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. Audio-video technology in several classrooms and video-conferencing facilities in McCoy College received an upgrade with new video capturing
and streaming equipment to support live video capturing and streaming of lectures to support participation by students at remote locations and distance education as well as research collaborations. Total cost: $77,000.

2. The mobile and computer teaching labs in the McCoy College of Business were upgraded with 40 new laptop, 112 touch-screen capable computers, and software licenses. These labs are used in various business, computer application development, and data analytics courses for hands-on learning. Total Cost: $386,000.

3. VPAA provided financial support to create cubicle offices to house several adjunct faculty members. Total cost: $5,000.

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. Members of accounting organization, Beta Alpha Psi, developed a financial literacy seminar for Texas State freshmen. The program was presented at the Best Practices competition during regional conference in Dallas as well as at the International Beta Alpha Psi conference in Milwaukee, Wisconsin. The team took first place at both conferences. Beta Alpha Psi includes accounting, finance, and computer information systems majors.

2. The Texas State University Enactus/SIFE (Students in Free Enterprise) team won the U.S.A National Championship for 2014. The team advanced to compete internationally at the 2014 Enactus World Cup in Beijing, China, in October 2014.

3. The Master of Science in Human Resource Management (MSHRM) and MBA with Human Resource Management emphasis were both approved for renewal of alignment with the Society for Human Resource Management (SHRM)’s HR Curriculum Guidebook and Templates for 2016-2020.

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. McCoy College spent a total of $465,731 on research-related expenses in AY 2014-2015. The Department of Accounting spent $57,385.48; the Department of Computer Information Systems and Quantitative Methods (CIS & QM), $25,639.79; the Department of Finance and Economics, $55,864.96; the Department of Management, $31,000; the Department of Marketing, $51,719.89; and the Dean's Office, $243,761.02, mainly through distribution of funds for endowed positions and from the McCoy Faculty Development endowment.

2. Drs. Tahir Ekin, Li Feng, and R. Musal (all supporting) received an NSF grant in the amount of $499,896 for “Enabling and Improving Data-Driven Research at Texas State University.” Dr. Chen, Computer Science faculty member, is the PI on this federal grant.

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. Dr. Li Feng, Brandon Dee Roberts Excellence Professor and Associate Professor of Economics, sponsored and hosted Dr. Yunwei Gai, Associate Professor of Economics at Babson College, from December 2014 to February 2015 to develop joint research in applied econometrics and health economics as well as application of healthcare econometrics models in entrepreneurial activities, international trade, and financial markets.

2. Dr. Diego Vacaflores, Associate Professor of Economics, traveled across Latin America to research the impact of foreign direct investment on the region and how the remittances that workers living abroad send back to their families affect the local economies. He is currently finishing a book on this topic. Dr. Vacaflores also organized a research conference entitled
“Economic Issues in Latin America” in Tarija, Bolivia in March 2015, bringing together academics from universities across the region with colleagues from the U.S.

3. Dr. Ray Fisk, chair of Marketing, was a keynote speaker at a number of international academic conferences in the UK and Japan during the year. Primary focus was on Services Design and Transformative Services Research. Additionally, Dr. Fisk presented six papers at the 2014 American Marketing Association Services Marketing Special Interest Group Research Conference in Thessaloniki, Greece.

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. Dr. Ivilina Popova, Associate Professor of Finance, was elected to the Bulgarian Academy of Arts and Sciences.

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

1. Approximately $134,000 was received in TRIP matching funds from the Tom and Jo Roddy Professorship.
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)

1. The annual Economic Outlook Luncheon was held on May 21, 2015. Dr. Ray Perryman delivered an address on economic development in the region, state, and country. Following Dr. Perryman's talk, Dr. Todd Jewell moderated a Q&A session between the audience and four guest panelists. Approximately 500 people attended the event. The event was co-sponsored by the Greater San Marcos Partnership and the McCoy College of Business Administration.

2. The Center for Entrepreneurial Action (CEA) hosted two 3-Day Startup (3DS) programs during the year. For the fall 2014 3DS, sixty out of 105 student applicants and two computer science faculty members attended the program while 65 aspiring student entrepreneurs out of 87 applicants participated in the spring program. Twenty fields of study ranging from Business and Child Development to Electrical Engineering and Applied Sciences were represented.

3. The first Annual Matt and Jodi Edgar Texas State Undergraduate Business Plan Competition to promote entrepreneurship and small business success was held in spring 2015.
4. The Texas State University Small Business Development Center (SBDC) served 629 clients; provided 5,412 hours of client assistance; and conducted 59 professional business seminars, workshops, and conferences. It helped create 515 jobs and save 513 jobs through the creation of 52 businesses and expansion of another 63. The center provided training for more than 1,600 participants and facilitated more than $74.6 million of capital infusion to qualified businesses.

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)

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

1. Five new undergraduate scholarship endowments totaling approximately $400,000 were added during the year. These included The Diane Eure Endowed Scholarship in Accounting, The Jack Eure Endowed Scholarship in Marketing and Management, The Kanz-Yarbrough Family Endowed Scholarship, The John and Susan Ferrari Family Endowed Scholarship, and The Will Holder Endowed Scholarship.

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

1. As a result of a review of the undergraduate business core curriculum, a
new core class was developed to introduce students to the international aspects and operations of a business enterprise early in their program so that they can acquire a deeper and integrative understanding of business operations as they progress.

2. In addition, a common case study, focusing primarily on international aspects of business, was introduced in four core classes to emphasize integrative nature of business operations in a global environment.

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

1. Drs. Alexis Stokes and Diego Vacaflores accompanied 30 graduate students to Santiago, Chile as part of an effort to increase opportunities for international education experiences. Students visited businesses and government officials, and participated in a service-learning project.

2. Dr. Vivek Shah and Dr. Dennis Smart accompanied 45 undergraduate students to Barcelona, Spain to study international business in an international setting. Coursework was supplemented by visits to local businesses, historical places, and cultural events.

3. Dr. Jack Mogab, Dr. Kenneth Moon and Ms. Ludmila Krylova accompanied 22 undergraduate students to Prague, Czech Republic to study emerging market economies and international finance in an international setting. Coursework was supplemented by visits to local businesses.

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

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

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

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
1. McCoy College completed a two-year review of its undergraduate core curriculum. Inputs from alumni, recruiters, college advisory boards, an assessment of college-wide learning outcomes, and the new AACSB Accreditation standards were taken into consideration. Changes in business core curriculum include (a) the use of a common case study in several core classes for better content integration, (b) a new course to introduce students to the international nature of business enterprise early in their program, and (c) completion of a one-hour component to prepare undergraduate business students to be professionals with business-appropriate soft skills.

2. Entrepreneurship (ENTR) curriculum was modified to introduce additional flexibility based upon informal/ongoing assessment of ENTR concentration. Students now have four options for final course in the sequence rather than a single one.

3. The Department of Accounting reviewed its curriculum to ensure adequate incorporation of information technology, specifically data analytics, into the curriculum. The department continues to explore additional opportunities to increase students’ exposure to data analytics.

4. The Department of Accounting created a Master of Accountancy (MAcy) program task force to review the curriculum and compare it with competing programs. Recommendations included returning the MAcy program to the original 30 hours to facilitate completion in one year, requiring a Commercial Law course, reducing the required core to five classes and creating four specialization tracks.

5. Established Graduate Assessment Committee to be responsible for the assessment of all graduate programs.

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

1. The total number of internships in the college increased from 221 last year to 254 this year.

2. The McCoy College, in partnership with Career Services, held the second McCoy College Career Expo. Compared to last year, the number of participating firms nearly doubled (35 to 69) while the number of students participating increased nearly 50% (247 to 366). Sixteen new companies recruited business majors. Companies included Charles Schwab, CME Group, Deloitte, GM, Guefen Development, Hunt Oil Company, Sage Advisory Services, San Antonio Fire & Police Pension, Shell, Stage Stores, Sogetti, Teacher's Retirement System, Texas Bond Review Board, VISA, WellMed Medical Management, and Wells Fargo.

3. The Department of Accounting hosted “Meet the Firms” in fall 2014 and the annual Accounting Spring Career Fair in spring 2015. In the fall, 90 representatives from 29 firms, government agencies, and other professional organizations met with over 150 accounting majors. In the spring, 30 CPA firms and companies attended with 150 students participating. These recruiting events are a primary means of providing internship and fulltime employment opportunities for accounting majors.

4. Two new corporate partners, Hewlett Packard Enterprise Division and Cintas, became corporate members of the Center for Professional Sales.

5. Dr. Dennis Smart, Associate Professor in the Department of Management, developed 27 unique business research and consulting field
The projects involved 3-5 person teams of MBA students enrolled in MGT 5313. Each team worked with organization representatives to address current, organization-defined issues. Field project clients included Rodeo Austin, City of Georgetown, City of Cedar Park, MSEC (Material Science, Engineering and Commercialization) collaborations, NASA, Texas State University Golf Course, CTMC community project, First TEE/Golf San Antonio, Providence Place, San Antonio Zoo, Southwest Graduate School of Banking, Baylor-Scott & White, and the Texas Self Storage Association.

6. Tom Puffer, lecturer in the Department of Accounting, developed a new capstone research and consulting project for the Master of Science in Accounting and Information Technology (MSAIT) program in partnership with McCoy's Building Supply.

7. Seven professional development events were offered to MBA students in 2014-2015, three in San Marcos and three in Round Rock. Events included an etiquette dinner and workshops on how to get ahead in the job search after graduation as well as taking advantage of events outside the classroom. Dr. Gale Wiley, former Director of MBA Communications at Rice University, provided students with tips on developing, practicing, and implementing high-level communication and presentation skills for the classroom and workplace. Ms. Natalie Rougeux, a lawyer in the San Marcos area, provided current students with negotiation skills applicable to negotiating both employment and contracts. A New York City image consultant, Ms. Keila Tyner, coached students at both campuses via Skype on professional appearance, wardrobe, nonverbal skills, and overall professional presence.

8. The first MBA Boot Camp, a preparatory workshop for MBA students, was offered to all incoming Fall 2015 MBA students. The boot camp included sessions on effective communication, mathematics and technology usage, and team building exercises. Eighty students participated. Starting Fall 2016, the boot camp will be rolled out to all graduate students in McCoy College.

9. Ross Wood, Bruce Howard and Casey Menn, Career Services liaisons to McCoy College, met one-on-one with 365 students to discuss strategies for job search and interviewing, professionalism, how to dress for success, networking and the use of networking tools such as LinkedIn. They performed an extensive review of the students’ resumes. They also presented several workshops to business students and made 83 presentations on career-related topics to approximately 3,342 students.

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

**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

1. Dr. Lu Montondon, Professor of Accounting, and Ms. Kathy Moffitt, lecturer in accounting, developed the Bridge to Success Program. Partnering with Bruce Howard of Career Services, this one-day program is targeted to students taking Intermediate I and is designed to provide a foundation for course success as well as professional development.

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

1. The 5th Annual Roundtable 360 panel on “The Enhancement of Business through Diversity” was held in fall 2014. Panel members included Cynthia T. Cruz, consultant, communications and external relations expert; Dr. Ronald A. Johnson, Assistant Professor of History at Texas State University, specializing in diplomacy, religion, and cross-cultural relations; and Pat Pound, founding president of the Coalition of Texans with Disabilities. Approximately 325 students and faculty attended the event.

2. Dr. David Cameron and Dr. Mary Spaeth, lecturers in the Department of Management, attended the Multicultural Curriculum Transformation and Research Institute.

3. To coincide with the University Common Experience, the 2015 theme for Business Leadership Week was “Examining The Impact of Diversity in Business.” Events included the keynote speaker, Mr. Felix Sanchez, Chairman and Co-Founder of the National Hispanic Foundation for the Arts; distinguished speaker, Ms. Irma Martinez, former Senior Human Resources Leader at IBM; and an executive leadership panel comprising of Dr. Gilda Garcia, Chief Diversity Officer and Director of
Equity and Access at Texas State University; Dr. Herman Horn, Operations Director, Health and Human Services Civil Rights Office; and Ms. Angeles Valenciano, Executive Vice President of National Diversity Council. Twenty-four guest speakers addressed students on diversity issues in the workplace and on leadership in a variety of classes.

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

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**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 in all categories.

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

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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

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

**Key Performance 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.

**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

1. Twelve faculty members participated in the McCoy College faculty externship program. Faculty members Dr. Nate Cannon, Dr. Joni Charles, Dr. Yao-Yu Chih, Dr. Robert Davis, Dr. Rob Konopaske, Dr. Ju Long, Dr. Kay Nicols, Dr. Janet Payne, Dr. Indu Ramachandran, Dr. Holland Toles, Dr. David Wierschem, and Dr. Gail Zank completed their externships at various Texas business.

2. Six McCoy College faculty members were awarded faculty development leave during the year.

3. Fourteen McCoy College faculty members received approximately $42,000 in financial support to pursue professional development in teaching and/or research.

4. Seven members of the McCoy College Advising Center attended TEXAAN Conference and Professional Development Day at the University of Texas at Austin.

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

1. BLAW 2361 has been modified for online delivery. A section of BLAW 2361 will pilot the new format in spring 2016.

2. Eight McCoy College faculty members completed training in the use of Zoom-based classroom for distance education.

3. Audio-video technology in several classrooms and video-conferencing facilities in McCoy College received an upgrade with new video capturing and streaming equipment to support live video capturing and streaming of lectures to support participation by students at remote locations and distance education as well as research collaborations. Total cost: $77,000.

4. Drs. Yvonne Eixmann, Noel Gould, Kasey Martin, and Dennis Smart were all approved for teaching online courses. Drs. Eixmann, Martin, and Smart completed advanced training while Dr. Gould was granted certification based on his training elsewhere and completion of an additional module on our campus. Dr. Martin developed ACC 53550, Professional Accounting Research, into a hybrid course.

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

For FY15, the McCoy College Development Foundation received $498,303 in contributions and pledges totaling $350,000.

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)