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

The College of Health Professions received one-time funding from the Provost for new equipment purchases for the following programs.
Clinical Laboratory Science received $73,500 to purchase equipment for two program laboratories. These funds also provided students with new microscopes, a Hematology analyzer, and three Clinical Chemistry Spectrophotometers. A Pan-Optic imaging microscope was purchased to create a Digital Microscopy Core Lab with the award of a $46,595 grant from Student Computing Resources.

The Department of Communication Disorders received $30,630 and purchased two complete computerized speech laboratory systems to be used for instructional, clinical and research lab use.

The Department of Physical Therapy received $26,410 for the purchase of necessary equipment that included several electronic elevating treatment tables, simulation blood pressure training arm, and activity trackers to support research.

The Department of Respiratory Care received $29,960 and purchased a V-60 Ventilator and Pulmonary Function Testing machine.

The St. David's School of Nursing was allotted $585,000 to upgrade the simulation laboratories. Six new high-fidelity manikins were purchased to replace and enhance existing manikins which were no longer supported by the manufacturer. The infrastructure to the laboratories was upgraded to be able to support the new manikins and other new technology to be used in the future.

The Radiation Therapy Program received a Student Computing Resources grant in the amount of $49,738. These funds were used for a new interphase upgrade to the virtual reality radiation therapy educational system in the treatment planning lab and classroom.

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

Clinical Assistant Professor Joanna Ellis was awarded the ASCLS Voices Under 40 Award. Dr. Rodney E. Rohde, Clinical Laboratory Science Chair, was awarded the ASCLS Scientific Assembly Bio-Rad Professional Achievement Award – National Award for Microbiology & Public Health and the ASCLS Scientific Research National Award for Prevalence of Staphylococcus, including Methicillin Resistant Staphylococcus aureus (MRSA), in a Physical Therapy Educational Facility. The Scientific Research project was authored and conducted by Ms. Priya Dhagat (CLS alumnae, 2013).
The communication disorders program was recognized with the 2016 Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) Diversity Award. This national award is presented annually to the individual, individuals, or academic program making significant contributions to achieving diversity in the field of Communication Sciences and Disorders. Recipients of this award are individuals or academic programs that have made a significant contribution to increasing the presence of under-represented populations in the field of Communication Sciences and Disorders.

Dr. Celeste Domsch was selected to be a part of the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) Leadership Academy, Spring 2016.

Undergraduate communication disorders student, Candace Johnson, received the Robert W. Young Award for Undergraduate Research from the Acoustical Society of America. Two are given each year nationally. The money goes to help defray costs associated with Candace’s honors thesis: “Avoiding the Inevitable: Overcoming Noise-Induced Hearing Loss in University Marching Bands.”

Undergraduate communication disorders student, Shannon Goodwin, won 1st place in the The American Speech-Language-Hearing Association (ASHA) in the 2016 Student Ethics Essay Award (SEEA) contest. Her essay was entitled, “Unintentional Client Abandonment: How Personal Decisions Impact Others.”

The School of Health Administration's MHA program was ranked #5 "Top 10 Best MHA Program's; Ranked #25 in "Top 30 Most Affordable MHA Programs"; and Ranked #5 in "Most Innovative MHA Programs" by the National Center for Education Statistics.

The new online Master of Health Information Management (MHIM) was started in fall 2015 with sixteen students. Thirteen of these returned in fall 2016 for an 81% retention rate.

The Department of Physical Therapy had an increase in application numbers, 450 for admissions to the 2016 class cohort of 40 students.

The St. David's School of Nursing's BSN program was ranked #2 in the state of Texas based on NCLEX-RN passing scores and other metrics.

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

The College of Health Professions received the following Research Enhancement Grants.

Department of Communication Disorders' faculty members, Dr. Maria Resendiz and Dr. Diana Gonzales, $16,000; Department of Health Information Management faculty, Barbara Hewitt, $13,120.

Faculty in the Department of Physical Therapy collaborated in research across disciplines with the Department of Health and Human Performance.

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

Clinical Laboratory Science Program Chair, Dr. Rodney E. Rohde, was invited for an appointment on the InfectionControl.tips Advisory Board. This is a Pan Access organization involved in publishing and research. Dr. Rohde was also invited to be a resource on the Elsevier Connect Zika Resource Center as a public health and clinical infectious disease subject matter expert.

Department of Health Information Management Chair, Ms. Jackie Moczygemba, presented at an International Conference on Health Research at Hochschule Hannover University in Germany. Work continues with Hochschule Hannover in collaborative research. One department faculty member has worked in 2015-16 with a graduate student in Germany in researching privacy/security legislation regarding protected health information. The research focused on comparing legislation in the U.S. to the European Union to see where similarities and differences exist.
St. David’s School of Nursing faculty member, Dr. Son Kim, is working with Canadian researchers on a project dealing with patient violence in nursing homes.

1.9 Pursue National Research University Fund (NRUF) eligibility.

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

1.10 Increase Texas Research Incentive Program (TRIP) awards.

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

The School of Health Administration received $127,875 from the Williamson Fund eligible for TRIP match.

The Department of Physical Therapy received $100,000 gift eligible for TRIP match.

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)

Currently the Communication Disorders’ 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 the monolingual and/or bilingual Spanish-English speaking students beginning pre-kindergarten as well as assisting with bilingual re-evaluations.

Dr. Alex McLeod, Health Information management faculty served as the College of Health Professions' representative to assist Texas State in achieving the Innovation and Economic Prosperity University Designation from the Association of Public and Land-grant Universities. The designation identifies public universities working to advance the economic well-being of their states, cities, regions, and the nation through a variety of efforts. The application was submitted in May 2016. Designation status is pending.

2.3 Continue engagement in the cultural development of the region.

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

The 2016 Communication Disorders Diversity Day titled, "Bridged by Stories of Our Ancestry" was held at Centro Cultural Hispano de San Marcos on February 12, 2016. This event was influenced by the Common Experice theme and it
provided the opportunity for students, staff and faculty to share the history of their family's journey to Texas.

The Radiation Therapy Program held Be the Match bone marrow outreach 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

The Department of Communication Disorders received two Graduate Merit Fellowships ($2500) from the Graduate College for the entering cohort of fall 2015. In addition, the John Wendel Scholarship was donated to the Department of Communication Disorders in 2015-2016 in the amount of $1000 for a student in the Autism cognate.

The School of Health Administration received permission from the Williamson Fund to establish a new scholarship for Long Term Care Administration students.

The Sue Biedermann Scholarship was created in FY15. The Department of Health Information Management plans to award two $500 scholarships in FY17. The Department of Health Information Management also funded six undergraduate students at $200 each for student travel to participate in a student exchange program in Germany.

The Radiation Therapy Program awarded its first scholarship to a junior student in the amount of $700 from the Thomas L. and Helen E. Cox 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

Clinical Laboratory Science Program Chair, Dr. Rodney E. Rohde, was invited/appointed to the International Federation of Biomedical Laboratory.
Science Microbiology Advisory Group (two year), August 2016–2018. This group is responsible for Development of IFBLS documents for the World Health Organization (WHO), Clinical and Laboratory Standards Institute (CLSI) and International Organization for Standardization (ISO).

The Department of Communication Disorders had two seminar/independent study courses (CDIS 4301 and CDIS 5390) and a section of CDIS 5350 Multicultural Issues revised to include international content to accommodate Study Abroad summer 2016. Based on that, two new courses are currently being proposed: CDIS 4680 and CDIS 5680 International Multicultural Experience.

Department of Physical Therapy faculty, Dr. Susan Okere, developed a study abroad program to Nicaragua as a first time experience for Department of Physical Therapy faculty members and students.

School of Health Administration faculty, Dr. Ram Shanmugam participated in an international workshop, Academic World Conference in Singapore. Dr. Shanmugam was invited and presented on paradox in protection from earthquake versus tectonic glue based on geometric pattern of 21st century incidences.

Texas State was chosen as one of 13 partner schools by the American Health Information Management Association (AHIMA) to take part in a program to increase U.S. jobs and exports through the promotion of international standards related to HIM education and workforce training. This program will help Texas State recruit and increase its numbers of international students in the BSHIM program. In FY16, the Department of Health Information Management had one international student. Two faculty members are involved in efforts focused on global Health Information Management curriculum and certification through various American Health Information Management Association (AHIMA) workgroups. The AHIMA grant from the U.S. Department of Commerce is concluding this year.

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

The Clinical Laboratory Science Program was involved in the creation of a study abroad experience for students to Nicaragua in January 2017. The plan is to continue this study abroad program with interprofessional education experiences with other health profession programs.

The Department of Communication Disorders conducted its first faculty-led study abroad, during the summer of 2016, led by Dr. Celeste Domsch and Ms. Lori Stiritz. Another proposal is underway for a second location.

The Department of Health Information Management Chair, Ms. Jackie Moczygemba traveled to United Arab Emirates with a faculty member from University of Central Florida to perform academic consulting. Curriculum and faculty qualifications were reviewed at the Higher Colleges of Technology campuses located in Dubai, Abu Dhabi and Fujairah.

The Department of Health Information Management's student/faculty exchange with Hochschule Hannover - University of Applied Sciences and Arts in Germany completed its fifth year and will continue. This past academic year, one student from Germany attended Texas State in the fall 2015 semester. Six Texas State Health Information Management students completed coursework at Hochschule Hannover in summer 2016. One faculty from Germany provided lectures to Texas State, Health Information Management students and met with faculty members. One faculty from Texas State provided lectures to Hannover students in the summer of 2016 and presented at the International Conference on Health Research.

The St. David's School of Nursing continued the study abroad program using the undergraduate community-based nursing practicum course, NURS 4250. Twenty-eight students and three faculty members travelled to Nicaragua for a 2 week educational experience in January 2016. Seven Mass Communications students joined the group and documented the journey.

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

The Clinical Laboratory Science Program has initiated a Facebook and social media campaign for recruitment. Department Chair, Dr. Rodney E. Rohde was selected in a competitive process to deliver a TEDxTalk regarding "Everyday Heroes" about the Clinical Laboratory Science profession.
The Department of Communication Disorders, due to a large applicant pool, again decided to leverage a portion of the Graduate School recruitment funds in the form of a scholarship. This scholarship was awarded to the highest-ranking individual in the applicant pool that was from an underrepresented population. This was an effort to recruit the student to the graduate program. This was offered for the fall 2015 cohort.

The School of Health Administration invested heavily in a complete redesign of the marketing booth, with new table throw, brochures & table-top pull-up banner.

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

The St. David's School of Nursing reports positive student interactions with no change in advisor-student ratios. An Admission and Retention Coordinator is in place in the St. David's School of Nursing and has a consistent daily presence. This person works with students who are struggling academically and financially in conjunction with school or nursing faculty members. 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 825 prospective students and 3 Bobcat Days in Round Rock, interacting with approximately 84 prospective students. The admission and retention coordinator and academic advisor from the school of nursing met twice in San Marcos with approximately 300 students regarding the requirements for the undergraduate nursing program. Ten information sessions were held in the school of nursing for prospective students, with approximately 87 individuals attending the sessions. In addition to the prospective students, the staff met with 2 area high schools and middle schools, totaling 111 students, in an effort to capture interest while the students are forming opinions about careers. The Admission and Retention Office as a whole fielded 7022 phone calls, emails and walk-in consultations from students during this time period. The Admission and Retention Office hosted an Open House at the school of nursing and met with approximately 210 prospective nursing students. Staff maintain a presence for the school of nursing on social media such as Facebook and Twitter.
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

Clinical Laboratory Science Program students in the Society of Clinical Laboratory Science attend approximately 1-2 tailgate and football games each academic year.

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

The St. David's School of nursing, in the summer of 2016, hired a part time faculty to work with struggling students on test taking strategies. Qualitative results suggest the students were satisfied with the sessions and felt better prepared. A group of students who had been borderline in J2 were required to take this course in J3. Several did not want it to be mandatory and some felt it was too many hours, but overall it was a successful program with increase in test score averages.

The school of nursing designed and implemented a standardized patient
program for BSN and MSN students. The results have been positive with students commenting that they prefer this to role play with fellow students. The standardized patients for gyn and prostate exams for FNP students provided the real world experience needed at that level.

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

The Clinical Laboratory Science Program offered two opportunities for assistance to students, the ASCLS Mentorship Program and TACLS Leadership Academy.

Sonic Reference Laboratories and CPL visited with seniors in the Clinical Laboratory Science Program in summer 2016 for job recruitment. Two Clinical Laboratory Science Program students completed Summer Undergraduate Research programs in 2016. Eric Bruton was a Summer Fellow, Undergraduate Research Institution for the Study of Kidney Disease Fellowships (SURISKD) at
UT Southwestern Medical Center and Sheridan Limmer, at the The University of Texas MD Anderson Cancer Center, Veterinary Sciences Division of the Science Park - Keeling Center for Comparative Medicine and Research

The Department of Communication Disorders had 29, second year graduate students complete a total of 58 externships.

The School of Health Administration BHA & MHA students all complete a one semester field placement in their last semester.

The Department of Health Information Management provided the Professional Practice Experience (PPE), an opportunity for students to engage with Health Information Management 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 each fall. 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 2016, Baptist Health System, Regency, Parallon, e-4 Services, Nexus Medical Consulting, and Memorial Hermann professionals visited with Department of Health Information Management senior students.

The Department of Respiratory Care had 40 internships completed within Texas. The Texas State office of Career Services was utilized in a senior leadership course for mock job interviews.

The Radiation Therapy Program includes clinical rotations with several clinical affiliates. 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 near graduation time. The post graduate employment rate for the Radiation Therapy Program, within 6 months post graduation, ranges from 95 to 98 percent.

St. David's School of Nursing's student organizations, 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).

Eighty-two nursing students were placed in area hospitals during the spring of 2016 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, students are required to conduct a teaching project needed for the specific unit they are assigned.
The St. David's School of Nursing continues to host a career fair each fall for graduating seniors, inviting potential employers. Seventeen potential employers participated in the fall 2015 fair. Prior to the fair, resume writing and interview 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 internship programs post-graduation. During the Professional Growth and Development course, 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 second year participating in the Accelerated Student Experience with St. David's HealthCare. Twelve 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. Texas State was the only University invited to participate.

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

Clinical Laboratory Science Program faculty members visited New Braunfels high school for recruitment to the program. Dr. Rodney E. Rohde, Program Chair, visited Lehman High School's Health Science program in Kyle for recruitment of all health profession majors. Dr. Rohde has published multiple national and international articles about the Clinical Laboratory Science profession and major. These articles have been recognized as "Best" or "Most Read" over a time range and have drawn out-of-state as well as in-state students into the program.

The Department of Communication Disorders initiated new recruitment activities that included ordering new academic and clinical brochures. Some of these will be mailed directly to historically black colleges and universities (HBCUs) particularly those with only undergraduate communication disorder programs.

The Department of Health Information Management has increased student recruitment efforts. Faculty members volunteer their time and expertise to cover exhibit booths at the state and national level. With the new online Master of Health Information Management program, the department made the decision to
recruit nationally at both the AHIMA and HIMSS conferences. An exhibit booth is displayed at the TxHIMA state convention. Community college outreach has also begun to provide early Health Information Management advising for potential BSHIM applicants. The Department Chair, Ms. Jackie Moczygemba and a College of Health Professions' advisor traveled to the Rio Grande Valley and gave BSHIM presentations to two community colleges. Student retention continues to be monitored. The chair and faculty members strive diligently to engage students who are performing poorly in year one of the professional curriculum.

The Department of Physical Therapy participated in more than 20 off-campus recruiting events to include college fairs and pre-physical therapy clubs.

The St. David's School of Nursing had one new student organization, Men in Nursing. It was formally organized to foster a means for male students, who are considered a minority in the nursing field, to feel supported. They have a membership of over 20 male students. The faculty advisor is a male nurse. They plan to join the national Men in Nursing Organization.

In terms of recruitment, the school of nursing hosted an open house in the spring in conjunction with Bobcat Days for the Round Rock campus. The open house featured the senior students and community health projects. About 100 people attended.

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

Key Performance Indicators*:

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

The Department of Communication Disorders had one new course designated as multicultural content/perspectives: CDIS 5362 Introduction to Research in Communicative Disorders

Radiation Therapy Program had a student orientation course based on the Common Experience Theme of Exploring Democracy's Promise in spring 2015.

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
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

Clinical Laboratory Science Program's faculty, Mr. David M. Falleur, was awarded a Faculty Development Leave for fall 2016. Clinical Laboratory Science faculty members participated in the national ASCLS conference as well as the state TACLS conference. The program's administrative assistant attends internal workshops regularly.

The Department of Communication Disorders offered the following professional development activity for faculty and staff during 2015-2016: 2016 Spring Research Colloquium by Dr. Jose Centeno, "The Impact of Conversational Sociocognitive Routines on the Expressive Language Profiles of Individuals with Aphasia."

In addition, ten 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. Seven faculty members attended two CEU events supported by the department. Four faculty members attended three or more CEU events.

Communication disorders' faculty, Dr. Farzan Irani, presented a session for Instructional Technologies Support on October 16, 2015 titled, "Faculty Showcase - Evaluating Student Performance Using Video & ePortfolio" for the university community.

Two communication disorders' staff members were served through internal professional development sessions throughout the year.

Radiation Therapy Program faculty members have attended various professional conferences in 2015 and 2016.

The St. David's School of Nursing had two faculty development sessions with an external presenter. All faculty members were invited and 19 attended the sessions on building a scholarly collaborative within the school of nursing, and expanding the scholarship of teaching. The goal is to improve scholarly output of the clinical track faculty. This was year two of a three year program with
extremely positive results. A simulation and role playing conference was held in the school of nursing with about 50 participants, including some from foreign countries.

Nursing faculty members have actively pursued outside professional development to update skills and enhance knowledge in areas such as Pharmacology, new treatments for Mental Health disorders, Neurology updates, teaching strategies, testing and evaluation, and simulation and role playing.

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

Clinical Laboratory Science Program offered CLS 4340, Clinical Microbiology II, as a hybrid course in Spring 2016 for the first time. One faculty attended the development and training to provide the course as a hybrid.

The Department of Communication Disorders, in order to accommodate 2nd year students that are off-campus, prepared a new online course, 5334 Articulation and Phonological Disorders: Assessment and Intervention offered fall 2016. This course allows those that are completing practicum at a far distance to reduce the number of days they have to come to classes for evening courses as well as allow a way to integrate more technology without decreasing the quality of the course or decreasing standards. During summer 2016, one faculty completed the online course development training.

The School of Health Administration is in the process of converting 5 MHA courses into an online platform.

The Department of Health Information Management completed on-line courses for the MHIM.

The Radiation Therapy Program purchased and installed a virtual reality radiation therapy educational system as an upgrade to the treatment planning lab and classroom. Total value is $175,755 from VERTUAL LTD, Logistics Institute, University of Hull, Cotti Hull, UK. A development faculty position was funded to ensure effective curriculum integration for 9 months, at a cost of $28,947.
The St. David's School of Nursing had no new courses offered; however, many of the existing FNP courses underwent major re-design in 2015-2016 due to the nature of ever changing material and the newness of the program and some of the faculty. One school of nursing faculty received the excellence in online teaching award. One faculty completed distance education training.

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
The Department of Communication Disorders, during summer 2016, launched a web-based form that would allow alumni to reconnect with the department and submit their contact information. In addition, plans were put into motion to host an event at the 2017 Texas Speech-Language Hearing Association Convention in February that will allow alumni to connect with the department.

The Department of Health Information Management has an alumni email distribution list that is maintained for sharing newsworthy activities. Alumni are invited to a Texas State Health Information Management Alumni Reception each year during the state convention. Approximately 45 guests attended this past year. In addition, new tenure-track faculty members have started participating in the 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 has influenced young high school females to consider careers in health IT. Health Information Management faculty members continue to work with information technology vendors in the health care industry to attract further Professional Practice Experience sites.

The Department of Physical Therapy had 10 alumni guest lecturers in classes; 15 alumni assisted with interviews for the class entering 2016; over 50 alumni have served as clinical instructors in clinical facilities where students are placed.

The St. David's School of Nursing had six alumni return in the spring of 2016 for a panel discussion about life after nursing school. Alumni who were inducted into the school of nursing honor society were invited to join the new STTI chapter. Eight students accepted the invitation and returned for the chapter award ceremony. Two alumni have agreed to serve on an advisory board for the school of nursing.

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/recognition 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)