**Texas State University**  
**2012-2017 University Goals and Initiatives**  
**College of Education 2012-2013 Plan Progress**

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

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

1.2 Increase number of full-time faculty.

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

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

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The university invested in renovations of locker space in Jowers Center to create two research labs (disability and neuromuscular) for the Department of Health and Human Performance (HHP).

In fall 2013, the College of Education (COE) hired a Research Coordinator, who is supervised by the college's Associate Dean of Research and Sponsored Programs. Collectively these two positions are reaching out to individual COE faculty to provide assistance with external grant proposal development, as well as introduce the faculty to the recently-adopted PIVOT research database/software program.

COE Faculty members are actively involved in establishing Texas State University as a collaborative partner with the University of Texas at Austin, in one of the state's two Education Research Centers (ERC). The ERC allows Texas State faculty access to more than two decades of Texas primary, secondary, and post-secondary education data as well as Texas employment data.

The Department of Counseling, Leadership, Adult Education and School Psychology (CLAS) completed a HIPPA compliant technology upgrade to the San Marcos Assessment and Counseling Clinic.
The Assistant Dean for Faculty and Staff Development (ADFSD) continues to implement a five-year Faculty Development Initiative. The initiative is primarily intended to promote the scholarly productivity of COE probationary faculty. The COE has also continued the Scholar/Mentor Program, in which tenure-track faculty (Scholars) are paired with tenured faculty (Mentors) for the purpose of both creating scholarly products and building collegial relationships. Over the past year, 12 manuscripts were submitted for publication and two proposals were created seeking external funding for research.

1.5 Offer academic programs that are nationally and internationally competitive.

CLAS programs are increasing their national student recruitment (ex: Student Affairs in Higher Education [SAHE], School Improvement [SI], and Adult, Professional, and Community Education [APCE]).

The Ph.D. in Education programs in CLAS conceptualized and implemented international research opportunities for doctoral students.

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

The COE is teaming with the College of Science and Engineering to prepare a grant application for the Texas Teacher Residency Program, a $1.29 million single-award grant to be funded by the Texas Higher Education Coordinating Board.

The COE has submitted a grant application to the U.S. Department of Education for $1.59 million, in collaboration with an Economics faculty member, and is submitting a multi-million dollar grant to NSF in collaboration with members of the Geography faculty.

1.7 Provide reasonable start-up funds in order to attract and retain distinguished faculty and to provide the essential equipment to conduct research and attract external grants.

1.8 Support faculty efforts in international research.

The Department of Curriculum and Instruction (C&I) assisted faculty in international research efforts by partially funding international travel for data collection for Dr. Lori Assaf (South Africa) and Dr. Gail Dickinson.
CLAS' Ph.D. in Education (SI and APCE) introduced a new doctoral elective: Seminar in International Educational Research. This elective allows doctoral students to participate in professors' international research projects and provides support for the faculty through research assistants. Combined funding was offered by the department, the College of Education, and the Graduate College to support eight doctoral students doing field work in Chile for an educational research project. Another similar project was held in New Zealand.

1.9 Maintain Emerging Research University status and pursue the Texas Research Incentive Program (TRIP).

Goal 2: Provide opportunities for a public university education and contribute to economic and cultural development.

2.1 Move forward on the Closing the Gaps goals of participation, success, excellence, and research.

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

The Tomas Rivera Mexican American Children's Book Award activities included bringing more than 400 school children from the Central Texas area to the Texas State campus to hear the winning author speak at the annual celebration.

The "Little Engineers" Family Science Nights were held at three local elementary schools in addition to a week-long experience at Centro Cultural in San Marcos. C&I faculty worked with parents and children to engage them in engineering and mathematics learning activities.

Central Texas Writing Project provided more than 8,000 hours of contact time with Central Texas teachers, youth, and families to increase literacy learning in our region.

Total Wellness, launched by HHP in 2002, offers comprehensive programs and services that improve the health and well-being of Texas children, teenagers, adults, and seniors. From group exercise classes to personal
training to educational workshops that promote healthy lifestyles, Total Wellness is a leader in providing affordable, high-quality programs designed to educate, engage, and stimulate the minds and bodies of a diverse and growing community. Over the past ten years, the program has expanded to include Worksite Wellness in the San Marcos Consolidated Independent School District and Total Wellness-San Marcos, a partnership between the City of San Marcos and Texas State that offers a wide range of fitness programs designed to promote healthy physical activity, weight control, social interaction, and other healthy-life behaviors.

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

2.4 Internationalize the curriculum.

CLAS’ Ph.D. in Education initiated a new doctoral elective: Seminar in International Educational Research. This course is designed to develop the skills to conduct rigorous educational research in the international and global contexts. It was offered twice, with optional field experiences in Chile and New Zealand.

CLAS faculty are preparing two international memorandums of understanding for consideration (with universities in Italy and Chile).

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

C&I sponsored the South Africa Study Abroad program. Eight students enrolled in the program for its second year.

C&I co-sponsored development of a new study abroad program in Cambodia with the Honors College and the College of Science and Engineering.

HHP hosted three visiting scholars from Brazil, Egypt, and South Korea in 2013.

In December 2013, the COE will meet with administrators and faculty from Edge Hill University (enrollment = 25,000), located in Omskirk, England to discuss the establishment of study abroad experiences for our students, as well as possible faculty exchanges and research collaborations.

2.6 Maintain a vigorous, targeted recruitment and marketing campaign.
2.7 Recognize the role of moving to the FBS in developing the image of the university and enhancing economic and cultural development.

2.8 Enhance and support distance learning and Friday/Saturday course delivery.

C&I began initial course offerings in its new Certificate in Developmental Education which is offered completely online.

C&I has proposed a certificate in online teaching and learning which is in the approval process.

CLAS continues to develop periodic scheduling of doctoral elective courses on Saturdays. Educational Leadership and Adult Education are planning courses at the Alamo University Center, a hybrid format that has been developed for EDCL 6348 School Law, and Dr. Cynthia Plotts (School Psychology) is obtaining Sloan C certification for online instruction.

**Goal 3: Provide a premier student-centered, educational experience that fosters retention and success.**

3.1 Increase student retention through collaborative programs across the university.

3.2 Enhance quality and consistency of academic advising services.

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

3.4 Recognize and support intercollegiate athletics and the arts as vehicles to promote a well-rounded collegiate experience for all students.
The COE Advisors work with the Athletic Academic Office and certify athletes' schedules to ensure they are meeting their degree requirements, send emails to athletes encouraging them to make advising appointments, and advertise performing arts and athletic events in the Advising Center's lobby.

3.5 Refine student learning outcomes and appropriate assessment measures within each academic program and general education curriculum to ensure program improvement and provide evidence of student success.

C&I adopted a standard instrument for observation of teaching performance which has strong validity and reliability. The instrument was piloted in 2012-13, and student teaching supervisors received training in summer 2013 for implementation in 2013-14. Use of a standard valid and reliable instrument will greatly enhance assessment of preservice teachers' learning outcomes.

The Office of Educator Preparation is working closely with departments and colleges across the university to improve the efficiency and effectiveness of the processes associated with teacher preparation, including improving the accuracy of data reporting. Additionally, new assessments and surveys have been implemented to improve services for students in the program.

3.6 Refine administrative and educational support, research, and public service outcomes and appropriate assessment measures within identified departments to ensure improvement and provide evidence of success.

3.7 Recognize the importance of academic and administrative program review processes to facilitate program improvement in support of the University mission.

3.8 Foster an environment that cultivates students to become successful, engaged alumni.

3.9 Broaden efforts to facilitate successful transition of students to the workplace and graduate/professional education.
The COE Advisors participate in the Teacher Job Fair and encourage students to join degree program associations as a way of networking and learning about career options and graduate programs.

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

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

Goal 4: Enrich our learning and working environment by attracting and supporting a more diverse faculty, staff, and student body.

4.1 Attract and retain a diverse faculty and staff.

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

CLAS’ Adult Education has obtained approval for its new graduate certificate in Adult English as a Second Language, which will actively recruit and support Hispanic students as part of the pool.

CLAS’ School Psychology program submitted a federal grant proposal to develop a graduate program for bilingual school psychology. While unfunded in the first round, they are actively working on a resubmission. This program would in part recruit Hispanic students and support their progress, also extending highly qualified bilingual school psychology services to the schools of Texas.

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

C&I hosted four high school "future teacher" groups on the Texas State campus. Activities included campus tours and meetings with C&I faculty and students. The students who visited were racially diverse and from schools with large percentages of "economically disadvantaged" students.
4.4 Expand efforts to promote diversity and inclusion among all faculty, staff, and students.

C&I began a film series focused on education and social justice issues. The inaugural film presentation in spring 2013 was "The First Grader" about an elderly man in South Africa who attends school for the first time. This was also a Common Experience event.

The College of Education is offering Spanish language lessons for faculty, with particular interest in supporting language facility for teaching and/or research purposes.

The ADFSD meets with each new faculty member each year throughout the probationary period to address issues and provide support. The focus includes supporting diverse faculty by addressing their unique needs and strengths. The ADFSD is also in regular contact with department chairs to identify any faculty who may benefit from personal attention. This support, through the dean's office, helps ensure not only the inclusion of diverse faculty, but also increases the likelihood of quality and successful teaching, service, and scholarly/creative activity.

4.5 Seek historically underutilized business suppliers.

Goal 5: Develop and manage human, financial, physical, and technological resources effectively, efficiently, and ethically to support the university’s mission.

5.1 Increase average full-time staff salaries at all ranks.

5.2 Increase number of full time staff.

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

5.4 Maintain a physical setting that presents Texas State as a premier institution.
5.5 Implement the Campus Master Plan update for 2012-2017 to ensure it meets the needs of the University.

5.6 Expand and support professional development opportunities for faculty and staff.

The College of Education is offering Spanish language lessons for faculty, primarily to support language facility in teaching and/or research.

The COE Advisors are funded to travel to conferences; the supervisor encourages them to present at conferences and is available to provide input/feedback to advisors interested in presenting at conferences; and the advisors attend all relevant professional development workshops on campus.

The ADFSD oversees the Scholar/Mentor Program to help advance the professional development of all faculty by providing an opportunity for faculty to form collaborative relationships specifically intended to conceptualize, create, and submit scholarly products for peer review and consideration. It is believed that these relationships will help faculty continue their professional development for years to come.

5.7 Continue support for structured, standards-driven web course development and programs that enable faculty to appropriately integrate technology into the teaching-learning process.

C&I conducted a needs assessment survey during spring 2013 to determine the level of technology integration in courses. A professional development plan was created in summer 2013 to address areas of need with planned implementation of the plan during 2013-14. The purpose of the professional development is to enhance teaching and learning through pedagogically sound integration of technology in coursework and learning experience.

5.8 Reduce deferred maintenance in existing facilities.
5.9 Improve processes outlined in SACS *Principles of Accreditation* to ensure ongoing compliance with standards, while continuously improving overall educational quality.

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

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

5.12 Assess the needs and opportunities to refine Alkek Library utilization to improve support for the achievement of faculty and student instructional and research outcomes.

5.13 Ensure regulatory compliance, environmentally responsible practices and the efficient use of energy and water resources.

5.14 Leverage Enterprise Resource Planning (ERP) and other technology investments to continually improve campus business and instructional support activities.

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

5.16 Promote a safe and secure environment.