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

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

Indicators*:
- Median salary levels for each rank including professor, associate professor, assistant professor, and lecturer

1.2 Increase number of full-time faculty.

Indicators*:
- Number and percent of full-time faculty including tenured administrators

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

Indicators*:
- Merit increases awarded/not awarded

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

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 CLAS department computer lab, supporting doctoral level instruction in quantitative research methodologies for the PhD in Education program,
has been refurbished and upgraded to be more effective and user-friendly ($6,394.32).

Technology in the main campus Counseling & Assessment Clinic has been upgraded to facilitate and enhance instructional supervision of counseling practica.

Executed the Education Research Center contract with THECB and University of Texas, enabling Texas State to provide secure access to the state’s P-20 educational and workforce data warehouse from the College of Education and to support high-quality educational research.

1.5 Offer academic programs that are nationally and internationally competitive.

Indicators*:  
- List of current national/international program recognitions  
- List of current national/international student awards and recognitions  
- Number of academic programs accredited or reaccredited

Four (4) doctoral students from PhD in Education-School Improvement appointed as national Jackson Scholars by the University Council for Educational Administration (2 year term).

One (1) PhD in Education-School Improvement student named as Blumberg Scholar by the Council of Professors of Instructional Supervision.

Recreation undergraduate program was re-accredited by NRPA.

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

Indicators*:  
- Current grant expenditure dollars  
- List of new cross-discipline collaborative grants

NASA grant with multiple departments, NSF grant with Geography, Teach for American grant with Economics.

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.

Indicators*:  
- Academic start-up dollars awarded (division and college)
• Library start-up funds awarded

1.8 Support faculty efforts in international research.

**Indicators***:
- List of new international research efforts and scholarly 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

Dr. Luz Maldonado—presentation “Role of the Researcher in a Study of Mathematics Teacher Noticing: Insights from Facilitating a Teacher Study Group” at the Fifth International Conference of Qualitative Research in Guanajuato, Mexico.

Drs. Lori Assaf and Minda Lopez—travel to South Africa for study abroad.

Dr. Gene Martin—attended International Conference on Technology Education in the Pacific-Rim Countries in Nanjing, China.

Dr. Gene Martin—paper presentation “Research Needs for Technology Education: Highlights of a Preliminary Analysis” at the PATT 27 Conference in Christchurch, New Zealand.

Dr. Russ Lang—travel to Vancouver, Canada to meet with editorial staff of the journal Developmental Neurorehabilitation, an international journal for which he became Editor-in-Chief in January, 2014.

CLAS Doctoral faculty continued research projects in Chile, including dissemination in refereed publication and conference papers.

CLAS Doctoral faculty worked on building a research collaboration and institutional partnership with the doctoral program at Universidad Alberto Hurtado, Santiago de Chile.

CLAS Doctoral faculty worked on building a research collaboration and institutional partnership with the University of Padua, Italy.

Dr. Ann Brooks led an international research and study course in Mexico for graduate students.

Dr. Joellen Coryell was an invited scholar at the University of Padua, Italy.

Dr. Paige Haber-Curran was an invited scholar in the Middle East.

Dr. Michael O’Malley was an invited scholar at the Pontificia Universidad Católica de Chile.

The College of Education’s two Fulbright Research Scholars are housed in the CLAS Department, and continue activities related to their Fulbright research (Dr. Brooks and O’Malley).
1.9 Maintain Emerging Research University status and pursue the Texas Research Incentive Program (TRIP).

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

CLAS graduated 18 PhD students (11 APCE; 7 SI).

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.

Indicators*:
- Freshman class size compared to prior year and percent change
- Overall enrollment compared to prior year and percent change
- Level of achievement compared to CTG enrollment target: overall, African American, and Hispanic
- Level of achievement compared to goals CTG goals and to prior year: participation (recruitment), success (retention), excellence (graduation), and research

2.2 Continue engagement in the economic and cultural development of the region.
**Indicators***:
- List of current cultural collaborations with external constituents
- List of current economic collaborations with external constituents
- Number of clients in STAR Park
- Number of clients in Small Business & Development Center (SBDC)
- Number of clients in the Office of Commercialization and Industry Relations (OCIR)

The Counseling & Assessment Clinic collaborated with San Marcos Head Start.

Educational Leadership collaborated with the San Marcos CISD and Del Valle ISD in leadership development.

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

**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)

**CLAS provided $22,670.00 from department funds to support graduate student travel to present research at refereed national and international conferences.**

### 2.4 Internationalize the curriculum.

**Indicators***:
- Number of new/revised courses with international content
- Number of faculty participants in globalization workshops

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

**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 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

**CLAS has**

1. One faculty led study abroad in Mexico.
2. CLAS impacted five countries with research activities or research presentations.

**HHP has received two internal grants to plan summer study abroad programs beginning this summer.**

Dr. Rod Harter continues to work with Edge Hill University in the UK in preparing a student/university exchange program.

**HHP hosted a visiting scholar from Russia.**

**2.6 Maintain a vigorous, targeted recruitment and marketing campaign.**

**Indicators***:

- List of new undergraduate and graduate recruitment initiatives introduced
- List of new marketing efforts implemented

**School Psychology prepared a new program track to recruit graduate students for Spanish-English bilingual school psychology credentialing.**

Educational Leadership instituted two school district based graduate cohorts and recruited students to fill them.

CLAS & CI Departments instituted a new graduate program at RRC recruitment event.

Adult Education introduced recruitment in the San Antonio region.

PhD-APCE completed a new recruitment video to use for inter/national marketing.

**2.7 Recognize the role of moving to the FBS in developing the image of the university and enhancing economic and cultural development.**

**Indicators***:

- Number and list of new Texas State FBS advertisements placed
- Average number of attendees at home football games
- Total economic impact from athletic events on local community
- Product licensing income for the year
- Dollar amount and membership increase in Bobcat Club for the year
2.8 Enhance and support distance learning and Friday/Saturday course delivery.

**Indicators***:
- Number of new online and hybrid SCH as a percent of overall offered
- Number of SCH enrolled in Friday/Saturday courses offered

The Superintendent Certification program transitioned to an executive model format that blends Friday/Saturday meetings several times per semester and online work. This involves 1 course per semester (first course was summer 2014 = 39 SCH).

HHP opened additional lab sections for exercise physiology on Friday.

**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.

**Indicators***:
- Student retention rates compared to prior year (college and institutional)

C&I participated in Emerging Stars program by teaching EDP 1350 and RDG 1300.

3.2 Enhance quality and consistency of academic advising services.

**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

HHP worked with the College of Education’s Undergraduate Advising Center to institute an online closed class request for students.

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

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

Indicators*:
- Number and list of events (athletic and artistic) provided for the year
- Number of attendees at each event provided
- Number and list of new academic support initiatives provided to student athletes

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.

Indicators*:
- Description of outcomes assessment process improvements
- Examples of new major program improvement efforts implemented as a result of assessment findings
- Number and percent of programs completing outcomes assessment
- Number and percent of completed audits
- Number and percent of programs showing improvement

C&I adopted a standard instrument for observation of teaching performance, the Danielson Framework for Teaching, which has strong validity and reliability. Student teaching supervisors received training in summer 2013, for implementation in 2013-14, and program faculty are redesigning common assessments in courses to align with the use of a standard valid and reliable instrument that will greatly enhance assessment of preservice teachers' learning outcomes.

HHP is seeking GE council approval for a new course with assessment aligned with the behavioral/social science component. Final approval is in progress as the course has been the first class to be proposed under the new state-mandated GE structure and there has been no internal GE council procedure/process for evaluating courses alignment with state GE standards.
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.

**Indicators***:
- Description of outcomes assessment process improvements
- Examples of new major service improvement efforts implemented as a result of assessment findings
- Number and percent of departments completing outcomes assessment
- Number and percent of completed audits
- Number and percent of departments showing improvement

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

**Indicators***:
- Number of program reviews completed and number of academic program reviews submitted to THECB
- Examples of major program improvements made based on program review/accreditation findings
- Percent of reviews with all items scored a “2” (on a scale of 1 through 5) or higher

The Office of Educator Preparation (OEP) is engaged in a formative evaluation effort to improve the quality of the university’s teacher preparation program. This effort has required several system-wide changes in Banner, establishing an OEP database that enables us to track graduates for years after graduation, conducting research on student persistence in the program, and alignment of curricula and state assessments.

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

**Indicators***:
- Number and list of new academic-sponsored alumni outreach activities (e.g., guest speakers, faculty, advisory boards, judges, research)
- Number and list of new community outreach activities (e.g., Bobcat Build)
- List of new student and alumni collaboration efforts (e.g., conferences, mentoring)
- Number and list of recognized alumni achievements
Number and percentage of graduating seniors and alumni who have graduated in the last five years who join the Alumni Association this year

Educational Leadership and the PhD-SI have been involved in community outreach activities in San Marcos CISD.

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

**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

The Office of Educator Preparation’s research on program effectiveness is examining principals’ perceptions of our new teacher graduates, as well as the teachers’ longevity in the profession to determine the degree to which our graduates are prepared to be effective educators.

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

**Indicators**:  
- Number of literacy sessions provided  
- Number of faculty and students served

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

**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.
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
- Number of new external position postings advertised, including those targeting diverse candidates

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

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

The Office of Educator Preparation is examining the results of survey data to determine why Hispanic teachers are under-represented in the university’s teacher preparation program.

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

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

C&I facilitated undergraduate recruitment efforts through local school district Future Teacher programs:
- 192 high school students attended Texas Association of Future Educators regional conference hosted by C&I on the Texas State campus.
- 170 high school students from Lockhart, Pflugerville Connelly, Hays-Lehman, San Antonio East Central, and San Marcos participated in campus tours hosted by C&I bilingual education faculty.
4.4 Expand efforts to promote diversity and inclusion among all faculty, staff, and students.

**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 Assistant Dean for Faculty and Staff Development (ADFSD) meets with each new faculty member each year throughout their probationary period to address issues and provide support. These meetings include a focus on providing support to diverse faculty by addressing their unique needs and strengths, while also assuring they are receiving mentoring. The ADFSD is also in regular contact with department chairs to identify any faculty who may benefit from personal attention/support. This support through the dean’s office helps ensure not only the inclusion of diverse faculty, but also increases the likelihood they are able and prepared to provide quality teaching, participate in successful service, and create scholarly/creative products.

Quetzal Film Series, hosted by C&I, brings documentaries and films related to social justice issues to students and faculty in education and across campus.

CLAS developed and initiated a plan to have 75% of faculty & staff participate in Allies Training.

4.5 Seek historically underutilized business suppliers.

**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 at all ranks.

**Indicators***:
- Percent increase in average salary levels for all categories

5.2 Increase number of full-time staff.

**Indicators***:
- Number and percent increase in full-time staff compared to prior year
- Number and list of newly-created positions

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

**Indicators***:
- Merit increases awarded/not awarded

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

**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.

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

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

HHP hosted a CE session on retention taught by the Retention Management staff.
College of Education is providing workshops for faculty on quantitative research methodologies.

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.

Indicators*:
• Examples of new web-based courses offered compared to prior year
• Number of faculty completing distance education training
• List and/or dollar amount of new resources provided to support distance learning
• List and/or 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

C&I offered six professional development sessions on technology integration for our faculty based on needs assessment results.
Strategies for technology integration are included in our C&I TRACS site for faculty to access; these are updated regularly by Educational Tech
Dr. Cynthia Plotts completed Sloan-C training. Dr. Cynthia Plotts offered a new online course in summer 2013. Superintendent Certification program incorporated online learning into its new Executive Model format (while remaining > 50% face-to-face).

Two HHP faculty completed GOLD and other training for online instruction.

5.8 Reduce deferred maintenance in existing facilities.

**Indicators***:
- List and total cost of deferred maintenance projects completed

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

**Indicators***:
- Number and list of major process improvements made to address specific SACSCOC standards
- IE Council meetings held and participation
- Number of disseminations of SACSCOC-related information

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

**Indicators***:
- Examples of new assessment-related process improvements made

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

**Indicators***:
- Number and list of alumni and *new* external constituent (parents, family, businesses) outreach activities
- Number and list of alumni and other external constituents (parents, family, businesses) involved with Texas State
• Total dollar amount of alumni and external donor contributions
• Number and percent of alumni and external donors

CLAS developed a partnership with the San Marcos CISD to provide partial tuition reimbursement for district educators attending a graduate educational leadership cohort in the district.

CLAS developed a partnership with the US Embassy-Chile to fund an exchange of scholars in order to support a new partnership ($10,000; small grant).

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.

Indicators*:
• Number and list of library assessment activities
• Number and list of library improvements made

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

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.

Indicators*:
• Narrative list of campus business improvements enabled or enhanced by technology
• Number and list of new/enhanced instructional support activities provided
5.15 Complete the Pride and Action campaign plan to achieve the goal.

**Indicators***:
- Total dollar amount raised for the year
- Total dollars raised per strategic fundraising priority area

5.16 Promote a safe and secure environment.

**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)