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

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

1.2 Increase number of full-time faculty.

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

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

1.5 Offer academic programs that are nationally and internationally competitive.

1.6 Strengthen research and scholarly/creative activity efforts through achieving increases in grant expenditures and increasing collaboration across disciplines.

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.

1.8 Support faculty efforts in international research.
1.9 Maintain Emerging Research University status and pursue the Texas Research Incentive Program (TRIP).

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.

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

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

2.4 Internationalize the curriculum.

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

2.6 Maintain a vigorous, targeted recruitment and marketing campaign.

2.7 Recognize the role of moving to the FBS in developing the image of the university and enhancing economic and cultural development.
2.8 Enhance and support distance learning and Friday/Saturday course delivery.

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.

3.2 Enhance quality and consistency of academic advising services.

A major focus in 2012-2013 for academic advising involved increasing institutional capacity to provide academic advising of the highest quality through professional development and to improve communication among units with the goal of enhancing consistency of service and message across college advising centers.

A new Advising Council was initiated in fall 2012, replacing an informal meeting of advising centers supervisors that had occurred in the past. Council members included supervisors from each undergraduate advising center, a representative from the Graduate College, representatives from Athletic Certification and the Athletic Academic Center, and representatives from key enrollment management offices (Admissions, Financial Aid & Scholarships, and Registrar). Monthly meets served as the mechanism to ensure accurate information exchange about key processes such as Satisfactory Academic Progress in student financial aid and Athletic Progress Reporting in athletics.

Two major professional development events were held on the Texas State University campus for academic advisors in 2012-2013. On September 20, 2012, 85 advisors attended the Academic Advising Annual Conference. On May 7, 2013, 92 advisors attended the Academic Advising Assessment Summit. At these events, academic advisors shared and developed new strategies for their work with students and goals for subsequent year service to students were developed.

Three Texas State University academic advisors were recognized for their exceptional service at the joint National Academic Advising Association
(NACADA) Region 7 / TEXAAN Conference held in spring 2013. Ms. Claudia Trevino, Academic Advisor II in the PACE Center, was recognized as the outstanding academic advisor at the conference. Mr. Karl Boysen, College of Fine Arts & Communication supervisor, was recognized as the outstanding academic advising administrator. Finally, Ms. Michelle Sotolongo, Academic Advisor I, received recognition for having presented the best paper at the conference on her work with students at Texas State University.

Finally, Texas State University academic advisors who presented papers at regional or national NACADA conferences were supported with travel funding. Seventeen academic advisors attended and presented at the national conference in Nashville, TN, and 22 attended and presented at the regional conference in San Antonio.

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

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

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.

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.

3.7 Recognize the importance of academic and administrative program review processes to facilitate program improvement in support of the University mission.
3.8 Foster an environment that cultivates students to become successful, engaged alumni.

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

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

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

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<th>The Texas State University PACE Center welcomed new freshmen in the Undergraduate Academic Center beginning in June 2012. A total of 4,251 freshmen and 133 Emerging Stars received academic advising, career counseling, peer mentoring and academic coaching in the PACE Center’s first year. Key outcomes achieved in the first year of PACE included:</th>
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<tr>
<td>• PACE academic advisors served students throughout the year in 12,553 individual academic advising appointments.</td>
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<tr>
<td>• The PACE Center peer mentoring program received College Reading &amp; Learning Association (CRLA) International Peer Mentor Training Program Certification.</td>
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<tr>
<td>• Five career service interns were located in the PACE Center in response to heavy demand for services in this area.</td>
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<td>• QEP assignments were embedded in all 237 sections of US 1100 University Seminar during fall 2012. All US 1100 sections were capped at 20 student per section, as required by the Quality Enhancement Plan.</td>
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<td>• Peer mentors were assigned to individual US 1100 University Seminar sections and/or groups of PACE students identified as being at-risk of academic failure (Emerging Stars summer bridge students, e.g.).</td>
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<tr>
<td>• Students were referred to academic coaches by faculty, staff and peer mentors throughout the year. This approach resulted in a significant increase in the magnitude of mentoring impact on first year students at Texas State University.</td>
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Finally, PACE Center staff coordinated the juried assessment of QEP
assignments embedded in US 1100 in January and May. These results provide the foundation for continued assessment of PACE as Texas State prepares for the submission of its interim report to the Southern Association of Colleges and Schools in 2015.

**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.

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

Texas State University initiated its first Title V Developing Hispanic Serving Institutions (HSI) grant for approximately $2.9 million over five years. This project, titled “Mentoring and Academic Coaching: Foundations for Student Success at Texas State University” was designed to provide high impact mentoring and academic coaching to Hispanic and low-income students while also serving other first-year student populations identified as potentially being at-risk of failure in college.

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

Texas State University’s Advise TX chapter served 16,008 students at high schools in the Rio Grande Valley and Corpus Christi in 2012-2013. Services included direct assistance to students from under-represented groups with the goal of growing a college-going culture. At the eight underserving high schools served by Advise TX advisers, 43% of seniors submitted a federal financial aid application, 2,436 submitted college application fee waivers, and 1,604 applied for ACT / SAT fee waivers.

In November of 2012, University College at Texas State received notification of having been selected as an inaugural member of the Texas Education Consortium for Male Student Success. This project will advance the cause of Project MALES, an initiative at The University of Texas Austin that focuses on the powerful impact of mentoring on the success of African American and Latino males in college. Representatives from Texas State attended the Consortiums Inaugural Meeting, Thursday, June 6, 2013 at The University of Texas at Austin. Representatives from Texas State attended the 2013 UT Latino Male Symposium, Friday, June 7, 2013 at The University of Texas at Austin. In fall 2013, 331 men of color were served under this initiative.
The Texas State University Title V Developing Hispanic Serving Institutions grant project completed its first year on September 30, 2013. In spring 2013, 15 peer mentors served a total of 161 first-year students. In summer 2013, 7 peer mentors served all 138 Emerging Star students.

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

4.5 Seek historically underutilized business suppliers.

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.

5.2 Increase number of full time staff.

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

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

5.5 Implement the Campus Master Plan update for 2012-2017 to ensure it meets the needs of the University.
5.6 Expand and support professional development opportunities for faculty and staff.

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.

5.8 Reduce deferred maintenance in existing facilities.

5.9 Improve processes outlined in SACS Principles of Accreditation to ensure ongoing compliance with standards, while continuously improving overall educational quality.

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

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

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.

5.13 Ensure regulatory compliance, environmentally responsible practices and the efficient use of energy and water resources.
5.14 Leverage Enterprise Resource Planning (ERP) and other technology investments to continually improve campus business and instructional support activities.

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

5.16 Promote a safe and secure environment.