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 Applied Arts 2014-2015 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

Agriculture:
The Agriculture department has recently requested a lab for an Animal
Science assistant professor. It will be located in Nelson Wing, 225. The project is set to begin in March 2016. Additionally, several of the labs are not recognized by the university as “teaching classrooms” and therefore, do not provide a media cabinet, which would be useful. The department has recently covered the costs to include a media cabinet in Agriculture 101 (floral lab). Recently, we converted a computer lab into (much needed) classroom space. This has created problems for our AG 2390 Introduction to Computer Applications course, which is taught every semester. We have to rely on other departments’ computer labs. We have requested a mobile computer lab (35 laptops secured in mobile cabinet), through an internal grant. We recently were donated a 1986 Tractor that will be used for the Ag Mechanics teaching courses.

Criminal Justice:
SCJ has requested numerous repairs and renovations to Hines Academic Center in order to enhance teaching and research activities for students and faculty. SCJ maintains its own computer lab for the benefit of its students, and provides computers to all funded MSCJ and Ph.D. students.

Family and Consumer Sciences:
University supplied over $300,00 for startup packages: Zuniga and Salcedo (labs);
$130,000 to renovate computer teaching lab
$250,00+ to create technology and collaborative teaching classroom

Social Work:
Successful move of faculty, GRA’s, and staff to Nueces in the Summer & Fall 2015 semesters; provided furniture and equipment (copier, phones, computers, break room refrigerator and table/chairs, office supplies) for 13 offices, the break room, the conference room, and class room; shared class room and conference room space with advising and testing center staff due to flooding damage and repairs in their office space.

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

Criminal Justice:
In the past three years, the doctoral program has attracted students from Colorado, Illinois, Michigan, Rhode Island, and Virginia (in addition to Texas), and from Bosnia, India, Korea, and Turkey.
Family and Consumer Sciences:
ID and NUTR achieved accreditation for maximum period;
FM recognized as top recruiting destination in SW for Kohl’s, Ross, TJX, and Academy

Social Work:
MSW Online Program is ranked 5th nationally

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 Applied Arts has $9,057,473 in research and grant expenditures.

Agriculture:
In the past three years, grants have been awarded in the following amounts: FY13: $871,433; FY14: $971,019; and FY15: $986,460.

Criminal:
In the past three years, sponsored program expenditures for SCJ, including its Centers and Institutes, have been: FY13: $5,807,246; FY14: $6,627,095; and FY15: $8,151,649.

Family and Consumer Sciences:
Continue to increase publishing in high-impact journals;
Targeting research grants from NIH, NSF, USDA

Occupational, Workforce and Leadership:
In the past three years, OWLS has worked to increase sponsored program expenditures for through collaborations across disciplines by submitting multidisciplinary grants. Currently one faculty member is a CoPI in a USDA grant with Agriculture.

Some faculty has hired participated in C3 Startup Research Weekend to support multidisciplinary research, collaboration and creativity.
(September 18 and 19, 2015)
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

**Agriculture**:
A new assistant professor was provided $187,968.55 to set up a new molecular biology lab. The funds will go toward purchase of a thermalcycler (DNA machine), fridges and freezers for reagent & sample storage, a centrifuge for sample processing, consumables, and a spectrophotometer for sample analysis. One-time funding was also provided to another assistant professor for virtual welding equipment, $14,392.

The Agriculture department has hired three assistant professors and one lecturer for this academic year. We will hire a new (permanent) chairperson for next academic year.

**Criminal Justice**: SCJ has hired three faculty members since FY14. The Provost has supported these hires with approximately $16,000 in start-up funds for research enhancement.

**Occupational, Workforce and Leadership Studies**: OWLS has hired one more new faculty member who received an internal research enhancement award.

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

**Criminal Justice**:
SCJ faculty have been engaged in presenting research at international conferences and invited talks (Australia, Spain, New Zealand, India, Netherlands), publishing in international journals and books (Canadian, British, Spanish, Colombian), collaborating with international scholars (Australian, British, Canadian, Italian, South African), conducting research at international sites (Canada, United Kingdom, Mediterranean, Turkey, Spain, Germany, South Africa, Thailand), have been recipients of
international awards and honors and have been the subject of international media coverage.

Family and Consumer Sciences:
Dr. Peter Dedek awarded a Fulbright Fellowship; $10,000 available from M&O, IDC funds for new research projects;
Runyan and Hustvedt actively collaborating with international colleagues

Occupational, Workforce and Leadership Studies:
OWLS faculty have been engaged in presenting research at international conferences and invited talks (Italy and Philippines), publishing in international journals and serving as editors on international journals.

Social Work:
Dr. Ausbrooks presented at a conference in London in September 2015; Dr. Pulliam traveled to Ghana in November to set up her Study Abroad course and research project; Dr. Hawkins presented in Japan and Dr. Norton presented at a conference in Austria. Dr. Garcia completed his research project in Puerto Rico this summer. Dr. Noble presented at a conference in Germany after an ASWB meeting in Amsterdam. Dr. Hawkins and Dr. Knox had 2 journal articles published in International Social Work on our Russian Initiative and Human Rights Framework.

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

The College of Applied Arts submitted 34 external grants and the total amount awarded is $9,297,204.64.
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

| Family and Consumer Sciences: SFCS received first TRIP-eligible gift in 2015 from Luxton family |

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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. *(Institutional Research)*

**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)

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**Agriculture:**

On August 10, 2015, Texas State University Department of Agriculture hosted a “Small Agriculture Stakeholder” meeting to assess the needs of small farmers in order to develop outcome-based collaborative research, education, and outreach programs targeted to this sector of agriculture. This half-day meeting was attended by 37 participants including farmers and ranchers; USDA, Texas Department of Agriculture and City of Austin officials; community organization members; and Austin Community
College, Sam Houston State University and University of Texas-Rio Grande Valley faculty and staff. Several collaborations and proposals are emerging from this meeting.

Family and Consumer Sciences:
FM and ID engage in activities with local and regional business

Occupational, Workforce and Leadership Studies:
Faculty have been involved in the economic development of the region by developing partnerships with the Austin Business Chamber, TECH HIRE initiatives, Capital Workforce Solutions, and City of San Marcos Mayor’s office. They are in the process of developing a one-stop-shop for workforce/poverty research that will be housed in space provided by the City of San Marcos.

Social Work:
We had 325 students in field in 2015 academic year for over 50,000 (BSW) and 100,000 (MSW) hours of internship service to community agencies.

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)

Family and Consumer Sciences:
NUTR (BFITS, Chapultepec, WIC); FCD (Child Life, CDC) engage directly with community

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 College of Applied Arts funds 12 graduate research assistants with indirect costs.
Aerospace Studies:
These are tuition/fees paid scholarships are qualified AFROTC Cadets.
HSSP is awarded to a Freshman through degree completion.
ICSP is awarded to a Sophomore and Junior level Cadets to completion of
Degree requirements.
Commander’s Scholarship is an annual award to one qualifying
Sophomore or Junior through degree completion requirements.
- HSSP
- ICSP
- Commanders Scholarship
In FY16, the above listed scholarship awards will total in excess of
$115,000
Other funded scholarships thru affiliates of USAF/AFROTC
- AFA - $5k annually
- Old Crows - $4k annually
- Daedalians - $2k annually approx
- Washington - $1k annually
Endowments available at TX State to AF and/or AROTC
- Luna - $1k annually
- Wright – determined by availability
- Adamson – determined by availability
Scholarship funded via TX State to AFROTC
Honors Scholarship - $10k annually

Military Science:
USACC/AROTC Funded
These are tuition/fees paid or room and board scholarships for qualified
AROTC Cadets.
Endowments available at TX State to Army ROTC
- Adamson – Amount available to award during the academic year
  ($10,500).
- Funkhouser – Amount available to award during the academic
  ($1,570.00).

Agriculture:
The FATE grant supports a cohort of 55 undergraduate students. The SAFE
grant supports a cohort of 30 undergraduate students. The Boots to Roots
grant will support 15 undergraduate students and 1 graduate student.

Criminal Justice:
Since Fall 2013, the School of Criminal Justice has added two
undergraduate student scholarships and one graduate/undergraduate

student scholarship to the 14 scholarships already in place. Additionally, in 2014-15, SCJ provided $136,225 from salary savings, Research Indirects, Research M&O, and Course Fees accounts to fund 5 doctoral and 1.5 master’s assistantships beyond the 10 doctoral and 6 master’s assistantships provided by the Provost’s Office; grants that year funded 3 additional DRA positions.

In 2015-16, SCJ provided $80,000 from Research Indirects and Research M&O accounts to fund research assistantships (2.5 doctoral and 1 master’s) beyond the 10 doctoral and 6 master’s assistantships provided by the Provost’s Office; grants this year are funding 3 additional DRA positions.

Family and Consumer Sciences:
See 1.10 for Luxton award to graduate students; $34K gift for UG made in 2014; Continue to build Little endowment

Social Work:
New Alumni scholarship funds raised from the Silent Austin at the School’s Celebration; new Henton & Pacheco Scholarship of $25,000; HRSA grant scholarships, Terry Murdock, Karen Brown, and Dorothy and Walter Richter scholarships still available.

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

Aerospace Studies:
Our Aerospace Science (AS) classes are available to all students as a minor for special students and the cadets in AFROTC. Our AS classes, if pursued by either type of student, provide a broad and historic overview of the current political environment and international climate.

Military Science:
Military Science classes are available to all students as a minor for special students and the cadets in AROTC. Our MS classes provide a broad overview of the current political environment and international climate.

Family and Consumer Sciences:
FCD and FM have added international courses in past three years

Social Work:
International SW elective offered and will be developed for online curriculum

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

Agriculture:
Fifteen agriculture students went to Costa Rica in Summer 2015 to learn about sustainable farming. This was funded through a grant.

Occupational, Workforce and Leadership Studies:
Faculty members have presented internationally (Italy, Philippines) and pursuing Fulbright opportunities to expand the academic experiences. Faculty have also served on various opportunities to expand the academic experiences. Faculty have also served on various international committees, including the International Transformative Learning Conference.

Social Work:
Study Abroad courses (McGee, Pulliam, & Norton; international internships for both online and on campus students made possible.

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

Aerospace Studies:
High School Scholarship Program (HSSP) – this serves a recruitment venue since we interview a significant percentage of students who would not consider attending Texas State. For context, AFROTC headquarters assigns high school student interviews with the nearest AFROTC
detachment to the high school students’ residence, whether they intend to attend that school or not. In addition to introducing Texas State University to the student, it often provides an introduction to the parents who accompany the high school student. These parents may have other children that could attend Texas State later.

**Military Science:**
We conduct mentorship sessions with High Schools JROTC programs, which also serve a recruitment venue. Our participation of extracurricular activities, community events, and Bobcat Day are also venue for our recruitment campaign.

**Agriculture:**
Our website has been updated with current faculty information and student organization information.

**Family and Consumer Sciences:**
We focus on graduate student recruiting; spent last year trying to upgrade FCS website for marketing purposes

**Occupational, Workforce and Leadership Studies:**
OWLS has worked to continue a targeted recruitment and marketing campaign at various military bases, organizations, colleges, and community partnerships and recruitment events.

**Social Work:**
BobCats Days and Majors Fairs for BSW recruitment; Graduate College funds for NPR ads and MSW admissions Coordinator to travel to other universities and Ft. Hood to recruit students for both BSW and MSW online and on campus programs (Historically and universities and community colleges serving first generation and Hispanic students); Recruitment at national and state level social work conferences.

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

**Family and Consumer Sciences**:
New teaching collaborative classroom distance learning-enabled; Eight additional faculty now certified for online

**Occupational, Workforce and Leadership Studies**:
Online delivery of classes has increased and faculty continue to develop and revise courses to expand the delivery of distance learning. Faculty teaching online are required to receive specialized online training to teach at a distance.

**Social Work**:
Added 2 new cohorts annually doubling the size of our MSW Online Program; Provided course releases and stipends for faculty to develop 4 new MSW courses for the new APL curriculum, developed the SOWK 1350 BSW online course, and revised 2 courses.

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**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

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**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

**Aerospace Studies**:
For the cadets in our program, we require physical fitness and training, Warrior Spirit Day, Field Leadership Exercises, Summer Field Training and others. All of these activities are co-curricular learning experiences that
enable them to become better team players, leaders, and increase their abilities of professional judgment and communication.

Military Science:
The ROTC Program conducts physical fitness training, Leadership Development Exercises, Field Training Exercises, Leader Reaction Course, Summer Cadet Leadership Training, and LABs, which are important for the development of our cadets as future leaders. All of these activities are co-curricular learning experiences that enable them to become better team players, leaders, and increase their abilities of professional judgment and communication.

Family and Consumer Sciences:
FM, NUTR, FCD and ID all actively support outwardly engaged student organizations

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

Family and Consumer Sciences:
SFCS advisors now included in all program area curriculum meetings

Social Work:
Lisa Ramos is the MSW Advisor and Neal Idais is BSW Advisor; Both moved to main Social Work Office space on the 1st floor to address accessibility problems with their offices being on the 2nd floor.

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

**Aerospace Studies**:
The AFROTC program supports intramural sports on campus by participating in events such as the Push Up Team and Honor Guard at Texas State athletic competitions. This is in direct support of Texas State athletics and gives our cadets a collegiate experience at Texas State University.

**Military Science**:
The AROTC program engages and supports intramural sports on campus by participating in events such as the Honor Guard, Cannon Detail, Flag Football, and Softball. This is in direct support of Texas State athletics and gives our cadets a collegiate experience at Texas State University.

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

**Agriculture**:
All learning outcomes for all programs offered in Agriculture were updated Fall 2016.

**Family and Consumer Sciences**: Continuously occurs

**Occupational, Workforce and Leadership Studies**:
All faculty members contributed to OWLS outcomes and proposed
behavioral indicators to align with those outcomes.

Social Work: CSWE and SACS outcome assessments completed; ongoing assessment of University and School goals; faculty annual review and student course evaluations conducted and assessed; ongoing evaluation and revision of BSW and MSW courses and development of new curriculum; recruitment of new community agencies for internship, service learning, macro projects, and research collaboration.

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 College of Applied Arts has 147 external affiliation agreements to facilitate internships in Texas and out of state.
Aerospace Studies:
Cadet activities within our military (Wing) structure empower cadets to interact with one another and with the instructors within levels of authority in preparation for their subsequent service as an Air Force officer. This facilitates a successful transition into professional life. Further, the hands-on mentoring provided by the AFROTC instructors enables the cadets to learn important principles of time management, teamwork, organization and leadership through experience.

Military Science:
Cadets engage in extracurricular activities, which allow them to interact with community leaders and have daily interaction with the instructors within levels of authority. This facilitates a successful transition into professional life; help them with confidence and on engaging in a professional conversation with people of high authority. The program also provides mentorship from our instructors, which enable them to learn about leadership, values, management, teamwork, and selfless service.

Family and Consumer Sciences: All programs utilize internships; FM and NUTR doing good job encouraging theses

Occupational, Workforce and Leadership Studies:
OWLS faculty continually broaden efforts to facilitate successful transition of students to the workplace and graduate/professional education; particularly in the capstone courses OCED 4360/361 where there is an opportunity to advise students to develop practicum projects that support professional learning goals.

Social Work:
Provide licensing review workshop and study guides for both BSW & MSW students; employment postings on School’s FaceBook page; internship application, resume, and interviews at the community agencies for field placement; professional portfolio assignment in BSW Professionalism (SOWK 4356) course.

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

Social Work:
BobCats Days, Majors Fairs, and community college contacts for BSW recruitment; Graduate College funds for NPR ads and MSW admissions Coordinator to travel to other universities and Ft. Hood to recruit students for both MSW online and on campus programs (Historically and universities and community colleges serving first generation and Hispanic students); Recruitment at national and state level social work conferences

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

During the last 36 months the College of Applied Arts has hired 18 new faculty and 9 (50%) come from diverse backgrounds.

Military Science:
Our recruiting efforts are focus on creating diversity and quality in our cadet ranks. We are proud of having diversity in our staff. We will continue to work with our military headquarters to ensure diversity among our staff continues during future rotations/assignments.

Family and Consumer Sciences:
Hired 11 new faculty in past three years: six are from under represented groups (five Latina; one African-American)

Social Work:
Increased Hispanic (4), African American (2), and Native American (1) faculty hires; students: international and ethnic minority student GRA’s.

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

**Criminal Justice:**
Since FY14, SCJ has provided travel funding for three faculty members to attend statistical and methodological workshops to enhance their research skills. Additionally, five faculty members have been awarded faculty development leaves to pursue research and scholarly activities. SCJ provides tuition assistance to two staff members, one of whom is completing a Bachelor’s degree and one of whom has completed a Master’s degree and is currently pursuing a second Bachelor’s degree.

**Family and Consumer Sciences:** All tenured faculty have up to $4,000 available for professional development related to scholarship

**Social Work:**
Faculty and staff University training and professional development workshops; Support for continuing education, conferences, and doctoral education for faculty.

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

**Occupational, Workforce and Leadership Studies:**
Faculty are required to attend the “Quality Matters: Online Teaching” workshop if they teach at a distance; using insights from workshop they are involved in the revision of core OWLS course for both online and hybrid sections.

**Social Work:**
Support for course development and training required for faculty teaching MSW online courses; collaborate and work with Institutional Design to develop and teach new MSW and BSW courses.
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 College of Applied Arts awarded 81,000 in scholarships from the respective endowments in the academic department.

**Family and Consumer Sciences:**
Held first FCS alumni reunion in 2014; same in 2015; distinguished alumni from SFCS named in two of last four years; alumni events held in Houston,
Dallas and NYC by FM and CA

Occupational, Workforce and Leadership Studies:
Faculty have invited alumni to serve as guest lectures in the classroom and have more recently nominated an alumni for one of the university lecture series.

Social Work:
School’s Celebration of the BSW (40th), MSW (29th) and MSW Online (10th) Anniversaries in the Fall, 2015 semester was a huge success with over 200 participants and raised over $2,000 in scholarship funds to establish the Alumni Scholarship; ChalkBoard Campus Project provided OSSW students opportunities to participate with Party Politics in a national advocacy and political project aimed at college students in the Presidential election that was initiated at Texas State University and at Drake University in Des Moines Iowa.

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)