Texas State University
2012-2017 University Goals, Initiatives, and Indicators*
(*All responses for identified indicators should include only current-year data, unless otherwise noted)
College of Health Professions 2016-2017 Plan Progress

**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

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Willow Hall planning of construction and equipment purchases has been completed.
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

CLS: Interprofessional Education via study abroad was conducted with clinical laboratory science (CLS), nursing, respiratory care, and mass communications. The study abroad consisted of two weeks in Managua, Nicaragua. This is the first interprofessional study abroad program in the nation that includes clinical laboratory science students. Professor Joanna Ellis and four senior CLS students were the invited keynote at the Texas Association of CLS. They were honored with the Texas State Quarterly Team Award for this effort.

Two Texas State senior CLS students, Eric Bruton and Sheridan Limmer, were awarded two of the five national Travel Grant awards to attend the American Society for CLS in San Diego and presented their undergraduate research posters. Mr. Bruton’s presentation was Three-Dimensional Imaging of Immunostained Tubule Lumens in Solvent-Cleared, Whole-Mount Mouse Kidneys, and Ms. Limmer’s presentation was A Prospective Study of Patients Diagnosed with Sarcoidosis: Nutrition, Health Assessment and Environmental Exposures.

One junior CLS student, Quincey Gonzalez presented a poster at the Annual Biomedical Research Conference for Minority Students (ABRCMS) – “What are the Differences in Outcomes for Student participants in REU Sites versus REU Supplements?” Her research entailed the retention rate for students who participated in REU sites versus REU supplements using data from the National Science Foundation.

HIM: The online Master of HIM degree program was started in fall of 2015 with sixteen students. In fall of 2016, the second cohort increased by 25% with an enrollment of 20. Eighteen returned in fall 2017, a 90% retention rate. The department is seeking CAHIIM accreditation for the MHIM degree. Application for candidacy was completed in late fall 2016. Enrollment for the BSHIM program continues to be strong with 36 students enrolled for fall 2016 for the oncampus program and 25 online BSHIM students.

NSG: The BSN program is ranked in the top 5% of BSN programs in the state of Texas based on NCLEX-RN passing scores and other metrics. The MSN-FNP program will submit a interim self-study December 1, 2017 and host an on-site CCNE team for a re-accreditation visit in 2019.
PT: Implemented PTCAS for first time with 598 applications through PTCAS and Apply Texas.

All college programs eligible for accreditation maintained accreditation.

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

Dr. Janet Bezner, Associate Professor, Physical Therapy, continued to partner with Health and Human Performance faculty on proposals funded by the Osteoarthritis Action Alliance in support of Walk with Ease implementation and research.

Dr. Denise Gobert, Associate Professor, Physical Therapy, collaborated on a funded proposal through the Texas Physical Therapy Foundation with Warm Springs focused on trunk stability.

Dr. Barbara Hewitt, Assistant Professor, Health Information Management, collaborated with external partners on a funded proposal in support of women in technology through programs for female high school students.

Dr. Rodney E. Rohde, Chair, Clinical Laboratory Science Program, collaborated with the Department of Agriculture on 2017 MIRG proposal selected for funding.

Five REPs were awarded to CHP faculty including Dr. Son C. Kim, School of Nursing, which assessed aggressive behavior risk assessment tool (ABRAT-L) among residents newly admitted to long-term care homes.

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

CLS: Dr. Rodney E. Rohde, Chair, Clinical Laboratory Science Program, was awarded three international titles that span his research, teaching and service areas - (1) title of Global Fellow by the Global Citizenship Alliance in Potsdam, Germany, which included an appointment as Visiting Scholar at UT Austin (in collaboration with Austin Community College); (2) title of Fellow by the Association of Clinical Scientists (FACSc); and, (3) an appointment to the International Federation of Biomedical Laboratory Science (IFBLS) Microbiology Advisory Group (two years), August 2016 – 2018 for development of IFBLS documents for WHO, CLSI and ISO TC212 in the area of expertise (antibiotic resistance).

CDIS: CDIS supported the submission of Dr. Celeste Domsch’s Fulbright Scholar application during the summer of 2017. Decision pending.

HA: Dr. Ram Shanmugam, Professor, earned Honorary Professor of International Studies and Dr. Joseph Topinka, Assistant Professor submitted Fulbright Application.

HIM: Dr. Barbara Hewitt, Assistant Professor, gave a scholarly presentation at Hochschule Hannover University in Germany. Work continues with Hochschule Hannover in collaborative research. Dr. Hewitt completed her collaborative research in 2016-17 with a graduate student in Germany. The research was focused on privacy/security legislation regarding protected health information. A comparison of legislation in the U.S. to the European Union was done to see where similarities and differences exist.

NSG: Dr. Son Kim, Professor, is working with Canadian researchers on a project dealing with patient violence in nursing homes. There is no funding with this project.

PT: Associate Professors, Dr. Janet Bezner and Dr. Karen Gibbs, presented and networked at World Confederation of Physical Therapy in Capetown, South Africa. Dr. Barbara Sanders, Chair of PT, was appointed to Advisory Board for IPETH (Instituto Profesional en Tarapia y Humanidades) in Puebla, Mexico.

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

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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

**HA:** Received $100,000 from the Williamson Fund eligible for 50% TRIP match.

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**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)

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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)

<table>
<thead>
<tr>
<th>CDIS:</th>
<th>Currently, the CDIS Speech-Language Hearing Clinic provides speech-language services under contract for the San Marcos Consolidated Independent School District. Speech-language-hearing services are provided for monolingual and/or bilingual Spanish-English speaking students beginning pre-kindergarten as well as assisting with bilingual re-evaluations.</th>
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<tbody>
<tr>
<td>RC:</td>
<td>The Texas State Sleep Center's clients averaged 52 patients per month (out of possible 60 patients per month in a 2 bedroom sleep center).</td>
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</table>

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)

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<tr>
<th>CLS:</th>
<th>Dr. Rodney E. Rohde, Chair of CLS, was selected to present a TEDx talk entitled &quot;Saving Lives in the Shadows of Healthcare&quot;, discussing issues of global antibiotic resistance and healthcare associated infections at the intersection of medical laboratory science and public health. The TEDx talk has gone viral and won several national awards.</th>
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<tbody>
<tr>
<td>CDIS:</td>
<td>The 2017 CDIS Diversity Day titled &quot;Music &amp; Literature: Weapons of Peace during a Century of Conflict&quot; was held on February 10, 2017. This event was recognized by the Common Experience committee and it received a Common Experience grant. The event provided the opportunity for students, staff, and faculty to share music and literature across generations. The event was well attended and received.</td>
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2.4 Increase undergraduate student scholarships and graduate student financial support in an effort to improve recruitment and retention of students.

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

**CLS**: Endowment level was reached for the Cardinal Health Clinical Laboratory Science Scholarship honoring Dr. Rodney E. Rohde and Ms. Jennifer Dawson. The scholarship was established with the 2015 award to Dr. Rohde of $20,000. In 2016, Mrs. Jennifer Dawson was awarded the same award, urEssential honor and received $25,000. Ms. Dawson selected Texas State's CLS program as the recipient of the $25,000 award. Ms. Dawson's donation allowed CLS students to receive scholarships for the 2018-2019 academic year.

**CDIS**: Received four Graduate Merit Fellowships ($2500) from the Graduate College for the entering cohort of fall 2016. In addition, the John Wendel Scholarship was again donated to the department in 2016-2017 in the amount of $1000 for a student in the Autism Cognate.

**HA**: Permission was received by the Williamson Fund to begin a new scholarship for LTCA students.

**HIM**: The Sue Biedermann scholarship fund was created in FY15. The department of HIM plans to award two scholarships at $500 each in FY18. The HIM department also funded seven undergraduate students at $200 each for student travel to participate in a student exchange program in Germany.

**RTT**: The Radiation Therapy Program awarded scholarships to two Junior students in the amount of $550 each in 2017 from the Thomas L. and Helen E. Cox Scholarship, Texas State Endowed Scholarship in Radiation Therapy.

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**CLS**: Four courses - CLS 4333: Bridge to CLS Practice, CLS 4321: Directed Study in CLS, CLS 4463: Clinical Practice I, and CLS 4364: Clinical Practice II have been revised to include interprofessional education, international globalization, and study abroad content. Dr. Rodney E. Rohde, Chair of
CLS, was selected to attend the Global Citizenship Alliance conference in Potsdam, Germany and received the title of Global Fellow.

CDIS: Two new courses were developed and approved through the 2016-2017 curriculum cycle review: CDIS 4680 and CDIS 5680 International Multicultural Experience for students participating in study abroad opportunities.

HA: Texas State University has made application to join the International Standards of Organization Task Force 304, Healthcare Management. Dr. Brooks has been designated the University Lead.

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

CLS: CLS students participated in study abroad over a two week period in Managua, Nicaragua. This is the first interprofessional study abroad program in the nation that includes clinical laboratory science students. Joanna Ellis, Clinical Assistant Professor, and four senior CLS students were the invited keynote at the Texas Association of CLS. They were honored with the Texas State Quarterly Team Award for this effort.

CDIS had its second faculty-led study abroad during the summer of 2017 led by Dr. Celeste Domsch, Associate Professor, and Ms. Lori Stiritz, Sr. Lecturer. Another proposal was approved for study abroad travel to Peru for summer 2018.

HA: Dr. Joseph Topinka, Assistant Professor, led the first ever Health Administration study abroad course to Geneva, Switzerland with 6 HA students.

HIM: HIM completed the sixth year of participation in the student/faculty exchange with Hochschule Hannover - University of Applied Sciences and Arts in Germany. This past academic year, one student from Germany
attended Texas State in the fall 2016 semester. Seven HIM students completed coursework at Hochschule Hannover in summer 2017. One faculty member from Germany provided lectures to Texas State HIM students and met with the faculty. One faculty from Texas State provided lectures to Hannover students in the summer of 2017 and presented scholarly research.

NSG: One study abroad program continues using the undergraduate community-based nursing practicum course, NURS 4250. Three other programs joined the eighteen nursing students and two nursing faculty as they travelled to Nicaragua for a 2 week educational experience in January 2017. Students from mass communications, respiratory care and clinical laboratory science joined nursing students on this interprofessional study abroad experience. While there, the students led two community health fairs and delivered health care education in a rural community door to door. Dr. Pamela Willson, Clinical Professor, presented 2 papers at the Sigma Theta Tau International Research Conference in Dublin, Ireland. Clinical Assistant Professors, Dr. Kim Belcik and Dr. Shirley Levenson, presented a poster at the same conference.

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

CDIS: In an effort to target a more diverse applicant pool and to pull from other institutions in the state of Texas, during spring 2017 CDIS purchased a one page, full-color ad in the program booklet for the Texas Speech-Language-Hearing Convention that was paid for with funds from the Graduate College. The ad was to show how diverse our faculty is as well as to summarize our strong programmatic offerings.

NSG: Held open houses in the fall and spring to attract potential students. Led tours of the school and sim lab and held a community health fair in conjunction with one of the open houses.

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
2.9 Expand delivery of distance learning.

**Key Performance Indicators***:
- Number of new online and hybrid SCH as a percent of overall offered

The School of Health Administration began the process of seeking approval to offer an Executive MHA Program beginning fall 2018.

**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

**CLS**: The CLS program had five students participate in the Texas Association for CLS "student bowl" which is a competitive academic event. CLS also sent two students to the national American Society for CLS conference in San Diego. Each of these two students were awarded two of the five competitive travel grants to attend and participate in professional activities.

**NSG**: A Living/Learning Community was established for freshman pre-nursing students on the San Marcos campus.

The faculty and staff offer an enhanced peer mentoring program in the school of nursing with 60 pairs of students.
186 nursing students participated in service learning activities during the year with official recognition provided for this service. The students earned this recognition through the hours provided to Georgetown ISD. The seniors provided all the hearing and vision screening and the juniors provided vital signs and heights and weights for students needed to be screened per protocol.

Students, faculty, and staff participated in over 20 community events, such as the Alzheimer’s walk, Relay for Life, Scott and White Blood Drive, Race for a Cure and PAWS for a Cause (a student sponsored event to benefit school children by providing new properly fitting shoes).

Thirty nursing students who are members of "Student Promoted Integration in Nursing" (SPIN) organization provided the following hours to the Round Rock Serving Center: RACS Coats for Kids (180 hrs), RRACS volunteering twice a month throughout school year (900 hrs), Paws for a Cause (120 hrs), Dell Children’s 5K (120 hrs), Christmas Decoration for the RRACS (120 hrs).

The approximately 120 students who belong to the Student Nurses Organization (SNO) provided over 1000 hours of service to Medicine in Motion which provides service and supplies at marathons in the area, Be the Match, The Baylor Scott and White Blood Drive, and the Alzheimer's walk.

The College of Health Professions conducted an IPE and Scroll Ceremony with over 400 health professions students attending. Faculty also participated in the IPE 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

NSG: Student comments were positive and no change in advisor ratios--only 1 advisor in the school of nursing. An Admission and Retention Coordinator (ARC) is in place in the school of nursing and has a consistent
daily presence. The ARC works with students who are struggling academically and financially in conjunction with school of nursing faculty. Individual and group programs have been set up to meet the academic remediation needs of students.

The academic advisor for the school of nursing has been an asset in support of pre-nursing students in San Marcos and for the enrolled nursing students on campus in Round Rock.

The admission and retention staff attended 4 Bobcat Days in San Marcos, interacting with approximately 600 prospective students, and 3 Bobcat Days in Round Rock, interacting with approximately 40 prospective students. School of nursing admission's staff held 2 information sessions in San Marcos with approximately 31 pre-nursing students regarding the requirements for the undergraduate nursing program. Nine information sessions were held in the school of nursing in Round Rock for prospective students, with approximately 45 individuals attending the sessions. In addition, the 2 open houses were held, with approximately 500 individuals attending. The Admission and Retention Office fielded 4296 phone calls, answered 2623 emails, and serviced 222 walk-in consultations from prospective students during this time period. Staff maintain a presence for the school of nursing on social media such as facebook and twitter.

The admission's staff also met with 2 area high school health science groups, totalling 27 students, in an effort to capture interest while the students are forming opinions about careers.

The school of nursing placed 14 radio advertisements last year and the Director of the school of nursing was interviewed on the Texas State campus radio.

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
• Number and percent of completed audits

All academic units in the College of Health Professions reviewed and completed student learning outcomes. An example of improvement noted by the school of nursing: in the spring of 2017 the nursing school hired a faculty member with grant money to work with students who scored in the bottom 25% (n=25) of the grading scale in the Pathophysiology and Pharmacology course. The faculty member met with the second semester students to work on test taking skills and building of confidence in answering NCLEX-RN style questions. The students in this group improved on average 4 points above the other students and most were successful in the course. In the summer 2017, another faculty member used a similar approach with some of the same students from the spring; however it contained less structure. While the students felt it was useful no data could be obtained to indicate that these students did better than their counterparts.

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

CLS: Aureus Medical Group (national medical staffing agency) and Sonic Reference Labs (Austin and internationally based) visited the CLS Program for recruiting purposes.

CDIS: During 2016-2017, 2nd year graduate students completed a total of 62 externships (n=31 students)

HA: 100% of BHA & MHA students complete a one semester field placement in their last semester.

HIM: The Professional Practice Experience (PPE) is an opportunity for students to engage with HIM leaders in the workplace. The PPE is typically done in the last semester and some students are given employment offers during the PPE or shortly after. Students also attend the health professions career fair and other job fairs. During senior seminar each spring, students participate in panel presentations where they visit with former alumni on career pathways and receive key information on potential jobs. Prospective employers are also invited to seminar sessions to meet graduation candidates. In spring 2017, Baptist Health System, Parallon, e-4 Services, Department of Veteran Affairs, Texas General Land Office, UT Health Science Center-Houston, Connally Memorial Medical Center, RC Billing and Memorial Hermann professionals visited with senior HIM students.
NSG: Eighty-six nursing students were placed in area hospitals during spring 2017 to complete a 156 hour precepted experience (pairing students one on one with a registered nurse). This is considered a capstone experience for the BSN students. As part of the course, they are required to conduct a teaching project needed for the specific unit they are assigned.

The school of nursing continues to host a career fair each fall for graduating seniors, inviting potential employers. Twenty-one potential employers participated in the fall 2016 fair. Prior to the fair, resume writing and interviewing skills workshops were conducted in conjunction with the student nurses organization. In the spring, four health systems were invited to meet with graduating seniors to discuss their internship programs post-graduation.

During the Professional Growth and Development course, nursing students take the jurisprudence exam required of all nurses who apply for licensure as an RN in Texas. This activity assists students in meeting requirements for practice in the State of Texas. Students also practice taking nationally normed standardized online tests throughout the program to prepare them for the NCLEX-RN licensing exam.

This was the third year participating in the Accelerated Student Experience with St. David's HealthCare. Nine students precepted for 172 additional hours and were provided automatic hire and a sign on bonus if they chose to be employed on the unit they completed the hours. One other university had two students after Texas State piloted the program.

RC: Respiratory care students participated in the Health Professions Career Day through senior job interview exercises.

RTT: The radiation therapy program includes clinical rotations with several clinical affiliates offering internship experiences to students.

All students are assigned a clinical rotation at a site each semester within the 2 1/2 year curriculum including a 10 week summer session. Students typically have an opportunity to meet with supervisors and administrators during their clinical rotations resulting in job interviews at the end of their education. The employment rate for our program within 6 months post graduation, ranges from 95 to 98 percent each year. The Program Coordinator meets with all clinical supervisors who typically hire our graduates each year to discuss the program's educational effectiveness. The Program Coordinator also receives supervisor feedback regarding RTT graduates one year after their employment to assess graduate preparedness and employer satisfaction.
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

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

CLS: Dr. Rodney E. Rohde, CLS Chair, and Dr. Gerald Redwine, Associate Professor, serve as Bobcat Bond mentors. Dr. Rohde serves Bobcat Preview events as an invited presenter. Dr. Rohde is faculty advisor for the Society of CLS (student organization), invited speaker for the Microbiology Student Society, liaison with the Honors College, and HLSAMP. He also serves his state and national professional organizations, TACL and ASCLS, as a faculty / mentor for leadership.

CDIS: New recruitment activities included purchase of a full-page ad in the Texas Speech-Language-Hearing Convention program book. In addition, efforts toward making sure that support services are available as we begin to transition to Round Rock campus.

HIM: Student recruitment efforts have increased. Faculty are volunteering their time and expertise to cover exhibit booths at the state and national level. With the new online Masters of HIM, the department made the decision to recruit nationally at both the AHIMA and HIMSS conferences. HIM continues to have an exhibit booth at the TxHIMA state convention. Community college outreach has also begun to provide early HIM advising for potential BSHIM applicants. A HIM faculty member traveled to the Rio Grande Valley and gave a BSHIM and MHIM presentation to two community colleges and area HIM professionals. Student retention continues to be monitored. The chair and faculty strive diligently, as early as possible, to engage students who are performing poorly in year one of the professional curriculum.

PT: Participated in more than 25 off campus recruiting events to include college fairs, high school career events, and pre-PT clubs.

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

| CLS: Four courses - CLS 4333: Bridge to CLS Practice, CLS 4321: Directed Study in CLS, CLS 4463: Clinical Practice I, and CLS 4364: Clinical Practice II, have been revised to include Interprofessional Education, international globalization, and study abroad content. |
| CDIS had one new course designated as multicultural content: CDIS 4340 Augmentative Communication Systems. |

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

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

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

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

CLS: Clinical Laboratory Educational Conference (CLEC), TACLS, and ASCLS conference attended by Clinical Assistant Professor Joanna Ellis and Professor Dr. Rodney E. Rohde. Associate Professor Dr. Gerald Redwine attended TACLS and ASCLS. Associate Professor Dave Falleur participated in Faculty Development Leave in fall of 2016.

CDIS: 16/16 full-time faculty members attended at least one state or national convention/conference/training (Texas Speech-Language-Hearing Association Convention, American Speech-Language Hearing Convention, Council for Academic Programs in Communication Sciences and Disorders Annual Conference, etc.) that was supported by the department to earn continuing education units. Three staff members attended internal professional development sessions throughout the year.

NSG: The school of nursing faculty members participated in interprofessional education development with the other CHP faculty in spring 2017. The goal is to encourage faculty members to work with other
professions to educate students in the various fields. Educating the faculty members is the first step in building interprofessional education.

Five faculty members from the CHP's interprofessional education committee attended the Interprofessional Education Collaborative Institute in fall and spring to learn more about IPE. A strategic plan for the college was developed.

RTT: Faculty members have attended various professional conferences in 2017. These include the following: American Society of Radiologic Technologists National Meeting in San Diego, North Texas Society of Radiation Therapists Conference in Dallas, 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

CLS: Ongoing hybrid course CLS 4340: Clinical Microbiology II. Exploring possible hybrid on-line for other CLS courses.

CDIS planned to offer CDIS 5312 Neurology Anatomy for Communication Disorders for the first time during the summer 2017 as an online course for incoming graduate students lacking the prerequisite; the course did not make.

HA is in the process of developing online courses to support the EMHA proposal.

NSG: Courses for the Leadership and Administration in Nursing MSN program were undertaken with the majority of courses completed by summer 2017. Dr. Pamela Willson received the award for excellence in online education. All faculty members teaching online courses have undergone training or completed the portfolio signifying the attainment of the necessary knowledge of best practices to teach online.

RC: Implementation of MSRC online post-professional graduate degree.
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

CLS alumni and faculty donated to the Rodney E. Rohde and Dave Falleur scholarships and to Step Up for State.

Six CLS alumni serve on our CLS Advisory Board or as guest speakers for the program.
Dr. Rohde was honored with the Teaching Award of Honor by the Texas State Alumni Association and the Everette Swinney Faculty Senate Excellence in Teaching Award. He was also honored with the national ASCLS Theriot award for his TEDx talk "Saving Lives in the Shadows of Healthcare." The Theriot Award recognizes and encourages the development of significant creative innovations and materials that contribute to the quality of laboratory testing, improved patient care, or enhance teaching. It is a single national award. Dr. Rohde was also awarded the ASCLS "Member of the Year" award for Texas.

Clinical Assistant Professor Joanna Ellis (2007 alumni) was awarded the Texas State Presidential Excellence Award in Service and the Texas State Quarterly Team Award for her interprofessional education and study abroad efforts.

The CLS program was awarded the 2017 ASCLS Video Contest Best Overall National Member video. Professor Ellis directed the video "I am the Healthcare Professional Who..." with our faculty members and students as participants.

CDIS hosted an event at the 2017 Texas Speech-Language Hearing Association Convention in February that allowed alumni to reconnect with the department.

CDIS began working with University Advancement to make plans for the 70th Anniversary of the Speech-Language-Hearing Clinic with plans to establish a student scholarship.

HA: The School of Health Administration had two alumni recognized at the Distinguished Alumni Ceremony, Mr. Ernie Sadau and Mr. Eric Weaver. HA will begin expanding the alumni event at the annual American College of Healthcare Executives meeting in March in Chicago each year.

HIM: An HIM alumni email distribution list is maintained for sharing newsworthy activities. Alumni are invited to a Texas State HIM alumni reception each year during the state convention. Approximately 50 guests attended this past year in Frisco, TX. In addition, new tenure-track faculty members have started participating in local HIMSS chapter meetings to further meet this goal. Another new faculty member is highly involved with leadership service for the National Center for Women and Information Technology. In this role the faculty member has influenced young high school females to consider careers in health IT. HIM facultymembers continue to work with information technology vendors in the health care industry to attract further PPE sites.

PT: 10 alumni were guest lecturers in classes; 15 alumni assisted with
interviews for class entering 2016; over 50 alumni have served as clinical instructors in clinical facilities where PT placed students; two advisory boards were developed in preparation for PT's move to Round Rock, with 6 alumni on each board.

NSG: Three alumni from the MSN-FNP program attended new grad student orientation to speak to the students about the role of the FNP and being a new graduate. Five BSN alumni spoke to graduating seniors in a panel discussion in the spring 2017 to help prepare them for life as a graduate nurse.

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)