past year major upgrades have been made to three major enterprise software programs. First, TRACS, the university’s open source LMS based on Sakai, received a major version upgrade to version 2.9. Improvements include the addition of major modules: Tuning Point, Lessons (Builder), Meetings (synchronous and recordable), and Gradebook Two. Enhancements were made to several existing modules: Forums, Resources, Editor, Assessments, integration with ePortfolio, e-book integration. External modules like MyLabPlus and McGraw Hill Campus were integrated. Twenty-three process and operational improvements were accomplished. A mobile version was also made available.

The ePortfolio system, based on TK20, was upgraded for more specialized scenarios including the faculty qualifications module, providing a tool for faculty vitas as well as tenure and promotion documentation; Curriculum and Instruction, evaluating student teacher internships via rubric; Communications Disorders, assessing students for accreditation; Mass Communications, producing a senior portfolio; and the University College assessing three required assignments across almost 200 instructors as demonstration of the university’s QEP for accreditation were a few of the programmatic additions. General enhancements were made to the user interface, integration upgrades to the business system and
student information system, and enhance database integration with our LMS.

- GATO, the Magnolia based open source Web CMS, was also upgraded with a major version change to 4.5. Additional upgrades were made to enhance rendering, provide Email Forum, RSS feeds use RSS2 format, and multiple feature paragraphs are available to name a few improvements. Google Analytics were integrated for all users. Login is via single-sign-on. Finally, a mobile template was also released.

5.15 Complete the Pride and Action campaign plan to achieve the goal.

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

5.16 Promote a safe and secure environment.

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)